The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building
Brouillet Conference Room
600 Washington Street SE
Olympia, Washington
360-725-4475

February 23, 2012

AGENDA

Thursday, February 23

10:00 a.m.   Call to Order
Agenda Overview

10:05 a.m.   Innovation Waivers
Ms. Sarah Rich, Research Director

11:00 a.m.   Economy and Efficiency Waivers
Mr. Jack Archer, Policy Associate
Ms. Sarah Rich, Research Director

11:45 a.m.   ESEA Flexibility Request, Legislative Update, and Other Items
Ms. Sarah Rich, Research Director
Mr. Ben Rarick, Executive Director
Dr. Kathe Taylor, Policy Director

12:35 p.m.   Public Comment

12:50 p.m.   Business Items
- Innovation Waivers *(Action Item)*
- ESEA Resolution Adoption *(Action Item)*

1:00 p.m.   Adjourn

February 23, 2012
Special Board Meeting
Office of Superintendent of Public Instruction
Olympia, Washington

MINUTES

Thursday, February 23, 2012

Members Attending: Dr. Bernal Baca, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Kevin Laverty, Ms. Cindy McMullen, Ms. Mary Jean Ryan (12)

Members Excused: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Matthew Spencer (14)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (7)

Staff Excused: Ms. Ashley Harris (1)

The meeting was called to order by Dr. Baca at 10:06 a.m.

Mr. Rarick recognized Dr. Taylor and Ms. Harris for their years of service to the Board. He recognized them as an integral part of the staff supporting the Board and wished them much success in their new career paths.

Innovation Schools/Zones Waivers
Ms. Sarah Rich, Research Director

E2SHB 1546, Innovation Schools/Zones, directed OSPI to establish an application process to encourage new Innovative Schools and Zones implementing innovative models focused on the arts, science, technology, engineering, and mathematics (A-STEM). It also directed the Office of Superintendent of Public Instruction (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. 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 Educational Service Districts and OSPI is to make final decisions about which applications to approve.

The SBE role for Innovation Waivers includes: 1) providing an expedited review of waiver requests; 2) granting waivers if they are necessary to implement the Innovation School/Zone.

The timeline for Innovation Waivers under HB 1546 is as follows (items in bold are in statute):
Applications distributed   September 19, 2011
Applications submitted to ESD's   **January 6, 2012**
SBE regular Board meeting   January 11-12, 2012
ESD recommend to OSPI   February 10, 2012
SBE special Board meeting   February 23, 2012
Approval Announcement   **March 1, 2012**
Districts implement innovation   SY 2012-2013 through 2018-2019

Stewart Middle School in Tacoma and Odyssey High School in Highline have requested SBE waivers as a part of their Innovative School applications. Members reviewed the applications and discussion followed.

Stewart Middle School (Tacoma) requested a waiver of 16 days from the 180 day requirement. If the waiver is granted, students will receive 1,031.5 hours of instruction within 164 days beginning in 2012-13. Students would participate in 80-minute classes, including math and humanities daily. Stewart currently has an approved Option One waiver of eight days. The school is in Cohort I of the federally funded program to turn around persistently lowest achieving schools known as School Improvement Grant (SIG). It will receive three years of SIG funding from 2010-11 through 2012-13.

Odyssey High School (Highline) applied for a 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. Odyssey High School's waiver request is for a waiver from credit-based graduation requirements, which is parallel to the current credit-based graduation waiver that SBE approved for Big Picture High School (also in Highline) in May 2008. An additional request from Odyssey High School was for a waiver of a total of five days from the 180 day requirement. Ms. Joan Ferrigno, Principal of Odyssey High School answered clarifying questions from the Board on the waiver days being requested.

Economy and Efficiency Waivers
Mr. Jack Archer, Policy Associate
Ms. Sarah Rich, Research Director

SBE has the statutory authority to grant waivers from the basic education requirement for a 180-day school year to districts that propose to operate schools on a flexible calendar for purposes of economy and efficiency. No more than five waivers may be granted at any time, including no more than two to districts with enrollment of less than 150, and no more than three to districts with enrollment of 150-500. SBE has received three applications for the current application period, all from districts with fewer than 150 students.

Members discussed draft criteria to be used in the evaluation of Economy and Efficiency Waivers. Staff recommended a three-point framework for consideration of current applications for economy and efficiency waivers. These include (1) the potential for savings in costs most affected by a flexible calendar, as indicated by OSPI financial data; (2) demonstration of the monetary savings to be gained through a flexible calendar; (3) demonstration of how those savings will be redirected to support student learning, and how other requirements of the application have been met.

The three applications will be considered at the March Board Meeting.

ESEA Flexibility Request
Ms. Sarah Rich, Research Director

Last September, the U.S. Department of Education (USED) announced guidelines for state educational agencies to apply for flexibility waivers that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system.

SBE has partnered with OSPI in the development of an application for flexibility. The flexibility proposal builds upon the Achievement Index as the backbone of the accountability system. Members discussed a resolution supporting the ESEA flexibility application that would be brought forward at the end of the meeting for approval.

A letter, signed by Superintendent Dorn and Chair Vincent, discussing the ESEA Waivers was sent to all legislators and the Board members. Superintendent Dorn plans to apply for the ESEA waiver on February 28. A new resolution was presented to the Board for approval, to move forward with OSPI staff and Board staff partnering together on the work. Approval of the Resolution occurred during the business meeting.

Leading System Indicators
Dr. Kathe Taylor, Policy Director

At the November 2011 meeting, Mr. Rarick introduced a way for the Board to build on the goal-setting work it began in July 2011 for the purpose of helping the system to define for itself what success is and to track its progress on meeting its goals. Members continued that discussion, exploring how SBE might synthesize the indicators of success identified by various policy bodies and to identify new indicators, if needed. The Board will discuss the project in greater depth at the March 2012 meeting, and design a way to engage stakeholders in the conversation.

Staff will be inviting a Board work group to review and recommend proposed Lead System Indicators and Foundation Indicators for consideration by the full Board. Once the full Board has approved the draft indicators, Board members and staff will engage in outreach with stakeholders to solicit input and build awareness and support for the project.

Legislative Update
Mr. Ben Rarick, Executive Director

Mr. Rarick presented the House budget summary for members review and discussion. The House budget came out on February 21 and SBE staff are reviewing it to determine what issues may arise with K-12 education. The House budget is not out of committee yet, so changes can still occur. This budget has more options than the Governor's budget. It would appear that the House took the money saved from the revenue forecast factors and dedicated it to the education budget. None of the cuts on school days exist in the House budget, unlike the Governor's budget. The McCleary decision completely changes the way the education budget should be looked at going forward. A letter, signed by Chair Vincent, to the House Ways and Means Committee regarding HB 2209, was sent out February 22 to the Committee and Board members. K-12 was spared the magnitude of the cuts. Highlighted items were presented to the Board for discussion.

Mr. Rarick gave an overview of the House bills listed in the Board packet as follows:
- 2209 – Alternative Learning Experience Programs hits on the Boards Strategic Plan. It changes funding and regulatory framework for ALE programs.
- 2538 – Reducing requirements on school districts. One version eliminates writing tests as a graduation requirement and creates broad exemptions to the Culminating Project and High School and Beyond Plan. A letter was sent to legislators from the Board and the bill has been amended to take those out.
- 2107 – Career Pathways Act. This Bill requires SBE and other agencies to create literature showing multiple career pathways. It eliminates SBE waivers and permissions as it relates to Algebra II.
- 2337 – Open source for K-12 textbooks. Charges OSPI with facilitating school district utilization of open source K-12 textbooks and materials subject to funding. Mr. Rarick supported the bill and it was funded in the House budget.
- 6232 – Regarding High education coordination. This Bill replaces the Higher Education Coordinating Board by creating an office of Student Achievement and Joint Committee on Higher Education. There are several mentions of SBE in the Bill.

- The following bills are currently dead: 2411 – regarding high school graduation requirements; 2493 – making membership on the SBE more representative; 2543 – regarding SBE rules that contain unfunded mandates; 6247 – regarding SBE and the Quality Education Council.

Public Comment

Joan Ferrigno, Odyssey High School
Ms. Ferrigno thanked the Board for recognizing innovation as a viable means to serve students and advance academic achievement. She said it takes time and effort to review student data and study alternative practices, such as the competency-based instruction and performance based assessment that is used at Odyssey. All of the work reflected in the innovation application takes countless extra hours of unpaid time for staff, who are already doing the challenging work of creating best practices in a high poverty school. Ms. Ferrigno hopes the Board recognizes that innovation requires much more review, study, reflection, and assessment. Odyssey is looking forward to sharing data next year and staff looks forward to working with the Board to continue the work of supporting students.

Marie Sullivan, Washington State School Directors' Association (WSSDA)
Ms. Sullivan extended the invitation for members to attend the regional meetings beginning in March. She explained the change in the format for agendas saying that all districts are now developing their own agenda so every meeting might have a different format. Some regional meeting agendas will not include time for an SBE update but she encouraged members to attend anyway.

Business Items

Approval of Waivers for Innovation Schools (RCW 28A.630.083)

1. Tacoma School District (Stewart Middle School)

Motion was made to grant to the Tacoma School District for Stewart Middle School a waiver of 16 school days from the 180 day school year requirement, and for a waiver from the requirements set forth in WAC 180-18-040(1), for school years commencing 2012-13 through 2018-19, for the purpose of implementing an innovation plan as authorized in RCW 28A.630.081; provided, however, that the waiver shall only take effect if the Superintendent of Public Instruction designates Stewart Middle School as an Innovation School and shall terminate automatically upon revocation of such designation by the Superintendent under RCW 28A.630.085.

Motion seconded

Motion carried with 10 ayes/0 nays
2. Highline School District (Odyssey High School)

Motion was made to grant a waiver to the Highline School District for Odyssey High School from the credit-based graduation requirements, and the requirements of WAC 180-18-055; and a waiver of five total school days from the 180-day school year requirement, and the requirements of 180-18-040(1), for school years commencing 2012-13 through 2018-19 for the purpose of implementing an innovation plan as authorized in RCW 28A.630.081; provided, however, that the waiver shall only take effect if the Superintendent of Public Instruction designates Odyssey High School as an Innovation School and shall terminate automatically upon revocation of such designation by the Superintendent under RCW 28A.630.085.

Motion seconded

Motion carried with 11 ayes/0 nays

Motion to adopt the ESEA State Accountability System Resolution as follows:

STATE ACCOUNTABILITY SYSTEM

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Legislature charged the State Board of Education with responsibility and oversight for creating a state accountability framework to provide a unified system of support for challenged schools, with increasing levels of support based upon magnitude of need, and using data for decisions; and

WHEREAS, the State Board of Education has developed an Achievement Index utilizing fair, consistent, and transparent criteria for the purposes of recognizing schools for exemplary performance, improvement, and closing gaps; and

WHEREAS, the State Board of Education believes the state accountability framework needs to be a part of the revisions made to the basic education funding system and that the Legislature will need to provide the State Board of Education, the Office of Superintendent of Public Instruction, and local school boards with the appropriate legal authority and resources to fully implement the new system; and

THEREFORE, BE IT RESOLVED that the State Board of Education supports the Superintendent of Public Instruction's application to the United States Department of Education for flexibility from the current Elementary and Secondary Education Act accountability system; and

THEREFORE, BE IT FURTHER RESOLVED that the State Board of Education will collaborate with the Office of Superintendent of Public Instruction to build a unified system of federal and state accountability using multiple measures, English language learner data, disaggregated subgroup data, and student growth measures.

Motion seconded

Motion carried

Mr. Schuster thanked Dr. Taylor for her work on the Core 24 Task Force and private schools. He commended her work with the Board and thanked her for making a significant difference to the work of the SBE.

The meeting was adjourned by Dr. Baca at **12:19** p.m.

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.

Application Process:
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.

Blank Letter.doc

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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4 : Student Expectations and Standards (SKU: 5)
5 : Student Achievement and Opportunity Gap (SKU: 6)
6 : Staff Capacity and Effectiveness (SKU: 7)
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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)
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)
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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)
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

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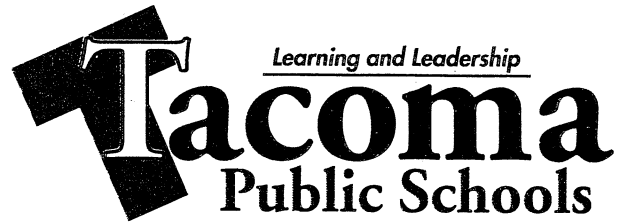
Please feel free to contact me if you have any questions or concerns about the application.

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
- 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 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
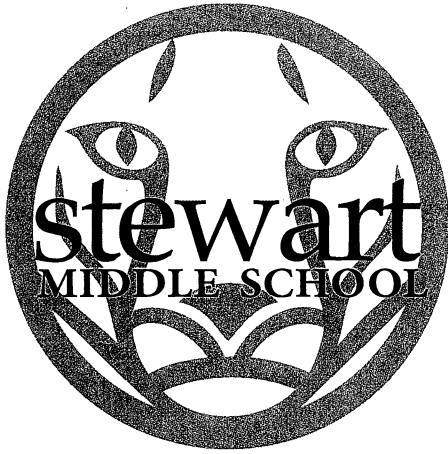
January 4, 2012

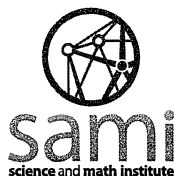Dear Members of the New Innovative Schools and Programs Selection Committee:

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
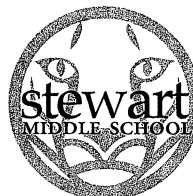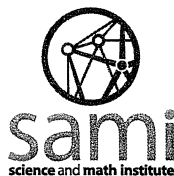Teacher / SCDM Representative
Stewart Middle School
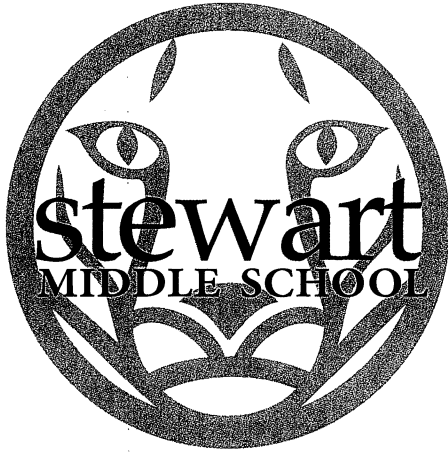
January 4, 2012

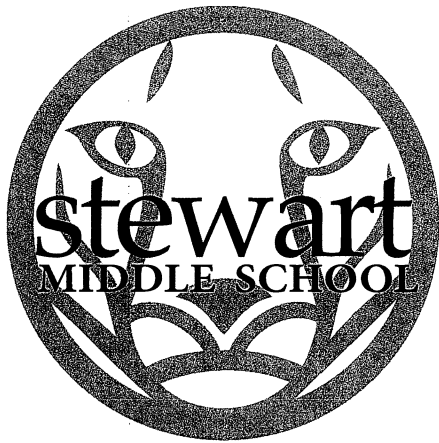Dear Members of the New Innovative Schools and Programs Selection Committee:

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
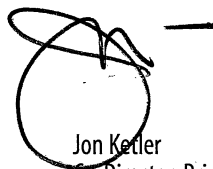Parent
Stewart Middle School Student

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
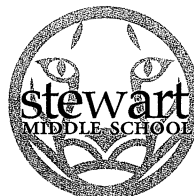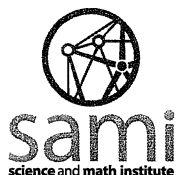
New Innovative Schools & Programs (E2SHB 1546)

Response ID: 135 Data

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)
Http Referrer:	
URL Variable: id	(no value)

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Response Location

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City:	Seattle
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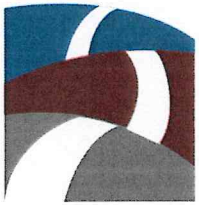
January 4, 2012

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

Angelica Alvarez
School Board President

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

A path to success for every student

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?

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.

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?

Title:	Economy and Efficiency 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:	SHB 1292, "School Year Length – Flexibility" (Chapter 543, Laws of 2009), authorized SBE to grant waivers from the basic education requirement for a 180-day school year to districts that propose to operate schools on a flexible calendar for purposes of economy and efficiency. SBE has termed these "Option Two Waivers." The Legislature found not only that districts have cited possible efficiencies in utilities and maintenance expenses, but also that a flexible calendar could be beneficial to student learning through the use of unscheduled days for professional development, special programs, and other activities. The statute sets out elements that must be included in waiver applications, including how the instructional hour requirement will be maintained, what efficiencies will be achieved, and how cost savings will be redirected to support student learning. SBE is directed by the statute to adopt criteria to evaluate waiver requests. No more than five waivers may be granted at any time, including no more than two to districts with enrollment of less than 150, and no more than three to districts with enrollment of 150-500. SBE has received three applications for the current application period, all from districts with fewer than 150 students. SBE needs to consider what framework will be applied to evaluation of the requests it has received for waivers under this statute. The three applications will be considered at the March Board Meeting.	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	While economy and efficiency is the stated purpose of waivers under this section of law, the statute expresses clear legislative intent that they be used not just to produce savings for school districts but to benefit student learning. Those dual purposes must be reflected in the criteria SBE brings to evaluation of waiver requests. Staff recommend a three-point framework for consideration of current applications for economy and efficiency waivers. These include (1) the potential for savings in costs most affected by a flexible calendar, as indicated by OSPI financial data; (2) demonstration of the monetary savings to be gained through a flexible calendar; (3) demonstration of how those savings will be redirected to support student learning, and how other requirements of the application have been met.	

BASIC EDUCATION PROGRAM REQUIREMENTS:
CRITERIA FOR OPTION TWO WAIVERS

BACKGROUND

Under legislation enacted in 2009 (SHB 1292, C 543 L 09), SBE has authority to grant waivers from the basic education minimum 180-day school year to a limited number of school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. SBE has termed these Option Two waivers to distinguish them from the other types of waivers of the 180-day school year authorized in other law. (See BEA Waivers January 2012 Board Meeting.)

Waivers may be granted for up to three years. No more than five school districts may be granted waivers at any time. Two of the five must be granted to districts with enrollments of less than 150, and three of the five to districts with enrollments of 151 to 500.

The statute, RCW 28A.305.141, specifies elements that must be included in a waiver application. These include, for example:

1. A proposed calendar for the school day and school year that shows how the 1,000 instructional hour requirement will be maintained;

2. An estimate of the economies and efficiencies to be gained from compressing the instructional hours to less than 180 days;

3. An explanation of how those savings will be redirected to support student learning.

The application must also explain anticipated impacts of the district's proposed calendar on free and reduced-price lunch services, recruiting and retaining employees in support positions, and children whose parents work during the missed school time. SBE may request other information to assure that the proposed calendar will not adversely affect student learning.

The statute directs SBE to adopt criteria to evaluate requests for these waivers.

Currently two districts have been granted Option Two waivers, both with enrollments under 150. SBE has received three applications for the application period that ended January 25, 2012; all from districts with enrollments of less than 150.

POLICY CONSIDERATIONS

Option Two waivers differ from Option One (the regular waivers that have been available since 1995), Option Three (the fast-track waivers implemented in 2010), and Innovation Waivers in that their explicit purpose is not to improve student achievement through restructuring of the

school year, but to produce savings in the operations of eligible districts. "School districts have suggested," the Legislature found, "that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar." (Sec. 1, C 543 L 09.)

The Education Commission of the States reported last year that 120 school districts in 17 states, in efforts to achieve cost savings, had adopted schedules that maintain instructional time while shortening the school week. (M. Griffith, "What Savings Are Produced by Moving to a Four-Day School Week?" ECS, May 2011.) The strategy has been of greatest interest to smaller, rural school districts that "have less budgetary wiggle room than larger, suburban and urban systems." (*Education Week*, February 7, 2012.) Indeed, data annually reported to OSPI by school districts shows that the small school districts to which this legislation was directed have much higher than average per pupil costs for maintenance and operations (Figure 1).

Figure 1: Higher than average per pupil costs for maintenance and operations
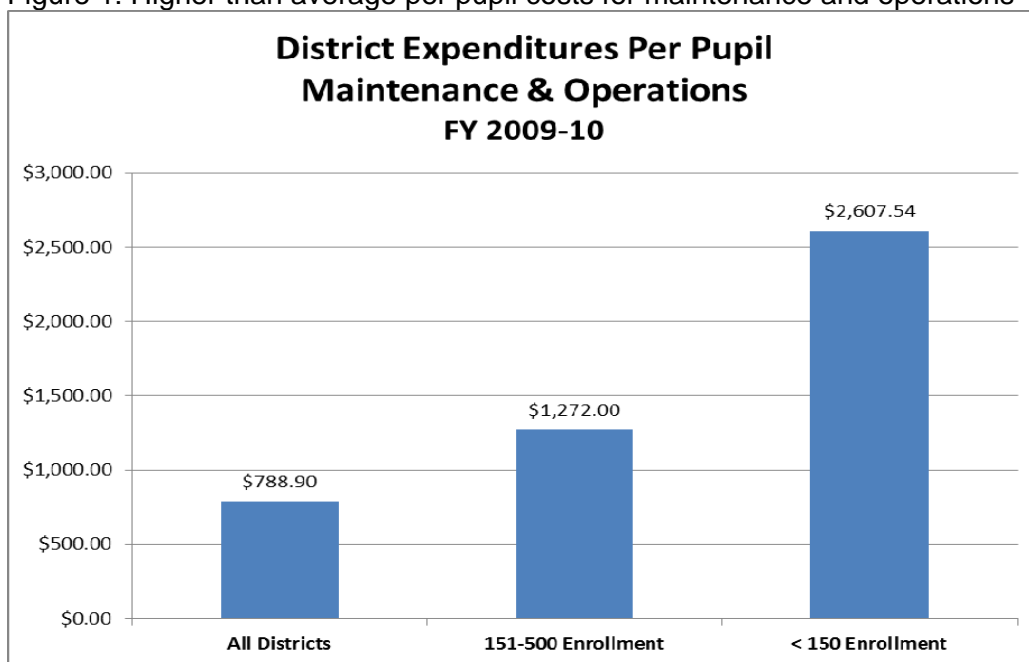
While economy and efficiency is the stated purpose of the waivers authorized under RCW 28A.305.141, the statute strongly indicates that the Legislature was concerned as well about the implications of a shorter school year for student learning. In its findings to SHB 1292, the Legislature also stated that "a flexible calendar could be beneficial to student learning by allowing the use of unscheduled days for professional development activities, planning, tutoring, parent conferences," and other activities. It also found that a flexible calendar "has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism."

That the Legislature's intent in SHB 1292 went well beyond the potential for cost savings is demonstrated in multiple operational provisions of the legislation.

- Applications for the waiver must show how savings from a flexible calendar will be redirected to improve student learning, and not just used to build district fund balances. (Sec. 2(e).)

- SBE may request information of school districts additional to that specified in the statute in order to assure that the proposed flexible calendar does not adversely affect student learning. (Sec. 2(h).)

- SBE is directed to analyze, after each year, empirical evidence to determine whether the reduction in the school year by the waivered district is affecting student learning. If SBE determines that student learning is adversely affected, the district must discontinue the flexible calendar. (Sec. 3.)

- SBE is directed to examine the waivers granted under the statute and recommend to the Legislature by December 15, 2013 whether the program should be continued, modified, or allowed to expire, as provided in the act, at the end of August 2014. "This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence" such as state assessment scores, student grades and attendance. (Sec. 4.)

The language and intent of RCW 28A.305.141 therefore suggests a three-point framework for consideration of applications for Option Two waivers:

1. Does the district have exceptional costs for operations having a close link to the number of days in the school year? In other words, is the district poised for savings through implementation of a flexible calendar? Through school district expenditure data available through the Office of the Superintendent of Public Instruction, we can determine the relative costs districts incur for utilities, building maintenance, pupil transportation and other relevant activities.

2. Does the district demonstrate in its application that it will gain economies and efficiencies from a flexible calendar sufficient to warrant the waiving of the minimum 180 day-requirement for basic education?

3. Has the district demonstrated how the savings to be achieved from the flexible calendar will be redirected to support student learning? The savings and intent language in SHB 1292 gives examples of the uses to which unscheduled days may be directed, such as professional development, planning and tutoring, but these are not to the exclusion of other activities the district may propose to benefit student learning.

The application would also need to meet other requirements of the statute, including consideration of specified impacts for students, parents and employees, a summary of public comment on the proposed flexible calendar, and explanation of how concerns raised in public comment will be addressed.

EXPECTED ACTION

Board members will discuss a framework for consideration of Option Two waivers as required by RCW 28A.305.141.

Title:	ESEA Flexibility Update
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 - Accountability
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The flexibility proposal builds upon the Achievement Index as the backbone of the accountability system. A collaborative effort among SBE, OSPI, the Joint Select Committee on Education Accountability, and stakeholders will be needed to update the Achievement Index to include all subgroups and incorporate student growth data, which will be newly-available in the fall of 2012. This represents an important shift from our current system of multiple methodologies for assessing school performance to a single, unified system used to identify highest performing schools for recognition, and lowest performing schools for improvement. SBE is asked to consider adopting a resolution supporting the ESEA flexibility application.
Possible Board Action:	☒ Review ☒ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Last September, the U.S. Department of Education (USED) announced guidelines for state educational agencies to apply for flexibility waivers that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system. USED has established four principles that must be met. Principle 1—College- and Career-Ready Expectations for All Students Principle 2—State-Developed Differentiated Recognition, Accountability, and Support Principle 3—Supporting Effective Instruction and Leadership Principle 4—Reducing Duplication and Unnecessary Burden SBE has partnered with the Office of Superintendent of Public Instruction (OSPI) in the development of an application for flexibility. SBE reviewed the draft application at its regular January, 2012 meeting. On February 15, 2012, Superintendent Dorn and SBE Chair Vincent sent a letter to every member of the Washington State Legislature notifying them of the decision to apply for the flexibility (Appendix A).

ESEA FLEXIBILITY UPDATE

BACKGROUND

Last September, the U.S. Department of Education (USED) announced guidelines for state educational agencies to apply for flexibility waivers that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system.

USED has established four principles that must be met:

    Principle 1—College- and Career-Ready Expectations for All Students
    Principle 2—State-Developed Differentiated Recognition, Accountability, and Support
    Principle 3—Supporting Effective Instruction and Leadership
    Principle 4—Reducing Duplication and Unnecessary Burden

SBE has partnered with the Office of Superintendent of Public Instruction (OSPI) in the development of an application for flexibility. SBE reviewed the draft application at its regular January, 2012 meeting. On February 15, 2012, Superintendent Dorn and SBE Chair Vincent sent a letter to every member of the Washington State Legislature notifying them of the decision to apply for the flexibility (Appendix A).

POLICY CONSIDERATION

The major "lift" for Washington is contained in Principle 2—State-Developed Differentiated Recognition, Accountability, and Support—which essentially is the construction of a new state accountability system. This is an opportunity for SBE and OSPI to partner to build upon the Achievement Index and create a state accountability system as envisioned in E2SSB 6696.

The ESEA flexibility application represents an opportunity to build a coherent, meaningful state accountability system. This proposal represents a meaningful step forward to fulfilling the SBE charge in S2SSB 6696 to create a "unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions." E2SSB 6696 specifically identifies Phase II of the accountability system using the Achievement Index for "identification of schools in need of improvement, including those that are not Title I schools, and the use of state and local intervention models and state funds through a required action process beginning in 2013, in addition to the federal program."

A collaborative effort among SBE, OSPI, the Joint Select Committee on Education Accountability, and stakeholders will be established to update the Achievement Index to include all subgroups and incorporate student growth data, which will be newly-available in the fall of 2012.

SBE is asked to consider adopting a resolution supporting the ESEA flexibility application.

OVERVIEW OF THE PRINCIPLES

Principle 1: College- and Career-Ready Expectations for All Students
Principle 1 is met primarily through Washington's adoption of the Common Core State Standards (CCSS) and the state plan to implement CCSS. Additionally, Washington State's role as a lead state with SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer high-quality assessments to all students by 2014–15.

Principle 2: Proposed State Accountability System
The major "lift" for Washington – and the major opportunity for SBE – is contained in Principle 2. As directed in E2SSB 6696, the proposed accountability system will build upon the current Washington Achievement Index as the basis for developing the system. The USED waiver guidelines require four components of an accountability system: establishing annual measureable objectives (AMOs); recognizing and rewarding schools for high achievement and closing educational opportunity gaps; identifying and developing improvement plans for "priority" schools with low achievement levels in reading and math; and identifying and developing improvement plans for "focus" schools with low performance and/or large achievement gaps among subgroups.

Annual Measurable Objectives (AMOs)
USED offered three choices: 1) Move the current 2014 deadline for 100 percent proficiency in reading and math to 2020; 2) Set annual equal increments toward the goal of reducing by half, the percent of students who are not proficient in all AYP sub categories by fall 2017 (within six years); or 3) Establish another AMO that is educationally sound and results in ambitious and achievable AMOs.

Washington is proposing option 2: to close the "proficiency gap" for each subgroup by 50 percent by 2017. These AMOs will be set for each school, district, and the state. For example, if 50 percent of a subgroup met standard in 2011 (the baseline year), the target for 2017 will be 75 percent of that subgroup meeting standard. This is illustrated in Figure 1. An advantage to this approach is that while expectations for subgroup performance increase each year, each school starts where they perform in 2011 rather than being held to the current "uniform bar" standard which is generally far above current performance. At the same time, the subgroups that currently perform lowest will need to accelerate the fastest in order to close gaps.

Figure 1: Sample school subgroup AMOs

Annual Targets for Closing Proficiency Gaps by 50% by 2017 (Sample School)
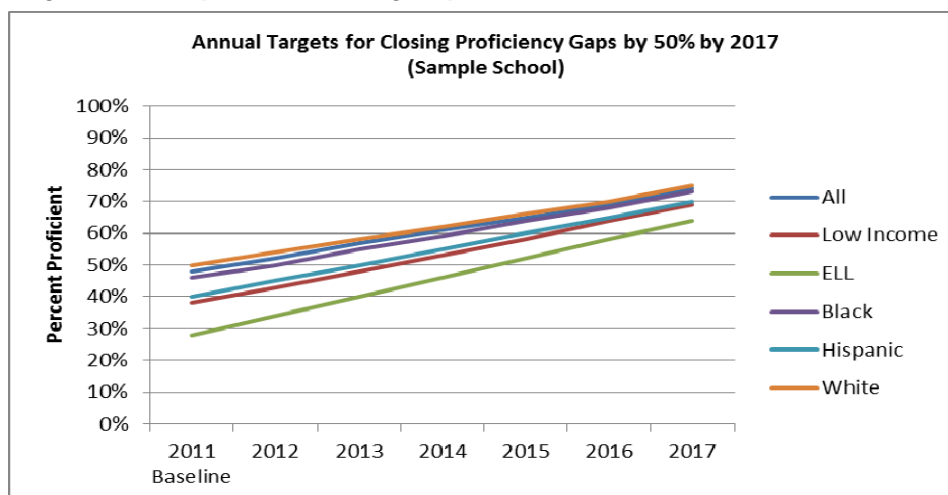
The proposal is to set AMOs for each student subgroup ("all students", American Indian/Alaskan Native, Asian, Black, Hispanic, White, Low Income, Students with Disabilities, English Language Learners, as well as two additional categories not required by USED: Pacific Islander and Multiracial.) The proposal will also contain a reduction of the current minimum "n size" from 30 to 20. This means that more schools will have visible subgroups, thus increasing accountability overall.

Washington Achievement Index
The proposal builds upon the Achievement Index as the backbone of the accountability system. A collaborative effort among SBE, OSPI, the Joint Select Committee on Education Accountability, and stakeholders will be needed to update the Achievement Index to include all subgroups and incorporate student growth. This represents an important shift from our current system of multiple methodologies for assessing school performance to a single, unified system used to identify highest performing schools for recognition, and lowest performing schools for improvement.

Reward Schools
Building on the current Washington Achievement Awards, Washington will identify the:
- Highest Performing Schools: schools with high performance and high graduation rates without significant achievement gaps among subgroups; schools that have met AYP (and in future years, AMOs) for three consecutive years in all subgroups.
- High-Progress Schools: schools making the most progress in improving performance for all students or in increasing graduation rates, without significant achievement gaps among subgroups.

Priority Schools
The state will annually identify priority schools; the total number must be at least equal to 5 percent of the total number of Title I schools in 2010–11. Washington State has 913 Title I participating schools, so the state must identify at least 46 schools as priority schools (5 percent of 913). Per USED, a priority school must be at least one of the following:
1. Among the lowest five percent of Title I schools in the state based on both achievement and lack of progress of all students group over three years.
2. A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over three years.
3. A currently-served Tier I or Tier II SIG school.

Districts with priority schools must ensure the school implements meaningful interventions aligned with turnaround principles[1]. OSPI will require districts to set aside up to 20 percent of district Title I funds to support the Priority schools' improvement efforts.

Focus Schools
The state must annually identify a number equal to at least 10 percent of the total number of Title I schools in the state as focus schools; in Washington, this equates to at least 92 schools (10percent of 913) each year. Focus schools are Title I schools with the lowest sub-group achievement and/or biggest gaps among sub-groups. Title I high school subgroups with graduation rates less than 60 percent may also be identified as focus schools.

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[1] "Turnaround Principles" refers to a list of principles provided by USED that must be addressed in the formulation of a school improvement plan: performance of the principal and teaching staff, operational flexibility, embedded professional development, increased learning time, ensuring a research-based instructional program, data-based decision making, ensuring a safe environment, and ongoing mechanisms for family and community engagement.

Districts with focus schools ensure the school implements meaningful interventions aligned with the unique needs of the school and its students. OSPI will require districts with focus schools to set aside up to 20 percent of district Title I funds to support the school's improvement efforts.

Principle 3: Supporting Effective Instruction and Leadership
This principle is met through the teacher/principal evaluation components of E2SSB 6696, passed by the Legislature in 2010 and now implemented through the work of the Teacher Principal Evaluation Project (TPEP). If pending state legislation regarding educator evaluation becomes law, it will also be included in the proposal.

Principle 4: Reducing Duplication and Unnecessary Burden
This principle is met through ongoing work done by OSPI to reduce the reporting requirements of districts.

EXPECTED ACTION

SBE will consider adopting a resolution to affirm support for the ESEA flexibility request.

SUPERINTENDENT OF PUBLIC INSTRUCTION
Randy I. Dorn
Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us

STATE BOARD OF EDUCATION
Jeff Vincent, Chair
Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

February 15, 2012

Dear Members of the Legislature:

With this letter, we are informing you of our intent to submit an application to the U.S. Department of Education for a waiver from the requirements of the Elementary and Secondary Education Act (ESEA also known as No Child Left Behind).

We are confident that Washington can develop a sound statewide accountability system that will improve upon the current federal requirements, in addition to relieving districts of some of the regulatory requirements and financial inflexibility associated with not making Adequate Yearly Progress.

The decision to pursue a waiver comes after months of careful consideration and review. Our offices have collaborated on several draft applications that have received extensive public feedback. The January meeting of the State Board of Education held a public hearing dedicated to the application process, and OSPI staff presented at a December 2, 2011 work session in the House Education Committee. Through these public hearings, and multiple and ongoing conversations with your fellow legislators, we have made every effort to be inclusive in the development of the application.

We will submit our application in the next week, and we anticipate an application status update from the Department of Education by April 2012.

As you may know, 10 out of 11 states were granted waivers through round one of the application process. Representatives from the U.S. Department of Education have made it clear that they will work closely with states to ensure that those seeking a waiver have ample opportunity to meet the requirements. The process of revising the application may extend our work into the summer.

Our ultimate goal in this application is to continue pursuing valuable education reforms and regulatory flexibility for our schools, without committing to policies that are not in the best interests of Washington State's public school system.

A draft of Washington's application is currently posted on the OSPI website for public comment. A final draft will be available by March 1.

Sincerely,

Randy I. Dorn
State Superintendent
of Public Instruction

Jeff Vincent
Chair
Washington State Board of Education

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	**System Indicators**
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:	What would a process to identify system goals and measurements look like?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	At the November 2011 meeting, the Executive Director introduced a way for the Board to build on the goal-setting work it began in July 2011 for the purpose of helping the system to define for itself what success is and to track its progress on meeting its goals. This memo describes the building blocks (goals, leading system indicators, and foundation indicators) of a process that the Board would lead in order to synthesize the indicators of success identified by various policy bodies and to identify new indicators, if needed. The Board will discuss the project in greater depth at the March 2012 meeting, and design a way to engage stakeholders in the conversation.

The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

P-13 SYSTEM INDICATORS OF SUCCESS

Background

The Board agreed on seven P-13 system goals at its July 2011 retreat:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively and integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
5. Enter kindergarten prepared for success.
6. Attain high academic standards regardless of race, ethnicity, income or gender; and close associated achievement gaps.
7. Graduate able to succeed in college, training and careers.

Goals 1-4 are the state's Basic Education Learning Goals from RCW 28A.150.210. Goals 5-7 were drawn from the State Education Plan produced for the Race to the Top application. As currently written, these are overarching goals for a P-13 education system; they are general statements of intent.

At the November 2011 Board meeting, Board Members heard from the Executive Director a conceptual overview of a plan of action for effective system planning and goal-setting that would help the Board move forward on its strategic plan goal for governance. The first phase of this process would be the establishment of "performance improvement goals." Those goals would be structured by *lead system indicators*, and *foundation indicators*.

Lead System Indicators (LSIs) convey major system transition points or landmarks. To retain their importance, they should be few in number: perhaps as few as two or as many as five. They should be limited in number to convey a laser-like focus on their attainment, and to facilitate their casual memorization by key stakeholders. A measure of success in this effort would be if, in due time, any major P-13 policymaker can recite these by memory (e.g. "*we have three leading system indicators: third grade literacy, graduation rates, and post-secondary attainment")* and has immediate recall as to system performance on those indicators (*"on-time graduation rate was about 76 percent last year"*). The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. Unlike the overall P-13 system goals, performance goals are SMART (specific, measurable, attainable, realistic, timely). For example, if the LSI were Third Grade Reading Assessment Score, the

SMART goal associated with it might be: "Ninety percent of third grade students will demonstrate proficiency on the state reading assessment by 20__."

Foundation Indicators (FIs) are subordinate to lead system indicators, and reflect the reality that, for example, third grade literacy does not materialize on its own. What are the various preconditions necessary to achieve third grade literacy, and how can we monitor those preconditions? These might include the availability of quality and affordability of early care programs, the extent to which entering kindergarten students demonstrate basic phonemic awareness, or, the extent to which families read to their young children 20 minutes a day. These Foundation Indicators are driven, to some extent, by what can be measured, but the process can also be helpful in determining what *should* be measured in the future. Foundation Indicators are also not as limited in number and scope. Each lead system indicator could have as many as five to ten and still achieve a sufficient level of overall focus. In order to not "reinvent the wheel," the FIs will largely, but not solely, represent a synthesis of key indicators sanctioned by Washington education policy organizations or advocacy groups.

Together, the LSIs and FIs should tell a story about the system's efforts to improve student achievement.

The Board's leadership would provide a means for the system to define for itself what success is and to track progress on meeting its goals. The Board's website would help make meaning of the data.

Authority. The Board's authority for this initiative is drawn from RCW 28A.305.130: *The purpose of the state board of education is to provide advocacy and **strategic oversight of public education**; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to **improve student academic achievement**; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and **promote achievement of the goals of RCW** 28A.150.210.[basic education learning goals]* In addition, SBE is expected to*:*

- ***Adopt and revise performance improvement goals** in reading, writing, science, and mathematics, by subject and grade level… academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance…* The Board *may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.*
- *Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to **coordinate and unify the work of the public school system**.*

Connection between Performance Improvement Goals and Annual Measureable Objectives. Where appropriate, the SMART Performance Improvement Goals that are attached to Leading System Indicators may also have Annual Measureable Objectives (AMOs) associated with them. The current federal AMOs are ambitious annual targets to achieve 100 percent proficiency by 2014 in reading, math, and graduation for all subgroups (current federal accountability (NCLB) measures). Through the Elementary and Secondary Education Act (ESEA) waiver application process, Washington will be proposing a new set of **a**mbitious, but achievable, annual targets to decrease the proficiency gap by 50 percent by 2017 for all subgroups in reading, math, science, writing, and graduation rates.

Summary

The following graphic illustrates the connections among the key elements of the proposed structure.
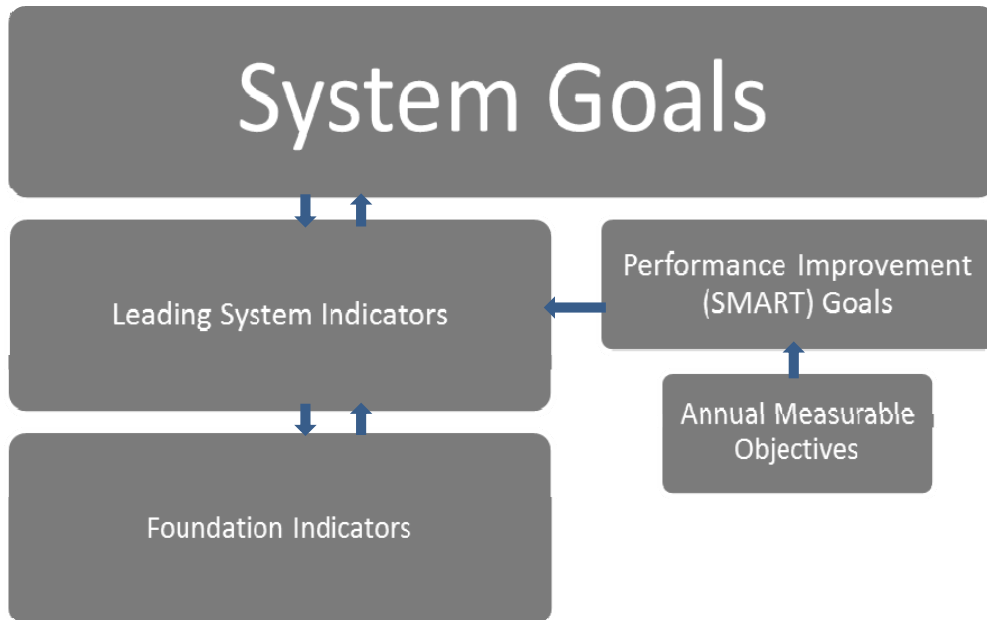
Next Steps

Staff will be inviting a Board work group to review and recommend proposed Leading System Indicators and Foundation Indicators for consideration by the full Board. Once the full Board has approved the draft Indicators, Board members and staff will engage in outreach with stakeholders to solicit input and build awareness and support for the project. See Attachment A for an example of one possible Leading System Indicator and set of Foundation Indicators.

**SAMPLE ONLY: DRAFT Foundation Indicators for a PROPOSED
Leading System Indicator of Third Grade Reading Rates**

Primary Goal	Indicator	Organization(s) reporting this indicator	Source
5	Percent of social-emotional growth (initiative, self-control, attachment, overall total protective indicators) experienced by ECEAP children in one school year	ERDC, DEL (for ECEAP children)	ECEAP Report to GMAP on Devereux Early Childhood Assessment (DECA) results (2008-2009 data available for all ECEAP children; assessment is ongoing)
5	Percent of eligible children ages 3-5 enrolled in ECEAP or Head Start	DEL Washington State Early Learning Plan	ECEAP, Head Start and Early Head Start Washington State Profile, 2011
5	Percent of entering kindergartners demonstrating readiness on social and emotional, physical, cognitive and linguistic skill domains	DEL, OSPI	OSPI WaKIDS (at a minimum, for students enrolled in state-funded full-day kindergarten)
5	Percent of kindergarteners participating in full-day kindergarten	OSPI	OSPI, Legislature
1	Percent of Black, Pacific Islander, American Indian/Alaskan Native, and Hispanic students who meet or exceed third-grade reading standard	DEL Washington State Early Learning Plan SBE Achieve. Index OSPI	OSPI (statewide data)
1	Percent of White and Asian students who meet or exceed third-grade reading standard	SBE Achieve. Index OSPI	OSPI (statewide data)
1	Disaggregated third grade reading MSP data by subgroup	ERDC, OSPI	OSPI (statewide data)
1	Percent of K-3 teachers in high poverty schools who are Nationally Board certified		OSPI (statewide data)

Goals
1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically and creatively and integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities.
5. Enter kindergarten prepared for success.
6. Attain high academic standards regardless of race, ethnicity, income or gender; and close associated achievement gaps.
7. Graduate able to succeed in college, training and careers.

The Forward Website

Note: These Lead System Indicators and Foundation Indicators are for purposes of illustration only. The actual website would have additional pages that would provide graphs to illustrate the data, with accompanying text/video to help make meaning of it.

BETA

Using Data to Identify and Explore
Leading System Indicators
of WASHINGTON STATE's
P-13 Education System

Forward

| Home | About | Partners | Indicators | The Index | Goals | Report Card |

Forward P-13 Indicators

1. Third Grade Reading Assessment Score

Foundation Indicators

1. Percent of kindergarten students entering with experience in pre-K
2. Percent of eligible children ages 3-5 enrolled in ECEAP or Head Start
3. Percent of entering kindergartners demonstrating readiness
4. Percent of families who read or tell stories to their children every day.
5. Percent of mothers with certificates or degrees beyond high school.
6. Percent of schools funded for all-day kindergarten
7. Percent of National Board Certified Teachers working in high poverty elementary schools

2. Extended Graduation Rate

Foundation Indicators

1. Percent of students completing 5 or more credits at the end of 9th grade
2. Percent of students meeting proficiency on 8th grade reading and math state assessments
3. Attendance rates of students in grades 6-8
4. Percent of students passing 6th grade math and English
5. Percent of students retained in 9th grade
6. Percent of students meeting proficiency on high school state assessments

3. Postsecondary Attainment Rate

Foundation Indicators

1. Percent of students earning high school and college credit through dual-credit programs requiring college course enrollment (Running Start, College in the High School, Tech Prep, etc.)
2. Percent of students earning credit in at least one advanced/honors course
3. Percent of high school students enrolled in industry certificate programs
4. Percent of students enrolled in Navigation 101
5. Percent of students earning 3 or more credits of career and technical education courses
6. Percent of students completing minimum requirements for admission to WA four-year public colleges
7. Percent of recent high school graduates placing in college level courses at community and technical and baccalaureate colleges

Using this Site

If you are reading this, you are well on your way to impacting education in Washington State.

We want you to engage with the data and explore the P-20 success benchmarks outlined herein. You will find videos, graphs, and text that will help explain where Washington's education system has been and where it needs to go.

Start by clicking on one of three goals, or visit our goal discussion board to jump right in.

Stay tuned for the publication of the 2012 report card (available in the third quarter of 2012.

Developed by:
The Washington State Board of Education

sbe.wa.gov

Legislative Activity Update (DRAFT as of 2/17)

Bill	Title/Subject	Priority?	Status?	Issue Presented
2209	Alternative Learning Experience Programs	x	alive/NTIB	Changes funding and regulatory framework for alternative learning programs (e.g. 95% funding with a 5 hour seat time minimum)
2538	Reducing Requirements on School Districts	x	NTIB/BOB?	One version eliminating writing test as grad req., and created broad exemptions to Culminating Project and High School and Beyond Plan.
2170	Career Pathways Act	x	alive	Requires SBE and other agencies to create literature showing multiple career pathways. Eliminates SBE "waivers and permissions" as it relates to Algebra II
2492	Requiring SBE to do fiscal impact statements	x	alive	Requires SBE to do fiscal impact statements when passing rules.
5895 (TPEP)	Regarding Certificated Employee Evaluations	x	alive	Integrates student growth data into educator evaluations, and personnel decisions (hiring/firing/placement, etc)
6232	Regarding Higher Education Coordination	x	alive	Replaces the HECB by creating office of Student Achievement, and Joint Committee on Higher Education. Several mentions of SBE
2337	Open Source for K-12 Textbooks		alive	Charges OSPI with facilitating school district utilization of open-source K-12 textbooks and materials, subject to funding
2448	High Quality Early Learning		dead?	Creates/defines Washington Preschool Program, including implementation structure
2569	Early Learning Programs		dead?	Quality Rating and Improvement System (QRIS) – Standards of quality and revive for early care providers
6377	Education Funding Mandates		NTIB/BOB?	Repeals I-732 salary COLAs, and makes I-728 allocations permanently subject to budget appropriations
6567	Modifying the state expenditure limit/paramount duty		NTIB/BOB?	Exempts K-12 and Higher Ed from growth limit
2411	Regarding High School Graduation Requirements		dead?	Sets graduation requirements in statute, concentrates on the core HECB requirements.
2493	Making Membership on the SBE more representative		dead?	Would establish WEA, WSSDA, WASA etc as the appointing authority for membership to the SBE
2543	Regarding SBE rules that contain unfunded mandates		dead?	Would make compliance with Nov action of the Board voluntary, and includes language of 2492 as well.
6247	Regarding SBE & the Quality Education Council		dead?	Would give SBE duties relative to phasing in 2261/2776
2294	Establishing CPR as grad requirement		dead?	Makes CPR a high school graduation requirement

2011-13 Omnibus Budget -- 2012 Supplemental
Public Schools (350)

(Dollars in Thousands)

	House Chair Proposal (HNP)			Governor January Update (G9P)			Difference		
	FTEs	NGF - S	TOT - B	FTEs	NGF - S	TOT - B	FTEs	NGF - S	TOT - B
2011-13 Original Appropriations	271.8	13,708,437	15,677,072	271.8	13,708,437	15,677,072	0.0	0	0
2011-13 Maintenance Level	271.8	13,635,308	15,608,343	271.8	13,708,360	15,681,395	0.0	-73,052	-73,052
Policy Other Changes:									
1. Substitute Allocation Change	0.0	0	0	0.0	-739	-739	0.0	739	739
2. Enrollment Reporting Change	0.0	0	0	0.0	-5,062	-5,062	0.0	5,062	5,062
3. Reduce School Days #	0.0	0	0	0.0	-99,336	-99,336	0.0	99,336	99,336
4. Small High School Change	0.0	-11,468	-11,468	0.0	-5,684	-5,684	0.0	-5,784	-5,784
5. SBE Reduction	0.0	-85	-85	0.0	-155	-155	0.0	70	70
6. PESB Reduction	0.0	-355	-355	0.0	-355	-355	0.0	0	0
7. Institutional Caseload Change	0.0	0	0	0.0	-78	-78	0.0	78	78
8. LASER	0.0	-35	-35	0.0	-71	-71	0.0	36	36
9. Reading Corps	0.0	-95	-95	0.0	-191	-191	0.0	96	96
10. Leadership Academy	0.0	-81	-81	0.0	-162	-162	0.0	81	81
11. College Bound Recruiting	0.0	-100	-100	0.0	-200	-200	0.0	100	100
12. Achievers Scholars	0.0	-67	-67	0.0	-135	-135	0.0	68	68
13. IT Academy	0.0	-200	-200	0.0	-400	-400	0.0	200	200
14. Project Lead the Way	0.0	250	250	0.0	250	250	0.0	0	0
15. Skills Centers as Training Hubs	0.0	150	150	0.0	150	150	0.0	0	0
16. Expand Aerospace Assembler Program	0.0	300	300	0.0	300	300	0.0	0	0
17. PASS Program	0.0	0	0	0.0	-1,500	-1,500	0.0	1,500	1,500
18. Readiness to Learn	0.0	0	0	0.0	-3,234	-3,234	0.0	3,234	3,234
19. Beginning Educator Support Team	0.0	-1,000	-1,000	0.0	-1,000	-1,000	0.0	0	0
20. Principal & Supt Internships	0.0	-48	-48	0.0	-477	-477	0.0	429	429
21. CTE Start-Up Grants	0.0	0	0	0.0	-977	-977	0.0	977	977
22. Building Bridges	0.0	0	0	0.0	-67	-67	0.0	67	67
23. STEM Lighthouses	0.0	-14	-14	0.0	-135	-135	0.0	121	121
24. Non-Violence Training	0.0	0	0	0.0	-50	-50	0.0	50	50
25. Graduates Program	0.0	-14	-14	0.0	-27	-27	0.0	13	13
26. Regional Technology Centers	0.0	-98	-98	0.0	-196	-196	0.0	98	98
27. School Based Medicaid	0.0	0	0	0.0	605	605	0.0	-605	-605
28. June 2013 Apportionment #	0.0	-340,000	-340,000	0.0	-340,000	-340,000	0.0	0	0

* Near General Fund-State = GF-S + ELT

2011-13 Omnibus Budget -- 2012 Supplemental
Public Schools (350)
(Dollars in Thousands)

29. June 2013 Contingency Funds	0.0	10,000	10,000	0.0	10,000	10,000	0.0	0	0
30. Student Health & Safety	0.0	-254	-254	0.0	0	0	0.0	-254	-254
31. Student Achievement Gap	0.0	-5	-5	0.0	0	0	0.0	-5	-5
32. Open K-12 Education Resources	0.0	500	500	0.0	0	0	0.0	500	500
33. State Board of Education Rules	0.5	80	80	0.0	0	0	0.5	80	80
34. WaKids	0.0	1,500	1,500	0.0	0	0	0.0	1,500	1,500
35. Career Pathways	0.0	205	205	0.0	0	0	0.0	205	205
36. Community Partnership Schools	0.0	1,500	1,500	0.0	0	0	0.0	1,500	1,500
37. Math/Science Prof Development	0.0	-3,473	-3,473	0.0	0	0	0.0	-3,473	-3,473
38. Reduce Levy Equalization #	0.0	0	0	0.0	-151,885	-151,885	0.0	151,885	151,885
39. Levy Equalization Payment Shift	0.0	-74,841	-74,841	0.0	0	0	0.0	-74,841	-74,841
40. K-20 Network Reduction	0.0	-122	-122	0.0	0	0	0.0	-122	-122
41. Transportation Coordinators #	0.0	0	0	0.0	-892	-892	0.0	892	892
Policy -- Other Total	0.5	-417,870	-417,870	0.0	-601,703	-601,703	0.5	183,833	183,833
Policy Comp Changes:									
42. National Board Bonus Change #	0.0	-8,296	-8,296	0.0	-8,581	-8,581	0.0	285	285
43. Pension Rate Correction	0.0	263	263	0.0	157	157	0.0	106	106
44. Health Benefit Rate Adjustment #	0.0	0	0	0.0	-19,930	-19,930	0.0	19,930	19,930
45. PEBB Funding Rate from $850 to $825	0.0	0	0	0.0	-75	-120	0.0	75	120
Policy -- Comp Total	0.0	-8,033	-8,033	0.0	-28,429	-28,474	0.0	20,396	20,441
Total Policy Changes	0.5	-425,903	-425,903	0.0	-630,132	-630,177	0.5	204,229	204,274
2011-13 Revised Appropriations	272.3	13,209,405	15,182,440	271.8	13,078,228	15,051,218	0.5	131,177	131,222

Comments for version: House Chair Proposal (HNP) - does not include Governor budget items in notes

4. Small High School Change - High schools with fewer than 300 full-time equivalent students receive funding for nine certificated instructional staff. The minimum staffing is reduced by 2 certificated instructional staff, from 9 certified instructional staff to 7 certificated instructional staff.

5. SBE Reduction - The Washington State Board of Education's statutory purpose is to provide advocacy and strategic oversight of public education, implement a standards-based accountability framework, provide leadership, and promote achievement of the Basic Education goals. The administration funding is reduced by 10 percent in FY 2013.

* Near General Fund-State = GF-S + ELT

2011-13 Omnibus Budget -- 2012 Supplemental
Public Schools (350)
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6. PESB Reduction - The Professional Educator Standards Board (PESB) establishes polices and requirements for the preparation of education professionals and serves as an advisory body to the Superintendent of Public Instruction. PESB administration and programs are reduced by 10 percent in FY 2013.

8. LASER - Washington State Leadership and Assistance for Science Education Reform (LASER) is a public/private partnership led by the Strategic Program Division of the Pacific Science Center and the Office of Science & Engineering Education, acting as a catalyst for sustainable innovation and improvement in K-12 science education. In FY 2013, the LASER allocation is reduced 10 percent.

9. Reading Corps - The Reading Corps program provides grants to schools with low reading scores to increase student tutoring through the use of AmeriCorps and VISTA members. In FY 2013, this program is reduced 10 percent.

10. Leadership Academy - The Leadership Academy supports professional development and training for school administrators. The program is reduced 10 percent in FY 2013.

11. College Bound Recruiting - The Office of the Superintendent of Public Instruction (OSPI) contracts for outreach services to inform students of College Bound Scholarships. The program is reduced 10 percent in FY 2013.

12. Achievers Scholars - OSPI provides funding for the mentoring of Washington Achievers Scholars. This funding leverages private funding for the recruitment, training, and matching of volunteer mentors with students selected as Washington Achievers Scholars. The mentoring is provided to low-income high school students in their junior and senior years of high school and into their freshman year of college. The program is reduced 10 percent in FY 2013.

13. IT Academy - The Information Technology (IT) Academy program is a public-private partnership providing free educational software and IT certification and software training opportunities for high school students and staff. This program is reduced 10 percent in FY 2013.

14. Project Lead the Way - One-time funding is provided for 10 high schools to implement Project Lead the Way (PLTW) coursework in the 2012-13 school year. Funding will support course implementation costs, including training, curriculum, and materials, for the 10 participating high schools. As described in the Governor's 2012 supplement budget, PLTW is a multi-disciplinary approach to teaching science, technology, engineering and math subjects.

15. Skills Centers as Training Hubs - One-time funding is provided for aerospace and manufacturing course equipment and curriculum to two skills centers in the 2012-13 school year. The skills centers will provide: (1) local high schools access to laboratory space for manufacturing courses; (2) more specialized training; and (3) teachers in the region a central location to attend technical professional training in the instruction of courses leading to student employment certification in aerospace and manufacturing industries.

16. Expand Aerospace Assembler Program - One-time funding is provided for startup grants to establish additional Aerospace Assembler programs at 12 high schools by the spring of the 2012-13 school year. Each participating high school will offer the entry-level aerospace assembler training program through a combination of online and hands-on instruction.

19. Beginning Educator Support Team - The Beginning Educator Support Team (BEST) program provides early career educators with mentorship and support. Funding for this service is eliminated in FY 2013.

* Near General Fund-State = GF-S + ELT

2011-13 Omnibus Budget -- 2012 Supplemental
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20. Principal & Supt Internships - Funding for internships for principals, superintendents, and program administrators completing certification programs is reduced 10 percent in FY 2013.

23. STEM Lighthouses - The Science, Technology, Engineering, and Math (STEM) Lighthouses are three districts that demonstrate best practices in STEM subject areas and provide technical assistance to other districts. This program is reduced 10 percent in FY 2013.

25. Graduates Program - Jobs for America's Graduates (JAG) is a dropout prevention program at OSPI, started in FY 2011. This program is reduced 10 percent in FY 2013.

26. Regional Technology Centers - Regional Education Technology Support Centers are funds directed at Education Service Districts that, in turn, provide school districts with assistance in technology planning, network development, cost-benefit analysis, and professional development. This program is reduced 10 percent in FY 2013.

28. June 2013 Apportionment # - The budget shifts $340 million of the June 2013 apportionment payments to school districts from the last business day of June 2013 to the first business day of July 2013. This increases costs for FY 2014 and reduces costs for FY 2013.

29. June 2013 Contingency Funds - The budget shifts $340 million of the June 2013 apportionment payments to school districts from the last business day of June 2013 to the first business day of July 2013. The supplemental budget provides a $10 million June financial contingency fund for districts that meet specific financial hardship criteria resulting from the apportionment shift. The 2013-15 biennial budget will assume repayment of this funding during FY 2014.
30. Student Health & Safety - The School Nurse Corps program, through the Educational Service Districts, provides nursing services to meet student health care needs. Registered nurses are dispatched to small schools to provide direct care for students, health education, and training and supervision for school staff. This program is reduced 10 percent in FY 2013.
31. Student Achievement Gap - State funding for a committee that studies achievement gap in underrepresented and underserved populations. Funding for the program is reduced 10 percent in FY 2013.

32. Open K-12 Education Resources - Funding is provided to implement Engrossed Second Substitute House Bill 2337 (Open K-12 Ed Resources). The bill requires that the Superintendent of Public Instruction develop and adopt new and existing openly licensed courseware aligned with the common core state standards.

33. State Board of Education Rules - Funding is provided to implement Substitute House Bill 2492 (Board of Education Rules). The bill requires a fiscal impact analysis for rule changes made by the State Board of Education. Per the fiscal note, one additional FTE will be required to meet the requirement.

34. WaKids - Funding is provided to implement Engrossed Second Substitute House Bill 2586 (Kindergarten Inventory). The bill changes the implementation schedule for administration of the Washington Kindergarten Inventory of Developing Skills.

* Near General Fund-State = GF-S + ELT

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35. Career Pathways - Funding is provided to implement Second Substitute House Bill 2170 (Career Pathways Act). This bill implements several changes intended to increase information available to students who may wish to pursue career pathways other than into a baccalaureate institution.

36. Community Partnership Schools - $1,500,000 is provided solely the implementation of legislation relating to community partnership schools.

37. Math/Science Prof Development - Regional mathematics and science coordinators in each Educational Service District (ESD) provide mathematics and science professional development in each of their respective ESDs. Math and science professional development is eliminated in school year 2012-13.

39. Levy Equalization Payment Shift - Local Effort Assistance (LEA) payments are made on a schedule outlined in statute. On a one-time basis the May and June 2013 payments, which equal 25 percent of the calendar year LEA and total $74.5 million, are shifted to July 2013. Beginning with the August LEA payment, the LEA equalization rate will change from 14 percent to 12 percent and be an ongoing adjustment. Effective January 1, 2014, maximum levy percentages for local revenue will be reduce by 4 percentage points.

40. K-20 Network Reduction - K-20 Support Services in K-12 deliver technical support for K-12 schools on the K-20 Educational Network. State funding supports staffing for management and oversight at OSPI and the Regional Institutional Technical Units at all nine educational service districts. This program is reduced 10 percent in FY 2013.

42. National Board Bonus Change # - The National Board of Professional Teaching Standards (National Board) bonus program is a voluntary program that provides annual bonuses to teachers who have earned their National Board certification in one or more subject areas. An additional Challenging School bonus is provided to Nationally Board certified teachers who teach in a school with a high enrollment of students eligible for the free and reduced-price lunch program. For the 2011-13 biennium, the annual bonus is $5,090 and

43. Pension Rate Correction - Effective February 1, 2012, pension rates applied to K-12 employees will revert to those funded in the 2011-13 budget. Allocations to school districts for pension rate contributions are adjusted accordingly.

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