

OESD 114

Service for SUCCESS

For the School Districts of the
Kitsap & Olympic Peninsulas

2012

Accountability Report

**Olympic Educational
Service District 114**

**Service for
SUCCESS**

In Support of Student Growth



OESD 114

2012 Annual Accountability Report

TABLE of CONTENTS

Strategic Plan, Mission, Vision, Organizational Goals 2009-14	iii
Service Area Map	iv
Board of Directors	v
Organizational Chart	vi
2011–2012 Core Allocation: The Fulcrum for Regional Services	vii
I. Educational Technology Support Center.	1
II. Financial Management Services	2
III. Head Start / Early Head Start / ECEAP	3
IV. High Risk Youth Services: Institutional Education	6
V. Instructional Materials Cooperative	8
VI. Network Support Services	9
VII. Olympic Science and Mathematics Education	10
VIII. Teaching and Learning	12
IX. School Nurse Corps	16
X. Science Kits Regional Cooperative	18
XI. Special Services Department	19
XII. Student Services Center	20
XIII. Unemployment Compensation Insurance Pool	23
IXV. Western Regional Data Center	24
XV. Workers’ Compensation Trust	25
Appendix: OESD 114 Participation Matrix	A – 1



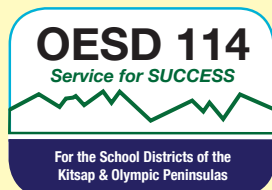
**Olympic Educational
Service District 114**
105 National Ave. N.
Bremerton, WA 98312
360.479.0993
Fax 360.478.6869

Port Angeles Office
2530 W 19th Street
Port Angeles, WA 98363
360.782.5000

oesd.wednet.edu

SERVING 15 DISTRICTS

50,349 STUDENTS



STAFF

Walt Bigby, Superintendent
360.478.6890

**Carol Kovarnik, Asst. Superintendent
Financial and Instructional
Support Services**
360.478.6894

**Stephanie Parker, Asst. Superintendent
Teaching and Learning**
360.405.5824



Recognized as a
**PATRIOTIC
EMPLOYER**

by the
Office of Secretary of Defense
for Employer Support of the Guard & Reserve

Olympic Educational Service District 114 STRATEGIC PLAN

MISSION STATEMENT

We provide services that support districts in delivering a high quality education that leads to equitable opportunities for all to learn and succeed.

VISION

Olympic ESD 114 is a dynamic agency of diversified programs, positioned to meet ongoing and emerging needs of school districts and their communities. OESD provides educational services that can be performed more effectively on a regional basis. Our cooperative, cost-efficient, and innovative delivery systems recognize regional characteristics and differences, help local districts pool resources, minimize duplication of effort, and, ultimately, reduce taxpayer costs.

ORGANIZATIONAL GOALS 2009-2014

- 1) Promote equity and excellence by providing stable support for districts, teachers and students.
- 2) Provide and manage cooperative programs, special projects, technical assistance and professional development that are both effective and efficient.
- 3) Support school readiness by partnering with school districts, child care providers, families and community agencies throughout the region to promote early learning services and systems.
- 4) Assist school districts in the administration of OSPI and State Board of Education policies, rules and regulations.
- 5) Represent individual district and regional needs at the state level.
- 6) Remain informed on current issues and trends in education and other appropriate social services in order to be responsive to the needs of school districts.
- 7) Pursue program evaluation and improvement through an ongoing dialogue with school districts, community partners and state agencies.
- 8) Create an internal culture that demonstrates respectfulness, teamwork, program integration and communication.

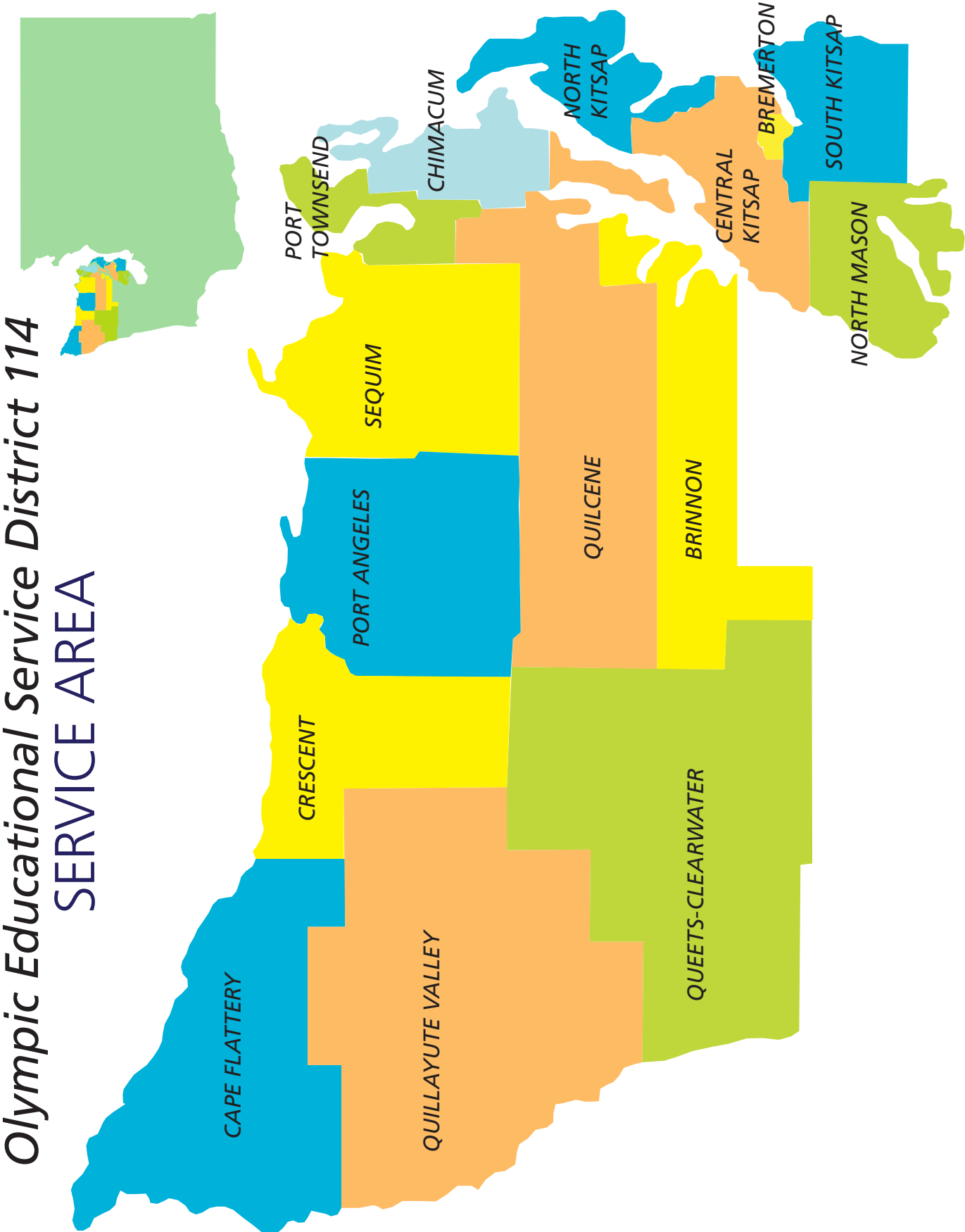
CORE VALUES/BELIEF STATEMENTS

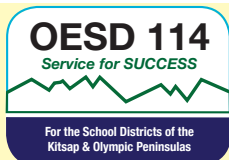
WE BELIEVE IN:

- 1) providing high quality, equitable, accurate and innovative services to evolving customer needs;
- 2) the value of relevant, effective, positive learning experiences;
- 3) having pride in our work; delivering services that meet or exceed expectations;
- 4) positive customer relationships which are fundamental to service delivery;
- 5) the use of research and data in decision-making;
- 6) leadership that inspires and empowers people to use their collective skills and talents to achieve the ESD mission and goals;
- 7) a collaborative culture and common goals;

OESD 114 BOARD of DIRECTORS

**Ray Ondracek • Katie Proteau • Dean Kiess
Jean Wasson • Donn Ring • Karen Sorger • Jay Garrett**





Olympic Educational Service District 114 BOARD of DIRECTORS



*Ray Ondracek
District 1*

RAY ONDRACEK serves District 1, which includes South Kitsap. Ray was Assistant Superintendent for Business in the South Kitsap School District before he retired. Ray received his MA from Western Washington University. He serves as Commissioner for the Port of Waterman, is married to Jill and enjoys boating and golf.



*Dean Kiess
District 3*

KATIE PROTEAU serves District 2, which includes Bremerton. Katie has been a member of the OESD board for 25 years and was president in 1993. A longtime volunteer in the Bremerton School District, Katie is active in her community, and also serves as president of the Bremerton Area Lady Lions. Katie is married and has five grandchildren.



*Katie Proteau
District 2*

DEAN KIESS serves District 3, which includes Central Kitsap. Dean is a retired naval officer and retired business owner. He has an MS in engineering from Naval Postgraduate School and an MBA from City University. Dean is active in both civic and religious organizations. He has been married for 48 years and has three children and one grandson.

JEAN WASSON serves District 4, which includes North and Central Kitsap. She was a North Kitsap School Director for 16 years. Involved in education as a volunteer, Jean says, "I can't think of anything more important. It's a pleasure to be able to give back a little." Jean is involved in her church and Kiwanis Club. Married for 55 years, Jean has five children and five grandchildren. Two of her daughters are in education.



*Jean Wasson
District 4*



*Donn Ring
District 5*

DONN RING serves District 5, which includes Brinnon, Chimacum, Port Townsend and Sequim. Donn has been an OESD 114 board member since 1972. He has seen the historical growth and worth of this regional service agency to bring a more equitable quality of education and fiscal efficiency to all-sized school districts through co-operative efforts. Donn is the director of the humanitarian non-profit group Life Education And Research Network (L.E.A.R.N.) that seeks to bring greater global understanding through intercultural engagement and environmental education. He is an avid nature photographer specializing in close-up images. He also has a hobby of ethnic gourmet cooking and snuggling with his wife Lynn (but not necessarily in that order).

KAREN SORGER serves District 6, which includes North Mason. Karen served as a member of the North Mason School Board for 17 years. She is retired, and with her husband Fred, enjoys showing their 1959 Chevrolet Impala at summer car shows through their involvement in "The Kitsap Classics" car club. Karen sees her board membership as an opportunity to continue her involvement in education and as a different way to give back to the community. She and Fred have two sons, three grandchildren and three great grandsons.



*Karen Sorger
District 6*

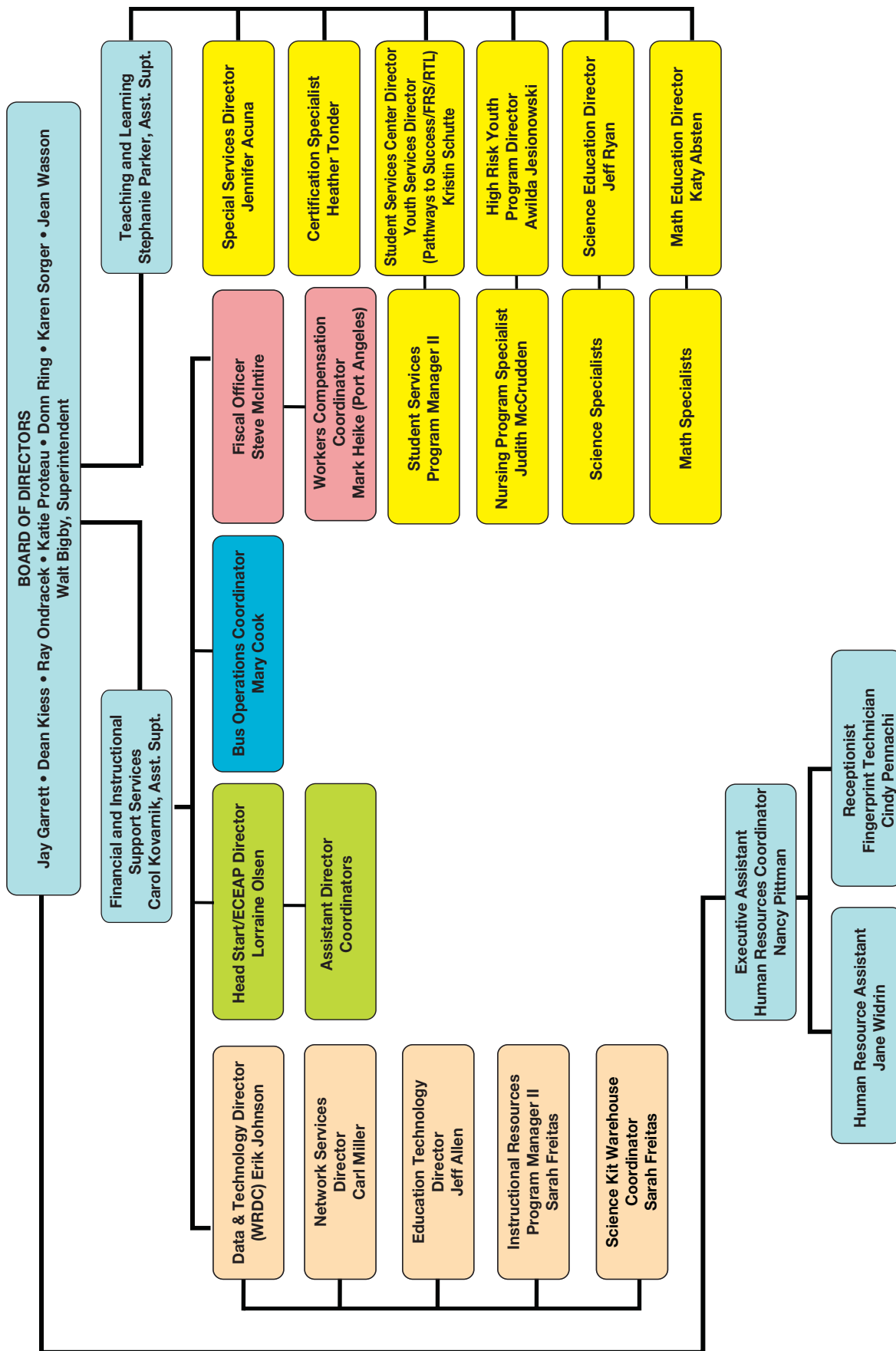


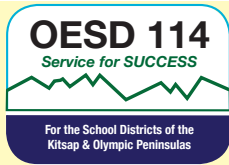
*Jay Garrett
District 7*

JAY GARRETT serves District 7, which includes Port Angeles. Jay is originally from Ohio and served in the Navy during the Vietnam War. He is a graduate of the University of Dayton (B.S.), Xavier University (M.S.) and Wright State University (M. Ed.). Jay has been a criminal justice practitioner and has served as a municipal police officer, deputy sheriff, Ohio State Park Ranger and a juvenile probation officer. In addition, Jay taught high school for 13 years and community college for 12 years. Jay retired from teaching in 2005 after completing his career at Peninsula College. He is married to Mary O'Neil-Garrett and resides in Port Angeles. Jay volunteers at Hospice of Clallam County and at Storehouse, a food distribution ministry of the Lighthouse Assembly of God Church in Port Angeles.

Olympic Educational Service District 114

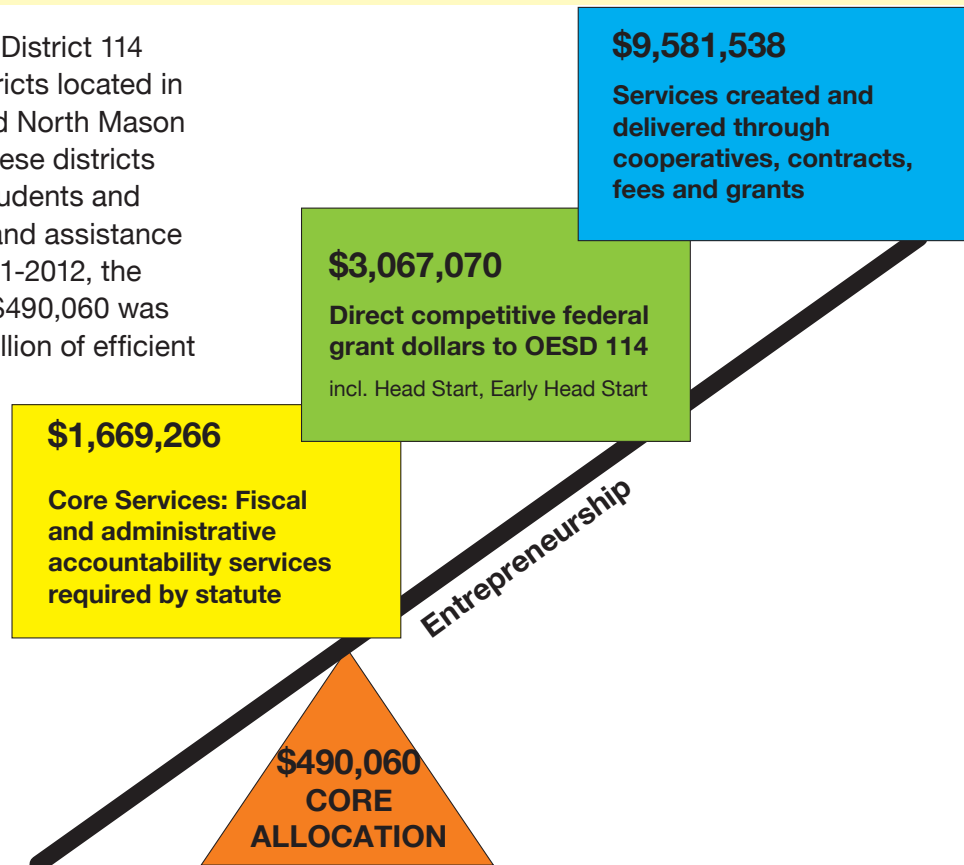
ORGANIZATIONAL CHART





2011–2012 CORE ALLOCATION: The FULCRUM for REGIONAL SERVICES

Olympic Educational Service District 114 (OESD) serves 15 school districts located in Clallam, Jefferson, Kitsap and North Mason counties. More than half of these districts have fewer than 2,000 FTE students and rely heavily on the expertise and assistance provided by the OESD. In 2011-2012, the OESD 114 core allocation of \$490,060 was leveraged to provide \$14.3 million of efficient and effective services.



OESD 114 CORE SERVICES:

- Oversight of school district budgets
- Enrollment, personnel and fiscal data collection and reporting
- Bond and levy certification
- Certification services, fingerprinting and background checks
- School boundary reviews
- Code of conduct complaint investigations
- Management of cooperatives
- Curriculum adoption support
- Staff development and learning resources
- Education of youth in detention

RCW 28.A.310; WAC Chapters 181; 392

SERVICES ARE DELIVERED THROUGH:

- Educational Technology Support Center
- Financial Management Services
- Head Start / Early Head Start / ECEAP
- High Risk Youth Services:
 - Institutional Education
- Instructional Materials Cooperative
- Network Support Services
- Olympic Science & Mathematics Education
- Teaching & Learning
- School Nurse Corps
- Science Kits Regional Cooperative
- Special Services Department
- Student Services Center
- Unemployment Compensation Insurance Pool
- Western Regional Data Center
- Workers' Compensation Trust

EDUCATIONAL TECHNOLOGY SUPPORT CENTER

Jeff Allen, Educational Technology Director

OESD Data & Technology Office • 360.478.6865 • jallen@oesd.wednet.edu

INTRODUCTION



The Educational Technology Support Centers (ETSCs) reside at the nine regional Educational Service Districts in the state of Washington, and are state-funded in support of Education Reform, Chapter 28A.650 RCW to improve

technology infrastructure, monitor and report on school district technology development, promote standards for school district technology, promote statewide coordination and planning for technology development and support state activities.

TECHNOLOGY INTEGRATION & LITERACY

Districts must assess and report annually the level of technology integration in classrooms. This is a requirement of the No Child Left Behind Act.

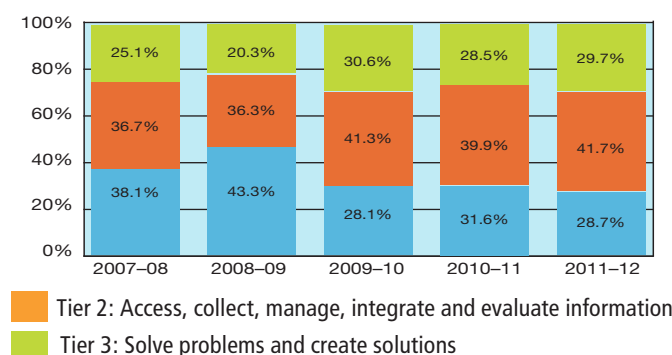
Districts have autonomy in how they assess the level of technology integration in classrooms. Most use the ETSC developed PILOT Technology Survey.

The reported levels of technology integration in classrooms are aligned to the OSPI approved Tiers of Technology Integration framework (see Chart 1).

Districts must assess and report annually the level of technology literacy among 8th-grade students. This is a requirement of the No Child Left Behind Act.

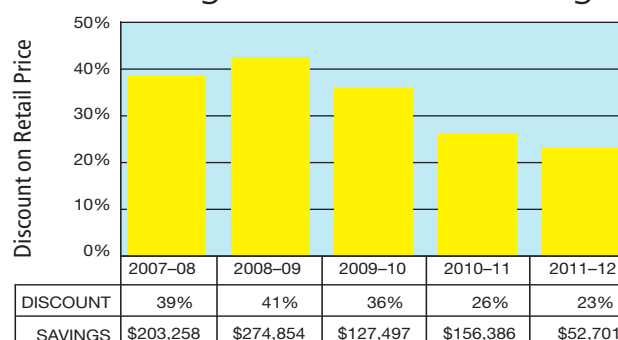
Districts have autonomy in how they assess tech literacy among 8th grade students (e.g. classroom-based assessments, surveys, course requirements).

Chart 1: 8th Grade Technology Literacy



The reported levels of literacy are aligned to the OSPI approved Tiers of Technology Literacy Framework (see Chart 2).

Chart 2:
WA Learning Source District Savings



PURCHASING PROGRAMS

The ETSC assists districts in purchasing education technology equipment, software and service at discounted rates. Through the Washington Learning Source and Digital Edge districts in the OESD region realized over \$56,277 in savings in 2011-12.

The Washington Learning Source (WLS) is a statewide program developed by the nine regional Educational Services Districts. Its mission is to provide a resource for districts to select and purchase technology products and services at pricing that leverages the purchasing power of the entire state. The ETSC provides information and support for districts using the WLS. *Since 2007, districts in the OESD region have saved \$894,989 over retail prices of WLS listed products and services.*

HOMEROOM FOR WSIPC

In 2011-12 the ETSC assisted five districts (Port Townsend, Chimacum, Crescent, Cape Flattery and South Kitsap) as they participated in a pilot of Homeroom for WSIPC. Homeroom for WSIPC is a data dashboard tool that displays student data from a number of sources (e.g. Skyward) in an easy to use application that provides multiple ways for educators to graphically view student performance results. All districts are expected to have operating Homeroom for WSIPC databases by the end of 2012.

FINANCIAL MANAGEMENT SERVICES

Steven McIntire, Fiscal Officer

Port Angeles Office • 360.782.5001 • smcintire@oesd.wednet.edu

INTRODUCTION

Olympic Educational Service District 114 provides Financial Management services as part of the ongoing support to the 15 school districts located within OESD boundaries. These services cover all the basic accounting functions, preparation and/or review of State/Federal required reports, cash flow management, and payroll/personnel functions. Other services include debt issues and debt servicing, budget development and monitoring, capital construction accounting, student enrollment calculations and forecasting and long term financial planning. OESD Financial Management Services is also available to provide training for new district business staff with regards to school district accounting and interactions with the software being used for financial recordkeeping and reporting. OESD Financial Management Services is prepared to respond to information requests or assistance with any financial questions that the districts have.

The Fiscal Officer holds monthly Business Manager meetings to provide an opportunity for the OESD Business Managers to come together and network regarding current events/issues and legislative/OSPI decisions that affect the financial health of school districts. This is also a forum where speakers are brought in to discuss various topics of interest. Some, but not all, of these speakers are from the Office of the Superintendent of Public Instruction (OSPI). Following some of these meetings, based on need, is an afternoon, user group session to keep business managers updated on changes in the software of the WESPaC system. Though the training for software use is provided for by the WRISC staff, accounting interpretation and business practice decisions are, in part, provided by Financial Services staff.

Financial Services offers mid-year budget reviews to all of its districts at no cost. This review is done in February each year and provides a forecast of where the district is currently with its revenues and expenditures, notes any irregularities, and provides an estimate of the ending fund balance for each district at fiscal year-end in August. This assists in cash flow management and helps districts to establish quantifiable patterns of both revenues and

expenditures for year-to-year comparative analyses.

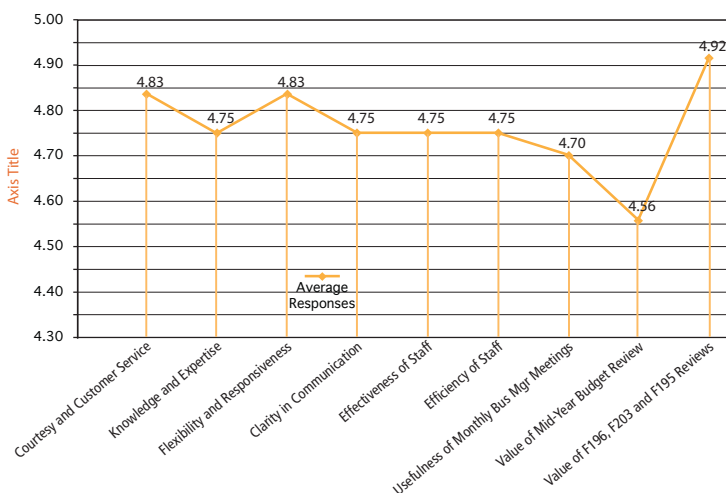
The services mentioned above are provided as part of OESD's assistance to our districts at no charge. However, beyond training or guidance, if a district is in need of more hands-on, on-site help, Financial Services are charged at an hourly rate.

During the 2011-2012 fiscal year, the OESD contracted with four districts to provide hands-on fiscal services support: Brinnon SD (payroll services, personnel budgeting, S275 preparation), Queets-Clearwater SD (the complete accounting function including payroll and personnel), Cape Flattery SD (complete accounting function without accounts payable and purchasing) and Port Angeles SD (accounting direction in all functions due to lack of staff).

A goal of Financial Services for 2011-2012 was an improvement in the rate of satisfaction of our member districts with the services offered and provided. When surveyed at the end of the 2011-2012 fiscal year, 75% of the surveyed districts replied and, in all cases, reported high satisfaction with our financial services.

Chart 1 illustrates the averaged results of the surveys returned.

Chart 1:
2011 – 2012 Financial Services
Customer Satisfaction Survey Results



HEAD START / EARLY HEAD START / ECEAP

Lorraine Olsen, Head Start and ECEAP Director

Head Start / ECEAP Office • 360.478.6897 • lolson@oesd.wednet.edu

INTRODUCTION

For 20 years, Olympic ESD 114 has provided Head Start (federal), Early Head Start (federal) and ECEAP (state) early learning services in four Kitsap County school districts. These comprehensive services for children pre-natal to age five focus on school readiness and are provided in the context of home visiting, part-day preschool, full-day child care and community child care.

Olympic ESD 114 is one of four agencies and tribal nations providing these coordinating early learning services in Kitsap County. The other three are the Port Gamble S'Klallam Tribe, Suquamish Tribe and Kitsap Community Resources.

Supporting Washington state's Early Learning Plan, our focus is expanded to promote pre-natal to grade 3 (P-3) educational partnerships between early learning and school district elementary schools. Our center-based programs are located in 13 schools, four community child care centers and one family child care home, Olympic College and Givens Community Center.

Home-visiting services are provided to 132 families through partnerships with Kitsap Housing, Department of Social and Health Services, Holly Ridge Center, Kitsap Public Health District, Kitsap Adult Center for Education, Kitsap Immigrant Assistance Center and South Kitsap School District.

Our programs provide:

- Well-qualified, trained and experienced teachers, home visitors and caregivers who embrace developmentally appropriate practices and experiences that are rich in language, literacy, science, math and the arts, and promote positive social, emotional and cognitive development for all children;
- A teen parent child care program at Discovery Alternative High School to support young parents as they balance parenting with attending high school classes;
- A researched-based curriculum and on-going assessment system (Teaching Strategies GOLD) that informs and supports the individual learning and development of each child, incorporates the culture of each

family, documents the growth and progress of each child ages 3 -5, and provides accurate and relevant data to share with kindergarten teachers;

- Access for children to health and special services that includes on-going documentation of their physical growth, sensory screenings, support to families in establishing regular and on-going medical and dental care, and referrals to Holly Ridge Center and school districts for disabilities services; and

- A focus on engaging parents as their child's first and most important teacher and advocate, providing opportunities for parents to be involved, and helping parents access community social services to eliminate barriers to actively supporting their child's learning.

EFFECTIVENESS

Chart 1 (Teaching Strategies GOLD Assessment 2011- 2012) shows the progress of children over the three assessment periods in 2011 – 2012. Children made progress in all six areas, and by spring exceeded program benchmarks for the school readiness goals for each area.

Chart 1:
TEACHING STRATEGIES GOLD
ASSESSMENT 2011 – 2012

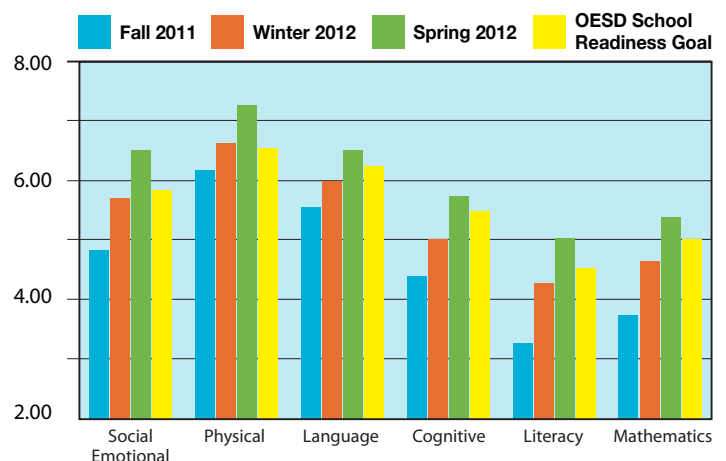


Chart 2 (Kindergarten Teacher Surveys) shows a comparison of how well children are prepared as reported by kindergarten teachers in social, physical, cognitive and language development over the last four years. The number of respondents has increased each year.

Chart 2:
KINDERGARTEN TEACHER SURVEYS

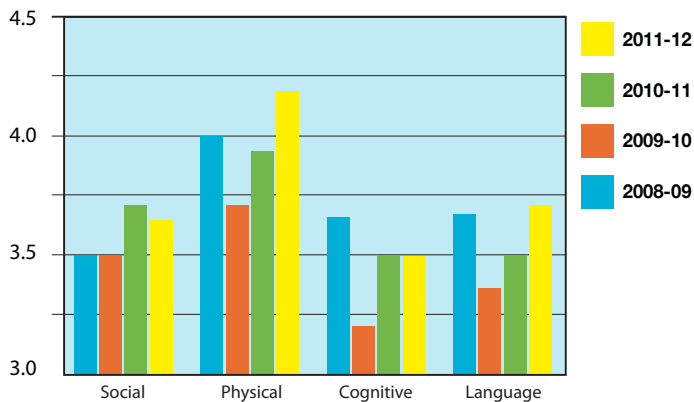


Chart 3 (Parents Evaluation of Program Effectiveness) shows how parents evaluated our program on the changes they noticed as a result of being in our program. An increased number of parents are working with their child at home to support learning at school, reading to their child every day, and feeling their children are well-prepared for kindergarten.

Chart 3:
PARENTS EVALUATION
OF PROGRAM EFFECTIVENESS

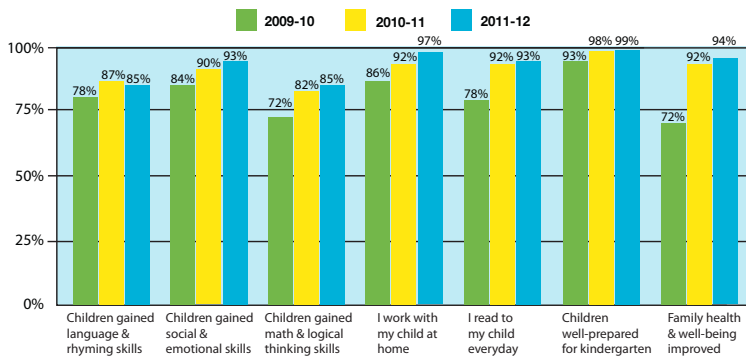
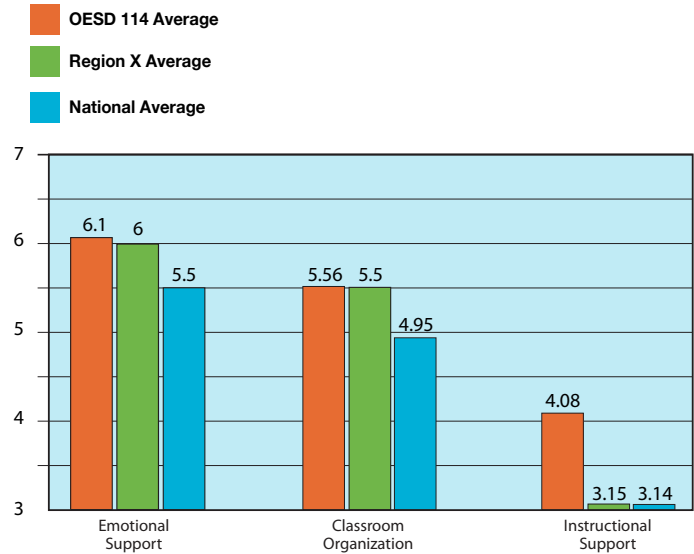


Chart 4 (Program Average for CLASS Scores) shows that Olympic ESD 114 exceeded regional and national averages in all three CLASS Domains. The CLASS Observation measures the effectiveness of teacher-child interactions.

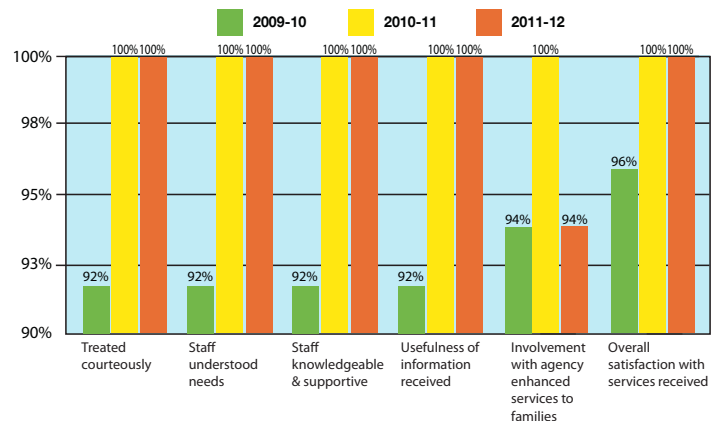
Chart 4: PROGRAM AVERAGE
FOR CLASS SCORES



CUSTOMER SATISFACTION

Chart 5 (Customer Service Survey) shows the level of satisfaction of Head Start, ECEAP and Early Head Start services by our partner school districts and community organizations over the last three years.

Chart 5:
CUSTOMER SERVICE SURVEY



EARLY LEARNING LEADERSHIP AND SUSTAINABILITY

Olympic ESD 114 serves as the fiscal lead agency and is a member of the Olympic-Kitsap Peninsulas Early Learning Coalition which is comprised of school district, special education, early intervention, community agencies, tribal nations, public libraries, community colleges, parenting education organizations, public health and other organizations from Clallam, Jefferson, Kitsap and North Mason Counties.

This coalition developed key strategies for sustainable funding in early learning, and to date has leveraged over \$678,543 for early learning services for our region, with a special emphasis on resources and services to communities and school districts in the rural and remote areas and addressing achievement gaps and disparities.

This last year the coalition supported 2 WaKIDS pilot projects to develop strategies for school districts to partner with community child care programs to share data and

provide increased coordination as children transition from preschool to kindergarten.

Olympic ESD 114 has also been designated the lead fiscal contractor for one of five Washington State Quality Rating and Improvement System field studies funded by the Department of Early Learning and Thrive By Five in 2010-2011. The Kitsap County QRIS project worked with 20 childcare providers to test a coaching and data-driven professional development that is supported by early childhood mental health services from Holly Ridge Center for working with children with challenging behaviors.



HIGH RISK YOUTH SERVICES: INSTITUTIONAL EDUCATION

Awilda Jesionowski, High Risk Youth Services Program Director
Clallam Juvenile Detention Center / Kitsap Juvenile Detention Center
360.337.5552 • ajesionowski@oesd.wednet.edu

INTRODUCTION

Olympic Educational Service District 114's High Risk Youth Program provides services aimed at educating and supporting court-involved school-aged youth in Clallam and Kitsap counties. Program staff provide incarcerated students with educational and vocational opportunities and coordinate students' transition to their home school districts, other educational programs, or work force upon release. Educational opportunities include:

- General and Special Education; Credit Retrieval; and LEA Homework Support;
- GED Preparation and Testing; and
- Transition services such as Outreach, Community Service Collaboration, and Vocational or Employment Support.

CUSTOMER SATISFACTION

Thirty-one (31) parents of students served in the Institutional Education Program completed the Customer Satisfaction Survey for OESD 114's High Risk Youth Services programs. In 2011-12, the program specifically focused again on outreaching to parents as a means of ensuring parental satisfaction with services. The surveys were distributed to parents at the time youth were exiting program services; in some cases surveys were mailed to the families' home for completion. All responses were confidential.

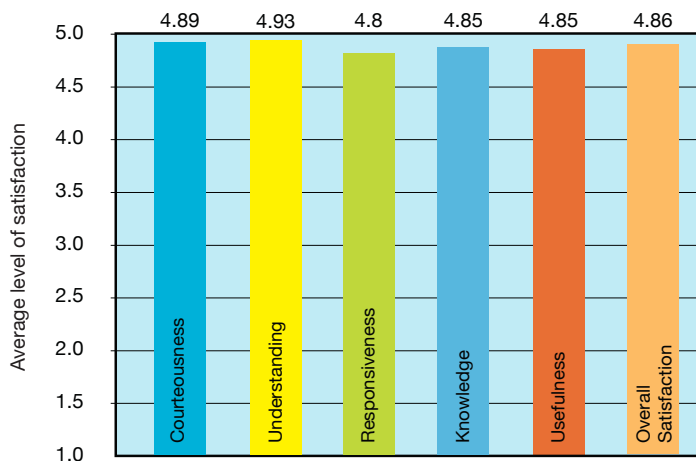
The survey sought information from respondents about their level of satisfaction with staff and program services. Parents were asked to rate responses to five (5) questions on a 5-point scale, with 1=low satisfaction and 5=high satisfaction. Questions asked related to program staff's courteousness, understanding of customer needs, and responsiveness to requests. Additionally, two other questions assessed how knowledgeable staff were regarding the issue as well as the usefulness of the information provided.

Chart 1 illustrates the average level of parent's satisfaction on these indicators and provides an overall satisfaction rating.

As has been the trend, program data indicate high levels of satisfaction among participating respondents, with an overall satisfaction rating of 4.86 – up from the 4.4 rating of the previous program year.

Parents were also asked what they most liked about the services received. They indicated appreciation with the program's capacity to meet their child's education needs. For example, one parent stated, "They understood the needs of my child." Another parent stated, "The willingness to guide my son into attaining his GED and the fact that the staff really seems to care about helping the kids." Another parent noted, "My son was treated like a kid who had potential and not a loser to society." Finally, this parent commented, "The staff considers the needs of the individual student and communicates clearly with the parents and the student's registered school."

Chart 1:
STAKEHOLDER SATISFACTION
IE PROGRAMS
Mean Level of Satisfaction



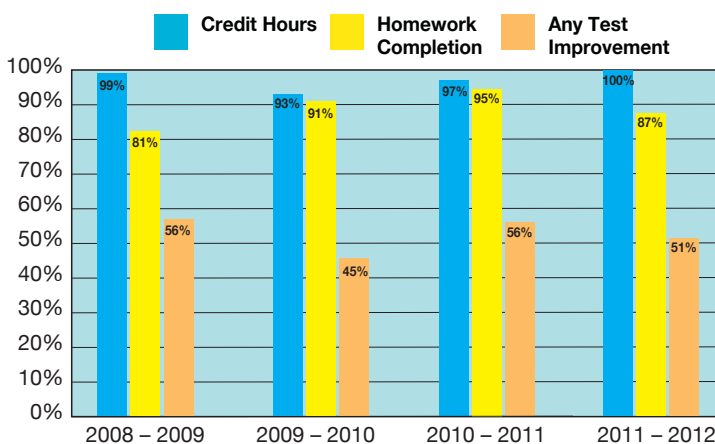
EDUCATIONAL ACHIEVEMENT AMONG TARGETED STUDENTS

Educational Achievement – Trend Analysis

Chart 2 provides an “at a glance” look at the I.E. program’s effectiveness, across four years, in impacting students’ educational achievement while engaged in program services.

These data demonstrate that across the 4-year period, nearly all students served have consistently earned credit hours while engaged in program services. Program data indicate that most students completed homework assignments from their school of origin during program engagement. Findings also demonstrate variability in the percentage of youth who exhibited improvement in standardized test scores as compared to program entry. Among youth engaged in services for a minimum of 30-days, these data indicate that during the current year fewer youth reported academic gains as compared to 2008-09 and 2010-11.

Chart 2:
EDUCATIONAL ACHIEVEMENT
TREND DATA
% of participants meeting the objectives

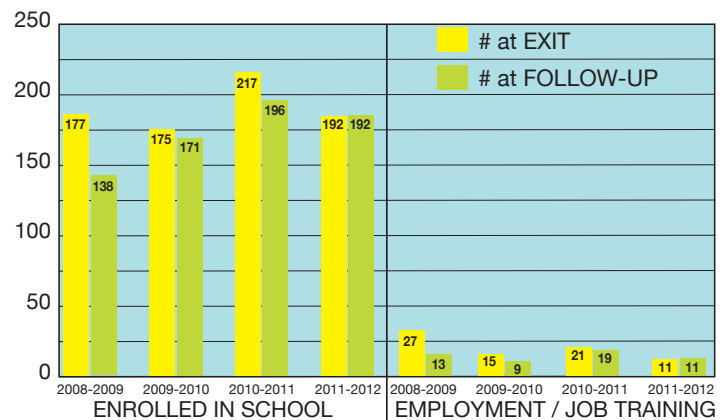


SUCCESSFUL TRANSITION of HIGH-RISK STUDENTS TO SCHOOL and/or COMMUNITY SETTINGS

Chart 3 demonstrates transition status at program exit and 30-days post exit for youth transitioning to school (LEA), job/employment training, and/or vocational education. One hundred ninety-two (192) students were reported as transitioning to an LEA upon release from juvenile detention. Thirty (30) days post exit, *all (100%) youth remained enrolled at follow-up.*

Eleven (11) youth were engaged in employment or job training at exit. Of these youth, *all (100%) remained engaged 30 days post-exit.*

Chart 3:
TRANSITION RE-ENTRY
TREND DATA
of students existing services
and # engaged 30-days post exit



INSTRUCTIONAL MATERIALS COOPERATIVE

Erik Johnson, Data & Technology Services Director

OESD 114 Data & Technology Office • 360.478.6895 • ejohnson@oesd.wednet.edu

INTRODUCTION

Established prior to 1970, the Olympic ESD 114 Instructional Materials Cooperative (IMC) provides professional development and classroom instructional materials to schools throughout the region.

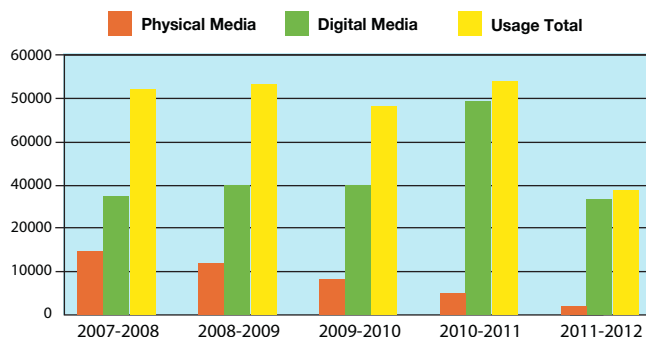
RCW 28A.310.180 states if the district board deems necessary it will establish and operate at the ESD a depository and distribution center for films, tapes, charts, maps and other instructional materials. RCW 28A.310.350 identifies core services for budget purposes in item #(4) learning resource services such as audio visual aids.

The library of materials is constantly being upgraded. The collection is currently valued at approximately \$1.7 million dollars and includes:

IMC staff provide assistance to school library media programs. They also catalogue, check and maintain materials and equipment.

Courier service provides weekly pickup and delivery of instructional materials, science kits, and inter-district mail.

Chart 1:
IMC USAGE COMPARISON



REGIONAL ACTIVITIES COORDINATED BY THE IMC:

- *Knowledge Bowl:*
45 competitive teams from 15 high schools participate.



ABOUT the INSTRUCTIONAL MATERIALS COOPERATIVE (IMC)

- 12,600 titles (physical inventory)
- 17,200 online titles
(primarily Learn360 and Discovery Streaming)
- 400 kits and models
- Curriculum evaluation kits
(as provided by publishers)
- Subscriptions to ProQuest, eLibrary, CultureGrams, SIRS Discoverer, Proquest Learning: Literature & History Study Center
- 12 school districts & 1 private school participate

- *Regional High School Art Show:*

Students from 12 high schools submit artwork for judging; winning pieces are submitted to the state High School Art Show. Below: 2012 Regional High School Art Show *People's Choice* winner entitled *Beaming Radiant Fall Leaves* by Kaitlin McGrew, Olympic High School.



- *Young Writers Conference:*

Event hosted at two locations; Peninsula Community College and Olympic College. Students from 27 schools in grades 1-6 participate.

NETWORK SUPPORT SERVICES

Carl Miller, Network Services Director

OESD Data & Technology Office • 360.405.5815 • wcmiller@oesd.wednet.edu

ABOUT NETWORK SUPPORT SERVICES

- Established in 1996
- Support contracts with 10 school districts, 4 fire departments & OESD 114
- Electronic mail services for 4 districts
- Firewall; anti-SPAM and content filters; extended server administration services for 9 districts
- Regional representative on statewide technical working groups

INTRODUCTION

OESD 114 provides a broad range of technical services to school districts and fire agencies utilizing staff based in the Bremerton and Port Angeles offices. Services are provided through annual contracts, specific equipment support contracts and at hourly rate.

Network Services is the first level data and video liaison for maintenance and services upgrades between districts in its service region and the state K-20 network. Network Services sponsors semi-annual forums featuring new technologies, products, and techniques for district/department IT technology support professionals.

EFFICIENCY / COST EFFECTIVENESS

Chart 1 compares Network Services' rates with those of other ESDs and private contractors in the region.

CUSTOMER SATISFACTION

Chart 2 displays customer satisfaction gauged by survey results. Overall satisfaction improved to 4.50 as compared with an average score of 4.0 in 2010 – 11.

Chart 1:
2011 – 2012
HOURLY CONTRACT
RATE COMPARISONS

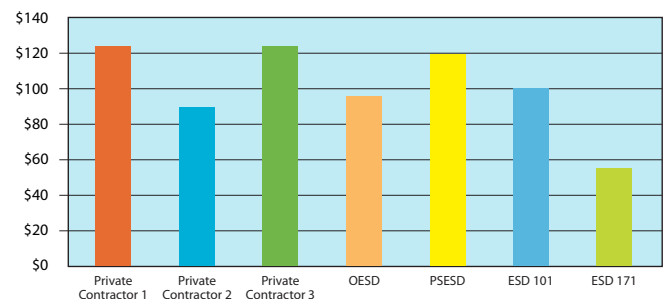
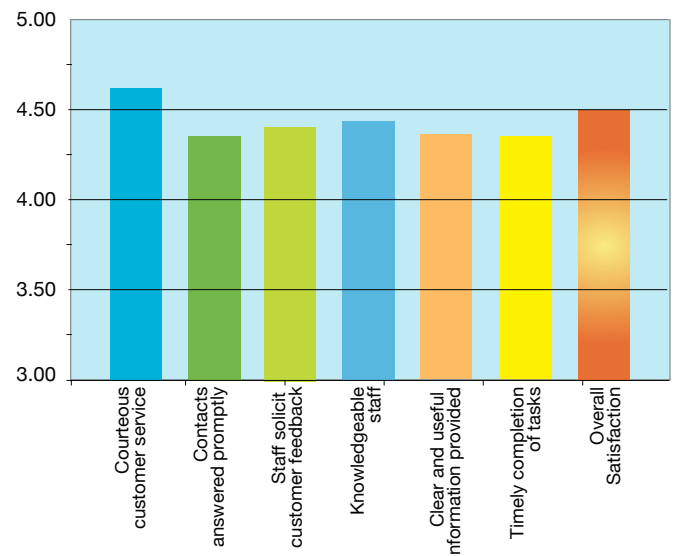


Chart 2:
2011 – 2012
CUSTOMER SATISFACTION
Scores on a scale of 1.0 (low) to 5.0 (high)



OLYMPIC SCIENCE and MATHEMATICS EDUCATION

Katy Absten, Math Education Director • kabsten@oesd.wednet.edu • 360.782.5061

Jeff Ryan, Science Education Director • jryan@oesd.wednet.edu • 360.782.5014



INTRODUCTION

The Olympic ESD Mathematics and Science Education departments collaborate extensively to provide support for improving teaching and learning within four elements of a high performing, sustainable professional development system:

- *Leadership Development* – Increasing the capacity Administrators, Principals, and Teacher Leaders to impact the learning of students and staff.
- *Professional Learning Communities* – Structured opportunities for educators to work together to address the issues impacting student learning and classroom practice.
- *Knowledge Building and Sharing* – Continually deepening the knowledge and understanding of all staff and district leaders about curriculum, assessment, instruction and learning. Facilitating the knowledge sharing between the ESD, higher education, and regional school districts.
- *Curricular Resources and Support* – Increasing staff and regional capacity for leveraging materials and resources to enhance instructional practice.

“The ESD statewide system ensures equity by increasing access to math and science support services throughout the OESD 114 region.”



OESD REGIONAL SCIENCE and MATHEMATICS COORDINATORS

OESD Regional Science and Math Coordinators Jeff Ryan and Katy Absten continued to work with colleagues statewide to develop coherence within the OESD system and in coordination with OSPI. As a result, the quality and equity of support to all regions has been improved.

Coordinators worked together on these major initiatives:

- Increasing knowledge and resources in support of the Common Core Standards in Mathematics.
- Development and dissemination of the Elements of Effective Science Instruction (EESI) Framework.
- Collaboration with OSPI to ensure timely communication and professional development support to districts on state math and science standards and assessment updates.
- Development of science alignment documents in support of widely used instructional materials in the state at the elementary and middle school levels.

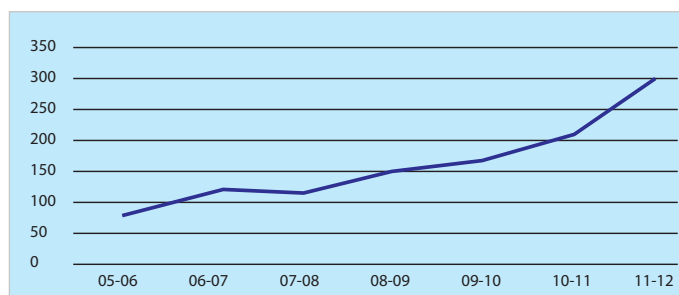
OESD coordinators continue to play a critical role in the ever-changing standard and assessment landscape within Washington state. As school districts in Washington state face changes to math and science graduation requirements, new end-of-course assessments, and the release of national core standards, coordinators have been working hard to ensure our regional districts can successfully negotiate the varied terrain and better serve students.

DISTRICT CONTRACT SUPPORT SERVICES

“OESD Math and Science coaches provide cost effective professional development services closely aligned with school improvement efforts.”

OESD Math and Science Specialists continue to provide critical cost effective professional development services to schools and districts within the region. In 2011-12 the OESD Mathematics Department expanded its district coaching services by 20% to 256 days of services. During

TOTAL DAYS CONTRACTED TO DISTRICTS



the same period the Science Education Department added 40 days of contract services. These coaching and technical support services are particularly effective when closely aligned with district improvement goals.

Our *Coaching* model increases effectiveness by embedding specialized technical support at the school site allowing direct communication with district leaders and ensuring professional development support that directly aligns with school and district improvement goals.

This model allows the ESD to develop a more intimate understanding of the specific district contexts to better align resources from grant programs to meet district needs.

This model has been particularly effective where coaching services are closely aligned with grant resources as in the case of the Olympic Mathematics and Science Partnership Grant.

A recent survey of administrators receiving coaching services showed 89% of administrators responding to a survey about Math or Science coaching services rated their satisfaction with the service as "satisfied" or "highly satisfied."

"Thank you for being a force behind and a partner in this journey."

*Lisa Heaman, Principal
West Hills STEM Academy - Bremerton*

REGIONAL SCIENCE & MATHEMATICS LEADERSHIP DEVELOPMENT

In 2011-2012 OESD continued to support the development of math and science leaders in local schools and districts by hosting the Regional Mathematics and Science Leadership Network (RMSLN). OESD provided funding to all districts for one math and one science leader

to participate in three full-day meetings.

All districts except for three participated in at least one RMSLN meeting with the addition of Bainbridge Island School District. These leadership meetings allow sharing of crucial science and mathematics update information as well as strategic learning sessions on relevant topics.

Exit survey data shows that 100% of participants found the RMSLN sessions relevant and valuable and 98% felt attending would help them improve student learning.



OLYMPIC MATHEMATICS & SCIENCE PARTNERSHIP (OMSP)

The Olympic Mathematics and Science Partnership (OMSP) Project concluded activity in August of 2012 after providing over five years of professional development services to regional schools.

The OMSP Project, as evidenced by the data below, effectively trained teacher leaders in the Professional Learning and Teaching Cycle and supporting them and their developing Professional Learning Communities in the following year.

OMSP PLC Hours 2010-2012

District/School	PLC Hours 2010-11	Average PLC Hours 2010-11 (per teacher)	PLC Hours 2011-12	Average PLC Hours 2011-12 (per teacher)
Chimacum MS/HS	144	16	288	36
NMSD Sand Hill	34	8.5	79	19.75
NMSD Hawkins	37	9.25	110	27.5
N.Mason High School	12	2.4	170.5	34.1
QVSD Elementary	423.4	14	513	17.1
QVSD Math	48.75	12.18	113	16.14

TEACHING and LEARNING

Stephanie Parker, Asst. Superintendent
sparker@oesd.wednet.edu • 360.405.5824

INTRODUCTION

The Olympic Educational Service Instructional and Support Services Division provides services to support a range of educators' needs for continuing instructional and leadership development. Working with regional school districts through the OESD Clock Hour Cooperative and with individual teachers in the maintenance of current professional certifications, the staff provides timely and accurate services at greater efficiencies possible than if districts were to offer these services on their own.

Teaching and Learning Services include:

- Relevant, researched-based professional development to improve instructional practice and student achievement
- Collaboration with OSPI to deliver services related to Washington State initiatives, and to provide current information regarding changes in educational policies and practices
- Professional development for educational leaders
- Certification services for maintenance and renewal of educator's professional certification
- Registration services for intra-agency sponsored professional development
- Clock hour services for districts offering district-sponsored professional development
- Teacher transcript maintenance for school districts

CERTIFICATION:

Customer Satisfaction

Recipients of certification services received a survey regarding their service experience during the 2011-2012 school year. In this sample of responses, users of certification services express their satisfaction:

- *Heather Tonder is awesome! She was extremely helpful and professional. I cannot believe how easy the process was and how quickly she had everything done. She was a pleasure to work with.*
- *Heather Tonder cut through a LOT of red tape to help with my OT ESA. She was the best and very pleasant.*
- *Heather Tonder cut through a LOT of red tape to help with my OT ESA. She was the best and very pleasant.*

• *Heather returned my phone calls the same day and explained the procedure that I needed to follow. She was extremely helpful and simplified the process.*

• *As a former CA resident who accepted a position (principal) here in WA, I was very happy with the process and support provided by OESD in general and Heather Tonder in particular. As someone in the business for over 40 years, I know of what I speak.*

• *I have dealt with four other states on certification and Washington is the most knowledgeable and efficient in their certification.*

For 2011-2012, 98% of survey responders expressed that they were satisfied or mostly satisfied with the services they received from Certification.

Effectiveness

Over the course of a three-month period (June through August 2012), the Certification department issued 259 Certification Permits for teachers or administrators and the Certification department logged 1155 application submissions during the 2011-2012 academic year.

OESD 114's Certification services enabled educators to receive timely processing of their permits and recertification documents. Our Certification Officer works closely with district personnel to provide accurate information on the certification status of their current and potential employees. Educators regularly call the Certification Officer to obtain information on the status of their application. Follow-up conversations are frequent, and the Certification Officer maintains a data base (see Table 1) of every aspect of the application process, providing the educator with timely and accurate information.

Table 1:
CERTIFICATION CONTACT LOG

Academic Year	# of 1-Mo. Sample Emails	Cert Log Entries Annually
07 – 08	227	1283
08 – 09	277	1178
09 – 10	248	1045
10 – 11	250	1093
11 – 12	290	1155

REGISTRATION SERVICES

Efficiency

Over 1450 course registrations were taken for the 119 classes that went through the OESD's system in the 2011-2012 academic year.

Professional Development charges for registration services have remained stable at \$18 per registrant for over 10 years. Recently, we have also offered a reduced fee at \$10 per registration for classes that do not need all of the services offered by Instructional & Support Services, which enables us to provide a cost savings to other departments within the OESD and keep costs lower for class participants.

Effectiveness

OESD's registration services allow educators the option of mail-in, online or walk-in registrations and provide registrants with confirmation of course registrations and personal contact in case of class cancellation or changes. The fee provides services including: set up of clock hours for the course, collection of fees, processing of contracts, purchase order requests and related contractual documents for presenters. It also includes listing of the course on the OESD website and e-mailing course flyers to buildings in our service area. The registration system stores data regarding classes and generates reports for districts and OESD departments.

In a survey conducted in fall 2012, 90.46 % of respondents expressed that they were satisfied or highly satisfied with services regarding the registration system.

Comments included:

- *Don Jacobs has always been very helpful when I have questions.*
- *When I have had a problem and contacted OESD staff, I always received information that helped solve my problem.*
- *If I can't figure something out, I generally e-mail and have had good luck in getting a quick reply. Phone messages have also been answered quickly.*
- *The staff usually will answer questions or find someone else who can.*

CLOCK HOUR SERVICES

Efficiency

District membership in the OESD Clock Hour Cooperative remains stable, with 16 districts participating in the cooperative. The clock hour annual fee for district participation in the coop is \$7 per FTE. This fee has not changed since its inception in 1988.

OESD provides full service to co-op members, which includes but is not limited to, approval and processing of clock hour classes, record-keeping of clock hour classes and clock hours for teachers, and transcript services. These services are offered at a considerable savings to districts over the cost of providing clock hour services in district.

Sample Savings to Districts through Participation in OESD Clock Hour Co-op

The annual cost for the clock hour program is about \$190,000, and is serviced by 2.66 full-time employees (FTE). The total FTE for the certificated staff in districts served is 3,712. That makes a total annual cost per certified FTE \$51.19. Each participating district only pays \$7 per certificated FTE to be a part of the Clock Hours Co-op. Each teacher who registers clock hours pays only \$2 per clock hour as their portion of the costs. And, the teachers can have clock hours earned from other agencies recorded on their transcript for a flat \$3 per class fee.

Districts would have to hire employees to manage a clock hour system as required by the WAC if they did not participate in the OESD Coop. The savings to the district by participating in the co-op is significant.

Each teacher who registers clock hours pays only \$2 per clock hour as their portion of the costs. And, the teachers can have clock hours from other agencies

Table 2:
SAMPLE SAVINGS through PARTICIPATION IN OESD CLOCK HOUR CO-OP

Number of FTE by District	OESD Cost base at \$51.19 X FTE	Co-op Fee of \$7 X District FTE	Amount saved annually by being in the Clock Hour Co-op
4.685	\$239.83	\$32.80	\$207.03
84.13	\$4,306.61	\$588.91	\$3,717.70
409.158	\$20,944.79	\$2,854.18	\$18,090.61
636.267	\$32,570.51	\$4,453.87	\$28,116.64

recorded on their transcript for a flat \$3 per class fee. Teachers can register as many clock hours as they want, and the district portion of \$7 per FTE does not change.

Table 2 indicates samples of what different-sized districts save by being a member of the Clock Hour Co-op.

Effectiveness

In the spring and fall of each academic year, districts receive clock hour transcripts for each teacher who has changes in their clock hour transcripts in their district on a date the district specifies. Districts use these reports for salary advancement and to determine teacher status as highly qualified. Clock hour records are carefully maintained to provide accurate record of educator clock hour continuing education. We provide clock hour transcripts via email to individual teachers on request, or hard copy sent in the mail.

In 2011-2012 the Instructional & Support Services department processed 1,039 Clock Hour classes for the OESD and regional districts. 96,779.5 clock hours for certificated personnel were processed during this same time.

OTHER PROGRAMS

School Improvement

- **Build and maintain leadership capacity**

- ⇒ Team (1-2 people) participated in monthly state-wide leadership collaborative School Improvement Network meetings throughout the year.

- ⇒ Provided up-to-date professional development,

Regional Curriculum Leaders Consortium	3 half days
Regional Math Science Leadership Network	4 days
Regional Literacy Team	6 half days
Coaches & Instructional Leaders PLC	6 half days

technical assistance and resources to support continuous improvement for other leaders within the ESD and/or ESD region using funds & personnel to fully or partially fund the following regional leadership groups:

- **Build System Capacity in the bottom half of Tier III schools and districts**

- ⇒ Delivered 23 days of additional professional development and technical support for teachers, teacher leaders, schools and district leaders in system evaluation, improvement planning, Professional Learning Communities, Systems of Intervention (RTI, PBIS) and content alignment

- **Support implementation of the Mathematics Benchmark Assessments**

Collaborated with OSPI to scale up the implementation of the Mathematics Benchmark Assessments (MBAs) to regional school districts: Bremerton, Chimacum, Cape Flattery, Quillayute Valley, and Port Townsend.

- ⇒ 19 professional development/technical assistance days for participating districts

- ⇒ 7 days of training and meetings with OSPI to

problem solve implementation issues, collaborate around PD, update the MBA process & tools, revise items, etc.

⇒ Ongoing technical assistance provided by the ESD CEDARS coordinator to support accurate weekly CEDARS uploads from each district at up to 4 days per ESD over the course of the 2011-2012 school year.

Instructional Leaders – Professional Learning Community

This Professional Learning Community (PLC) brings together instructional coaches from all over the districts in the OESD service area. These coaches include instructional specialists, teachers on special assignment, literacy coaches and content specialists. The evaluations from participants indicate that they valued the time to learn from each other. The OESD was able to offer this PLC, thanks to a grant from OSPI, at no charge to the districts.

Teacher Principal Evaluation Pilot – Regional Implementation Grant

The Teacher Principal Evaluation Pilot (TPEP) ESD Regional Implementation Grant (RIG) Consortia Grant Program was created to support Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696), which was signed into law on March 29, 2010.

Revisions to the state's teacher and principal evaluation systems and details about the pilot program are in Part II of the act. Beginning in 2013-2014, all districts will be required to adopt evaluation systems in alignment with E2SSB 6696.

The OESD began its program to train and guide districts in October of 2011. During the ensuing months, the initial four pilot districts went through intense instruction on all of the state-approved instructional and leadership frameworks on the way to making a decision and implementation in their districts.

Evaluations of these training sessions indicated that the districts appreciated the instructional time and the team time allotted for districts to work on the decision-making and implementation process.

The year-long program received many positive comments on the evaluations, such as:

- *The conversations/discussions were awesome!*
- *A lot of wonderful ideas! Thanks so much for re-energizing me.*

- *I was able to get a better understanding of the whole process of the TPEP at this point in time.*

English Language Arts

• **Literacy Leadership Cadre (LLC)**

The LLC is a statewide cadre formed in a partnership between OSPI and the nine ESDs. The goal of the LLC is to develop a statewide literacy system that exhibits strong regional support, and to build capacity to deliver consistent, high quality professional development and technical assistance for sustainable increases in student literacy across the state.

• **Regional Literacy Team**

The Regional Literacy Team (RLT) was formed for the purpose of connecting schools and districts to the resources and initiatives from OSPI. The RLT also has a history of providing member districts with the latest information and research on reading, writing and spelling curricula, instructional programs, strategies and assessment techniques.

The year-long program, offered at no charge to districts, received many positive comments on the evaluations:

- *Dan does a super job and makes it interactive and fun.*
- *Keep up the good work!*
- *It was very organized, really impressive!*
- *Thank you Dan for always being well prepared.*

SCHOOL NURSE CORPS

Awilda Jesionowski, M.A.

360.337.5552 • ajesionowski@oesd.wednet.edu

INTRODUCTION

The OESD 114's School Nurse Corps program provides nursing services primarily to small and remote school districts and their students across the region. The program's overall vision is to assist in the pursuit of student academic success by supporting and expanding public school districts' capacity to provide a safe and healthy learning environment and optimal health for each student. Services include Registered Nurse (RN) direct care, consultation, training, and supervision of unlicensed school staff.

The SNC administrator manages the program, hires and assigns school nurses, and acts as a liaison between OSPI, state and local agencies and school districts. Additionally, the administrator serves as a health resource for Kitsap, Jefferson and Clallam Counties.

The SNC program also supports four nurses and provides direct services in eight districts including Brinnon, Chimacum, Cape Flattery, Clallam Bay and Port Townsend school districts.

The School Nurse Corps worked with students identified with, or concerned about, a variety of medical needs during the 2011-2012 school year. These included:

- 266 students with known health conditions
- 84 students seen for health concerns
- 75 students served with life threatening conditions
- 43 students served with medically complex conditions
- 191 students for medication management
- 55 medically fragile students served
- 4 nursing dependent students
- 149 (100%) Emergency Care Plans established
- 173 (100%) Individual Health Care Plans developed
- 81 vision and 80 hearing referrals completed

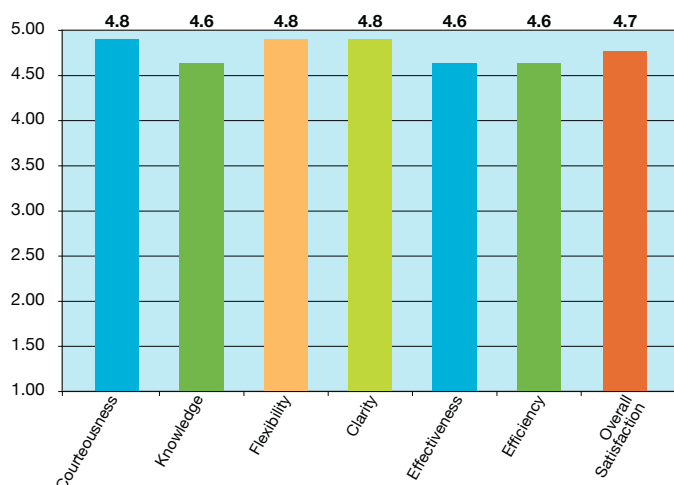
CUSTOMER SATISFACTION

Chart 1 illustrates the average level of participant satisfaction on selected indicators, as well as provides an overall satisfaction rating.

Survey comments were noted as follows:

- *Hannah is willing to take on any task. She is a positive and thoughtful nurse. She is great with kids.*

Chart 1:
AVERAGE LEVEL OF
STAKEHOLDER SATISFACTION



- *Staff are always professional, personable, and great to work with.*
- *Extremely qualified, well versed in state/school health law practices.*

SCHOOL STAFF SATISFACTION

Twenty-three participants responded to the question related to improved skills and confidence. Specifically the question stated, "As a result of this training I believe that my skill level and confidence in dealing with school emergencies and/or students with health care needs has improved." Of these respondents, 74% agreed that as a result of the School Nurse Corps training, skills and confidence had improved, including 22% who strongly agreed.

In response to the question, "I believe having a school nurse in the district has resulted in improved health and/or safety", nearly all respondents (83%) agree that safety had improved including 58% who strongly agreed.

In a separate question, respondents were asked if

they believed, "having a school nurse in the district had resulted in improved communication about students with health care needs." Among the 24 participants responding, most (79%) agreed that SNC services had improved communication including 58% who strongly agreed with the statement.

In general, program findings indicate that among responding school staff, 79% of participants agreed that as a result of school nurse services schools' capacity to respond to health and/or safety concerns improved.



PARENT SATISFACTION

Table 1 displays parent satisfaction with School Nurse Corps.

Table 1:
PARENT SATISFACTION RATING

QUESTION	STRONGLY AGREE/AGREE	NO OPINION	STRONGLY DISAGREE/ DISAGREE
The school nurse and I worked together to keep my child healthy at school.	60% (3)	0% (0)	40% (2)
I believe my child is healthier at school because of the school nurse.	80% (4)	0% (0)	20% (1)
I believe my child is safer at school because of the school nurse.	100% (5)	0% (0)	0% (0)

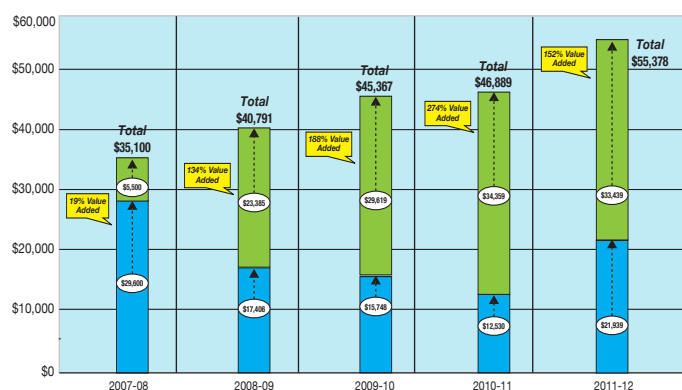
LEVERAGE FUNDS TO MAXIMIZE PROGRAM SERVICES & ENHANCE ALIGNMENT OF ADDITIONAL RESOURCES

Maximizing Services / Resources

Despite the declining economy and tightening budgets, the OESD 114 School Nurse Corps program continues to leverage funds from districts and illicit other resources to support direct nursing services, thus improving not only efficiency but the sustainability of services. Similar to previous program years, funding statewide for SNC services has remained relatively unchanged although costs for service delivery continue to increase. To address the funding gap, several districts chose to contribute funds to support direct nursing services rather than decrease service levels.

Chart 2 illustrates the funds leveraged, comparing the 2007-08 through 2011-2012 school years.

Chart 2: LEVERAGED FUNDS
5-YEAR TREND DATA



SCIENCE KITS REGIONAL COOPERATIVE

Debbie Witt, Science Kit Center Coordinator

Science Education • 360.782.5071 • kitwitt@oesd.wednet.edu

The best way for students to appreciate science is to actively engage in learning through their own inquiries, investigations and analyses. Hands-on science is more fun and more interesting for students. Looking at model bones, handling them, seeing the skeleton, and using mechanical models to demonstrate how muscles control human movement adds an entirely new dimension to a student's understanding of how the body works.

The kits are loaned to school districts on an 8 to 10-week rotation as a tool to enhance student learning in science. The OESD provides training assistance to teachers on how to effectively use the kits, which are provided to the classroom teacher with everything they need to teach in a particular content area.

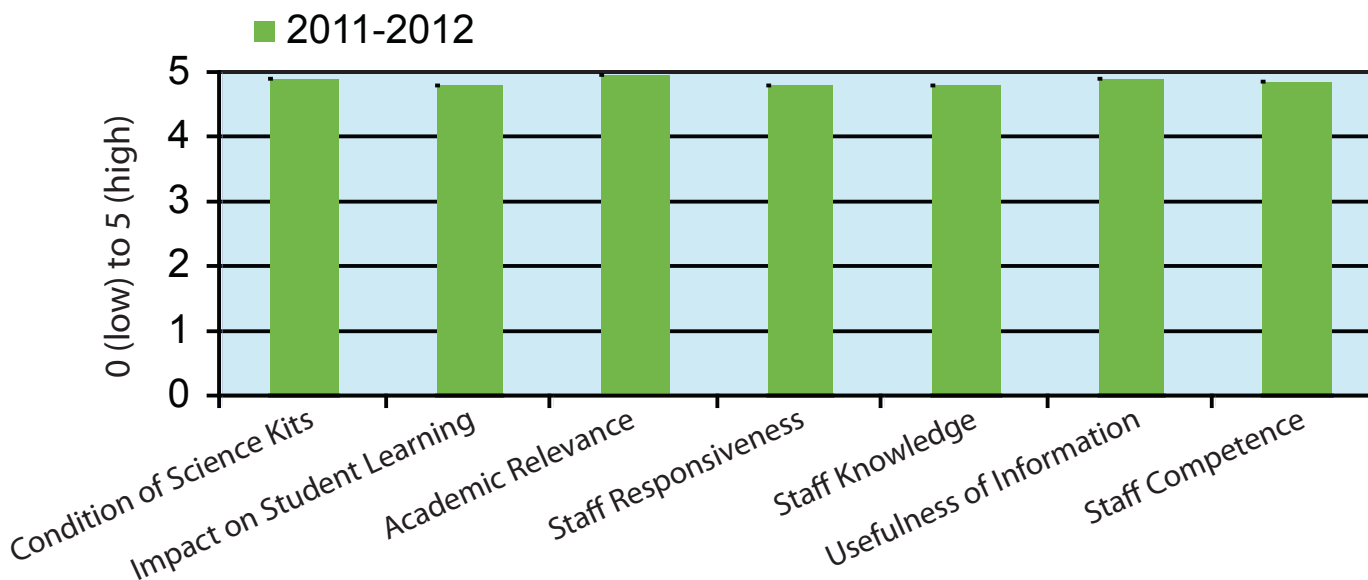
Chart 1 illustrates the levels of teacher satisfaction with the science kits and staff.

ABOUT the SCIENCE KITS COOPERATIVE

- 11 school districts belong to the Science Kit Cooperative
- Value of the basic kits exceeds \$700,000
- Science Kits Alliance membership keeps costs to districts low



Chart 1:
Teacher Satisfaction
with Science Kits & Staff



SPECIAL SERVICES DEPARTMENT

Jennifer Acuña, Special Education Director
360.478.6886 – jacuna@oesd.wednet.edu

INTRODUCTION

The Special Services Department provides direct services, technical assistance and consultation to the 15 school districts and detention centers supported by the Olympic Educational Service District. In addition to acting as an information conduit between the districts and OSPI, the department supported the development of new special education programs within districts, assisted in the development of contracts with community partners for support services and provided professional development in multiple areas related to the delivery and sustainability of special education programs and related services delivery.

In the 2011-2012 school year, the department included:

- OESD Related Services Co-operative which provided school psychology, speech pathology and occupational therapy services to North Mason SD, Quilcene SD, Brinnon SD, Cape Flattery SD, Queets-Clearwater SD and Lake Quinalt SD in ESD 113. In total, the cooperative served 121 students through direct and consult services.

- Response to Intervention training and technical assistance to Stevens Middle School in Port Angeles SD, Belfair Elementary in North Mason SD, View Ridge Elementary in Bremerton SD and Forks Elementary in Quillayute Valley SD.

- WaKIDS training and technical assistance to Bremerton SD, South Kitsap SD, Cape Flattery SD, Quillayute Valley SD and Queets-Clearwater SD.

- Professional development offerings included:

- ❖ *State Performance Plan Indicator Compliance*
- ❖ *Verification Reviews*
- ❖ *Early Childhood Speech & Language Development*
- ❖ *Safety Net Submissions*
- ❖ *Leadership Development in Special Education*
- ❖ *Working as a Team*
- ❖ *Special Education and the Law*
- ❖ *Assistive Technology in Special Education*
- ❖ *Developing Transition Plans*

- Early Childhood Special Education technical assistance and training to all fifteen districts of OESD 114.

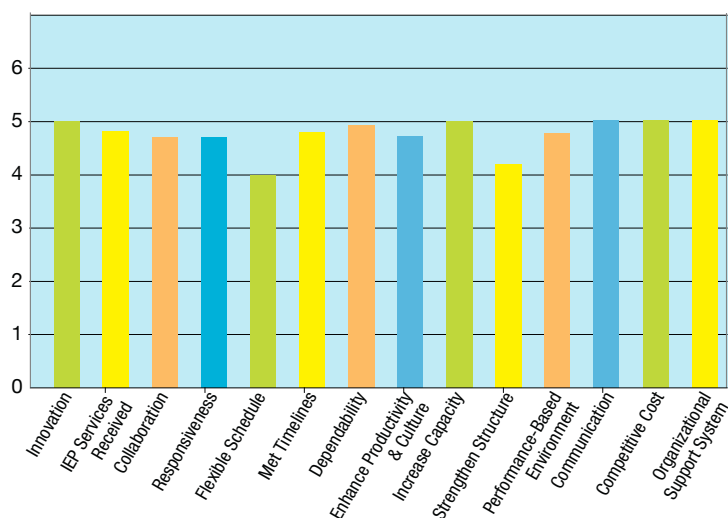
- Special Education technical assistance and training to all fifteen districts of OESD 114.

The three projects of focus for the Special Services Department for the 2011-2012 school year were the development of the OESD Related Services Cooperative, Response to Intervention Training and Early Childhood Special Education. In our end of the year surveys and data gathering we focused on quality of service rendered for the cooperative, effectiveness of services rendered for early childhood and the efficiency of services rendered during the distribution and leveraging of the Rtl grant dollars and training.

In surveying the participating districts, they responded with a high level of quality of services and improvement to their special education programs. See Chart 1.

Chart 1:
SPECIAL EDUCATION RELATED SERVICES
COOPERATIVE 2011 – 2012

Scale of 1 to 5; 5 is Best



STUDENT SERVICES CENTER

Kristin Schutte, Student Services Center Director

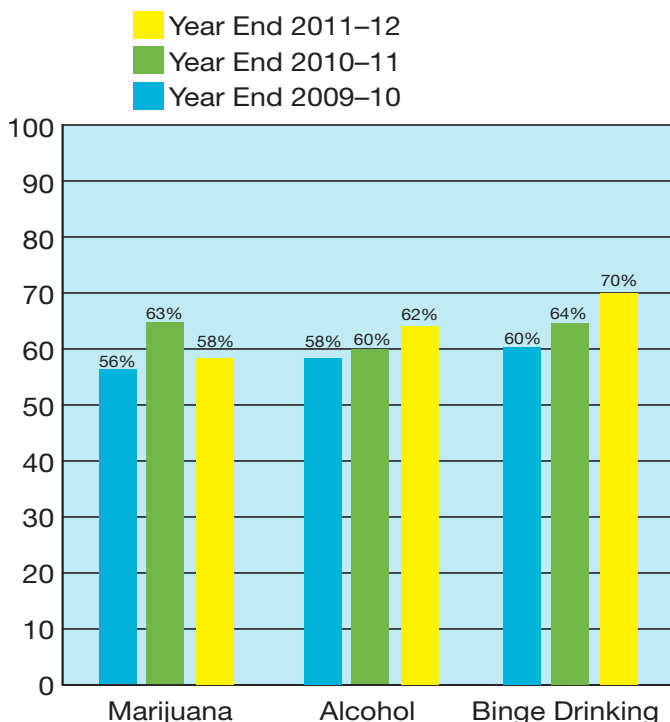
360.405.5833 • schutte@oesd.wednet.edu

*Addressing Non-Academic Barriers to Learning through
Drop Out, Substance Abuse and Violence Prevention and Intervention; School Safety;
Crisis Response and Preparedness; Counseling Support;
and Olympic WorkSource Youth Development Program - Pathways to Success.*

PROGRAM EFFECTIVENESS

Annually, for the past 22 years the program has shown reduction in alcohol and other drug use with the students served. This is illustrated in Chart 1 for 2009–10, 2010–11 and 2011–12 school years with over 50% reduction in alcohol and other drug use. These students were identified as having a substance abuse problem and had a goal to reduce use. Consistently more than half of the students had a reduction in marijuana use, alcohol and binge drinking (RMC Research Corporation Inc).

Chart 1: REDUCTION in MARIJUANA USE,
ALCOHOL & BINGE DRINKING

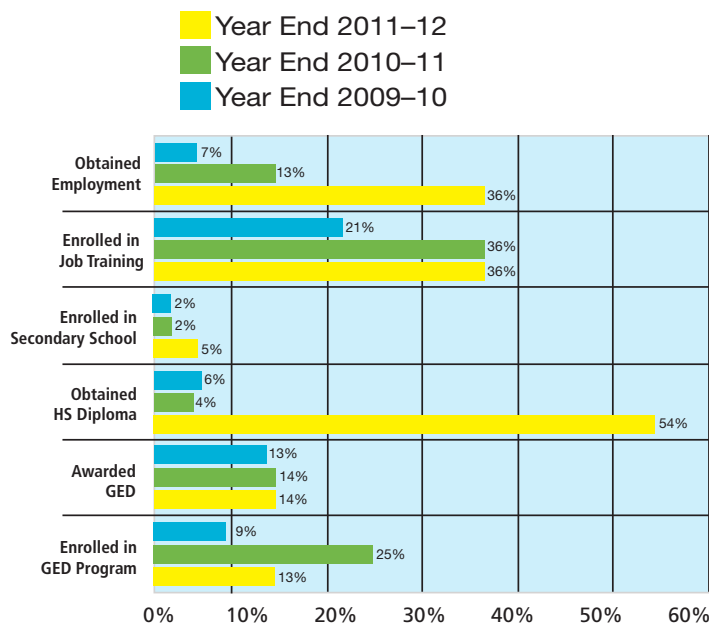


STUDENT ASSISTANCE DROPOUT INTERVENTION & RE-ENGAGEMENT SERVICES

During the 2011-2012 school year, three re-entry Education Advocate Student Assistance Professionals were placed in three schools within the OESD region to provide direct services to incarcerated youth ages 15-21 transitioning from secure detention or Juvenile Rehabilitation Administration (JRA) facilities. Staff provide support to re-engage youth in school, post secondary and/or assistance in navigating a vocational field. A total of 58 youth were served under this program.

Successful project outcomes are shown in Chart 2.

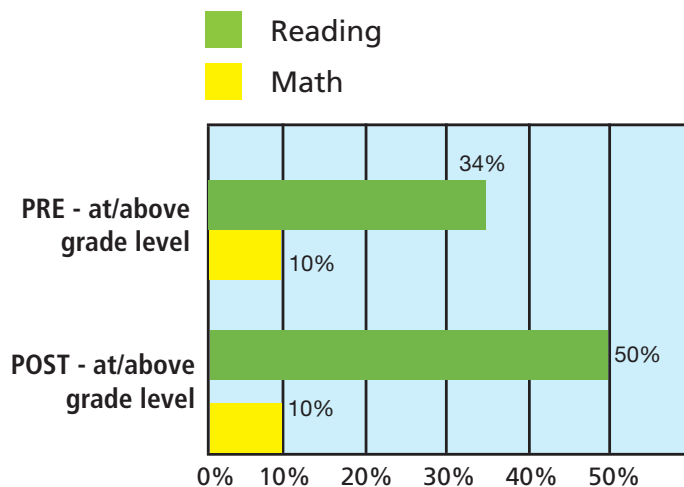
Chart 2:
EDUCATION ADVOCATE OUTCOMES



Two Education Advocate Student Assistance Professionals were placed in one middle and one high school within the OESD region serving youth at risk of dropping out of school. The staff provides intense case-management and support services in order to increase academic success and intervene on those at risk of dropping out of school. A total of 41 youth were served. All youth referred had more than one failing grade in school and frequent absences.

Chart 3 shows Pre & Post Math and Reading Test Scores. Post-test showed 38% of the youth tested at least a grade level up from pre-test.

Chart 3:
EDUCATION ADVOCATES PRE & POST
MATH & READING TEST SCORES



SCHOOL COUNSELING ENHANCEMENT PROJECT

There are three counselors in the Port Angeles elementary schools. Prior to implementation, none of the schools had school counseling services. During the 2011–2012 school year the school counselors served a total of 419 students.



PATHWAYS TO SUCCESS PROGRAM

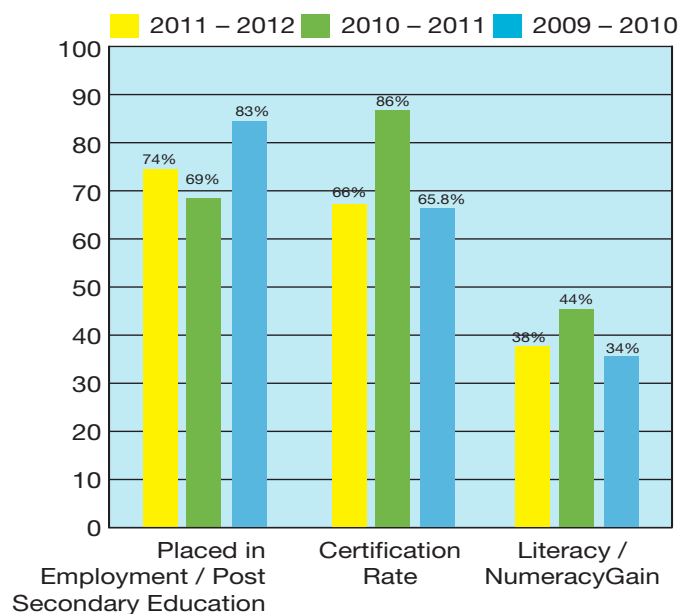
The Pathways to Success Program is the federally-funded Workforce Investment Act Program serving youth ages 16-21 in Clallam, Kitsap and Jefferson counties. Youth work one-on-one with Youth Services Professional Counselors to address goals in

academics and career planning. Youth in program receive case management services, supportive service funds, paid or unpaid work experiences, academic assistance and other related services on an individual basis.

During the 2011–2012 program year, 120 youth were enrolled participants in the Pathways to Success Program. A total of 69 participants were exited within the program year, with 74% exited as positive placements. Chart 4 illustrates program outcomes for three consecutive years for those youth who were placed in unsubsidized employment or who were pursuing a post-secondary education at time of exit.

Pathways to Success programs partner with local businesses to provide work experiences, internships and short term job shadowing. Partnerships include Red Cross, YMCA, Olympic Community College, Bremerton Parks and Recreation, Bremerton Housing Authority, Saint Vincent De Paul, Habitat For Humanity of Bremerton and East Jefferson County, PAWS, Coffee Oasis, Kitsap Human Society, Espresso Lane, Paul's Flowers, Pacific Coast Salmon Coalition, Northwest School of Boatbuilding, Community Boat Project, Peninsula College, Three Bears Educare/First Step, Boys and Girls Club, Olympic Peninsula Humane Society, Sol Duc Fish Hatcher, Seams to Last, Northwest Maritime Center and City of Port Angeles Parks and Recreation. The program counselors pursue new partnerships with businesses as needed to assist youth in obtaining their career goals.

Chart 4: PATHWAYS TO SUCCESS
PROGRAM OUTCOMES



PROFESSIONAL DEVELOPMENT

The department provides technical assistance training services in the areas of school crisis planning, preparedness and response team services; school climate initiatives that include bully harassment, intimidation and school safety planning and policy development.

A total of 12 course offerings were provided. A total of 188 educators attended the training with at least one representative from each of the school districts within the OESD region in 2011–2012.

Training evaluations showed:

- 51% strongly agreed they increased their skills or instructional methods.
- 46% strongly agreed the class enabled them to improve learning.

CUSTOMER SATISFACTION

Student Assistance Program - Ninety seven percent (97%) of school administration report excellent skills and abilities of the Student Assistant Specialist serving their building. Overall, 100% reported they were VERY satisfied with the services they received; including staff knowledge, usefulness of information, understanding needs, response time and competency.

One hundred percent (100%) of school district, administrators or counselors reported being VERY satisfied with services provided. Pathways to Success Program - 88% of business partners reported being VERY satisfied with services provided with the other 12% reported mostly satisfied. Ninety-nine (99%) of the youth reported being VERY satisfied with services provided with the other 1% reported mostly satisfied.



UNEMPLOYMENT COMPENSATION INSURANCE POOL

Carol Kovarnik, Assistant Superintendent – OESD 114 Business Office

360.478.6894 • kovarnik@oesd.wednet.edu

INTRODUCTION

The Unemployment Compensation Insurance Pool Cooperative was established to reduce costs by self insuring unemployment benefits for employees of its member districts. OESD 114 is responsible to administer the Cooperative.

A Cooperative Advisory Board consisting of the superintendent or designee of each member district is responsible to monitor the performance of the cooperative agreement, ensure the cooperative is operated according to the by-laws, and provide advice on matters relating to the agreement to Olympic ESD 114. The Board approves the rate of assessment annually. The Board elects an Executive Advisory Committee that is responsible for establishing the by-laws, annually reviewing the coop financial reports, rate calculation, pool reserve ratio, handling disputes, claims or grievances and other duties as may be assigned by the Board.

Members of the cooperative are:

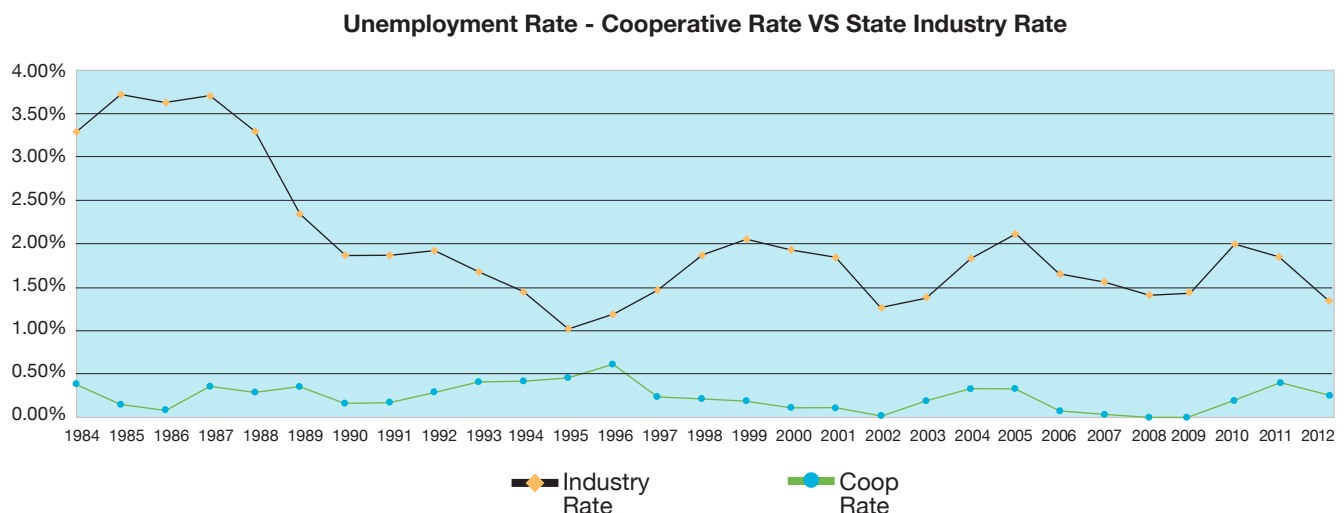
- *Clallam County*
 - Cape Flattery SD 401
 - Port Angeles SD 121
 - Sequim SD 323
- *Crescent SD 313*
- *Quillayute Valley SD 402*

- *Jefferson County*
 - Brinnon SD 46
 - Port Townsend SD 50
 - Quilcene SD 48
- *Kitsap County*
 - Bainbridge Island SD 303
 - Central Kitsap SD 401
 - Bremerton School SD 100
 - North Kitsap SD 400
- *Olympic Educational Service District 114*
- *Mason County*
 - North Mason SD 403

PROGRAM OUTCOMES

Chart 1 compares the average rate for the Unemployment Cooperative members with the state industry rate over time. The state industry rate is an approximation of the rate members would pay if they did not self insure. As you can see the cooperative rate is consistently below the industry rate. The estimated savings to member districts as a result of controlling claims costs and sharing administrative, accounting and claims management expenses during 2011-12 was \$1,626,930.

Chart 1:
UNEMPLOYMENT RATE –
COOPERATIVE RATE VS STATE INDUSTRY RATE



WESTERN REGIONAL DATA CENTER

Erik Johnson, Data & Technology Services Director

OESD 114 Data & Technology Services • 360.478.6895 • ejohnson@oesd.wednet.edu

The Western Regional Data Center (WRDC) was established in 1985 to assist and support 22 school districts with their fiscal, human resources and student records data processing requirements. Linked electronically to OSPI and the Washington School Information Processing Cooperative (WSIPC), the network enables the transfer of information from district to district, to educational service districts, to OSPI and to other agencies.

OESD 114's WRDC provides training and assistance to district staff in meeting their data processing needs as follows:

- Fiscal applications include general ledger accounting, accounts payable, accounts receivable, budget, purchasing, financial reporting, fixed assets inventory, warehouse, electronic commerce, procurement card processing and other fiscal applications.
- Human resources applications include payroll and personnel systems, personnel budgeting, online job posting and application, payroll production, federal withholding and W-2 reporting for the IRS and SSA, OASI reporting, direct deposit file transmittal to banks, electronic reconciliation files to county treasurers, state retirement reporting to the Department of Retirement Systems, quarterly unemployment reporting to the Employment Security Department and reporting of financial data to the Office of the Superintendent of Public Instruction.
- Student records applications include student demographics, attendance, curriculum master, scheduling, grades, testing, special education reporting, health room, food services, multiple gradebooks, response to intervention and other applications.

Chart 1 compares annual costs per student FTE between WRDC and non-WSIPC districts for Administrative Information Systems.

WRDC supports district use of two data warehouse applications provided to districts by WSIPC. WEDSS (WSIPC Educational Decision Support System) provides district administrators the ability to select, view and drill into district financial, human resources and student data through a series of dashboards and reports.

Chart 2 shows the growth in levels of Customer Satisfaction for the services provided by the WRDC.

WRDC SERVICES PROVIDED INCLUDE:

- Shared data processing hardware and hardware support.
- Large volume printing (paychecks, grade reports) handled by high speed printers at the WRDC site. Districts can also elect to print their own reports locally.
- Specialized printing: warrants, payroll leave and earning statements, W-2s, 1099s, student progress reports, transcripts.
- Reports are customized and provided to districts based on specific needs.

Chart 1:
ADMINISTRATIVE INFORMATION
SYSTEMS COSTS PER STUDENT FTE

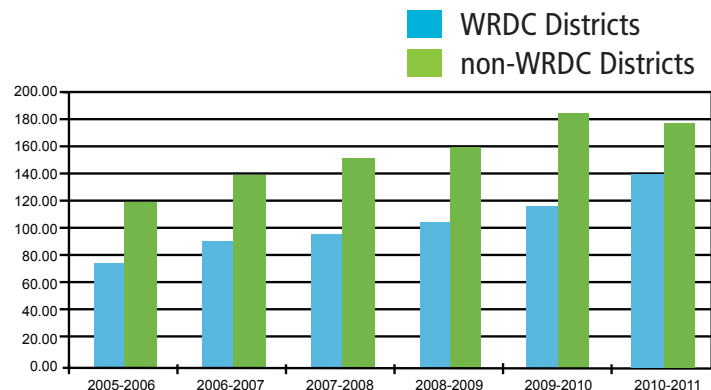
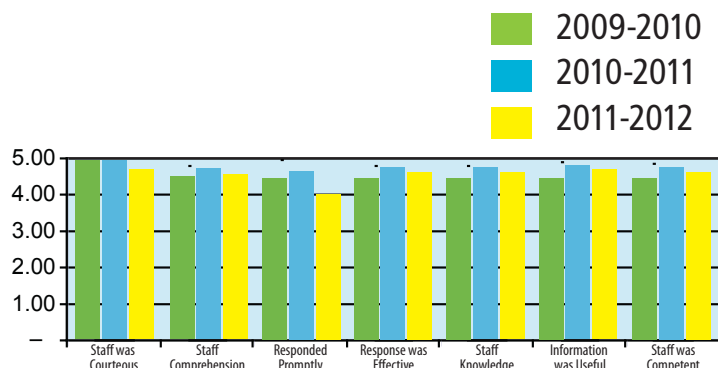


Chart 2:
CUSTOMER SATISFACTION GRAPH



WORKERS' COMPENSATION TRUST

Mark Heike, Workers' Compensation Coordinator • Steve McIntire, Fiscal Officer

Port Angeles Office • 360.457.6075

The ESD 114 Region Workers' Compensation Trust was organized in April 1984 to form a self-insured cooperative for workers' compensation coverage for its member districts in accordance with Title 51 RCW. Members are:

- Cape Flattery School District 401
- Quilcene School District 48
- Crescent School District 313
- Bainbridge Island School District 303
- Port Angeles School District 121
- Central Kitsap School District 401
- Quillayute Valley School District 402
- North Kitsap School District 400
- Sequim School District 323
- South Kitsap School District 402
- Chimacum School District 49
- North Mason School District 403
- Port Townsend School District 50
- Olympic Educational Service District 114
- Queets-Clearwater School District 20

An actuarial study of the Workers' Compensation Trust was performed as of August 31, 2012. The Actuary researched insurance companies with similar size and risk characteristics to those of the Trust. The specialized industry benchmark information indicated that comparable insurance entities maintained surplus levels between \$4.2 million and \$10.5 million; the Trust's estimated member fund balance (=fund assets – fund liabilities) of \$6.9 million as of the 2012 fiscal year-end falls within this range. The Trust's current and prior fiscal year-end balances are presented in Chart 1 below along with their respective "peer group" surplus ranges.

During fiscal year 2012, 258 reported new claims were received, of which 213 were closed within 12 months. Initial settlement ratios are presented in Chart 2 below.

Chart 1: TRUST FUND BALANCE COMPARED to INSURANCE INDUSTRY "PEERS"

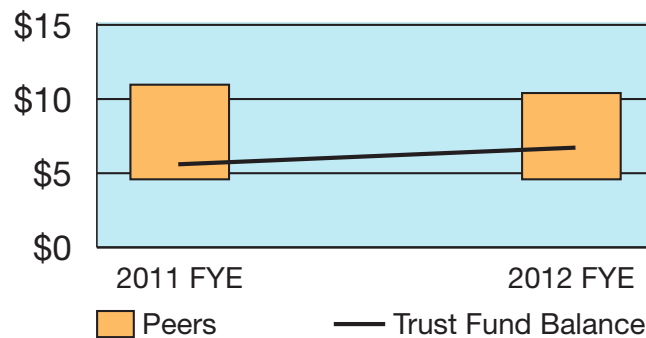



Chart 2: INITIAL SETTLEMENT RATIOS AT 12 MONTHS OF DEVELOPMENT

Fiscal Year	Reported Claims	Closed Claims	Settlement Rate
	(1)	(2)	(2)/(1)
2007	302	194	64%
2008	309	240	77%
2009	281	206	73%
2010	290	235	81%
2011	283	225	80%
2012	258	213	83%

APPENDIX: OESD 114 PARTICIPATION MATRIX

		PARTICIPATION COUNT	BAINBRIDGE ISLAND	BREMERTON	BRINNON	CAPE FLATTERY	CENTRAL KITSAP	CHIMACUM	CRESCENT	GRAPEVIEW SCHOOL	NORTH KITSAP	NORTH MASON	OESD #114	ORTING	PENINSULA	PORT ANGELES	PORT TOWNSEND	QUEETS-CLEARWATER	QUILCENE	QUILLAYUTE VALLEY	SEQUIM	SOUTH KITSAP	UNIVERSITY PLACE	VASHON ISLAND	PRIVATE SCHOOLS & OTHER ENTITIES
STATE FUNDED CORE SERVICES																									
Administrative services to our region's schools and community include:	ADMINISTRATIVE- SUPERINTENDENT	15																							
	FINANCIAL	18																							
	TEACHING AND LEARNING	17																							
	COOPERATIVES																								
	CLALLAM COUNTY DETENTION SCHOOL	6																							
	COMPENSATED ABSENCES COOPERATIVE	3																							
	DATA PROCESSING - FINANCIAL SERVICES	21																							
	DATA PROCESSING - STUDENT RECORDS	18																							
	INSTRUCTIONAL MATERIALS COOPERATIVE	13																							
	KITSAP DETENTION SCHOOL	10																							
Technical Assistance for school district budgets and financial statements	REGIONAL FACILITIES COOPERATIVE	11																							
	REGIONAL LITERACY TEAM COOPERATIVE	13																							
	SPECIAL ED RELATED SERVICES COOPERATIVE	6																							
	UNEMPLOYMENT COOPERATIVE	16																							
	WORKER'S COMPENSATION COOPERATIVE	15																							
Review and approve budgets for second class districts	FEE FOR SERVICE - OTHER																								
	BUSINESS SERVICES	4																							
	CERTIFICATION PERMITS & PRE-CERTIFICATION	15																							
	CLOCK HOURS	16																							
	COURIER SERVICE	8																							
Enrollment, personnel and fiscal data collection and reporting	KNOWLEDGE BOWL	12																							
	MATH PROFESSIONAL DEV. COACHING	4																							
	MOODLE WEBSITE TRAINING AND HOSTING	8																							
	NETWORK SUPPORT SERVICES	14																							
	OLYMPIC SCIENCE ALLIANCE	11																							
Teacher certification	PROQUEST	15																							
	READY! FOR KINDERGARTEN	1																							
	REGIONAL CRISIS SUPPORT	16																							
	REGIONAL WASA	15																							
	REGIONAL WSSDA	15																							
Review school boundaries	SCHOOL CLIMATE TECHNICAL ASSISTANCE & TRAINING	18																							
	SCHOOL MESSENGER SERVICE	1																							
	SCHOOL NURSE SERVICES	14																							
	SCIENCE PROFESSIONAL DEV. COACHING	3																							
	SCIENCE EDUCATIONAL COURIER	2																							
Administration of cooperatives	STUDENT ASSISTANCE PREVENTION & INTERVENTION	6																							
	TRAFFIC SAFETY PROGRAM	1																							
	VAX HARDWARE MAINTENANCE	3																							
	YOUNG WRITERS CONFERENCE	18																							
	GRANTS & CONTRACTS																								
Program research and development	CLALLAM DETENTION CENTER-TITLE I	3																							
	COMMUNITY MOMENTUM	8																							
	EARLY HEAD START	6																							
	ECEAP	5																							
	EDUCATION ADVOCATE	3																							
School board development	EDUCATION TECHNOLOGY CENTER	16																							
	ELEMENTARY/SECONDARY SCHOOL COUNSELING PROGRAM	1																							
	FAMILY RESOURCE TRAINING	1																							
	HEAD START	5																							
	HEAD START BODY START	1																							
Fingerprinting and background check for district staff	HEALTH SERVICES PROJECT	3																							
	INFANT TODDLER REGIONAL SYSTEMS	8																							
	K-20 TELECOMMUNICATIONS	16																							
	KITSAP ALTERNATIVE TRANSITION SCHOOL	1																							
	KITSAP DETENTION CENTER - TITLE I	2																							
Education of youth in detention	KITSAP TRUANCY INTERVENTION & PREVENTION SCHOOL	2																							
	KITSAP YOUTH MENTORING CONSORTIUM	5																							
	LONGITUDINAL STUDENT DATA SYSTEMS	16																							
	MSP - MATH SCIENCE PARTNERSHIP	3																							
	ON-THE-JOB-TRAINING	16																							
CLALLAM COUNTY	OPPORTUNITY INTERNSHIPS PROGRAM	16																							
	PATHWAYS TO SUCCESS	16																							
	RIG - REGIONAL IMPLEMENTATION GRANT	4																							
	RESPONSE TO INTERVENTION ESSENTIAL COMPONENTS	2																							
	RESPONSE TO INTERVENTION IMPLEMENTATION	3																							
JEFFERSON COUNTY	STUDENT ASSIST PREVENTION INTERVENTION FEDERAL	5																							
	SCHOOL NURSE CORP	8																							
	SPECIAL ED-EARLY CHILDHOOD SERVICES	18																							
	SPECIAL EDUCATION BLOCK GRANT	16																							
	STATE MATH/SCIENCE PROFESSIONAL DEVELOPMENT	16																							
KITSAP COUNTY	TITLE I - SCHOOL IMPROVEMENT	9																							
	TITLE IIA -DELIVERY MODEL FOR READING	12																							
	WA KIDS	6																							
	ESD SERVICES BY DISTRICT		17	37	30	41	34	34	33	1	34	39	17	3	4	40	38	32	32	34	31	42	3	2	26
OTHER SCHOOL DISTRICTS & ENTITIES																									

