



WASHINGTON STATE  
**LEADERSHIP**  
A C A D E M Y

**THE EVERETT  
STORY**

**SEPTEMBER, 2008**



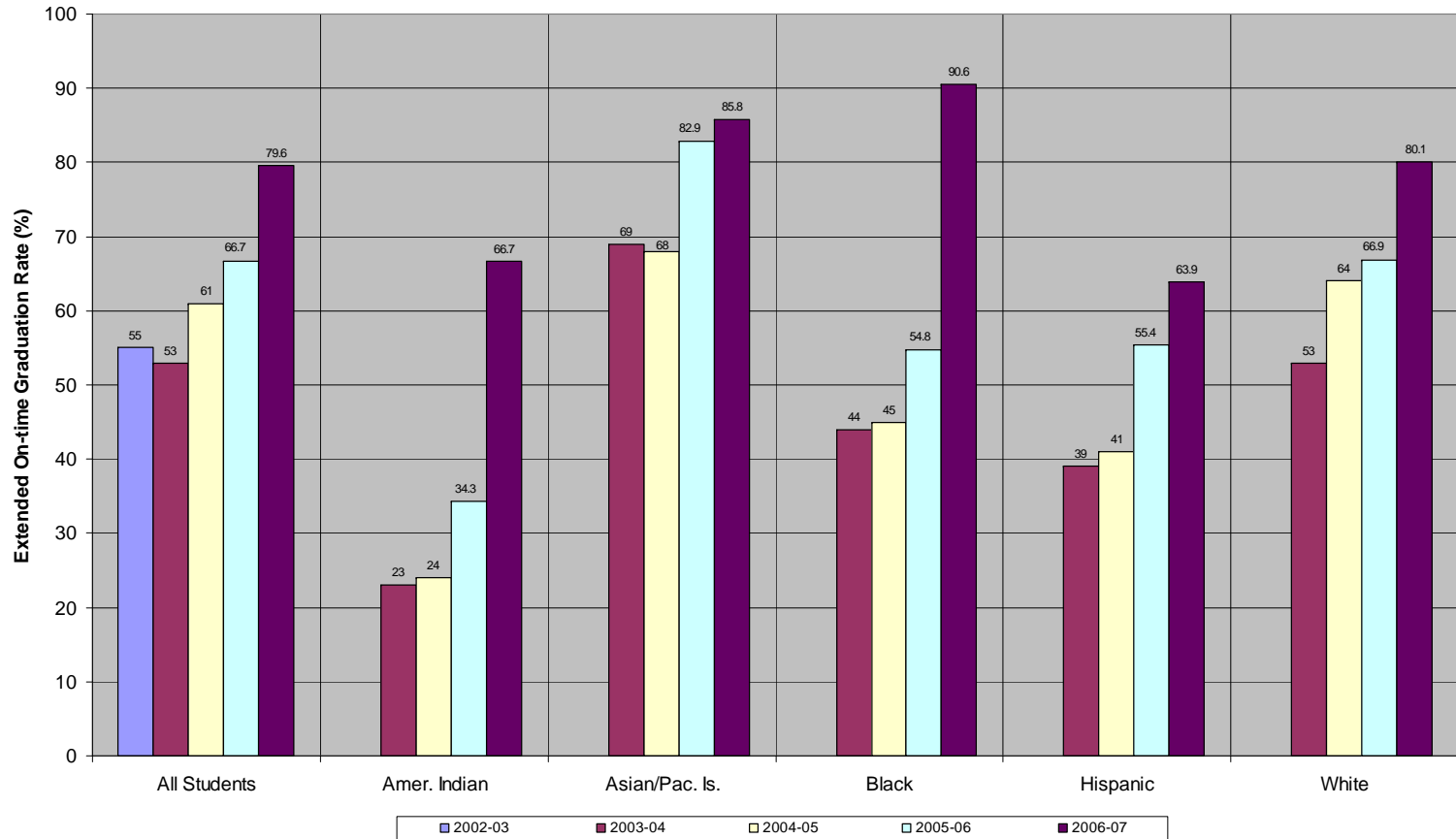
# Everett Public Schools

- Urban school district
  - 18,500 + students speaking 53 languages
  - 2000 employees
- 
- **THE GOAL: Each student will learn to a high standard and graduate from high school.**



# EVERETT PUBLIC SCHOOLS

## EXTENDED ON-TIME GRADUATION RATE BY ETHNICITY





## Percent Meeting Standard

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	Reading	Writing	Math
<b>Grade 10 in 2000</b>	<b>59.8%</b>	<b>31.7%</b>	<b>35.0%</b>
<b>Grade 10 in 2006</b>	<b>80.0%</b>	<b>78.9%</b>	<b>46.1%</b>
<b>Grade 11 in 2007</b>	<b>89.7%</b>	<b>89.6%</b>	<b>62.9%</b>
<b>Grade 12 in 2008*</b>	<b>98.6%</b>	<b>98.6%</b>	<b>76.3%</b>

- ▶ Grade 10 data from OSPI Report Card
- ▶ Grade 11 data from OSPI Query
- ▶ Grade 12 data from June 16 OSPI CAA/CIA File Update
- ▶ \*Grade 12 and Class of 2008



# 2007 WASL Results

## District Compared to State

	Reading	Writing	Math	Science
Grade 3	+3.2		+1.9	
Grade 4	+4.1	+5.0	+5.3	
Grade 5	+5.3		+4.9	+7.4
Grade 6	+8.6		+2.0	
Grade 7	+7.2	+7.6	+3.0	
Grade 8	+9.0		+3.9	+11.9
Grade 10	+4.3	+1.8	+3.2	+4.0

Source: OSPI School Report Card <http://reportcard.ospi.k12.wa.us>

March 20, 2008



# Middle School Rigor

## Number of Students Enrolled

	2006 - 2007		2007 - 2008	
	Algebra	Geometry	Algebra	Geometry
Grade 6	1	0	2	0
Grade 7	51	1	83	2
Grade 8	384	64	779	44



- **TO ACHIEVE A COHESIVE CULTURE,**

the district's leader needs to implement a focused communication plan aimed at helping the board, the entire community and all working in the organization understand their personal responsibility for and their direct impact on the future of EACH of their community's children. The acceptance of this responsibility will determine how quickly the District's goals can be met.



- **DEVELOPING A COHESIVE CULTURE: THE GOALS**
  - **System-wide, Consistent Purpose: EACH student achieves expected outcomes**
  - **Systemic Focus: District-wide, participatory decisions vs. site-based, independent decisions**
  - **Use and share data to make decisions**
  - **Assure equitable opportunities**
  - **Ensure high quality work and fiduciary duty**



# Everett Public Schools

- **DEVELOPING A COHESIVE CULTURE: THE PROCESS**
  - **Communicating the message**
    - ✓ **Clear, written information for specific audiences**
    - ✓ **Brutal communication schedule for leader**
    - ✓ **Face-to-face opportunities to demonstrate and elicit passion**
    - ✓ **A STRONG message to staff, parents and community**



- **POSE ESSENTIAL QUESTIONS TO EVERYONE**
  - **How can we “systematize” the alignment, articulation and coordination of**
    - **Instructional materials and teaching strategies**
    - **Technology**
    - **Assessment tools**
    - **Revenue, expenditures and our primary goals**
    - **Maintenance, construction, food services, transportation, finance, purchasing and all areas in the organization?**
  - **If each school and/or teacher makes independent decisions, how can we be certain there are equitable, appropriate, articulated learning opportunities for each student?**



- **IMPLEMENTING THE STRATEGIES**

- **Establish clear expectations—make student learning the focus and purpose of all work done**
- **Focus more on outcomes than on structure**
- **Use data—have external reviews, be honest and strategic**
- **Get the right people—based on values, skills and abilities**
- **Ensure skill diversity—assign the best to what they do best**
- **Lay out a three to five year plan—get the board on board**



- **IMPLEMENTING THE STRATEGIES (continued)**

- **Set a clear vision with incremental check points**
- **Expect that everyone will be treated with respect and allowed access**
- **Hold regular sessions with leadership—keep the vision foremost—establish common values and common language**
- **Focus on what is needed and make sure the first steps taken are done properly and thoroughly**
- **Under promise, BUT over deliver—and spread the news**



- **IMPLEMENTING THE STRATEGIES (continued)**
  - Look for new cost effective measures each year
  - Ensure early successes—Pull up from the belt buckle rather than from the boot straps—celebrate each time
  - Communicate accurately and frequently
  - Never become satisfied—examine data closely and do not give up on any students
  - Hold everyone, including yourself, accountable for doing the job well, every single day



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