

**Education**  
Opportunities  
**The future**  
Neighborhoods

**Everett strong!**

**Culture**  
**Diversity**  
Wellness  
Families

**Everett Public Schools**  
**City of Everett**

**JOBS**  
**Economy**  
**Recreation**



Growth  
**Success**  
**Stability**

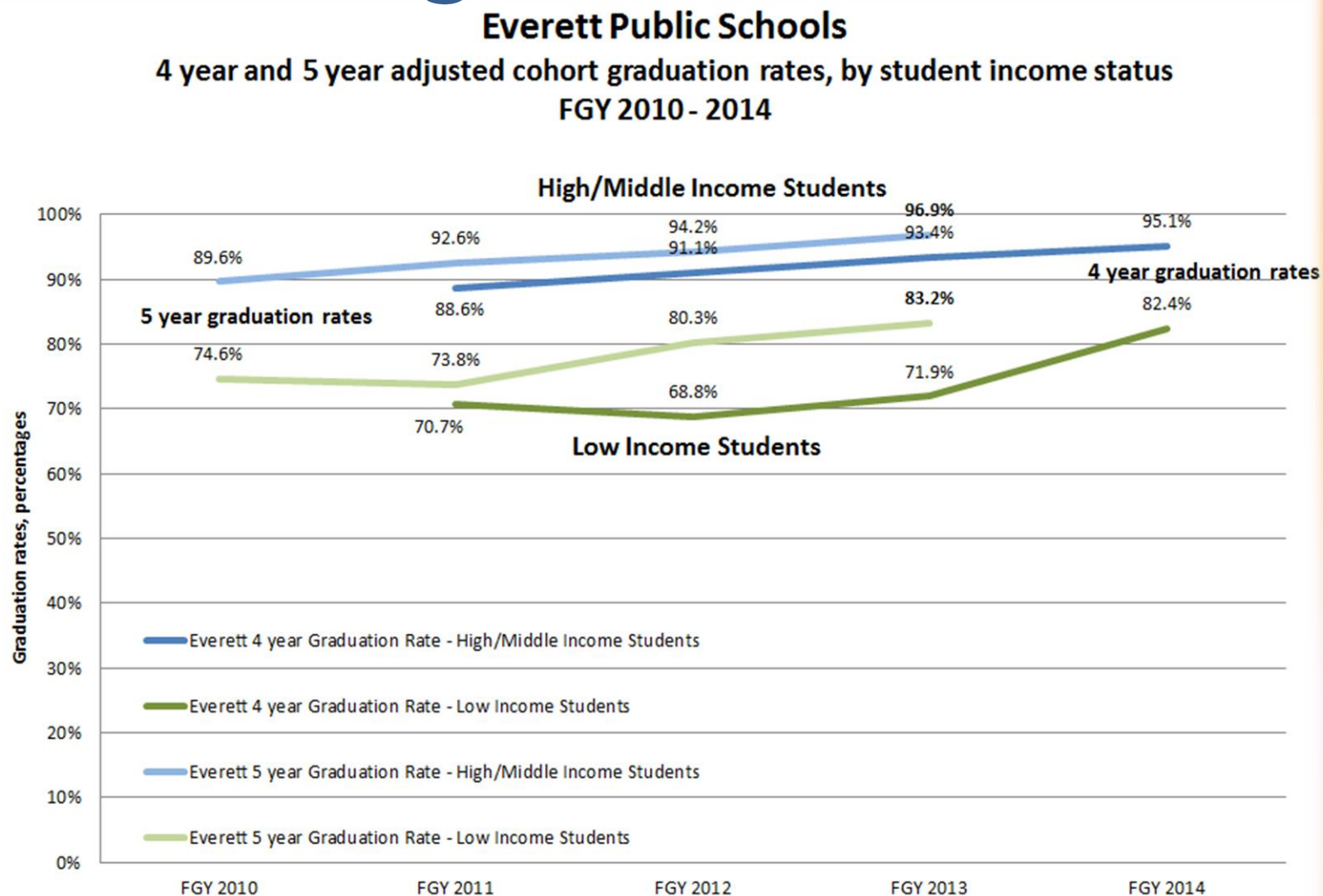
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	2011	2012	2013	2014
Four-year graduation rate	82.4%	81.8%	84.4%	89.3%
Five-year graduation rate	84.2%	85.8%	88.5%	91.2%

Compared to Washington State's 2014 rates of 76% and 78.8 %



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Source: OSPI Graduation and Dropout Statistics for Washington Counties, Districts, and Schools, accessed 10/2/12; P210 and Washington State Report Card, accessed 12/2/12, 4/18/13, 4/18/14, 3/17/15

**4 year and 5 year adjusted cohort graduation, by student income status**

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## 2014 required test results – district compared to state

Grade	Reading	Writing	Math	Science
3	+6.3	NO TEST	+8.1	NO TEST
4	+7.6	+8.6	+6.5	
5	+9.1	NO TEST	+9.4	+7.8
6	+7.9		+4.4	NO TEST
7	+6.3		+5.2	
8	+7.0	NO TEST	+8.6	+9.1
10*	+4.9		+4.4	+6.8

### \*Grade 10 scores:

- Include those who passed test BEFORE 10th grade
- Math *End of Course* (EOC) met grad requirement
- EOC biology

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**2015 required tests – Smarter Balanced Assessments (SBA)**

***Different tests; different results***

***Required different plans and different approach***

<b>Dedicated resources, strategic planning, education, communication, support</b>	
<b>SBA Leadership Team</b> formed year in advance; included assessment, info systems, and instructional staff, met weekly; reported to <b>Steering Team</b>	<b>Staff training; parent training; student practice</b> <ul style="list-style-type: none"><li>• 5 in-service and workshop days</li><li>• 37 staff meetings</li><li>• 21 parent meetings</li><li>• 18 days “modeling” in classrooms</li><li>• 6 principal meetings</li><li>• 5 Cabinet &amp; board presentations</li><li>• 7 Steering Team meetings</li><li>• Video information in Spanish &amp; English</li><li>• Website resources and webinar sessions</li></ul>
<b>Chromebooks</b> delivered in September; deliberate financial investment	
<b>Technology infrastructure</b> ; including pre-testing, adjusting WiFi hubs location and strength	
<b>BOATs</b> Building Online Assessment Team	

**Results? Minor, easily fixable glitches; minimal test refusals**

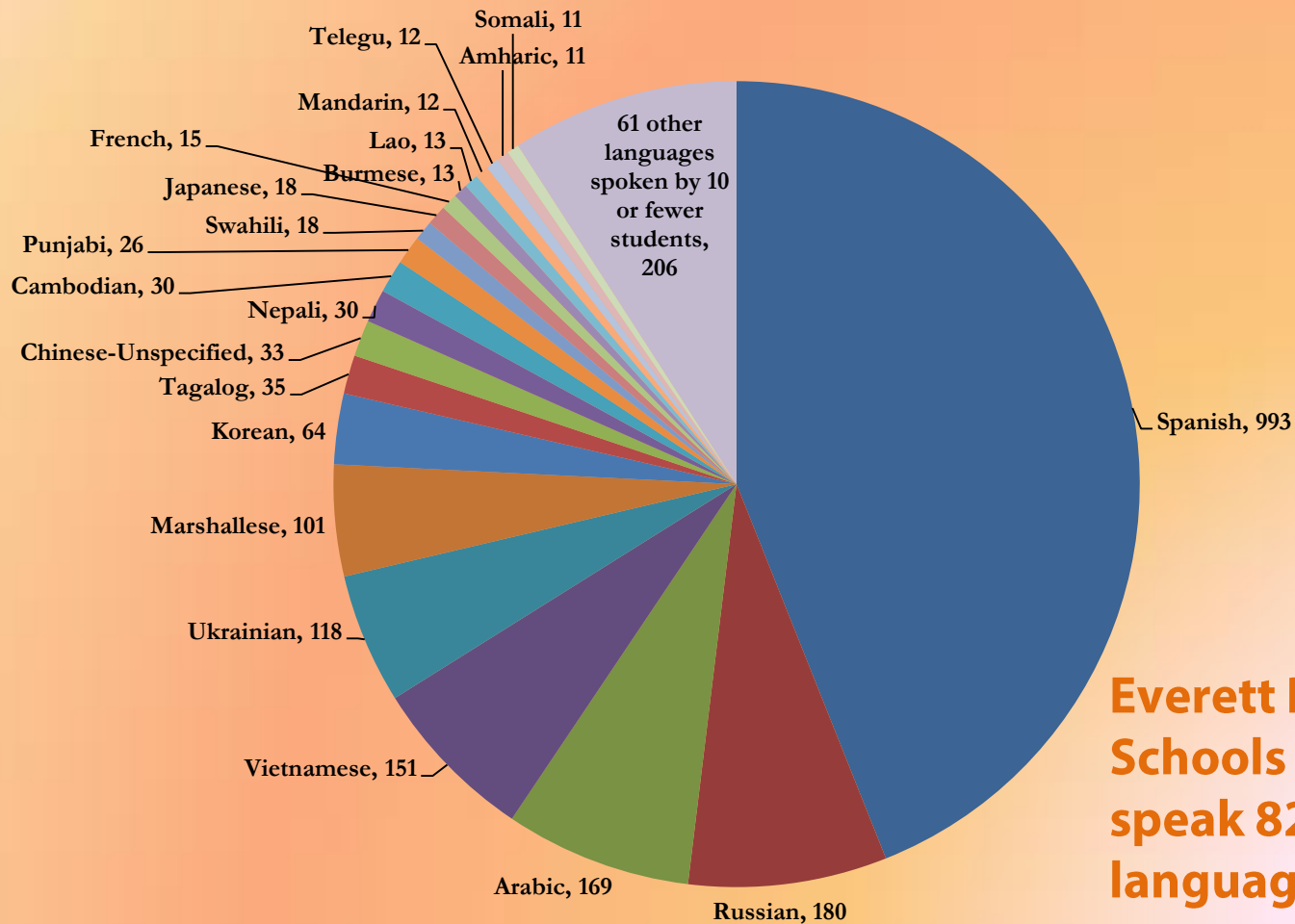
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## Each student ready for college and career

- **High school credit** for middle school students
- **College in the High School** courses (free credits for low income students)
- **Springboard** curriculum
- More **Advanced Placement** courses for more students
- **Equal Opportunity Schools** program – Advanced Placement equity
- **Free PSAT** for sophomores and **free SAT** for juniors
- **AVID**

In 2004, only 571 students took Advanced Placement courses during second semester.  
Ten years later, 2,280 were enrolled for fall semester.

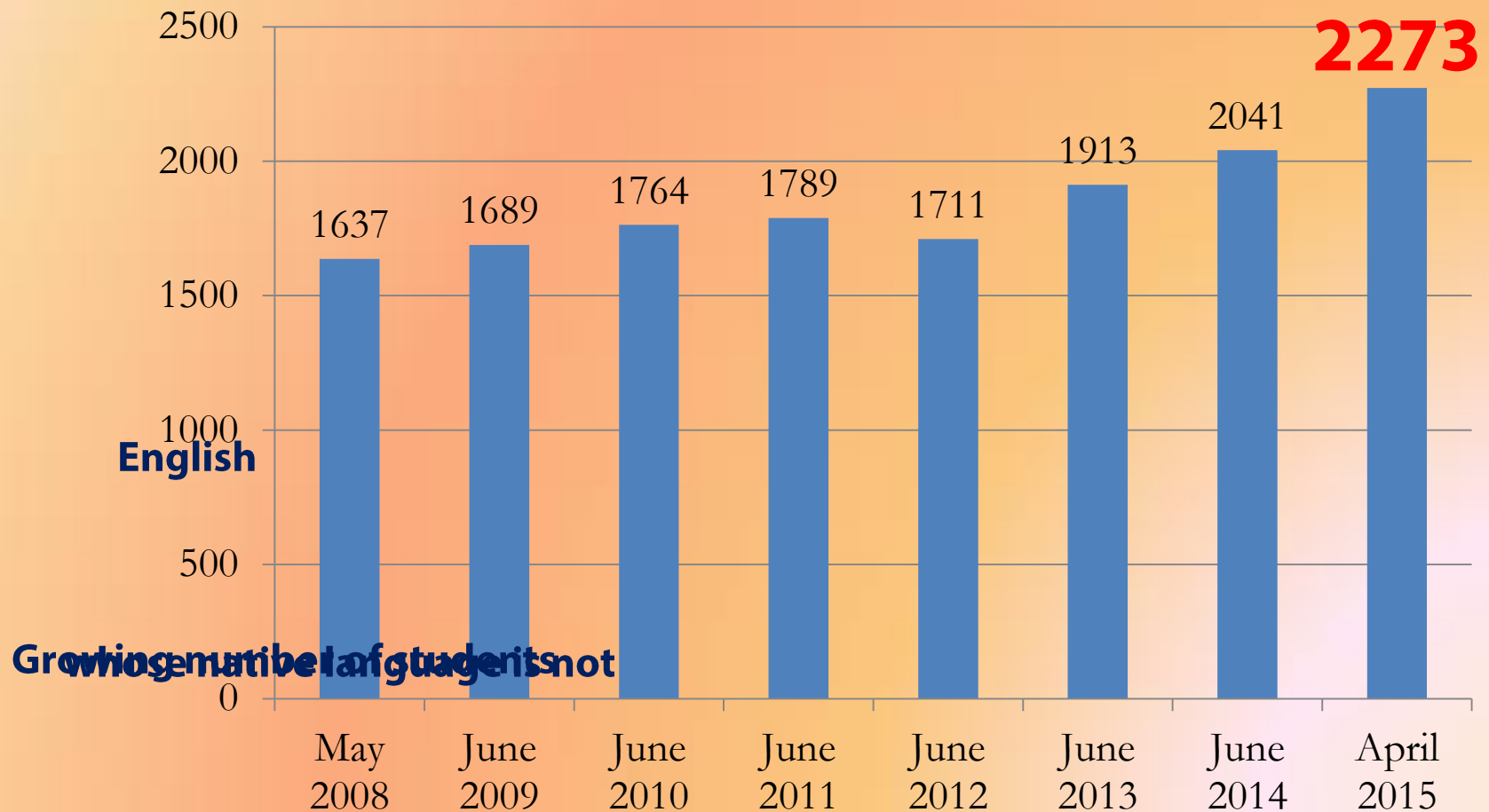
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**Everett Public  
Schools students  
speak 82 different  
languages**

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## Changing demographics





# Everett strong!

## Changing demographics

Everett Public Schools	2004	2014
# of students	18,610	19,218
% qualified for free & reduced lunch	30.0%	<b>40.5%</b> (district AVERAGE)
English Learners	6.7%	10.6%
Hispanic/Latino	7.2%	16.4%
White	75.5%	59.3%

**Northern area 2014 poverty rates:**

Hawthorne	88.3%
Garfield	76.8%
Madison	73.6%
Emerson	72.1%
Lowell	70.6%
North	66.3%
Jackson Elem	64.8%
Evergreen	58.8%
EHS	48.1%
Whittier	47.1%
Monroe	43.8%
CHS	41.5%
View Ridge	37.0%

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## Everett Public Schools: Eliminating Graduation Barriers - One Student at a Time

By: [Ariana Rawls Fine](#)

*District Administration, March 2015*

In 2003, only 50 percent of Everett Public Schools' high school students were graduating. The district launched public planning sessions, developed new policy and oversight systems, reallocated resources, and set improvement goals.

A district team of high school principals, curriculum and support staff began meeting weekly. The On Time Graduation Task Force studied ways to use data and intervention to make instruction more effective. It reviewed curriculum and grading practices, and identified credit-recovery models and barriers to graduation.

**District:** Everett Public Schools

**Superintendent:** Gary Cohn

**Program category:** [Graduation rate](#)

**State:** Washington

**Award Cycle:** [March 2015](#)

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News release



**EVERETT  
PUBLIC  
SCHOOLS**

**Nov. 24, 2014**

For more information:  
**Mary Waggoner**, Director of Communications, 425-385-4040

**Everett's school board is 2014 Board of the Year**  
State's highest honor comes after earlier designation as a  
2014 Board of Distinction

Earlier this month, the Everett Public Schools Board of Directors was named one of only 17 Boards of Distinction by the Washington State School Directors Association (WSSDA). When accepting that honor, President Pam LeSesne credited a long line of past school board members for having made the recent honor possible. She spoke of the current board's responsibility to the public and to the direction set forth by past community-minded visionary board members.

This week LeSesne learned the board had earned a second, and the highest WSSDA honor. She once again gave credit to those who came before.

Boards of the Year are those whose nomination for Board of Distinction is the highest-scoring in each of three categories. Everett Public Schools, in the category of 9,000 or more students shares the 2014 Board of the Year honor with Union Gap School District's board (in the 1-1,000 student size category) and with the board of University Place School District (in the 1,001-9,000 student size category).

--more--

**President LeSesne's comments**  
A student's test scores speak not just to one year's worth of learning.

A single test score, like a single award, speaks to learning and work completed over time.

Like student test scores, this honor is a "snapshot in time" that reflects decades of public-minded governance.

Our school district's laser-focus on what it takes to improve student learning has been at the heart of school boards in our district for decades.

We are a relatively new collection of individual board members.

As such, we feel a strong responsibility to the boards before us and to our public to work collaboratively.

We work together to invest our time and public resources in our communities' children.

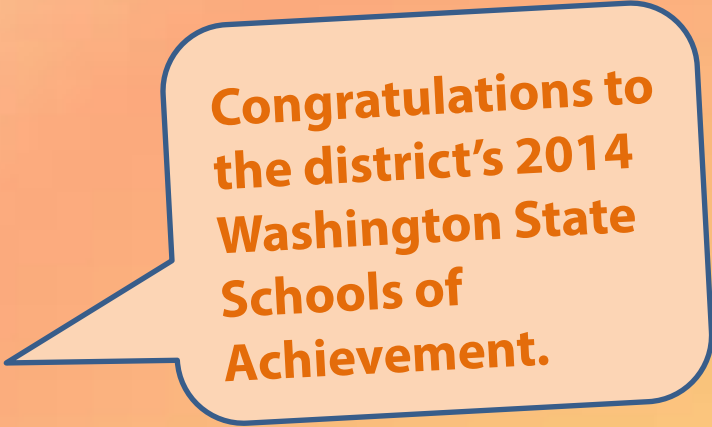
Our district's core values are:

- Learning
- Passion
- Respect
- Equity
- Diversity
- Integrity
- ... and ...
- Collaboration

Thank you for enabling us to share this honor with the visionary and collaborative school board members who came before us and who so deservedly have earned it.

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**View Ridge Elementary  
Mill Creek Elementary  
Cedar Wood Elementary  
Eisenhower Middle School  
Henry M. Jackson High School**



**Congratulations to  
the district's 2014  
Washington State  
Schools of  
Achievement.**

**Since 2005, district schools have been  
honored with these and other state and  
national awards 83 times!**

# Everett strong!

## Funding challenges as presented to House Appropriations Committee, April 30, 2012

**Snohomish County districts face a “perfect storm”**

- Puget Sound market drives higher salaries
- Snohomish County does not have grandfathered levies

**To avoid the perfect storm the state must invest in  
compensation first**

- Reducing or capping local levy must follow transition
- 2015-17 levy growth is critical to fund local commitments

**Current inequities exacerbate the challenge**

- Number of funded FTE and allocation per FTE
- Significant, rising local costs of basic ed programs such as special education



# Compensation

## WASBO/WASA Local Funding Group

- **Broad** district representation
- Staff from **OSPI and ESDs**
- Met from May – October 2014
- **Initial focus** – develop a systematic methodology to lower local levy authority by 2018

## Unavoidable conclusion

- The state, school districts, and labor groups **must** develop a mechanism to *transfer local salary obligations* for basic education to the state *prior to the scheduled 2018 sunset* of 28 percent levy cap

AN IMPORTANT MESSAGE TO THE WASHINGTON STATE LEGISLATURE

## Students are our top priority.

Funding actual costs of staff who serve them must be yours.

In our mutual commitment to increase student achievement, prioritizing resource solutions that will positively impact learning is critical. **Current basic education labor costs must be funded first before any reduction in local levy.** Failure to do so will undermine any other steps the Legislature takes to fully fund basic education and will place districts in financial jeopardy.

### THE PROBLEM:




- **THE STATE IS** not funding the full cost of the staffing units in the basic education allocation. School districts rely on local excess levies to cover the difference between what the State funds for each state-funded staffing unit and what districts must pay to employ a qualified workforce.
- **LOCAL EXCESS LEVIES** are an unstable and inequitable source of funding for basic education. The State Supreme Court has ruled twice that reliance on local levies to fund basic education is unconstitutional. In addition, wide variations in local levy funding result in inequities in both the amount of per student funding available and the burdens to taxpayers from district-to-district throughout the state.



Efforts to fund basic education will topple if the actual costs of basic education labor are not addressed first.

### THE SOLUTION:

- **FUND THE FULL** cost of basic education labor first, followed by other improvements as outlined in ESHB 2261 and SHB 2776. Requiring additional staff units or additional salary without first addressing the funding shortfall in the underlying compensation for state-funded staff units not only fails to solve the State underfunding problem, it actually increases districts' reliance on local levy funding.
- **UPDATE AND IMPLEMENT** the recommendations of the Compensation Technical Workgroup. The workgroup completed its work in 2012 and provided recommendations to ensure an adequate and equitable allocation system for public school employee compensation. Recommendations such as the mechanism for limiting local spending on employee compensation may need to be reviewed and refined prior to enactment.
- **RECOGNIZE AND MITIGATE** the impact of any reduction to local levy authority on districts' ability to meet their financial obligations. Proposals to decrease or limit the use of local levy funding must be accompanied by new state funding structured to align with current district labor commitments and mitigate the critical loss of flexible local levy funds. Simple "exchange" or "swap" of state and local property tax authority is an insufficient solution.
- **A COMPREHENSIVE SCHOOL** funding solution should include a substantial increase in the state funding share, including clarity and limitations on local levy authority and spending.
- **THE STATE MUST** prioritize resource solutions that will positively impact student learning.

Instructional	Administrator	Classified
100% 	100% 	100% 

# Perfect storm – levy and compensation

## Snohomish county school districts face the perfect storm

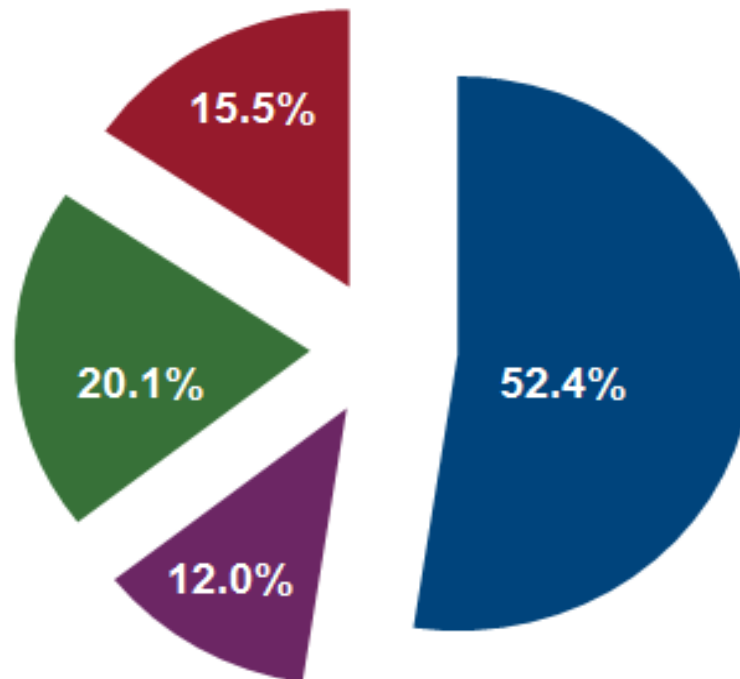
- **Competitive Puget Sound** market drives higher salaries
- **89** of the 295 school districts can **collect more levy dollars**
- Most large Puget Sound districts can collect **more levy dollars** to offset higher salary and benefit costs
- Snohomish County districts are currently **capped at 28 percent**
- King County districts with less than 29 percent levies face similar challenge



# Perfect storm – Everett's story

## Percentage of Everett levy spent on salaries

- Nearly **85 cents of every levy dollar** in Everett pays for salaries and benefits not funded by state



### Who's who?

Teachers

Support staff

Administrators

Non-salary

(Transportation, Special Ed, Athletics, MSOC, Early Learning)

2013-14 Levy Expenditures

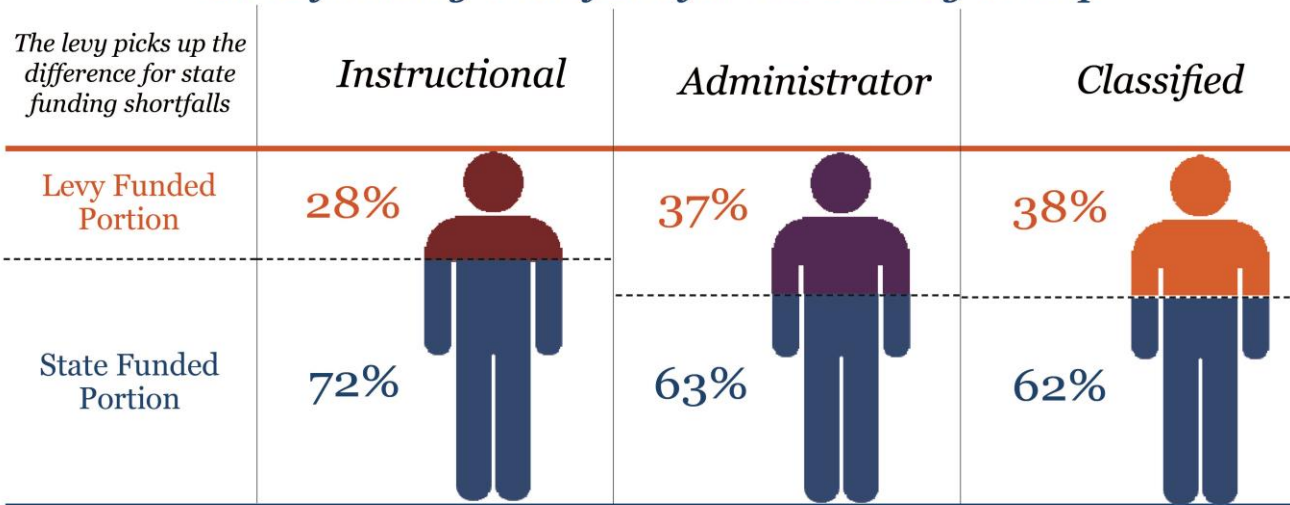




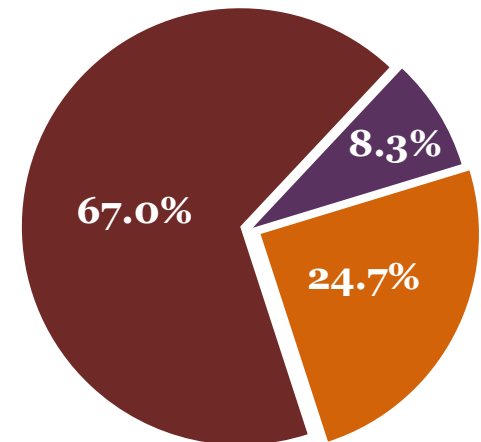
# Perfect storm – Everett's story

Many districts don't have levy capacity to pay **“local match”** for more K-3 and full-day kindergarten positions

*State funding shortfalls for 1.0 FTE by Group*



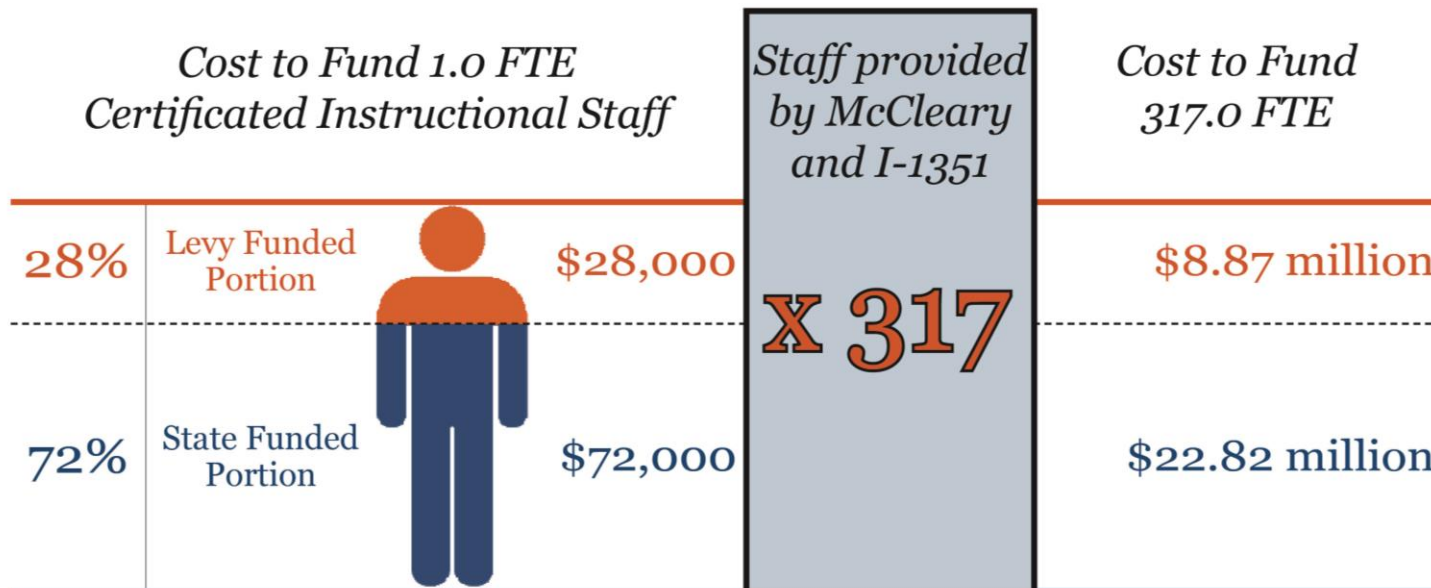
*Everett's local levy investment in salaries and benefits by group*



# Perfect storm – Everett's story

## Local match for added certificated instructional staff

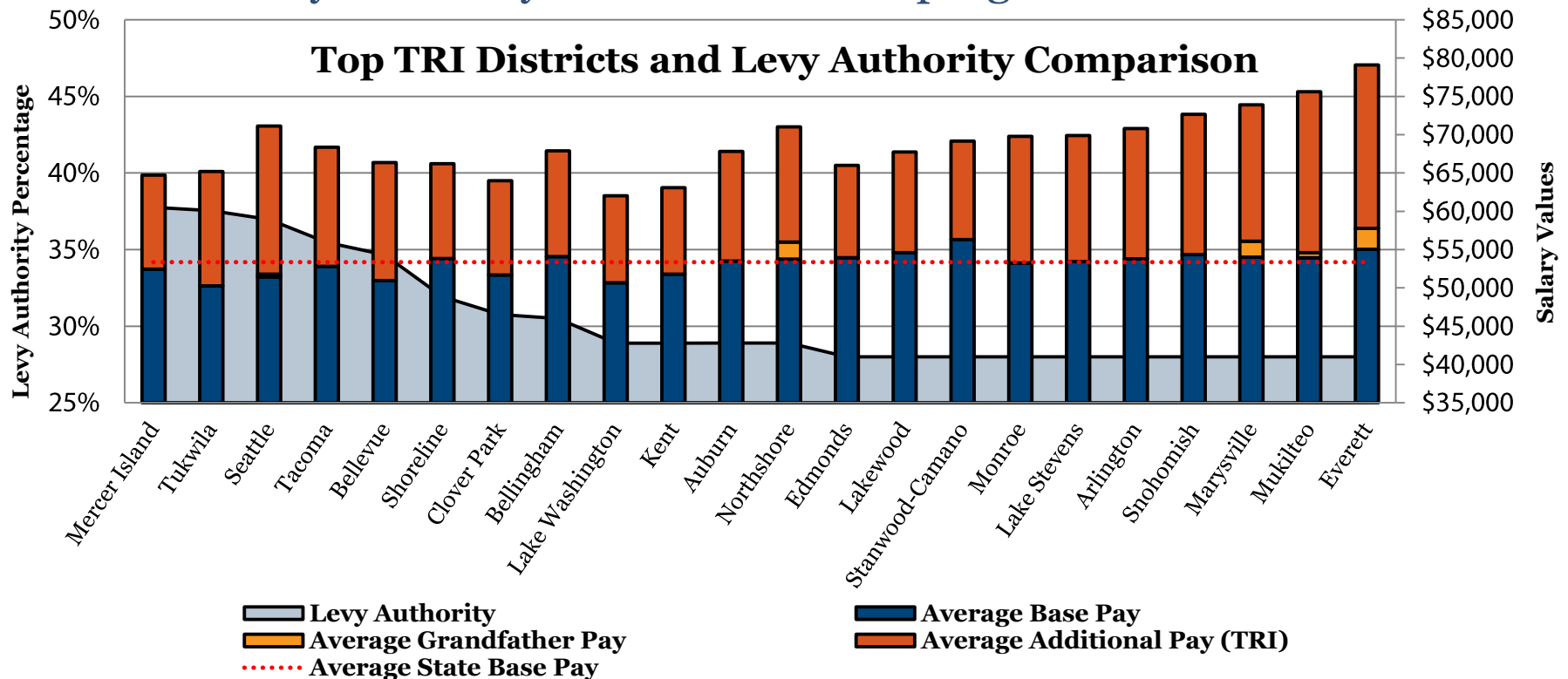
- According to OSPI, **McCleary and I-1351** add 317 more teachers, counselors, psychologists, nurses, and social workers in Everett
- With ongoing local commitments the levy has **little ability** to fund local match



# Perfect storm – Snohomish County

## Instructional salaries demonstrate funding gap

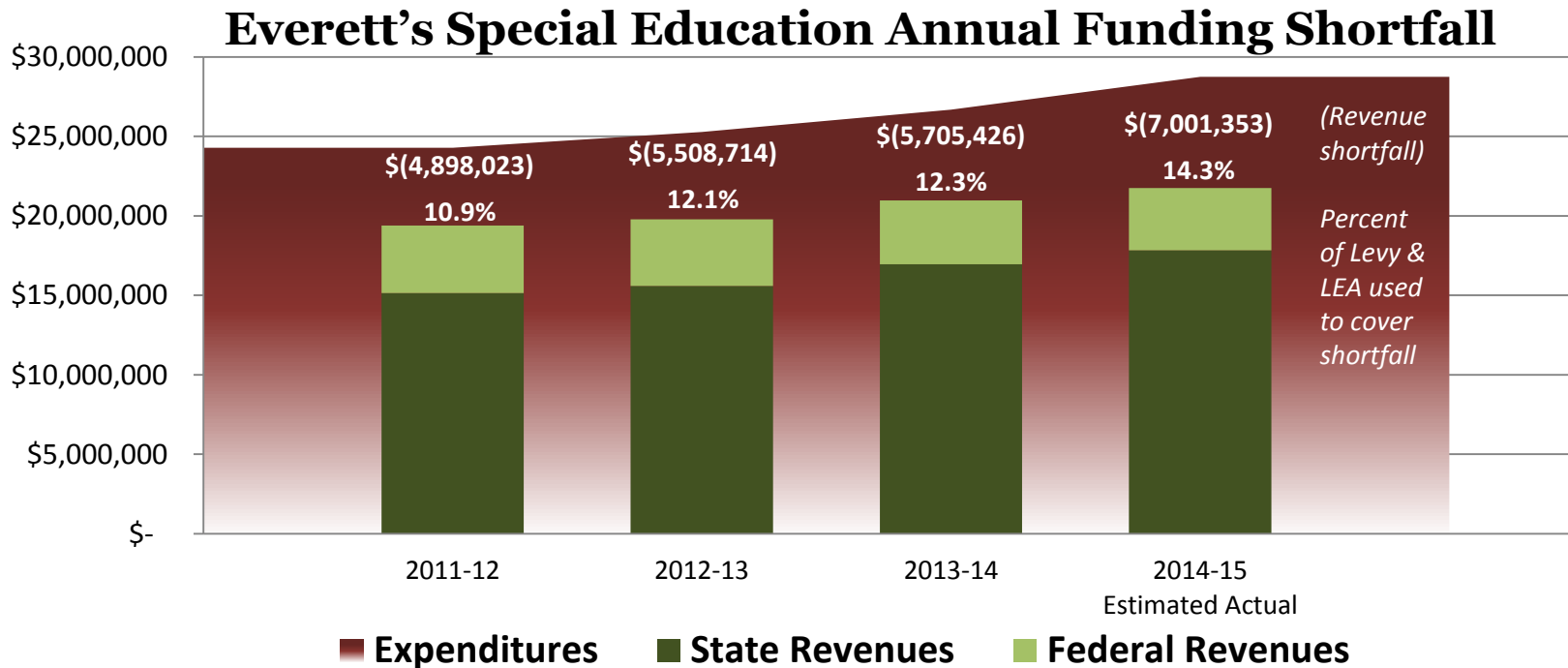
- All top salary districts are at risk
- **Do not cut or cap levies** until state assumes all BEA compensation
- Clearly define BEA compensation before determining the remaining local levy necessary to fund non-BEA program enhancements



# Current inequities – local cost impacts

## High salaries and program costs minimize the ability to fund additional local enhancements

- Added staffing for K-3 class size
- Seven period day to support 24 credits
- District-wide full day kindergarten



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