

Appendix A

Innovative Schools in Washington: What Lessons Can Be Learned?

Summary of Legislation and the Selection Process

[Click here to view the complete Innovative Schools report.](#)

The 2011 Washington State Legislature enacted two bills designed to recognize and promote innovation in the public school system. House Bill (HB) 1521 set out a process to highlight existing innovative schools, while Engrossed Second Substitute House Bill (E2SHB) 1546 aimed to encourage the creation of additional innovative programs. This section summarizes the key components of each bill and provides information on the scoring and selection process used to determine which schools receive innovative designation. [Appendix B](#) contains the full text of each bill.

HB 1521 Recognition of Existing Innovative Schools

HB 1521 passed the state legislature in April 2011. The legislature found that “Washington has a long history of providing legal, financial, and political support for a wide range of innovative programs and initiatives and that these can and do operate successfully in public schools through the currently authorized governance structures of locally elected boards of directors of schools districts.”¹

The legislation was designed to highlight and recognize these currently existing innovations and noted that “innovation schools accomplish the following objectives:

- Provide students and parents with a diverse array of educational options;
- Promote active and meaningful parent and community involvement and partnership with local schools;
- Serve as laboratories for educational experimentation and innovation;
- Respond and adapt to different styles, approaches, and objectives of learning;
- Hold students and educators to high expectations and standards; and
- Encourage and facilitate bold, creative, and innovative educational ideas.”²

HB 1521 directed the Office of Superintendent of Public Instruction (OSPI) (within available funds) to:

- Develop basic criteria and a streamlined review process for identifying innovative schools (all public schools were eligible to apply);
- Develop a logo, certificate, and other recognition strategies;
- Create a page on the OSPI website to highlight examples of innovative schools and provide links to research literature and best practices;³ and
- Publicize the innovative school designation and “encourage schools, communities, institutions of higher education, and school districts to access the web site and create additional models of innovation.”⁴

The legislation also provides several examples of existing innovative schools, including programs that subsequently applied for and received the innovative designation. These schools include the Vancouver School of Arts and Academics, Thornton Creek Elementary, Talbot Hill Elementary, Tacoma School of the Arts, Washington Youth Academy, Lincoln Center, Delta High School, and Aviation High School.⁵

¹ C 202 L 11.

² Ibid., p. 3.

³ <http://www.k12.wa.us/InnovativeSchools/>

⁴ C 202 L11.

⁵ Example schools not submitting applications: the Technology/Access Foundation Academy in Federal Way, the SPRINT program at Shaw Middle School in Spokane, and Puesta del Sol Elementary in Bellevue.

E2SHB 1546
Encouraging New Innovative Schools and Zones

E2SHB 1546 also passed the legislature in April 2011. The bill incorporates policy goals and defines a more specific process for selection than HB 1521 defined for existing innovative schools. The policy goals include the following:

- School districts are encouraged to support expansion of innovative schools or program models, with a priority on arts, science, technology, engineering, and mathematics (A-STEM) that partner with business, industry, and higher education to increase A-STEM pathways that use project-based or hands-on learning; and
- For schools and communities struggling to improve student outcomes and close the educational opportunity gap, a priority for models tailored to A-STEM related programs that implement interdisciplinary delivery methods that are engaging, rigorous, and culturally relevant.⁶

The legislative intent was “to create a framework for change that includes:

- Leveraging community assets;
- Improving staff capacity and effectiveness;
- Developing family, school, business, industry, A-STEM professionals, and higher education partnerships in A-STEM education at all grade levels that can lead to industry certification or dual high school and college credit;
- Implementing evidence-based practices proven to be effective in reducing demographic disparities in student achievement; and
- Enabling educators and parents of selected schools and school districts to restructure school operations and develop model A-STEM programs that will improve student performance and close the educational opportunity gap.”⁷

The legislation directs OSPI to develop a process for school districts to apply to have one or more of their schools designated as innovative. The law allows for the nomination of both individual schools and “innovation zones” that include a group of schools or a district that “share common interests, such as geographical locations, or that sequentially serve classes of students.”⁸

Districts were required to submit applications to their Educational Service District (ESD). Each ESD could recommend up to three applications for approval by OSPI, up to two of which must focus on A-STEM, while one could focus on other approaches. ESDs serving more than 350,000 students could recommend up to 10 applications, of which no fewer than half were A-STEM focused.⁹

The legislation specifies that applications contain several elements, including:

- Scope of innovation and why it would enhance student achievement and close the educational opportunity gap;
- Research-based activities and innovations to be carried out;
- Justification for waiver of state statutes and rules that are authorized;
- Justification for any request for additional waivers beyond those that are authorized;

⁶ Chapter 260, Laws of 2011, pp. 1-2.

⁷ Ibid., p. 2.

⁸ Ibid.

⁹ Ibid., p. 3.

- Budget and anticipated sources of funding;
- Evaluation and accountability processes relying on multiple measures of student achievement;
- Evidence of district support for waiver of local rules and any necessary modifications of collective bargaining agreements;
- Letters of support from the district, school staff, and community; and
- Plan approval by a majority of staff assigned to the school or schools.

The bill directs OSPI and the State Board of Education (SBE) to expedite review of waiver requests for startup innovative schools and zones. Waivers can be denied if OSPI or the SBE finds that the requests are likely to decrease academic achievement, jeopardize the receipt of state or federal funds, or violate state or federal laws or rules not authorized to be waived.¹⁰

The bill also requires substantial evaluation and reporting requirements. Each innovation school or zone is required to submit an annual report to OSPI, while OSPI must provide a report to the legislature on the progress of innovative schools in January 2013 and each odd-numbered year thereafter.¹¹ Upon receipt and review of the annual reports, OSPI is authorized to revoke the innovative school designation if they determine “that the school or zone is not increasing progress over time as determined by the multiple measures for evaluation and accountability provided in the school or zone plan.”¹²

Exhibit A1 summarizes the two innovative schools bills.

¹⁰ Ibid., p. 6.

¹¹ Ibid.

¹² Ibid.

Exhibit A1
Summary of Washington’s 2011 Innovative School Legislation

	HB 1521 (existing schools)	E2SHB 1546 (startup schools or zones)
Purpose/ Intent	Recognize innovative schools that operate successfully in currently authorized governance structures; encourage additional innovative schools	Encourage new innovative programs with a focus on A-STEM, community partnerships, and project-based learning
Selection/ Approval Criteria	<p>To what extent does the school:</p> <ul style="list-style-type: none"> • Implement innovative educational ideas • Hold students and educators to high standards • Provide students with diverse learning options • Have active community involvement • Serve as a laboratory for educational experimentation • Succeed in achieving expectations for students 	<ol style="list-style-type: none"> 1) To what extent will the new school, zone, or program: <ol style="list-style-type: none"> a) Implement innovative educational ideas b) Restructure school operations and implement evidence-based practices to improve student performance and close the opportunity gap c) Hold students and educators to high standards d) Provide students with diverse learning options e) Improve staff capacity and effectiveness f) Have active community involvement g) For A-STEM Schools: <ol style="list-style-type: none"> i) Engage project-based or hands-on learning ii) Have community partnerships leading to industry certification or dual high school and college credit 2) Evidence that districts provided substantial opportunity for each school to participate in plan development 3) Plan approval needed by a majority of staff assigned to the school(s) with commitment to work cooperatively
Application Procedure	Schools can be nominated by an organization, or self-nominate	<p>Developed by districts and submitted to ESD</p> <p>Limited on the number and type of applications each ESD may recommend to OSPI for approval</p>
Reporting/ Evaluation	None	<p>OSPI must report on progress of innovation schools in January 2013 and each odd-numbered year thereafter</p> <p>Each school or zone must submit annual reports to OSPI</p>
Other	Directs OSPI to develop recognition strategies and create a page on website highlighting examples of innovative schools	<p>Authorizes OSPI and SBE to expedite waiver requests; may deny waivers if they are likely to decrease student achievement, jeopardize receipt of funds, or violate state or federal laws or rules not authorized to be waived</p> <p>OSPI authorized to revoke designation if school is not increasing student progress over time</p>

Selection Process

HB 1521. OSPI developed an application, review process, and scoring rubric for existing schools to apply for innovative designation under HB 1521. Individual schools prepared and submitted applications online in October 2011. The application asked for basic information about the school and requested short essay answers to the following questions:

- 1) Description of your school: Briefly summarize the major characteristics of your school and the educational innovations that you consider to be bold, creative, and innovative. (Maximum 300 words)
- 2) Please describe the expectations and standards you have established for your students. (Maximum 250 words)
- 3) Please describe the expectations and standards you have established for your teachers. (Maximum 250 words)
- 4) Please describe the educational options you provide that respond to students' different learning styles. (Maximum 250 words)
- 5) Please describe how you involve parents, families, businesses, and the community in your school. (Maximum 250 words)
- 6) In what ways do you serve as a laboratory for educational experimentation and innovation? (Maximum 250 words)
- 7) What indicators do you have that demonstrate that your students are meeting the expectations and standards that have been established? Please include testing data, job placement rates, awards and recognition received, etc. (Maximum 250 words)
- 8) Did you receive any waivers or exemptions from state laws, school district policies, or collective bargaining agreements? If so, briefly summarize the waivers. (Maximum 200 words)
- 9) Please upload any existing documents that would be helpful for a reviewer or an individual from another school to better understand the innovations and instructional approaches used in your school. (Optional)
- 10) Please share the URLs for any videos that have been produced by or about your school. (Optional)¹³

OSPI received 43 completed applications from schools across the state. A panel composed of “two principals, a former school district superintendent, a regional Teacher of the Year, two STEM educators, and a representative from the Washington Education Association and OSPI” reviewed and scored each application.¹⁴ A copy of the scoring rubric¹⁵ is shown in Exhibit A3 at the end of this appendix. The panel awarded innovative designation to the 22 highest scoring schools in November 2011 (those schools are listed in Exhibit 1 in the main report). Exhibit A2 (next page) provides a brief summary of the 21 schools whose scores did not qualify to receive the innovative designation.

¹³ Robert Butts, personal communication, February 2012.

¹⁴ <http://www.k12.wa.us/InnovativeSchools/DesignatedSchools.aspx>

¹⁵ <http://www.k12.wa.us/InnovativeSchools/pubdocs/InnovativeSchoolScoringRubric.pdf>

Exhibit A2
Applicants not Selected for Innovative Designation under HB 1521

School/program	District	Year began	Description of innovation
Alice V. Hedden Elementary	Fife	2002	Partners with Schlecty Center for Leadership in School Reform; Focus on engaging lesson design and additional learning time
Bayview High School	South Whidbey	2007	Alternative school program; Competency-based and project-based learning; Blended learning and individual contract options
Bellevue Big Picture	Bellevue	2011	Big Picture network; Focus on individualized learning and building real-world connections through internships
Discovery Primary School	Fife	2001	PK-1st grade only; Focus on developmental programs with emphasis on fine motor skills, social interactions, physical education, and more
East Valley High School	East Valley	2009	Project Lead the Way Bio-Med program; STEM classes include construction, robotics, and applied math; Farm to School program
Endeavour Intermediate School	Fife	2008	Partners with Schlecty Center for Leadership in School Reform; Emphasis on engaging lesson design and student voice portfolios
Evergreen Elementary	Bethel	2009	English Language Learner Magnet; Early Head Start program on campus; Turn Around Schools and No Excuses University models
Fife High School	Fife	2000	Partners with Schlecty Center for Leadership in School Reform; standards-based curriculum, engaging lesson design, & student voice
Graham Elementary	Bethel	2009	Classes to support students on Autism spectrum; Two half-day preschools; Tuition-based full-day kindergarten; Online school option
Marysville Cooperative Education Program	Marysville	1997	Non-profit organization governed by parents, teachers, and administrators; Significant parent participation in educational activities
Naches Trail Elementary	Bethel	2009	Focus on Response to Intervention, Learning Assistance Program, and Professional Learning Communities
Narrows View Intermediate	University Place	2009	Increased time on math instruction includes after-school, lunch, and morning math assistance; Teacher development emphasizes effective strategies
Nelson Elementary	Bethel	2010	Partnerships with higher education institutions; Emphasis on writing through partnership with Puget Sound Writing Project at UW
Paideia High School	Valley	2010	Inter-district Cooperative option for 35 students; all students take same courses including Latin, piano, and science; netbooks
Pi Program	Chimacum	1986	Alternative school program; Individualized learning approach; Online and blended learning options
Seattle MESA	Mukilteo/Seattle	1982	STEM; Bridge program for underrepresented students: Summer Math, after-school tutoring, leadership development, mentoring
South Shore PK-8	Seattle	2002	Focus on whole child education
Surprise Lake Middle School	Fife	2007	Partners with Schlecty Center for Leadership in School Reform; standards-based curriculum, engaging lesson design, student voice
The Community School	Spokane	2010	Coalition of Essential Schools principles; Project-based learning; Assessment through demonstration/presentation
Todd Beamer High School	Federal Way	2003	Small Schools; Rigorous courses using AVID and AP; IB Middle Years Program candidate school; Standards-based grading
Washington Academy of Arts & Technology	East Valley	2009	Multiple programs including performance-based learning, teen-parent program, contract-based education, online learning/homelink

E2SHB 1546. For new innovative programs under E2SHB 1546, OSPI developed an application, review process, and scoring rubric in consultation with the ESDs. Districts with schools, zones, and/or programs interested in pursuing the designation completed applications and submitted them online to their ESD in January 2012. In addition to basic background information, the application consists of essay responses to the following questions:

- 1) **Type of School or Program:** Will the new school, zone, or program focus on A-STEM?
- 2) **Innovation Zone:** Does the plan include an Innovation Zone?
 - a) If yes, does it include:
 - i) Feeder schools within the same school district? If yes, please identify the schools.
 - ii) All of the schools in the school district?
 - iii) A group of schools in a school district or districts that share a common interest? If yes, please include the schools
- 3) **Grades to be served:** What grades will be served in your school or program?
- 4) **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. (1,000 words maximum)
- 5) **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)
- 6) **Student Achievement and Opportunity Gap:** Specifically, what strategies will be used to improve student achievement and close the opportunity gap? (300 words maximum)
- 7) **Staff Capacity and Effectiveness:** What strategies are you planning to improve staff capacity and effectiveness? (300 words maximum)
- 8) **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)
- 9) **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)
- 10) **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)
 - a) Does this innovation plan include a request for a waiver from these rules or laws?
 - b) 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)?
 - c) What is each waiver necessary to implement the innovation school or zone?
 - d) What will the impact of this waiver be on the instruction that students receive?
- 11) **Exemption of School District Policies:**
 - a) Will the school or schools be exempt from school district policies?
 - b) If yes, which ones?

- c) Please include in the letter of support a written statement that school directors and administrators are willing to exempt the designated school or schools from specifically identified local policies.
- 12) **Modification of Local Bargaining Agreements:**
- a) Will local bargaining agreements be modified for the school or schools?
 - b) If yes, which provisions of the agreements?
 - c) 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.
- 13) **Planning Collaboration and Staff Approval:**
- a) 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)
 - b) Has this plan been approved by a majority of the staff classroom teachers and educational paraprofessionals assigned to the school or schools participating in the plan?
- 14) **Uploads.** Please upload the following documents:
- a) **Budget:** The proposed budget, including anticipated sources of funding, including technical resources and private grants and contributions, if any.
 - b) **Written Statements of Support:** The legislation requires written statements of support from the following:
 - i) School District Board of Directors. If the board has exempted the designated school or schools from specifically identified local policies, school district policies, and/or portions of local bargaining agreements, please indicate in the letter of support.
 - ii) School District Superintendent. If the Superintendent has exempted the designated school or schools from specifically identified local school district policies, please indicate in the letter of support.
 - iii) School Principal.
 - iv) School Classroom Teacher and Educational Paraprofessionals.
 - v) Each local employee association affected by the proposal. If the Association has agreed to modify portions of their local agreements, please indicate in the letter of support.
 - vi) School's parent organization.
 - vii) Statements of support, willingness to participate, or concerns from any interested parent, business, institution of higher education, or community organization.

Of the completed applications to the ESDs, 11 were for schools or programs and one involved a school district (Tacoma Public Schools). All applications received by the ESDs were recommended to OSPI for approval in January 2012. ESD 121 in the Puget Sound submitted the majority (seven) of the applications. ESD 112 in Vancouver submitted two applications, and three other ESDs (101, 105, and 123)¹⁶ submitted one application each.

OSPI approved all the ESDs' recommendations in February 2012. Implementation of the new innovations began in the 2012-13 school year (described in Exhibit 2 of [main report](#)).

¹⁶ ESD 101 covers the Spokane area; ESD 105 covers the Yakima area; and ESD 123 covers the Pasco area.

Exhibit A3
Innovative School Scoring Rubric (HB 1521)

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