

A group of six diverse students (three boys and three girls) are sitting on concrete school stairs. They are all smiling and looking towards the camera. The students are wearing backpacks and casual clothing. The background shows a school building and a chain-link fence.

Service for **SUCCESS**

In Support of Student Growth

Olympic Educational Service District 114

OESD 114
Service for **SUCCESS**

2013

**ACCOUNTABILITY
REPORT**

For the School Districts of the
Kitsap & Olympic Peninsulas

OESD 114

2013 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
2012–2013 Core Allocation: The Fulcrum for Regional Services	vii
I. Educational Technology Support Center	1
II. English Language Arts	2
III. Financial Management Services	4
IV. Head Start / Early Head Start / ECEAP	6
V. High Risk Youth Services: Institutional Education	9
VI. Instructional Materials Cooperative	11
VII. Network Support Services	12
VIII. Olympic Science and Mathematics Education	13
IX. Professional Development	16
X. Other Programs	19
XI. School Nurse Corps	20
XII. Science Kits Regional Cooperative	21
XIII. Special Services Department	22
XIV. Student Services Center	23
XV. Unemployment Compensation Insurance Pool	25
XVI. Western Regional Data Center	26
XVII. Workers' Compensation Trust	27
Appendix: OESD 114 Participation Matrix	A – 1



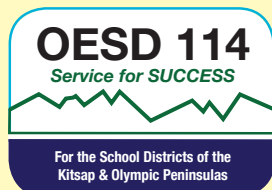
OLYMPIC EDUCATIONAL SERVICE DISTRICT 114

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SERVING 15 DISTRICTS
45,910 STUDENTS



STAFF

Greg Lynch, Superintendent
360.478.6890

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Recognized as a
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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.

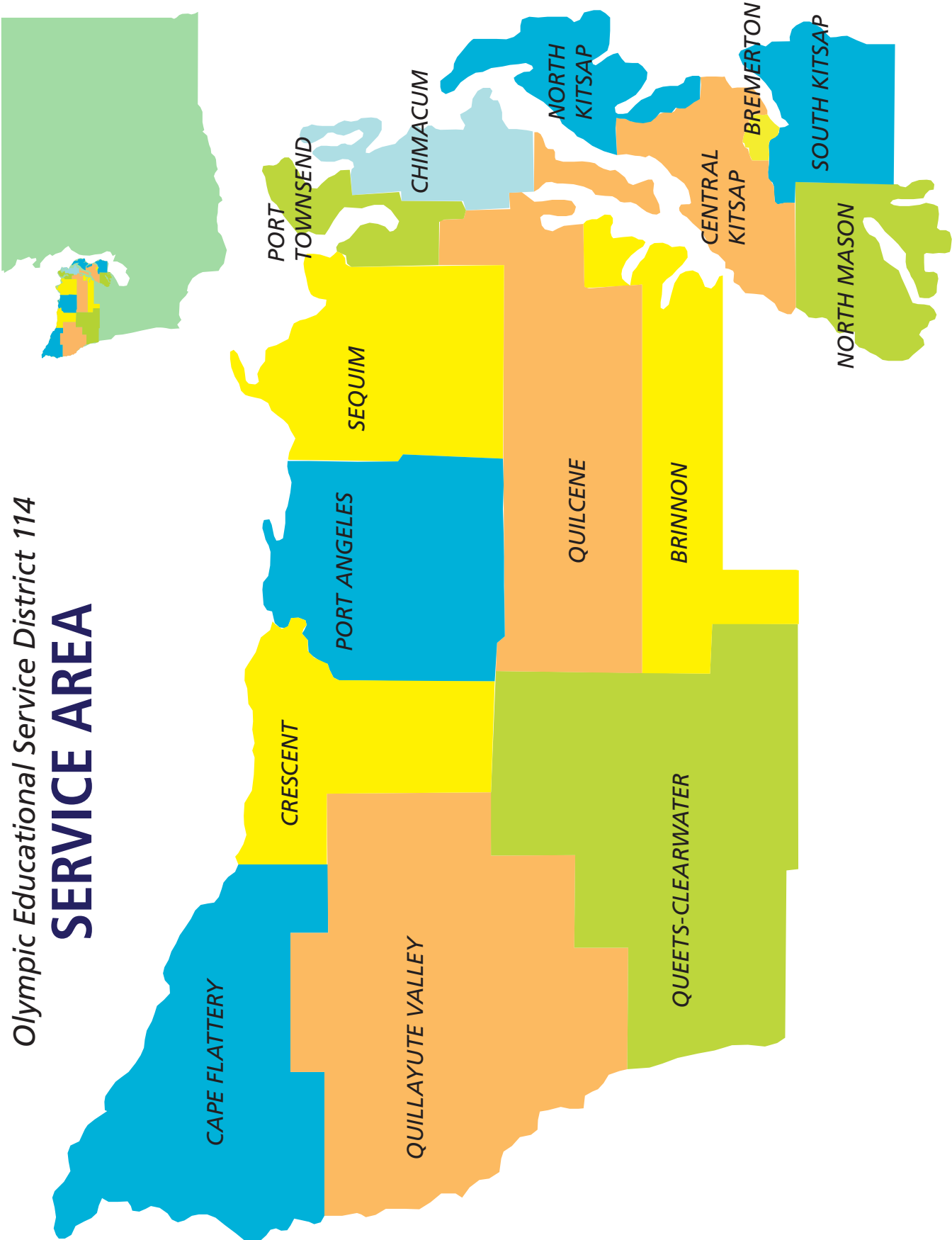
CORE VALUES/BELIEF STATEMENTS

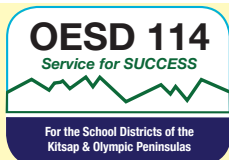
WE BELIEVE IN:

- 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

Elizabeth Drew • Katie Proteau • Carl Johnson
Jean Wasson • Donn Ring • Karen Sorger • Jay Garrett





Olympic Educational Service District 114 BOARD OF DIRECTORS

THANK YOU TO OUR RETIRING BOARD MEMBERS RAY ONDRACEK and DEAN KIESS.



Elizabeth Drew
District 1

ELIZABETH DREW serves District 1, which includes South Kitsap. Elizabeth served 14 years in the North Mason School District retiring in 2000 as principal of Belfair Elementary School. She is a founding board member of the *Maasai Women Education and Empowerment Program* (MWEEP) which supports the education of young Kenyan women. She has five children and 12 grandchildren. Liz enjoys the theater, reading, knitting, traveling and working in the community.



Katie Proteau
District 2

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 long-time 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.



Carl Johnson
District 3

CARL JOHNSON serves District 3, which includes Central Kitsap. Carl served as a member of the CK school board for 14 years. In 1990 he took an early retirement from banking and for the past 20 years has served as the director of *Marketplace CrossTalk*. In 2009, Carl incorporated a non-profit 501(c)(3) organization known as the *Kitsap Alliance of Resources for Elders* (KARE) where he serves as a member of the board and Community Relations Director. Carl and his wife Helen recently celebrated their 53rd anniversary and have three children and six grandchildren.



Jean Wasson
District 4

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.



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 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 also has a hobby of ethnic gourmet cooking and snuggling with his wife Lynn (but not necessarily in that order).



Karen Sorger
District 6

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. She has two sons, three grandchildren and three great-grandsons.

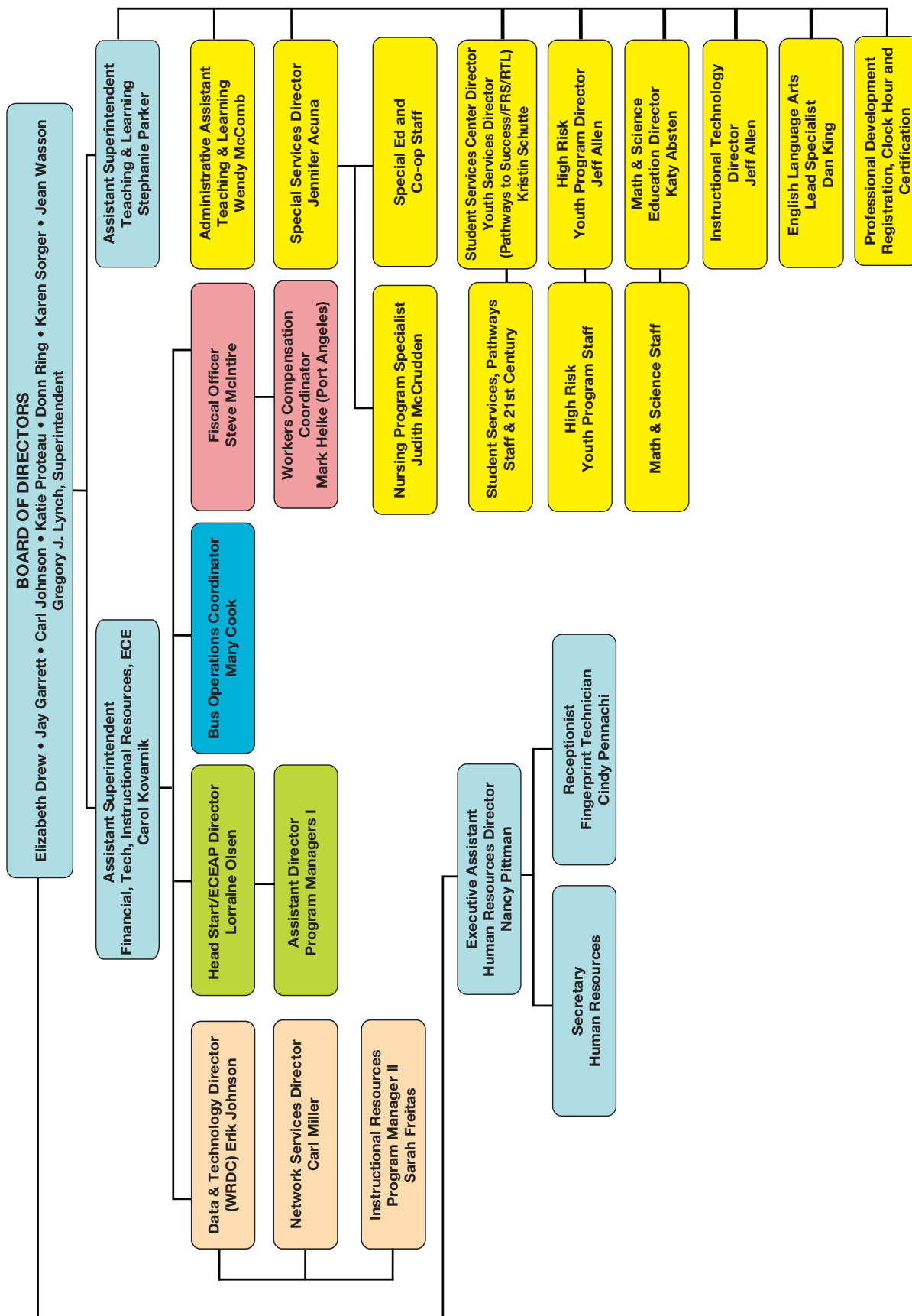


Jay Garrett
District 7

JAY GARRETT serves District 7, which includes Port Angeles. Jay is originally from Ohio and served in the Navy during the Vietnam War. 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. He retired from teaching in 2005. 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

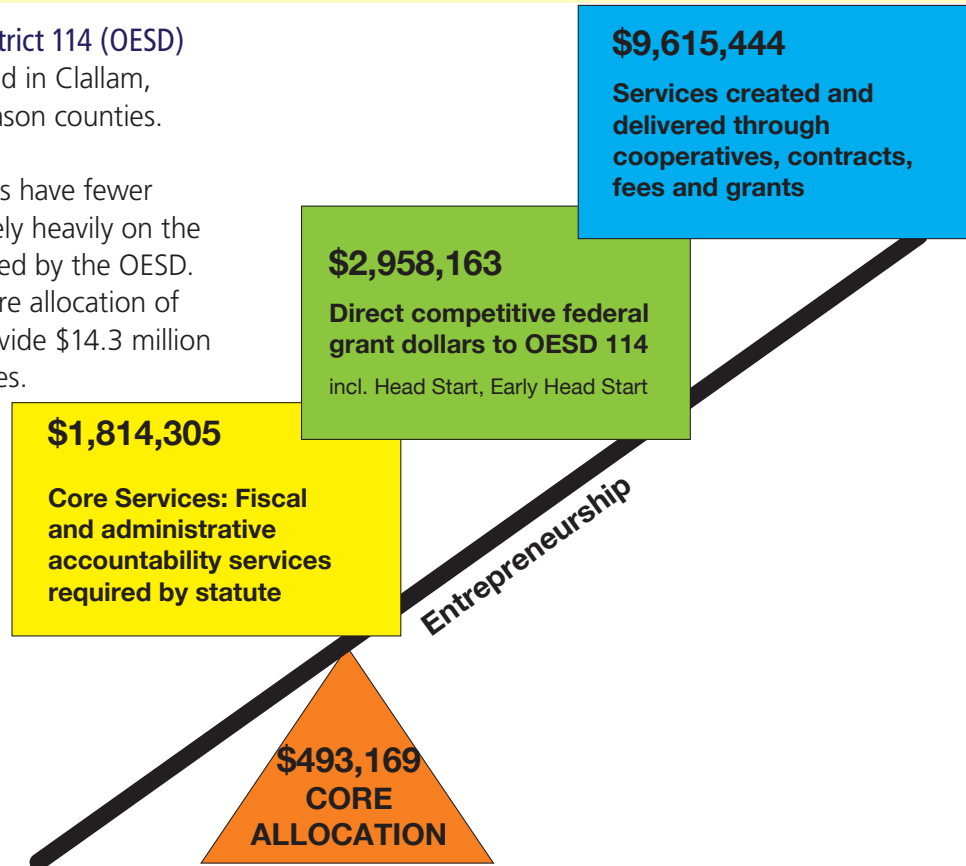
ORGANIZATIONAL CHART



2012 – 2013 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 2012-2013, the OESD 114 core allocation of \$493,169 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 (funded @ 1/2 in 12-13, no funding in 13-14)
- 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

EDUCATION TECHNOLOGY SUPPORT CENTER

Jeff Allen, Educational Technology Director

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



INTRODUCTION

The Educational Technology Support Center (ETSC) is a state-funded program focusing on improving 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. The ETSC program was eliminated from the 2013-14 State budget.

PURCHASING PROGRAMS

The ETSC assists districts in purchasing education technology equipment, software and service at discounted rates. The Washington Learning Source (WLS) is a statewide program developed by the nine regional Educational Service Districts. Its mission is to provide a resource for districts to select and purchase technology products and services at pricing the 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 \$843,955 over retail prices of WLS listed products and services.

TEACHER / PRINCIPAL EVALUATION - eVAL

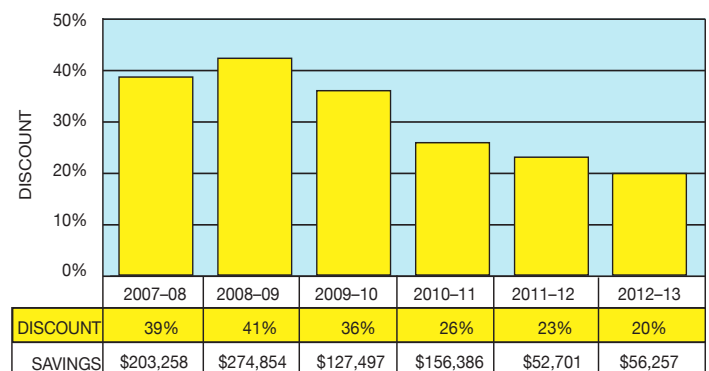
In 2012-13, the ETSC collaborated with OSPI, WEA and the regional EDS and developing resources and delivering training in the use of eVAL for teacher and principal evaluations. eVAL is a web-based tool designed to manage the evaluation process and documentation. The ETSC delivered training to districts in the OESD region and provided tier 1 technical support.

Chart 1 displays the annual percentage/discount and subsequent savings to participating districts.



CHART 1

WA Learning Source District Savings



ENGLISH LANGUAGE ARTS

Dan King, Math Professional Development Specialist
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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. During the 2012-2013 school year Lead Literacy Specialist, Dan King, participated in monthly Literacy Leadership (LLC) Meetings. One of the primary deliverables in 2012-2013 was the development and statewide implementation of a series three ELA Common Core State Standards professional development workshops focused on using evidence from text to support claims in writing (one of the three key shifts in the ELA Common Core State Standards). Pre and post assessment data collected during the Evidence workshop series showed gains in 4th, 7th, and 11th grade writing scores. Dan King contracted with Kathleen Rice to assist in providing the Evidence workshop series at the OESD in Bremerton and in Port Angeles. They also presented customized ELA CCSS professional development in Port Townsend, Cape Flattery, and Central Kitsap school districts.

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 grew from 30 to almost 80 members during the 2012-2013 school year when the focus was on the Common Core standards for writing. The RLT did a book study of *Pathways to the Common Core*, by Lucy Calkins.

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

• *First, let me say how valuable last Friday's ELA CCSS session was to me. You planned a great agenda!! The session content will help me support my FV colleagues, and your protocols for interaction also*

provide some new strategies to implement at FV. I loved the Corey Booker frame of envisioning what you want to see in the world. I can use that! I have arranged to get the Caulkin's book, Pathways to the Common Core.

– Student Services Specialist

• *Great job today. That was an amazing training and I appreciate your hard work and preparation....I have a lot to share with my staff.*

– High School English Teacher

• *I wanted to say "thanks" again for all the time and energy you put into the Regional Literacy Team this year. You have a TON on your plate and you managed to make it a very meaningful professional experience for everyone involved. I'm really thankful you'll be taking it on again next year.*

– Elementary Teacher

• *I just wanted to thank you again for sharing your knowledge about the ELA Standards. I haven't been more excited about the direction of education- the changes are on a national platform! It all makes so much sense. Thank you!!*

– Literacy Coach

• *Thanks Dan for all the info today. I know how much time it takes to plan and organize these types of meetings and I just wanted you to know how much I, along with many others, appreciate your efforts to help all of us in the region better understand CCSS and Literacy issues. See you tomorrow!!*

– Elementary Literacy Specialist

• *The RLT's are the best professional development I've ever attended!*

– Assistant Principal

TABLE 1
Sample of ELA Professional Development Offerings for 2012–13

Name of Training	Date 2012–2013	Learning Targets	Intended Audience	Number Attended	Notes
Regional Literacy Team Meeting	11/7, 11/30, 12/4, 2/1, 3/22, 4/17, 5/17, 6/4	PD Topic: ELA Common Writing Standards and Smarter Balanced Assessments	District Literacy Leaders / Specialists	72	Same participants at each meeting
Evidence Workshop 1	2/1, 2/22	During this session, participants were introduced to the role evidence plays in the CCSS - from textual evidence used to support an interpretation in reading to evidence used to advance opinions, claims, and arguments in speaking and writing at all grade levels. Teachers returned to their classrooms with a formative writing assessment (pre-assessment) to administer.	District Literacy Leaders / Specialists, Administrators	66	First in Series of 3 modules. Also had 11 participants next day in PA.
Evidence Workshop 2	3/11, 3/19	During this session, participants deepened their understanding of the ELA Evidence Standards and focused on using evidence grounded in text while writing. Student work was analyzed using rubrics and protocols and effective teaching strategies were highlighted.	District Literacy Leaders / Specialists, Administrators	66	Second in Series of 3 modules. Also had 11 participants next day in PA.
Evidence Workshop 3	5/6, 5/29	Participants continued to deepen their understanding of the ELA Evidence Standards through the process of comparing pre-and post-samples of student writing focused on student feedback strategies and determined next steps for teaching.	District Literacy Leaders / Specialists, Administrators	66	Third in Series of 3 modules. Also had 8 participants next day in PA.
Academic Vocabulary in Science & Social Studies	7/24	ELA Common Core Session focused on Academic Vocabulary in Science & Social Studies classrooms.	K-12 Science & Social Studies Teachers	21	Facilitated with Jeff Ryan, OESD Science Coordinator
Evidence Standards in Science & Social Studies	7/25	ELA Common Core Session focused on Evidence Standards in Science and Social Studies classrooms	K-12 Science & Social Studies Teachers	18	Facilitated with Jeff Ryan, OESD Science Coordinator

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 include:

- Basic accounting functions
- Preparation and/or review of State/Federal required reports
- Cash flow management
- Payroll/personnel functions
- Assistance with debt issues and debt servicing
- Budget development and monitoring
- Capital construction accounting
- Student enrollment calculations and forecasting
- Long term financial planning
- Training for new district business staff with regards to school district accounting and interactions with the software for financial recordkeeping and reporting
- Response to information requests or assistance with any financial questions that the districts have

The Fiscal Officer holds monthly Business Manager Meetings which:

- Provide networking opportunities and information regarding current events/issues and legislative/OSPI decisions that affect the funding and financial health of the districts.
- Offer a forum for speakers from OSPI to address changes in accounting structure and new requirements and from other organizations to keep business managers updated on issues surrounding school finance
- Provide training opportunities for district and ESD staff who wish to understand the workings of school finance. Specific training for software in the WESPaC systems is provided by the WRISC staff. Accounting interpretation and business practice decisions are provided by Financial Services staff.

Financial Services offers mid-year budget reviews to all of its districts. This review is done in February each

year and provides a forecast of the estimated ending fund balances, for all funds, by reviewing current year revenues and expenditures. 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 and there is no charge for them. However, beyond training or guidance, if a district is in need of more hands-on, on-site help, Financial Services is available as a fee-for-service on an on-going or a short term basis. The fee for service is an hourly rate based on the estimated hours to complete the tasks requested. A Business Services Contract is created between the OESD and the school district.

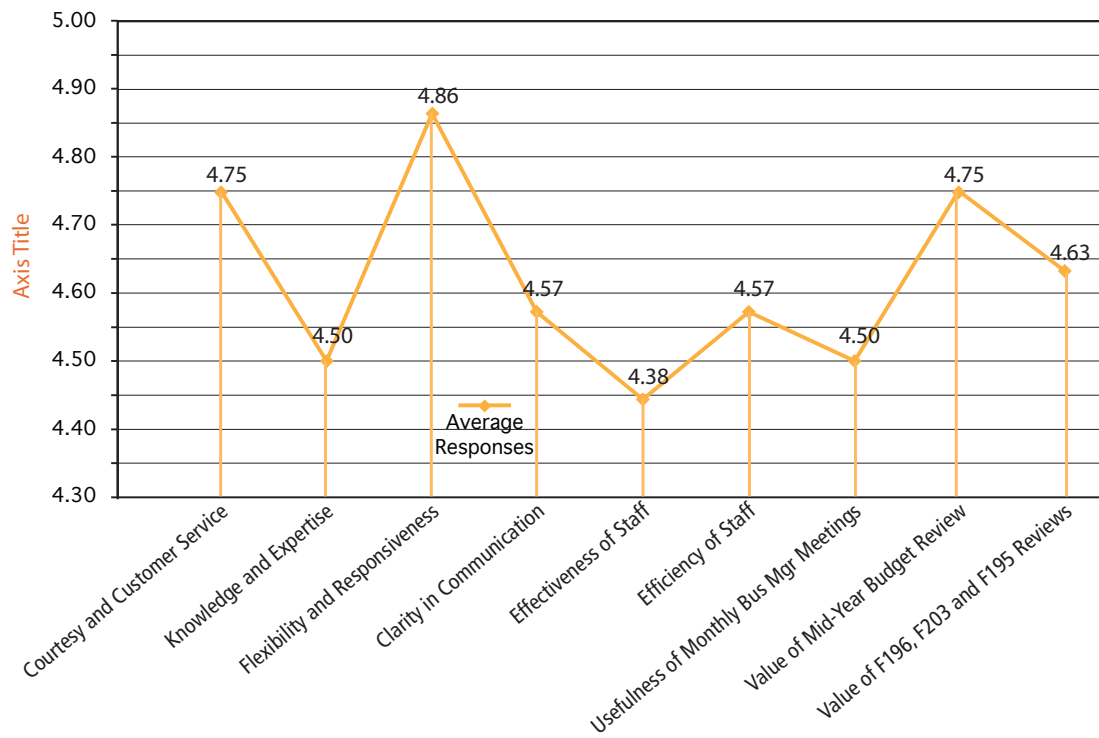
During the 2012-2013 fiscal year, the OESD contracted with five districts (Brinnon, Queets Clearwater, Cape Flattery, North Kitsap and Port Angeles) to provide hands-on fiscal services support. Those services included:

- The complete accounting function as Business Manager
- Complete payroll services
- Personnel budgeting
- S275 preparation
- Accounting direction and coverage in the absence of district personnel
- Monthly grant claims

One of the continuing goals of Financial Services for 2012-2013 was improvement in the rate of satisfaction, of our member districts, with the services offered and provided. When surveyed at the end of the 2012-2013 fiscal year, 54% (8 of 15) of the surveyed districts replied and, in all cases, reported high satisfaction with our financial services. This is comparable to the 11-12 response rate of 67% (10 of 15) with the same high satisfaction indicated.

Chart 1 illustrates the averaged results of the surveys returned for 2012-2013.

CHART 1
2012 – 2013 Financial Services Customer 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 21 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 4 agencies and tribal nations providing coordinated early learning services in Kitsap County. The others are: 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. The Partnership also identifies areas to collaborate and maximize resources, such as training, recruitment of families and conducting a yearly community assessment

Olympic ESD 114's center-based programs are located in 13 schools, 4 community child care centers and 1 family child care home, Olympic College and Givens Community Center. Home-visiting services are provided to 132 families through partnerships with Housing Kitsap, 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 promote instructional learning experiences that are rich in language, literacy, science, math and the arts, and support the 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;
- Researched-based curriculums and on-going assessment systems (Teaching Strategies GOLD and Assessment, Evaluation and Programming System) that inform and support the individual learning and development of children, incorporate the culture of each family, document the growth and progress of each child, and provide accurate and relevant data to share with families and 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* shows the progress of four-year-olds over the three assessment periods in 2012-2013. Children made progress in all six areas of development and learning, and by spring exceeded program benchmarks for the School Readiness Goals for five areas.

CHART 1

Teaching Strategies GOLD Assessment
2012 – 2013 Program Averages for Areas of
Development & Learning – 4 Year Olds

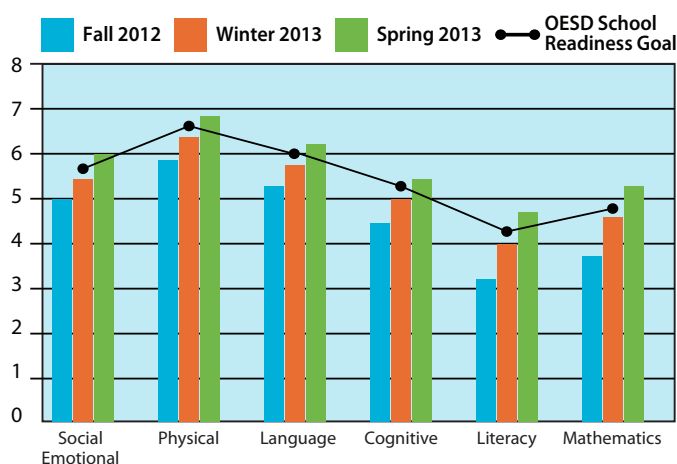


Chart 2 *Kindergarten Teacher Surveys* shows a comparison how well children are prepared as reported by kindergarten teachers in social, physical, cognitive and language development over the last four years. The number of respondents shown is an increase from last year.

CHART 2

Kindergarten Teacher Surveys

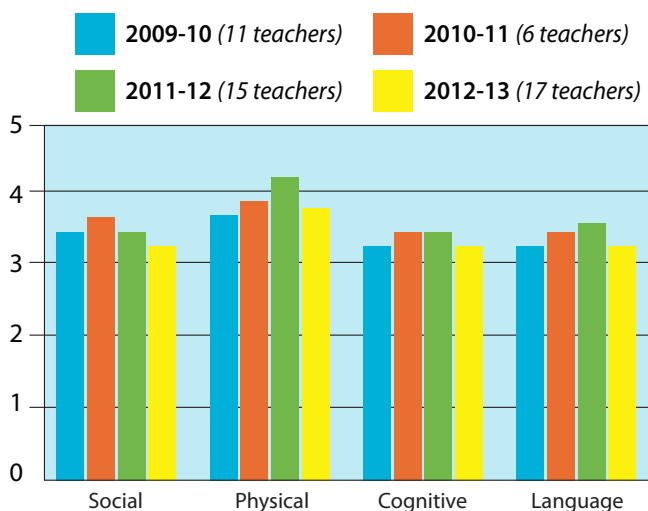


Chart 3 *Parent Evaluation of Program Effectiveness* shows how parents evaluated our program on the changes they noticed as a result of being in our program. An increased percent of respondents are reading to their child every day, and feeling their children are well-prepared for kindergarten. Respondents also reported increases in children's skills in language and rhyming, social and emotional, and math and logical thinking.

CHART 3

Parent Evaluation of Program Effectiveness

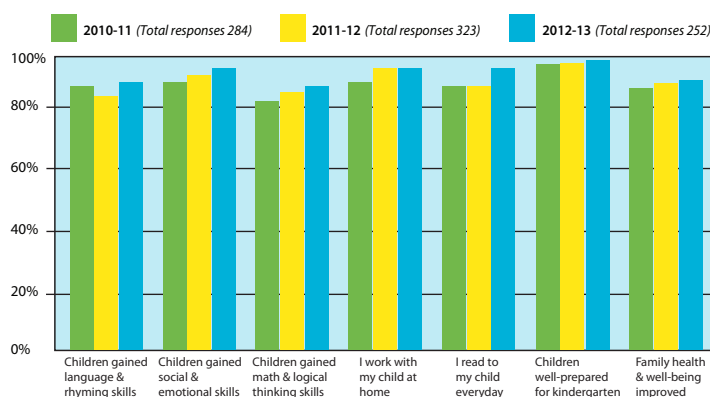
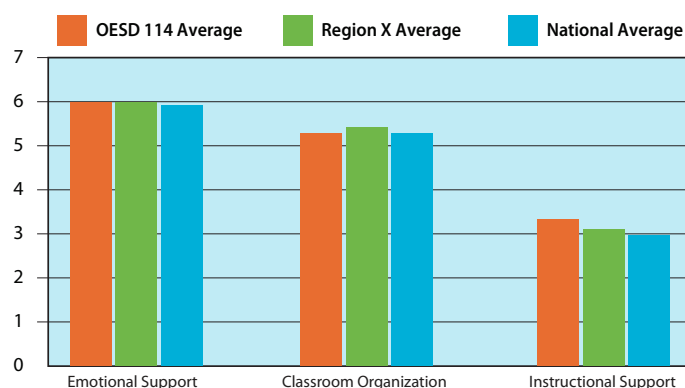


Chart 4 *CLASS Score Comparisons* shows the comparison of the Olympic ESD 114 program, regional and national averages in all three CLASS Domains. The CLASS Observation tool measures the effectiveness of teacher-child interactions.

CHART 4

Class Score Comparisons 2012 – 2013





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. The Coalition supports a Pre-natal to Grade 3 approach to coordinating and aligning educational and care systems to support optimal transition and learning opportunities for young children.



This Coalition developed key strategies for sustainable funding in early learning, and to date has leveraged over \$838,762 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. In 2013 the Coalition conducted WaKIDS Early Learning Collaboration meetings in several locations across our region, boosting the participation to a total of 76 people representing school districts, tribal nations, community organizations, libraries, early intervention programs, child care centers and Head Start programs. The purpose of these Coalition-sponsored Early Learning Collaboration meetings was to identify community and district trends that impact school readiness, develop systems for collecting and analyzing data, conduct a regional school readiness assessment by school district, and develop strategies to help increase the opportunities for school success for all children.



HIGH RISK YOUTH SERVICES: Institutional Education

Jeff Allen, High Risk Youth Services Program Director
Clallam Juvenile Detention Center / Kitsap Juvenile Detention Center
360.337.5552 • jallen@oesd.wednet.edu

INTRODUCTION

Olympic Educational Service District 114's High Risk Youth Program administers the education programs at the Kitsap and Clallam County Juvenile Detention Centers. These programs provide incarcerated and probationary youth with educational opportunities and support; enabling them to maintain academic progress while assisting in their transition to the next step in their academic career (e.g. back to their home school district or into an alternative education program). Educational opportunities include:

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

DETENTION CENTER SCHOOLS (KITSAP & CLALLAM COUNTIES)

The education program at the Kitsap and Clallam County Juvenile Detention centers provide five hours of instruction daily over a 220-day school year. The programs are staffed with certificated teachers, instructional assistants, transition counselors and records specialists. Students receive daily instruction in math, science, language arts and social studies. Additionally, weekly



guest speakers give presentations on career and vocational opportunities, community services, conflict resolution and drug/alcohol awareness.

Students are also provided opportunities to complete homework from their home school district (if provided), and prepare for GED testing (if appropriate).

In 2012–13, the detention school program had a total of 1104 enrollments between the two sites (626-Kitsap/478-Clallam). This count includes duplicated enrollments (i.e. students incarcerated multiple times during the year). Removing duplicates, the program served 576 individual students (372-Kitsap/204-Clallam). The average length of stay for a youth in the facilities was 9 days.

KITSAP ALTERNATIVE TRANSITION SCHOOL (KATS)

The Kitsap Alternative Transition School (KATS) is located at the Kitsap Juvenile and Family Court Services Center. The program serves an average of 15 probationary youth (non-incarcerated) who are referred by the court and otherwise unable to attend their local school district. The focus of the program is to assist in meeting their academic, social and behavioral needs in preparation for transitioning back into a traditional school setting. Students attend the program for at most the length of their probationary period (average 90-120 days).

The program is staffed by a certificated teacher and an instructional assistant. Students in KATS attend daily and



Clallam County Juvenile Detention

are provided a core academic program in math, science, social studies English, and personal development. In the 2012-13, the KATS program began collaborating with Kitsap County Alternative to Detention staff to manage a community garden at the Howe Farm Historic Park in Port Orchard. In 2013-14, the program will expand to another plot at Blue Berry Park in Bremerton and begin integrating a sustainable agriculture STEM theme across the curriculum.

TITLE 1 PART D (NEGLECTED-DELINQUENT YOUTH)

OESD High Risk Youth Services leverages Title 1 Part D resources to provide additional services for youth in Kitsap and Clallam County Detention facilities and the KATS program. Funds are primarily utilized to staff a transition counselor at both facilities. The transition counselor assesses the academic and transition needs of each youth in the facility and prioritizes services provided. Services include communication with the youth's home school to access homework, coordinating of GED testing, accessing social services and vocational training, and transitioning back to their next step in their academic path.

SUCCESSFUL TITLE 1 PART D OUTCOMES

In 2012-13, the Kitsap and Clallam County Title 1 Part D program provided services to 307 youth. Ninety (90) days after leaving the facility, 89% of the youth served were in school, attending a JRA or Group Home, or had completed their GED.

CHART 1
Student Enrollment
(Duplicated vs. Unduplicated)

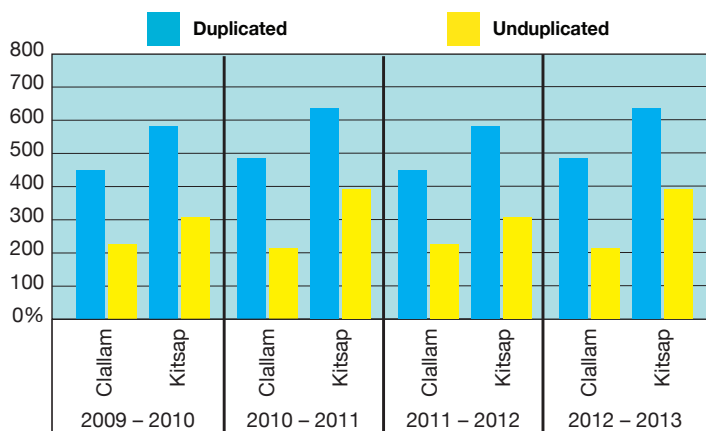
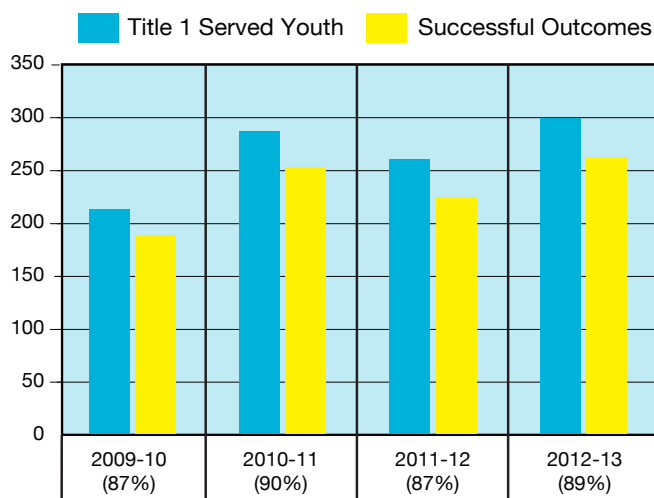


CHART 2
Title 1 Part D Services
(90-Day Follow-Up)



INSTRUCTIONAL MATERIALS COOPERATIVE (IMC)

Erik Johnson, Data & Technology Services Director

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

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
- 11 school districts & 1 private school participate

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. 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.

REGIONAL ACTIVITIES COORDINATED BY THE IMC:

- *Knowledge Bowl:*
45 competitive teams from 15 high schools participate.
- *Young Writers Conference:*
Event hosted at two locations; Peninsula Community College and Olympic College. Students from 27 schools in grades 1-6 participate.

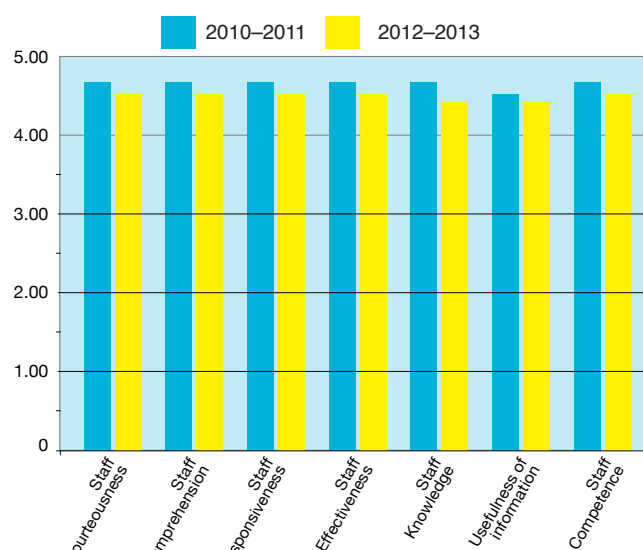
- *Regional High School Art Show:*

Students from 12 high schools submit artwork for judging; winning pieces are submitted to the state High School Art Show. Below: 2013 Regional High School Art Show *People's Choice* winner entitled *Below the Surface* by Madison Boewe, Central Kitsap High School.



CHART 1

Teacher Satisfaction with Instructional Materials Cooperative



NETWORK SUPPORT SERVICES

Carl Miller, Network Services Director

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ABOUT NETWORK SUPPORT SERVICES

- Established in 1996
- Support contracts with 10 school districts, 4 fire departments & OESD 114
- Electronic mail services for 3 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 that of other ESDs and of private contractors in the region.

CUSTOMER SATISFACTION

Chart 2 displays customer satisfaction gauged by 2013 survey results.

CHART 2

Customer Satisfaction 2013 Survey Results
Scores on a Scale of 1.0 (Low) to 5.0 (High)

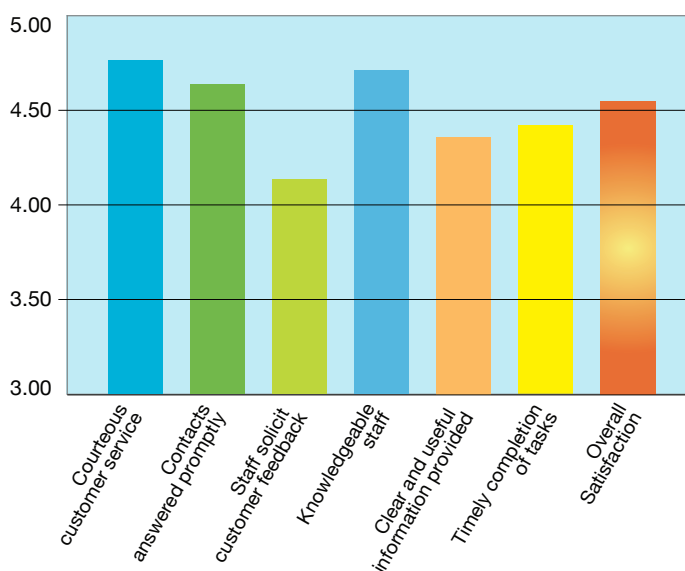
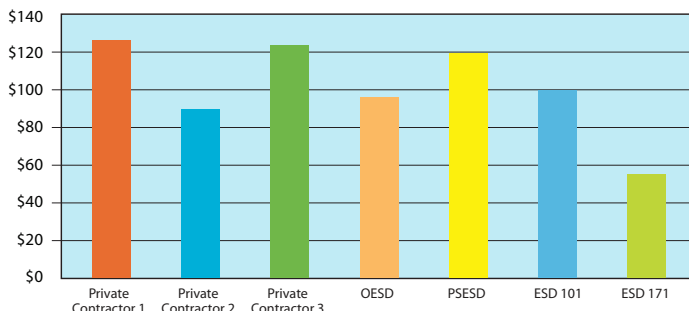


CHART 1

Hourly Contract Rate Comparisons



OLYMPIC SCIENCE & MATHEMATICS EDUCATION

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 Jeff Ryan, Lead Science Specialist • 360.782.5014 • jryan@oesd.wednet.edu

INTRODUCTION

The Olympic ESD Mathematics and Science Education departments collaborate with school district partners, higher education and community members to provide a multi-leveled system of support for improving teaching and learning in Mathematics and Science.

EFFICIENCY and EFFECTIVENESS

OESD staff implement work activity plans with the dual purpose of increased efficiency and effectiveness at all levels in the system to ensure equitable access to high quality professional development delivered to school districts throughout the region.

- *Leadership Development* – Professional development to increase the capacity of Administrators, Principals, and Teacher Leaders for increased effectiveness to impact the learning of students.

- *Regional Networking and Capacity Building* – Structured opportunities for educators to work together to address the issues impacting student learning and classroom practice promotes sharing and collaborating for increased efficiency.

- *Knowledge Building and Sharing* – Continually deepening the knowledge and understanding of all staff and district leaders about curriculum, assessment, instruction and learning increases the effectiveness of school district personnel.

OESD MATH and SCIENCE COORDINATORS

OESD Regional Science and Math Coordinators, Jeff Ryan and Katy Absten, continued to work with colleagues across the ESD network, working in partnership with OSPI to develop quality professional development tools and resources to ensure equity and access to all districts in Washington State (See Figure 1, next page).



Regional Mathematics Coordinator Goals for 2012-2013

1. Provide equitable CCSS_mathematics professional development opportunities for administrators and teachers through the statewide network.
2. Increase student achievement by improving teachers' ability to implement effective instructional practices and increasing teachers' content knowledge and/or pedagogical content knowledge.
3. Increase capacity of teacher leaders to support CCSS_math professional learning.
4. Develop regional network opportunities to support inter-district collaboration and communication.

Regional Science Coordinator Goals for 2012-2013

1. Design and deliver professional development focused on Washington State Science Measurement of Student Progress (MSP) Assessment and the Next Generation Science Standards.
2. Communicate and share statewide assessment update information throughout the OESD 114 region.
3. Design, gather and distribute resources in support of professional development on CCSS_ELA for elementary and secondary science educators.
4. Design and deliver FOSS Elementary Science support services including online resources and catered professional development.

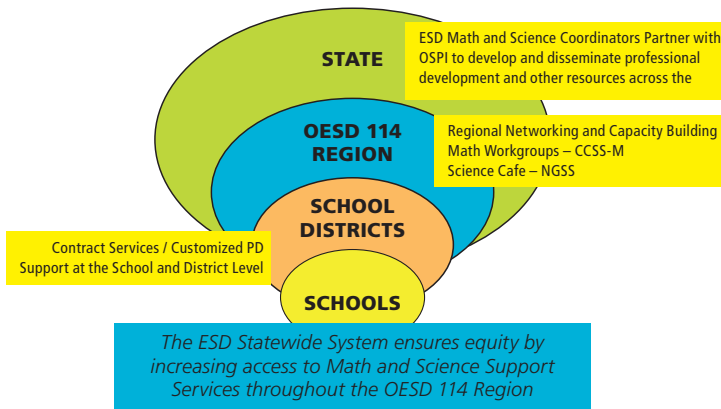


REGIONAL NETWORKING and CAPACITY BUILDING

"Communication at all levels of the system ensures districts have access to timely information to address their implementation needs."

FIGURE 1

A Systemic Approach to Improving Math & Science Education in Washington State



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 school districts have up-to-date information, professional development and resources to support their implementation efforts.

Key Strategy – Math Workgroups

Math Workgroups met five times in 2013-2014 to support districts with CCSS_Math implementation. *Eighty percent of OESD 114 school districts participated in at least one of the sessions including two districts from outside the OESD region.*

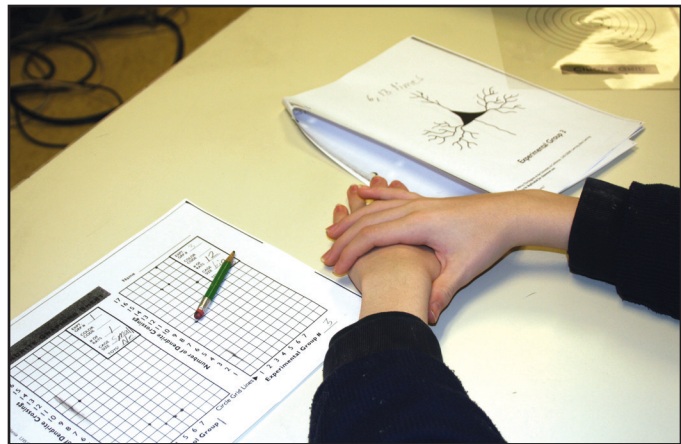
“Ninety-five percent off CCSS Math Workgroup participants reported that they developed a deeper understanding of the CCSS_MM standards and the Smarter Balanced Assessments.”

Key Strategy – Regional Curriculum User Groups / Support Systems

A Holt Users Group (HUG) was established in June of 2013 to support districts in developing a CCSS_MM aligned course of instruction. *Participants from six regional districts participated and plans were established for work in 2013-2014.*

Olympic Science Alliance – FOSS Elementary Science users met in May to learn about the Next Generation Science Standards (NGSS) implementation plans and about the OESD 114 FOSS Science Web Support System newly launched in August 2012.

“From September 2012 – September 2013 the FOSS Science pages, which provide critical alignment and assessment information, received over 26,929 page views.”



Key Strategy – West Sound Stem Network

The West Sound STEM Network serves as a hub that links students, teachers and the community to STEM resources. This year the network hosted its first annual STEM Showcase with 48 interactive booths and over 500 visitors at Bremerton High School.

“Our survey data showed that 97% of our visitors enjoyed the event and 99% said they would come again.”

REGIONAL PROFESSIONAL DEVELOPMENT

“One hundred and sixty-six educators representing all OESD 114 school districts participated in a full day math CCSS professional development session.”

The Regional Mathematics Coordinators developed and disseminated common professional development on the Math CCSS to ensure efficient and effective support for Washington State schools.

The Regional Science Coordinators developed and disseminated common professional development on the NGSS. Leveraging the work at the state level, Science Education staff at OESD delivered professional development throughout the region.

"Over eighty percent of OESD 114 regional school districts participated in NGSS professional development in 2013-2013."

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

CONTRACT SERVICES / CUSTOMIZED PROFESSIONAL DEVELOPMENT

OESD Math and Science Specialists continue to provide critical cost effective professional development services to schools and districts within the region. These coaching and technical support services are particularly effective when closely aligned with district improvement goals.

Key Strategy – Coaching Support Services

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.

"In 2012-2013 the OESD Math and Science department contracted for over 180 days of coaching support services."

Key Strategy – Customized In-District Professional Development

In 2012-2013 the math and science departments continued to offer customized professional development delivered to regional districts.

Many districts took advantage of these services which targeted implementation support for the CCSS-M.

"Three hundred and ninety-four teachers participated in CCSS-M professional learning through in-district services. OESD staff also provided additional math support to 172 teachers in 13 districts."



PROFESSIONAL DEVELOPMENT

Stephanie Parker, Assistant Superintendent
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CERTIFICATION SERVICES

Satisfaction

Recipients of certification services received a survey regarding their service experience during the 2012-13 school year. In this sample of responses, users of certification services express their satisfaction:

- *I have received a number of endorsements, and completed my Pro Cert within the last 1-1/2 years. As a result of this I have had many dealings with Stephanie Parker, Assistant Superintendent for Teaching & Learning; Wendy McComb, Administrative Assistant and Don Jacobs, Certification Officer at the ESD. I have always been treated well, and my questions have been answered timely and accurately.*

- *I received a call right back and Don immediately figured out what I was asking and took care of it. Thank you.*

- *Staff answered questions about paperwork and documentation clearly and quickly. They were very friendly and took time to look at my status and what was needed to renew my certification. Excellent service!*

- *The flow of teacher certification and levels is unclear, not all staff even understood the difference between highly qualified and certificated. Website is too busy, and hard to determine the exact steps to becoming certificated in another state. I worked with Don Jakob (sic) and who was very patient and returned my calls and emails which (was) essential since the website was overwhelming to figure out how to become certified.*

- *I received excellent guidance and followup (sic) for renewal of my teacher certification. A very positive experience!*

For 2012-2013, 97% of survey responders expressed that they were satisfied or mostly satisfied with the services they received from Certification.

Effectiveness

The Certification department logged 1036 application submissions during the 2012-2013 academic year. The

Certification office provided important information to regional educators. In just one month, August 2013, the Certification department sent out 350 emails pertaining to Certification (including questions from applicants, sending questions to OSPI, responding to questions from personnel offices, and emailing applications to applicants). 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 applications. Follow up conversations are frequent, and the Certification Officer maintains a data base 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
12 – 13	350	1036

REGISTRATION SERVICES

Efficiency

Over 975 course registrations were taken for the 58 classes that were offered through the OESD's system in the 2012-13 academic year.

Professional Development charges for registration

services have remained stable at \$18 per registrant for over ten years. We also offered reduced fees at \$12 and \$10 per registration for classes that do not require all of the services the Professional Development Department offers, enabling us to provide 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 in the printable **Outlook** and on the OESD website, and emailing 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 2013, 70.87% of respondents expressed that they were satisfied or highly satisfied with services regarding the registration system (with 24% expressing "n/a" to the various questions on course registration). Comments included:

- *Don Jacobs is always very prompt in responding to questions, which I really appreciate.*
- *All of the departments in the ESD 114 that I've had to contact have been extremely helpful. Thank you!!! Keep up the good work.*

• *In the past when I have contacted staff for help they have been extremely helpful and courteous. I have no complaints.*

CLOCK HOUR SERVICES

Efficiency

District membership in the OESD Clock Hour Cooperative remains stable, with 16 participating districts. The clock hour annual fee for district participation in the co-op 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, 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 3535.67. That makes a total annual cost per certified FTE \$53.74. 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.

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

TABLE 2
Sample Savings through Participation in OESD Clock Hour Co-Op

Number of FTE by District	OESD Cost base at \$53.74 X FTE	Co-op Fee of \$7 X District FTE	Amount saved annually by being in the Clock Hour Co-op
4.685	\$251.77	\$32.80	\$218.97
84.13	\$4,521.15	\$588.91	\$3,932.24
409.158	\$21,988.15	\$2,854.18	\$19,133.97
636.267	\$34,192.99	\$4,453.87	\$29,739.12

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 Co-op. The savings by 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 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.

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 an accurate record of educator clock hour continuing education. We provide clock hour transcripts via email to individual teachers on request, or by hard copy sent in the mail.

In 2012-13 the OESD Professional Development Department processed 1,004 Clock Hour classes for the OESD and regional districts. 10,727 requests were received from individuals to have clock hours entered into the database, for a total of 106,767.5 clock hours.

PROFESSIONAL DEVELOPMENT OFFERINGS

The Professional Development Department sponsors professional development opportunities for education professionals. These courses are provided to increase

educators' functioning and effectiveness in their instructional roles.

Effectiveness

Through course evaluations, we provide the opportunity for participants to offer feedback and comment on the value of the course. To assess the Professional Development Department's goal of increased functioning and effectiveness, the course evaluation form asked participants to respond to the following statement: "This class will enable me to improve student learning". 96.21% of the participants responded to the statement with *agree* or *strongly agree*.

Efficiency

The Professional Development Department seeks to offer services with significant efficiencies to regional districts compared to costs for the same services if districts were to offer them on their own.

FUTURE IMPROVEMENTS TO SERVICES

OESD 114 is continuing to research the possibility of a new computer system that would encompass both class registrations and clock hours.

The idea is to have one online site where teachers can view and register for upcoming classes, see what classes they have taken through OESD 114, and also see all of the clock hours they have earned. We are hoping to partner with other ESDs in such a system. ESD 112 has taken the lead and is working on building the system.

In a recent survey by OESD 114, teachers have given us their input on improving the current system. We hope to incorporate their suggestions into the new system.



OTHER PROGRAMS

TEACHING & LEARNING DIVISION • Stephanie Parker, Assistant Superintendent
360.405.5824 • sparker@oesd.wednet.edu

SCHOOL IMPROVEMENT

Build and Maintain Leadership Capacity

- District teams participated in multiple leadership opportunities, including Superintendents, Teaching and Learning Leaders, Instructional Coaches and teacher leaders in Mathematics, ELA and Science.

*Build System Capacity in Identified **Focus** and **Emerging** Schools*

- Delivered 20 days of additional professional development and technical support for principals, teacher leaders and classroom teachers, with a focus on meeting the needs of students with disabilities.
- Delivered 16 days of professional development in the Common Core State Standards Shifts for ELA and Mathematics to teachers, coaches and administrators in the following districts with schools in improvement status: Bremerton, Central Kitsap, North Kitsap, Port Angeles, Port Townsend and Quillayute Valley.
- Participated in monthly School Improvement meetings and K-20s with district leaders and School Improvement coaches in order to assist school staff in writing and implementing their School Improvement Plans in the new Indistar tool that is required.
- Provided 22 sessions of face-to-face coaching as well as 20 instances of Indistar coaching comments for regional schools in Emerging status.
- Hosted and participated in two OSPI/ ESD Roadshows to provide additional regional support to identified schools.
- Participated in OESD network planning and study in support of creating a systemic approach for 2012-2013 CSA work.

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, for no charge to the districts. This support is coupled with multiple opportunities for leadership development.

TABLE 1

Opportunities For Leadership Coaching Support

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

TEACHER PRINCIPAL EVALUATION PILOT – REGIONAL IMPLEMENTATION GRANT

The new Teacher and Principal Evaluation system was created by Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696), which became law in 2010. In 2012 ESSB 5946 was enacted, and further revised the system. 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, and continued through 2012-13, providing training and support to all the districts in our region in the selection and implementation of new instructional and leadership frameworks and the components of a complex, new evaluation system. This work was done in partnership with OSPI and the ESDs.

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.*

SCHOOL NURSE CORPS

Prepared by Maike & Associates, LLC
September 2013

INTRODUCTION

The Olympic Educational Service District's (OESD) School Nurse Corps (SNC) 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, coordination and support of unlicensed school staff. A full-time SNC specialist manages the program, hires and assigns school nurses, and acts as a liaison between OSPI, state and local agencies and school districts. Additionally, the specialist provides direct nursing services to schools in the Brinnon and Quilcene districts and serves as a health resource for Kitsap, Jefferson, and Clallam Counties. The SNC program also supports four (4) nurses that provide direct services to eight (8) Class II schools including Brinnon, Cape Flattery, Chimacum, Clallam Bay, Crescent, Port Townsend, Queets and Quilcene school districts serving an estimated 4,238 students.

The SNC worked with students identified with, or concerned about, a variety of medical needs during the 2012-2013 school year. These included:

- 359 students with known health conditions
- 335 students seen for health concerns
- 168 students served with life threatening conditions
- 153 students served with medically complex conditions
- 317 students for medication management
- 6 medically fragile students served
- 168 (100%) Emergency Care Plans established
- 344 (95%) Individual Health Care Plans developed
- 125 vision and 177 hearing referrals completed

The program continued to monitor four main objectives established during the previous year, each with a set of targeted indicators to assess progress.

These were: 1) Consumer satisfaction; 2) Improve school capacity to address health related services; 3) Leverage funds to maximize program services and resources; and, 4) Strengthen schools' capacity to provide safe and healthy learning environments. The following information outlines the program's progress in attaining its identified objectives.

SUMMARY

As in previous program years, the OESD SNC program made exemplary progress is reaching its stated outcomes. Despite flat funding and protracted budget negotiations at the state level, the program continues to provide needed healthcare services to students in eight high need Class II districts as well as technical assistance and consultation in all Class I districts in the region. Program findings indicate high levels of stakeholder satisfaction with health care services and improvements in targeted schools' capacity to address health related needs of students of concern. The resultant impact is the willingness of districts to contribute to the overall costs of the SNC program, thus sustaining, and in some cases expanding services.

The value of this program is further evidenced by the Washington State SNC program being selected by Governor Inslee for the Warren Featherstone Reid Award for excellence in healthcare. The award recognizes providers of cost-effective and quality health care services and is given annually to health care providers and facilities in Washington State who exhibit exceptional quality and value in the delivery of health services.



SCIENCE KITS REGIONAL COOPERATIVE

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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

INTRODUCTION

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.

CHART 1

Teacher Satisfaction with Science Kits & Staff



Fourth-graders at Belfair Elementary learn using the Science Kit on Magnetism & Electricity.



SPECIAL SERVICES DEPARTMENT

Jennifer Acuña, Special Education Director
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INTRODUCTION

The Special Services Department provides direct services, technical assistance and consultation to the 15 school districts and detention centers supported by the Olympic ESD. In accordance with the OESD 114 Strategic Plan organizational goals 2009–2014, the department has developed three key projects that will address new trends in education and the delivery of necessary support services, support early childhood education and school readiness and assist districts in providing more efficient and effective services for all students whom they serve. The Special Services Department's three key projects are:

1) *Development of the Related Services Cooperative:* The department has entered into contractual agreements with 13 school districts to provide physical therapy, audiology, itinerant vision services, orientation and mobility services, teachers for the Emotional/Behavioral Disorders and Transition programs of Jefferson County, speech/language services, school psychology services and occupational therapy in a cooperative format. It is the intent of the department that the cooperative will expand to provide more efficient and cost effective services to the majority of the districts within our region. Chart 1 below represents the efficiency and effectiveness of services provided by the OESD Related Services Cooperative.

2) *Technical Assistance Provided to Schools Identified for School Improvement Due to Special Education Sub Group Performance:* The department is participating in special education program reviews and providing technical assistance to schools identified by the Office of Student and School Success as requiring assistance with their Emerging and Priority status for school improvement.

3) *Early Childhood Special Education:* The department is committed to supporting districts in their efforts to establish and improve the identification of and services to young children with disabilities. During the 2012–2013 school year, the department developed Child Find informational brochures for use by districts to improve their efforts to locate children between birth and three years old who would benefit from services. Additionally, we have

begun the process for application with the Department of Early Learning to be designated as a Local Lead Agency in order to better provide birth to three services to the districts of Jefferson and Clallam counties.

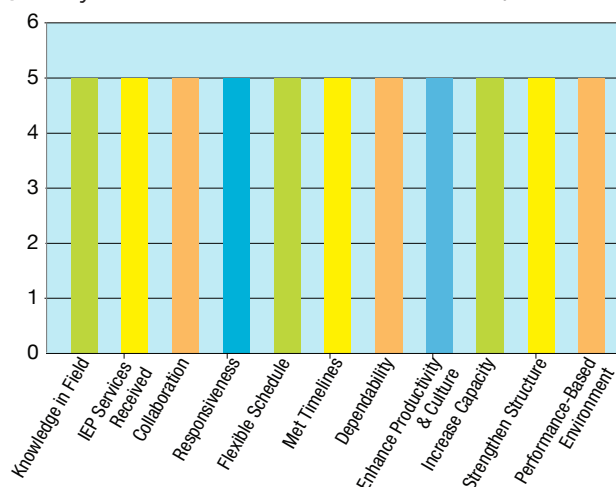
In addition to the three key projects, the Special Services Department continues to adhere to the OESD's organizational goals by providing supports, services and technical assistance for districts, teachers and students. This includes assisting districts to meet their federal and state requirements for the provision of special education and related services, acting as a liaison between OSPI and the districts, representing the districts' needs and challenges at the state level and continuing to support all of the districts' efforts to improve the quality, efficiency and effectiveness of their special education programs.

PROFESSIONAL DEVELOPMENT

Some of the educational trainings offered over the past year included IEP training, Classroom Structure and Behavioral Supports, Student and Parent Transition Training, Articulation and Phonetic Support, Special Education Law, Meeting Graduation requirements through the IEP, An Overview of ADA, Common Core State Standards and Special Education, Differentiated Instruction, Preschool Special Education Services, Part B versus Part C, Safety Net, Assistive Technology in Special Education, Using Accommodations to Level the Field, and State Performance Plan Indicator Compliance.

CHART 1

Quality of Service on Scale of 1 to 5; 5 is Best



STUDENT SERVICES CENTER

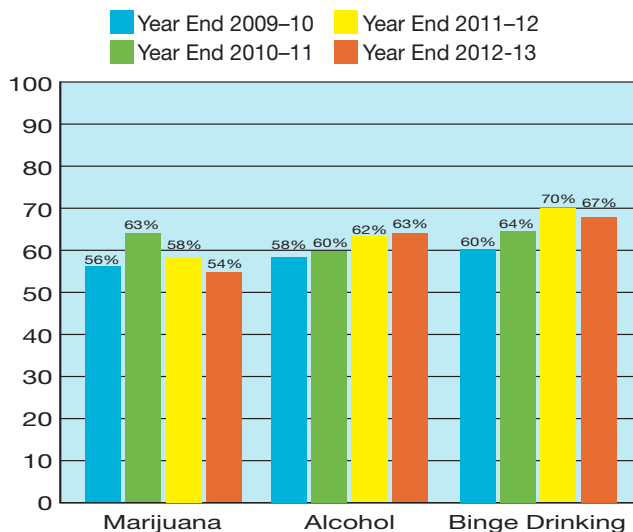
Kristin Schutte, Student Services Center Director
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PROGRAM EFFECTIVENESS

Annually, for the past 23 years, the program has shown a reduction in alcohol and other drug (AOD) use with the students served. Chart 1 shows the reduction in AOD use for the last four years. For students who were identified as having a substance abuse problem and had a goal to reduce their use, more than half of the students had a reduction in marijuana, alcohol and binge drinking (RMC Research Corporation Inc).

CHART 1

Substance Use Reduction Outcomes



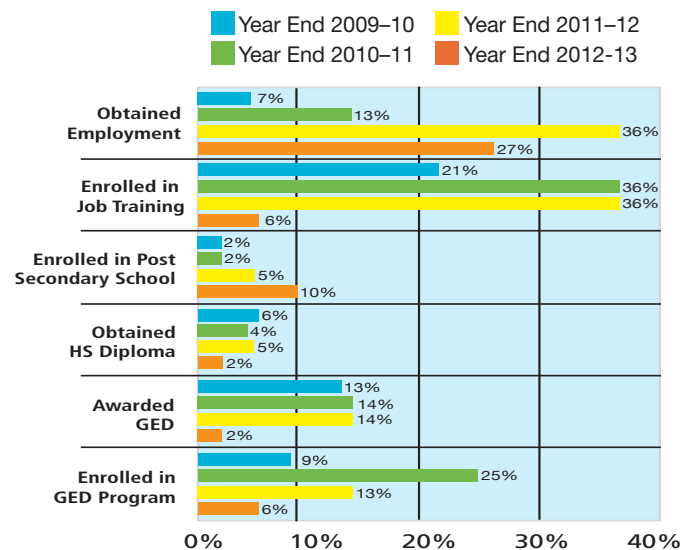
• Student Assistance Reengagement Services

During the 2012-13 school year, three re-entry Education Advocate Student Assistance Professionals provided case-management services to youth transitioning from Kitsap or Clallam secure detention or Juvenile Rehabilitation Administration (JRA) facilities. Staff provided counseling and guidance support in assisting youth to re-engage in school, post-secondary and/or vocational opportunities. A total of 49 youth were provided services. Successful project outcomes are shown in Chart 2.

• Student Assistance Dropout Intervention Services – Two Education Advocate Student Assistance Professionals were placed in two high need secondary schools within the OESD region. Staff provided case-management and support services with the aim of

CHART 2

Student Assistance Reengagement Outcomes

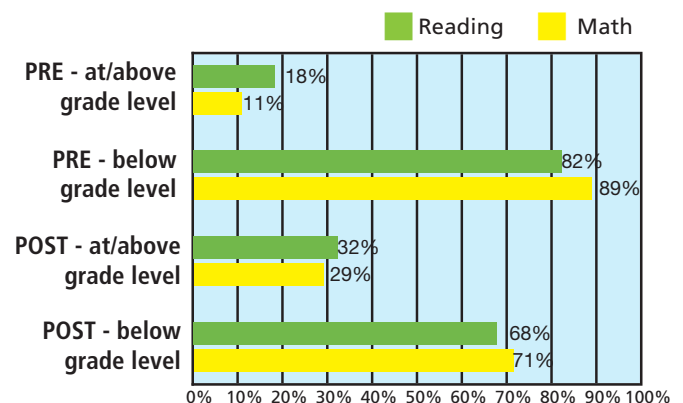


increasing academic success and intervening on those at risk of dropping out of school.

Chart 3 shows Math and Reading score improvements for Student Assistance Dropout Intervention Services. At post-test, 29% of the youth tested at grade level or above in Reading, compared to 11% at pre-test. At post-test, 32% of the youth tested at grade level or above in Math, compared to 18% at pre-test. Testing tool used is the Wide Range Achievement Test.

CHART 3

Math and Reading Score Outcomes

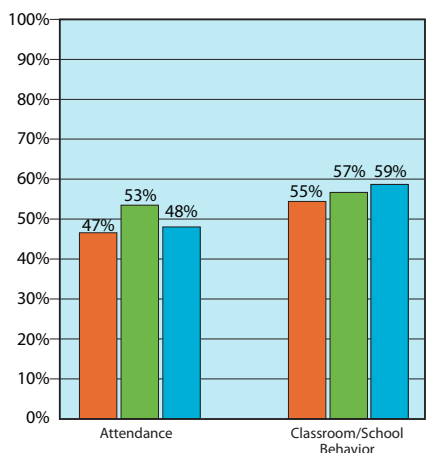


• Student Counseling Enhancement Project

Three elementary school counselors provided services in Port Angeles elementary schools. Three hundred and twenty-two (322) students were referred to the program in the 2012-13 school year. Program data demonstrate changes in the severity level of problem behaviors among targeted youth. Chart 4 shows overall program outcomes. Across all areas, youth showed reductions in behavior problems after receiving services, as reported by school counseling staff. For example, 48% of the youth with classroom and/or school behavior problems (e.g., discipline referrals, disruptive, defiant) reduced in level of severity. Students also showed positive gains in school attendance, with well over half (59%) showing improvement in this area.

CHART 4

School Counseling Enhancement Project Outcomes



• Pathways to Success Program

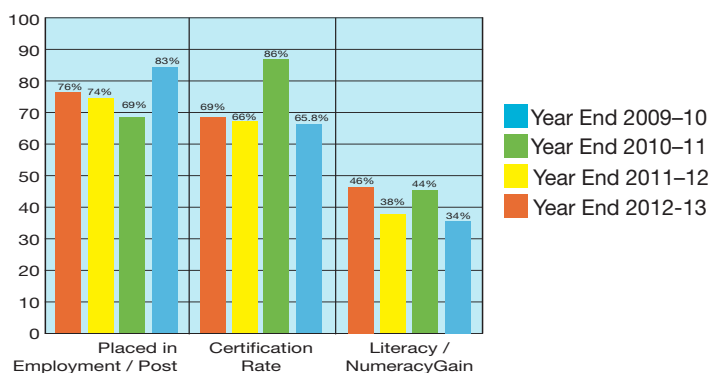
The *Pathways to Success Program* is the federally-funded Workforce Investment Act (WIA) Program serving youth ages 16-21 in Clallam, Kitsap and Jefferson counties. Clients work one-on-one with a Youth Services Counselor to address goals in the area of academics, employment and career planning. Youth in the program receive case management, supportive services including clothing, food, transportation assistance, paid or unpaid work experiences, academic assistance, and other related assistance based on the independent employment plan developed specifically for their needs.

During the 2012-13 program year, 132 youth were enrolled in the Pathways to Success Program. A total of sixty-five (65) participants were exited within the program year; seventy-six percent (76%) of those participants were exited with a positive place in either unsubsidized employment or post-secondary certification programs.

Chart 5 illustrates client outcomes within the past four program years. During the 2012-13 program year the overall project showed a 2.4% increase in youth placed in unsubsidized employed or post-secondary educational programs. Additionally, the program tracks participant's improvement in reading and math as well as certification attainment. Sixty-nine percent (69%) of exited youth received a skills/job related training certificate and forty-six percent (46%) of these youth showed gains in math or reading skills. Overall program participants showed an increase in employment or post-secondary educational placement, certification attainment and literacy/numeracy gains. The tri-county program has exceeded all program targets as the economic situation improves. Youth are starting to have increased opportunities for employment and post high school education.

CHART 5

Pathways to Success Program Outcomes



CUSTOMER SATISFACTION

Student Assistance Program – Ninety seven percent (97%) of school administration report the Student Assistant Professional serving their building has excellent skills and abilities. Overall, 94% reported they were VERY satisfied with services they received, with the remaining 6% reporting MOSTLY satisfied. This included staff knowledge, usefulness of information, understanding needs, response time and competency.

• **Professional Development** – Twelve course offerings were provided with 129 educators attending. Each of the districts within the OESD region was represented. Training evaluations showed:

- 85% strongly agreed or agreed that they increased their skills or instructional methods.
- 90% strongly agreed or agreed that the class enabled them to improve student learning.

UNEMPLOYMENT Compensation Insurance Pool Cooperative

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INTRODUCTION

The Unemployment Compensation Insurance Pool Cooperative was established to reduce costs by self insuring unemployment benefits for employees of its member districts. Olympic Educational Service District 114 is responsible to administer the Cooperative. The members are:

- Bainbridge Island SD
- Bremerton SD
- Brinnon SD
- Cape Flattery SD
- Central Kitsap SD
- Chimacum SD
- Crescent SD
- Olympic ESD
- Port Angeles SD
- Port Townsend SD
- Queets-Clearwater SD
- Quilcene SD
- Quillayute Valley SD
- North Kitsap SD
- North Mason SD
- Sequim SD

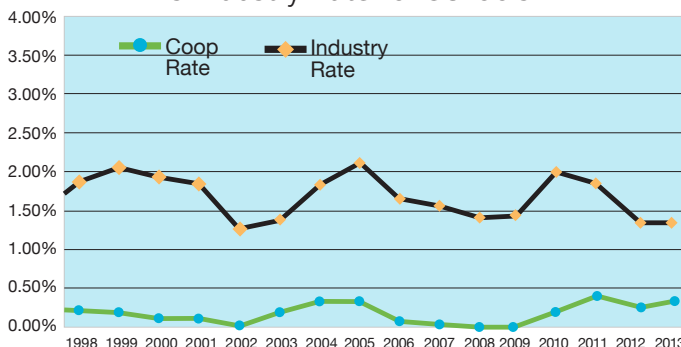
A Cooperative Advisory Board consisting of the superintendent or designee of each member district is responsible to monitor the performance of the cooperative agreement, ensure the cooperative is operated according to the by-laws, and provide advice on matters relating to the agreement to Olympic ESD 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.

PROGRAM OUTCOMES

Chart 1 compares the average rate for the Unemployment Cooperative members with the industry rate for schools over time. The industry rate is an

CHART 1

Unemployment Rate – Cooperative Rate
vs Industry Rate for Schools



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 2012-13 was \$1,894,601.

CUSTOMER SATISFACTION

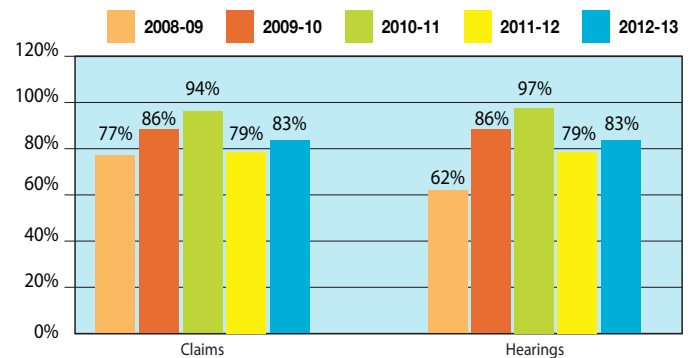
Each member of the cooperative was surveyed by the ESD regarding satisfaction with claims management and ESD responsiveness to members' requests. The survey of members shows the following:

- 83%% satisfaction with claims handling by Employers Unity
- 83% satisfaction with the support received from Employers Unity for unemployment hearings
- 95% satisfaction with ESD responsiveness to members' requests.

2012-13 is the first year with Employers Unity managing claims. Chart 2 shows the customer satisfaction rating for claims management services increased by 4%.

CHART 2

Unemployment Cooperative
Customer Satisfaction



WESTERN REGIONAL DATA CENTER

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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.

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.

- 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.

CHART 1

Administrative Information Systems
Costs Per Student FTE

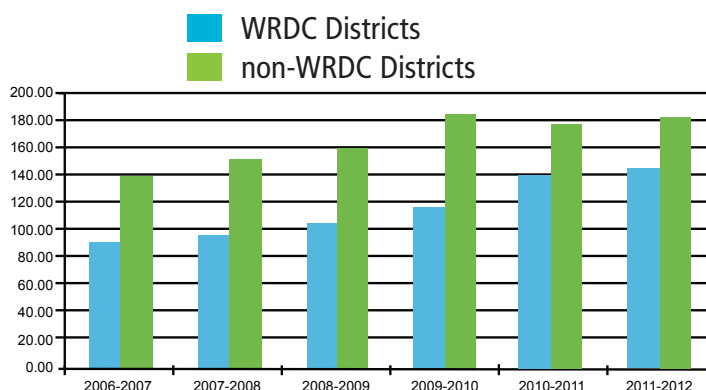
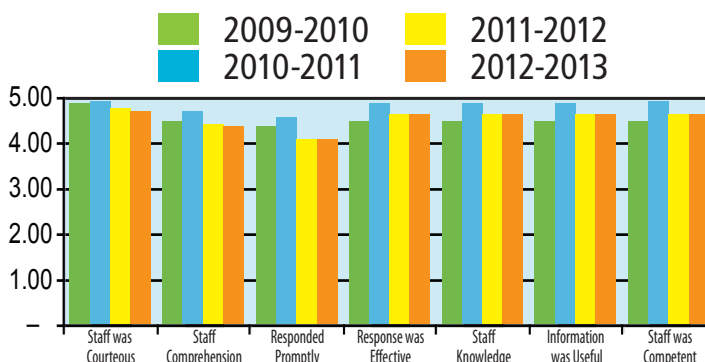


CHART 2

Customer Satisfaction Graph



WORKERS' COMPENSATION TRUST

Mark Heike, Workers' Compensation Coordinator • Steve McIntire, Fiscal Officer
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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. The members of the Trust are:

- Bainbridge Island SD
- Cape Flattery SD
- Central Kitsap SD
- Chimacum SD
- Crescent SD
- Olympic ESD 114
- Port Angeles SD
- Port Townsend SD
- Queets-Clearwater SD
- Quilcene SD
- Quillayute Valley SD
- North Kitsap SD
- North Mason SD
- Sequim SD
- South Kitsap SD

An actuarial study of the Workers' Compensation Trust was performed as of August 31, 2013. The Actuary researched insurance companies with similar size and risk characteristics to those of the Trust. Only companies with AM Best ratings between B- and A+ were selected. The specialized industry benchmark information indicated that comparable insurance entities maintained surplus levels between \$3.5 million and \$8.7 million; the Trust's estimated member fund balance (=fund assets – fund liabilities) of \$8.1 million as of the 2013 fiscal year-end falls within this range. The Trust's current and prior fiscal year-end balances are presented in Chart 1 along with their respective "peer group" surplus ranges.

During fiscal year 2013, 229 reported new claims were received, of which 176 were closed within 12 months. Initial settlement ratios are presented in Chart 2.

CHART 1

Trust Fund Balance Compared to Insurance Industry "Peers"

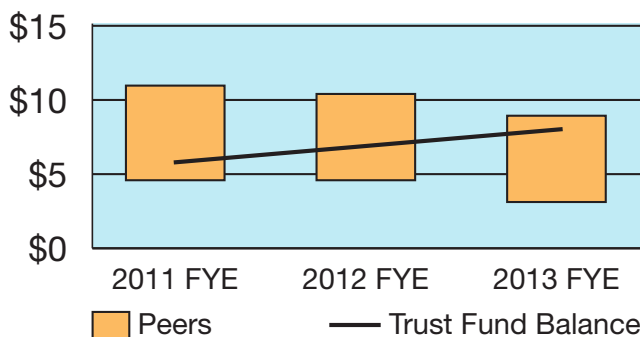


CHART 2

Initial Settlement Ratios at 12 Months of Development

Fiscal Year	Reported Claims	Closed Claims	Settlement Rate
	(1)	(2)	(2)/(1)
2008	309	240	77%
2009	281	206	73%
2010	290	235	81%
2011	283	225	80%
2012	258	213	83%
2013	229	176	77%

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- 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			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			1
KITSAP DETENTION SCHOOL	10	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
REGIONAL FACILITIES COOPERATIVE	11	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
REGIONAL LITERACY TEAM COOPERATIVE	13	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
SPECIAL ED RELATED SERVICES COOPERATIVE	6			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			1
UNEMPLOYMENT COOPERATIVE	16	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
WORKER'S COMPENSATION COOPERATIVE	15	•		•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
FEE FOR SERVICE – OTHER																								
BUSINESS SERVICES	4			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
CERTIFICATION PERMITS & PRE-CERTIFICATION	15		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
CLOCK HOURS	16		•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•			
COURIER SERVICE	8			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
KNOWLEDGE BOWL	12	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			1
MATH PROFESSIONAL DEV. COACHING	4			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
MOODLE WEBSITE TRAINING AND HOSTING	8		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			2
NETWORK SUPPORT SERVICES	14			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			4
OLYMPIC SCIENCE ALLIANCE	11		•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•			
PROQUEST	15		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			2
READY! FOR KINDERGARTEN	1			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
REGIONAL CRISIS SUPPORT	16	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
REGIONAL WASA	15		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
REGIONAL WSSDA	15		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
SCHOOL CLIMATE TECHNICAL ASSISTANCE & TRAINING	18	•	•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•	•		
SCHOOL MESSENGER SERVICE	1			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
SCHOOL NURSE SERVICES	14		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
SCIENCE PROFESSIONAL DEV. COACHING	3		•	•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			1
SCIENCE EDUCATIONAL COURIER	2			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
STUDENT ASSISTANCE PREVENTION & INTERVENTION	6			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
TRAFFIC SAFETY PROGRAM	1			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			
VAX HARDWARE MAINTENANCE	3			•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•			
YOUNG WRITERS CONFERENCE	18			•	•	•	•	•	•	•	•				•	•	•	•	•	•	•			5

	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
GRANTS & CONTRACTS																								
CLALLAM DETENTION CENTER-TITLE I	3														•						•			1
COMMUNITY MOMENTUM	8			•	•						•	•			•	•	•				•			
EARLY HEAD START	6		•			•				•	•	•									•			
ECEAP	5		•			•				•		•									•			
EDUCATION ADVOCATE	3		•												•						•			
EDUCATION TECHNOLOGY CENTER	16		•	•	•	•	•	•		•	•	•			•	•	•	•	•	•	•			
ELEMENTARY/SECONDARY SCHOOL COUNSELING PROGRAM	1														•									
FAMILY RESOURCE TRAINING	1																							1
HEAD START	5		•			•				•		•									•			
HEAD START BODY START	1																				•			
HEALTH SERVICES PROJECT	3															•					•			1
INFANT TODDLER REGIONAL SYSTEMS	8					•				•	•	•			•	•			•		•			
K-20 TELECOMMUNICATIONS	16		•	•	•	•	•	•		•	•	•			•	•	•	•	•	•	•			
KITSAP ALTERNATIVE TRANSITION SCHOOL	1																							1
KITSAP DETENTION CENTER - TITLE I	2																				•			1
KITSAP TRUANCY INTERVENTION & PREVENTION SCHOOL	2																				•			1
KITSAP YOUTH MENTORING CONSORTIUM	5	•	•			•				•											•			
LONGITUDINAL STUDENT DATA SYSTEMS	16		•	•	•	•	•	•		•	•	•			•	•	•	•	•	•	•			
MSP - MATH SCIENCE PARTNERSHIP	3						•				•								•					
ON-THE-JOB-TRAINING	16	•	•	•	•	•	•	•		•	•				•	•	•	•	•	•	•			
OPPORTUNITY INTERNSHIPS PROGRAM	16	•	•	•	•	•	•	•		•	•				•	•	•	•	•	•	•			
PATHWAYS TO SUCCESS	16	•	•	•	•	•	•	•		•	•				•	•	•	•	•	•	•			
RIG - REGIONAL IMPLEMENTATION GRANT	4				•		•			•											•			
RESPONSE TO INTERVENTION ESSENTIAL COMPONENTS	2				•										•									
RESPONSE TO INTERVENTION IMPLEMENTATION	3	•									•								•					
STUDENT ASSIST PREVENTION INTERVENTION FEDERAL	5		•			•		•							•	•								
SCHOOL NURSE CORP	8			•	•		•	•								•	•	•	•					1
SPECIAL ED-EARLY CHILDHOOD SERVICES	18	•	•	•	•	•	•	•		•	•				•	•	•	•	•	•	•			2
SPECIAL EDUCATION BLOCK GRANT	16		•	•	•	•	•	•		•	•	•			•	•	•	•	•	•	•			
STATE MATH/SCIENCE PROFESSIONAL DEVELOPMENT	16	•	•	•	•	•	•	•		•	•				•	•	•	•	•	•	•			
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

