



2018 AESD LEGISLATIVE BRIEFING

ESD Math, Science, English Language Arts & Early Learning Coordinator Services

“Equity, Opportunity, Results”

The purpose of the Association of Educational Service Districts (AESD) shall be to ensure equity and excellence in education through effective statewide services.



The Puget Sound Educational Service District Strategy, Evaluation and Learning team partnered with Kauffman & Associates, Inc. (KAI), to successfully implement the comprehensive evaluation plan in 2017-18. A pilot study in the 2017-18 Evaluation Report revealed the influence of the PLEs on student academics and non-academic aspects such as engagement.

Participant Perspectives

- Administrators and teachers viewed the ESDs as long-term PLE providers at the center of the learning community.
- Teachers built strong collegial relationships with the ESD Regional Coordinators.
- Participants felt more equipped to start conversations about equalities observed in school and strategies to correct them.



Coordinators facilitated **1,353** professional learning experiences (PLEs)



16,484 participants attended the PLEs









Approximately **1,100** Fellows across Washington State

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Facilitated by OSPI and the ESDs, the Washington State Fellows’ Network built effective education leaders that boosted student academic success. A strong through-line from ESD Regional Coordinators to teachers to student achievement emerged from the pilot study. Individual classroom English Language Arts (ELA) and Math outcomes are displayed below.

	Teacher	Student	Outcome
ELA	 <p><i>“I see the impact of the strategies I learned [at my ESD] especially in my College in the High School courses”</i></p>	 <p><i>“I am now able to create stronger, more complex arguments that are important in an academic context.”</i></p>	 <p>Increase from 48% to 83% in 11th and 12th grade English Language Learners (ELL) writing proficiency</p>
Math	 <p><i>“[The ESD strategies] provided access to [math] skills for all students in an effort to close the opportunity gap in mathematics.”</i></p>	 <p><i>“Why don’t we do this every day?”</i> [Indicates high engagement in math]</p>	 <p>19% increase in 1st grade math scores including ELL and students with special needs</p>

