Title:	Innovative Schools/Zones Waivers	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	E2SHB 1546, "Innovation Schools and Zones," directed OSPI to establish an application process to encourage new Innovative Schools and groups of schools (known as "Innovative Zones") implementing innovative models focused on the arts, science, technology, engineering, and mathematics (A-STEM). E2SHB 1546 also directed OSPI and SBE to grant waivers to these Innovative Schools/Zones.	
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The bill directs OSPI and SBE, each within the existing scope of their statutory authority, to grant waivers of state statutes and administrative rules for designated Innovation Schools/Zones. OSPI and SBE "shall provide an expedited review of requests" for waivers under this process. Requests may be denied if OSPI or SBE conclude that the waiver "is likely to result in a decrease in student achievement," would jeopardize the school's ability to receive state or federal funds, or would violate state or federal laws or rules that are not authorized to be waived. This bill did not expand the existing authority to grant waivers (RCW 28A.150.200 through 28A.150.220), but it did change the burden of proof for this type of waiver. Waivers for Innovative Schools/Zones may only be denied if SBE finds that implementing the waiver will likely result in decreased student achievement. The role of the ESD's and OSPI is to make final decisions about which applications to approve. SBE and OSPI will each, within the scope of their own authority, make decisions about waiver requests. The February 23 Special Board meeting has been called to allow SBE time to evaluate waiver requests that arise during this Innovative Schools/Zones process. Two schools have requested SBE waivers as a part of their Innovative School applications: Stewart Middle School in Tacoma and Odyssey High School in Highline.	

INNOVATIVE SCHOOLS/ZONES WAIVERS

BACKGROUND

The 2011 Legislature passed two bills relating to innovation in schools:
- HB 1521, "Innovative Schools Recognition", directing OSPI to identify *existing* innovative schools, and
- E2SHB 1546, "Innovation Schools and Zones," directing OSPI to establish an application process to encourage new Innovative Schools and groups of schools (known as "Innovative Zones") implementing innovative models focused on the arts, science, technology, engineering, and mathematics (A-STEM). E2SHB 1546 also directed OSPI and SBE to grant waivers to these Innovative Schools/Zones.

HB 1521: "Innovative Schools Recognition"
The Legislature created this program to encourage innovation by recognizing and publicizing existing Innovative Schools. OSPI was directed to invite existing Innovative Schools to apply for formal recognition as Innovative Schools. Successful schools demonstrated the following criteria:
- Implementing "bold, creative, and innovative educational ideas".
- Holding both students and educators to high expectations.
- Providing students with a diverse array of educational options.
- Engaging meaningful parent and community involvement.
- Serving as a laboratory for experimentation and innovation.
- Demonstrating that students have succeeded in meeting expectations.

The scoring rubric is included in this memo in Appendix A.

A panel of reviewers examined 42 applications, and on November 18, 2011, OSPI announced that 22 schools were selected (see Appendix B).

This legislation also directed OSPI to create a logo and a website to highlight and promote the innovative practices and programs that were identified: (http://www.k12.wa.us/InnovativeSchools/DesignatedSchools.aspx).

E2SHB 1546: "Innovation Schools and Zones"
The Legislature created the Innovation Schools/Zones program to encourage the creation of new Innovative Schools or Zones focusing on A-STEM in partnership with business, industry, and higher education. The intent was to increase the number of A-STEM programs with a focus on project-based learning, particularly in schools and communities that struggle to increase academic achievement and close opportunity gaps. The bill outlines an intent to create "a framework for change" to include leveraging community assets; improving staff capacity and effectiveness; developing partnerships with families, business, and higher education to lead to industry certification or dual high school and college credit; implementing evidence-based practices to close gaps; and restructuring school operations to develop model A-STEM

programs to improve student performance and close gaps. A group of schools can be designated as a zone if they share a geographical location or sequentially serve students through progressive grades. Applications must be developed in collaboration with educators, parents, businesses, and industry.

<u>Application Process:</u>
School districts applied on behalf of their Innovative Schools in January 2012 in order to begin implementation in the 2012-13 school year. No additional state funds are available to support these projects, but partnership with outside funders was encouraged. The applications were first reviewed by the regional Educational Service Districts (ESD) using OSPI-developed criteria for reviewing applications (see Appendix C). ESD's may recommend no more than three applications with the exception of ESD 121 in Renton, which can recommend up to ten. No fewer than two of the three recommended may focus on A-STEM (or at least half in the case of Puget Sound ESD). Table A summarizes the number each ESD may recommend, the minimum number of proposals that must have an A-STEM focus, and the number of actual applications received.

Table A: Maximum Number of Innovative Schools per ESD and Expectations for A-STEM Focus

	May Recommend Up To:	Minimum to Have A-STEM Focus:	Number Submitted:	Number of A-STEM Submitted:
ESD 101 (Spokane)	3	At least 2	1	1
ESD 105 (Yakima)	3	At least 2	1	1
ESD 112 (Vancouver)	3	At least 2	2	1
ESD 113 (Olympia)	3	At least 2	0	0
ESD 114 (Bremerton)	3	At least 2	0	0
ESD 121 (Puget Sound in Renton)	10	At least half	7	3
ESD 123 (Pasco)	3	At least 2	1	1
ESD 171 (Wenatchee)	3	At least 2	0	0
ESD 189 (Anacortes)	3	At least 2	0	0
Total	No more than 34		12	7

The bill specified that each application must include a plan that:
- Defines the scope of the school or zone and describes why designation would enhance student achievement and close gaps using community partnerships and project-based learning.
- Provides specific research-based activities and innovations.
- Justifies each request for a waiver of state law or rule.
- Identifies expected improvements in student achievement and closing of gaps that will be accomplished through the innovation.

- Describes a budget and anticipated sources of funding including private grants, if any.
- Lists technical resources needed and the ESD's, businesses, industries, consultants, or institutions of higher education that will provide the resources.
- Identifies multiple measures for evaluating student achievement improvement, closures of gaps, and overall school performance.
- Provides written commitment that school directors and administrators will exempt the school from local rules as needed.
- Provides written commitment from school directors and local bargaining units that they will modify local agreements as needed.
- Provides written statements of support from the school directors, superintendent, principal, and staff of the schools, each local employee association, the local parent organization, and statements of support from parents, businesses, institutions of higher education, and community-based organizations.
- Secures approval of the plan by a majority of staff assigned to the school.

OSPI will approve the innovation plans as recommended by each ESD. Districts must be notified of decisions by March 1, 2012. Designations of Innovation Schools/Zones shall be for a six-year period starting with the 2012-13 school year. Each Innovative School/Zone must submit an annual report to OSPI on their progress. OSPI will review the reports annually and if the Innovative School/Zone is not 'increasing progress over time as determined by the multiple measures for evaluation and accountability" then OSPI shall revoke the designation.

POLICY CONSIDERATION

Waivers and the SBE Role
The bill directs OSPI and SBE, each within the existing scope of their statutory authority, to grant waivers of state statutes and administrative rules for designated Innovation Schools/Zones. OSPI and SBE "shall provide an expedited review of requests" for waivers under this process. Requests may be denied if OSPI or SBE conclude that the waiver "is likely to result in a decrease in student achievement," would jeopardize the school's ability to receive state or federal funds, or would violate state or federal laws or rules that are not authorized to be waived. This bill did not expand the existing authority to grant waivers (RCW 28A.150.200 through 28A.150.220), but it did change the burden of proof for this type of waiver. Waivers for Innovative Schools/Zones may only be denied if SBE finds that implementing the waiver will likely result in decreased student achievement.

The role of the ESD's and OSPI is in making final decisions about which applications to approve. SBE and OSPI will each, within the scope of their own authority, make decisions about waiver requests. The Special Board meeting has been called to allow SBE time to evaluate waiver requests that arise during this Innovative Schools/Zones process. As of this writing, not all ESDs have made recommendations to OSPI. However, only two schools have requested a waiver and both of them were recommended for approval to OSPI.

Applications
A total of 12 complete applications were submitted from within five ESD's. No applications were submitted from areas served by ESD's 113, 114, 171, and 189. Table B summarizes the Innovation School/Zone applications.

Table B: Innovation School/Zone Applications

ESD	School(s), District	Grades	Description	A-STEM?	Requesting an SBE Waiver?
ESD 101 (Spokane)	Riverpoint Academy, Mead School District	11-12	Partnerships with local higher education institutions to provide opportunities for Running Start and college readiness.	Yes	No
ESD 105 (Yakima)	Toppenish High School & Middle School	6-12	Rigorous coursework in chemistry, physics, earth and space science, medical interventions, engineering, and electronics. Students complete a problem-based capstone course to design a solution to an "authentic unrestricted technical problem."	Yes	No
ESD 112 (Vancouver)	River Homelink, Battleground	K-12	Alternative Learning Experience partnership program. Students attend classes two to three days per week, learning off-campus though contract-based learning, and on-line courses.	No	No
	Vancouver School of Science Technology Engineering and Mathematics, Vancouver	6-12	Blending multiple approaches to STEM education: High Tech High; Mathematics, Engineering, Science Achievement; Advancement via Individual Determination, and Early College.	Yes	No

ESD	School(s), District	Grades	Description	A-STEM?	Requesting an SBE Waiver?
ESD 121 (Puget Sound in Renton)	Tacoma Public Schools (All)	K-12	District strategies to encourage innovation in all schools to encourage students to develop independence, critical thinking, responsibility, and to develop connections within academic disciplines.	Yes	No
	Baker Middle School, Tacoma	6-8	Encouraging teachers to become Nationally Board Certified.	No	No
	Bryant Montessori, Tacoma	K-12	Expansion of a K-12 Montessori program.	No	No
	First Creek Middle School, Tacoma	6-8	Expansion of an existing partnership with community based organization Eagle Center for Community Learning to provide tutoring, student voice, and extra curricular activities.	Yes	No
	Foss High School, Tacoma	3-12	Expansion of existing International Baccalaureate program to Giadurone Middle School and McCarver Elementary.	No	No
	Stewart Middle School, Tacoma	6-8	Existing STEM school focused on critical thinking, problem solving, communication, collaboration, creativity, and innovation.	Yes	Yes
	Odyssey, Highline	9-12	Focusing on competency-based learning and portfolios, this school does not award traditional grades or credits but focuses on student proficiency on standards.	No	Yes

ESD	School(s), District	Grades	Description	A-STEM?	Requesting an SBE Waiver?
ESD 123 (Pasco)	Three Rivers HomeLink, Richland	6-8	This ALE parent-partnership program is adding a new program called "STEM-Link" engaging students and teachers with engineers, scientists, and artists.	Yes	No

Of the 12 applications, SBE waiver requests were included in only two:
- Stewart Middle School, Tacoma
- Odyssey High School, Highline

Stewart Middle School, Tacoma
Stewart Middle School has applied for recognition of its existing A-STEM program. The school describes increased instruction in mathematics, increased class offerings in arts, and a school-wide adoption of instructional strategies called "Complex Instruction." Stewart offers a focus on applied mathematics. Stewart partners with Tacoma School of the Arts to provide 'creative learning opportunities and the integration of quality enrichment programs focusing on creative learning integration with common core standards." Appendix D provides the complete narrative for the Stewart Middle School Innovative School application.

Stewart Middle School's waiver request is for a waiver of 16 school days from the 180 day requirement. Appendix E provides evidence that if this waiver is granted, students at Stewart in 2012-13 will receive 1,031.5 hours of instruction within 164 school days. Students would participate in 80-minute classes, including math and humanities daily. Stewart currently has an approved Option One waiver of eight days. Letters of support are provided in Appendix F.

Stewart Middle School is in Cohort I of the federally funded program to turn around persistently low achieving schools known as School Improvement Grant (SIG). Stewart will receive three years of SIG funding from 2010-11 through 2012-13.

Odyssey High School, Highline
Odyssey High School has applied for recognition of its competency-based system which is designed to allow students to learn at their own pace and demonstrate mastery of content using an annual portfolio process. Odyssey uses an alternative grading system of Not Yet, Proficient, and Advanced grades. Appendix G provides the complete narrative for the Odyssey High School Innovative School application.

Odyssey High School's waiver request is for a waiver from credit-based graduation requirements. This request is parallel to the current credit-based graduation waiver that SBE approved for Big Picture High School, also in Highline, in May of 2008. Odyssey High School uses locally-developed criteria to assess competency in a way that is more "authentic and relevant" than traditional grades and credits. Their application states, "Graduation by portfolio, instead of an accumulation of credits, is more authentic evidence of student mastery of 21st century student thinking and skills." Letters of support are provided in Appendix H.

Odyssey High School has been on the OSPI Persistently-Lowest Achieving Schools list for the last two years (published 12/10 and 12/11). Odyssey would have been eligible to compete to participate in SIG Cohort II but the district did not apply.

EXPECTED ACTION

Board Members will decide to approve or not approve each of the two waiver requests.

Innovative School Scoring Rubric

1) **Innovation:** To what extent does the school implement bold, creative, and innovative educational ideas? Does it:

a) Extend the school day or take other steps to increase student: teacher/adult contact.
b) Have a program that meets the social and/or academic needs of individual students.
c) Have partnerships with community, business, and/or other organizations to provide resources and technical services.
d) Have an instructional program that is built within the context of the school's community, and the state, nation, and world.
e) Incorporate inquiry into its instruction.
f) Have innovation that is school-wide, not isolated in one or two classes.
g) Have a focus that engages students in specific themes, academic or career areas.
h) Engage students around content in creative ways, such as through hands-on or project-based learning.
i) Use an interdisciplinary approach to learning.
j) Have a system across the grades to ensure strong and seamless transitions.
k) Serve the needs of students with educational challenges.
l) If a high school, provide dual credit or cross-credit opportunities.
m) If a high school, has it articulated its program with post secondary institutions or other career pathways.
n) Have other bold, creative, and innovation strategies to meet the needs of students.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets eight or more criteria (Six or more if not a HS)	Meets four to seven criteria (Two to five if not a HS)	Meets fewer than four criteria (Two or fewer in not a HS)
21-30 Points	11-20 points	0 - 10 Points

2) **Student Expectations**: Does it hold students to high expectations and standards?

a) The application is clear regarding what is expected of students.

b) The expectations that are included indicate that students are expected to excel and meet or exceed personal and/or school-wide expectations.

c) The student expectations include critical thinking, problem-solving, and application of knowledge in real-world situations.

d) There is other evidence that indicates students are held to high expectations and standards.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three or more criteria	Meets two criteria	Meet one or fewer criteria
4 -5 Points	2 - 3 Points	0 - 1 Points

3) **Teacher Expectations**: Does it hold educators to high expectations and standards?

   a) The application is clear regarding what is expected of teachers.

   b) The expectations that are included indicate that teachers are expected to identify and help students meet personal and/or school-wide expectations.

   c) Teachers are expected to provide a learning environment that challenges students.

   d) There is other evidence that indicates teachers are held to high expectations and standards.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three or more criteria	Meets two criteria	Meet one or fewer criteria
4 -5 Points	2 - 3 Points	0 - 1 Points

4) **Educational Options**: Does it provide students with a diverse array of educational options that respond to their different learning styles?

   a) The school has a process for identifying the academic and other needs of individual students.

   b) The school has designed its instructional program in a manner that allows for the personalization of instruction and experiences.

   c) The school has taken other steps to ensure that students have educational options that respond to their different learning styles.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meet one or fewer criteria
8 - 10 Points	4 - 7 Points	0 -3 Points

5) **Parent and Community Partnerships**: Does it have active and meaningful parent and community involvement and partnerships?

   a) The school has developed formal and/or informal partnerships with community, business, parent, university, and/or other organizations.

   b) Representatives of these partnerships are directly involved with students as mentors and tutors, or serve other roles.

   c) The school has engaged community, business, parent, university, and/or other organizations in other ways.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets one or two criteria	Does not meet any criteria
8 - 10 Points	4 -5 Points	0 Points

6) **Educational Laboratory**: Does it serve as a laboratory for educational experimentation and innovation?

a) Teachers and administrators continually evaluate the progress of their students and adjust their educational program based on the evaluation

b) School staff share their successes and challenges with other educators and interested parties.

c) School staff take other actions to have the school serve as a laboratory for educational experimentation and innovation.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets one or two criteria	Does not meet any criteria
8 - 10 Points	4 -5 Points	0 Points

7) **Evidence of Success**: To what extent has the school been successful in achieving the expectations for their students?

a) Application includes evidence that students are meeting/or exceeding personal and school-wide expectations

b) Trends in academic achievement, graduation, and/or other indicators are improving.

c) Academic and other indicators indicate that the school is exceeding the achievement of peer schools.

d) The school has been recognized by other organizations and individuals.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets all four criteria	Meets two or three criteria	Meets fewer than two criteria
21-30 Points	11-20 points	0 - 10 Points

Washington Innovative Schools

Washington State has a history of supporting and creating innovative schools. In recognition of this, the Superintendent of Public Instruction was directed by the Legislature to identify existing schools in Washington that have implemented "bold, creative, and innovative" ideas.

A total of 42 completed applications were received. The applications were evaluated by a Review Panel of educators and 22 schools were selected. The designated schools include:

School	School District	Grades
Aviation High School	Highline School District	HS
10th Street School	Marysville School District	Middle
Bonney Lake High School	Sumner School District	HS
Clover Park High School	Clover Park School District	HS
Delta High School	Pasco, Kennewick, and Richland School Districts	HS
Helen B. Stafford Elementary	Tacoma Public Schools	Elem
Highline Big Picture Schools	Highline School District	7-12
Kent Mountain View Academy	Kent School District	3 - 12
Kent Phoenix Academy	Kent School District	HS
Lincoln Center	Tacoma Public Schools	HS
Marysville Arts and Technology High School	Marysville School District	HS
New Horizons High School	Pasco School District	HS
Sammamish High School	Bellevue School District	HS
Science and Math Institute	Tacoma Public Schools	HS
Sky Valley Education Center	Monroe School District	1-12
Spokane Valley High School	West Valley School District	HS
Summit School	Central Valley School District	K-8
Tacoma School of the Arts	Tacoma Public Schools	HS
Talbot Hill Elementary	Renton School District	Elem
Thornton Creek School	Seattle Public Schools	Elem
Vancouver School of Arts and Academics	Vancouver School District	6-12
Washington Youth Academy	Bremerton School District	HS

Information about these innovative schools is available at www.k12.wa.us/innovativeschools .

Suggested NEW Innovative Schools
Application Scoring Rubric: Questions 3 -8
(This was distributed to ESD Boards for their consideration, but was not required to be used)

3. **Summary of your new school, zone or program:** Summarize the major characteristics of your new school and educational innovations that you plan to implement. Include specific, research-based activities and innovations to be implemented. (1000 words maximum)

a) Summary does not exceed 1000 words.

b) Application clearly articulates specific major characteristics and innovations they plan to implement.

c) Application identifies specific research-based activities to support implementation.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

4. **Student Expectations and Standards:** What expectations and standards will you establish for your students? Examples include such things as attendance, post-secondary preparation, graduation, Skills for the 21st Century, state learning standards, and artistic performance ability. (300 words maximum)

a) Response does not exceed 300 words.

b) The application is clear regarding what is expected of students i.e. attendance etc.

c) The application is clear regarding state learning standards, skills, performance standards.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

5. **Student Achievement and Opportunity Gap:** Specifically, what strategies will be used to improve student achievement and close the educational opportunity gap? (300 word maximum)

a) Response does not exceed 300 words.

b) Application identifies specific strategies to be used to improve student achievement.

c) Application identifies specific strategies targeted to close the educational opportunity gap.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

6. Staff Capacity and Effectiveness: What strategies are you planning to improve staff capacity and effectiveness? (300 words maximum)

a) Response does not exceed 300 words.

b) Specific strategies are identified to increase staff capacity.

c) Specific strategies are identified to improve staff effectiveness.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

7. Technical Resources: Will institutions of higher education, Education Service Districts, businesses, industries, community organizations, or consultants provide technical resources? If so, what resource and assistance will be provided? *Note: Please include the expected costs of these resources in your proposed budget.* (300 words maximum)

a) Response does not exceed 300 words.

b) Application clearly identifies technical resources that will be used and what assistance they will provide.

c) The cost of these resources is included in the proposed budget.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

8. Evaluation and Accountability: Summarize the multiple measures for evaluation and accountability that will be used to measure improvement in student achievement, closure in educational opportunity gap, and the overall performance, including *but not limited to,* assessment scores, graduation rates, and dropout rates. (300 words maximum)

a) Response does not exceed 300 words.

b) Multiple evaluation measures are clearly identified.

c) Evaluation and accountability measures will be able to measure improvement in student achievement, closing the opportunity gap and overall performance.

Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
Meets three criteria	Meets two criteria	Meets one or fewer criteria
8-10 points	4-7 points	0-3 points

New Innovative Schools & Programs (E2SHB 1546)

Response ID: 126 Data

2. Application

School Information

Name of School : Stewart Middle School

School District : Tacoma Public Schools

Principal/Project Lead : Jon Ketler

ESD

ESD 121 - Puget Sound

Additional School Information:

Street Address : 5010 Pacific Avenue

Phone Number : 253 571-4200

E-mail Address : jketler@tacoma.k12.wa.us

Will the new school, zone, or program focus on Arts, Science, Technology, Engineering, and Mathematics (A-STEM)?

Yes

Does the plan include an Innovation Zone?

If yes, does it include:

Only Stewart Middle School - no zone

What grades will be served in your school or program?

6

7

8

3. Summary of Your New School, Zone or Program

Summarize the major characteristics of your new school and the educational innovations that you plan to implement. Include specific, research-based activities and innovations to be implemented. (1000 words maximum)

Stewart Middle School's overall objective is "To be a caldron for the blending disciplines known as A-STEM—arts, science, technology, engineering, and math." Our curriculum fuses Common Core Standards (http://www.corestandards.org/) with the 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation) of the Partnership for 21st century skills (http://www.p21.org/). This is accomplished through increased mathematics instruction time, increased offerings of classes focused on learning in the arts, a school-wide adoption of Complex Instruction (a combination of strategies that promote equal-status interactions among students as they engage with tasks that have high cognitive demands within a cooperative learning environment), and school-wide integrated use of media and technology. Innovative Education/Project-Based Learning Stewart re-opened its doors in 2010 as a STEM school with class offerings focused on project-based elective classes that include rich offerings of technology-linked art classes such as digital photography, digital story telling, audio recording, and graphic design as well as theatre, choir, band, art, and dance. Stewart now offers more arts classes than any other middle school in the area and was recently awarded a grant from the Foss Family Foundation for enhancing our innovative Art/Math Pairs program that joins the expertise of classroom math teachers with that of professional artists, designers, and engineers for project-based learning. Another significant part of our innovative approach is an emphasis on applied classes, particularly the addition of CTE Applied Math courses. This enables us to address the differing needs of math learners in our community. Increasing Student Achievement The integration of the arts with science is, in part, due to the hands-on experiences we have had in one of our innovation zone consortium schools, the Tacoma School of the Arts (SOTA), which has

a record of 98% on-time high school graduations since 2004, has been designated an Innovative School, and was awarded one of the 2011 National Schools of Distinction in Arts Education Awards. The two schools share a vision of creative learning opportunities and the integration of quality enrichment programs focusing on creative learning integration with common core standards. The approach is supported by research conducted by the Partnership for 21st century learning (http://www.p21.org/). Their research shows that studying art builds the skills needed to be successful in the global economy: creativity and innovation; critical thinking and problem solving; communication and collaboration; flexibility and adaptability; social and cross-cultural skills (http://www.p21.org/). Research supporting the relationship between arts instruction and traditional academic success has been conducted and reported by organizations such as the Rhode Island School of Design (http://stemtosteam.org/) and STEAM not STEM (http://steam-notstem.com/), among others. A meta-analysis of ten years of SAT scores has also confirmed the relationship between the study of music and student performance on standardized mathematics tests. Finally, students who participate in the arts also consistently outperform non-arts peers on the Scholastic Aptitude Test, according to the College Board (2006 College Board). Closing The Achievement Gap Studies show that students from underserved neighborhoods make equal or greater gains in academic learning (both reading and math) during the school year as others. However, in a 2010 article "Addressing Achievement Gaps - After the Bell Rings: Learning Outside of the Classroom and Its Relationship to Student Academic Achievement," Deborah Yaffe reported that "Low-income students lose two months in reading achievement while middle class peers make gains" each summer and "Two-thirds of the ninth-grade reading achievement gap can be explained by unequal access to summer learning opportunities." (Volume 18, Number 1 by Education Testing Services, www.ets.org/Media/Research/pdf/PICPN181.pdf). Implementing evidence-based practices that address quality enrichment targeting the creative process, particularly in the arts, Stewart Middle School offers a diverse array of educational options for our students that give them access to quality enrichment both in the summer and within and outside of the school day. As a result, many Stewart students are choosing to stay after school to extend their learning day with curriculum-tied instruction. Success for Stewart in A-STEM implementation as a Title I turn-around strategy can be seen in the significantly lower rate of incidents of serious discipline issues. The school is now a calmer, quieter learning environment. Last year's climate survey showed students are happier and more engaged with the new curriculum. In terms of achievement growth of all students, we can provide the following substantiating data: (a) Our first year, 8th grade science MSP were up 10% with the achievement gaps closed for the females, Hispanics, and African Americans; (b) The rate of 8th graders going on to high school from Stewart is higher than the district average. We believe offering quality enrichment and an integrated approach to learning is key to this outstanding student achievement. Parents And Partnerships Stewart Middle School has several innovative partnerships supporting our students, families, and programs. PAWS (Department of Education 21st Century Community Learning Centers Program)/SPARKS (Metro Parks) are after-school enrichment programs that offer enrichment and learning tied to the school curriculum and offer support for struggling academic students. We also work with the COMCAST internet access program which enables low-income families to have easy and affordable access to the internet. The school's old wood shop has been transformed into a new Robotics Center. Students from Stewart, in partnership other schools in the area (SOTA, SAMi, Bellarmine Prep, and Puyallup) learn manufacturing techniques by designing and building robot parts using modeling software. Team skills are put into practices as students learn competitive strategies when they enter matches. This month, Stewart was host to the FLL regional competition. Parents and community members serve as mentors to this program. Parents interested in sustainable systems volunteer in our School and Community. In addition, the teachers and staff put on monthly curriculum-tied nights that offer ways for parents to learn first hand what is going on in classrooms. Parents leave with tangible ways to support students with their schoolwork and homework.

4. Student Expectations and Standards

What expectations and standards will you establish for your students? Examples include such things as attendance, post-secondary preparation, graduation, Skills for the 21st Century, state learning standards, and artistic performance ability. (300 words maximum)

"An enriched learning environment is one that provides a wide range of ways in which students can learn. . . The traditional classroom in which all students must remain silent, in neat little rows . . . run counter to optimal learning environments in which the human brain learns best. --Kenneth Wesson Student learning at Stewart is measured with rubrics based on the OSPI Washington State Learning Standards and Common Core Standards. Standards and ELARs are embedded in lesson plans and evaluation rubrics. This past year classroom teachers and adjunct artist instructors worked together also to create rubrics that reflect current real world applications. Upon completion of course work in the arts, students are expected to exhibit work and perform both within the school setting and in the local community. The success of our program is measured through increased attendance rates, increase in achievement measured through standardized test scores, lower discipline issues, increased rates of students continuing to high school. Most importantly, it is shown by in-depth student learning and the lasting impact it makes on education through student engagement. Student engagement is assessed by classroom observation. The

overall school climate has been re-defined, re-shaped, and re-invented. Walking down the halls during class, observers can feel the excitement and sense of purpose in learning

5. Student Achievement and Opportunity Gap

Specifically, what strategies will be used to improve student achievement and close the educational opportunity gap? (300 words maximum)

The strategies used to improve student achievement and close the educational opportunity gap at Stewart Middle School include standards-based programs of study and assessment. Classrooms are all inclusion. Differentiated learning is accomplished by more accessible and more challenging versions of the same assignments within each lesson, allowing teachers to better assess and meet the needs of our diverse students in their classrooms in real time. Because classes are project-based, teachers are able to give their students more individualized help. Stewart Middle School is committed to and engaged in a combination of strategies to overcome problems of inequity. This is accomplished by means of Complex Instruction (CI), first developed by Elizabeth Cohen, professor of education and sociology at the School of Education at Stanford University. At the core of CI is an awareness of the structural inequities that both in the larger society and within schools and classrooms, which are often translated into an assumed hierarchy of competence and therefore affect how students engage with content and the expectations others have for their learning. CI aims to "disrupt typical hierarchies of who is 'smart' and who is 'not'" (Sapon-Shevin, 2004) and promote equal-status interactions among students as they engage with tasks that have high cognitive demand within a cooperative learning environment. Student progress is tracked with the State MSP three times a year (a state standards-based test): October, February and a final test in the spring at the designated date with the rest of the state. Our End of Course Math 2 students meet standard at 91.7% -- much higher than both the state and the district.

6. Staff Capacity and Effectiveness

What strategies will you use to improve staff capacity and effectiveness? (300 words maximum)

The strategies used to improve staff capacity and effectiveness, like those for student instruction, emphasize hands-on experience: teachers, like their students, learn by doing. Instructional coaches are in our classrooms with our teachers, providing a second set of eyes, a fresh perspective, and training that supports teachers in their professional growth and development. Coaches show teachers how to use assessment results to guide instruction and improve student performance. The focus is on integrating real world, standards-based problem solving, inquiry-based science and student communication in the classroom. Expert math education consultants are also a part of professional development. They guide teachers in professional learning communities and help with "teacher rounds" modeled after Harvard Professor Steve Seidel's Project Zero. Currently teacher development of this kind is done in conjunction with the Tacoma School of the Arts (SOTA) and the Science and Math Institute (SAMi). Teachers participate in Teacher Development Groups at all three schools to learn and evaluate best practices. Our math teachers also participate in a building study group in which they share their practices. This year interdisciplinary teams of teachers will attend the regional science conference that will focus on STEM education. Their goal will be to return with integration strategies that support Stewart's A-STEM curriculum and learning environment. Teachers team up twice a year to create, teach, and lead students through cross-content integrated classes taught during two mini-terms. This type of teaching experience is part of an ongoing strategy to open classrooms and the teaching profession in our building as instructors share classrooms, students, and multiple ways to approach education that affects student outcomes and successes.

7. Technical Resources

Will institutions of higher education, Educational Service Districts, businesses, industries, community organizations, or consultants provide technical resources? If so, what resources and assistance will be provided? Note: Please include the expected costs of these resources in your proposed budget. (300 words maximum)

Institutions of higher education, businesses and community organization provide Stewart with technical resources. Stewart hosts eight AmeriCorps volunteers, including one working as an environmental steward through the Tahoma Audubon. These volunteers provide support and serve as mentors and role models inspiring students to continue to postsecondary education. The Tacoma School of the Arts also provides high school tutors in classrooms through "Bridge," an innovative program that provides peer tutoring within the school day schedule. These volunteers give one-on-one student help as well as assist with specific projects in the classroom. Our community partners include the Pacific Avenue Community that Cares and Olive Crest. Our institution of higher education partners are Pacific Lutheran University and University of the Pacific, which have formal

programs that send college tutors to our school both during and after school hours. We are now one of two schools in the area that host a school and community garden, bridging the neighborhood and our school. In this way we: a. Spark student interest and excitement in A-STEM; b. Generate student understanding of A-STEM content and knowledge; c. Engage students in A-STEM reasoning, manipulating, testing, exploring, predicting, questioning, observing, and making sense of the natural and physical world; d. Help students reflect on A-STEM as one way of knowing and understanding the world. We are bringing trainers for Complex Instructional practices into the building. They will first train a select group of teacher leaders and administrators. During our January mini-term we will collect exemplar data and evidence. We will then train all staff at the end of February 2012. The expected outcome is higher student engagement, quality product success, and increased success as reported by test scores.

8. Evaluation and Accountability

Summarize the multiple measures for evaluation and accountability that will be used to measure improvement in student achievement, closure in the educational opportunity gap, and the overall performance, including but not limited to, assessment scores, graduation rates, and dropout rates. (300 words maximum)

Program success is measured in reduced cases of violence, reduced rates of school suspensions, higher attendance, higher rates of students going on to high school, and increased standardized test scores, such as End of Course tests, and annual state MSP tests. Stewart will document and track students as they progress through high school. We will track graduation rates as well as test scores. We will also implement a long-term documentary and research project on the Stewart turn-around, its effects on student success, school district policy, and the community. In order to facilitate this, we are launching a new website, www.elementsofeducation.org, that will be dedicated to the sharing of best practices. The site will host a searchable lesson plan library and feature videos of teachers and students participating in innovate classroom practice. As we create relevant learning and curriculum, we aim to include the Education Commission of the States' six desirable features of assessments: • Assessment tasks should involve activities that are valued in their own right, engaging students in "real-world" problems rather than artificial tasks; • Assessments should model curriculum reform; • Assessment activities should focus on objectives consistent with the goals of instructional activities, thus contributing to instructional improvement; • Assessments should provide a mechanism for staff development; • Assessments should lead to improved learning by engaging students in meaningful activities that are intrinsically motivating; • Assessments should lead to greater and more appropriate accountability.

9. Waivers of State Statutes and Regulations

The State Board of Education and the Superintendent of Public Instruction may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 and State Board and OSPI Rules (Title 180 and Title 392) on the basis that the waivers are necessary to implement an innovation school or innovation zone. Note: State administrative rules dealing with public health, safety, and civil rights, including accessibility for individuals with disabilities, may not be waived. (500 words maximum)

Does this innovation plan include a request for a waiver from these laws or rules?
If so, which one(s)? What specifically is needed (e.g., Number of days to be waived in the case of a waiver from 180 school days)?
Why is each waiver necessary to implement the innovation school or zone?
What will the impact of this waiver be on the instruction that students receive?

The plan does request a waiver from the listed laws and rules. Stewart operates on an alternative calendar differing from that of the school district. Stewart operates on an extended block schedule, with four periods per day, and 8 classes per week. Students take 8 classes per semester, and two project-based mini-term courses (cross content integration) per year. This schedule is necessary to maximize student contact time and opportunity in various courses. The overall impact is improved student engagement through project-based learning that is made possible by the longer class periods created through the extended block schedule.

10. Exemption of School District Policies

Will the school or schools be exempt from school district policies?

If yes, which ones? (225 words maximum)

no

Please provide a letter of support that states school directors and administrators are willing to exempt the designated school or schools from specifically identified local policies.

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11. Modification of Local Bargaining Agreements

Will local bargaining agreements be modified for the school or schools?

If yes, which provisions of which agreements? (225 words maximum)

no

Please include in the letter of support from your school directors and local bargaining agents the portions they will modify in their local agreements, as applicable, for the school or schools.

Blank Letter.doc

12. Planning Collaboration and Staff Approval

Was the plan developed by the school district(s) in collaboration with educators, parents, businesses, industry, and the communities of participating schools? If so, briefly summarize how these entities were involved in the planning process. (300 words maximum)

The school and school district in collaboration with its newly hired staff of teachers and instructional coaches developed the plan. There is an embedded common plan in the morning for all staff. Three coaches (Math, Literacy, and Science) provide coaching and assist implementation. Every week there is a 90-minute late arrival professional development session that provides three schools (SAMI, TSOTA, and Stewart) collaborative time to develop common language, pedagogy, and protocols. In addition, there are bi-monthly "Connect, Collaborate, Create, and Complete" meetings designed to address staff needs, goals and provide a forum for brain-storming new ideas and ensuring staff input and influence on the decision making process. This very popular part of the week is attended by approximately 75% of the staff.

Has this plan to been approved by a majority of the staff classroom teachers and educational paraprofessionals assigned to the school or schools participating in the plan?

Yes

13. Uploads. Please upload the following documents.

The proposed budget, including anticipated sources of funding, including technical resources and private grants and contributions, if any.

BUDGET2.docx

14. Written Statements of Support

Upload your statements of support for each of the individuals or groups:

stewart support letters.pdf

15. Thank You!

Email confirmation

Response ID: 126

Survey Submitted:	Jan 6, 2012 (1:47 PM)
IP Address:	164.116.47.178
Language:	English (en-US)
User Agent:	Mozilla/4.0 (compatible; MSIE 7.0; Windows NT 6.1; Trident/4.0; SLCC2; .NET CLR 2.0.50727; .NET CLR 3.5.30729; .NET CLR 3.0.30729; Media Center PC 6.0; MS-RTC LM 8; InfoPath.2)
Http Referrer:	http://www.k12.wa.us/InnovativeSchools/NewSchools.aspx
URL Variable: id	(no value)
URL Variable: crc	(no value)
URL Variable: snc	1325540857_4f0225f9ee76b1.14651816
Page Path:	1 : Page One (SKU: 1) 2 : Application (SKU: 3) 2 : Application (SKU: 3) 3 : Summary of Your New School, Zone or Program (SKU: 4) 4 : Student Expectations and Standards (SKU: 5) 5 : Student Achievement and Opportunity Gap (SKU: 6) 6 : Staff Capacity and Effectiveness (SKU: 7) 7 : Technical Resources (SKU: 8) 7 : Technical Resources (SKU: 8) 7 : Technical Resources (SKU: 8) 8 : Evaluation and Accountability (SKU: 9) 9 : Waivers of State Statutes and Regulations (SKU: 10) 10 : Exemption of School District Policies (SKU: 11) 10 : Exemption of School District Policies (SKU: 11) 11 : Modification of Local Bargaining Agreements (SKU: 12) 12 : Planning Collaboration and Staff Approval (SKU: 13) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 14 : Written Statements of Support (SKU: 15) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 13 : Uploads. Please upload the following documents. (SKU: 14) 12 : Planning Collaboration and Staff Approval (SKU: 13) 11 : Modification of Local Bargaining Agreements (SKU: 12) 10 : Exemption of School District Policies (SKU: 11) 9 : Waivers of State Statutes and Regulations (SKU: 10) 8 : Evaluation and Accountability (SKU: 9) 7 : Technical Resources (SKU: 8) 6 : Staff Capacity and Effectiveness (SKU: 7) 5 : Student Achievement and Opportunity Gap (SKU: 6) 4 : Student Expectations and Standards (SKU: 5) 3 : Summary of Your New School, Zone or Program (SKU: 4) 3 : Summary of Your New School, Zone or Program (SKU: 4)

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2 : Application (SKU: 3)
3 : Summary of Your New School, Zone or Program (SKU: 4)
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13 : Uploads. Please upload the following documents. (SKU: 14)
14 : Written Statements of Support (SKU: 15)
15 : Thank You! (SKU: 2)

SessionID:	1325540857_4f0225f9ee76b1.14651816

STEWART Hours Calculations - 2012-2013	Number	Student Instructional Hours per day	Total Student Hours	Teacher Hours per day	Total Teacher Hours
Fridays	29	4.5	130.5	8	232
Regular Monday - Thursdays	115	6.75	776.25	8.25	948.75
MiniTerm Non Fridays	15	6.75	101.25	8.25	123.75
Conferences Thursday	2	6.75	13.5	8.25	16.5
Conferences Friday	2	4.5	8	8	16
Teacher Day (Before School Starts)	1	0	0	7.75	7.75
PRS Teacher Days (Between Semesters)	2	0	0	7.5	15
Last Day of School	1	2	2	5.25	5.25
TOTALS	**167**		**1031.5**		**1365**
TOTAL STUDENT DAYS	**164**				
TPS 2011 - 2012 (no TPS calendar available until end of Feb)					
Regular	179	6	1074	7.5	1342.5
Early Dismissal	1	3	3	7.5	7.5
PRS Days	2	0	0	7.5	15
TOTALS	182		**1077**		**1365**
Difference STEWART to TPS					**0**
Difference STEWART to 1000 WAC			**31.5**		

January 3, 2012

Every Student. Every Day.

Tacoma Public Schools

Carla Santorno
Superintendent-Elect (Interim)
601 South 8th Street • P.O. Box 1357
Tacoma, Washington 98401-1357
253-571-1010• Fax 253-571-1440
csantor@tacoma.k12.wa.us

To Whom It May Concern:

Please consider this a letter of support for the application for designating the Tacoma Public Schools as an Innovative Zone in accordance with House Bill 1546 (2011 Session).

In addition to our request to designate the District as an Innovative Zone, the following schools are submitting individual innovation designation applications:

- International Baccalaureate Program Innovative Zone (Foss High School, Giaudrone Middle School, McCarver Elementary School)
- Stewart Middle School A-STEM Innovative School
- Baker Middle School National Board Innovative School
- First Creek Middle School Tacoma 360 Innovative School
- Montessori Innovative Zone (Bryant Elementary School, Bryant Middle School, Geiger Elementary School)

The plan for a district-wide group of innovative schools, zones, and models that implement instructional delivery methods that are engaging, rigorous, and culturally relevant at each grade is a bold, creative, and innovative educational idea. It will restructure school operations and implement evidence-based practices proven to be effective in improving student performance, reducing demographic disparities in student achievement, and closing the educational opportunity gap. It will hold students and educators to high expectations and standards. It will provide students with a diverse array of educational options that respond to their different learning styles. It will improve staff capacity and effectiveness. And, it will have active and meaningful parent, family, and community involvement and partnerships.

Four Tacoma schools have already made the exclusive inaugural list of 22 Washington Innovative Schools – Stafford Elementary School, Lincoln Center, Science and Math Institute and Tacoma School of the Arts.

You have my assurance that the Tacoma School District has provided a substantial opportunity for each school to participate in the development of the plans. It is my understanding that the plans have been approved by a majority of the staff (classroom teachers and educational paraprofessionals) committed to work cooperatively.
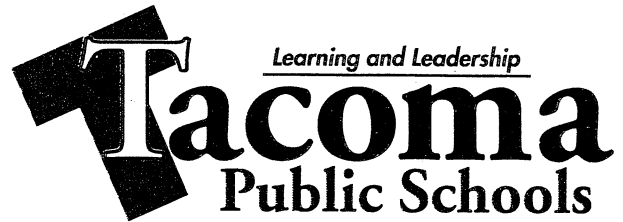
Please feel free to contact me if you have any questions or concerns about the application.

Sincerely,

Carla Santorno
Superintendent-elect (Interim)

pm

January 6, 2012

To Whomever It May Concern:

Please consider this a letter of support for the application for designating the Tacoma Public Schools as an innovation zone in accordance with House Bill 1546 (2011 Session).

In addition to our request to designate the District as an Innovative Zone, the following schools are submitting individual innovation designation applications:

- International Baccalaureate Program Innovative Zone (Foss High School, Giaudrone Middle School, McCarver Elementary School)
- Stewart Middle School A-STEM Innovative School
- Baker Middle School National Board Innovative School
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The plan for a district-wide group of innovative schools schools, zones, and models that implement instructional delivery methods that are engaging, rigorous, and culturally relevant at each grade is a bold, creative, and innovative educational idea. It will restructure school operations and implement evidence-based practices proven to be effective in improving student performance, reducing demographic disparities in student achievement, and closing the educational opportunity gap. It will hold students and educators to high expectations and standards. It will provide students with a diverse array of educational options that respond to their different learning styles. It will improve staff capacity and effectiveness. And, it will have active and meaningful parent, family, and community involvement and partnerships.

You have my assurance that each participating school in the Tacoma School District has been provided an opportunity to participate in the development of the plan. It is my understanding that the plan has been approved by a majority of the staff (classroom teachers and educational paraprofessionals) assigned to the schools participating in the plan and that they have committed to work cooperatively.

The Tacoma School Board is strongly supportive of this application.

Please feel free to contact me if you have any questions or concerns about the application.

Sincerely,

Catherine Ushka-Hall
President, Board of Directors
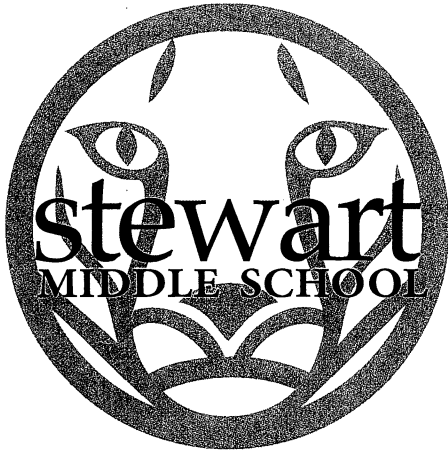
January 4, 2012

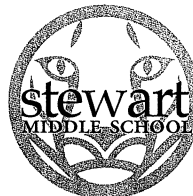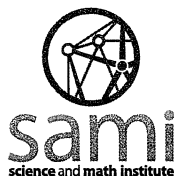Dear Members of the New Innovative Schools and Programs Selection Committee:

It is my pleasure to write a letter in support of the Stewart Middle School for consideration as a New Innovative School and Program. As a teacher at Stewart, I have seen great progress towards providing students with a diverse array of educational options by implementing creative, and innovative educational ideas. I've had the pleasure of professional training in areas such as Complex Instruction, Classroom observation protocols, and Brain research and how students learn-Brain considerate learning with Ken Wesson.

This type of training along with 100% strategies Staff Sharing has created a workplace that is fun and professional.

I fully support the efforts of Stewart Middle School as they continue to integrate art with science, technology, engineering and math. I believe the direction towards technology integration throughout the school will create an atmosphere of engaging project-based and hand on learning for the students. Innovative education ideas that seek to engage students and result in documented success is good for students and the community at large.

Sincerely,

Sara Siemens-Luthy
Teacher / SCDM Representative
Stewart Middle School
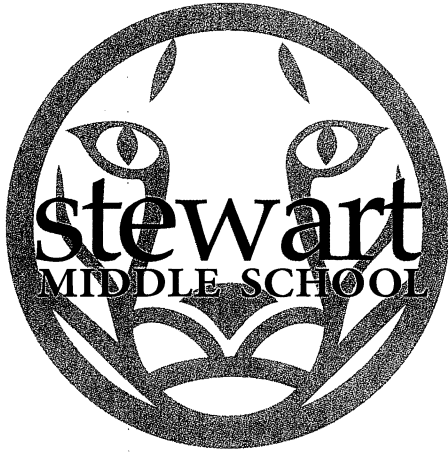
TACOMA
SCHOOL
of the ARTS

sami
science and math institute
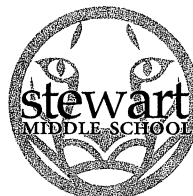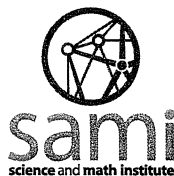
Tacoma
Public Schools

January 4, 2012

Dear Members of the New Innovative Schools and Programs Selection Committee:

I am pleased to write a letter in support of Stewart Middle School for consideration as a New Innovative School and Program. As a parent of a sixth grader at Stewart, I am thrilled to see her have such a great number of course offerings that provide her with so many options to learn content because of the creative and innovative educational ideas. Her amazing teachers have been taking professional training in Complex Instruction, brain research, which focuses on how students learn in a brain-considerate classroom environment, and coaching cycles that allow teachers to observe and learn alongside an instructional coach to develop their teaching practice.

I fully support the teachers, administrators, and the courageous efforts of the Stewart Middle School community as they diligently work to integrate art with science, technology, engineering and math. My daughter chose to attend Stewart because of the non-traditional, community building, innovative educational setting that actively engages students and results in tremendous academic success for her as well as her classmates, and ultimately the larger Stewart community. is good for students and the community at large.

Sincerely,

Sydelle Denman
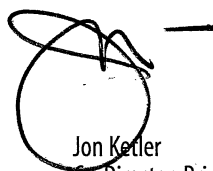Parent
Stewart Middle School Student
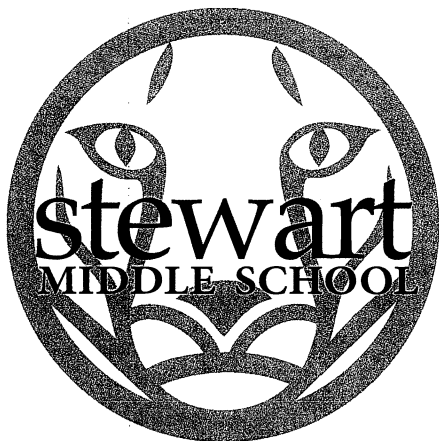
January 4, 2012

Dear Members of the New Innovative Schools and Programs Selection Committee:

As Co-Director and Principal of Stewart Middle School, the Science and Math Institute and the School of the Arts I write this letter excited that Stewart Middle School could be recognized as a New Innovative School and Program. Stewart MS re-opened its doors last fall with a new Arts Integrated STEM program (aka A-STEM). In just one year, the school was awarded the Washington State STEM Lighthouse School Grant along with the Science and Math Institute and has been successful at providing students with a diverse array of educational options by implementing creative, and innovative educational ideas such as Complex Instruction (project grow) and the adoption of mathematics and science resources combined with peda-gogy support from the Teacher Development Group (TDG). Stewart Middle School is also working with the Science and Math Institute and the School of the Arts creating a 6th thru 12th grade model giving Stewart students opportunities to learn and be mentored by and with high schools students.

With a new leadership team, the school has restructured its operations and has implemented evidence-based practices. Both students and staff are held to high expectations and standards and are reporting a renewed school climate that is a safe place for academic inquiry where students are taking ownership of their education.

As a leadership team we look forward to the requested waiver from the listed laws and rules and are excited to contiune our extended day and block schedule, with four periods per day, and 8 classes per week. Stewart operates on an alterna-tive calendar differing from the school district. This schedule change is necessary to maximize student contact time and opportunity in various courses. The overall impact is improved student engagement through project-based learning that is made possible by the longer class periods created through the extended block schedule.

Sincerely,

Jon Ketler
Co-Director, Principal
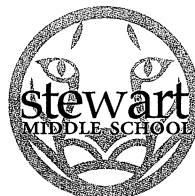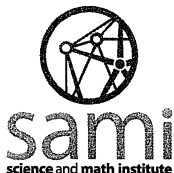
2. Application

School Information

Name of School : Odyssey: The Essential school

School District : Highline Public Schools

Principal/Project Lead : Joan Ferrigno

ESD

ESD 121 - Puget Sound

Additional School Information:

Street Address : 4424 S. 188th St - Burien, WA 98188

Phone Number : 206-631-6450

E-mail Address : joan.ferrigno@highlineschools.org

Web site : www.highlineschools.org

Will the new school, zone, or program focus on Arts, Science, Technology, Engineering, and Mathematics (A-STEM)?

No

Does the plan include an Innovation Zone?

If yes, does it include:

All of the schools in the school district?

What grades will be served in your school or program?

9

10

11

12

3. Summary of Your New School, Zone or Program

Summarize the major characteristics of your new school and the educational innovations that you plan to implement. Include specific, research-based activities and innovations to be implemented. (1000 words maximum)

The Odyssey mission and vision is a statement of our community's belief that a better world is possible and that our graduates will possess the knowledge and habits of mind to create that world. Inherent in our mission is the belief that a rigorous, college preparatory course of study will allow Odyssey students, 80% of whom are eligible for free and reduced lunch and 88% who are students of color, opportunities that have historically been denied to students like them. As a member of the Coalition of Essential Schools, Odyssey has designed a program that is rooted in democratic and equitable practices, is guided by the concept of depth over breadth, and above all, asks students to use their minds well. We believe that competencies, defined as the essential skills and knowledge that a student must master in order to graduate, make teaching more explicit and allow for greater understanding by students. We based our competencies on the Common Core Standards because they align well with our school's focus on critical thinking skills and require that proficiency be demonstrated and assessed at grade level. Odyssey is divided into two Houses, Foundational and Advanced. Foundational House students study as a cohort and work to meet a proficient level of understanding in the competencies defined by the Common Core 9th and 10th grade standards; the Advanced House cohort must demonstrate proficiency on competencies defined by the Common Core's 11th and 12th grade standards. Our school year is divided into five terms, four of which focus on the core academic disciplines and one, three-week intersession during which our entire school is immersed in the arts. We designed our schedule with shorter units of study in

order to allow our students more opportunity for success as well as to serve the many highly mobile families we serve; with shorter terms, students do not lose learning time the way that a student entering late does in a traditional semester long system. Odyssey has designed an assessment system that is rooted in the belief that each student should be allowed to learn at their own pace and that constant feedback is an essential factor in student understanding and achievement. At Odyssey, students who need more time to critically understand a skill and/or concept are provided with the supports they need to get there, including differentiation in the classroom, lunchtime tutoring and an after school enrichment club. Students who can demonstrate proficiency at a more accelerated rate, have an opportunity to do so as well. This is supportive of the several Odyssey students who are credit deficient but possess the knowledge and skills to demonstrate mastery, particularly on our Foundational House competencies. A traditional grading system does not fit well with Odyssey's belief that students should not be punished for needing additional time and instruction for true learning and understanding. As an alternative, Odyssey students earn a Not Yet if their understanding at the end of a term is not at a proficient level, Proficient if they have demonstrated at-grade-level thinking and understanding, and Advanced for those students who have exceeded at-grade-level thinking. In addition to the in-class and after school supports mentioned above, students who have received a Not Yet grade are invited to Not Yet Parties in order to get additional instruction around a particular competency. Adding narratives to our grading system next year will more accurately and authentically describe student understanding and the next steps for advancement. At the end of each term, students present a portfolio of their work to a panel of peers, teachers and other community members. Students exhibit their work and reflect upon the thinking and habits of mind they utilized to reach proficiency. Students present a more formal exhibition of learning as they move from Foundational House to Advanced House and again at graduation. Graduation by portfolio includes demonstration of proficiency in each of Odyssey's 5 graduation competencies that summarize the kind of learning necessary in each discipline. Odyssey introduced blended technology to our students this school year and we are excited by the enhanced levels of student engagement it provides. As mentioned above we are working with Tom Vander Ark from OpenEd Solution to craft our vision for future work with blended technology. Odyssey does have a strong commitment to best practices and powerful instruction and we will use technology to support student learning, not to replace teacher instruction. Odyssey world language classes provide students with true blended learning in their study of Chinese, a course that offers direct instruction and supplemental digital learning. We have also begun to practice using interactive projectors and screens, including a 3-D projector in science. Our instructional practice to date has focused on eight teaching strategies that we employ in all classrooms. These include standards related to the beliefs and planning specific to teaching in a competency based system; a focus on thinking that is founded in the belief that the key element of teacher practice is teaching students how to think deeply about the big ideas of their discipline; using classroom space strategically and intentionally, with a meeting space for whole group instruction and specific spaces for group or individual work time; scripting lesson plans to allow for a higher degree of teacher intentionality and a clear sense of purpose; providing for and intentionally planning for student discourse that give students opportunities to engage with each other and to share their thinking, ideas and questions; using charts, visual cues and prompts throughout the classroom that support student learning; conferring with students through strategic, one-on-one questioning/conversing/pushing the thinking of students in order to assess their learning and determine next steps for their learning; and creating a classroom culture that maximizes learning. As we move toward more blended learning, we are studying ways to use technology in our classrooms in order to enhance learning and engage students.

4. Student Expectations and Standards

What expectations and standards will you establish for your students? Examples include such things as attendance, post-secondary preparation, graduation, Skills for the 21st Century, state learning standards, and artistic performance ability. (300 words maximum)

As we mentioned above, Odyssey believes that the Common Core Standards demand the kind of critical thinking and student discourse that we believe are essential graduation requirements for our students. In order to know that students are demonstrating understanding at the appropriate level, our teachers design criteria for each competency that describe the kind of thinking and work necessary to demonstrate proficiency. For the following Foundational House Geometry competency, students can observe patterns in order to create and test conjectures that lead to generalizations, the proficient level criteria are: Students can: • describe what they notice and think about numeric patterns and geometric patterns, • develop a conjecture that is directly related to a list of observations/set of data • test a conjecture to see if it will always work using a table, graph, equation, or geometry • describe an accurate generalization given the evidence I collected by testing my conjectures • use inductive reasoning in order to find the next terms in a pattern as well as the nth term of a pattern, • apply the generalizations we've made as a class to solve problems. Additional criteria is designed for Not Yet thinking as well as Advanced. Students are made explicitly aware of the criteria by which they are being assessed. Our status as a school of choice is instrumental to the success of our program. Competency based learning requires commitment from students to take responsibility for their own learning and progress, and to act on teacher feedback. The orientations and interviews that students and families must attend prior to

completing an application ensure all stakeholders understand the style of teaching and learning at Odyssey and the requirements for success. We ask students and their families to commit to full engagement with our school program, student learning and teacher/family communication.

5. Student Achievement and Opportunity Gap

Specifically, what strategies will be used to improve student achievement and close the educational opportunity gap? (300 words maximum)

In our first year we've enrolled 91 students and are actively working on creative recruitment strategies to increase our numbers. Of our 91 students, 44 females and 47 males. Students self-identify as the following: 27 Hispanic (30%); 18 Black (20%), 16 Asian (18%); 16 White (18%); 7 Pacific Islander (7%); 7 multiple ethnicity (7%). 74% of our students have applied for Free/Reduced Lunch, 6 students have IEPs and 14 different languages are spoken by our families. Odyssey has always served students with wide gaps in their achievement and levels of understanding. We designed our competency based program specifically for these students. Competencies level the playing field relative to accessing knowledge and demonstrating learning because students are assessed on what they know and are able to do. In addition to the supports inherent in the competency based system, including the use of explicit criteria, we also provide students with in class support through differentiation and after school support through homework help, tutoring and Not Yet Parties (described in #4 above.) We also know that for some students, gaps in academic achievement are due to extenuating circumstances such as their living situation or other environmental impacts, versus a learning issue or deficit. Our competency based system allows students to show what they know and the obstacles of a traditional system, i.e., seat time, credit, unit tests no longer serve as barriers to graduation. As long as a student possesses the knowledge and can demonstrate understanding of a competency at the high level that the Common Core requires, they will be assessed as proficient and progress toward graduation. Mastery of multiple competencies may occur through one project or exhibition giving students a chance to show layers of knowledge at one time and through one vehicle.

6. Staff Capacity and Effectiveness

What strategies will you use to improve staff capacity and effectiveness? (300 words maximum)

Last year, Odyssey teachers were offered the opportunity to request and be granted a voluntary transfer to another district school if they were not interested in teaching in a competency based system. The eight teachers who remained at Odyssey expressed not only a desire to do so, but a commitment to build our new competency based school, to integrate blended learning, and to engage in thoughtful study and coaching around teaching and learning. Instruction is at the center of Odyssey staff's focus and professional development. Our two in-house coaches provide individual coaching cycles for each teacher and design professional development around competencies, criteria and bodies of evidence. Teachers develop criteria for each competency in the form of a rubric that details what student thinking and skills look like at each of three levels of understanding – advanced, proficient and not yet. Teachers also design diagnostic, formative and summative assessments for each competency that make up the body of evidence that students must produce in order to demonstrate mastery or proficiency. Coaches conduct studio days for teams of teachers that include conversation and study around a particular teaching strategy, discussion of one teacher's lesson plan focused on that strategy, observation of that teacher's instruction and then a debrief of the lesson and a collaborative plan for the teacher's next steps. The Odyssey staff is committed to excellent instructional practice because they believe that instruction is a significant factor in student academic achievement. The Odyssey staff also studies collaboratively each week around instruction, assessment and project based learning weekly.

7. Technical Resources

Will institutions of higher education, Educational Service Districts, businesses, industries, community organizations, or consultants provide technical resources? If so, what resources and assistance will be provided? Note: Please include the expected costs of these resources in your proposed budget. (300 words maximum)

Odyssey has partnered with many community organizations and agencies in order to enhance our program and inform our practice. As a member of the Coalition of Essential Schools, our mentor school, Eagle Rock School, has provided us with technical assistance and professional development since we opened in 2001. They have supported us with the design of our competencies, facilitated staff retreats and recently helped us to design our camp experience and improve school culture. Our partnership with the YMCA has blossomed into daily PE classes at their nearby brand new facility, collaborative community service opportunities, and our September camp experience which we hope to do yearly. Also, a Y staff member has joined an

educator from Planned Parenthood to conduct a program around teen outreach that includes community service and health education. We have had the privilege of receiving on-going professional development from the Center for Educational Leadership at the University of Washington and math professional development from Teachers Development Group from Portland Oregon. In addition, we have several partnerships that support our students in their quest for college including Dream Project from the University of Washington which provides student mentors for all of our seniors who meet with us weekly; the College Success Foundation that offers support and mentoring for struggling students; and Summer Search, a private organization that also offers mentoring and motivation for college, including financial support. Our partnership with Seattle University brings education students to our classrooms for observation and internships. Our math coach offers a seminar class to Seattle University students who are beginning their internships as math teachers. Finally, we are fortunate to have the Community Schools Collaborative on our campus to provide after school activities and tutoring as well as support for college that includes field trips, financial aid information and family engagement.

8. Evaluation and Accountability

Summarize the multiple measures for evaluation and accountability that will be used to measure improvement in student achievement, closure in the educational opportunity gap, and the overall performance, including but not limited to, assessment scores, graduation rates, and dropout rates. (300 words maximum)

In November 2008, the Highline School Board adopted Systemwide Measures of Success (SWMS). The purpose of the SWMS is to measure the success of the district vision and strategic plan. The vision of Highline Public Schools is for all students to graduate prepared for college, career, and citizenship. The vision emphasizes that all students will need some post-secondary education to succeed in the careers of the next half-century. The SWMS were developed with support from the Panasonic Foundation, which provides technical support with district improvement efforts. A district team that included the board president, superintendent, and president of the Highline Education Association helped to design the SWMS. Significant feedback was also provided by the Senior Leadership Team and principals. The SWMS scorecard is an overview of the 28 metrics, including baseline and subsequent data and a target for the 2013 school year. Metrics include: HSPE, EOC, on time and extended graduation rate, achievement gap, and gaps of graduates meeting 4-year entrance requirements. In addition, the school district evaluates school progress on summative academic measures using the Highline Performance Index, modeled on the Washington Assessment Index which accounts for change across multiple measures, over time, and indexed to similar demographic peers. Finally, the continuum used to assess student progress from not yet, to proficiency or advanced proficiency, is designed to provide students and parents with clarity about student progress over time. Our commitment to provide constant feedback to students and parents regarding student progress is evidence of our dedication to the belief that all of our students can and will meet standard.

9. Waivers of State Statutes and Regulations

The State Board of Education and the Superintendent of Public Instruction may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 and State Board and OSPI Rules (Title 180 and Title 392) on the basis that the waivers are necessary to implement an innovation school or innovation zone. Note: State administrative rules dealing with public health, safety, and civil rights, including accessibility for individuals with disabilities, may not be waived. (500 words maximum)

Does this innovation plan include a request for a waiver from these laws or rules?
If so, which one(s)? What specifically is needed (e.g., Number of days to be waived in the case of a waiver from 180 school days)?
Why is each waiver necessary to implement the innovation school or zone?
What will the impact of this waiver be on the instruction that students receive?

Odyssey is requesting a waiver to use alternative high school graduation requirements in order to shift from a time and credit based system of education to a standards (competencies) and performance based system as allowed in WAC 180-18-055. We believe that a credit based system is an arbitrary descriptor of student understanding. In a traditional credit based course, students can earn credit with a D grade, having demonstrated very little understanding. Students can earn this credit and move on to another more advanced course. In fact, a student in a traditional system can graduate from high school having earned all D grades and with very little understanding and/or critical thinking skills. Our competencies, which are based on the Common Core, and the criteria that we've developed to assess each competency are more authentic and relevant indicators of student understanding. At Odyssey, we require all students to demonstrate a proficient level of understanding on all competencies thus

assuring that all graduates leave our doors with the essential skills and knowledge they need for post-secondary success. Graduation by portfolio, instead of an accumulation of credits, is more authentic evidence of student mastery of 21st century student thinking and skills. Research indicates that seat time requirements place restrictions upon student learning. Odyssey believes that each student should be allowed to learn at their own pace rather than be constrained by external timeframes. In a competency based system each student is given the time they need to master content, thinking and skills. Some students need more time, some students need less time to demonstrate proficiency. At Odyssey, students who need more time to critically understand a skill and/or concept are provided with the supports they need to get there, including differentiation in the classroom, lunchtime tutoring and an after school enrichment club. In addition, students who can demonstrate proficiency at a more accelerated rate, have an opportunity to do so. Students who are credit deficient but possess the knowledge and skills to demonstrate mastery, particularly on our Foundational House competencies are given diagnostic assessments. These assessments are used to assess student understanding, and therefore proficiency on competencies, rather than completion of a course taken over a specific time period. Odyssey is also requesting from the state an additional three waiver days from the school year calendar. These days will be used at the end of each term for collaborative time in which teachers will thoughtfully write narrative assessments that capture the student's current understanding as they relate to course competencies. To provide students with specific and individualized assessment of their learning, teachers need time to reflect with their colleagues on the student's demonstration of understanding throughout the term.

10. Exemption of School District Policies

Will the school or schools be exempt from school district policies?

If yes, which ones? (225 words maximum)

Odyssey is requesting exemptions from the district's grading policy, and the school day schedule, as described above in question 10 and or the option of early or late start.

Please provide a letter of support that states school directors and administrators are willing to exempt the designated school or schools from specifically identified local policies.

Letters of support from SB President & Supt..pdf

11. Modification of Local Bargaining Agreements

Will local bargaining agreements be modified for the school or schools?

If yes, which provisions of which agreements? (225 words maximum)

Not at this time, included are letters from local bargaining agents (Highline Education Association, Teamsters I, Teamsters II and Teamsters III) that indicate conversation regarding the grant application and the conditions under which any changes to local bargaining agreements would be made.

Please include in the letter of support from your school directors and local bargaining agents the portions they will modify in their local agreements, as applicable, for the school or schools.

Teamsters Letters.pdf
HEA Joint Communique Odyssey.pdf

12. Planning Collaboration and Staff Approval

Was the plan developed by the school district(s) in collaboration with educators, parents, businesses, industry, and the communities of participating schools? If so, briefly summarize how these entities were involved in the planning process. (300 words maximum)

In February of 2008, the Odyssey staff reviewed their data and determined that high mobility rates, students' skill deficiencies upon entrance, and a lack of enthusiasm and ownership for school were deterrents to academic success. We proposed to then Superintendent Welch that Odyssey move to a competency based system, including a request to change from the semester system to shorter units of study so that students would have more opportunity for success. We also requested to become a

school of choice in Highline and for support to apply for a waiver from graduation requirements and the traditional grading system. Though permission was granted to move forward with competencies, we continued to be confined by the limits that the credit system places upon us. In the spring of 2011, school and district staff, parents and students participated in several community meetings during which we discussed future options for Odyssey. We also conferred with our CES mentor school, Eagle Rock, about next steps. Agreement was reached to continue with our plans for a competency based school and we requested from the School Board that we move forward as a school of choice for all district students and that together we apply to the state for the necessary waivers. The Board unanimously approved our request and included an option for teachers who did not want to continue in a competency based school to request and receive a voluntary transfer. The Odyssey staff has worked diligently and thoughtfully to design and implement the system we have in place to date. We look forward to being an authentic competency based school free from the limitations and restrictions that a traditional system requires. Staff received drafts of the grant application and their input was gathered for editing.

Has this plan to been approved by a majority of the staff classroom teachers and educational paraprofessionals assigned to the school or schools participating in the plan?

Yes

13. Uploads. Please upload the following documents.

The proposed budget, including anticipated sources of funding, including technical resources and private grants and contributions, if any.

Odyssey Budget.pdf

14. Written Statements of Support

Upload your statements of support for each of the individuals or groups:

Supt. Letter.pdf
Board Pres Letter.pdf
HEA Joint Communique Odyssey.pdf
Teamsters Letters.pdf
letters of support.pdf
School Board Mtg Agenda and Report.pdf

15. Thank You!

Email confirmation

Jan 06, 2012 12:21:49 Success: Email Sent to: joan.ferrigno@highlineschools.org

Response ID: 135

Survey Submitted:	Jan 6, 2012 (9:21 AM)
IP Address:	216.186.51.175
Language:	English (en-US)
User Agent:	Mozilla/4.0 (compatible; MSIE 8.0; Windows NT 6.1; Trident/4.0; SLCC2; .NET CLR 2.0.50727; .NET CLR 3.5.30729; .NET CLR 3.0.30729; Media Center PC 6.0; InfoPath.3; .NET4.0C)
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	2 : Application (SKU: 3)
	2 : Application (SKU: 3)
	3 : Summary of Your New School, Zone or Program (SKU: 4)
	4 : Student Expectations and Standards (SKU: 5)
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	6 : Staff Capacity and Effectiveness (SKU: 7)
	7 : Technical Resources (SKU: 8)
	8 : Evaluation and Accountability (SKU: 9)
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	11 : Modification of Local Bargaining Agreements (SKU: 12)
	12 : Planning Collaboration and Staff Approval (SKU: 13)
	13 : Uploads. Please upload the following documents. (SKU: 14)
	14 : Written Statements of Support (SKU: 15)
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13 : Uploads. Please upload the following documents. (SKU: 14)
14 : Written Statements of Support (SKU: 15)
15 : Thank You! (SKU: 2)

SessionID:	1325704016_4f04a35081c665.92939441

Response Location

Region:	United States
Region:	WA
City:	Seattle
Postal Code:	
Long & Lat:	Lat: 47.5951, Long:-122.332603
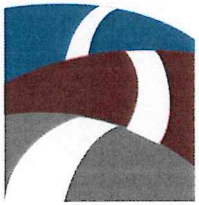
HIGHLINE
PUBLIC SCHOOLS

15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.433.0111

BOARD OF DIRECTORS: Angelica Alvarez • Tyrone Curry
Bernie Dorsey • Susan Goding • Michael D. Spear
INTERIM SUPERINTENDENT: Alan Spicciati, Ed.D.

January 4, 2012

Bob Butts
New Innovation Grants
Office of the Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504

Dear Mr. Butts:

On behalf of the Board of Directors of Highline Public Schools, I am writing in support of Odyssey High School's Innovative Schools Application. Students at Odyssey demonstrate their proficiency on State Standards through projects and other assignments that are assessed on a continuum rather than with traditional letter grades. Similar to Big Picture High School and Big Picture Middle School, Odyssey High School should be exempt from school district Policy 2420—Grading and Progress Reports, and Policy 2420P—Grading and Progress Reports-Procedures.

Thank you for this consideration.

Sincerely,

Angelica Alvarez
School Board President

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PUBLIC SCHOOLS

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206.433.0111

January 4, 2012

Bob Butts
New Innovation Grants
Office of the Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504

Dear Mr. Butts,

Please accept this letter of support as my enthusiastic endorsement of Odyssey High School's application as one of the Washington State's new Innovation Grants. I see Odyssey and its program design as adding new exciting options to the students in Highline and their readiness for college and career success.

In 2011, Odyssey was named as a school that was eligible for a School Improvement Grant - cohort II. However, we did not apply for funding as we had both the principal we needed in place and design parameters that provided a framework for the type of learning students would experience. In particular, Odyssey's plan has two components:

- Continuation of its competency-based curriculum and standards; and
- Addition of a blended technology component to begin in earnest in the fall of 2012 (something sorely needed in our district and system).

I am also in support of the request for a waiver from district and State Board policies as outlined in the application itself. As a system, we have also set aside $125K per year to assist in Odyssey's transformation, and I recommend this level of support continuing through its first few years of implementation.

This application would allow Odyssey to be recognized for its pioneering efforts as its two components are implemented in fall of 2012. It would also allow this school to be part of a network – both in our district and across the state – of schools wanting to be on the edge of reform in behalf of our students. Being part of a like-minded group that holds standards high but knows that students learn through different approaches is indeed exciting.

Please give Odyssey your strong consideration for this grant and thank you for allowing new schools like this to be recognized.

Sincerely,

Alan D. Spicciati, Ed.D
Interim Superintendent

Promoting Innovative Schools

HB 1521: "Innovative Schools Recognition"

HB 1546: "Innovation Schools and Zones"

Encouraging creation of new innovation schools/zones.

- OSPI develops criteria.
- Educational Service Districts recommend to OSPI.
- Focus on arts, science, technology, engineering, mathematics (A-STEM).

Educational Service Districts (ESDs)	How many applications can ESDs recommend?	How many must focus on A-STEM?
8 ESDs	Up to 3	At least 2
Puget Sound ESD	Up to 10	At least half

SBE Role: Waivers

- OSPI and SBE: provide *expedited* review of waiver requests.
- Waivers may be granted *if necessary* to implement the innovation school/zone.
- SBE has no new waiver authority
- Scope of SBE waiver authority: RCW 28A.150.200 through 28A.150.220 and Title 180 WAC.

    Includes:
    - o 1,000 instructional hours
    - o 180 days
    - o Graduation requirements

- SBE may only deny waivers if the waiver is likely to result in a decrease in academic achievement.

Innovation Waivers – HB 1546 continued

Timeline (items in bold are in statute):

Applications distributed:	September 19, 2011
Applications submitted to ESDs:	**January 6, 2012**
SBE regular meeting:	January 11-12, 2012
ESDs recommend to OSPI:	February 10, 2012*
SBE Special Meeting (proposed):	February 23, 2012
Approval announced:	**March 1, 2012**
Districts implement innovation:	SY 2012-2013

*ESDs were scheduled to recommend schools to OSPI by February 10. That deadline has been extended by OSPI.

Innovation Waivers – HB 1546 continued

Application:

The State Board of Education and the Superintendent of Public Instruction may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 and State Board and OSPI Rules (Title 180 and Title 392) on the basis that the waivers are necessary to implement an innovation school or innovation zone. State administrative rules dealing with public health, safety and civil rights, including accessibility for individuals with disabilities, may not be waived.

Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days)?

Why is this waiver necessary to implement this innovation school or zone?

What will the impact of this waiver be on the instruction that students receive?

4

Innovation School/Zone Applications

ESD	School
ESD 101 (Spokane)	Riverpoint Academy, Mead
ESD 105 (Yakima)	Toppenish Middle and High Schools, Toppenish
ESD 112 (Vancouver)	River Homelink, Battle Ground
	Vancouver School of Science Technology Engineering and Mathematics, Vancouver
ESD 123 (Pasco)	Three Rivers Homelink, Richland
ESD 121 (Renton)	Tacoma Public Schools, Tacoma
	Baker Middle School, Tacoma
	Bryant Montessori, Tacoma
	First Creek Middle School, Tacoma
	Foss High School, Tacoma
	Stewart Middle School, Tacoma*
	Odyssey High School, Highline*
*Requesting an SBE waiver	

Innovative Schools: SBE Waiver Requests

School	Waiver Request
Stewart Middle School, Tacoma	Stewart requests a waiver of 16 days from the required 180 days.
Odyssey High School, Highline	Odyssey is requesting a waiver of credit-based graduation requirements in order to use competency as assessed by portfolio.

Economy and Efficiency Waivers (Option Two)

➢ SBE has received three applications under RCW 28A.305.141 for "economy and efficiency" waivers from the BEA requirement of a minimum 180-day school year.

➢ The Board is asked to consider and discuss a framework for evaluation of these waiver requests.

Economy and Efficiency Waivers Overview

•RCW 28A.305.141 (SHB 1292) established SBE authority to grant no more than five "Economy and Efficiency" waivers:

•No more than *two* may be granted to districts with enrollment of fewer than 150;

•No more than *three* may be granted to districts with enrollments between 151 and 500.

•Purpose: creating flexible calendars to reduce operational costs for districts. Savings must be redirected to improve student learning.

•Currently, two districts with fewer than 150 students – Bickleton and Paterson – have Option Two waivers. These expire at the end of 2011-12.

•Three districts with fewer than 150 students have applied for Option Two waivers – Bickleton, Paterson, and Mill A.

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Economy and Efficiency Waivers Application

Application:

- *Proposed school calendar that shows how 1,000 instructional hour requirement will be maintained.*

- *Economies and efficiencies to be gained from proposed calendar.*

- *How savings will be redirected to support student learning.*

- *Impacts on:*
  - *School child nutrition services;*
  - *Ability to recruit and retain employees in support positions;*
  - *Parents who work during missed school days;*

- *Comments received in public hearing, and how concerns will be addressed.*

Recommended Economy and Efficiency Waivers Framework

Recommendation: A three-point evaluation

1. Does the district have exceptional costs closely linked to the number of school days?

2. Does the district demonstrate that it will gain economies and efficiencies?

3. How will cost savings be redirected to support student learning?