

# LESSONS LEARNED

## FROM THE NORTHWEST AND BEYOND

### 2010 ANNUAL REPORT



Founded in 1966 as the Northwest Regional Educational Laboratory, Education Northwest works alongside educators, administrators, policymakers, and community members to transform teaching and learning. Four priorities frame our work:

- Supporting educators
- Strengthening schools and districts
- Engaging families and communities
- Conducting research, evaluation, and assessment

Our mission is to improve learning by building capacity in schools, families, and communities through applied research and development.

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# A Message to Our Members

**To borrow a phrase from Charles Dickens, 2010 was “the best of times [and] the worst of times.”** While the economic downturn continued to force states and schools to slash budgets and make painful choices, the federal government cushioned some of the blow with American Recovery and Reinvestment Act (ARRA) money that was used by many districts to fund staff positions. As our evaluation of Idaho’s ARRA educational spending found, 79 percent of funds were used to save jobs that would have otherwise been reduced or eliminated. The Race to the Top and Investing in Innovation grant programs helped to promote out-of-the-box educational reforms, while School Improvement Grants provided targeted support for the nation’s chronically lowest performing schools.

Both the nation and the region continued to experience demographic shifts that have impacted the classroom. All five Northwest states represented on our board (Alaska, Idaho, Montana, Oregon, and Washington) have seen an increase in Hispanic student enrollment, which reached 14 percent of all students in the region (more

than 300,000 students out of 2.1 million total). Of the nearly 1,100 districts in the region, 240 have a greater than 10 percent Hispanic population and 33 exceed 50 percent Hispanic enrollment. The overall student minority rate now stands at 28 percent, but less than 5 percent of Northwest teachers are from racial or ethnic minorities.

The number of children in the Northwest eligible for free and reduced-price lunch has increased by 14 percent in the last two years. Nearly one in five children in the region live in families receiving public assistance—about the same number as the national average.

In the Northwest, educational priorities remain focused on closing the achievement gap. Through analysis of client requests, student assessment results, and various state and federal data sources, Education Northwest identified the following needs as most salient to educators and policymakers in our region in 2010:

- Reducing the great disparities in educational participation and performance among student groups, based on race and ethnic origin, family income, and English language proficiency

- Leading and sustaining school improvement efforts, particularly in schools identified as in need of improvement by federal and/or state mandates
- Improving secondary education, including increasing academic performance, graduation rates, and readiness for postsecondary success

As this annual report demonstrates, Education Northwest is working alongside Northwest educators, policymakers, parents, students, and communities to address these issues. In spite of the financial barriers and other obstacles we face, we remain committed to improving education for all students.

*Carol Thomas*

*Dr. Carol Thomas*  
Chief Executive Officer



# A Year of Accomplishments

## **Fiscal year 2010 was marked by historic challenges in the regional, national, and global economies.**

The infusion of more than \$100 billion in American Recovery and Reinvestment Act funds helped ameliorate the situation, but states, districts, and schools continued to struggle with shrinking budgets and rising costs. Despite the bleak financial situation, Education Northwest succeeded in securing 155 new and continuing contracts and grants, earning \$19.3 million. We supported educational improvement efforts throughout the region and the nation with almost 1,200 workshops, training institutes, and other services for close to 20,000 participants. The following is a sampling of our wide-ranging work:

### **Supporting educators**

- As part of our Regional Educational Laboratory work, we hosted 10 Bridge Events across the region. These forums are designed to promote a dialogue among nationally known researchers and local practitioners and policymakers. Topics ranged from dropout prevention to adolescent literacy, data use, charter school effects, turning around chronically low-performing schools, and early childhood development.
- Through an expanded subcontract with the Alaska Comprehensive Center, we continued to provide high-quality services to the Alaska Department of Education & Early Development. As

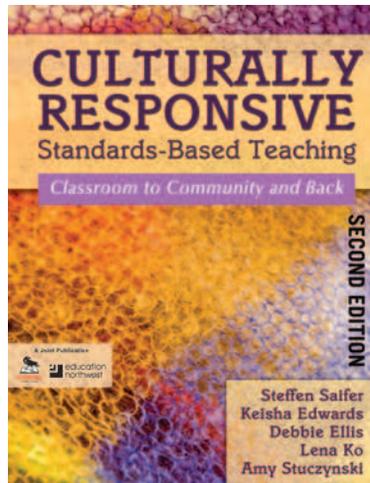
part of that work, we produced a 15-minute video and accompanying professional development guide on how successful schools around Alaska are using principal walk-throughs to improve instruction. The video was distributed to every district in the state.

- Teaming up with Corwin, we published *Culturally Responsive, Standards-Based Teaching: Classroom to Community and Back*. To reach a broader readership, the authors updated their 2005 book that was originally developed for Northwest audiences. The new edition includes national examples, up-to-date resources, and tools to help schools and districts incorporate their students' cultural traditions into standards-based instruction.
- We successfully completed key federal initiatives, including work by the Northwest Regional Comprehensive Assistance Center (NWRCC) and the Region X Equity Assistance Center (EAC). In the coming year, NWRCC will focus on three of the administration's reform priorities: Great Teachers/Great Leaders; Statewide Systems of Support; and Common Core State Standards. The EAC continues to serve the region's desegregation and equity needs and has recently focused on supporting federal regulations for reducing bullying and harassment.

### **Strengthening schools and districts**

- Education Northwest was named a partner in the Race to the Top (RTT) National Technical Assistance Network, a \$40 million project led by ICF International. We will serve as the technical assistance provider to support RTT implementation throughout the nation.
- The Oregon Department of Education chose Education Northwest to direct the Oregon Leadership Network (OLN), a 10-year partnership among 19 of the state's school districts that collectively educate about half of the state's students. Two OLN institutes organized by Education Northwest attracted 300 participants each. Founded with support from the Wallace Foundation, the OLN is the only national network that focuses on building educational leadership for equity.
- We created a clearinghouse for information and resources on the American Recovery and Reinvestment Act (ARRA) to help our Northwest stakeholders stay current on this unprecedented federal investment in education. With weekly news flashes, we updated ARRA developments in each of our five states and new funding opportunities that states, tribes, schools, and districts could access.

- We began work to enhance Oregon's State System of Support to include screening, hiring, and placing 48 coaches in 68 schools. Our ongoing professional development is giving coaches and principals research-based strategies to increase student achievement.
- Our third annual national institute on high school reform, From Structure to Instruction, attracted a capacity crowd of nearly 600 educators to Las Vegas, NV. Teams from school districts around the country had high praise for practitioner-led presentations on a wide range of high school reform topics and sessions designed to help interested participants respond to the U.S. Department of Education's Smaller Learning Communities Program 2010 RFP.
- Education Northwest was tapped by the American Institutes for Research to conduct communications and dissemination for a five-year, U.S. Department of Education study of school turnaround. As a partner in this effort, we will produce materials and organize events that offer an ongoing, in-depth picture of how and why School Improvement Grantees are taking action: adopting and implementing new strategies, distributing funds, improving the capacity of school personnel, and ultimately improving student outcomes.



### Engaging families and communities

- An e-learning course developed by Education Northwest was one of 13 award winners recognized by the International E-Learning Association. The interactive course, created for the Corporation for National and Community Service, focuses on VISTA Civil Rights and Responsibilities. VISTA is Volunteers in Service to America, a program that deploys volunteers as capacity-builders in low-income communities. Education Northwest has long been a national leader in online and face-to-face training of VISTA members and program directors.
- The Office of Faith-Based and Neighborhood Partnerships enlisted two Education Northwest staff members to plan and facilitate a meeting at the White House on school turnaround. The event, cosponsored by the Corporation for National and Community Service, examined the role of community-based organizations in this difficult work.

### Conducting research, evaluation, and assessment

- A team of Education Northwest evaluators received a highly competitive \$2.8 million research grant from the Institute of Education Sciences to study the impact of Project GLAD (Guided Language Acquisition Design). Although Project GLAD is widely used, our randomized controlled trial is the first rigorous study of this model of instruction for English language learners. The three-year study will involve fifth-grade teachers and students in 25 Idaho elementary schools.
- Idaho education officials commissioned Education Northwest to conduct a three-phase evaluation of how school districts in the state used \$280 million in ARRA funds. The study documented the use of ARRA and other funds to save jobs that would have otherwise been eliminated and to support other items such as curriculum, professional development, and technology enhancement.
- We collaborated with the Washington Office of Superintendent of Public Instruction on a successful proposal to study the Striving Readers program. Our staff will conduct a four-year evaluation of the program, which is aimed at improving the reading skills of middle- and high school-aged students who are reading below grade level.

# Lessons Learned

More than four decades of working with education stakeholders and researching best practice have taught staff at Education Northwest some important lessons on widely ranging topics: from school turnaround to English language learner instruction, rural school improvement, school-based mentoring, and high school reform. To capture and share that wisdom and experience, we have created a series of *Lessons Learned* publications (at [educationnorthwest.org/resource/1295/](http://educationnorthwest.org/resource/1295/)). On the following pages are edited versions of these resources, which provide some practical recommendations on issues facing schools, districts, and communities throughout the region.

## Choosing a School Turnaround Provider

Droves of school turnaround providers are chasing the massive federal infusion of funds flowing into failing schools. They arrive armed with glossy materials, impressive sounding claims and, often, citing their prior relationships or experiences with your school to support their promises of great service and impressive outcomes. But, are their claims supported by evidence of effectiveness and quality?

The process of selecting a school turnaround provider can seem overwhelming, with so many choices and so little time and information. External and internal pressure to make the selection as quickly as possible can lead to hurried decisions with long-term, costly consequences—both lost dollars for districts and lost opportunities for students. The good news is that there are concrete, clearly defined steps to take that can lead you to the best provider for your local context.

drawing up a list of questions to use to reach a short list of providers to interview. Cut past slogans and general statements, such as, “All children need to read fluently by the time they enter middle school,” to ask how the provider meets a specific, targeted goal. Also, determine if your goals match those of the provider. Do your philosophies mesh, or does it look like you will struggle to agree with each other?

When interviewing providers, ask carefully crafted questions and listen to the answers with your team. Use uniform, prepared rating sheets so you can compare the results at the conclusion of the interview process and the review of documents demonstrating qualifications.

Stay focused on the match between the provider, your needs and goals, and the provider’s experience and evidence of success with similar schools and districts.

Ask the school improvement provider to walk you through his or her process. Make sure you are philosophically aligned with the provider and that the provider will help you to build central office-, community-, and school-level buy-in for the hard work ahead. This is the time to find out if you differ on key points, not partway into the turnaround process. Also, gauge what premium is placed on teamwork. Turning around a low-performing school must be done by a team, not a collection of lone rangers with different philosophies. Anticipating barriers and troubleshooting problems is a critical part



**Lesson #1** The right provider requires the right match. There is no “best provider,” only a best match. To ensure you get the right match, it is essential that you know what you need. Create a selection team that is representative of your school improvement team and key stakeholders. Conduct a thorough needs assessment and identify improvement goals before you begin the selection process. Review the prospective providers’ materials,

of the process from the outset, and a solid provider will be able to give you past scenarios and examples of successful resolutions to problems encountered.

Lesson #

2

**Base your choice on evidence, not relationships.**

Your best friends are not your best improvement partners, and familiarity does not ensure excellence. Popular wisdom often claims the opposite. Many school personnel, as well as providers, believe that relationships are the key to success and emphatically state this belief. While it is never productive to be adversaries, too much familiarity can actually interfere with success. Friendship can ruin the turnaround process if friends shield friends from bad news, soften discouraging outcomes, make promises that can't be kept, cherry-pick data, and work harder on the relationship than on the evidence of what must be done to turn around the school.

Lesson #

3

**Research-based is not research-proven.**

Most providers will tell you that their services are "research-based." This is misleading. Almost every program is based on some evidence regarding what works in schools. But there is also confusion about what research-proven means. Consider a simple analogy. Every airplane that a manufacturer rolls out of a

## Service Spotlight

Turning around low-performing schools has become a national imperative—both because of the numbers of young people impacted and the effect that low academic performance and limited skills have on our communities and country. In the Northwest, more than a thousand Title I schools have been labeled as in need of improvement for the 2009–2010 school year. One of them is the small, rural Madras (OR) High School, which turned to Education Northwest for help in identifying school improvement strategies.

The Jefferson County School District took advantage of their high school's status as a Tier 2 School Improvement Grant (SIG)-identified school to conduct a review of six schools in the district. Teams from Education Northwest spent two days in each school conducting focus groups, interviews, classroom observations, and document reviews. According to team leader Deborah Davis, "We were looking for evidence of research-based practices in three broad areas: instruction, leadership, and environment. We developed the review process based on what research has shown about schools that turn around rapidly, and we also looked at how the requirements for the SIG funds matched up with the review findings."

Davis's team brought to this Central Oregon district its extensive experience in development of school review processes, Title I school improvement, and high school reform. Team members also drew on their backgrounds in working with English language learner students and content expertise in reading and math.

The team compiled the data they collected into reports for each school—highlighting strengths and identifying areas that are impeding students' academic growth. Comparing their findings to the What Works Clearinghouse's research-based framework on turnaround schools, the team also presented a set of overarching district-level recommendations. "These reviews are designed to be a first step to turnaround," says Davis. "They help get everyone on the same page to take the next step with a clearer understanding of what they are doing well and what they need to change in order to ensure each student is given the opportunity to meet his or her potential."

hangar as a prototype is research-based in that it has all of the data and research about aerodynamics and other topics incorporated into its design. However, until it flies successfully, repeatedly, and in various conditions for its designated purposes, it is not research-proven. School improvement, like flight, is a complex process requiring testing and verification of effectiveness before any passenger should be asked to hop on board.

Above all, look for demonstrated evidence of effectiveness under the conditions in which your school

finds itself. Ideally, you will find research on the provider's approach that used large, multiyear, well-controlled studies (such as randomized trials or quasi-experimental designs) to measure success. Carefully conceived data analysis or case studies are also useful. Yet another helpful type of evidence is a synthesis of research in which a third-party researcher examines a number of studies of programs, ranking them by the quantity and quality of research and the strength of outcomes. There are also reports issued by



blue-ribbon panels and commissions that can be helpful since they review a broad array of material and summarize professional wisdom in the field.

Lesson #

# 4

## Seeing is believing.

Nothing is quite as powerful as seeing the provider in action, in a setting similar to yours. Ask the provider for a full list of sites with contact information. School improvement expert Sam Stringfield recommends calling five schools from the list at random to ask them about their experiences. Calling sites at random ensures you are not contacting only the provider's most successful "showcase" sites. Narrow the five to two to three sites, taking pains to find sites similar to your own. Visit the two to three sites (virtually or in person) to conduct an inquiry. Interview a variety of staff who works with the provider to ensure you have different viewpoints. Go to your site visits with a well-prepared agenda and a coordinated team.

Lesson #

# 5

## Make sure your provider is in it for the long haul.

Turning around a failing school is a massive commitment of resources and expertise. Providers must be able to show a track record of long-term delivery of effective services. As well, they must demonstrate the financial and organizational capacity of a

successful business. Working with a provider who is unskilled or inept with management and fiscal practices is a fast track to failure somewhere during the turnaround process.

At the point of contract, discuss and specify in the document how you will resolve issues that arise. Make sure you have an articulated plan of action, a time line, and specified benchmarks. Be as specific as possible. Discuss how you will resolve issues that arise and specify a resolution process in the contract.

### Summary

The turnaround process is a difficult one. The chances of its success are much greater if a well-qualified provider, who understands your school and its improvement needs, is brought in as a partner in the process. Choosing a provider is a key decision, with potentially life-altering consequences for students. Choose wisely.

## Creating Schools That Support Success for English Language Learners

The past two decades have brought the second largest wave of immigration in U.S. history. This has led to a rapid and unprecedented influx of immigrants to the Pacific Northwest as well as a rise in the number of English language learners (ELLs) in schools. Between 2002–2003 and 2007–2008, the Northwest's annual growth in ELL enrollment was nearly five times faster than the national average. By 2007–2008, ELLs represented 8.6 percent of total public school enrollment in the Northwest.

To address these changes, many district leaders in the Northwest are taking a direct role in supporting the education of ELLs. These leaders are looking for programs, strategies, and practices to help this growing population of students develop English proficiency while simultaneously mastering academic content. The following lessons are intended to address questions that administrators may have about how to mitigate barriers to the linguistic and academic achievement of ELLs. They will also help leaders provide better support to teachers as they learn and implement evidence-based instructional practices for ELLs.

Lesson #

# 1

## Make success for ELLs a central issue.

Ensuring the success of ELL students requires the commitment of everyone in the school community. In our work with districts and schools, we have found that

## Service Spotlight

Under a \$2.8 million grant from the Institute of Education Sciences, Education Northwest evaluators are conducting a three-year experimental study of Project GLAD (Guided Language Acquisition Design). Although Project GLAD has been used by more than 48,000 teachers in 13 states to help English language learner (ELL) students develop academic English skills, the model has never undergone such a rigorous evaluation.

Our randomized controlled trial will involve fifth-grade teachers and students in 25 Idaho elementary schools. Teachers in treatment classrooms will receive GLAD training and follow-up coaching for two years. Teachers in control classrooms will not be trained during that time but will subsequently receive GLAD training.

The research team will focus on whether GLAD training impacts student outcomes in reading, writing, and science. According to Principal Investigator Theresa Deussen, "Since its development in the 1990s, GLAD has been very popular with educators. This is a great opportunity to rigorously test its impact and to address a compelling and growing need in the region for programs that work with ELL students."

Deussen adds that Idaho was selected as the study site because it has a rapidly increasing ELL population and its teachers have not been trained previously in GLAD strategies. Idaho Superintendent of Public Instruction Tom Luna acknowledged, "Education Northwest is working with the Idaho State Department of Education to provide research-based, professional development to Idaho teachers so we can all work together to improve student achievement among our limited English proficient students."

developing and communicating a unified vision for improving instruction and services for ELLs is essential.

To create this vision, principals and district leaders serve as advocates for ELLs and inspire and sustain a comprehensive commitment to the education of these students. Leaders communicate an overt and specific message about the shared responsibility for ensuring success for all students, including ELLs.

To put this vision into practice, accountability must be clear and concrete. All staff members should understand the actions and practices for which they are responsible, as well as how their performance will be supported and monitored. For example, it is important for principals to be knowledgeable about the research on effective instructional practices for ELLs in order to support teachers

in implementing those practices. In one district, the administrators attended all ELL-related professional development sessions with teachers. As a result, they understood the ELL-responsive strategies that teachers had learned and could monitor their implementation in the classroom. In one school, the principal highlighted a particular ELL-responsive strategy in each monthly bulletin.

Lesson #

2

**Choose an appropriate ELL program model and ensure that it is well understood by all staff members.**

Schools have a variety of models to choose from in order to provide instruction and support ELLs. When selecting a model, school leaders often ask for evidence

on the most effective program model. In fact, different models may be appropriate to different settings and sufficient evidence is not always available. For example, research does not definitively support bilingual or English-only instruction.

Bilingual programs offer students the opportunity to develop their literacy skills in two languages, and research suggests that in the longer run, students who are taught in bilingual programs are not disadvantaged in their English skills, as people sometimes fear. In practice, however, relatively few ELLs actually receive bilingual instruction, often because of difficulty obtaining primary language instructional materials or finding teachers who are appropriately trained and have academic fluency in the students' primary language. Furthermore, in schools that serve students from many different language backgrounds, it may not even be an option. Sheltered instruction is commonly used in districts that provide instruction in English or serve ELLs who speak many different home languages. Push-in strategies may be more practical in schools that have small numbers of ELLs, as well as in other conditions.

Regardless of the model adopted, district leaders can take steps to ensure that all stakeholders understand the program model or models and how they work. This includes clearly defining and communicating everyone's role in the model.

Lesson # **3** Use consistent and reliable procedures to identify and place ELL students.

Most districts are guided by state policies and procedures in the identification, placement, and exit of eligible ELL students. Districts will want to follow these policies and practices consistently. When state policies and procedures do not exist, districts will want to advocate for them, because uniform and standardized criteria contribute to positive outcomes from services and programs.

In Education Northwest's technical assistance activities, a frequent finding has been that identification and reclassification procedures are often based on the subjective judgments of the staff involved. In some cases, students who were eligible for services were not identified because the procedures varied by school and were not centralized at the district office. Some of the problematic practices included lack of training on the use of home language surveys, inconsistent procedures in administering the surveys, and lack of language translation for parents. To prevent these problems, the identification, placement, and exit procedures must be well known by the school staff and administered equitably.

Lesson # **4** Implement strategies that are supported by research.

Although there is an emerging body of research evidence on teaching ELLs, many teachers are not aware of the findings. Most preservice teacher preparation programs do little to help future teachers work effectively with this population. As a result, new teachers may hold misconceptions about how ELLs learn, including the belief that most ELLs should be able to acquire English proficiency within two years and that ELLs should avoid using their native language while acquiring English. Veteran teachers also report that they have had little or no professional development on how to instruct ELLs effectively.

Because many teachers receive minimal training, it falls on districts to provide professional development and information about how ELLs learn. An important step is to develop among all teachers a thorough understanding of the ELL program model being implemented at the school, as discussed above. Additionally, school districts can focus on supporting teachers' understanding of the key principles about how ELLs learn and the academic challenges they face.

Lesson # **5** Build a bridge to families and community members.

ELLs learn best when home, school, and community are linked. The school climate should reinforce the belief that students' languages and cultures are resources for further learning. Displays of student work, multicultural and multilingual school activities, and the inclusion of adults from students' communities all provide such evidence. Schools with a welcoming and inclusive climate intentionally build culturally relevant topics into the curriculum.

In focus groups conducted by Education Northwest, parents consistently call for opportunities to provide input and to receive more information from the school in a language and format they understand. This suggests that some districts are not taking full advantage of the crucial support that parents and communities can provide. Opportunities for two-way communication with families must be created by school leaders and classroom teachers. Supporting this dialogue requires that schools and districts communicate with parents in their primary language. The cost of community liaisons and interpreters can sometimes be shared by two or more schools. Another strategy that schools sometimes use is to recruit bilingual volunteers to serve in these roles. Parents in focus groups said that the most helpful resource was to have multilingual staff available to help them interact with teachers and administrators.



Outreach activities that bring parents and community members together at the school make family members feel like they belong. Some strategies that districts have used to create successful events include accommodating parents' work schedules, providing child care and transportation, and including extended family members. Offering educational opportunities such as family literacy programs and English as a Second Language classes for adults are also good ways to bring adults to the school.

### Summary

Continuing immigration trends suggest that the importance of improving education for ELLs will not diminish in future years. Even the most highly qualified and dedicated teachers cannot provide appropriate educational opportunities for ELL students without the support of district and school leaders. Ensuring that ELLs receive research-based instruction and support will help thousands of current and future students succeed in school. Experts at Education Northwest note that once educators commit to meeting the needs of ELL students, they discover that working collectively on broad efforts, rather than attempting small-scale change in a piecemeal fashion, produces the best results.

## Leveraging the Unique Features of Small, Rural Schools for Improvement

Much of the Northwest region (Alaska, Idaho, Montana, Oregon, and Washington) is rural in nature—made up of communities isolated by distances and populated by fewer than 2,500 residents. Accordingly, 39 percent of the schools in the Northwest are rural, compared to 31 percent nationally and 69 percent of Northwest districts are rural, compared to 56 percent nationally. While there are challenging economic and social difficulties encountered in both rural and urban schools, it is important to use the small size and autonomy that characterizes rural schools to best advantage in carrying out school improvement efforts.

Education Northwest's experience in partnering with rural communities and districts has informed the following lessons, that will benefit policy-makers, researchers, and technical assistance providers who may be providing services to rural schools.

### Lesson # **1** Acknowledge and build on the creativity possible in rural settings.

Small, rural schools have several advantages that larger, more urban schools may envy. Smaller class sizes create a much more personalized environment for building relationships among students and staff. This also means that every student may have a greater opportunity to participate in a variety of learning and extracurricular activities.



Because of limited access to outside resources, things get created, repaired, and accomplished in ingenious ways. Rural school organizations tend to be flat, which promotes a high degree of responsibility and autonomy in individual staff for solving problems. Those working with rural schools should acknowledge the creativity possible in such settings and challenge the staff to create solutions that will result in school improvement.

### Lesson # **2** Use data and research in ways that highlight context.

Because of the small enrollments in rural schools, means and standard deviations have limited value. A corollary to the small numbers issue is the problem of variability that is created when state or federal policy dictates particular numbers or proportions as thresholds. The difference of a single child can have a seemingly substantial effect on reported statistics. Aggregating results across years, grades,

## Service Spotlight

Delivering professional development can be a considerable challenge in Alaska, where school districts cover up to 22,000 square miles of rugged terrain, students may travel by boat and ATV to daily classes, and residents depend on air taxis to connect them to the outside world. That's one reason why the Alaska Department of Education & Early Development asked Education Northwest and its partner the Alaska Comprehensive Center to create a 15-minute video to introduce "principal walk-throughs" to schools around the state.

These quick visits—whether they're called learning walks, data walks, or walk-throughs—help principals systematically gather data on instructional practices. The principal then can share with teachers areas to focus on, especially when targeting grade-level expectations. Walk-throughs are not typically part of the teacher evaluation process. Instead, they provide a way for principals and teachers to communicate about classroom instruction on an ongoing basis.

Education Northwest staff visited Big Lake, Palmer, Bethel, and Manokotak to show how principals at each of these locations have adapted the walk-through process to meet their own school's needs and context. In the tiny, remote Yup'ik village of Manokotak, Principal Herman Gerving may visit each classroom a couple of times a day, while Principal Gene Stone at Palmer Junior Middle School just outside of Anchorage observes each teacher once a week, followed by a debriefing.

By providing every district in Alaska with a copy of the video and accompanying guide, Deputy Commissioner of Education Les Morse is hoping that this tool for school improvement takes hold. "We want to do the same thing with the walk-through as we do in drilling down with the data," he says. "Instead of just seeing whether the student is getting an A or a B or a C, we want to see, is this teacher teaching to the standards? Is it evident what the students are learning and why they're learning? And when there are issues that are challenging, can the principal help diagnose and get spot on, what is it? Where did things go wrong? Where do you need to change your instruction?"

groups, or other conditions can help "smooth" the variability of these quantitative data.

Since context is important, consultants should encourage staff members to contrast their performance with similar size schools to gain perspective.

**Lesson # 3 Use technology appropriately as one strategy to address the needs of students and staff.**

Distance learning and other communication technologies have

made advances as a means for improving educational opportunities in rural school settings. While locally available, high-quality, face-to-face instruction is often preferred, electronic means of delivering professional development and instructional support may be a necessary and viable option. Ensuring equal educational opportunity is a continuing challenge, particularly in remote areas, that can be addressed through a variety of creative means. For example, it is common for small districts to engage in cooperative agreements through educational

service agencies or consortia to achieve an economy of scale to plan, purchase, and deliver area professional development or share a specialist across district lines. In another example, some schools and districts are turning to online providers or virtual high schools to offer foreign language, advanced mathematics, and other hard-to-staff courses.

**Lesson # 4 Models for school improvement likely look a little different in small, remote communities than in other areas.**

In places with few specialized personnel and limited central office staff, planning and implementing improvements are more often accomplished by the total group through consensus, rather than committee. Parents, the community, and the local school board will play instrumental roles in planning and conducting school improvement efforts. Improved instruction may likely play out through activities jointly planned by individual teachers and their students.

Consultants should be inclusive when making task assignments and put more emphasis on immediate implementation than lengthy planning processes. They should frequently debrief with the team on what is being learned.



Lesson # **5** Don't underestimate the ability of rural schools to get things done.

Rural schools and communities face unexpected challenges and obstacles on a day-to-day basis and usually consider them to be routine. Simple, elegant remedies are common and taken for granted. While there may not be a lot of tolerance for paperwork or activities that are considered burdensome, staff will often get work done properly, on time, and with little complaint when given the rationale for specific tasks.

Consultants should use sound reasoning when challenging rural schools with high expectations. Discreet steps with reasonable time lines and expectations should characterize any improvement plan. Finally, we suggest that external providers remember to celebrate accomplishments along the way.

### Summary

Taking the time to learn about the local setting before offering advice is one way for outsiders to show respect for small-school students and teachers. In order to be truly helpful, visiting consultants need to spend more time listening than speaking; capture successes in metaphoric ways through stories; remember that simple, obvious solutions are preferred; support flexible approaches to locally owned ideas; understand that resources are very limited; and hold high expectations.

## Planning a School-Based Mentoring Program

School-based mentoring (SBM) has exploded in popularity in recent years. Today approximately one fourth of the youth mentoring programs in the country use a school-based format in which a K–12 student is paired with an adult from the community or an older (usually high school) peer in a supportive one-to-one relationship at the school site.

Such programs have tremendous potential to help students in a number of academic and psychosocial domains. However, there are some critical ingredients—as well as common pitfalls—to keep in mind when developing a successful school-based mentoring program.

Lesson # **1** Develop a logic model that specifies how the intervention of mentoring works for your students.

One of the most important aspects of a mentoring program (school-based or otherwise) is alignment of program activities with desired outcomes. Many school-based programs promise funders that they will impact areas like grades and test scores, drug and alcohol abuse, and family and peer relations, without ever really articulating how the intervention of mentoring is designed to achieve those results. Some who are new to mentoring assume that providing a mentor to a youth organically produces a wide range of positive outcomes.

The truth is, mentoring is often more targeted. Even if the goal of the program is youth development in the broadest sense, the matches will still wind up focusing on certain goals and aspects of the young person's life. To ensure correspondence between actual mentoring activities, the structure of the program, and the stated outcomes of program, we recommend programs start with a logic model that establishes these connections.

Lesson # **2** Make sure your program model has appropriate short-term and long-term outcomes.

SBM programs sometimes focus too much on big picture, long-term outcomes at the expense of more immediate, and measurable, short-term ones. While your program may have long-range goals such as increased college attendance or improved graduation rates for participants, keep in mind that they may be quite a ways off, and that many factors can impact those eventual outcomes other than your mentoring program. So, we encourage SBM programs to focus on more immediate returns on investment: improved attendance, teacher-reported improvements in classroom behavior, and improved study habits.

## Lesson # **3** Build a solid infrastructure for implementing the program.

SBM programs have the advantage of building on existing school resources, facilities, and staffing, but that does not mean that they are inexpensive to set up, or inherently easy to manage. When designing your program, consider staff roles, staff communication, staff stability, program partners, program materials, and a mix of activities and interactions.

## Lesson # **4** Plan for the issues that the school year itself presents.

Several major research studies point out that the nature of a typical school year is one of the more difficult aspects of implementing SBM programs. Short duration and a limited number of meetings hinder the development of many mentoring relationships in the school environment. Successful mentoring is all about quality interactions that take place consistently over long periods of time, and both the daily school schedule and the annual calendar of the school year can get in the way.

Programs can do a number of things to maximize the amount of mentoring youth receive during the school year, such as starting mentor recruitment in the summer and providing opportunities for matches to meet during school breaks.

## Service Spotlight

Once mentors learn about the complexities of their role, they often wish they were better prepared. A new online course by Education Northwest does just that, through 13 video scenarios that depict common mentoring challenges and how to handle them. The vignettes in *Talking It Through: Communication Skills for Mentors* (<http://talkingitthrough.educationnorthwest.org>) are based on the experiences of actual mentoring pairs and feature real youth and real mentors.

“For years, mentoring programs have been asking us for video-based training that addresses those awkward, real-life situations that arise between mentors and mentees, so we’re thrilled to make this new resource available to the field,” says Nicky Martin, director of Education Northwest’s National Mentoring Center. “And in this economy, when many programs are struggling, we are especially happy to offer it at no cost. We hope it can be a useful supplement to any well-rounded mentor training plan.”

The videos, which run 3–7 minutes each, demonstrate how to respond to difficult situations and communicate effectively on the spot. Project Coordinator Amy Cannata points out, “The segments offer guidance on developing key skills, such as knowing how to be empathetic and attentive, when to set boundaries, and when to contact program staff for help.” The videos are enhanced with tips and resources, and a printable journal feature keeps users actively engaged in the course.

If matches will not be continuing on to the next year, programs should prepare youth (and their mentors) for that circumstance well in advance. Build in opportunities for the match to say goodbye in a positive way. Mentoring relationships that end under bad circumstances or without an opportunity for closure have more negative effects than not providing a mentor in the first place.

## Lesson # **5** Prepare for the long haul from day one.

One challenge we’ve witnessed is the number of programs that ramp up under a particular funding cycle only to close when that initial funding ends. These program closures are often quick and difficult, leading to prematurely closed matches.

What will it take for the program to be fully self-sustaining?

How can staff be reconfigured to save costs? Could new partners help keep the program going? Can you build in a consistent stream of revenue? Programs that we have seen close often put off answering these types of questions until it was too late.

## Summary

The National Mentoring Center at Education Northwest and many other agencies around the country offer resources that can help you plan and implement an evidence-based SBM program. In many ways, SBM can provide a frequently missing element to the modern K–12 experience—the element of compassion and unconditional support. School-based mentoring can bring community members and students together in a way that many other school-based services cannot.

## Lessons Learned From High School SLC and Small School Reform Efforts

For the last decade, small learning communities (SLCs) and small schools have dominated the education landscape as cures for large, comprehensive high schools' failings: high dropout rates and graduates unprepared for postsecondary careers and college. Recently, redesign efforts have begun to falter in light of evaluations showing stalled implementation and limited impacts.

Education leaders and practitioners are left to wonder, should we cut our losses and pin our hopes on another reform movement? Evidence and the experience of Education Northwest, gained from working with more than 1,200 secondary schools and districts nationwide during the past six years, offer two reasons for not following that course. First, research suggests that SLC and small school structures are useful—if not sufficient—reform objectives: Further instructional improvements are needed. Second, staying the course allows staff members to learn and build on achievements, including stakeholders' ownership of reforms. Finally, continuing the initiative has implications for the efficient use of resources at a time when such resources are severely strained.

Taken together, research and experience suggest that high school improvement has less to do with identifying another, "better" reform than implementing the current strategies fully and faithfully. The six lessons that follow identify key needs for implementing SLCs and small schools more effectively.

### Lesson # 1 A strong vision of improved instruction needs to drive high school reorganization.

Educators have tended to approach SLCs and small schools as merely structural changes. However, when a strong instructional vision drives reorganization, district and school staffs see restructuring itself as only one dimension of the reforms they need to pursue to institute high school best practice. The vision for instruction specifies the research-based instructional practices and goals for student achievement that SLCs and small schools are meant to achieve. For example, one large, urban district specified in its transformation initiative that "participating schools will use their small size to develop focused and coherent instructional programs which include challenging and relevant curricula that develop students' basic literacy skills and result in high-level competencies in all subject areas." Their stated goals were to "graduate at least 90 percent of ninth-graders in four years [and] ensure all students graduate ready for college with real postsecondary options."

### Lesson # 2 A strong vision of improved instruction capitalizes on small scale.

A central question for SLCs and small schools is how to capitalize on smaller units to achieve improved instruction. Education



Northwest's publication *From High School to Learning Communities* emphasizes that rigorous and relevant curriculum and instruction and interdisciplinary teacher teams are highly interrelated, mutually dependent dimensions of practice. Strong relationships can be leveraged to create better conditions for teaching and learning—differentiating to students' interests and needs; motivating students through high expectations and personalized supports; and assessing student progress on a frequent and formative basis. Staff members also use common planning time to collaborate more effectively with each other, students, and families to support both student and teacher learning. Faculty and leaders work toward a singular or coherent instructional vision in mutually reinforcing ways. Faculty strives to realize the vision through instruction and student support. Leaders of successful SLCs and small schools focus on the structural changes (e.g., planning time, reduced student load) that support teachers' adoption of effective instructional strategies.

### Lesson # 3 A vision that capitalizes on small scale focuses on strengthening the instructional core.

SLCs and small schools that attempt to operate as they always have (i.e., as comprehensive high schools with many course offerings and levels) inevitably find it difficult to organize all students and teachers within teams that share

common classes and planning time. This substantially weakens teams' ability to build a strong and coherent program.

How can staff members provide the challenges and support all students need while preserving the structural integrity of the SLC? The answer is to "shore up the core," signaling that all students' mastery of core content is the priority. Leaders eliminate remedial course offerings to expose all students to rigorous content. Staff members develop complementary strategies to support students with a history of underachievement by offering them a double dose of math or English. They may also offer tutorials that are taught by the same teacher as the core course or hold academic advisories.

Lesson # **4** **Substantial changes in resource allocation are required to strengthen the instructional core.**

Creating a rigorous, relevant, and coherent core curriculum requires SLC and small school teachers to change their practice and adopt new roles. Teachers need extensive periods of time to collaborate on improving instruction and to take on new responsibilities that might have been the sole function of a specialist in a comprehensive high school. Professional development, planning, and collegial exchange require resources.

Leaders who succeeded in gaining teacher ownership of

improvement initiatives restructured working conditions to make this difficult work doable. Teachers particularly welcomed increased instructional time and smaller student loads. Strengthening the core in these ways required more teachers in core subject areas. Choices had to be made in allocating resources among course offerings and services. Principals used a combination of strategies to move resources to the core, such as eliminating electives and partnering with community colleges to offer advanced courses.

Lesson # **5** **Swift implementation of SLC/small school structures allows staff to take up the work of strengthening the instructional core more quickly and effectively.**

A widespread belief among reformers has been that high school redesign takes years to accomplish since it involves whole school transformation, cultural change, and structural reorganization to support instructional innovation. A typical pattern that reforms have followed is a year of planning, followed by incremental steps to establish ninth-grade houses, and then eventual scaling back of plans to extend interdisciplinary teaming to upper grade students in the face of multiple electives and pathways.

In spite of the many barriers to implementation that slow or stall progress of SLC and small school

reforms, some schools manage to move with dispatch to implement SLC structures. Their goal has been to design the reforms in one year and implement them in the next so that staff can quickly begin to improve instruction, aided by the new structures. These schools often enjoy stable and strong school leadership and receive support from well-established, third-party partners.

Lesson # **6** **Full and sustained implementation of reforms requires district stewardship.**

In our work, we have observed that school districts that adopted a districtwide policy to reorganize high schools into SLCs or small schools generated excitement and momentum for the reforms even as they stirred controversy. High school leaders in these districts experienced sustained support from the district and the community-at-large; district leaders saw progress, if at a slower pace in some schools than others. In districts where only some of the high schools pursued reorganization, a different pattern emerged. Many schools under these conditions are still struggling to implement reforms or have backed away from them. Creating a mix of traditional and reorganized high schools conveyed the idea that high school transformation is a punishment rather than a set of best practices that improve education for the highest, as well as the lowest, performing students.

### Summary

Our first three lessons suggest that staff members and leaders of successful SLCs and small schools and their districts are able to envision quality instruction at the high school level as a well-taught, rigorous, core curriculum. The second three lessons suggest that successful SLCs and small schools require substantive forms of support. Supports that proved critical included more focused and effective use of resources and a short time line for restructuring designed to create conditions for targeted instructional innovation. Not least, district leaders “had the backs” of these schools.

These lessons emerged from broad-based observations and evaluations of restructuring efforts, but it remains to be seen whether they can lead to success at scale. Better informed efforts should help to increase implementation and reveal more clearly the merit of these reforms.

### Service Spotlight

A long-term partnership between Education Northwest and Jefferson County Public Schools (JCPS) in Louisville, KY, is helping the district launch a “Make Time for What Matters Most” initiative for students in 11 low-performing high schools.

The two organizations collaborated on a successful Investing in Innovation (i3) federal grant. With the i3 funds, Education Northwest will provide technical assistance to help six low-performing high schools increase the time and quality of instruction in the core curriculum. Education Northwest staff also helped JCPS develop a successful Smaller Learning Communities proposal. Under this five-year grant, we will support five additional high schools’ efforts to implement schools of study designed to prepare students for postsecondary success.

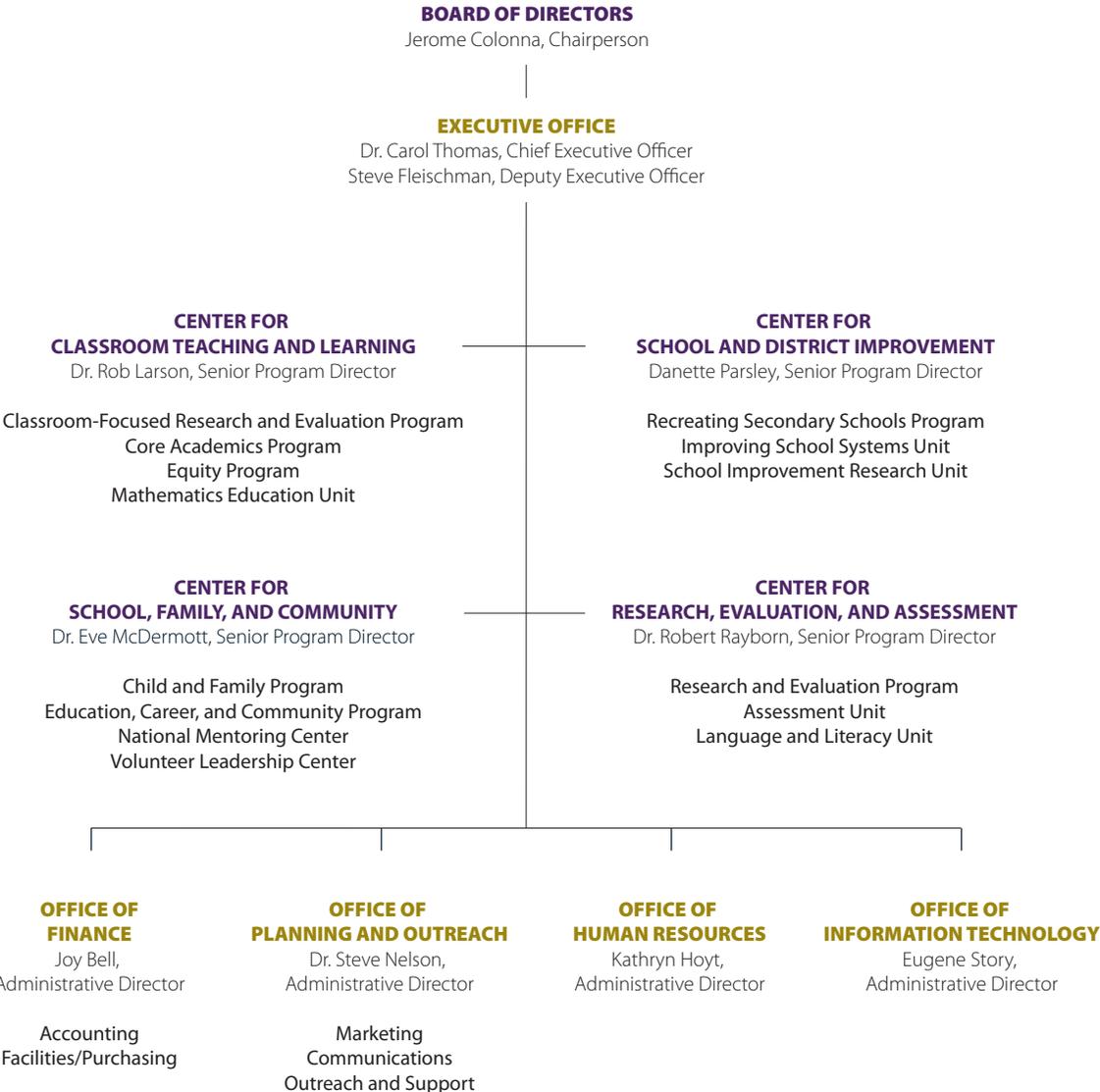
Going after big gains in performance, the schools are using several aligned strategies. “Making time” means using resources differently; schools will target using time more effectively, in the master schedule and in the classroom, to drive academic acceleration. The schools are also upping the time devoted to collaborative teacher learning. “Time is a vital resource and always in short supply,” says Education Northwest’s Diana Oxley. “You have to be strategic in how you use it. Research points to using time in three ways: more instructional time in the core, collaboration among staff, and individual support for students who struggle the most.”

What “matters most” is ensuring that all graduates are ready for college and careers. Education Northwest is helping JCPS staff develop a common understanding of what it means to be ready for college; we’re also helping to design common classroom, advisory, and cultural supports that will permeate each school.



# Organizational Structure

The chart below reflects Education Northwest’s structure in FY2010. In FY2011, Dr. Robert Rayborn retired and Drs. Terri Akey and Theresa Deussen were named co-directors of the Center for Research, Evaluation, and Assessment.



# Governance

**Education Northwest is a private, nonprofit corporation governed by a board of directors** representing constituent groups in the Northwest.

The board is composed of:

- Chief State School Officers (CSSO), or a representative, of the five Northwest states
- Elected district superintendents of member institutions from each Northwest state
- Appointed representatives of classroom teachers, building principals, higher education, private schools, local school boards, teacher education institutions, community-based organizations, business, and parents

Jerry Colonna  
Chair  
Superintendent  
Beaverton School District (OR)

Dr. Jannette R. Hill  
Vice Chair  
Chair, Division of Education  
Lewis-Clark State College (ID)

Jeff Weldon  
Secretary-Treasurer  
Attorney, Felt, Martin, Frazier & Weldon PC (MT)

Dr. Barbara Adams  
Researcher  
University of Alaska Statewide

Steve Bradshaw  
Superintendent  
Sitka School District (AK)

Susan Castillo  
Oregon Superintendent  
of Public Instruction  
(Ed Dennis, representative)

Cody Claver  
Vice President  
School Development, K12 Inc.  
(ID)

Karanja Crews  
Teacher  
Portland Public Schools (OR)

Juan Carlos Cuadros  
Assistant Principal  
Eugene School District 4J (OR)

Randy Dorn  
Washington Superintendent  
of Public Instruction  
(Dr. Alan Burke, representative)

Dr. Roberta Evans  
Dean, School of Education  
University of Montana

Dr. Patrick Haggarty  
Superintendent  
Diocese of Helena and Billings/  
Great Falls (MT)

Michael Hanley  
Commissioner  
Alaska Department of Education  
& Early Development  
(Les Morse, representative)

Jeri Harris  
Teacher  
Seattle School District (WA)

Dr. Mary Alice Heuschel  
Superintendent  
Renton School District (WA)

Dr. Randy Hitz  
Dean and Professor  
Graduate School of Education  
Portland State University (OR)

Wendy S. Horman  
School Board Member  
Bonneville Joint School District  
(ID)

Denise Juneau  
Montana Superintendent  
of Public Instruction  
(Nancy Coopersmith,  
representative)

Jerry Keane  
Superintendent  
Post Falls School District #273  
(ID)

Tom Luna  
Idaho Superintendent  
of Public Instruction  
(Luci Willits, representative)

Dr. Bruce Messinger  
Superintendent  
Helena Public Schools (MT)

Sean Murray  
President  
RealTime Performance, Inc. (WA)

Dr. Perla Rodriguez  
Principal  
Forest Grove School District (OR)

Mo Sanders  
Principal  
Soldotna Montessori Charter  
School (AK)

Frederick Striker  
Former School Board Member  
Battle Ground School District  
#119 (WA)

Dr. Tom Stritikus  
Dean, College of Education  
University of Washington

Carol VanDerWege  
Teacher  
Kenai Peninsula Borough School  
District (AK)

# Financial Highlights (FY2010)

These figures are summarized from our audited financials for September 1, 2009 through August 31, 2010. Education Northwest received an unqualified opinion from Hoffman, Steward & Schmidt, P.C., our external auditor. For a copy of our complete financial statements for FY2010, please contact our Office of Finance.

August 31, 2010 (With comparative amounts for 2009)	2010	2009
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$ 574,234	\$ 718,421
Contracts receivable	727,088	787,029
Unbilled expenditures on contracts	1,430,828	2,059,961
Other receivables	49,036	65,542
Inventories	188,370	187,926
Prepaid expenses	69,850	40,929
Cumulative underabsorbed indirect costs	487,199	429,949
<b>Total current assets</b>	<b>3,526,605</b>	<b>4,289,757</b>
Prepaid rent	107,452	—
Investments	8,437,175	7,950,314
Property and equipment	<b>1,385,638</b>	176,696
<b>Total assets</b>	<b>\$ 13,456,870</b>	<b>\$ 12,416,767</b>
<b>LIABILITIES AND NET ASSETS</b>		
Current liabilities:		
Advance funding on contracts	\$ 543,191	\$ 519,979
Accounts payable and accrued liabilities	495,334	693,795
Accrued payroll liabilities	928,063	803,858
Current portion of capital lease obligation	130,902	—
<b>Total current liabilities</b>	<b>2,097,490</b>	<b>2,017,632</b>
Capital lease obligation—net of current portion	591,635	—
Accrued postretirement benefit obligation	93,245	93,245
<b>Total liabilities</b>	<b>\$ 2,782,370</b>	<b>\$ 2,110,877</b>
Net assets:		
Unrestricted:		
Available for general operations	\$ 1,574,224	\$ 2,178,880
Designated by board of directors	8,437,175	7,950,314
Net investment in property and equipment	663,101	176,696
<b>Total unrestricted net assets</b>	<b>10,674,500</b>	<b>10,305,890</b>
<b>Total liabilities and net assets</b>	<b>\$ 13,456,870</b>	<b>\$ 12,416,767</b>



August 31, 2010 (With comparative amounts for 2009)	2010	2009
<b>Support and revenue:</b>		
Federal grants and contracts	\$14,109,770	\$ 16,737,746
Other grants and contracts	3,791,977	3,782,110
Sales of materials	339,401	546,414
Conferences	542,134	520,745
Royalties	64,397	86,429
Investment FMV gain (loss)	486,860	(570,682)
Other revenue and net gains	8,829	685
<b>Total operating revenue</b>	<b>19,343,368</b>	<b>21,103,447</b>
<b>Expenses:</b>		
Personnel compensation	\$ 8,311,963	\$ 9,354,325
Personnel benefits	2,942,096	3,191,400
Travel and transportation	611,754	840,647
Postage and shipping	99,719	150,722
Occupancy	2,729,482	2,867,667
Printing and reproduction	317,136	557,148
Other services	2,631,392	3,684,565
Supplies and materials	152,854	269,816
Subcontracts and non-IDC	1,111,422	1,748,085
Contract advocacy	63,371	53,999
Over (under) applied indirect	(57,250)	(511,075)
All other	60,819	(56,655)
<b>Total expenses</b>	<b>18,974,758</b>	<b>22,150,644</b>
<b>Excess of support and revenue over expenses before underabsorbed indirect costs</b>	<b>\$ 368,610</b>	<b>\$ (1,047,197)</b>

# Contracts Funded (FY2010)

## **Federal agencies**

Corporation for National and  
Community Service  
Institute of Education Sciences  
U.S. Department of Education

## **Alaska**

Alaska Department of Education  
& Early Development  
Avant-Garde Learning Association  
Fairbanks North Star Borough  
School District  
Lower Yukon School District  
SERRC  
University of Alaska Anchorage  
University of Alaska Fairbanks

## **Arizona**

Tucson Unified School District

## **California**

Banning Unified School District  
Brawley Union High School  
El Monte City School District  
Orange County Superintendent of  
Schools  
Owens Valley Central School  
District

## **Colorado**

Caprock Academy  
Colorado Department  
of Education  
SkyView Academy

## **District of Columbia**

American Institutes for Research  
National Science Foundation

## **Georgia**

Habitat for Humanity

## **Hawaii**

Campbell High School  
Kauai High School  
King Kehualike High School

## **Idaho**

Blaine County School District  
Coeur d'Alene Tribe  
Idaho State Department of  
Education  
Idaho State University  
Moscow School District  
New Plymouth School District  
University of Idaho

## **Indiana**

Indiana State Department of  
Education

## **Iowa**

Iowa Department of Economic  
Development  
Keokuk Community School District

## **Kentucky**

Jefferson County Public Schools

## **Louisiana**

State of Louisiana Department of  
Education  
The Dunham School

## **Massachusetts**

YouthBuild USA

## **Michigan**

Saginaw Township Community  
Schools

## **Minnesota**

Guadalupe Alternative Programs

## **Missouri**

Northwest Regional Professional  
Development Center

## **Montana**

Bridger K-12 Schools  
Darby School District  
Great Falls Public Schools  
Helena School District #1

Lincoln K-12 Schools  
Montana Early Reading First  
Montana State University  
Montana North Central Education  
Service Region  
Montana Office of Public Instruction  
Noxon School District  
Poplar School District  
Salish Kootenai College, Big Sky  
Science Partnership  
Superior Public Schools  
Whitehall School District  
WORD, Inc. (Women's Opportunity  
& Resource Development)

## **Nebraska**

The Sherwood Foundation

## **New Jersey**

Princeton Academy of the Sacred  
Heart

## **New York**

Enterprise Charter School  
Monroe-Woodbury School District

## **Oklahoma**

Moore Public Schools

## **Oregon**

Astoria Public Schools  
Beaverton School District  
Central Linn School District  
Chalkboard Project  
Churchill High School  
Coos Bay School District  
E3: Employers for Education  
Excellence  
East Aurora High School  
Forest Grove School District  
Hacienda Community Development  
Corporation  
High Desert Education Service  
District  
Hillsboro School District  
Intel Corporation

Jefferson County School District  
509J  
Lane County School District 4J  
Lincoln County School District  
McKay High School  
Nike School Innovation Fund  
Neah-Kah-Nie School District 56  
Oregon Community Foundation  
Oregon Department of Education  
Oregon Leadership Network  
Oregon Mentors  
Oregon Museum of Science and  
Industry  
Oregon State University  
Oregon University System  
Portland Children's Levy  
Portland Public Schools  
Portland State University  
Roosevelt High School  
Salem-Keizer Education Foundation  
Salem-Keizer Schools  
Teacher Education Foundation  
Union-Baker Education School  
District  
University of Portland  
Woodburn School District

### **Pennsylvania**

Mid-Atlantic Network of Youth and  
Family Services

### **South Carolina**

Greenwood High School

### **Tennessee**

Hamilton County Department of  
Education  
Jefferson County School District

### **Texas**

Clear Creek Independent School  
District  
Eagle Mountain-Saginaw  
Independent School District

Midland Independent School  
District  
Region 4 Education Service Center  
Sharyland High School  
Socorro Independent School District

### **Virginia**

Manassas City Public Schools

### **Washington**

Chehalis Tribe  
Edmonds School District  
GEAR UP Washington  
Muckleshoot Tribal College  
New School Foundation  
Nooksack Indian Tribe  
Olympia School District  
Sultan School District  
The Tulalip Tribes  
Vancouver Public Schools  
Washington Office of Superintendent  
of Public Instruction  
Washington State University  
World Vision, Inc.

### **Wyoming**

Converse County School District  
GEAR UP Wyoming  
Wyoming Department of Education

### **Outside the United States**

Buffalo Trail Public Schools, Alberta,  
Canada  
Colegio los Nogales, Bogotá,  
Colombia  
Commonwealth of Northern  
Mariana Islands Public Schools,  
CNMI  
Djonustumidstod MS, Iceland  
Mount Cheam Christian School,  
British Columbia, Canada  
Open Society Foundation, London,  
England



# Members

Education Northwest's membership comprises 921 Northwest agencies and organizations, three fourths of which are school districts, educational service districts, and public or private schools. They are the primary clients for our services and our partners in educational research and development. A complete list of member institutions, by state, follows.

## Alaska

Adult Learning Programs  
 Alaska Association of School Administrators  
 Alaska Department of Education & Early Development  
 Alaska Gateway School District  
 Alaska Parent Teachers Association  
 Alaska Staff Development Network  
 Alaska State Writing Consortium  
 Aleutians East Borough School District  
 Anchorage Education Association  
 Anchorage School District  
 Annette Island School District  
 Association of Alaska School Boards  
 Bering Strait School District  
 Bristol Bay Borough School District  
 Chatham School District  
 Chugach School District  
 Cook Inlet Tribal Council, Inc.  
 Copper River School District  
 Cordova City School District  
 Craig City School District  
 Delta/Greely School District  
 Denali Borough School District  
 Dillingham City School District  
 Diocese of Fairbanks  
 Fairbanks Native Association  
 Fairbanks North Star Borough School District  
 GLSEN, Alaska  
 Haines Borough School District  
 Holy Name School

Members	AK	ID	MT	OR	WA	Totals
State education agencies	1	1	1	1	1	5
School districts	48	101	146	118	198	611
Private schools	3	4	3	11	11	32
Intermediate/county agencies	0	0	0	17	9	26
Colleges/universities	2	7	9	24	35	77
Professional associations	11	6	6	44	48	115
Other agencies and organizations	5	7	7	21	15	55
<b>Totals</b>	<b>70</b>	<b>126</b>	<b>172</b>	<b>236</b>	<b>317</b>	<b>921</b>

Hoonah City School District  
 Iditarod Area School District  
 Immaculate Conception School  
 Juneau Borough School District  
 Kake City School District  
 Kenai Peninsula Borough School District  
 Ketchikan Education Association  
 Ketchikan Gateway Borough School District  
 Ketchikan High School Parent Teachers Association  
 Klawock City School District  
 Kodiak Island Borough School District  
 Lake & Peninsula Borough School District  
 Lower Kuskokwim School District  
 Lower Yukon School District  
 Matanuska-Susitna Borough School District  
 Matanuska-Susitna Education Assn  
 Monroe High School  
 National Education Association, Alaska, Fairbanks/Anchorage  
 NEA-Alaska, Inc., Anchorage  
 Nenana City School District  
 Nome Public Schools  
 North Slope Borough School District  
 Northwest Arctic Borough School District  
 Nunamiut School

Petersburg City School District  
 PFLAG, Anchorage  
 Pribilof School District  
 Saint Marys School District  
 Sitka School District  
 Skagway School District  
 Southeast Regional Resource Center  
 Southwest Region School District  
 Unalaska City School District  
 University of Alaska Fairbanks  
 University of Alaska Southeast  
 Valdez City School District  
 Wrangell Public School District  
 Yakutat School District  
 Yukon Flats School District  
 Yukon-Koyukuk School District  
 Yupiit School District

## Idaho

Aberdeen School District  
 Albertson College of Idaho  
 American Falls Joint School District  
 Avery School District  
 Basin School District  
 Bear Lake County School District  
 Blackfoot School District  
 Blaine County School District  
 Boise City Independent School District  
 Boise Education Association  
 Boise State University  
 Bonneville Joint School District

Boundary County School District  
 Bruneau-Grand View Joint School District  
 Buhl Joint School District  
 Butte County Joint School District  
 Caldwell School District  
 Camas County School District  
 Cambridge Joint School District  
 Canyon-Owyhee School Service Agency  
 Cascade School District  
 Cassia County Joint School District  
 Challis Joint School District  
 Clover Trinity Lutheran School  
 Coeur d'Alene School District  
 College of Southern Idaho  
 Cottonwood Joint School District  
 Council School District  
 Culdesac Joint School District  
 Dietrich School District  
 Emmett School District  
 Filer School District  
 Firth School District  
 Foothills School of Arts & Sciences  
 Fruitland School District  
 Garden Valley School District  
 Genesee Joint School District  
 Glenns Ferry Joint School District  
 Gooding Joint School District  
 Grace Joint School District  
 Grace Lutheran School  
 Growing Idaho's Future Teachers  
 Hagerman Joint School District  
 Hansen School District  
 Highland Joint School District  
 Homedale Joint School District  
 House Education Committee  
 Idaho Association of School Administrators  
 Idaho Department of Education  
 Idaho Department of Health & Welfare  
 Idaho Division of Professional-Technical Education  
 Idaho Education Association

Idaho Falls School District  
 Idaho School Boards Association  
 Idaho State Board of Education  
 Idaho State University  
 Immanuel Lutheran School  
 J.A. & Kathryn Albertson Foundation  
 Jefferson County Joint School District  
 Jerome Joint School District  
 Kamiah Joint School District  
 Kellogg Joint School District  
 Kimberly School District  
 Kootenai Joint School District  
 Kuna Joint School District  
 Lake Pend Oreille School District  
 Lakeland Joint School District  
 Lapwai School District  
 Lewis-Clark State College  
 Lewiston Independent School District  
 Mackay Joint School District  
 Madison School District  
 Marsh Valley Joint School District  
 Marsing Joint School District  
 McCall-Donnelly Joint School District  
 Meadows Valley School District  
 Melba Joint School District  
 Meridian Joint School District  
 Middleton School District  
 Midvale School District  
 Minidoka County Joint District  
 Moscow School District  
 Mountain Home School District  
 Mountain View School District  
 Mullan School District  
 Murtaugh Joint School District  
 Nampa School District  
 New Plymouth School District  
 Nez Perce Joint School District  
 Nez Perce Tribal Council Executive Committee  
 North Gem School District  
 Northwest Nazarene University  
 Notus School District  
 Oneida County School District

Parma School District  
 Payette Joint School District  
 Plummer-Worley Joint School District  
 Pocatello Community Charter School  
 Pocatello School District  
 Post Falls School District  
 Potlatch School District  
 Prairie Elementary District Board of Trustees  
 Preston Joint School District  
 Richfield School District  
 Ririe Joint School District  
 Rockland School District  
 Shelley Joint School District  
 Shoshone Joint School District  
 Shoshone Teachers Association  
 Snake River School District  
 Soda Springs Joint School District  
 South Lemhi School District  
 St. Maries Joint School District  
 Teton County School District  
 Twin Falls School District  
 University of Idaho  
 Valley School District  
 Vallivue School District  
 Wallace School District  
 Weiser School District  
 Wendell School District  
 West Bonner County School District  
 West Jefferson School District  
 West Side Joint School District  
 Whitepine School District  
 Wilder School District

**Montana**

Alberton K-12 School District  
 Alliance for Curriculum Enhancement  
 Anaconda School District  
 Arlee School District  
 Arrowhead Elementary School District  
 Ashland Elementary School District  
 Avon Elementary School District

Bainville K–12 School District	East Helena Elementary School District	Manhattan School District
Baker School District	Ekelaka Elementary School District	Marion Elementary/7–8 Schools
Belfry K–12 School District	Elliston Elementary School District	Medicine Lake K–12 School District
Big Sandy School District	Evergreen Elementary School District	Melstone School District
Bigfork School District	Fair Haven/Ulm School/Ulm 7–8	Miles City School District
Billings Catholic Schools	Fairfield School District	Miles Community College
Billings School District	Felt, Martin, Frazier, & Weldon, PC	Missoula County District 32
Bitterroot Valley Education Cooperative	Fergus County District 14	Missoula County School District
Bonner Elementary School District	Florence-Carlton K–12 School District	Montana City Elementary School District
Boulder Elementary School District	Fort Benton School District	Montana Education Association, Beaverhead County Unit
Box Elder School District	Frazer School District	Montana Education Association/Montana Federation of Teachers
Bozeman School District	Frenchtown School District	Montana Office of Public Instruction
Broadus School District	Froid School District	Montana Parent Teachers Assn
Broadview School District	Geraldine School District	Montana School Boards Association
Browning School District	Geyser School District	Montana School for the Deaf & Blind
Bureau of Indian Affairs	Glasgow K–12 School District	Montana Small Schools Alliance
Butte Central High School	Glendive School District	Montana State Library
Butte School District	Gold Creek Elementary School District	Montana State University, Billings
Canyon Creek School District	Grass Range School District	Montana State University, Bozeman
Carroll College	Great Divide Education Services	Montana State University, Northern
Cascade County District 07	Great Falls School District	Montana Tech of the University of Montana
Cascade School District	Greenfield Elementary/7–8 Schools	Moore School District
Charlo School District	Hamilton K–12 School District	Mountain View Elementary School District
Chester School District	Hardin School District	Nashua K–12 School District
Child Care Partnerships	Harlem School District	Northern Rockies Educational Service
Chinook School District	Harlowton School District	Noxon School District
Choteau County District 08	Havre School District	Opheim School District
Choteau 7–8/High Schools	Helena School District	Ovando Elementary School District
Clinton Elementary School District	Helmville Elementary School District	Park City School District
Colstrip School District	Highwood School District	Pendroy Elementary School District
Columbia Falls School District	Huntley Project K–12 School District	Philipsburg K–12 School District
Conrad School District	Joliet School District	Plains School District
Corvallis School District	Kalispell School District	Plevna School District
Cottonwood Elementary School District	Lambert School District	Polson School District
Creston School District	Lame Deer School District	Poplar School District
Cut Bank School District	Laurel School District	Potomac School District
Davey School	Lewistown School District	Powell County District 39
Dawson Community College	Libby K–12 School District	Powell County High School District
Dawson County District 11	Lincoln K–12 School District	Power School District
Deer Park School District	Livingston School District	Red Lodge School District
Denton School District	Lockwood Elementary School District	Richland County District 42
Dillon Elementary School District	Lolo Elementary School District	
Diocese of Great Falls/Billings	Loyola Sacred Heart High School	
Drummond School District	Malta K–12 School District	
East Glacier Park Elementary School District		

Ronan School District  
 Roosevelt County District 43  
 Roundup Elementary School District  
 Roundup High School District  
 Scobey K-12 School District  
 Shelby School District  
 Sidney School District  
 Smith Valley Elementary School District  
 Somers Elementary School District  
 St. Ignatius School District  
 Stanford K-12 School District  
 Sun River Valley School District  
 Sunburst K-12 School District  
 Superior K-12 School District  
 Swan River Elementary/7-8 Schools  
 Target Range Elementary School District  
 Three Forks School District  
 Townsend K-12 School District  
 Troy School District  
 University of Montana  
 University of Montana Western  
 Valley View Elementary School  
 Vaughn Elementary School District  
 Victor K-12 School District  
 West Glacier Elementary School District  
 Westby School District  
 White Sulphur Springs School District



Whitefish School District  
 Whitehall School District  
 Whitlash Elementary School District  
 Wibaux K-12 School District  
 Wisdom Elementary School  
 Wolf Point School District  
 Woodman School District  
 Yellowstone County District 56

**Oregon**

AFT, Oregon  
 Albina Head Start  
 Albina Youth Opportunity School  
 Alsea School District  
 American Association of University Women  
 Amity School District  
 Angell Job Corps Center  
 Annex School District  
 Archdiocese of Portland  
 Arlington School District  
 Ashland High School  
 Association of Carlton Teachers  
 Astoria School District  
 Athena-Weston School District  
 Baker School District  
 Bandon School District  
 Banks School District  
 Beaverton Education Association  
 Beaverton School District  
 Bend-La Pine Administrative School District  
 Bethel School District  
 Blue Mountain Community College  
 Boys & Girls Aid Society of Oregon  
 Brookings-Harbor School District  
 Bureau of Indian Affairs  
 Burnt River School District  
 Canby School District  
 Catlin Gabel School  
 Centennial School District  
 Central Point School District  
 Central School District  
 Chemawa Indian School  
 Chenoweth Education Association  
 Clackamas Community College  
 Clackamas ESD  
 Clatsop Community College

Community College Uniserv Council/OEA  
 Concordia University  
 Condon School District  
 Confederation of Oregon School Administrators  
 Coos Bay School District  
 Coquille School District  
 Corbett School District  
 Corvallis Education Association  
 Corvallis School District  
 Creswell School District  
 Dallas School District  
 David Douglas School District  
 Days Creek Education Association  
 Desert View Elementary School  
 Douglas County School District 4  
 Douglas ESD  
 Eagle Point School District  
 Eastern Oregon University  
 Echo School District  
 Enterprise School District  
 Estacada Education Association  
 Estacada School District  
 Eugene Education Association  
 Eugene School District  
 Forest Grove Education Association  
 Forest Grove School District  
 French American International School  
 George Fox University  
 Gervais School District  
 Gladstone School District  
 Glendale School District  
 Glide School District  
 Grant ESD  
 Grants Pass School District  
 Greater Albany Public School District  
 Gresham-Barlow School District  
 Harney County School District 3  
 Harney County School District 4  
 Harney County Union High School  
 Harney ESD  
 Hermiston ESD  
 Hermiston School District  
 High Desert ESD  
 Hillsboro School District



Holy Redeemer Area School  
 Hood River County School District  
 Jefferson ESD  
 Jefferson School District  
 Jesuit High School  
 Jewell School District  
 John Day School District  
 Junction City Education Association  
 Junction City School District  
 Klamath County School District  
 Klamath Falls City School District  
 La Grande School District  
 Lake County School District  
 Lake ESD  
 Lake Oswego Education Association  
 Lake Oswego School District  
 Lane Community College  
 Lane ESD  
 La Salle Catholic College Preparatory  
 Lebanon Community School District  
 Lewis & Clark College  
 Lincoln County School District  
 Linn-Benton Community College  
 Llewellyn Elementary School  
 Lutheran Church-Missouri Synod  
 Malheur ESD  
 McMinnville Education Association  
 McMinnville School District

Medford Education Association  
 Medford School District  
 Milton-Freewater Unified School  
 District  
 Molalla River School District  
 Monroe School District  
 Morrow School District  
 Mount Angel Seminary  
 Mt. Hood Community College  
 Myrtle Point School District  
 Neah-Kah-Nie School District  
 Newberg School District  
 North Bend School District  
 North Central ESD  
 North Clackamas Education Assn  
 North Clackamas School District  
 North Marion School District  
 North Wasco County School District  
 Northwest Regional ESD  
 Nyssa School District  
 Ontario Education Association  
 Ontario School District  
 Oregon Association of Central Office  
 Administrators  
 Oregon Association of Secondary  
 School Administrators  
 Oregon Council for Exceptional  
 Children  
 Oregon Council of Teachers of Math  
 Oregon Education Association/Coos  
 Bay Education Association  
 Oregon Educational Media Assn  
 Oregon Federation of Independent  
 Schools  
 Oregon Speech/Language/Hearing  
 Association  
 Oregon Association for Supervision  
 and Curriculum Development  
 Oregon City School District  
 Oregon Counseling Association  
 Oregon Department of Education  
 Oregon Education Association  
 Oregon Episcopal School  
 Oregon Historical Society  
 Oregon Indian Education Assn  
 Oregon Museum of Science &  
 Industry  
 Oregon PTA

Oregon School Boards Association  
 Oregon Science Teachers Assn  
 Oregon Small Schools Association  
 Oregon State Library  
 Oregon State University  
 Oregon Trail School District  
 Oregon University System  
 Organization of the Forgotten  
 Americans  
 Pacific University  
 Parkrose Faculty Association  
 Parkrose School District  
 Pendleton Association of Teachers  
 Pendleton School District  
 Philomath Education Association  
 Phoenix-Talent School District  
 Pinehurst School District  
 Pleasant Hill School District  
 Port Orford-Langlois School District  
 Portland Art Museum  
 Portland Association of Teachers  
 Portland Community College  
 Portland Federation of Teachers  
 Portland Public Schools  
 Portland State University  
 Prairie City School District  
 Prospect Education Association  
 Redmond School District  
 Reed College  
 Reedsport Education Association  
 Reedsport Jr./Sr. High School  
 Reedsport School District  
 Region 9 ESD  
 Reynolds School District  
 Riverdale School District  
 Rogue River School District  
 Salem Education Association  
 Salem-Keizer School District  
 Sam Case Elementary School  
 Sandstone Middle School  
 Santiam Canyon School District  
 Seaside School District  
 Sheridan School District  
 Silver Falls School District  
 Silverton Education Association  
 Sisters School District  
 Siuslaw School District  
 South Coast ESD

South Umpqua Education Assn  
South Umpqua School District  
Southern Oregon University  
Southwestern Oregon Community  
College  
Springfield Education Association  
Springfield School District  
St. Helens Education Association  
St. Helens School District  
St. Paul School District  
Step It Up, Inc.  
Student Leadership Development  
Foundation  
Sutherlin School District  
Sweet Home School District  
Technology Educators of Oregon  
Three Rivers/Josephine School  
District  
Tigard-Tualatin School District  
Tillamook School District  
Treasure Valley Community College  
Troy School District  
Tucker-Maxon Oral School  
Umatilla-Morrow ESD  
Umpqua Community College  
Union School District  
Union-Baker ESD  
University of Oregon  
University of Portland  
Wallowa School District  
Warner Pacific College  
West Linn-Wilsonville School  
District  
Western Oregon University  
Western Regional Resource Center  
Westside Economic Alliance  
Willamette ESD  
Willamette University  
Wilson Elementary School  
Winston-Dillard School District  
Wolf Creek Job Corps Center  
Woodburn School District  
Worksystems, Inc.  
Yamhill-Carlton School District

### **Washington**

Aberdeen School District  
Adna School District

Almira School District  
America's Foundation for Chess  
Anacortes School District  
Archdiocese of Seattle  
Arlington School District  
Asotin Education Association  
Auburn Education Association  
Auburn School District  
Bainbridge Island School District  
Battle Ground School District  
Bellevue College  
Bellevue Education Association  
Bellevue School District  
Bellingham Education Association  
Bellingham School District  
Bethel Education Association  
Bethel School District  
Bethlehem Lutheran School  
Bickleton School District  
Big Bend Community College  
Bishop Blanchet High School  
Blaine School District  
Boeing Company  
Boistfort School District  
Bremerton School District  
Brewster School District  
Burlington-Edison Education Assn  
Burlington-Edison School District  
Bush School  
Camas School District  
Cape Flattery School District  
Cascade School District  
Cashmere School District  
Catholic Diocese of Spokane  
Central Kitsap School District  
Central Valley School District  
Central Washington University  
Centralia College  
Centralia Education Association  
Centralia School District  
Chehalis School District  
Cheney School District  
Chewelah School District  
Childhaven, Inc.  
City University of Seattle  
Clark College  
Clarkston School District  
Cle Elum-Roslyn School District

Clover Park Education Association  
Clover Park School District  
College Place School District  
Colton School District  
Columbia County Education Assn  
Colville School District  
Coulee-Hartline School District  
Coupeville School District  
Crescent School District  
Curlew Job Corps Conservation Ctr  
Davenport School District  
Deer Park Elementary School  
Dieringer School District  
Diocese of Yakima  
East Valley School District  
Eastern Washington University  
Eastmont Education Association  
Eastmont School District  
Eatonville School District  
Edmonds Community College  
Edmonds Education Association  
Edmonds School District  
ESD 101  
ESD 105  
ESD 112  
ESD 113  
ESD 123  
Ellensburg Christian School  
Ellensburg School District  
Elma School District  
Emmanuel Presbyterian Church  
Endicott School District  
Entiat School District  
Enumclaw School District  
Ephrata School District  
Everett Community College  
Everett School District  
Evergreen School District  
Evergreen State College  
Ferndale School District  
Fife School District  
Franklin Pierce School District  
Freeman School District  
Garfield School District  
Glenwood School District  
Global Community Institute  
Gonion Education Management  
Services

Gonzaga University  
Grand Coulee Dam School District  
Granger School District  
Grapeview School District  
Grays Harbor College  
Green River Community College  
Highland School District  
Highline Community College  
Highline Education Association  
Highline School District  
Hood Canal School District  
Hoquiam School District  
Hoquiam Teachers Association  
Issaquah Education Association  
Issaquah School District  
Kahlotus School District  
Kalama School District  
Kelso Education Association  
Kelso School District  
Kennewick Education Association  
Kennewick School District  
Kent School District  
Kettle Falls School District  
Kiona-Benton City School District  
La Center School District  
La Conner School District  
Lacrosse School District  
Lake Stevens School District  
Lake Washington Education Assn  
Lake Washington School District  
Lakeside School  
Lakewood School District  
Liberty School District  
Longview Education Association  
Longview School District  
Lynden Christian Schools  
Mabton School District  
Manson School District  
Mary M. Knight School District  
Mary Walker School District  
Marysville Education Association  
Marysville School District  
McCleary School District  
Mead School District  
Medical Lake Education Association  
Mercer Island School District  
Meridian School District  
Mill A School District

Monroe School District  
Montesano School District  
Morton School District  
Moses Lake School District  
Mossyrock School District  
Mount Pleasant School District  
Mt. Baker School District  
Mt. Vernon School District  
Mukilteo Education Association  
Mukilteo School District  
Municipal League of King County  
Naches Valley School District  
Napavine School District  
Newport School District  
Nine Mile Falls School District  
Nooksack Valley School District  
North Beach School District  
North Central ESD  
North Franklin School District  
North Kitsap School District  
North Mason School District  
North Thurston School District  
Northeast Washington American  
Society of Curriculum Directors  
Northport School District  
Northshore Education Association  
Northshore School District  
Northwest Commission on Colleges  
& Universities  
Northwest ESD 189  
Northwest Indian College  
Oak Harbor School District  
Oakville School District  
Ocean Beach School District  
Ocosta School District  
Odessa School District  
Okanogan School District  
Olympia School District  
Olympic College  
Olympic ESD  
Omak School District  
Onalaska School District  
Orcas Island School District  
Orchard Prairie School District  
Orondo School District  
Orting School District  
Othello School District  
Pacific Lutheran University

Pacific Science Center Foundation  
Palisades School District  
Pasco School District  
Pateros School District  
Pe Ell School District  
Peninsula College  
Peninsula School District  
Pomeroy School District  
Port Angeles Education Association  
Port Angeles School District  
Port Townsend School District  
Prosser School District  
Public School Employees  
of Washington  
Puget Sound ESD  
Pullman Education Association  
Pullman School District  
Puyallup School District  
Queets-Clearwater School District  
Quilcene School District  
Quillayute Valley School District  
Quincy Education Association  
Quincy School District  
Raymond School District  
Renton Education Association  
Renton School District  
Richland Education Association  
Richland School District  
Ridgefield School District  
Ritzville School District  
Riverview School District  
Rochester School District  
Royal School District  
Saron Lutheran Church  
School Information Research Service  
Seattle Community College District  
Seattle Education Association  
Seattle Pacific University  
Seattle Post Intelligencer  
Seattle School District  
Seattle University  
Sedro-Woolley School District  
Selah School District  
Selkirk School District  
Sequim School District  
Shaw Island School District  
Shelton School District  
Shoreline Community College

Shoreline School District  
 Skagit Valley College  
 Skamania County Education Assn  
 Skykomish School District  
 Snohomish Education Association  
 Snoqualmie Education Association  
 Snoqualmie Valley School District  
 Soap Lake School District  
 South Bend School District  
 South Kitsap School District  
 South Puget Intertribal Planning  
 Agency  
 Spokane Area Superintendents Assn  
 Spokane Education Association  
 Spokane Lutheran/LCMS  
 Spokane School District  
 Squaxin Island Indian Tribe  
 St. John School District  
 Steptoe School District  
 Stevenson-Carson School District  
 Sultan School District  
 Sumner School District  
 Sunnyside Education Association  
 Sunnyside School District  
 Tacoma Community College  
 Tacoma Education Association  
 Tacoma School District  
 Taholah School District  
 Tahoma School District  
 Teaching, Learning & Technology  
 Tekoa School District  
 Tonasket School District  
 Toppenish School District  
 Touchet School District  
 Tukwila School District  
 Tumwater School District  
 University of Puget Sound  
 University of Washington  
 University Place Education Assn  
 University Place School District  
 University Preparatory Academy  
 Vancouver School District  
 Vashon Island School District  
 Wahluke School District  
 Waitsburg School District  
 Walla Walla School District  
 Walla Walla University  
 Wapato Education Association  
 Wapato School District  
 Washington Association of School  
 Administrators  
 Washington Department of Public  
 Instruction  
 Washington Education Association  
 Washington Education Association  
 for Higher Education  
 Washington Federation of  
 Independent Schools  
 Washington School Directors Assn  
 Washington Science Teachers Assn  
 Washington State American Society  
 of Curriculum Directors  
 Washington State Library  
 Washington State Parent Teachers  
 Association  
 Washington State University  
 Washougal School District  
 Wenatchee Education Association  
 Wenatchee School District  
 Wenatchee Valley College  
 West Valley School District, Spokane  
 West Valley School District, Yakima  
 Western Washington University  
 Weyerhaeuser Foundation  
 Whatcom Community College  
 White Salmon Valley School District  
 Whitman College  
 Whitworth University  
 Wilson Creek School District  
 Winlock School District  
 Woodland School District  
 Yakima School District  
 Yakima Valley Community College  
 Yakima Valley Opportunity  
 Industrial Center  
 Yelm Community Schools  
 Zillah School District

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CREATING STRONG  
SCHOOLS & COMMUNITIES

101 SW Main St, Suite 500  
Portland, OR 97213  
503.275.9500  
[educationnorthwest.org](http://educationnorthwest.org)

A close-up, shallow depth-of-field photograph of a chalkboard. Two pieces of white chalk are resting on the ledge in the foreground, with the rest of the board and the background being out of focus.

# LESSONS LEARNED

## FROM THE NORTHWEST AND BEYOND

### 2010 ANNUAL REPORT