

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.

LESSONS LEARNED

FROM THE NORTHWEST AND BEYOND

2010 ANNUAL REPORT

1	A Message to Our Members
2	A Year of Accomplishments
4	Lessons Learned
	Choosing a School Turnaround Provider
	Creating Schools That Support Success for English Language Learners
	Leveraging the Unique Features of Small, Rural Schools for Improvement
	Planning a School-Based Mentoring Program
	Lessons Learned From High School SLC and Small School Reform Efforts
16	Organizational Structure
17	Governance
18	Financial Highlights
20	Contracts Funded
22	Members

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

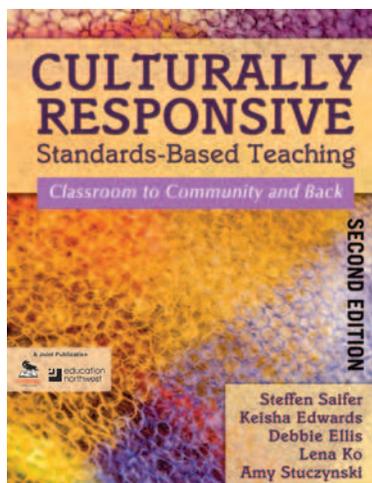
part of that work, we produced a 15-minute video and accompanying professional development guide on how successful schools around Alaska are using principal walk-throughs to improve instruction. The video was distributed to every district in the state.

- 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/). 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
ASSETS		
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
Total current assets	3,526,605	4,289,757
Prepaid rent	107,452	—
Investments	8,437,175	7,950,314
Property and equipment	1,385,638	176,696
Total assets	\$ 13,456,870	\$ 12,416,767
LIABILITIES AND NET ASSETS		
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	—
Total current liabilities	2,097,490	2,017,632
Capital lease obligation—net of current portion	591,635	—
Accrued postretirement benefit obligation	93,245	93,245
Total liabilities	\$ 2,782,370	\$ 2,110,877
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
Total unrestricted net assets	10,674,500	10,305,890
Total liabilities and net assets	\$ 13,456,870	\$ 12,416,767



August 31, 2010 (With comparative amounts for 2009)	2010	2009
Support and revenue:		
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
Total operating revenue	19,343,368	21,103,447
Expenses:		
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)
Total expenses	18,974,758	22,150,644
Excess of support and revenue over expenses before underabsorbed indirect costs	\$ 368,610	\$ (1,047,197)

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
Totals	70	126	172	236	317	921

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 Montana
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

Photo credits—Pam Voth: cover insets,
 pp. 6, 8, 9, 13, 15, 19, 21; Kevin Jahnsen: p. 11;
 Lisa Wardle: pp. 25–26; Stacey McRae/
 iStockphoto: cover.



CREATING STRONG
SCHOOLS & COMMUNITIES

101 SW Main St, Suite 500
Portland, OR 97213
503.275.9500
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