Appendix C

Innovative Schools in Washington: What Lessons Can Be Learned?

School Summaries, Demographics, and Outcomes

Click here to view the complete Innovative Schools report.

*Demographic and outcomes available for existing schools only.

10TH STREET MIDDLE SCHOOL

Existing

- Marysville School District
- Started in 1996
- 176 students enrolled (05/12)

Summary of innovation: Option middle school serving 176 students with seven teachers who work collaboratively to create a learning environment with high academic expectations and personalized relationships with staff, students, and parents. Music and art are integrated into the curriculum on a daily basis.

School description: The Marysville School District includes over 11,000 students housed in 11 elementary schools, four middle schools, and eight high schools. 10th Street Middle School serves 176 students in the sixth through eighth grades. Seven teachers lead the school as a team; a part-time principal is housed off-site. Because the teachers have students for three years, there is ample opportunity to develop strong relationships among the staff, students, and families. The school calendar is unique; called a "7 period drop schedule," the students have six class periods per day and teachers rotate a planning day. The planning day allows teachers to focus their concentration on lesson plans, as well as provide opportunities for schedule rotations every three weeks which help meet students' needs and optimize learning times. Music and art are incorporated into every school day; each student participates in band.

Academic focus: The school strives to connect what the students read in text books to their day-to-day experiences. Consistent student expectations are stressed in the school, both behaviorally and academically. Teachers actively teach habits of success and teach skills such as using a planner, maintaining organization, and completely assignments. Students and teachers use iPads for every aspect of learning. For example, homework assignments are completed on the iPad, turned in, corrected by the teacher, and returned to the student electronically. There are no bells in the school.

The school is experimenting with blended instruction, turning the traditional model of instruction and model on its head. For homework, students listen to lectures on the iPads, and classroom time is concentrated on individual assistance. This model reinforces learning and allows students to work at their own pace.

Once every three years, the whole school spends a week at Fort Warden for the opening of the school year. The school learns about marine biology and Washington State history. The school's foundation pays for the extra costs associated with this event.

The school has worked with the Boeing Company on a pilot program in conjunction with the Future of Flight Museum.

Application procedures: The district has an open transfer period (normally in February) during which a parent may fill out a form requesting that their student be allowed to attend a school outside of their geographical home-middle school. Parents submit this transfer request for their student to attend 10th Street. If the schools receives more transfer requests than open spots (generally around 60), they hold a lottery and select the students randomly.

Student fees: There is no cost to students for the program. Parents purchase a lease for the iPads. The school's foundation raises money to allow students whose family cannot afford this lease to have access to an iPad.

Additional funding: None.

Waivers/special considerations: The school does not have any waivers from the State Board of Education, or the district's collective bargaining units.

Impressions from site visit: 10th Street is housed in its own building on the Tulalip Reservation; the site also includes Marysville Arts and Technology school, and Heritage High School. With a capacity of approximately 100 students (who spend three years together), there is sufficient time for students, teachers, and families to develop strong relationships.

The seven-person teaching staff runs the school, with guidance and oversight from a part-time principal and district staff. Teachers have significantly more responsibility for school management than in a traditional school and must attend to all aspects of school life, from bus schedules to food service to technology adaptations. Each teacher represents 18% of the school staff, thus there is "no place to hide" in terms of school management. In addition, if there are holes in terms of what a class grade is learning, it is very clear who is responsible.

With this increased responsibility, the school also offers teachers an opportunity to influence many aspects of the school culture and activities. Last summer, the school was interested in adapting iPad use into their school. Initially, they encountered barriers because they were the first school in the district to attempt this integration. The teachers had to figure out everything including whether students would purchase, borrow, or lease the equipment, how to integrate the curriculum onto the tablets, and how students would turn in their homework, have it graded, and returned. One teacher dedicated his entire summer to solving these issues with assistance from others. As he noted in the interview, if someone in the district had directed that he use his own time in the summer for this project, he would not have taken on this assignment. Because it was a project that was initiated by the teaching staff, and would benefit the school, he gladly made the commitment. When it came to interactions with the district's technology department, the school had to agree that it would become largely self-sufficient in resolving technical issues, as those individuals did not have the extra time to respond to one school.

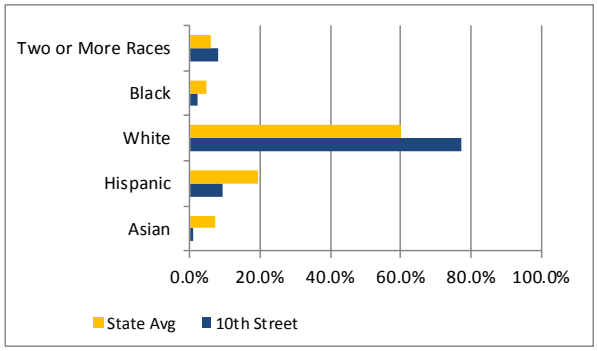
Many teachers in the school have stayed there for numerous years. During the 13 years of operation, one teacher has left because it was not a good fit.

As mentioned earlier, the school places significant time requirements on the staff, and also necessitates many group decisions. From the vantage point of the district, the leaders have to place extensive confidence in the teaching staff, with commensurate accountability.

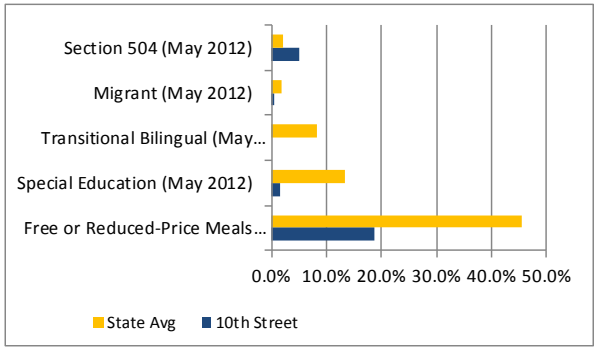
10th Street Middle School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The 10th Street School serves students in the sixth through eighth grades. The student population has relatively low minority and free or reduced-price meal representation, compared to the statewide average. The percentage of students participating in special education is also low. Just over 5% of students have disabilities (Section 504).

Enrollment		
May 2012 Student Count	176	
Race/Ethnicity (October 2011)	**10th Street**	**State Avg**
Asian	1.1%	7.1%
Hispanic	9.4%	19.6%
White	77.2%	60.2%
Black	2.2%	4.6%
Two or More Races	8.3%	6.1%
Pacific Islander	0.0%	0.9%
American Indian/Alaskan Native	1.7%	1.6%



Special Program Participation	**10th Street**	**State Avg**
Free or Reduced-Price Meals (May 201	18.8%	45.5%
Special Education (May 2012)	1.7%	13.3%
Transitional Bilingual (May 2012)	0.0%	8.3%
Migrant (May 2012)	0.6%	1.8%
Section 504 (May 2012)	5.1%	2.0%
Foster Care (May 2012)	0.0%	0.1%



Teacher Information (2011-12)	**10th Street**	**State Avg**
Classroom Teachers	8	
Average Years of Teacher Experience	10	12.4
Teachers with at least a Master's Degre	50.0%	65.6%

OSPI Report Card Results: Reading, math, and science scores (measured by eighth grade assessments) have been above or at the state average during the last four years.

Percent Meeting Standard

8th Grade Reading

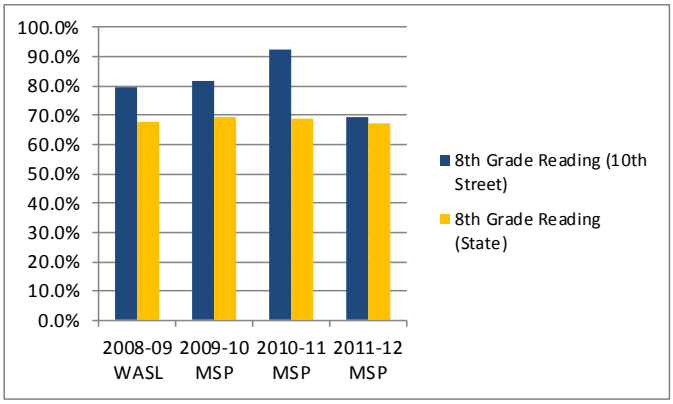
Year	(10th Street)	(State)	(District)
2008-09 WASL	79.6%	67.5%	56.9%
2009-10 MSP	81.8%	69.4%	68.9%
2010-11 MSP	92.5%	68.7%	65.9%
2011-12 MSP	69.6%	67.3%	60.0%

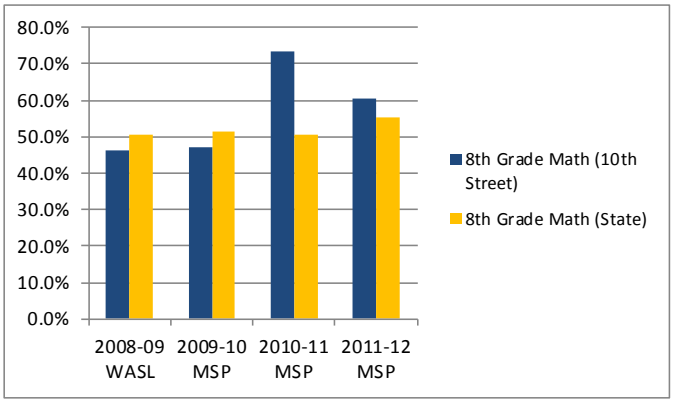
8th Grade Math

Year	(10th Street)	(State)	(District)
2008-09 WASL	46.3%	50.8%	34.1%
2009-10 MSP	47.3%	51.6%	41.3%
2010-11 MSP	73.6%	50.4%	46.7%
2011-12 MSP	60.7%	55.5%	46.0%

8th Grade Science

Year	(10th Street)	(State)	(District)
2008-09 WASL	64.8%	51.1%	37.4%
2009-10 MSP	58.2%	54.5%	41.2%
2010-11 MSP	67.9%	61.6%	50.5%
2011-12 MSP	78.6%	66.4%	51.9%





Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The 10th Street School's performance, according to this index, has been below average across subjects. After controlling for student characteristics, performance on state assessments is below average, relative to peers.

Achievement vs. peers	Reading	Writing	Math	Science
2009-2010	2	1	1	1
2010-2011	1	1	1	2
2011-2012	1	1	1	1

Achievement of non-low income students	Reading	Writing	Math	Science
2009-2010	5	5	4	4
2010-2011	5	4	4	5
2011-2012	6	5	4	6

Achievement of low income students	Reading	Writing	Math	Science
2009-2010	6		3	
2010-2011	4		2	
2011-2012	4		2	5

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

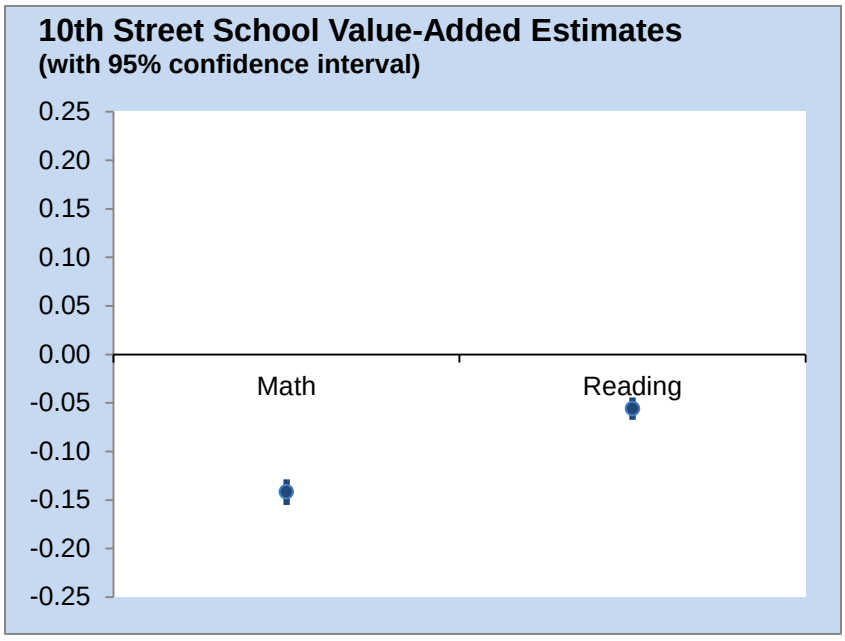
School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance.

The table below ranks the estimates and ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The school effect estimates for the 10th Street School are low for math and reading.

10th Street School		School Effect	95% Confidence Interval	
	Math	-0.142	-0.155	-0.128
	Reading	-0.056	-0.067	-0.044
	Math ranking	Lowest (0 - 19 percentile)		
	Reading ranking	Low (20 - 39 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for middle school math fixed effects is 0.154. The standard deviation for middle school reading fixed effects is 0.112.

AVIATION HIGH SCHOOL

Existing

- Highline School District
- Started in 2004
- 427 students enrolled (05/12)
- WA Achievement Award (2009 & 2010)

Summary of innovation: College preparatory, aviation-themed high school located in Des Moines with 400 students that admit students from the Highline School District and other districts throughout the state. Focus on science, math, engineering, and technology (STEM); the school relies on project-based learning and strong industry connections.

School description: Following four years of planning, Aviation High School (AHS) admitted its first class in 2004. Students commit to attending AHS for their entire high school career; the school's mission is to prepare students for further education and training beyond high school. Using project-based learning, the students engage in challenging learning activities that use aviation and aerospace as their context. About half of the students are local, with other students commuting from surrounding districts as far away as Olympia, Everett, and Bremerton. An active Board of Directors composed of aviation and aerospace leaders and higher education representatives guide the curriculum, participate in student assessment, and host workplace visits and internships.

AHS students practice habits, skills, and attitudes required for college and the workplace. They are expected to dress appropriately for a workplace environment (business casual or better).

The school has been housed at two sites and will open their new site in the fall of 2013 at the Museum of Flight.

AHS is one of the state's designated STEM Lighthouse schools; the Office of Superintendent of Public Instruction (OSPI) designates a limited number of schools with this award that originated from the state legislature. The 2010 legislation[1] directed that the schools in this category embody the following characteristics:

- Small, highly personalized learning communities;
- An interdisciplinary curriculum with a strong focus on STEM, delivered through a project-based instructional approach; and
- Active partnerships with businesses and the local community to connect learning beyond the classroom.

Academic focus: The school emphasizes project-based learning, thus in many of the classes students tackle a concrete problem or question and then organize the learning environment to explore and develop a resolution. Teachers at AHS are expected to be professional educators with strong content and pedagogical knowledge, and preferably, have experience outside of education. Learning experiences include active inquiry, in-depth learning, and performance assessment.

Teachers' skill development: Teachers have the opportunity to create new courses that explore aspects of aviation. There is a strong focus on classes with an active and dynamic instructional model,

[1] C 238 L 10.

emphasizing student interaction. The involvement of industry professionals as mentors encourages teachers to stay ahead in their field.

Parent/community involvement: Parents of accepted students must commit to attend all conferences and events associated with their child, as well as volunteer a minimum of 20 hours per school year. Seventy-five percent of parents are members of The Parent/Teacher/Student Association. Parents play an active role in fundraising, chaperoning events, and they serve on assessment panels.

Application procedures: The process for being admitted to AHS is rigorous. Evening information programs for students and parents/guardians are held November, December, and January. The application packet requires the following:

- *Academic information*: grade level currently reading, highest level of math completed by end of eighth grade, all high school math courses and textbooks, other courses with high school credits and textbooks, copy of Individual Education Plan (IEP), if applicable, listing of accommodations related to a 504 plan,[2] and information on any discipline/suspensions/expulsions. Students must also submit a copy of grade transcripts and seventh grade Measurement of Student Progress (MSP) scores.

- *General self-assessment*: ratings on 16 qualities related to learning, with four rating levels.

- *Extra-curricular activities*: current school and non-school activities, including identification of leadership roles, as well as planned activities for high school.

- *Essay questions*: 500-600 word essay describing interests in aviation and aerospace, as well as a 300-400 word essay on additional factors related to student's interest in attending AHS.

- *Student agreement:* 13 agreements concerning learning focus, regular school attendance, respecting others, earning physical education credits through fitness activities outside AHS, attending all four years of high school, and applying to at least two post-secondary institutions to further education.

- *Parent/guardian permission and commitment*: written responses to questions related to experiences that have had strong influence on child's development, explanations of why the family chose AHS, identification of areas for a minimum of ten hours of volunteer involvement, and ten agreements related to reinforcement of student learning at home (i.e., transportation, computer access, monitoring homework).

- *Two teacher recommendations and one character reference*: forms are provided, with assessments related to attitudes, learning style, and teamwork. A math/science and English teacher must provide recommendations.

Student fees: None.

Additional funding: AHS has received significant funding from industry and individuals, including grants and donations for the school's planning, learning activities and equipment, and the capitol campaign. Funders have included the Boeing Company, Vulcan, and Microsoft, in addition to numerous other contributors. The initial planning grant from the Gates Foundation was for $600,000.

Waivers/special considerations: For the first three years of AHS's operation, the school had a 180-day waiver from the State Board of Education for 12 professional development days. This time was used to

[2] A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Program (IEP) as is required for special education students. However, a student moving from a special education to a regular education placement could be placed under a 504 plan.

develop specialized curriculum, collaboration with industry professionals, visits to other schools, and development of how school would become a laboratory model of professional practices. The school did not receive any waivers from the district or the collective bargaining unit, but they "did receive agreements to 'break the mold' in past practices as long as we closely communicated with district leaders, the School Board, and the education association."[3]

Future plans: The school will be moving to a new site next to the Museum of Flight in the fall of 2013.

Impressions from site visit: Three distinctive features of the school emerged during the site visit. The first is the involvement of non-teaching adults on campus. Prior to the day of our visit, the school hosted adults who had an interest in working with students in a mentor or internship role. There are 150 industry professionals who have ongoing roles as mentors with the school. These mentors occupy significant roles in teaching and leading students. Some of the industry professionals are retired, while others visit the school during their release time and make up the work at a later date. This involvement of additional adults in the learning environment expands the school's capacity far beyond the paid teaching staff and gives students a diverse range of potential role models as well as industry connections.

Second, the students are eager learners who have a capacity and willingness to undertake high-level learning assignments. The classroom activities and assignments require problem solving rather than memorization. There is a focus on group learning, and students are encouraged to assist each other rather than compete. In our interviews with students, we were told that this was a place where it was "ok to be smart."

Third, the teachers often have a professional background and bring industry experience into the classroom discussions and assignments. The teachers frequently invest significant time in developing classroom activities that push the students to answer difficult questions. One course explores the differences between courage and bravery, relying on a combination of history, literature, and philosophy resources. Some of the conclusions from the student's work will be incorporated into documents displayed at the Museum of Flight.

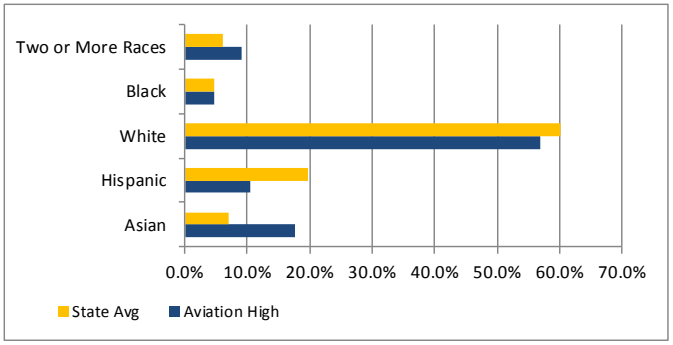
During the site visit, we were told that a key challenge for the teaching staff is finding adequate time to prepare courses that actively engages students, day in and day out. In addition, developing and sustaining partnerships with industry is extremely time-consuming and necessitates one FTE to manage this work.

[3] Aviation High School application for designation as Innovative School, p. 4.

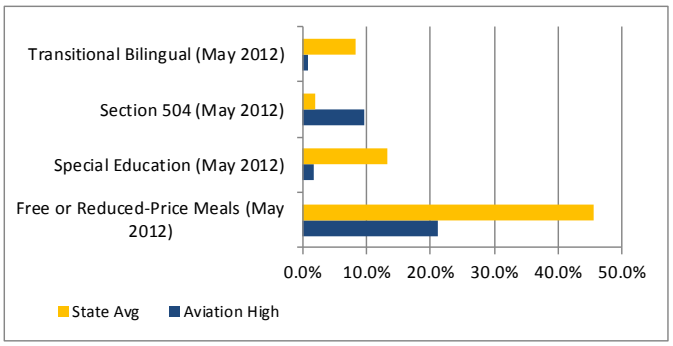
Aviation High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Aviation High School's student population is roughly representative in terms of race/ethnicity, though the proportion of Asian students is higher than average. Free or reduced-price meal and special education participation is lower than the statewide average. Almost 10% of students have a disability (Section 504).

Enrollment		
May 2012 Student Count	427	
Race/Ethnicity (October 2011)	**Aviation High**	**State Avg**
Asian	17.7%	7.1%
Hispanic	10.5%	19.6%
White	56.9%	60.2%
Black	4.7%	4.6%
Two or More Races	9.1%	6.1%
Pacific Islander	0.7%	0.9%
American Indian/Alaskan Native	0.5%	1.6%



Special Programs	**Aviation High**	**State Avg**
Free or Reduced-Price Meals (May 2012)	21.1%	45.5%
Special Education (May 2012)	1.6%	13.3%
Section 504 (May 2012)	9.6%	2.0%
Transitional Bilingual (May 2012)	0.7%	8.3%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Aviation High**	**State Avg**
Classroom Teachers	21	
Average Years of Teacher Experience	10.5	12.4
Teachers with at least a Master's Degree	66.7%	65.6%

OSPI Report Card Results: High school math, reading, science, and writing assessment, as well as the graduation result, are above average. AHS students enroll in an array of advanced math and science courses.

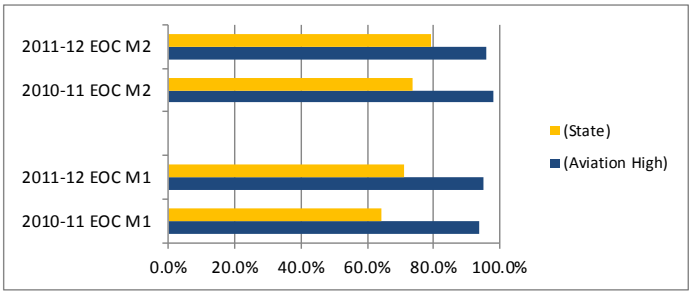
Percent Meeting Standard

10th Grade EOC Math 1

	(Aviation High)	(State)	(District)
2010-11 EOC M	93.8%	64.3%	57.6%
2011-12 EOC M	95.1%	71.1%	61.5%

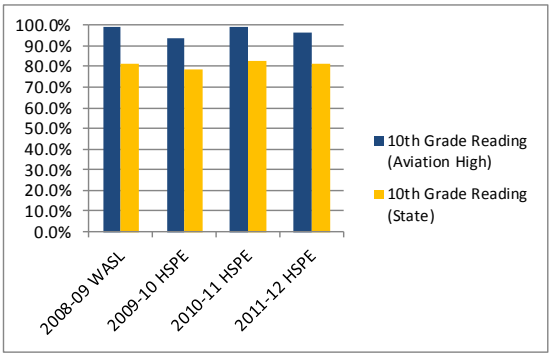
10th Grade EOC Math 2

	(Aviation High)	(State)	(District)
2010-11 EOC M	98.1%	73.5%	56.9%
2011-12 EOC M	95.8%	79.1%	69.3%



10th Grade Reading

Year	(Aviation High)	(State)	(District)
2008-09 WASL	99.0%	81.2%	77.7%
2009-10 HSPE	93.4%	78.9%	72.0%
2010-11 HSPE	99.0%	82.6%	75.8%
2011-12 HSPE	96.4%	81.3%	72.2%

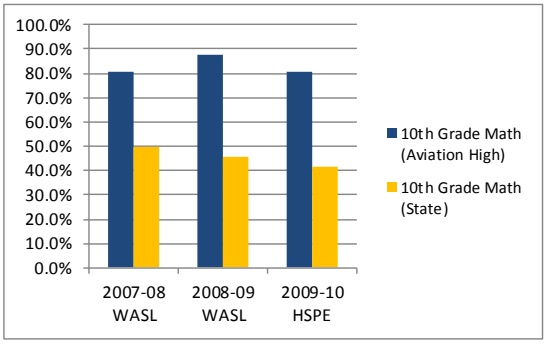


10th Grade Math

Year	(Aviation High)	(State)	(District)
2007-08 WASL	80.4%	49.6%	37.0%
2008-09 WASL	87.4%	45.4%	34.5%
2009-10 HSPE	80.4%	41.7%	31.6%

10th Grade Writing

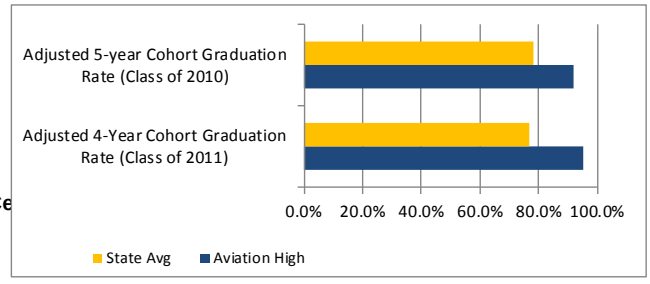
Year	(Aviation High)	(State)	(District)
2008-09 WASL	100.0%	86.7%	81.3%
2009-10 HSPE	98.1%	86.0%	80.7%
2010-11 HSPE	97.0%	86.3%	76.0%
2011-12 HSPE	98.2%	85.4%	79.1%



10th Grade Science

Year	(Aviation High)	(State)	(District)
2008-09 WASL	87.6%	38.8%	29.6%
2009-10 HSPE	85.3%	44.8%	33.7%
2010-11 HSPE	88.0%	49.9%	33.1%

Graduation and Dropout Rates	**Aviation High**	**State Avg**
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	94.9%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	92.0%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	1.0%	13.9%



Postsecondary Enrollment Among Graduates (Education Research and Data Ce

Graduates (2011) 97

Percent Enrolled (2- or 4-year college)	**Aviation High**	**State Avg**
Among 2010 Graduates	85-89%	62%
Among 2011 Graduates	75-79%	60%

Course Enrollments: 2009-10, 2010-11 (Source: WSIPP analysis of student-level CEDARS course history data)

High Enrollment Courses by Grade (ranked by enrollment counts)

Aviation High School

Grade 9	Grade 10	Grade 11	Grade 12
LITERATURE/COMPOSITION 1	LITERATURE/COMPOSITION 2	SPANISH 2	PHYSICAL EDUCATION
SOCIAL STUDIES 9	MODERN WORLD HISTORY	CHEMISTRY	LITERATURE/COMPOSITION 4
PHYSICAL SCIENCE AND PHYSICS OF FLIG	SPANISH 1	U.S. HISTORY	CHEMISTRY
CAREER CHOICES 1	GEOMETRY	AP ENGLISH LANGUAGE AND COMPO	VISUAL ARTS
INFORMATION TECHNOLOGY 1	BIOLOGY	AP U.S. HISTORY	AP ENGLISH LITERATURE AND COMPOSITION
GEOMETRY	BIOLOGY - ADVANCED STUDIES	LITERATURE/COMPOSITION 3	FLIGHT BY DESIGN
ALGEBRA 2	PRE-CALCULUS	PRE-CALCULUS	PHYSICS
PHYSICAL EDUCATION	HEALTH EDUCATION	PHYSICS	PRE-CALCULUS
INTRODUCTION TO ROBOTICS	PHYSICAL EDUCATION	ALGEBRA 2	INTRODUCTION TO ECONOMICS
ALGEBRA 1	AVIATION AND AMERICAN CHAR/	JOURNALISM	AP CHEMISTRY
AVIATION AND AMERICAN CHARACTER		AVIATION AND AMERICAN CHARACTE	INTERNATIONAL PROBLEMS
INTRODUCTION TO AEROSPACE ENGINEERING		LEADERSHIP	ENGINEERING DESIGN 1
			PUBLISHING
			SPANISH 2
			COMPUTER PROGRAMMING
			APPLIED MATH
			AP CALCULUS BC

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). Math scores have been consistently above average ("exemplary"), relative to peers. AHS' performance in reading and writing, according to this index, ranges from "good" to "very good" after controlling for student characteristics. Performance in math and science is "exemplary." The extended graduation rate is "good," according to the SBE index.

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	4	4	7	7	5
2010-2011	5	4	7	7	4
2011-2012	5	4	7	7	4

Achievement of non-low income stude	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	6	6	7
2010-2011	7	7	7	6	7
2011-2012	7	7	7	7	7

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	5	5	7
2010-2011	7	7	7	7	4
2011-2012	7	7	7	7	7

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

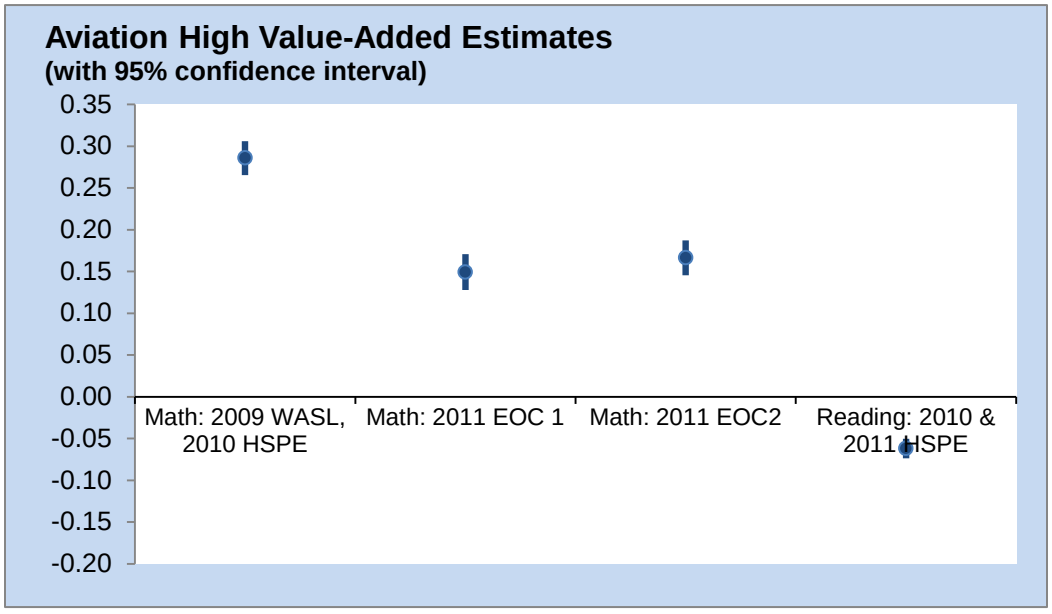
The table below ranks the estimates and ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated school effects for AHS on math assessments are high, even after controlling for prior test scores among students. The estimated school effect on reading assessments is below average; since the school's non-value-added reading assessment scores are extremely high, the value-added estimates may be constrained by a ceiling effect.

Aviation High School

	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	0.286	0.265	0.306
Math: 2011 EOC 1	0.149	0.128	0.171
Math: 2011 EOC2	0.166	0.146	0.187
Reading: 2010 & 2011 HSPE	-0.062	-0.074	-0.050
Ranking			
Math: 2009 WASL, 2010 HSPE	Highest (80 - 100 percentile)		
Math: 2011 EOC 1	High (60 - 79 percentile)		
Math: 2011 EOC2	High (60 - 79 percentile)		
Reading: 2010 & 2011 HSPE	Low (20 - 39 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE. A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

BAKER MIDDLE SCHOOL

Startup

- Tacoma School District
- Started in 2011
- 606 students enrolled (05/12)

Summary of innovation: This neighborhood school for sixth to eighth grade students intends to be the first secondary school in the nation to have its entire teaching staff certified by the National Board for Professional Teaching Standards (NBPTS).

School description: In 2011, Baker Middle School was identified as a "Low Performing School" by the federal Department of Education and therefore eligible for a School Improvement Grant (SIG).[1] To receive the SIG funds, the district would need to select one of four improvement options: turnaround, restart, transformation, or closure.

Tacoma School District decided to seek an alternative route to improvement and not apply for a federal grant. Baker's staff was directed to research improvement models and participate in the district's decision-making process. For two months, a team of 15 staff members met twice per week, and later presented three options to the entire school staff for consideration. Two options tied for first place; one was for the staff to pursue National Board certification as a key strategy in improving teaching and, therefore, student achievement. The district selected this option, and after conferring with the education association, asked the entire school staff to vote. Of the 42 participating staff members, 37 voted to support the model.[2]

To allow study time for teachers, the district arranged 14 late-start training days, spread throughout the year, for certified staff. The district hired a full-time NBPTS facilitator who coached staff members through the certification process. During training events, the staff discussed student achievement and examined the effectiveness of various lessons. Each staff member videotaped him or herself teaching a lesson and received feedback on potential improvements.

In most schools, individuals pay for NBPTS training and certification process from their own funds. Baker Middle School teachers have these costs paid by the local education association and the district.

Academic focus: The National Board certification process focuses on the craft of teaching, with an emphasis on what are termed "Five Core Propositions" about teachers' characteristics. The core propositions include the following:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.[3]

[1] http://www.thenewstribune.com/2011/01/13/1500285/5th-middle-school-joins-low-scorer.html
[2] Two members strongly opposed the option; for three others, it was not their first choice, but they agreed to support it if there was a majority approval.
[3] http://www.nbpts.org/five-core-propositions

Teachers' skill development: Using the aforementioned propositions, the NBPTS define the specific knowledge and expertise that teachers in different subject areas and developmental levels rely on to improve their practice. The National Board has standards for 16 subject areas with students at various developmental levels.

Parent/community involvement: Baker Middle School's innovation does not specifically address parent or community involvement.

Application procedures: None.

Student fees: None.

Additional funding: For the 2012-13 school year, the NBPTS certification process cost a total of $123,500, including costs for the full-time facilitator and candidates. The education association contributed $1,475 of this amount.

Waivers/special considerations: The school does not have any waivers from the State Board of Education. In 2011, the collective bargaining agreement with the Tacoma Education Association included a memorandum of understanding that defined the responsibilities of each party in establishing the school as a National Board School. Specific sections of the Collective Bargaining Agreement were modified, including the sections on staff development, optional days, professional growth funds, instructional facilitator, observation/evaluation practices, general procedures for open position, and seniority.[4]

Future plans: The school's goal is to have 80 to 90% of their teaching staff certified under NBPTS.

Impressions from site visit: During conversations with the principal and school staff, several people mentioned that it was "devastating" when they learned Baker Middle School was listed as a low performing school. Staff members said they knew that student achievement scores in the school were low and had been so for some time, but nevertheless, the designation was disappointing.

After they received the announcement, the principal and staff knew the district had a short time to decide how to proceed. The school involved a large number of staff in researching options, and the staff was able to vote twice on the preferred strategy. Thus, by the time the school moved forward on the National Board process, staff supported this approach.

When asked about the advantages of their National Board strategy, teachers said that it allows them to improve teaching for the entire school. In addition, each teacher can focus on his or her teaching practices and receive individualized coaching. This individualization matches the personalized instruction that they are aiming to achieve with their students.

When asked how the NBPTS differs from standard professional development, staff members commented that NBPTS is much more difficult. Rather than sitting in a room listening to a speaker, they are asked to reveal their teaching strategies to their peers and reflect on their individual practice. Several individuals noted they particularly like the fact that the NBPTS process "respects the teaching craft." For many schools designated as low performing, the staff said the intervention strategy is typically focused on a leader. In contrast, the Baker strategy is bottom-up, allowing teachers to improve over time. The principal also observed that having an external entity as the decision-maker helps significantly with school morale.

The College Bound Scholarship program encourages low-income, middle school students to choose a path leading to success after high school. Students who sign up in the 7th or 8th grade and stay out of legal trouble and work hard in school are eligible for tuition and a small book allowance in college after they graduate from high school.

[4] Baker Middle School application for designated innovative school status, p. 4-5.

Among Baker students expected to graduate in 2016, 128 enrolled in the College Bound Scholarship Program. This represents about 85% of low-income students eligible for the program.[5]

[5] WSIPP analysis of College Bound Scholarship data, 2013.

BONNEY LAKE HIGH SCHOOL

Existing

- Sumner School District
- Started in 2005
- 1,372 students enrolled (05/12)

Summary of innovation: This neighborhood comprehensive high school is designed and staffed based on the High Schools that Work (HSTW) model.

School description: The school's planning principal, Linda Masteller, introduced HSTW to Washington State; this program was established in 1987 by the Southern Regional Educational Board State Vocational Education Consortium. HSTW has more than 1,200 sites in 30 states and the District of Columbia. The key goals of the program are to transform high schools into places where all students learn at high levels. Schools are encouraged to set high academic expectations for students so they can master complex academic and technical concepts. HSTW focuses on four key objectives:

- Expanding students' opportunities to learn a rigorous academic core with either a career/technical or academic concentration that is taught so students can see the relevance of what they are asked to learn;
- Creating supportive relationships between students and adults;
- Working as teacher advisers with parents and students to set goals and help students take the right courses for postsecondary studies and careers; and
- Focusing school leadership on supporting what and how teachers teach by providing common planning time and professional development aligned with school improvement plans.[1]

Bonney Lake uses a team model for the ninth to tenth grade; students study math, English, and science instruction with grade-level administrators, counselors, and learning specialists. The advisory program, based on HSTW practices, uses innovative curriculum and structure to nurture student growth both personally and academically. The advisory program also includes post-graduate planning and time where students are matched with peer tutors and mentor teachers. In advisory sessions, students learn how to plan each semester's courses so they are ready for advanced placement (AP) courses in the eleventh and twelfth grades.

Once students reach the eleventh and twelfth grades, they are in classes together; the students select one of four "schools of learning" for their focus: Expression (School of Arts and Communication); Inquiry (School of Science, Health, and Engineering); Innovation (School of Business, Media, and Technology); and Exploration (School of Social, Human, and International Study). Internship opportunities are available for students.

[1] http://www.k12.wa.us/InnovativeSchools/DesignatedSchools/pubdocs/BonneyLake2.pdf

The student leadership model has created Winter Wishes, which grants as many need-based students' "wishes" as possible each year. The school-wide student mentor program pairs every freshman and new student with two to three upperclassmen to help them transition into high school.

Academic focus: Students are encouraged to take honors and AP courses, as well as a challenging Career and Technical Education program that emphasizes math, science, literacy, and problem solving. The school has AP courses in close to 20 subject areas.

Teachers' skill development: With the school's team structure of learning, the teachers collaborate closely. When Bonney Lake was established as a HSTW site, teachers who applied for the school knew that the school intended to be different than a traditional high school. Teachers are expected to work collaboratively in teams in the ninth and tenth grades and also in subject areas.

Parent/community involvement: Through the advisory program in the ninth and tenth grades, parents are expected to assist their student in planning their high school career. Parents can also be involved in the school through the science fair, curriculum night, arena conferencing, and program-specific events. In addition, parents run a very active booster club.

The school connects with local businesses through its Career and Technical Education program, including a bank branch on campus and training by local chefs. In addition, the engineering program links with Boeing and other businesses.

Application procedures: None.

Student fees: None.

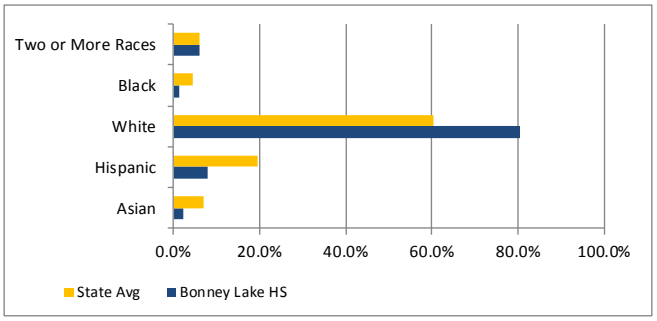
Additional funding: None.

Waivers/special considerations: The school does not have any waivers from the State Board of Education or the local school district.

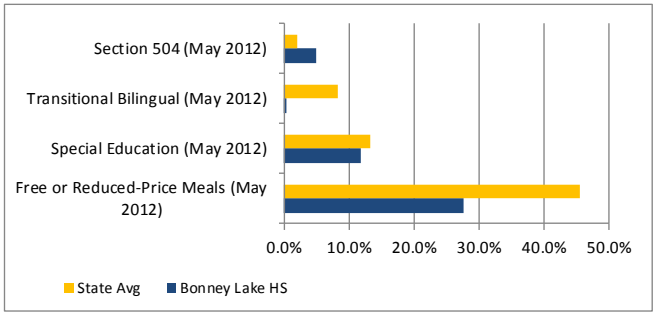
Bonney Lake High School Demographic and Outcome Summaries

2011-12 Demographics: Bonney Lake's student population has relatively low minority and free or reduced-price meal representation, compared to the statewide average.

Enrollment		
May 2012 Student Count	1,372	
Race/Ethnicity (October 2011)	**Bonney Lake HS**	**State Avg**
Asian	2.4%	7.1%
Hispanic	7.8%	19.6%
White	80.5%	60.2%
Black	1.5%	4.6%
Two or More Races	6.0%	6.1%
Pacific Islander	0.2%	0.9%
American Indian/Alaskan Native	1.7%	1.6%



Special Programs	**Bonney Lake HS**	**State Avg**
Free or Reduced-Price Meals (May 2012)	27.6%	45.5%
Special Education (May 2012)	11.8%	13.3%
Transitional Bilingual (May 2012)	0.4%	8.3%
Section 504 (May 2012)	4.9%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Bonney Lake HS**	**State Avg**
Classroom Teachers	72	
Average Years of Teacher Experience	10	12.4
Teachers with at least a Master's Degree	65.3%	65.6%

OSPI Report Card Results: Tenth grade reading and math assessment results are above the state average. End of course math exams results (EOC 1, EOC 2) tend to be just below average. Graduation rates are high. Bonney Lake students have higher than average enrollment rates in AP courses, and relatively high proportions take three or more AP courses.

Percent Meeting Standard

All Grades EOC Math 1 (Alg)

	(Bonney Lake)	(State)	(District)
2010-11 EOC M1	59.9%	64.3%	65.2%
2011-12 EOC M1	67.3%	71.1%	70.6%

All Grades EOC Math 2 (Geom)

	(Bonney Lake)	(State)	(District)
2010-11 EOC M2	57.1%	73.5%	65.9%
2011-12 EOC M2	81.0%	79.1%	80.4%

10th Grade Reading

Year	(Bonney Lake)	(State)	(District)
2005-06 WASL	91.4%	82.0%	91.3%
2006-07 WASL	85.8%	80.8%	87.1%
2007-08 WASL	87.2%	81.8%	89.7%
2008-09 WASL	90.8%	81.2%	90.4%
2009-10 HSPE	83.5%	78.9%	85.4%
2010-11 HSPE	85.8%	82.6%	86.2%
2011-12 HSPE	85.9%	81.3%	85.9%

10th Grade Math

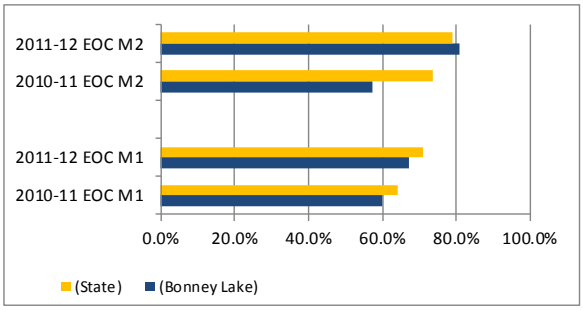
Year	(Bonney Lake)	(State)	(District)
2005-06 WASL	57.5%	51.0%	54.3%
2006-07 WASL	51.9%	50.4%	53.7%
2007-08 WASL	57.7%	49.6%	55.8%
2008-09 WASL	58.2%	45.4%	54.5%
2009-10 HSPE	48.7%	41.7%	46.1%

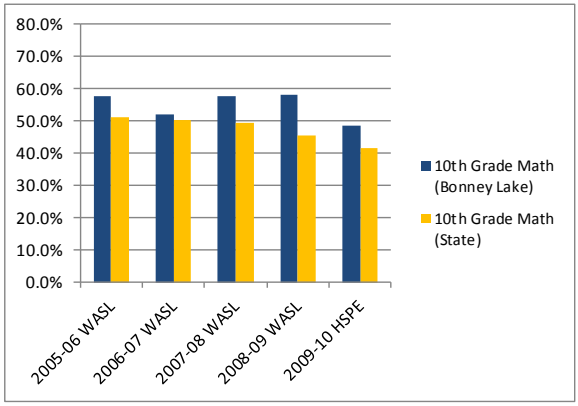
10th Grade Writing

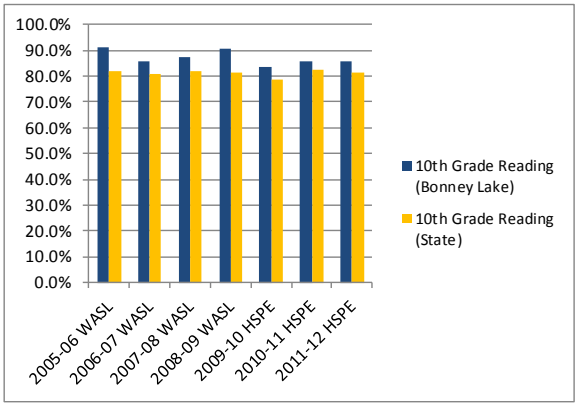
Year	Sammamish HS	(State)	(District)
2005-06 WASL	91.5%	79.8%	90.1%
2006-07 WASL	93.9%	83.9%	92.4%
2007-08 WASL	91.0%	86.8%	92.0%
2008-09 WASL	97.9%	86.7%	95.4%
2009-10 HSPE	89.7%	86.0%	90.7%
2010-11 HSPE	92.2%	86.3%	90.2%
2011-12 HSPE	87.9%	85.4%	89.3%

10th Grade Science

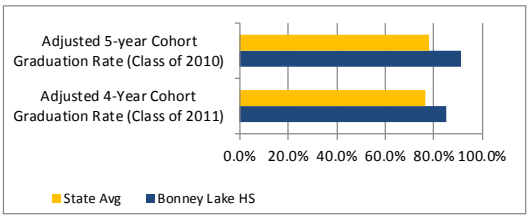
Year	(Bonney Lake)	(State)	(District)
2005-06 WASL	36.6%	35.0%	35.1%
2006-07 WASL	39.1%	36.4%	38.9%
2007-08 WASL	39.0%	40.0%	48.1%
2008-09 WASL	47.4%	38.8%	50.3%
2009-10 HSPE	46.3%	44.8%	47.9%
2010-11 HSPE	47.9%	49.9%	52.0%







Graduation and Dropout Rates	Bonney Lake HS	State Avg
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	84.9%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	91.0%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	6.4%	13.9%



Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011)	276	
Percent Enrolled (2- or 4-year college)	**Bonney Lake HS**	**State Avg**
Among 2010 Graduates	61%	62%
Among 2011 Graduates	57%	60%

Advanced Course Enrollments: 2009-10, 2010-11 (Source: WSIPP analysis of student-level CEDARS course history data)

Enrollment in AP Courses	All Students		Low-Income Students	
Percent Taking At Least One AP Course	Bonney Lake HS	State Avg	Bonney Lake HS	State Avg
Grade 11	29.2	21.7	19.5	13.1
Grade 12	26.4	23.7	19.0	13.5
Percent Taking 1, 2 and 3+ AP Courses				
Grade 11 - 1 course	6.7	12.0	6.5	8.2
Grade 11 - 2 coures	10.7	6.5	6.9	3.6
Grade 11 - 3+ courses	11.8	3.2	6.1	1.3
Grade 12 - 1 course	4.6	11.4	5.5	7.9
Grade 12 - 2 coures	4.6	7.0	3.5	3.4
Grade 12 - 3+ courses	17.2	5.4	10.0	2.2

Note: Low-income is defined as ever participating in the Free or Reduced-Price Meal Program.

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The schools performance relative to peers, according to this indicator, is mixed. Performance in reading and writing tends to be "fair" or "good." Performance in math and science is poor ("struggling"). The extended graduation rate, according to this indicator, is also "good" or "exemplary" across the three years. Low-income students appear to be performing below average in math and science.

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	3	2	3	2	4
2010-2011	4	4	2	2	6
2011-2012	3	3	1	1	4

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	7	3	3	6
2010-2011	6	7	4	3	7
2011-2012	7	7	5	4	6

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	6	1	1	4
2010-2011	6	6	2	1	7
2011-2012	5	6	4	2	3

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

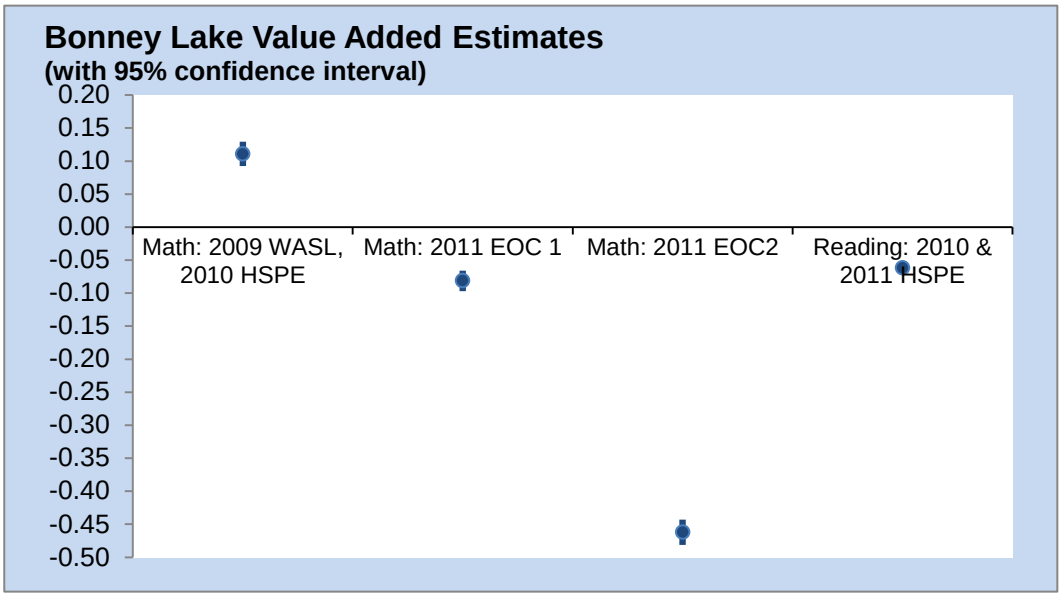
The estimated effects of Bonney Lake on math assessments are mixed. The estimated school effect is above average for the tenth grade assessments (HSPE, WASL) and below average for the 2011 End of Course exams (EOC1, EOC2). Note that the school's 2012 EOC Math 2 results (not included in the value-added estimation) have improved.

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated school effect on reading is below average.

Bonney Lake	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	0.111	0.093	0.129
Math: 2011 EOC 1	-0.081	-0.097	-0.066
Math: 2011 EOC2	-0.462	-0.481	-0.443
Reading: 2010 & 2011 HSPE	-0.062	-0.071	-0.053
Ranking			
Math: 2009 WASL, 2010 HSPE	High (60 - 79 percentile)		
Math: 2011 EOC 1	Low (20 - 39 percentile)		
Math: 2011 EOC2	Lowest (0 - 19 percentile)		
Reading: 2010 & 2011 HSPE	Low (20 - 39 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

BRYANT MONTESSORI ZONE
BRYANT ELEMENTARY AND MIDDLE SCHOOL

Zone

- Tacoma School District
- Started in 2012
- 691 students enrolled (05/12)

Summary of innovation: Bryant and Geiger Montessori Schools use the Montessori Method, an education approach that emphasizes self-directed learning. The school district will be creating a zone of innovation to support and extend Montessori teaching methods, with the goal of a pre-K through twelfth grade Montessori program.

School description: The Tacoma School District has been building its Montessori program for more than a decade. Bryant was the district's first Montessori program in 2000; district funds paid for Montessori-specific classroom materials, teacher training, and professional development. The district used several sources to fund the school: capital funds were used to retrofit classrooms, federal Title I dollars funded free preschool for children in poverty, and state Basic Education funds were used to place a teaching assistant in each Montessori classroom. In 2004, the district was awarded a federal grant for magnet schools that supported development of the middle school program at Bryant. Training materials and enrichment activities were also funded through this grant.

The district started a second Montessori program at Geiger Elementary in 2010. This school had experienced declining enrollment and was the lowest performing school in the district; in addition, the student population was highly mobile and 71% qualified for free or reduced priced meals. Within eight years, the school had four principals. By creating a Montessori program at the school, the district planned to reverse the enrollment and test score trends.[1] The building was in poor physical condition and was a priority for remodeling. Students were moved to another location for the 2011-12 school year as Geiger was renovated into a purpose-built Montessori school. The new building opened in September of 2012.

The Montessori program focuses on five core values:

- Learning;
- Hard work;
- Community;
- Respect; and
- Peace.[2]

In a Montessori classroom, students move about the classroom independently. Students have control over what they work on, with whom, and the duration of their learning activities. Work periods last for three hours, allowing students ample time to learn and advance at their own pace. The classroom design, materials, and daily routines support what the Montessori education system terms "self-regulation," that is, the ability to educate one's self and to think about what one is learning.[3] In the Montessori classroom, extrinsic rewards are avoided as these rewards are seen as distorting students' perceptions of their own preferences. Instead, the schools focus on the joy of learning for learning's sake. Competition is avoided in these classrooms and collaboration is stressed.

[1] Geiger Montessori School, School Improvement Plan Narrative Overview, p.1. http://www.tacoma.k12.wa.us/schools/schoolimprovementplans/geiger.pdf
[2] http://www.bryantmontessoripto.org/uploads/2/8/5/8/2858926/bryant_innovative_schools_application_pto_presentation_12-13-11.pdf, p. 4.
[3] http://www.amshq.org/Montessori-Education/Introduction-to-Montessori/Benefits-of-Montessori.aspx

Students stay in a multi-age classroom for three years, which allows for the development of strong relationships with instructors and peers. Older students assist and support younger ones. A Montessori classroom features natural lighting, soft colors, and uncluttered spaces. Learning materials are displayed on accessible shelves, fostering independence as students go about their work. There is a strong focus on having everything in its place, thus "conveying a sense of harmony and order that both comforts and inspires."[4]

Montessori leaders stress the significance of having classroom teachers who are fully trained in the Montessori Method. This training is time consuming and rigorous. For teachers wishing to receive training locally, they generally need to commute to Bothell five days a week for two summers, or every Saturday for an entire school year.[5] Montessori learning materials are considered a hallmark of Montessori education; the American Montessori Society has recommended lists of classroom materials, grouped by three age groups. The cost to equip an elementary classroom is estimated at $30,000 for the original materials, with approximately $100,000 per year to fund consumable materials.

The Tacoma School District applied as a start-up innovative school zone for Montessori education, with the intent to create a pre-K through twelfth grade Montessori program. The district intends to provide access for all students, with a special focus on students who are living in poverty or who have non-English speaking parents. In addition, the district intends to provide an innovative teaching alternative that has the potential to attract families who have sent their children to private schools or practiced homeschooling.

The Tacoma School District is working with the Center for Guided Montessori Studies and Pacific Lutheran University to create a local Montessori training center for the south Puget Sound. This will be the only hybrid, accredited Montessori training hub on the U.S. west coast. The residency portion of the training will be at one of the Tacoma Montessori schools. Through this center, the Tacoma district will provide a local training opportunity for its teachers and other interested persons. The existing Montessori teachers will also have a career ladder, as they will serve as instructional guides for the center's students.

In addition, the district will be creating Professional Learning Communities that focus on relevant Montessori based conversations. Working with Pacific Lutheran University, University of Puget Sound, University of Washington Tacoma, and Tacoma Community College, the zone leaders will also create practicum and teaching experience for student teachers.

Parent/community involvement: Golden Beads, a parent supported non-profit organization, promotes Montessori education in the district. In addition, both Montessori schools have very active parent volunteers. The school district has published a document called "Notes to Observers" which provides guidance to parents who observe classrooms. Because the Montessori Method teaches that the classroom belongs to the children, adults are asked to reduce "their impact on the overall culture and climate of the classroom."[6]

Trinity Presbyterian Church assists Bryant in numerous ways, including providing afterschool tutoring, outreach and services for families (food bank, clothing bank, medical and dental care, holiday help, etc.), and AmeriCorps volunteers for community building activities (block parties and family barbecues). Other partners include Northwest Leadership Foundation, Pacific Northwest Montessori Association, and Open Arts Studio.

The district plans to partner with the state's Department of Early Learning to create free access to full-day Montessori preschool for three- and four- year olds who are unable to afford a tuition-based program. In addition, they plan to provide a sliding tuition scale for families not eligible for DSHS childcare subsidies.

[4] http://www.amshq.org/Montessori-Education/Introduction-to-Montessori/Montessori-Classrooms.aspx
[5] Geiger School Improvement Plan, 5.
[6] http://www.tacoma.k12.wa.us/sites/schools/geiger/Enrollment1/Notes%20to%20Parent%20Observers.pdf

Application procedures: Families are strongly encouraged to attend an information session and participate in a school tour. Students who attend the preschool program have priority selection for the remaining grades. Because the preschool is self-supporting financially, the families that can afford to pay for preschool fill many of the slots for higher grades. However, space is available to serve neighborhood students. Students who live in other districts may apply for enrollment, but Tacoma School District residents have priority.

Both schools have extensive waiting lists at all grades.

Student fees: The Montessori schools do not charge fees in the elementary grades, but the cost for preschool is $650 per month. Some students attend preschool on a scholarship.

Additional funding: The Tacoma School District has allocated approximately $500,000 for Montessori schools from a special fund to support innovative programs. These funds support Montessori training, ongoing professional development, and Montessori assistants for all classes through third grade as well as start-up funds for Montessori materials when new classes are added.

Waivers/special considerations: The Montessori schools do not operate with any waivers from the State Board of Education, Office of the Superintendent of Public Instruction, or collective bargaining agreements.

Impressions from site visit: In both Bryant and Geiger elementary classrooms, multi-aged students engage in self-directed learning activities. Some children work collaboratively in small groups. There were no classrooms where the teacher stands in front of a group of students sitting in desks. Rather, teachers function as resources to the student. Following the saying "I do, we do, you do," students watch a guide work through an exercise, work together with the guide, and then work on their own.

Geiger was designed from the ground up as a Montessori school. The school's principal described this chance to design the school as a "once in a lifetime opportunity." The design features large classrooms to allow multi-age groupings, with graphics and signage that focus on the natural environment. Marine themes are used throughout the classroom wings to provide separate identities for the six classroom pods, with a unique marine mascot in each classroom.

In both schools, teachers are working to align the Montessori math curriculum with the district's curriculum. They have created a matrix identifying all the Montessori math principles and have linked these principles with the district's curriculum standards.

The principal at Bryant noted that administrative issues, due to differences with the overall district approach, usually accompany an innovative program like Montessori. Navigating these differences requires flexibility on the part of the school district. For example, the Montessori system has individual requirements for teachers and training that do not mesh with district policies. The principal commented that it is essential to have the district leadership's support to successfully resolve these issues.

The goal of having schools like Geiger and Bryant, according to Geiger's principal, is for the district to offer many options for parents. She added that with a variety of schools, parents can select environments that will allow their children to be successful.

In their application for designated innovative school status, school officials indicated that the Department of Early Learning and Department of Social and Health Services rules prevent parents from using their childcare vouchers to pay for preschool. If this barrier were removed, many more parents may be able to access the district's Montessori programs.[7]

[7] Tacoma School district Montessori zone application for innovative designation, p. 5.

CLOVER PARK HIGH SCHOOL

Existing

- Clover Park School District
- Started in 2010
- 1,010 students enrolled (05/12)

Summary of innovation: Clover Park High School (CPHS) strives to enhance and improve student achievement through school-wide program emphasizing science, technology, engineering, and math (STEM). The school also has extended hours.

School description: CPHS is a comprehensive high school of 1,000-plus students located in Lakewood, WA. In recent years, CPHS has experienced significant and growing populations of minority students, as well as increasing rates of family poverty. Beginning in 2001, CPHS was part of the small schools learning structure, which has been maintained. Clover Park STEM is a school-wide program, serving as an organizing principle for curriculum across disciplines, with the goal of promoting numeracy, scientific understanding, and heightened literacy.

Academic focus: The school's changing demographics have influenced the school's interest in innovations such as small schools and STEM education. In addition to these structural and programmatic initiatives, the school has adopted a specialized schedule to allow enhanced professional learning time. The school year includes sixteen half-day collaborative sessions where teachers work on learning new teaching strategies; new lesson designs; new instructional techniques; and the most effective teaching approaches for their student population.

To assist struggling students, the school has extended learning/extended day programs three days a week for two hours. In these settings, students can complete homework and receive individual attention. A team-taught class for English language learners covers algebra so the students can learn mathematical concepts. A pilot algebra class features an applied math focus with labs that offer real world applications.

Incoming ninth graders participate in a Warrior Academy, an intensive five-week summer orientation program that focuses on high-school study skills. All ninth graders enroll in the foundational ninth grade academy which coaches academic habits and skills.

Teachers' skill development: The school's website includes an extensive collection of materials from training sessions.[1] These include the following:

- A step-by step approach to formative assessments;
- Deconstruction of standards to show how they can work in the classroom;
- Template for formative assessments;
- Timeline for formative assessments; and
- Team meeting planning templates.

Parent/community involvement: CPHS students have many service learning opportunities, including tutoring elementary students, replacing native plant species, and clearing invasive plants. Every Memorial Day weekend, hundreds of students place white markers with service members' names on the front lawn.

[1] http://www.cloverpark.k12.wa.us/clover_park/pages/colleague.html

The school sponsors a College, Career, and Service Fair each fall; students can talk to representatives from 30 colleges and universities and 25 local public service groups.

Application procedures: None.

Student fees: None.

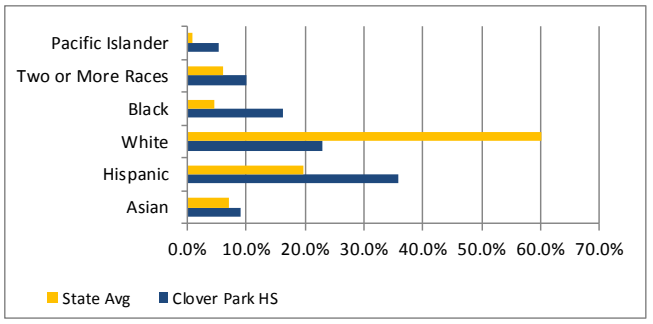
Additional funding: The school received a grant from Washington STEM.

Waivers/special considerations: The school does not have any waivers from the State Board of Education, or the district's collective bargaining units. They have a waiver from the Office of Superintendent of Public Instruction to accommodate their schedule.

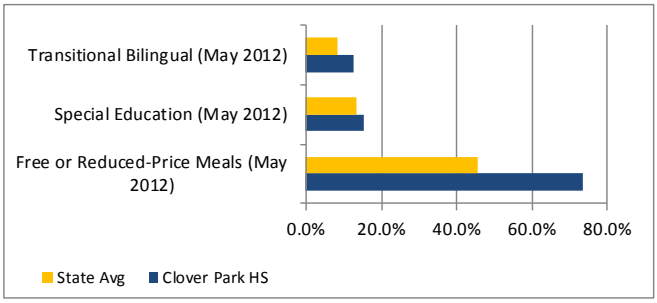
Clover Park High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Clover Park High School serves a largely minority student population and has high free or reduced-price meals participation, compared to the statewide average.

Enrollment		
May 2012 Student Count	1,010	
Race/Ethnicity (October 2011)	**Clover Park HS**	**State Avg**
Asian	8.9%	7.1%
Hispanic	35.7%	19.6%
White	22.9%	60.2%
Black	16.3%	4.6%
Two or More Races	10.1%	6.1%
Pacific Islander	5.3%	0.9%
American Indian/Alaskan Native	0.8%	1.6%



Special Programs	**Clover Park HS**	**State Avg**
Free or Reduced-Price Meals (May 2012)	73.6%	45.5%
Special Education (May 2012)	15.3%	13.3%
Transitional Bilingual (May 2012)	12.6%	8.3%
Section 504 (May 2012)	0.2%	2.0%
Foster Care (May 2012)	0.6%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Clover Park HS**	**State Avg**
Classroom Teachers	60	
Average Years of Teacher Experience	8.7	12.4
Teachers with at least a Master's Degree	76.7%	65.6%

OSPI Report Card Results: High school math, reading, and science assessment results are below the state average.

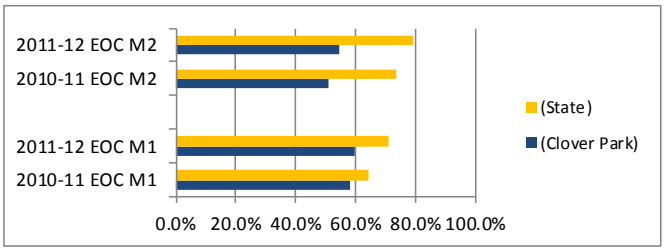
Percent Meeting Standard

All Grades EOC Math 1 (Alg)

	(Clover Park)	(State)	(District)
2010-11 EOC M1	58.2%	64.3%	61.5%
2011-12 EOC M1	59.5%	71.1%	72.0%

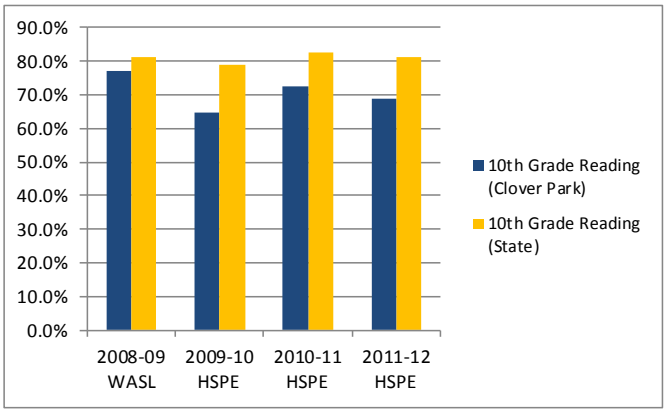
All Grades EOC Math 2 (Geom)

	(Clover Park)	(State)	(District)
2010-11 EOC M2	50.9%	73.5%	51.8%
2011-12 EOC M2	54.5%	79.1%	65.4%



10th Grade Reading

Year	(Clover Park)	(State)	(District)
2008-09 WASL	77.3%	81.2%	78.0%
2009-10 HSPE	64.8%	78.9%	74.6%
2010-11 HSPE	72.3%	82.6%	78.2%
2011-12 HSPE	69.0%	81.3%	76.7%

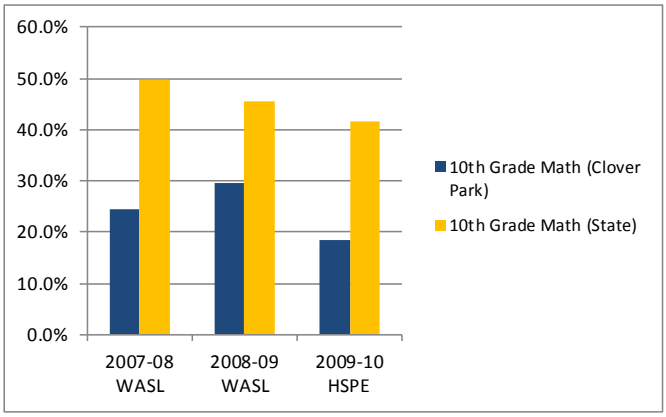


10th Grade Math

Year	(Clover Park)	(State)	(District)
2007-08 WASL	24.4%	49.6%	33.5%
2008-09 WASL	29.5%	45.4%	34.2%
2009-10 HSPE	18.4%	41.7%	27.8%

10th Grade Writing

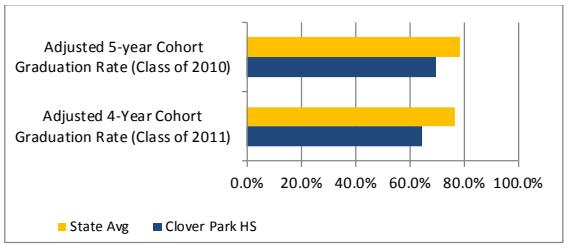
Year	(Clover Park)	(State)	(District)
2008-09 WASL	88.1%	86.7%	90.1%
2009-10 HSPE	77.7%	86.0%	85.4%
2010-11 HSPE	79.1%	86.3%	85.5%
2011-12 HSPE	80.2%	85.4%	86.5%



10th Grade Science

Year	(Clover Park)	(State)	(District)
2007-08 WASL	18.2%	40.0%	22.0%
2008-09 WASL	20.7%	38.8%	23.0%
2009-10 HSPE	17.2%	44.8%	28.1%
2010-11 HSPE	28.1%	49.9%	32.0%

Graduation and Dropout Rates	**Clover Park HS**	**State Avg**
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	64.6%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	69.6%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	11.4%	13.9%



Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 169

Percent Enrolled (2- or 4-year college)	**Clover Park HS**	**State Avg**
Among 2010 Graduates	60-64%	62%
Among 2011 Graduates	45-49%	60%

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). Performance on reading and writing assessments is "very good," after controlling for student characteristics. Performance in math and science is "exemplary." The extended graduation rate is also "exemplary" (in 2011 and 2012).

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	5	5	5	4
2010-2011	5	5	7	7	6
2011-2012	5	5	7	7	7

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	6	1	1	3
2010-2011	6	6	3	1	3
2011-2012	6	7	6	5	5

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	4	5	1	1	2
2010-2011	6	6	2	1	5
2011-2012	5	6	5	2	3

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

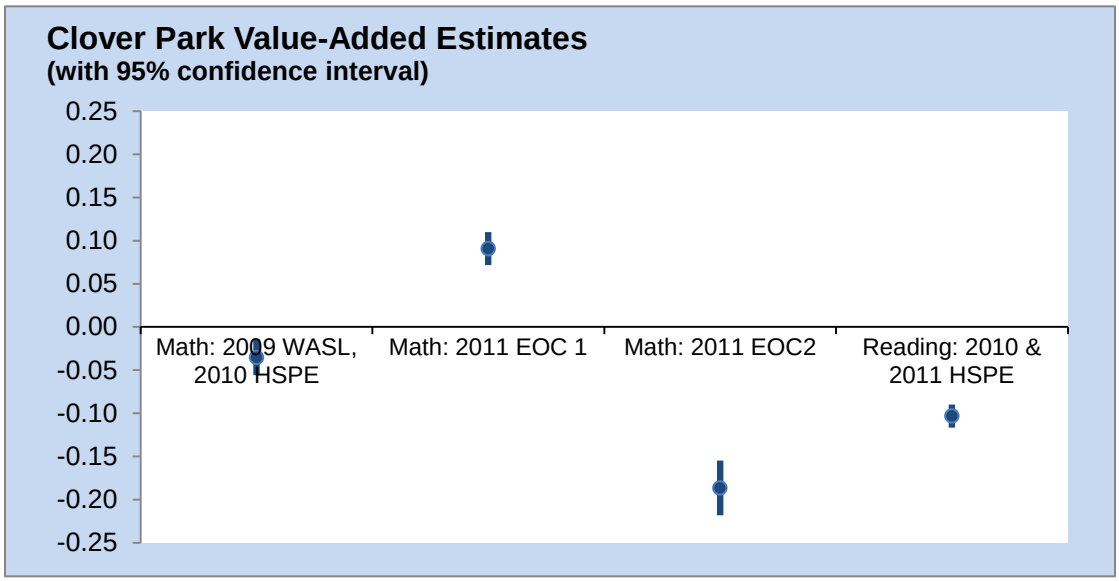
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated effects of Clover Park on high school math assessments are mixed. The estimated school effect is above average for the 2011 EOC1, but below average for the tenth grade assessments (HSPE, WASL) and the 2011 EOC2. The estimated effect on reading is below average.

Clover Park	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	-0.035	-0.056	-0.014
Math: 2011 EOC 1	0.091	0.072	0.110
Math: 2011 EOC2	-0.187	-0.218	-0.155
Reading: 2010 & 2011 HSPE	-0.103	-0.117	-0.090

Ranking	
Math: 2009 WASL, 2010 HSPE	Low (20 - 39 percentile)
Math: 2011 EOC 1	High (60 - 79 percentile)
Math: 2011 EOC2	Low (20 - 39 percentile)
Reading: 2010 & 2011 HSPE	Lowest (0 - 19 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

DELTA HIGH SCHOOL

Existing

- Pasco, Kennewick, & Richland School Districts
- Started in 2009

Summary of innovation: Delta high school emphasizes science, technology, engineering, mathematics (STEM), and humanities using project and problem-based learning.

School description: The concept of Delta originated in 2006 with the three school districts in the Tri-Cities, along with Pacific Northwest Regional Laboratory (Battelle), Columbia Basin College, Washington State University Tri-Cities, and the Washington STEM Foundation. The goal of the school's organizers is to increase students' career and college readiness, with an emphasis on STEM careers. The school is designed as a small, personalized school appropriate for a majority of the area's student population, rather than a select group of exceptional students. The school relied on a phased implementation approach, starting with the ninth grade class in 2009 and adding a grade each year. The school leases its space from Columbia Basin College.

Delta is a program within the three districts' high schools. Students graduate from their home high school with a Delta accreditation. Classes at Delta follow an integrated, interdisciplinary program of study. In ninth and tenth grades, students focus on core preparation in STEM; for the last two years, students have elective options. During a student's senior year, he or she can participate in a senior seminar. Advisory classes focus on career and college preparation; to support this approach, the school offers internships, work place tours, job shadows, and career mentors.

The school relies on a 90-minute block schedule to allow students to pursue topics in depth. Delta uses a trimester schedule. The school starts later each day than other schools in the three districts, thus allowing transportation to the site by all three districts. For some students, public transportation is quicker than relying on the district buses.

Delta's expectations for its students include the following:

- Wear attire conducive to others' learning and demonstrate a professional attitude toward learning;
- Request help from peers and teachers and provide help to others; and
- Model healthy behavior to develop leadership skills and life-long habits.[1]

Students interested in extracurricular and sports activities can enroll through their home district. Many students take a "zero hour" elective in the morning before Delta.

The school principal indicated that one of the school's goals is to "replace and grow" the STEM workforce in the area; several partners view the school as part of the area's economic development strategy. For some, Delta is the crown jewel in this strategy, as the school's graduates will be qualified for skilled jobs in the local area, eliminating the need for businesses to import people from other states and countries. In that vein, school partners view the school as a "small school with a big footprint."

The next major hurdle for Delta is the construction of a permanent building. A key concern for the three school districts is the cost, estimated at $18 million. In late March 2013, the Pasco School Board agreed

[1] Delta High School application for innovative school status, p. 1.

to contribute $2.4 million toward initial work on the new building. A local business, Bechtel National, donated $250,000 earlier this year.[2]

Academic focus: Delta's instructional strategy can be summed as follows: "Learning that parallels how scientists/engineers/mathematicians conduct inquiries, solve problems, and expand knowledge."[3]

Over the course of a student's time at Delta, the school focuses on developing specific "habits of mind" and expects students to be:

- Curious;
- Persistent;
- Problem solvers;
- Flexible;
- Precise and accurate;
- Continuous learners;
- Socially aware;
- Creative and innovative thinkers;
- Collaborative; and
- Responsible.[4]

Teachers' skill development: Delta's expectations for its teaching staff are "to cultivate a culture of creativity, innovation, life-long learning, and collaboration." In the classroom, teachers serve as a mentor and facilitator of learning, and use "Understanding by Design" as key principles in lesson and unit creation.[5] In addition to collaborating with fellow teachers using a "de-privatized and reflective practice," the staff works with STEM professionals who serve as mentors and collaborators.[6]

Parent/community involvement: Delta's organizers represent a diverse group, including the private sector, non-profit organizations, and K-12 and higher education. The founding partners include Battelle, Pacific Northwest National Laboratory, Washington State University, Columbia Basin College, and the three school districts in the Tri-Cities.

Starting in 2006 when the advisory group was formed, the key steps in the school's development are as follows:[7]

> 2006: Advisory group identifies Metro High School in Ohio and the Denver School of Science and Technology as the schools they most want to emulate. Members visit the schools and correspond with school officials.
>
> 2007: Advisory group presents school concept to the three school boards; a project manager is hired. A core planning team assembles to select a "program of study." Discussion explores what teaching and learning at Delta should look like and how it would be different from existing high school models.
>
> 2008: A planning principal is hired to lead program development, student recruitment, and teacher hiring. The Paul Allen Foundation and Battelle provide grants to assist with developing the high school's program of study. The Washington State STEM foundation is formed to support the school and STEM efforts in the region. Columbia Basin College joins the project and agrees to rent its former Richland campus free of charge to serve as the initial school site.
>
> 2009: The three school boards approve the opening of a STEM-focused school for fall of 2009. Nearly 300 students apply for freshman slots, 110 are accepted through a lottery. Five teachers are hired. The school opens in the fall. Local companies, organizations, and individuals donate

[2] http://www.thenewstribune.com/2013/03/26/2532411/pasco-school-board-kicks-in-24.html
[3] "Think Differently" (undated) Delta High school booklet, p. 5.
[4] Delta High School application for designated innovative school, pp. 1-2.
[5] http://www.authenticeducation.org/ubd/ubd.lasso
[6] Ibid, p. 2.
[7] Delta High School (2011) "This is the continued story of Delta High School," pp. 2-9.

approximately $700,000 to renovate the campus. Battelle announces it would provide up to $1.2 million to bridge the gap in operations funding for years one through four, and Washington State provides $800,000 to complete facility renovations. Pacific Northwest National Labs assigns a STEM educator to support day-to-day programmatic efforts at the school. EdWorks, a school start-up organization, trains Delta staff in a results-based framework for increasing student achievement.

Since 2009, the school added one grade per year.

2013: In June, the first senior class graduates.

Application procedures: The Delta principal and selected students present information about the school to eighth graders in the three districts during science and math classes. The school has an open house where potential students can visit the campus; prospective students can also shadow a current student.

To apply, students must be eligible to advance to the ninth grade and live within the boundaries of the three districts. Delta has a simple application form that asks about contact information for the student and family. Students are asked to identify two adults that know the student well. The form indicates that the adults will be contacted and asked about the student's work habits, potential, and ability to be flexible in a small school environment.[8]

Applicants' names are placed in a computerized lottery conducted in April of each year. The lottery ensures that Delta accepts individuals from each of the school districts in equal proportions. Once students are accepted, they are sent a writing prompt and math assessment. Students are not turned away because of their performance on these tasks; rather the goal is to see what skills the student has at the start.[9]

Student fees: None.

Additional funding: Numerous community partners and foundations have contributed to the school; the total is estimated at $7 million.

Waivers/special considerations: Teachers from three collective bargaining units work at Delta, thus it has been necessary for the districts to collaborate on the agreements. The waivers include:

- Seat time waiver to award credit hours on a block schedule; and
- Students attend five classes per trimester; these classes have slightly fewer hours than the state guidelines.

The districts work collaboratively to award waivers for district course requirements and to hold Delta students accountable for all Delta student requirements.

Site visit impressions: At present, Delta is located at Columbia Basin College's former campus in Richland; the college donated the site rent-free to the school as its initial site. Because of space limitations at this facility, the school rents additional classroom space nearby from Washington State University. Students and teachers move among the buildings, helping to create an atmosphere more like that of a college than a high school. Many of the classrooms have integrated, interdisciplinary programs of study, with students working in small groups or on individual projects rather than sitting in a room listening to a lecture.

The organizers for Delta have overcome several significant challenges. Because the school is a partnership among three school districts, businesses, and other educational institutions, an extensive number of formal and informal agreements have been necessary. During the site visit, the partners stressed that a shared ownership and vision for the school sustained them through several transition

[8] http://www.thedeltahighschool.com/images/stories/PDF_docs/deltaapplication2013_2014.pdf, p. 1.
[9] Ibid.

points as the school secured funding, identified space, and started operating. Because of Delta, for example, the three school boards held their first joint meeting.

When creating the school, the leaders had a strong commitment to the values of public education and were determined that the schools reach a broad student population and not just students who were already performing at a high academic level. Since Delta is a very new school, its reputation is still being established. School leaders noted that some community members think of Delta as a school for children of local scientists. The school administrators are consciously addressing that image and letting people know that it is intended for a wide group of students.

During a meeting of Delta partners, members reference the typical reasons people say that innovative schools are not possible, such as insufficient resources, existing collective bargaining agreements, and community expectations for traditional schools. By creating Delta, they believe they have shown that these barriers can be overcome with collective will. They note that Delta was created during the worst American economy in many years.

Future plans: The school and its supporters have concentrated significant attention on building a permanent facility for the school. Because Delta is a separate program within three school districts, the school is precluded from issuing a public bond to construct a new facility. Recently, the state's Superintendent of Public Instruction approved a request to provide $10 to $12 million to build a new facility.[10]

Other plans are focused on allowing Delta students to hear college credits. At present, students taking Spanish at Delta can earn community college credit. The school and its partners are working toward a five-year goal where students taking courses at Delta have more opportunities to earn college credit.

Starting a school from the ground up is difficult, the partners noted; in the beginning they felt like they were "selling vaporware." Some students who started in the fall later chose to return to their home high school. The principal noted that she learned this pattern of attrition can be common in innovative schools and wished she had anticipated this population drop.

The school leaders noted that there is not a mechanism in the state to "cross-pollinate" innovative schools, thus they were left to make individual arrangements with schools that appeared to have valuable experience.

In terms of specific challenges, school leaders indicated that they had to develop a reporting structure for the principal. The principal officially reports to the Pasco School District superintendent, although this individual must be attentive to the other two districts' leaders as well. An example of another challenge concerned the free and reduced meal program, given the fact that each school district has a funding stream for this purpose and must maintain individual records of expenditures. Ultimately, the school was able to set up a system that relies on one cash register on site that can separately account for each district's funds.

[10] http://www.tri-cityherald.com/2013/05/28/2412270/state-approves-money-for-new-delta.html

Delta High School Demographic and Outcome Summaries

OSPI Report Card Results are not available for Delta High School.

The Washington State Board of Education Achievement Index estimates are not available for the school.

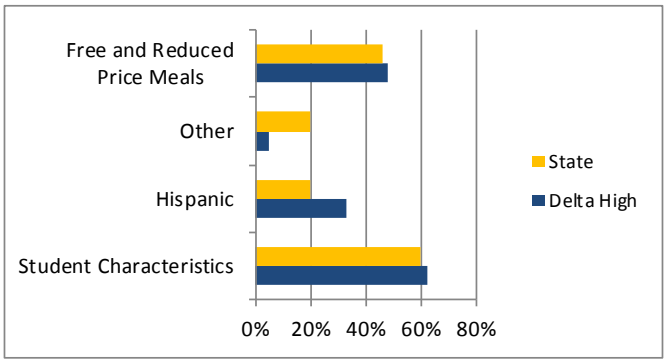
We were not able to identify Delta High students in our data and could not estimate school value-added effects.

The following information is taken from reports produced by Delta High School:

2011-12 Demographics

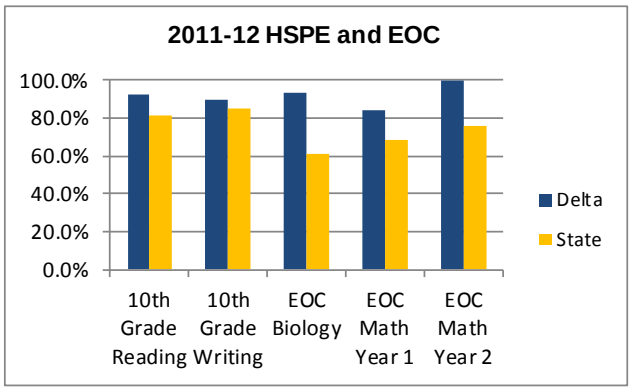
Enrollment 400

	Delta High	State
Student Characteristics	62%	60%
Hispanic	33%	20%
Other	5%	20%
Free and Reduced Price Meals	48%	46%



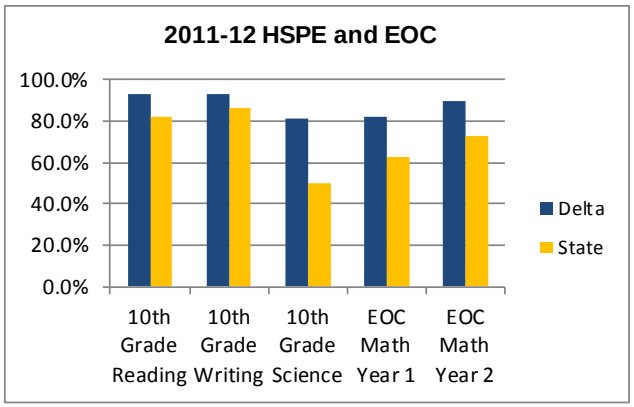
2011-2012 HSPE and EOC Results

	Delta	State
10th Grade Reading	92.6%	81.1%
10th Grade Writing	90.0%	85.2%
EOC Biology	93.2%	61.0%
EOC Math Year 1	84.2%	68.4%
EOC Math Year 2	100.0%	76.1%



2010-2011 HSPE and EOC Results

	Delta	State
10th Grade Reading	93.3%	82.3%
10th Grade Writing	93.5%	86.0%
10th Grade Science	81.3%	49.7%
EOC Math Year 1	82.0%	62.4%
EOC Math Year 2	89.6%	72.9%



FIRST CREEK MIDDLE SCHOOL

Startup

- Tacoma School District
- Started in 2012
- 762 students enrolled (05/12)

Summary of innovation: This neighborhood school uses a "360 wrap-around approach" of social services to support students and their families in an effort to remove obstacles to student achievement.

School description: First Creek Middle School opened in the fall of 2009, bringing the students of two former middle schools[1] under one roof. A Title I school, First Creek is situated in a predominately low-income neighborhood; 90% of the students qualify for free and reduced price meals.

The school's instructional and academic support model has several features:

- Offers a minimum of 45 minutes of academic support and tutoring for each student every school day;
- Encourages all eighth grade students to take algebra and ensures students encountering difficulties with this subject receive extra coaching;
- Provides several high-interest extracurricular activities, including athletics, cooking, computer technology, and art;
- Hires "culturally reflective, healthy" role models as school staff;
- Uses assessment data and teacher feedback to target academic support to individual students; and
- Encourages student voice and supports student unions.[2]

First Creek hosts the Eagle Center for Community Learning (ECCL), a partnership of the Tacoma Public Schools, Metro Parks, Tacoma 360, the Northwest Leadership Foundation, and the City of Tacoma. ECCL helps provide academic and extra-curricular support for the school's students. Certificated teachers and classified staff work individually and in small groups helping students with their academic skills and study habits. In the next few years, the ECCL will expand to provide additional support for students, along with offering opportunities for their parents to access additional education, social, and health services.

The school holds "Student Voice Summits" several times throughout the year. The summits are designed to teach students civic engagement and model methods to seek consensus and solutions about school culture and climate issues.

First Creek is a host site for a college readiness and academic support program called TRIO. This program serves low-income, first generation, college bound students in the seventh through twelfth grades who aspire to go to college. TRIO provides various services at First Creek including tutoring/academic support, mentoring, and college exploration activities.

The school has a dress code for students, with designated attire designed to "keep students safe and to teach students how to dress properly in a formal situation."[3]

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[1] Gault and McIlvaigh.
[2] First Creek Middle School application for innovative school designation, p. 1.
[3] http://www.tacoma.k12.wa.us/Schools/Schools%20Requiring%20Uniforms/First%20Creek.pdf

Academic focus: Additional academic support for students is provided through AVID (Advancement via Individual Determination) and Advisory. The mission of AVID is to "close the achievement gap by preparing all students for college readiness and success in a global society."[4] The AVID College Readiness System (ACRS) accelerates student learning, uses research-based methods of effective instruction, and promotes engaged and meaningful professional learning. Through Advisory, students work with a teacher who helps mentor the student through middle school.

Teachers' skill development: According to the school's Improvement Plan, data from the Tacoma Public School's climate survey "identified a need for more rigorous instruction and curriculum."[5] In response, the school's administration and teaching staff agreed to "open their instructional practice" and "welcome walk-throughs to inform their professional conversations and development."[6]

In addition to walk-throughs, the school's math teachers have each been monitoring the progress of five students over the course of the academic year. This concept, called "Five Folder," is designed to reveal strengths and weaknesses in instructional practices.[7]

Parent/community involvement: First Creek has strong partnerships with Pacific Lutheran University, City University, University of Washington Tacoma, Milgard Windows, World Vision, and Project SAVE, in addition to the organizations involved with ECCL.

First Creek has focused on building more parent involvement. A full-time Parent Liaison works at the school and is fluent in Spanish. The school's PTA has expanded its membership. The school hosts monthly family curriculum nights and Latino family informational nights where staff help parents learn how to better support students in their learning. The school sponsors a "Parent Academy" where parents can earn credits and a degree in parent involvement. The Parent Academy sessions focus on behaviors, skills, and beliefs that promote college and career readiness so that families can reinforce these values at home.

Application procedures: None.

Student fees: None.

Additional funding: In 2012, a group of 12 Washington educational and community groups, including First Creek, were awarded a five-year, $4 million federal grant. The funding is designed to create what are known as 21st Century Community Learning Centers and offer opportunities for students when school is not in session.

Waivers/special considerations: The school does not have any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

Impressions from site visit: When First Creek opened in 2009, the school faced significant student discipline issues and lacked a systematic approach to raising student achievement. For example, after-school fights were pre-arranged by students, held off-campus, and sometimes videotaped and posted on the web.[8] Families of many students did not speak English, leading to difficulties in communication between the school and home. Many students faced challenges at home that made it difficult for them to concentrate on schoolwork, and many of the staff had never worked together.

The former district superintendent observed that it was challenging to figure out which issues to address first because everything was "emergent and insistent."[9]

[4] http://www.avid.org/
[5] School Improvement Plan, Narrative Overview, First Creek Middle School, Progress Toward 2010-11 Goals, p. 4.
[6] Ibid, p. 5.
[7] Ibid, p. 6.
[8] http://www.thenewstribune.com/2011/04/23/1637097/school-sends-out-letter-about.html
[9] Art Jarvis, personal communication, November 2013.

In the intervening three years, the school adopted several strategies intended to "clear that education highway" so students could focus on learning.[10] The strategies aimed to:

> *Create a culture of support:* The school relies on a wrap-around model, often called the "Tacoma 360 Innovation," which includes mental health services, drug and alcohol counseling, parent support groups, staff-student mentor programs, and several youth enrichment clubs. Partnerships with several Tacoma community organizations make this model possible.
>
> *Listen to students*: The principal stresses the importance of having students seen *and* heard.
>
> *Get students to school and keep them there:* At the beginning of the school year, the principal and staff lead a "welcome back" parade through the local neighborhoods. To respond to discipline issues, the school has adopted a restorative justice program that emphasizes repairing relationships rather than using suspension and expulsion as the primary response.
>
> *Do not let gang issues into the building:* A dress code dictates the type and color of clothing that is allowed.
>
> *Teach the "soft skills" of being a student*: Students learn how to use a binder to organize their school work and know what to study at home.
>
> *Welcome the faith community as an ally in education*: The principal has met with leaders from several churches, synagogues, and temples to ask that they invest in education.
>
> *Reinforce student's awareness of their grade point average (GPA):* Since colleges continue to pay close attention to student GPAs, the principal believes is a key number for focused attention at school. When greeting students in the hallway, he frequently says hello, shakes hands, and asks students their GPA, often following up with encouragement that they are "college bound."[11]

First Creek's principal, Mr. Brown, stated the transformation of the district's central office was very helpful in supporting the school's changes. Mr. Brown said initially the district staff told him what he needed to do but has since switched to a supportive role and given him time to learn. He noted that the district's principals have the same goals, but their styles and approaches are very dissimilar. Each school starts from a different place; thus, improvement efforts will not look the same from the outside.

Mr. Brown said that the major school innovation should be closing the achievement gap. "We need to figure out how to marshal the resources to do that and move forward."[12]

The College Bound Scholarship program encourages low-income, middle school students to choose a path leading to success after high school. Students who sign up in the seventh or eighth grade and stay out of legal trouble and work hard in school are eligible for tuition and a small book allowance in college after they graduate from high school.

Among First Creek students expected to graduate in 2016, 302 enrolled in the College Bound Scholarship Program. First Creek has been able to enroll most of the low-income students who are eligible for the program.[13]

[10] http://www.tacoma.k12.wa.us/Schools/innovative/Pages/Innovative-School-First-Creek-Middle-School.aspx
[11] ibid.
[12] Brad Brown, personal communication, November 2012.
[13] WSIPP analysis of College Bound Scholarship data, 2013.

FOSS INTERNATIONAL BACCALAUREATE ZONE
FOSS HIGH SCHOOL

Startup

- Tacoma School District
- Started in 2012
- 1,037 Students enrolled (05/12)
- The Washington Post list of America's Most Challenging High Schools shows Foss among the top 9% of high schools in the U.S. (2013)

Summary of innovation: The International Baccalaureate (IB) program at Foss High School (1,037 students) will extend IB offerings to McCarver Elementary (419 students) and Giaudrone Middle (610 students) in the Tacoma School District.

School description: In 1982, Foss High School became the first school in Washington State to offer the IB program. The IB Diploma program was founded in 1968 in Switzerland and was originally designed for internationally mobile students. The first schools were predominately private international schools; at present, half of all IB World Schools (that are authorized to offer one or more IB programs) are state schools.[1]

The IB program aims to encourage critical thinking through the study of traditional disciplines while also encouraging an international perspective. Beyond completing college-level courses and examinations, IB students are required to engage in community service, individual research, and inquiry into the nature of knowledge.

Students at Foss High School can take individual IB courses or pursue an IB diploma. To receive the diploma, students must take two foreign languages, write research papers, and complete community service, in addition to standard credit requirements.

The IB curriculum for elementary students is designed to develop the child as an inquirer, both in the classroom and in the world.[2] During middle school years, the program is expected to encourage students to embrace and understand the connections between academic subjects and day-to-day life and become critical and reflective thinkers.[3]

In terms of the innovative zone, the district's application identifies several strategies to incorporate middle school students into the high school. These include:

- Middle school teachers will "loop" with eighth grade students to the grade, then return to the middle school when the ninth graders move to tenth grade;
- Students in the sixth through eighth grades will have an extended day of learning on some Saturdays to focus on subjects such as art, reading, writing, and math. Students will also travel to museums, college campuses, music venues, and other settings; and
- Eighth grade students will attend a transition course designed to prepare them for success in high school. This course will cover opportunities in high school, course selection, work ethic, graduation requirements, and other topics.[4]

[1] http://www.ibo.org/history/
[2] http://www.ibo.org/pyp/
[3] https://www.ibo.org/myp/
[4] Foss High School application for innovative school zone designation, p. 2.

The district's IB innovative zone is designed to encourage and support students from populations that may not self-select into the program, including English language learners (ELL); students enrolled in special education; and students from diverse races, ethnicities, and cultures. The district plans to accomplish this through the following practices:

- Staff will be trained in the IB models of teaching and learning specific to the age of their student body including special education, ELL, and Learning Assistance Program staff. This training will "increase the probability that students who have been marginalized in the past from specialized academic programs will have teachers who understand and can enhance the movement of those students into opportunities such as this new Foss Innovation program."[5]
- Students at McCarver Elementary School and Giaudrone Middle School will have been exposed to IB programming "relevant to their age group."[6]
- Staff at the three schools will believe in and subscribe to Alfie Kohn's philosophy: "to be well-educated…is to have the desire as well as the means to make sure that learning never ends."[7]

According to a document entitled "Imagine Giaudrone Middle School," the innovative zone activities will also include a Summer Academy for middle school students. The Academy will encourage "international awareness of skills, attitudes and knowledge needed to participate in an increasingly global society." This Academy is scheduled to begin this summer.[8]

Both McCarver Elementary and Giaudrone Middle School are what is termed "candidate schools" in the IB system and are in their second year of implementation. In this phase, the schools work with an IB consultant and concentrate on designing policies that align with IB, including school wide assessment, curriculum, and pedagogy. Both teachers and administrators receive training.

Academic focus: The key components of all IB programs include the following:

- Requires study across a broad range of subjects drawing on content from educational cultures across the world;
- Gives special emphasis to language acquisition and development;
- Encourages learning across disciplines;
- Focuses on developing learning skills;
- Includes, to a varying extent, the study of individual subjects and multi-disciplinary areas;
- Provides students with opportunities for individual and collaborative planning and research; and
- Includes a community service component requiring action and reflection.[9]

Parent/community involvement: Parents/guardians will receive weekly progress reports regarding their students. In terms of community involvement, the district will rely on existing partnerships with Tacoma Community College, Pacific Lutheran University, Central Washington University, and AmeriCorps. In addition, the district will seek to partner with Communities in School for learning resources, including tutoring, mentoring, and college readiness support.

Application procedures: None.

Student fees: None.

Additional funding: The district has allocated $220,700 for the 2012-13 school year to support the IB innovative zone.

Waivers/special considerations: The three schools do not have any waivers from the state Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

[5] Ibid, p. 2.
[6] Ibid, p. 2.
[7] http://www.alfiekohn.org/teaching/welleducated.htm
[8] http://www.k12.wa.us/StudentAndSchoolSuccess/SIG/pubdocs/GiaudroneMiddleSchool.pdf
[9] http://www.ibo.org/programmes/index.cfm

Impressions from site visit: As mentioned earlier, Foss High School was the first school in the state to offer an IB program; this step was taken in 1982. Foss is categorized as a "World IB" school, which is the highest level of designation; approximately 1,430 schools in the U.S. have this classification.[10] Under the IB program, schools have individual governance structures but adhere to a common curriculum, educational materials, and tests.

In 2001, the Bill and Melinda Gates Foundation selected Foss as an Achiever High School; the school received a $9 million grant for college preparation efforts and an additional $1 million for scholarships. The school was restructured into smaller academies; this restructuring was controversial for some staff and community members. According to the Foss principal, a schism developed between the IB and the non-IB teaching staff.

In January 2011, the district proposed closing the school because of declining enrollment and a shortfall in district finances. This option was removed from consideration the following month.[11] When the school board decided to keep Foss open, the principal said the board also committed to solve the internal conflicts at Foss.

In 2012, the Tacoma School District proposed extending the IB curriculum to McCarver Elementary and Giaudrone Middle School. Extending the curriculum to these schools allows families and students the option to stay in the IB program throughout their school career. To provide context for the IB innovative zone, it is useful to describe recent experiences at Giaudrone and McCarver.

Both schools have struggled with the academic achievement of their student bodies. Giaudrone received a federal School Improvement Grant (SIG) in 2011, after being named a Persistently Low Achieving School.[12] With the SIG came the requirement that the district select one of three models: turnaround, restart, or closure.[13] The school district selected the turnaround model for Giaudrone, which required that the principal be replaced, all existing staff members be screened, and no more than 50% of the original teachers be returned to the school. The new principal kept 14 of the original teachers and conducted about 200 interviews to select the remaining staff members.[14]

According to its website, McCarver Elementary was the first magnet school in the nation in 1968.[15] McCarver has the largest population of homeless students in the district and a high turnover rate. The turnover rate in recent years has ranged from 115 to 170% within one school year.[16] To help stabilize McCarver' s families and improve student learning, the Tacoma Housing Authority has sponsored the McCarver Special Housing Program, funded by the Bill and Melinda Gates Foundation, that provides rental assistance to 50 families who are homeless or at risk of homelessness and have children at McCarver. Families are eligible for the rental assistance for up to five years; their rent starts at $25 a month the first year and increases by 20% each year thereafter until they are paying 100% after the fifth year. Two caseworkers located at the school help support the families and have access to 30 community partners for additional assistance. Parents are required to keep their child enrolled in McCarver, be involved with the school and their child's education, and work on their job and financial growth.[17] In addition to these structural and programmatic changes at Giaudrone and McCarver, infusion of an IB curriculum is expected to provide a "rigorous academic environment and a thoughtful community that nurtures mutual respect, independence, critical thinking, and responsibility to self and others."[18]

[10] http://www.ibo.org/school/search/index.cfm?programmes=&country=US&region=&find_schools=Find
[11] http://www.king5.com/news/Tacomas-Foss-High-School-will-not-close-115831009.html
[12] http://seadev.bonnint.net/?sid=288864&nid=11
[13] http://www2.ed.gov/programs/sif/sigguidance05242010.pdf
[14] http://www.tacomaweekly.com/news/view/inside_the_system/
[15] http://www.tacoma.k12.wa.us/Schools/es/Pages/Mccarver.aspx
[16] http://www.csh.org/wp-content/uploads/2013/03/CSH-PHA-Profile-Tacoma-FINAL.pdf
[17] ibid.
[18] Foss application for innovative school designation, p. 1.

HELEN B. STAFFORD ELEMENTARY SCHOOL

Existing

- Tacoma School District
- Started in 2006
- 466 students enrolled (05/12)
- School of Distinction (2010); Schools of Excellence in Arts Education Award (2013)

Summary of innovation: Stafford provides students with an arts-infused education that assists in academic achievement.

School description: Stafford is a neighborhood school located in an inner-city neighborhood in the Tacoma School District. All of Stafford's students walk to school. There are a high proportion of free and reduced meals students (72%) and many students qualify as English language learners (ELL) (23%). The school also has a high mobility rate (78%). Stafford focuses on rigorous instruction in reading and mathematics, while also integrating arts as a way to "broaden student engagement" as well as "leveling the playing field and boosting the self-confidence of ELL learners."[1] The staff places a strong emphasis on welcoming students and families, creating a climate where students feel safe and supported.

The school's mission statement:

> Stafford is a school dedicated to authentic learning through excellent instruction and community involvement. Stafford provides high-quality education supported by superior technology. Students are challenged to demonstrate mastery through performance, projects, technology, and the arts, as well as through traditional venues.

Academic focus: Stafford combines high academic expectations with a focus on the school's climate for learning. Expectations for students begin with presentation (neatly attired in school uniforms) and rely on an adaptation of the Safe and Civil Schools' curriculum (CHAMPS) to create a positive learning environment by teaching students to respond appropriately to teachers and other adults. The school provides clear academic targets to students so they know what is being asked of them as well as defining goals specific to the task at hand. Assessments (DIBELS and STAR) help identify areas where students have mastered skills as well as topics needing more reinforcement.[2]

The school has several teachers who "loop" with students (stay with students to the next grade) and thus are experienced in teaching multiple grade levels. When teachers noticed that several students in the neighborhood were lining up to attend school early, they opened up four classrooms for Homework Club.

Teachers' skill development: Stafford views itself as an early adapter of teaching innovations. In the last six years, teachers have acted as pilot instructors for multiple programs, including a new math program, a standards-based report card, and improved reading instruction for kindergartners. The school has designated "teacher leaders" who provide leadership for the professional learning communities. Because the teachers work as teams, there is increased accountability; when students in a class have not mastered material, this gap is noticed by other teachers and thus there are strong incentives to stay with the group's learning targets.

Stafford has many visitors; teachers have created a walk through tool that asks the visitor to rate aspects of the learning environments. Teachers are eager to receive this feedback.

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[1] Stafford Elementary School, (20__). Innovative school application, p. 1
[2] http://dibels.org/dibels.html, http://starsamplequestions.org/about.html

Parent/community involvement: Stafford is very intentional about welcoming parents and community members to the school. The front halls are decorated with a "family wall" containing pictures of the individual students and their family members. The school's art performances and food celebrations provide opportunities for families to celebrate their children's accomplishments together and break down cultural barriers. The school has developed partnerships with artist-in-residence programs to bring artists into the building.

Application procedures: None.

Student fees: None.

Additional funding: A grant supports an extra FTE for arts instruction.

Waivers/special considerations: The school does not have any waivers from the state Board of Education or the district's collective bargaining agreement.

Impressions from the site visit: Because Stafford's students come from the neighborhood and the school does not bus, families interact with the school on a daily basis. When entering the school, the family wall photos display proud parents and kin surrounding joyful children. The school has a very orderly feeling, with a focus on providing quality time and attention. Fused-glass art projects adorn the entry windows and library. Student academic and art work fills the hallways.

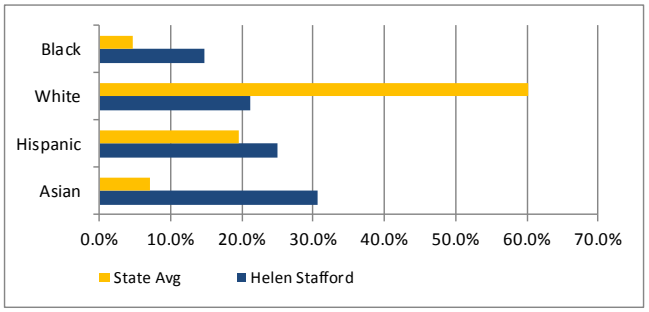
The school's arts focus is a strategic choice. By using this theme, including performance art, families have an easy way to connect to the school and have a shared experience celebrating their children. Each year, the school hosts a potluck for ELL families, which allows families to enjoy and learn about food without needing to overcome language barriers.

In conversations with the Stafford principal, the school's fierce dedication to its student body came through frequently. The principal talked about a teacher who interviewed at the school and spoke about "those children," meaning students from high poverty environments. For the principal and the interview committee, this language revealed an outlook of "different than me" that is unacceptable at Stafford.

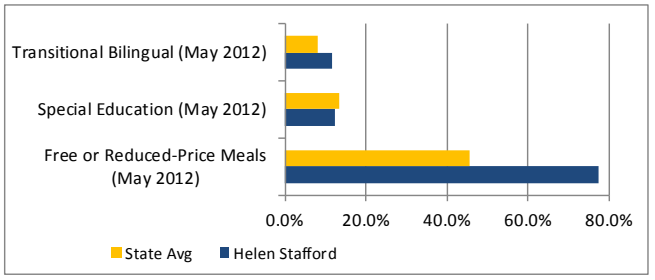
Helen B. Stafford Elementary School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Helen B. Stafford serves a largely minority, low-income student population.

Enrollment		
May 2012 Student Count	466	
Race/Ethnicity (October 2011)	**Helen Stafford**	**State Avg**
Asian	30.7%	7.1%
Hispanic	24.9%	19.6%
White	21.2%	60.2%
Black	14.8%	4.6%
Two or More Races	5.5%	6.1%
Pacific Islander	2.6%	0.9%
American Indian/Alaskan Native	0.2%	1.6%



Special Program Participation	**Helen Stafford**	**State Avg**
Free or Reduced-Price Meals (May 2012)	77.5%	45.5%
Special Education (May 2012)	12.2%	13.3%
Transitional Bilingual (May 2012)	11.6%	8.3%
Migrant (May 2012)	0.0%	1.8%
Section 504 (May 2012)	0.0%	2.0%
Foster Care (May 2012)	0.0%	0.1%



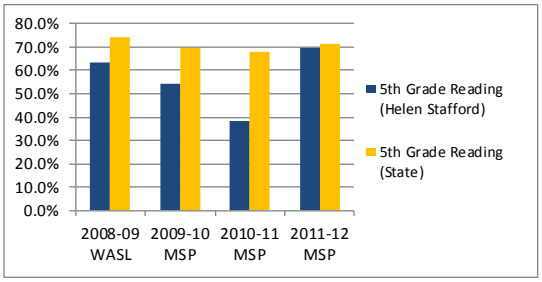
Teacher Information (2011-12)	**Helen Stafford**	**State Avg**
Classroom Teachers	26	
Average Years of Teacher Experience	10.5	12.4
Teachers with at least a Master's Degree	57.7%	65.6%

OSPI Report Card Results: Reading scores (as measured by fifth grade assessments) were below the state average and declined from 2009 to 2011. Scores improved in 2012. Math scores grew steadily from 2009 to 2012 and are now above the state average. The school has achieved math scores that are above average among low-income students.

Percent Meeting Standard

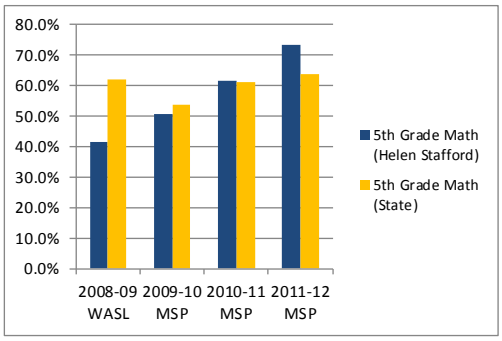
5th Grade Reading

Year	(Helen Stafford)	(State)	(District)
2008-09 WASL	63.6%	74.0%	67.8%
2009-10 MSP	54.0%	69.6%	62.5%
2010-11 MSP	38.6%	67.7%	52.9%
2011-12 MSP	69.5%	71.1%	63.5%



5th Grade Math

Year	(Helen Stafford)	(State)	(District)
2008-09 WASL	41.6%	61.9%	52.3%
2009-10 MSP	50.8%	53.6%	44.3%
2010-11 MSP	61.4%	61.3%	52.2%
2011-12 MSP	73.2%	63.8%	58.4%



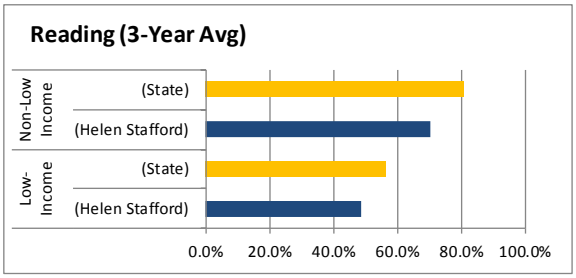
5th Grade Science

Year	(Helen Stafford)	(State)	(District)
2008-09 WASL	42.9%	44.9%	32.3%
2009-10 MSP	19.0%	34.0%	21.0%
2010-11 MSP	45.6%	55.7%	41.3%
2011-12 MSP	50.0%	66.3%	50.5%

Low vs. non-low income

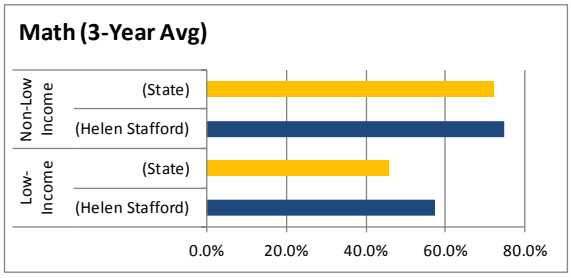
5th Grade Reading

	Low-Income (Helen Stafford)	Low-Income (State)	Non-Low Income (Helen Stafford)	Non-Low Income (State)
2009-10 MSP	47.9%	56.4%	73.3%	80.8%
2010-11 MSP	30.8%	54.2%	55.6%	79.5%
2011-12 MSP	66.7%	59.1%	81.3%	82.3%
3-Year Avg	48.5%	56.6%	70.1%	80.9%



5th Grade Math

	Low-Income (Helen Stafford)	Low-Income (State)	Non-Low Income (Helen Stafford)	Non-Low Income (State)
2009-10 MSP	52.1%	39.1%	46.7%	65.9%
2010-11 MSP	51.3%	47.2%	83.3%	73.7%
2011-12 MSP	68.2%	50.2%	93.8%	76.5%
3-Year Avg	57.2%	45.5%	74.6%	72.0%



	Low-Income (Helen Stafford)	Low-Income (State)	Non-Low Income (Helen Stafford)	Non-Low Income (State)
Reading (3-Year Avg)	48.5%	56.6%	70.1%	80.9%

	Low-Income (Helen Stafford)	Low-Income (State)	Non-Low Income (Helen Stafford)	Non-Low Income (State)
Math (3-Year Avg)	57.2%	45.5%	74.6%	72.0%

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). Helen B. Stafford's reading score performance, according to this index, have varied over the past three years (ranging from struggling to very good). Math scores have been consistently high ("exemplary").

Achievement versus peers	Reading	Writing	Math	Science
2009-2010	4	5	7	3
2010-2011	2	4	6	5
2011-2012	5	6	7	5

Achievement of non-low income students	Reading	Writing	Math	Science
2009-2010	5	5	4	1
2010-2011	4	4	5	4
2011-2012	5	5	6	4

Achievement of low income students	Reading	Writing	Math	Science
2009-2010	3	2	3	1
2010-2011	3	3	3	2
2011-2012	4	4	4	3

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance.

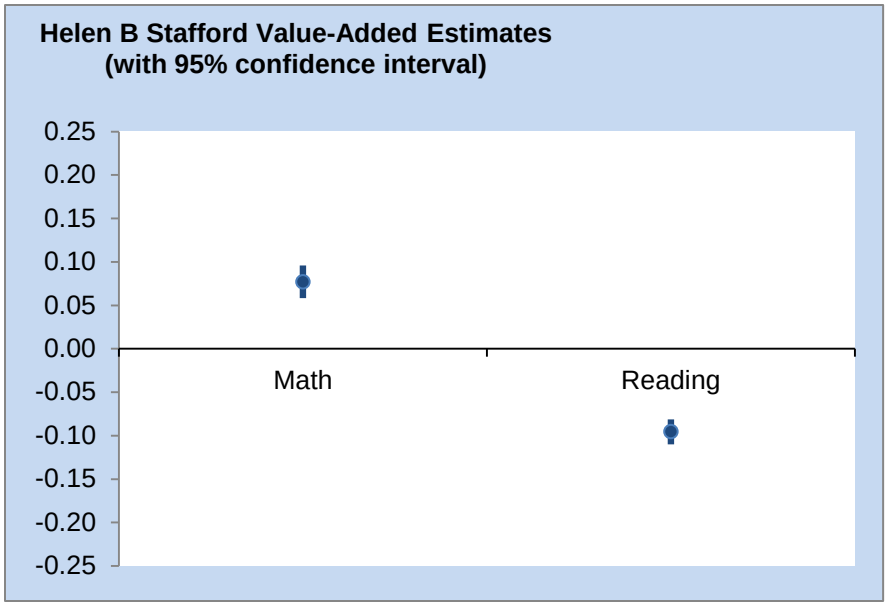
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

These estimates indicate that Helen B Stafford has achieved high math results, given student characteristics and prior test scores. Reading results are low (due primarily to low test results during 2011). Note that 2012 reading results (not included in the value-added estimation) have improved.

Helen B Stafford	School Effect	95% Confidence Interval	
Math	0.077	0.058	0.096
Reading	-0.096	-0.110	-0.081

Math ranking High (60 - 79 percentile)
Reading ranking Lowest (0 - 19 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects is 0.121. The standard deviation for school reading fixed effects is 0.092.

HIGHLINE BIG PICTURE SCHOOL

Existing

- Highline School District
- Started in 2005
- 149 students enrolled (05/12)

Summary of innovation: Big Picture focuses on an individualized approach to learning through the use of internships and interest-based projects.

School description: The Big Picture approach to learning was initiated in 1995 and is currently in use at more than 60 schools throughout the United States. Schools in the Big Picture network rely on three key principles: (1) learning must be based on the interests and goals of each student, (2) a student's curriculum must be relevant to people and places that exist in the real world; and (3) a student's abilities must be authentically measured by the quality of his or her work.[1]

At Big Picture School in Highline, there are no traditional classes; each student has an individualized learning plan (ILP) developed in collaboration with a school advisor and parents. The school is divided into grade-level "advisories" consisting of 17 students and one generalist teacher (advisor). Advisors teach and facilitate one-on-one learning activities. Students spend three days a week on campus and two days off-site (six to eight hours a day) working in internships with adult mentors who share their interests.

Students come primarily from the Highline school district, but also travel from the Seattle, Tukwila, Kent, and Federal Way districts. The school has a relatively high proportion of special education students.

Academic focus: At Big Picture, the students' interests guide their learning plans. The school's philosophy is that learning is most powerful when it is driven by a "student's interests in real contexts rather than a prescribed list of skills that must be acquired in order to 'pass' or to graduate."[2]

Student internships occur in a wide variety of settings, including businesses, governments, schools, and hospitals.

Teachers' skill development: Teachers at Big Picture have a subject matter endorsement, but their role as advisors means they act as guides rather than conduct direct instruction. In their application for innovative school status, the school indicated that key attributes for a teacher's success at Big Picture include resourcefulness, resilience, and collaboration skills.[3]

Parent/community involvement: Parents participate in the development of each student's learning plan and attend exhibitions three times each year. In the district's survey of parents, Big Picture parents express very high satisfaction with the school.

The community is primarily involved with the school through several internships.

Application procedures: Students who are interested in attending Big Picture complete an application form. Parents and students are asked to complete a short essay explaining why Big Picture is a good fit for the student.

Student fees: None.

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[1] www.bigpicture.org
[2] Big Picture application to OSPI for innovative school designation, p. 1.
[3] Ibid, p. 3.

Additional funding: None.

Waivers/special considerations: The school does not measure credits based on seat time. In 2008, the Washington State Board of Education granted the school's waiver request to graduate students based on competencies rather than credits.[4] Students demonstrate competencies through portfolios and exhibitions. In March 2012, Highline School District requested an extension of this waiver through the 2014-15 school year; the board elected to approve the waiver but only through the 2012-13 school year.[5]

Impressions from site visit: While visiting classrooms in Big Picture, it was typical to observe students working independently on computers or reading books. The individualization of learning plans means that each student is studying different topics. The advisors move around the room, providing individualized guidance to the students. Students arrive and leave the school at various times throughout the day depending on their learning plans and internships.

We met with groups of students and asked them about their experiences at Big Picture. The students were confident and poised and expressed how much they enjoyed and appreciated being able to attend the school. Several students indicated that they knew the teaching staff cared about them and that these relationships were very important to them.

The former principal of Big Picture, Jeff Petty, indicated that a key barrier to innovation occurred in the human resource department of the district, where there was what he termed a "fear-based" approach. In these settings, the focus was on what will happen if conflict arises and grievances are filed. Because of this perceived attitude, Mr. Petty said he by-passed most of the Human Resource department's services. Even though he did not use these resources, he indicated that school funds are directed to support the services, but he would have liked the option to not pay that department.

In terms of encouraging innovation, Mr. Petty said that he was forced to spend significant amounts of time concentrating on how to be a school inside the district, rather than focusing on how to be a better school. Thus, the restrictions of the district made it difficult to be as creative as he would have liked.

[4] WAC 180-51-061;WAC 180-51-066; and WAC 180-51-067.
[5] Washington State Board of Education minutes, March 14-15, 2012, p. 14.

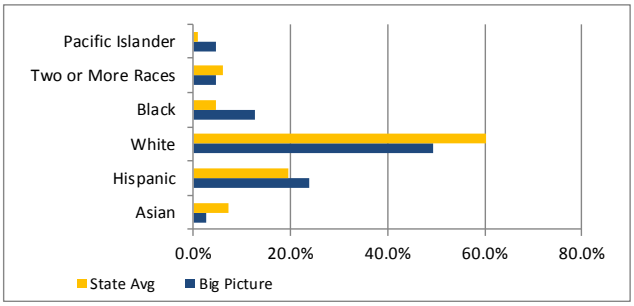
Highline Big Picture School Demographic and Outcome Summaries

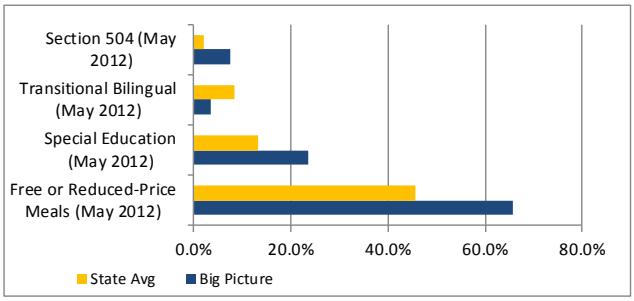
2011-12 Demographics (Office of the Superintendent of Public Instruction): The Highline Big Picture School is an alternative school serving the seventh to twelfth grades. The student population has higher than average minority, free or reduced-price meals, and special education representation. A relatively high proportion of students have repeated grades in high school.

Enrollment		
May 2012 Student Count	149	
Race/Ethnicity (October 2011)	**Big Picture**	**State Avg**
Asian	2.6%	7.1%
Hispanic	23.7%	19.6%
White	49.3%	60.2%
Black	12.5%	4.6%
Two or More Races	4.6%	6.1%
Pacific Islander	4.6%	0.9%
American Indian/Alaskan Native	2.6%	1.6%

Special Programs	**Big Picture**	**State Avg**
Free or Reduced-Price Meals (May 201	65.8%	45.5%
Special Education (May 2012)	23.5%	13.3%
Transitional Bilingual (May 2012)	3.4%	8.3%
Section 504 (May 2012)	7.4%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%

Teacher Information (2011-12)	**Big Picture**	**State Avg**
Classroom Teachers	15	
Average Years of Teacher Experience	2.7	12.4
Teachers with at least a Master's Degre	73.3%	65.6%





Additional High School Student Characteristics (Source: WSIPP analysis of student-level P210 data)
(Percent of high school students enrolled in 2010-11)

	Big Picture	**State Avg**	**Alternative School Avg**
Prior School Dropout	2.5%	0.5%	3.8%
Grade Repeater (grades 9-12)	18.2%	6.6%	37.0%

Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

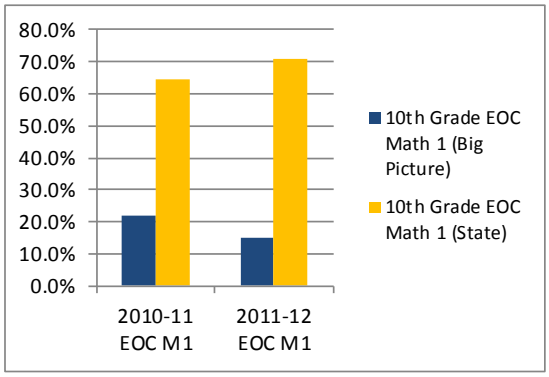
OSPI Report Card Results: High school math and reading assessment results are below the state average. No data are available for eighth grade assessments. Graduation rates are below average, relative to the state average but above average relative to other alternative schools. An above average percentage of juniors and seniors participate in Running Start.

Percent Meeting Standard

10th Grade EOC Math 1

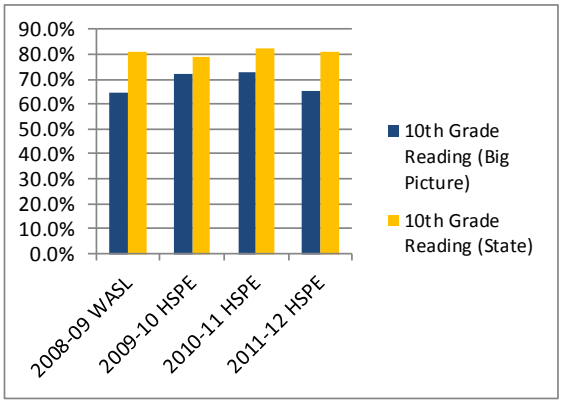
	(Big Picture)	(State)	(District)
2010-11 EOC M	22.2%	64.3%	57.6%
2011-12 EOC M	14.9%	71.1%	61.5%

10th Grade EOC Math 2 Not Available



10th Grade Reading

Year	(Big Picture)	(State)	(District)
2008-09 WASL	64.3%	81.2%	77.7%
2009-10 HSPE	72.4%	78.9%	72.0%
2010-11 HSPE	73.1%	82.6%	75.8%
2011-12 HSPE	65.4%	81.3%	72.2%

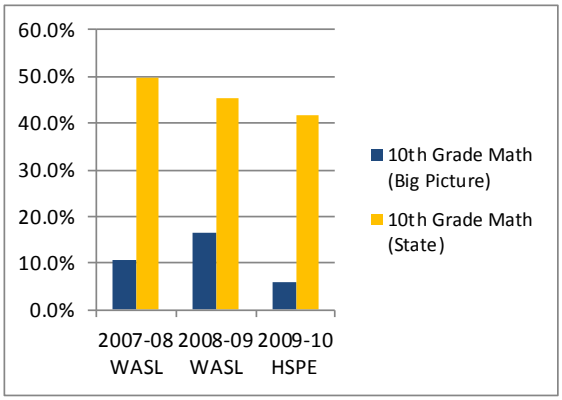


10th Grade Math

Year	(Big Picture)	(State)	(District)
2007-08 WASL	10.7%	49.6%	37.0%
2008-09 WASL	16.7%	45.4%	34.5%
2009-10 HSPE	6.1%	41.7%	31.6%

10th Grade Writing

Year	(Big Picture)	(State)	(District)
2008-09 WASL	87.5%	86.7%	81.3%
2009-10 HSPE	74.2%	86.0%	80.7%
2010-11 HSPE	81.5%	86.3%	76.0%
2011-12 HSPE	74.1%	85.4%	79.1%



10th Grade Science

Year	(Big Picture)	(State)	(District)
2008-09 WASL	14.3%	38.8%	29.6%
2009-10 HSPE	9.1%	44.8%	33.7%
2010-11 HSPE	25.0%	49.9%	33.1%

Graduation and Dropout Rates	Big Picture	State Avg	Alternative School Avg*
Adjusted 4-Year Cohort Graduation Rate (Class of 2011	60.6%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	18.2%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010	64.3%	78.2%	

* Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 25

Percent Enrolled (2- or 4-year colleg	Big Picture	State Avg
Among 2010 Graduates	na	62%
Among 2011 Graduates	40-49%	60%

Advanced Course Enrollments: 2009-10, 2010-11 (Source: WSIPP analysis of student-level CEDARS course history data)

Running Start Participation (grades 11-1	Big Picture	State Avg
All Students	32.4%	3.4%
Low-Income	31.3%	2.5%

Note: Low-income defined as ever participating in Free or Reduced-Price Meal program.

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicator for achievement of non-low-income students, which examines scores among students not receiving free or reduced-price meals, the Big Picture School's performance is "exemplary" or "very good" in reading and writing "struggling" in math and science. The extended graduation rate among non-low-income students is relatively low. Achievement among low-income students is also "good" in reading but below average in math and science. The extended graduation rate among low-income students is above average (in two of the three years).

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	5	1	1	1
2010-2011	7	6	2	2	
2011-2012	6	5	1		3

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010		5	1	1	7
2010-2011	4	6	1	1	1
2011-2012	4	4	1	1	5

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

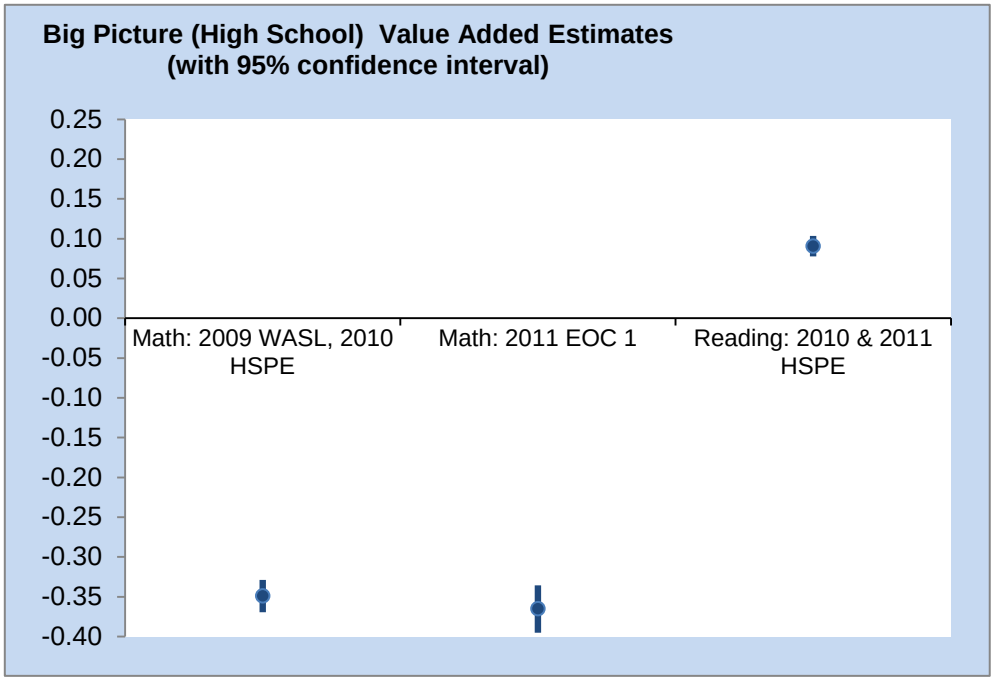
No middle school estimates for Highline Big Picture are available due to small numbers of observations.

The estimated school effects for high school math assessments are below average.

The estimated effect for high school reading assessments is above average.

Big Picture (high school)			
	School Effect	**95% Confidence Interval**	
Math: 2009 WASL, 2010 HSPE	-0.349	-0.369	-0.329
Math: 2011 EOC 1	-0.365	-0.395	-0.336
Reading: 2010 & 2011 HSPE	0.091	0.078	0.104
Math: 2011 EOC2	na		
Ranking			
Math: 2009 WASL, 2010 HSPE	Lowest (0 - 19 percentile)		
Math: 2011 EOC 1	Lowest (0 - 19 percentile)		
Reading: 2010 & 2011 HSPE	Highest (80 - 100 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*Mean-centered school math fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school reading fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for reading fixed effects is 0.1108. 2011 EOC2 estimates are not available for the Big Picture School due the small number of observations.

iTECH PREPARATORY SCHOOL

Startup

- Vancouver School District
- Started in 2012

Summary of innovation: This magnet school of choice for 210 middle and high school students focuses on science, technology, engineering, and mathematics (STEM) with project-based learning in a technology-rich environment.[1] The school is intended to ensure the success of students underrepresented in STEM fields.

School description: In 2009, Vancouver staff, school board, and community members began examining STEM education practices and policies. Seven teams composed of more than 70 district staff, students, higher education faculty, and community members spent several months discussing options and reviewing research. Ultimately, a consensus document summarizing the results of team discussions and site visits was produced.[2] The document recommended the necessary next steps to create a school, including selection of staff, student selection, facility design, material procurement, partnership agreements, etc. The district chose to go forward with creating the school, and iTech Preparatory School opened for a limited number of grades in the 2012-13 school year.

This newly created school blends core features of four nationally recognized models: High Tech High (HTH), Mathematics, Engineering, Science Achievement (MESA), Advancement via Individual Determination (AVID), and Early College.[3] The school integrates technical and academic education into the school curriculum so students are equipped with knowledge and skills necessary for post-secondary education. Key program components include:

- Block scheduling;
- Team teaching with dual endorsements;
- Project-based learning;
- Advisory (mentoring);
- Multi-age looping;
- College-level courses in the upper grades; and
- Community and career work experiences.

Students receive a laptop computer prior to the start of the school year. At the end of the school year, the computers are collected for maintenance and updates.

Students are transported between the school sites and their home school.

The school has active partnerships with two higher education entities, Clark College and Washington State University Vancouver. The school will work with these entities to provide educational opportunities for Early College. Partnerships with other organizations will be established so students can experience relevant learning beyond the classroom.

[1] For the 2012-13 school year, school consisted of grades 6, 7, and 9; grades will be added each year until it is as full enrollment for grades 6 -12.
[2] https://research.vancouver.wsu.edu/sites/research.vancouver.wsu.edu/files/110902_STEM_Summary_Report_Final.pdf
[3] http://www.hightechhigh.org, ,http://mesa.ucop.edu/about/, http://www.avid.org/abo_whatisavid.html, http://www.earlycolleges.org/

Academic focus: The school selects themes each year to bridge across STEM disciplines through interdisciplinary work. Example themes include:

- The century ahead;
- Make solar energy economical;
- Provide access to clear water; and
- Restore and improve urban infrastructure.

Teachers' skill development: In the school's planning documents, the STEM teacher's role is described as a "learner, collaborator, designer, and connector." Teachers are expected to "value and actively strive to create learning environments reflecting high levels of question asking and answering." The planning documents also anticipate "non-traditional" practices in professional development.[4]

Parent/community involvement: As mentioned earlier, parents and community members played an active role in the school's creation. A local non-profit organization, nConnect, serves as the community and industry outreach coordinator for the project. This group recruits volunteers from the STEM professional community and identifies job shadow and internship opportunities for students.

Application procedures: Students interested in attending the school complete an application. The application requests demographic information and a response to one question: Why do you want to attend iTech Preparatory? Applicant's names are placed in a computerized lottery that is conducted in April of each year. The lottery ensures that the school accepts individuals from each of the school zip codes proportionate to the number of secondary students residing in that zip code.

Student fees: None.

Additional funding: As discussed in in the parent/community involvement section, numerous community partners and foundations have contributed to the school. School staff continues to build partnerships that support the mission and vision of the school.

Waivers/special considerations: For the first year, the district had an agreement with labor management that staff who wanted to be considered for a position with iTech Preparatory must apply for the position. The school does not have any other waivers or special considerations.

[4] Ibid, p. 3.

KENT MOUNTAIN VIEW ACADEMY

Existing

- Kent School District
- Started in 1997
- 350 students enrolled (05/12)
- Washington Achievement Award (2010, 2011, & 2012); Very Good status in 2011; Great School Award in 2009; and School of Distinction in 2008

Summary of innovation: Kent Mountain View Academy (KMVA) hosts three programs. In the Choice program, 250 students are grouped into multi-aged classes (3-6, 7-8, and 9-12). In the Transition program, 70 students receive computer-based credit retrieval for the ninth to twelfth grades. The Link program serves ten students with autism spectrum disorders in the seventh to twelfth grades.

School description: KMVA was established in 1997 with a focus on attracting families who were not accessing public education. Because the school serves third through twelfth grades, siblings can attend school together; the multi-year exposure to the same teachers and peer groups creates a base of stability and familiarity. Elementary students are grouped by ability; advanced elementary school students can access middle and high school courses on campus. Secondary students can participate in sports and extracurricular activities in their neighborhood school.

The Transition program falls under the Alternative Learning Experience requirements and attracts students who need to work in order to help support their family, are pregnant or have health issues, or were not successful in a regular high school. In this program, the curriculum concentrates on computer-assisted instruction, with the goal of retrieving credits so the student can graduate.

In the Link program, students with autism spectrum disorders and high levels of school anxiety can attend class in a safe educational environment.

The school implements the same curriculum and assessment expectations as any other school in the state and operates under all the Kent School District policies and procures.

Teachers' skill development: The faculty at KMVA includes five of the original staff members. The teachers rely on each other to supplement their areas of expertise.

Parent/community involvement: Most elementary parents volunteer at least once during the school year, helping with tutoring, supervising lunch time, running extra-curricular activities, and teaching elementary electives. The school has partnerships with the Kiwanis and Rotary Clubs of Kent. Community leaders are invited to participate in mock interviews with the high school juniors. The school has a strong connection to the Washington State Holocaust Educational Resource Center.

Application procedures: Families interested in enrolling a student have an interview with the principal. During this interview, students are asked to commit to maintaining high standards of behavior and attendance, doing their best every day, and treating others with respect.

Student fees: None.

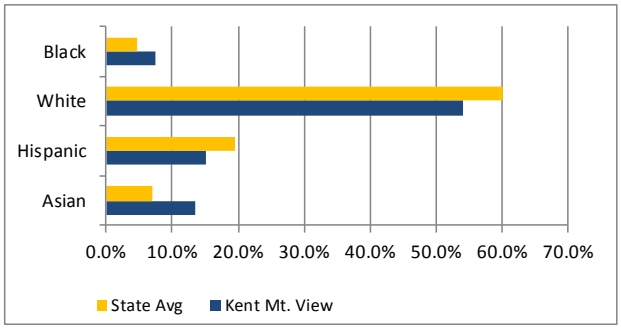
Additional funding: None.

Waivers/special considerations: The school does not have any waivers or exemptions for state laws, school district policies, or collective bargaining agreements.

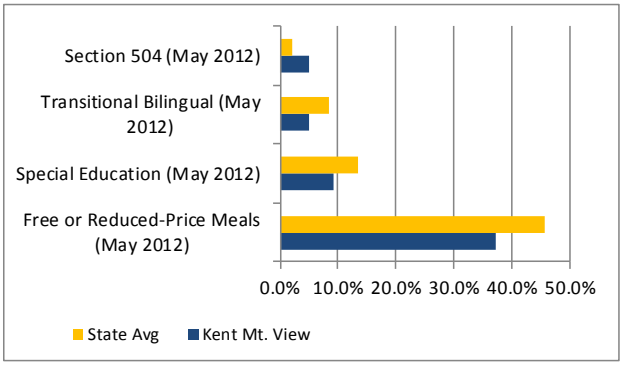
Kent Mountain View Academy Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The Kent Mountain View Academy is an alternative school serving grades K–12. The student population is representative in terms of race/ethnicity and free or reduced-price meals eligibility. An above average proportion of students have repeated grades in high school, compared to the statewide average.

Enrollment		
May 2012 Student Count	350	
Race/Ethnicity (October 2011)	**Kent Mt. View**	**State Avg**
Asian	13.6%	7.1%
Hispanic	15.1%	19.6%
White	54.1%	60.2%
Black	7.4%	4.6%
Two or More Races	6.9%	6.1%
Pacific Islander	2.1%	0.9%
American Indian/Alaskan Native	0.8%	1.6%



Special Programs	**Kent Mt. View**	**State Avg**
Free or Reduced-Price Meals (May 2012)	37.1%	45.5%
Special Education (May 2012)	9.1%	13.3%
Transitional Bilingual (May 2012)	5.1%	8.3%
Section 504 (May 2012)	4.9%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Kent Mt. View**	**State Avg**
Classroom Teachers	19	
Average Years of Teacher Experience	11.1	12.4
Teachers with at least a Master's Degree	63.2%	65.6%

Additional High School Student Characteristics (Source: WSIPP analysis of student-level P210 data)
(Percent of high school students enrolled in 2010-11)

	Kent Mt. View	**State Avg**	**Alternative School Avg**
Prior School Dropout	1.3%	0.5%	3.8%
Grade Repeater (grades 9-12)	22.4%	6.6%	37.0%

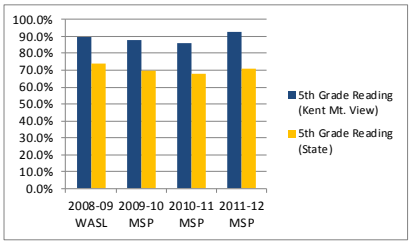
Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

OSPI Report Card Results: Elementary school reading, math, and science scores (measured by fifth grade assessments) are above the state average (in most years). Middle school reading and math scores (measured by eighth grade assessments) are above the state average (in most years). High school math scores (measured by End of Course Exams (EOC1, EOC2) and tenth grade assessments in earlier years) are below average. High school reading scores are average. The graduation rate, although lower than the state average, is above average for an alternative school. The dropout rate is below average, especially in relation to other alternative schools.

Percent Meeting Standard

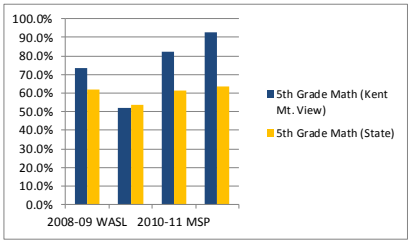
5th Grade Reading

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	89.5%	74.0%	70.3%
2009-10 MSP	88.0%	69.6%	66.0%
2010-11 MSP	85.7%	67.7%	65.9%
2011-12 MSP	92.9%	71.1%	68.6%



5th Grade Math

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	73.7%	61.9%	58.7%
2009-10 MSP	52.0%	53.6%	53.6%
2010-11 MSP	82.1%	61.3%	59.8%
2011-12 MSP	92.9%	63.8%	64.1%

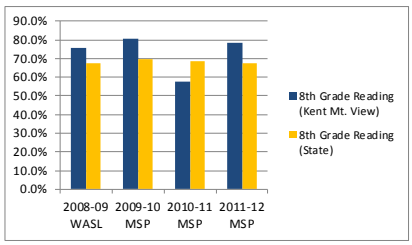


5th Grade Science

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	73.7%	44.9%	34.1%
2009-10 MSP	52.0%	34.0%	22.6%
2010-11 MSP	42.9%	55.7%	44.3%
2011-12 MSP	92.9%	66.3%	57.5%

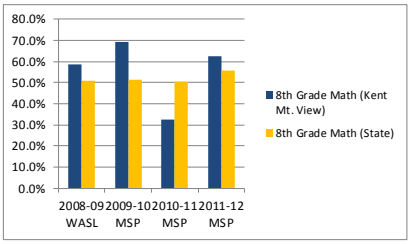
8th Grade Reading

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	75.9%	67.5%	67.0%
2009-10 MSP	80.8%	69.4%	66.4%
2010-11 MSP	57.5%	68.7%	65.3%
2011-12 MSP	78.4%	67.3%	68.4%



8th Grade Math

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	58.6%	50.8%	57.6%
2009-10 MSP	69.2%	51.6%	55.7%
2010-11 MSP	32.5%	50.4%	51.4%
2011-12 MSP	62.7%	55.5%	57.7%



8th Grade Science

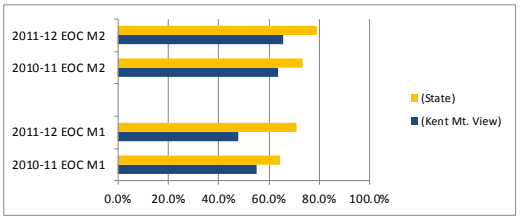
Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	55.2%	51.1%	53.3%
2009-10 MSP	53.8%	54.5%	51.9%
2010-11 MSP	57.5%	61.6%	59.2%
2011-12 MSP	82.4%	66.4%	63.9%

10th Grade EOC Math 1

	(Kent Mt. View)	(State)	(District)
2010-11 EOC M	55.0%	64.3%	69.7%
2011-12 EOC M	47.7%	71.1%	71.8%

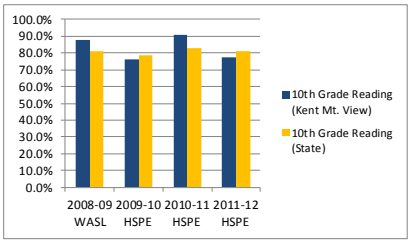
10th Grade EOC Math 2

	(Kent Mt. View)	(State)	(District)
2010-11 EOC M	63.6%	73.5%	71.3%
2011-12 EOC M	65.8%	79.1%	79.0%



10th Grade Reading

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	87.8%	81.2%	78.7%
2009-10 HSPE	76.2%	78.9%	77.0%
2010-11 HSPE	90.9%	82.6%	83.4%
2011-12 HSPE	77.1%	81.3%	79.4%

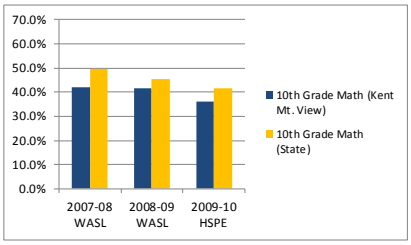


10th Grade Math

Year	(Kent Mt. View)	(State)	(District)
2007-08 WASL	42.1%	49.6%	52.9%
2008-09 WASL	41.5%	45.4%	47.3%
2009-10 HSPE	35.9%	41.7%	47.7%

10th Grade Writing

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	90.0%	86.7%	85.2%
2009-10 HSPE	87.8%	86.0%	84.9%
2010-11 HSPE	86.2%	86.3%	87.5%
2011-12 HSPE	81.3%	85.4%	85.3%



10th Grade Science

Year	(Kent Mt. View)	(State)	(District)
2008-09 WASL	40.5%	38.8%	33.3%
2009-10 HSPE	33.3%	44.8%	43.3%
2010-11 HSPE	37.9%	49.9%	49.8%

Graduation and Dropout Rates	Kent Mt. View	State Avg	Alternative School Avg*
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	67.9%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	9.9%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	65.8%	78.2%	

* Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011)	75	
Percent Enrolled (2- or 4-year college)	**Kent Mt. View**	**State Avg**
Among 2010 Graduates	25-29%	62%
Among 2011 Graduates	30-34%	60%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicator for achievement of non-low-income students, which examines scores among students not receiving free or reduced-price meals, Kent Mountain View's performance in reading has been "very good" or "exemplary." Math performance has been "good" or "very good." Low-income students were "struggling" in math during 2010 and 2011. Their scores improved in 2012.

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	6	4	2	5
2010-2011	5	5	4	3	7
2011-2012	6	5	5	6	7

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	4	5	1	1	7
2010-2011	4	3	2	1	7
2011-2012	6	4	4	4	4

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate above average performance. The fixed effects estimates for Kent Mountain View academy are based on relatively few observations.

The tables below rank the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

Elementary school estimated effects for Kent Mountain View are average for math and above average for reading assessments.

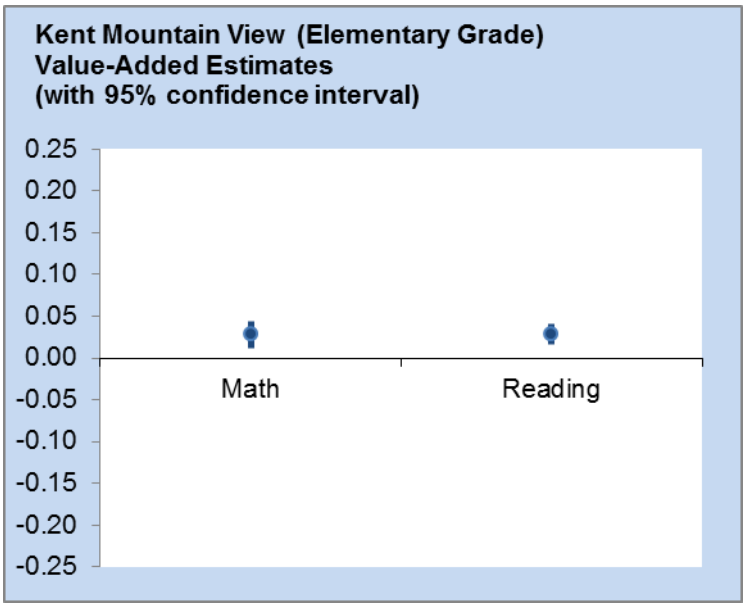
Middle school estimated effects are average for math and below average for reading.

There were insufficient numbers of test scores to estimate the school's effect on 2009/2010 10th grade math and the 2011 EOC2 assessments. The estimated effects for the 2011 End of Course Math 1 and the 10th grade reading assessments were below average.

Kent Mountain View Academy (Elementary Grades)	School Effect	95% Confidence Interval	
Math	0.028090	0.012	0.044
Reading	0.028086	0.016	0.040

Math ranking Middle (40 - 59 percentile)
Reading ranking High (60 - 79 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)

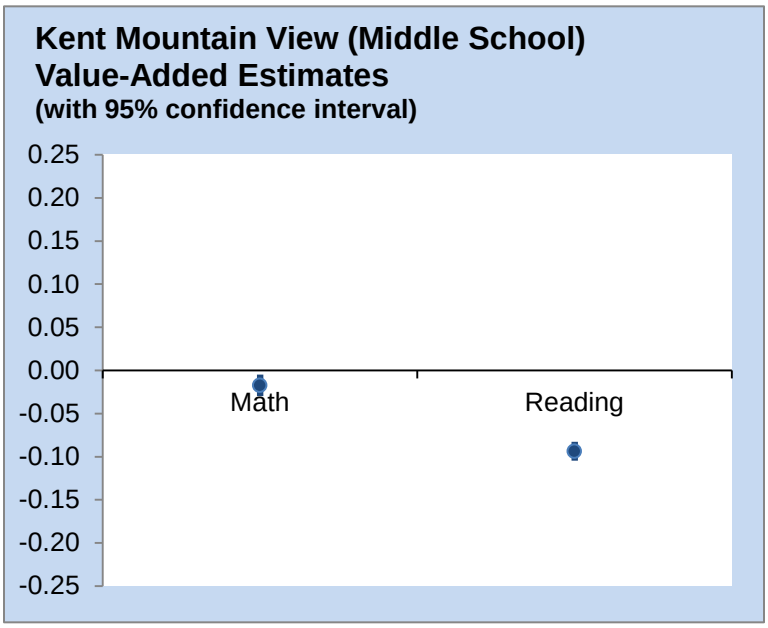


*(Elementary school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for elementary school math fixed effects is 0.121. The standard deviation for elementary school reading fixed effects is 0.092.

Kent Mountain View (Middle School)	School Effect	95% Confidence Interval	
Math	-0.0173	-0.0298	-0.0048
Reading	-0.0935	-0.1045	-0.0826

Math ranking Middle (40 - 59 percentile)
Reading ranking Lowest (0 - 19 percentile)

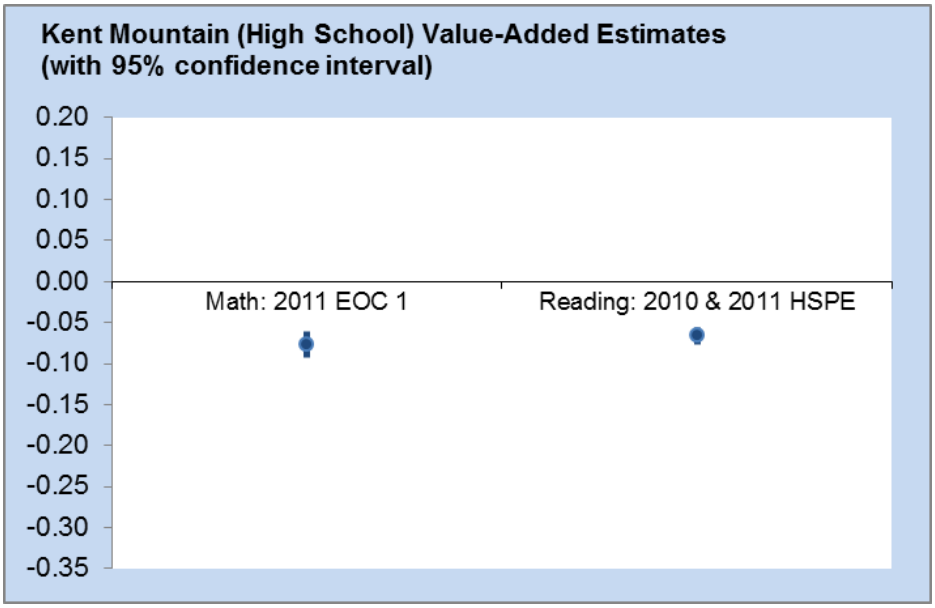
Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(Middle school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for middle school math fixed effects is 0.154. The standard deviation for middle school reading fixed effects is 0.112.

Kent Mountain View (High School)	School Effect	95% Confidence Interval	
Math: 2011 EOC 1	-0.076	-0.092	-0.060
Reading: 2010 & 2011 HSPE	-0.066	-0.076	-0.056
Math: 2009 WASL, 2010 HSPE	na		
Math: 2011 EOC2	na		
Ranking			
Math: 2011 EOC 1	Low (20 - 39 percentile)		
Reading: 2010 & 2011 HSPE	Low (20 - 39 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(High school): Mean-centered math school fixed effect estimate is based on one year (2011) for the End of Course Exam (EOC1). Mean-centered reading school fixed effect estimate is based on two years (2010, 2011 HSPE). No Math WASL/HSPE or End of Course Math 2 results are reported due to small sample sizes. A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for reading fixed effects is 0.1108.

KENT PHOENIX ACADEMY

Existing

- Kent School District
- Started in 2007
- 364 students enrolled (05/12)

Summary of innovation: This choice high school for 400 students in the Kent School District provides four programs offering responsive, flexible education for ninth to twelfth graders.

School description: The school houses four programs:

- Gateway: Intended for ninth and tenth grade students who need additional help preparing for high school success. Teachers work with the same group of students for two years, with a focus on academic and social skills.
- Kent Performance Learning: Students in eleventh and twelfth grade who are credit deficient use computer-based curriculum and Service Learning activities, in combination with community mentors and partnerships, to graduate on time and prepare for college and their future career.
- Success: Operating in the afternoons and evening, this program is for high school students who are credit deficient and ready to focus on attaining a high school diploma using self-paced, computer-based classes.
- Virtual High School: Students complete National Collegiate Athletic Association approved coursework via the internet and any point during the day/week. Academic support is available on campus, online, and by phone.

Kent Phoenix Academy also houses a Teen Clinic that provides students with free medical care and short and long-term therapy.

Academic focus: Students are expected to maintain grades of B or better. To receive credit for a class the student previously failed, the student must complete the entire class with a grade of 80% or above. Students are expected to enroll in at least one college-level course prior to graduation.

Students discuss their goals and progress with their parents and advisor twice a year in student-led conferences. The students frequently hear the phrase “enrollment, enlistment, and employment” as a reminder that they need to be prepared for career and work options for beyond high school before graduation.

The school is committed to a safe environment where students do not fight or engage in bullying behavior. They have adopted what is known as the Olweus anti-bullying curriculum (named for its founder).[1] Weekly classroom meetings are held to discuss topics that affect teens and the school climate.

Parent/community involvement: For families considering enrollment in the academy, the parent(s) must accompany the student when he/she is interviewed by staff. Parents and students must sign contracts agreeing that they will:

- Ensure that students maintain regular attendance;
- Stay informed about their child’s progress;

[1] http://www.violencepreventionworks.org/public/index.page

- Maintain communication with the school staff;
- Participate in student led conferences;
- Ensure student attends school during state required testing; and
- Volunteer at the school for three hours per year.

KPA partners with Communities in Schools (CIS) of Kent to fund a full-time employee who helps students find community resources to meet basic needs. They also facilitate a Mentoring Program that annually matches over 40 community volunteers with individual students to provide additional support and encouragement. A CIS Internship program matches businesses and organizations with individual students for a nine-week internship. The internship is an opportunity for learning and skill building experiences. In a partnership with the Kent Food Bank, the school can help students who are in need of food. Kent Youth and Family Services also offer assistance by assigning three mental health therapists to meet with students during school hours. The Department of Public Health of Seattle and King County provides free access to a registered nurse 24 hours a week in the Teen Health Clinic; services include clinical exams, lab work, immunizations, and pharmaceutical services.

Application procedures: The school uses the same application form for all its programs. Interested families set up a meeting with the principal who meets with the family and determines whether the school can meet the student's needs. If there is an opening and the student's Individual Education Plan goals can be met, the student is enrolled.

Student fees: None.

Additional funding: None.

Waivers/special considerations: The school does not have any waivers from the State Board of Education or the district's policies or collective bargaining units.

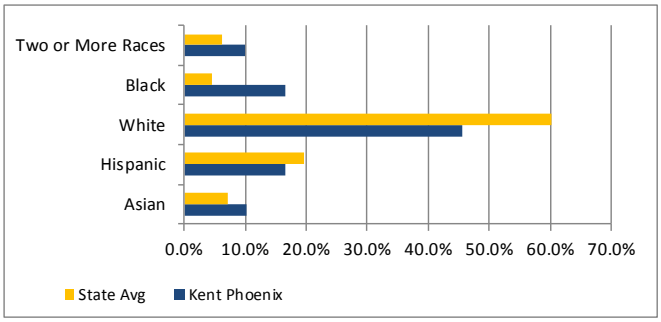
The school intends to increase the number of students successfully attending community college classes by providing college transition support and academic tutoring through partnerships with Seattle Education Access and the Workforce Investment Act.

The school's principal observed that because they are an alternative school, community members sometimes think they have lower academic standards than traditional high schools. This view, however, is not accurate according to the principal: the school must meet all the same requirements as any student in the Kent School District and the State of Washington.

Kent Phoenix Academy Demographic and Outcome Summaries

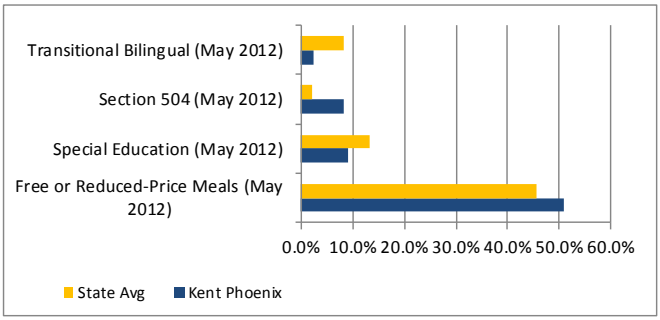
2011-12 Demographics (Office of the Superintendent of Public Instruction): Kent Phoenix Academy is an alternative school. It has an above average minority representation and participation in free and reduced-price meals. Over 8% of students have a disability (Section 504). The majority of students have repeated a grade during high school.

Enrollment		
May 2012 Student Count	364	
Race/Ethnicity (October 2011)	**Kent Phoenix**	**State Avg**
Asian	10.2%	7.1%
Hispanic	16.5%	19.6%
White	45.5%	60.2%
Black	16.5%	4.6%
Two or More Races	9.9%	6.1%
Pacific Islander	0.6%	0.9%
American Indian/Alaskan Native	0.9%	1.6%



Special Programs	**Kent Phoenix**	**State Avg**
Free or Reduced-Price Meals (May 2012	50.8%	45.5%
Special Education (May 2012)	9.1%	13.3%
Section 504 (May 2012)	8.2%	2.0%
Transitional Bilingual (May 2012)	2.5%	8.3%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%

Teacher Information (2011-12)	**Kent Phoenix**	**State Avg**
Classroom Teachers	41	
Average Years of Teacher Experience	12.3	12.4
Teachers with at least a Master's Degre	26.8%	65.6%



Additional High School Student Characteristics (Source: WSIPP Analysis of student-level P210 data)
(Percent of high school students enrolled in 2010-11)

	Kent Phoenix	**State Avg**	**Alternative School Avg**
Prior School Dropout	2.4%	0.5%	3.8%
Grade Repeater (grades 9-12)	64.9%	6.6%	37.0%

Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

OSPI Report Card Results: Performance on reading, during 2011 and 2012, has been close to the state average. Performance on math and science assessments is well below the state average. The graduation rate is below average.

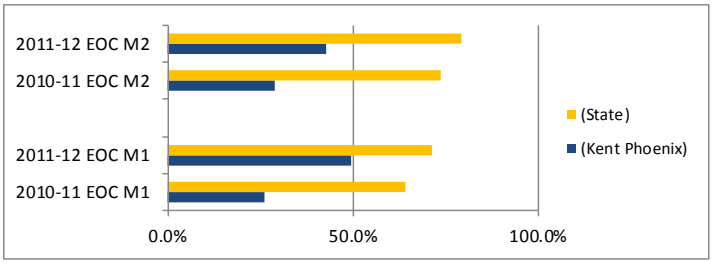
Percent Meeting Standard

10th Grade EOC Math 1

	(Kent Phoenix)	(State)	(District)
2010-11 EOC M	25.9%	64.3%	69.7%
2011-12 EOC M	49.6%	71.1%	71.8%

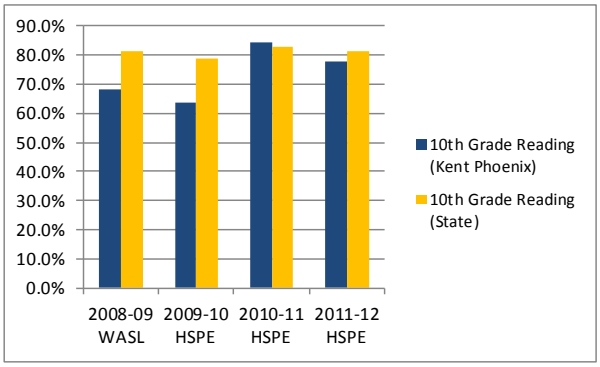
10th Grade EOC Math 2

	(Kent Phoenix)	(State)	(District)
2010-11 EOC M	28.8%	73.5%	71.3%
2011-12 EOC M	42.6%	79.1%	79.0%



10th Grade Reading

Year	(Kent Phoenix)	(State)	(District)
2008-09 WASL	68.4%	81.2%	78.7%
2009-10 HSPE	63.8%	78.9%	77.0%
2010-11 HSPE	84.4%	82.6%	83.4%
2011-12 HSPE	77.6%	81.3%	79.4%



10th Grade Math

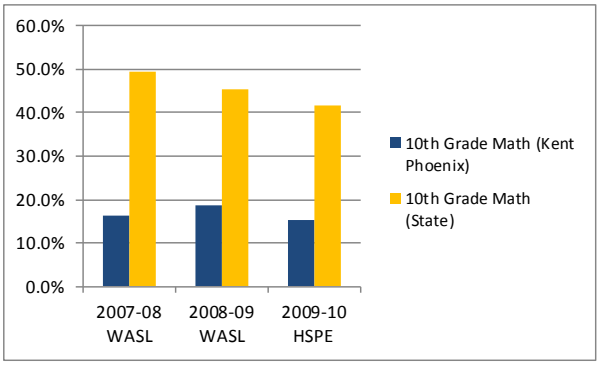
Year	(Kent Phoenix)	(State)	(District)
2007-08 WASL	16.5%	49.6%	52.9%
2008-09 WASL	18.6%	45.4%	47.3%
2009-10 HSPE	15.2%	41.7%	47.7%

10th Grade Writing

Year	(Kent Phoenix)	(State)	(District)
2008-09 WASL	88.0%	86.7%	85.2%
2009-10 HSPE	78.2%	86.0%	84.9%
2010-11 HSPE	84.3%	86.3%	87.5%
2011-12 HSPE	71.3%	85.4%	85.3%

10th Grade Science

Year	(Kent Phoenix)	(State)	(District)
2008-09 WASL	10.7%	38.8%	33.3%
2009-10 HSPE	10.1%	44.8%	43.3%
2010-11 HSPE	21.1%	49.9%	49.8%



Graduation and Dropout Rates	**Kent Phoenix**	**State Avg**	**Alternative School Avg***
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	20.4%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	46.5%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	28.8%	78.2%	

*Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 64

Percent Enrolled (2- or 4-year college)	**Kent Phoenix**	**State Avg**
Among 2010 Graduates	35-39%	62%
Among 2011 Graduates	40-44%	60%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicators for achievement of non-low-income students and for low-income students, performance in reading and writing is "very good" or "exemplary." Performance in math and science is "struggling." The extended graduation rate among non-low-income students is "struggling," but it tends to be above average among low-income students.

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	6	1	1	1
2010-2011	6	6	1	1	5
2011-2012	6	5	3	1	1

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	3	5	1	1	5
2010-2011	6	6	1	1	7
2011-2012	5	5	2	1	3

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

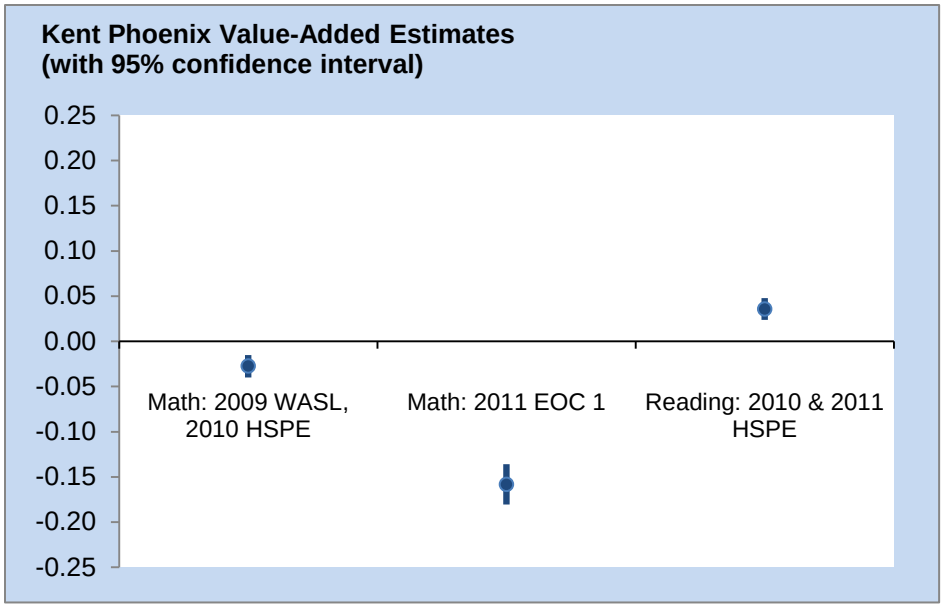
School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated school effect for reading is above average. The estimated effects for math vary by assessment. The effect was average for the tenth grade HSPE/WASL assessments. The effects for the 2011 EOC Math 1 exam were below average. Estimates for the 2011 EOC Math 2 exam are not reported due to small sample size.

Kent Phoenix	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	-0.028	-0.040	-0.015
Math: 2011 EOC 1	-0.158	-0.181	-0.136
Reading: 2010 & 2011 HSPE	0.036	0.024	0.048
Math: 2011 EOC2	na		
Ranking			
Math: 2009 WASL, 2010 HSPE	Middle (40 - 59 percentile)		
Math: 2011 EOC 1	Low (20 - 39 percentile)		
Reading: 2010 & 2011 HSPE	High (60 - 79 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC 1, EOC 2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 and 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for reading fixed effects is 0.1108.

LINCOLN CENTER

Existing

- Tacoma School District
- Started in 2008
- Golden Apple Award from PBS affiliate KCTS (2011)
- The Washington Post list of America's Most Challenging High Schools shows Lincoln among the top 9% of high schools in the U.S. (2013)

Summary of innovation: Lincoln Center is a school-within-a-school serving 340 students in the ninth to twelfth grades at Lincoln High School in the Tacoma School District. The Center provides 540 extra hours of academic time each year with an extended day, summer school, and events on two Saturdays each month.

School description: Lincoln Center is an extended-day and college-preparatory program for all students; it is designed to immerse students into academic life, boost study skills and social development, and prepare students to graduate on time and be college or career-ready. The school provides a program of enrichment and intensive academic support. Students attend school from 7:35 a.m. to 5:00 p.m. four days a week, with a standard school schedule on Friday. Additional support is provided through summer school and events two Saturdays per month for three hours. The Saturday events are cultural events, including field trips to museums, performance workshops, and lectures.

The co-principals, Greg Eisnaugle and Patrick Erwin, developed the idea for Lincoln Center in 2007 after attending a program on complementary learning at Harvard University. They were impressed by the Knowledge is Power Program (KIPP) schools[1] and the Harlem Children's Zone,[2] so they decided to start a high school with extended hours of instruction. The school opened in 2008 with 120 ninth grade students and five teachers. Since then, they have quickly grown to 340 students in the ninth through twelfth grades and 22 teachers.[3]

Lincoln Center follows the same school day as Lincoln High School until 2:05 p.m. From that point on, the schedule for Monday through Thursday is as follows:

2:10 to 3:20	7th period
3:20 to 3:35	Snack provided in cafeteria
3:40 to 4:55	8th period Academic support time held in student's advisory/homeroom. The first 20 minutes is quiet time/reading block. Students then choose among the following: activity for cohort, work with tutor, or receive help from teacher.

The Friday calendar ends at 2:05.

[1] http://www.kipp.org/
[2] http://www.hcz.org/
[3] As of July 1, 2013, Greg Eisnaugle will be heading the Tacoma Public School's Reengagement and Graduation Support Center. A new assistant principal will work at Lincoln Center.
http://www.thenewstribune.com/2013/06/03/2622685/leader-chosen-for-new-dropout.html

The school has a Career Center open every day. In addition to a number of student clubs, the school provides opportunities to participate in community youth organizations that hold meetings on-site. Lincoln Center students mentor students at First Creek Middle School (a start-up innovative school).[4]

Academic focus: The school emphasizes rigorous academic work in a highly personalized, safe environment where students are encouraged to take risks. Students are advised to take honors and Advanced Placement level courses in a variety of subjects. The school relies on the "thinking routines" from Harvard University's Visible Thinking project,[5] as well as other strategies to increase student's capacity for the rigor and intellectual achievement that are vital to post-secondary success.

Lincoln Center uses parts of the AVID (Advancement via Individual Determination) program.[6] AVID's mission is to close the achievement gap by preparing students for college and career success. At the secondary level, AVID is an elective course where students learn organizational and study skills; work on thinking critically and asking probing questions; get academic help from peers and college tutors; and participate in enrichment and motivational activities that make college seem attainable.

The school has published norms for both classrooms and Advisory/homeroom. The norms apply to both students and teachers. Examples of the class norms for students are as follows:

- No opting out;
- *SLANT*: students should be engaged in learning or look engaged at all times. The initials refer to: sit up, listen, ask questions, nod, and track speaker with eyes;
- All backpacks off, materials out on desk;
- No headphones, iPods, cellphones, or electronic devices;
- Exit slips (checks for understanding of material, collected at the end of class at door from every student); and
- All students will work from bell to bell.[7]

Teachers' skill development: Lincoln Center uses several methods to create an environment where teachers can collaboratively learn methods to assist their students in advancing their learning. A series of skill-building sessions are built into the school week. For the first hour on Wednesday morning, teachers meet in small cross-disciplinary groups to discuss instructional best practices. These conversations are structured around three interrelated criteria: content (authentic, relevant subject matter), process (teaching strategies) and task (lesson) design, and assessment (formative/summative, standards-based grading). In addition, the school sponsors seminars based on the College Prepared Project (CPP)[8] that concentrate on tools to create college-level work for high school students.

The Lincoln Center Handbook includes several pages that summarize the best practices that teachers use to help students develop critical thinking skills, reasoning, processing and organizational skills. The practices considered vital for the school are Cornell notes, Costa's levels of questions, t4 talking to the text) and Project Zero Thinking Routines.[9] The school's website has a tab associated with teaching resources and includes extensive materials associated with teaching strategies.[10]

Parent/community involvement: The extended day at Lincoln Center is enhanced through strong partnerships with many community organizations, including Metro Parks King County and the Pierce/Kitsap County YMCA. These partnerships provide mentors, tutors, and adult-role models that help support students.

[4] See page 36.
[5] http://www.old-pz.gse.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html
[6] http://www.avid.org/
[7] The class norms documents describe the details of each norm. Lincoln Center Handbook, Strategies for Success, 2012-13, p. 8.
[8] http://www.epiconline.org/readiness/ http://www.tacoma.k12.wa.us/sites/schools/lincoln/activities/Pages/default.aspx
[9] The Lincoln Center Handbook, Strategies for Success, 2013-2014, pps. 17-39.

Lincoln Center parents sign a contract agreeing to be involved in their child's schooling and volunteer whenever possible. According to the principals, parents in Lincoln Center are more active than parents in Lincoln High School, but parent involvement is an area where improvements are needed.

Application procedures: Any student in the Lincoln School boundary can attend Lincoln Center.

Student fees: None.

Additional funding: Lincoln Center was awarded a $728,000 grant from the U.S. Department of Education in 2010.[11] The grant funded additional college support for students and professional learning support for the faculty. In 2011, Lincoln Center received a $10,000 grant from Washington STEM, a statewide education non-profit that aims to improve the quality of science, technology, engineering, and mathematics education throughout the state. The funds helped create a science and engineering club.

Waivers/special considerations: Lincoln Center does not have any waivers from the State Board of Education.

Because of the extended day at Lincoln Center, the district has a memorandum of understanding with the Tacoma Education Association that stipulates its teachers are paid for additional contact time with students per a negotiated hourly rate.

Impressions from site visit: Lincoln High School is a 98-year-old school located in the south central sector of Tacoma; it was extensively remodeled in 2007. The high school has 1,400 students; the 340 students attending Lincoln Center are housed primarily on the first floor of the building.

To support the extended school day model, the leaders at Lincoln Center create diverse learning opportunities, including clubs, activities, arts and athletics, and structured homework time. The school intentionally creates opportunities for students to form social networks that create a dynamic learning community. Students receive continual messages from the staff that they can "dream big" about their life goals.

The day-to-day operations of a school like Lincoln Center require resilient staff and leaders. Many of their students come from difficult environments that create unusual demands. For example, 60 of their students are homeless. Since there is only one student resource officer for the school, the teaching staff also participates in helping students stay in school and overcome barriers.

The faculty at Lincoln Center agrees to dedicate significantly more time to their teaching and committee work. Because the students often enter the school behind grade level, the teaching staff often needs to cover multiple grade levels simultaneously, which requires carefully planned coursework. Due to this high level of commitment, teachers at Lincoln Center say that they feel they are working in a collaborative, supportive, and inclusive environment.

In a meeting with the co-principals, we discussed the challenges associated with running an innovative school. The co-principals talked about the critical importance of having a district superintendent and school board with a long-term commitment to the innovation. In the past, each principal worked in settings where he was "used to hearing no" to new ideas. Greg Eisnaugle indicated that he had proposed schools and programs similar to Lincoln Center during his tenure at two previous school districts and under another superintendent in Tacoma. Mr. Eisnaugle said that the previous school leaders were hesitant to start a program that singled out one group of student for extra support, expressing concerns about equity. The new superintendent at the time, Art Jarvis, was the first school leader to say yes to Mr. Eisnaugle's proposal.

During the creation and refinement of Lincoln Center, Mr. Eisnaugle indicated that the two principals were given sufficient freedom and authority to try out new ideas and make adjustments as needed. He said that this process of refinement requires school principals and district leaders who have a "tolerance for

[11] http://www.thenewstribune.com/2010/10/18/1386397/tacoma-lincoln-high-school-wins.html

ambiguity." To create a new school, Mr. Erwin said, necessitates that the district give explicit permission for schools to be different. Unless the district is proactive on this front, he said, "the system corrects itself in favor of the system, much like sand filling in after a wave."

According to the co-principals, the Tacoma School District's new collective bargaining provisions related to teacher assignment are significant to maintaining Lincoln Center's innovations. Under these provisions, Tacoma schools each create a mission statement along with Site-Centered Decision Making (STDM)-approved initiatives and/or agreements that are shared by the staff regarding teaching practices and staff behaviors.[12]

Teachers develop self-reports, demonstrating how their skills and credentials fit with the school's mission and focus. In addition, teachers need to demonstrate evidence that their instruction improves student learning. In the spring, projections for the next school year's enrollment numbers and staffing needs at each school change, these numbers can influence how teachers are assigned and which teachers at a school are displaced. In some cases, teachers can choose to displace themselves. Without these special provisions, the co-principals noted that Lincoln Center's innovations could be "wiped out in a minute."

As the school leaders look to the future, the option of expanding Lincoln Center is a possibility. The principals outlined several considerations related to potential expansion:

- The most critical need will be for staff with the necessary teaching abilities and interest; this is a limited pool so recruiting the right people will be essential.

- As the school expands, the management of after school and Saturday activities will increase. Additional resources to assist with management will be essential.

- The school's enrichment activities require resources from external sources. Many organizations are vying for these resources, a situation that requires Lincoln Center staff to attend meetings, write grant proposals, etc. Since running the school is extremely demanding, the school leaders have limited time for these activities.

- As the Lincoln Center model grows and shows success in increased student achievement, there are potential repercussions at the Center's host school, Lincoln High. Fears are likely to develop that Lincoln Center's expectation of staff and students will be the norm, not the exception. This fear could lead to tensions within the school building, according to the principal.

[12] http://www.tacoma.k12.wa.us/news/Pages/Tacoma-teachers-and-principals-will-have-a-new-system-to-help-them-find-the-best-match-between-the-needs-of-each-school-and.aspx

Lincoln Center School Demographic and Outcome Summaries:

OSPI Report Card Results are not available for the Lincoln Center.

Washington State Board of Education Achievement Index estimates are not available.

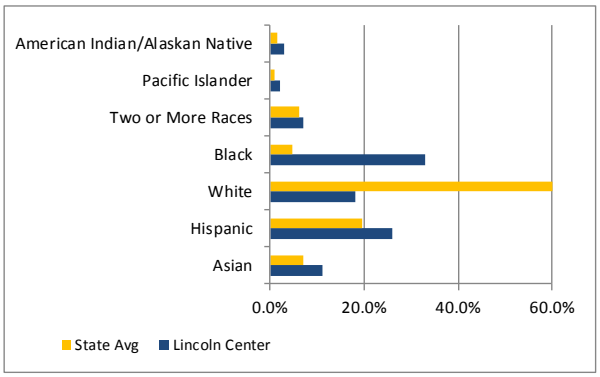
The Tacoma Public School district provided roster information which allowed us to identify Lincoln Center students in our data.

The following demographic and assessment information were provided by the Tacoma School District and Lincoln Center reports.

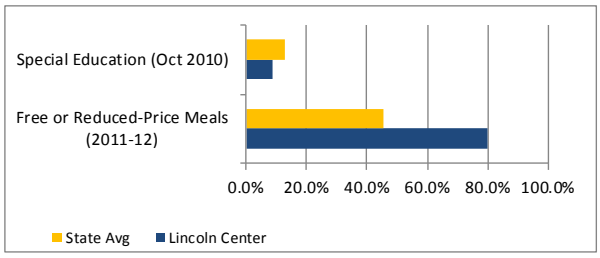
2011-12 Demographics

* The Lincoln Center serves a largely minority student population with very high participation in the free or reduced-price meals program.

Enrollment	392		
Race/Ethnicity (2011-12)	**Lincoln Center**	**Lincoln High**	**State Avg**
Asian	11.0%	17.0%	7.1%
Hispanic	26.0%	25.0%	19.6%
White	18.0%	29.0%	60.2%
Black	33.0%	17.0%	4.6%
Two or More Races	7.0%	6.0%	6.1%
Pacific Islander	2.0%	3.0%	0.9%
American Indian/Alaskan Native	3.0%	3.0%	1.6%



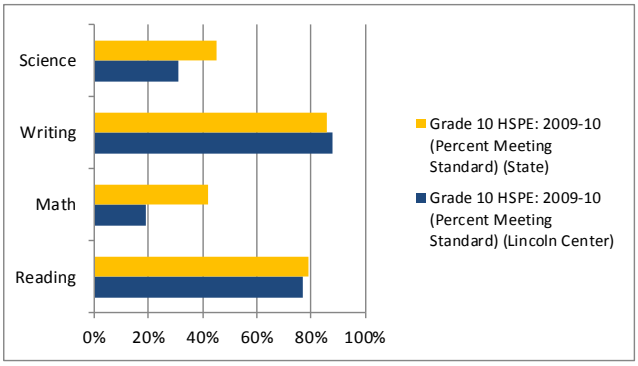
Other Characteristics	**Lincoln Center**	**Lincoln High**	**State Avg**
Free or Reduced-Price Meals (2011-12	80.0%	80.0%	45.5%
Living with One Parent (2011-12)	53.0%	49.0%	na
Special Education (Oct 2010)	9.0%	19.0%	13.0%



Assessment Data: Lincoln Center students, based on these limited data, appear to be performing at the state average in reading and writing. Performance in math and science is below the state average.

Grade 10 HSPE: 2009-10 (Percent Meeting Standard)

	(Lincoln Center)	(State)	(District)
Reading	77%	79%	74%
Math	19%	42%	28%
Writing	88%	86%	84%
Science	31%	45%	32%



Grade 10 HSPE: 20011-12 (Percent Meeting Standard)

	(Lincoln Center)	(State)	(District)
Reading	78.0%	81.3%	73.0%

Other Information

Percent On Track	(Lincoln Center)	(Lincoln High)	(District)
Percent on Track-Grade 10 (2010-11)	86%	56%	72%
Percent on Track-Grade 11 (2010-11)	92%	60%	69%

On-Time 2012 Graduation Rate (Class of 2012)*

Graduate	94%
Continuing	4%
Dropout	2%

School Value Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

Identification of Lincoln Center students is based on roster information from May 2009, September 2010 and May 2012.

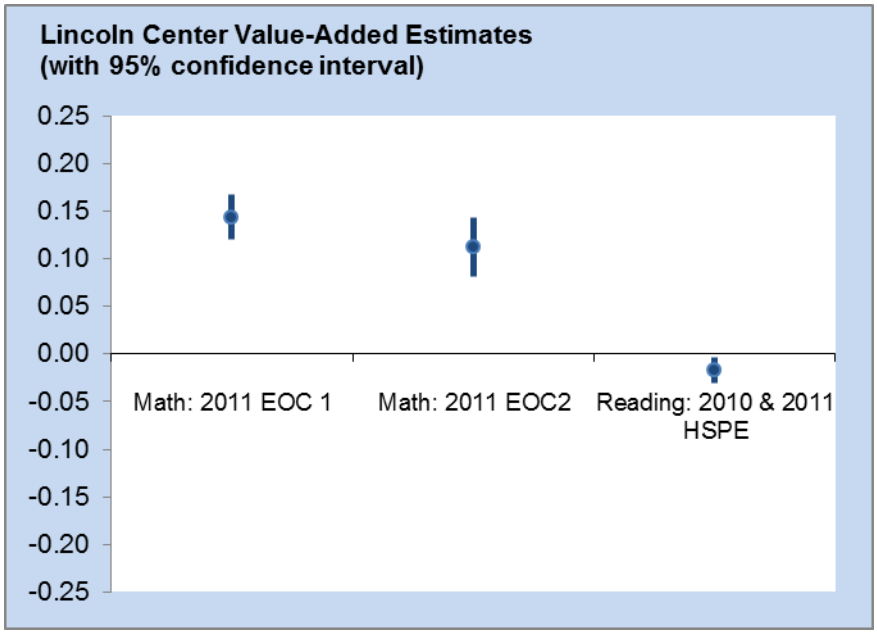
The estimated effects for Lincoln Center on 2011 End of Course math exams (EOC1, EOC2) are above average. Data constraints do not permit estimates for earlier math WASL and HSPE assessments.

The estimated effect for Lincoln Center on reading assessments is average; above average results in 2010 are offset by below average results in 2011.

Lincoln Center	School Effect	95% Confidence Interval	
Math: 2011 EOC 1	0.144	0.120	0.167
Math: 2011 EOC2	0.112	0.081	0.143
Reading: 2010 & 2011 HSPE	-0.017	-0.030	-0.004
Math: 2009 WASL, 2010 HSPE	na		

Ranking	
Math: 2011 EOC 1	High (60 - 79 percentile)
Math: 2011 EOC2	High (60 - 79 percentile)
Reading: 2010 & 2011 HSPE	Middle (40 - 59 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the 10th grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

MARYSVILLE ARTS AND TECHNOLOGY HIGH SCHOOL

Existing

- Marysville School District
- Started in 2003
- 344 students enrolled (05/12)

Summary of innovation: A four-year Small Learning Community (SLC) in the Marysville School District, A&T is an options school for 344 students in the tenth to twelfth grades. It concentrates on creating a safe, welcoming community that develops students' skills and motivation to prepare for a successful future.

School description: Marysville Arts and Technology High School (A&T) began as a pilot program to explore the use of SLCs as a means of enhancing student learning. (The district divided Marysville Pilchuck into five SLCs.) The mission statement referenced the goal of integrating arts and technology into all aspects of learning, in addition to providing high academic expectations. The school is dedicated toward achieving a consistently safe, secure, and positive learning environment that values each student. To that end, students meet in an advisory group of about 25 students of mixed grades. The school has a significant number of students who receive special education services; A&T is known as a school with a gentle environment.

Academic focus: A&T relies on a variety of teaching strategies to reach students with differing learning styles:

- Direct instruction with interactive technology for spatial, auditory, verbal, and interpersonal learners;
- Hands-on work including kinesthetic, mathematical, spatial, interpersonal, and intrapersonal learners;
- Group discussion including auditory, mathematical, and intrapersonal learners; and
- Project-based learning that engages different learning styles so that students can adapt projects to fit their learning style needs.

The school has robotics and dramatic art classes that are very popular with students.

For students who are missing credits to graduate, A&T has a credit retrieval course named FIRE.

Teachers' skill development: All teachers in the school understand the district's graduation requirements. Teachers use this knowledge to reinforce individual students' efforts to reach this goal and identify potential roadblocks when there is still time to resolve the issues.

Parent/community involvement: The school has a database of potential volunteers and encourages parents and community members to volunteer at the school. A&T has partnerships with several local businesses and post-secondary schools and relies on these resources for volunteers and donations. A community foundation, MERIT, is raising funds to build a manufacturing shop on campus. Another group, PTSA/Legacy Auction, raises funds for school equipment such as interactive whiteboards, stage curtain, and science labs.

Application procedures: In the spring, Marysville district students identify their top two preferences for high school.

Student fees: None.

Additional funding: Aside from the foundation sources described earlier, the school has not received any additional funding of significance.

Waivers/special considerations: In the 2007-08 school year, the school received a waiver from the collective bargaining agreement with the teachers' union to allow a modified block schedule for teacher planning.

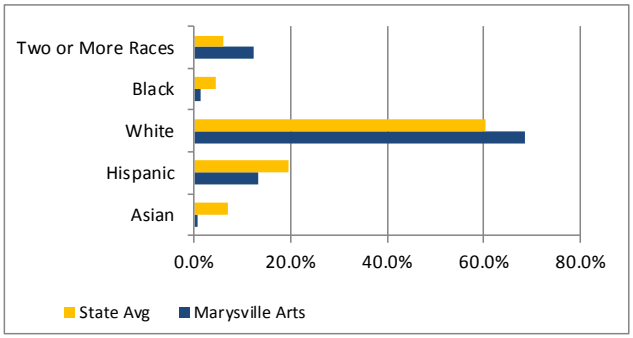
Impressions from the site visit: A&T is located on a Marysville's Secondary Campus, alongside 10th Street Middle School and Heritage High School. The school environment is very friendly toward a wide range of students, and the school's teachers and leaders concentrate their attention on welcoming and accepting students. During a visit, one could observe groups of students working together on school projects during their breaks and lunch hours. The computer lab was constantly in use; the school developed a computer repair program where they fix computers for members of the community for free.

A&T places a high priority on getting students to graduate from high school. Students receive lots of encouragement and direction toward this end.

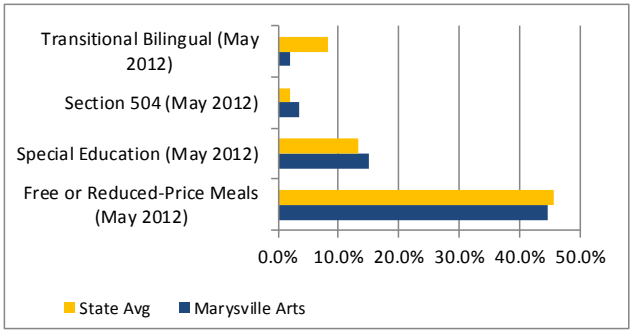
Marysville Arts and Technology School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Marysville Arts and Technology High School's student population is fairly representative of the state in terms of race/ethnicity and special program participation.

Enrollment		
May 2012 Student Count	344	
Race/Ethnicity (October 2011)	**Marysville Arts**	**State Avg**
Asian	0.8%	7.1%
Hispanic	13.2%	19.6%
White	68.6%	60.2%
Black	1.4%	4.6%
Two or More Races	12.3%	6.1%
Pacific Islander	0.3%	0.9%
American Indian/Alaskan Native	3.4%	1.6%



Special Programs	**Marysville Arts**	**State Avg**
Free or Reduced-Price Meals (May 201	44.5%	45.5%
Special Education (May 2012)	15.1%	13.3%
Section 504 (May 2012)	3.5%	2.0%
Transitional Bilingual (May 2012)	2.0%	8.3%
Foster Care (May 2012)	0.3%	0.1%
Migrant (May 2012)	0.3%	1.8%



Teacher Information (2011-12)	**Marysville Arts**	**State Avg**
Classroom Teachers	20	
Average Years of Teacher Experience	4.4	12.4
Teachers with at least a Master's Degre	60.0%	65.6%

OSPI Report Card Results: Performance on math, reading, and science assessments are below the state average.

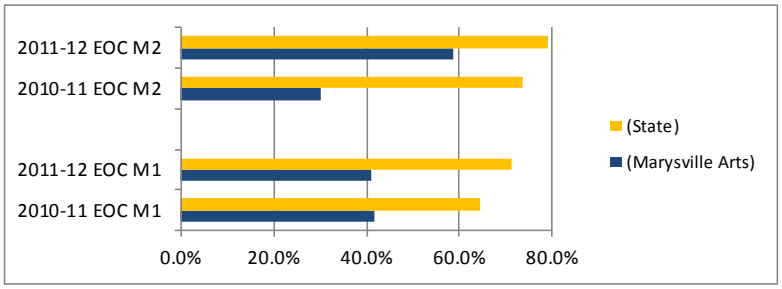
Percent Meeting Standard

10th Grade EOC Math 1

	(Marysville Arts)	(State)	(District)
2010-11 EOC M1	41.8%	64.3%	53.7%
2011-12 EOC M1	41.1%	71.1%	60.2%

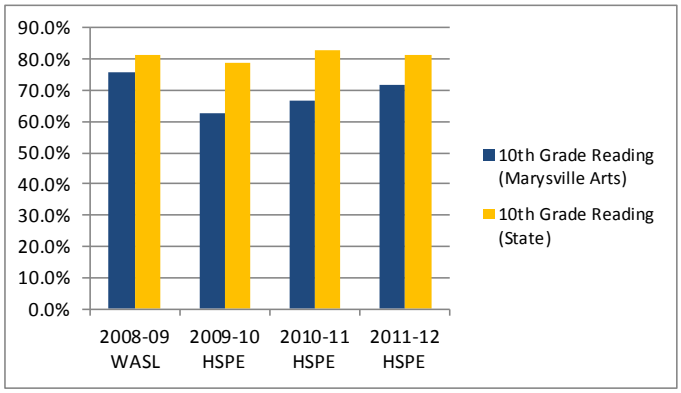
10th Grade EOC Math 2

	(Marysville Arts)	(State)	(District)
2010-11 EOC M2	30.3%	73.5%	53.5%
2011-12 EOC M2	58.8%	79.1%	65.8%



10th Grade Reading

Year	(Marysville Arts)	(State)	(District)
2008-09 WASL	75.9%	81.2%	76.0%
2009-10 HSPE	62.9%	78.9%	71.4%
2010-11 HSPE	66.7%	82.6%	74.8%
2011-12 HSPE	71.8%	81.3%	74.4%

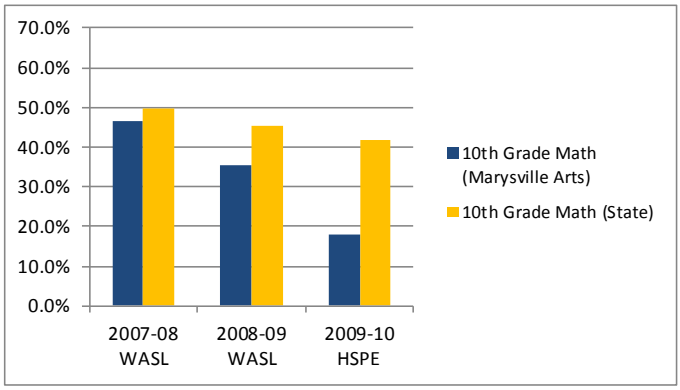


10th Grade Math

Year	(Marysville Arts)	(State)	(District)
2007-08 WASL	46.6%	49.6%	34.1%
2008-09 WASL	35.6%	45.4%	29.7%
2009-10 HSPE	17.9%	41.7%	27.6%

10th Grade Writing

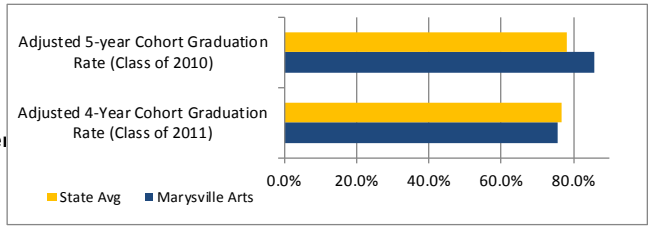
Year	(Marysville Arts)	(State)	(District)
2008-09 WASL	82.6%	86.7%	83.6%
2009-10 HSPE	75.7%	86.0%	80.6%
2010-11 HSPE	63.4%	86.3%	79.8%
2011-12 HSPE	68.5%	85.4%	80.0%



10th Grade Science

Year	(Marysville Arts)	(State)	(District)
2008-09 WASL	35.3%	38.8%	23.6%
2009-10 HSPE	37.5%	44.8%	32.4%
2010-11 HSPE	23.2%	49.9%	34.1%

Graduation and Dropout Rates	**Marysville Arts**	**State Avg**
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	75.6%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	85.7%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	8.5%	13.9%



Postsecondary Enrollment Among Graduates (Education Research and Data Center		
Graduates (2011)	72	
Percent Enrolled (2- or 4-year colleg	**Marysville Arts**	**State Avg**
Among 2010 Graduates	60-64%	62%
Among 2011 Graduates	35-39%	60%

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students and gifted). The schools performance relative to peers, according to this indicator, is "struggling" across subjects. The extended graduation rate is "good" or "very good."

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	2	1	1	5	5
2010-2011	1	1	1	1	4
2011-2012	1	1	1	2	4

Achievement of non-low income stu	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	6	1	3	5
2010-2011	5	4	1	1	6
2011-2012	6	5	3	4	4

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	3	4	1	1	
2010-2011	3	3	1	1	3
2011-2012	4	3	2	2	6

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

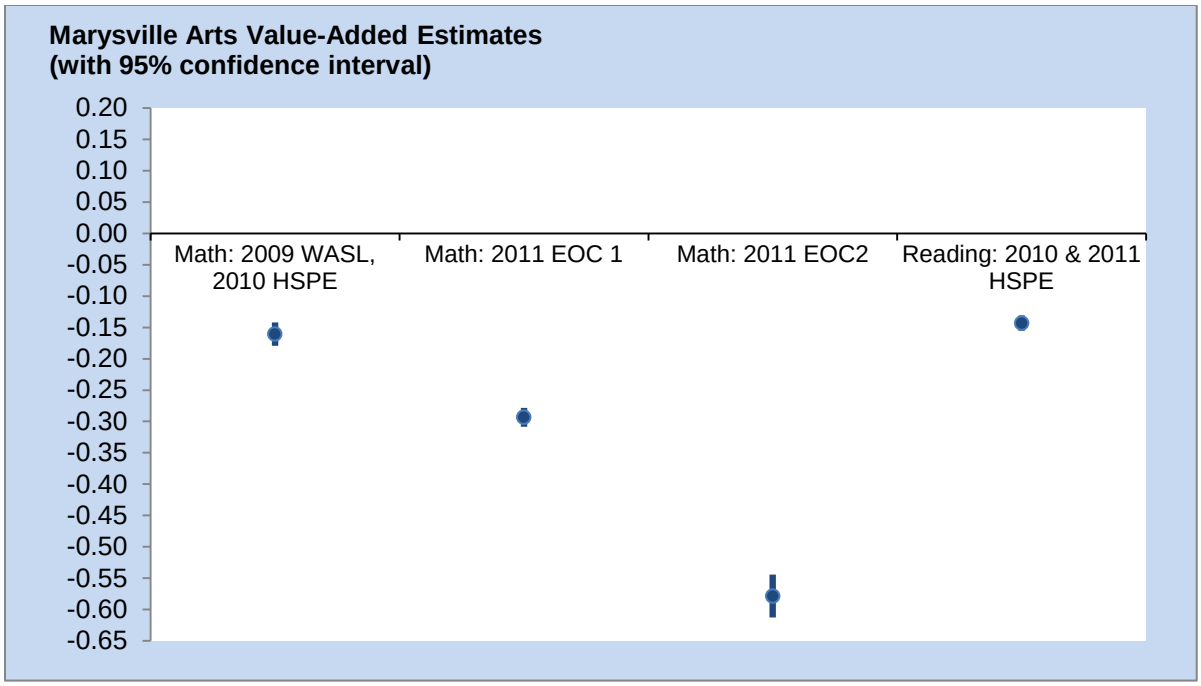
School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated effects for Marysville Arts and Technology are below average for math and reading assessments.

Marysville Arts	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	-0.161	-0.179	-0.142
Math: 2011 EOC 1	-0.294	-0.309	-0.278
Math: 2011 EOC2	-0.579	-0.613	-0.544
Reading: 2010 & 2011 HSPE	-0.143	-0.155	-0.131
Ranking			
Math: 2009 WASL, 2010 HSPE	Lowest (0 - 19 percentile)		
Math: 2011 EOC 1	Lowest (0 - 19 percentile)		
Math: 2011 EOC2	Lowest (0 - 19 percentile)		
Reading: 2010 & 2011 HSPE	Lowest (0 - 19 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the 10th grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 10th grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

NEW HORIZONS HIGH SCHOOL

Existing

- Pasco School District
- Started in 2006
- 198 students enrolled (05/12)

Summary of innovation: New Horizons is located in Pasco School District and serves 198 students in the seventh through twelfth grades (ages 12-21) that need extra support and flexibility to graduate from high school.

School description: The school provides caring relationships and academic support for students who have dropped out of other schools or are close to dropping out. While creating the school, the founders paid close attention to the recommended strategies from the National Dropout Prevention Center/Network (NDPN). The NDPN's 15 strategies cover the following topics: covering the school and community perspective, early interventions, basic core strategies, and making the most of instruction.[1]

Working with the NDPN, the school leaders incorporated career and technical courses into the curriculum, selecting courses that would be of high interest to their students. The classes include jewelry and metal works, floriculture, first aid, and horticulture.

The school's overall program is known in the community as "Destination Graduation." A media campaign with this name uses radio, television, print, and video production. Students at the school speak about their experience and encourage others to reach the goal of graduating.

Academic focus: The school's expectations and standards align with the state requirements for graduation; students must pass the state assessment and earn appropriate credits.

For the senior project, students complete two classes and produce a product of some kind. In addition, they must complete 54 hours of community service; this contribution is designed to help students feel more connected to their community.

Teachers' skill development: Teachers at New Horizons are passionate about working with an at-risk student population. Teachers participate in weekly professional learning community activities. Twice a month, the school's staff meets as a group to discuss students' needs. In order to understand their student population better, the staff reaches out to their community partners to learn more about topics such as domestic violence, trauma, and child abuse.

Teachers with three years' experience are trained in Guided Language by Design (GLAD), a program to assist English language learners.

[1] http://www.dropoutprevention.org/

Parent/community involvement: Since the school was created, it has grown from a partnership of five organizations to over 20. US Cellular and Fat Boy Fleet Service provide off-site opportunities for students to learn car maintenance, and the companies also support the school financially.

Application procedures: Students and families interested in enrollment are encouraged to contact the school's principal.

Student fees: None.

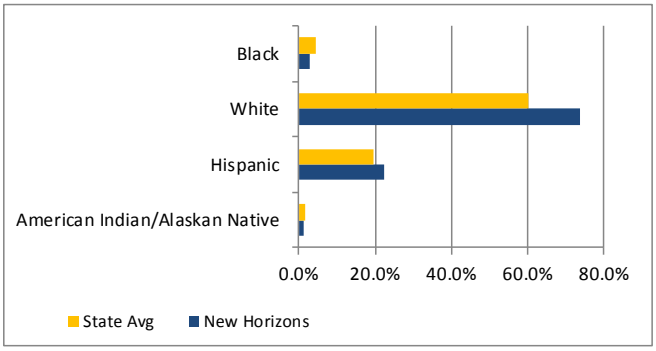
Additional funding: The school has received funding from local businesses.

Waivers/special considerations: The school does not have any waivers from the state Board of Education, or the district's policies or collective bargaining units.

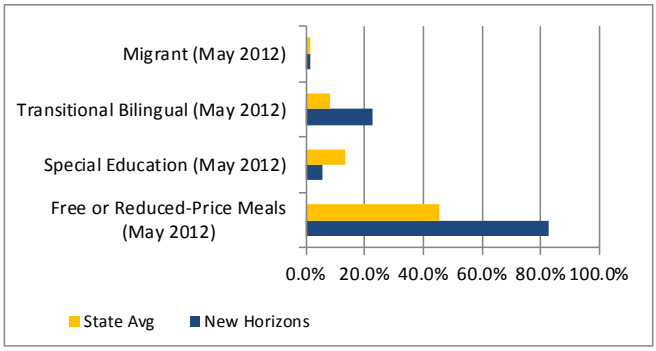
New Horizons High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The New Horizons High School is an alternative school serving the sixth to twelfth grades. The student population has above average free or reduced-price meals and transitional bilingual program participation. One-third of the school's graduates are teen parents. About 20% of students (in grades 9-12) have been enrolled at a juvenile detention center, roughly 10% have dropped out of school in the past, and most have repeated at least one grade in high school.

Enrollment		
May 2012 Student Count	198	
Race/Ethnicity (October 2011)	**New Horizons**	**State Avg**
American Indian/Alaskan Native	1.1%	1.6%
Hispanic	22.4%	19.6%
White	73.8%	60.2%
Black	2.7%	4.6%
Two or More Races	0.0%	6.1%
Pacific Islander	0.0%	0.9%
Asian	0.0%	7.1%



Special Programs	**New Horizons**	**State Avg**
Free or Reduced-Price Meals (May 201	82.8%	45.5%
Special Education (May 2012)	5.6%	13.3%
Transitional Bilingual (May 2012)	22.7%	8.3%
Migrant (May 2012)	1.5%	1.8%
Section 504 (May 2012)	0.0%	2.0%
Foster Care (May 2012)	0.0%	0.1%



Teacher Information (2011-12)	**New Horizons**	**State Avg**
Classroom Teachers	18	
Average Years of Teacher Experience	7.8	12.4
Teachers with at least a Master's Degre	38.9%	65.6%

Additional High School Student Characteristics (Source: WSIPP analysis of student-level P210 data)
(Percent of high school students enrolled in 2010-11)

	New Horizons	State Avg	Alternative School Avg
Prior Juvenile Detention Center Episode	19.9%	1.3%	6.3%
Prior School Dropout	12.6%	0.5%	3.8%
Grade Repeater (grades 9-12)	72.8%	6.6%	37.0%

Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

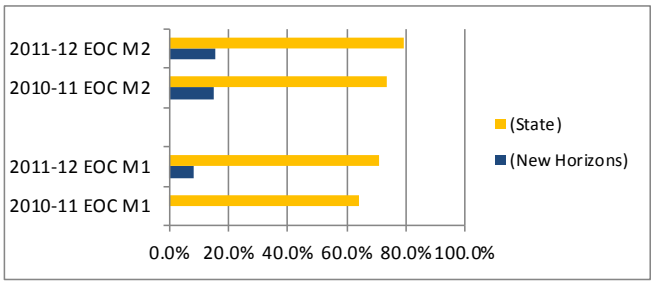
OSPI Report Card Results: High school math and reading assessment results are below the state average. No data are available for eighth grade assessments. Graduation rates are below average and the dropout rate is above average.

10th Grade EOC Math 1

	(New Horizons)	(State)	(District)
2010-11 EOC M	0.0%	64.3%	41.6%
2011-12 EOC M	8.2%	71.1%	45.0%

10th Grade EOC Math 2

	(New Horizons)	(State)	(District)
2010-11 EOC M	15.0%	73.5%	46.2%
2011-12 EOC M	15.4%	79.1%	68.5%



10th Grade Reading

Year	(New Horizons)	(State)	(District)
2008-09 WASL	31.8%	81.2%	69.1%
2009-10 HSPE	54.3%	78.9%	61.3%
2010-11 HSPE	34.9%	82.6%	66.2%
2011-12 HSPE	38.1%	81.3%	67.9%

10th Grade Math

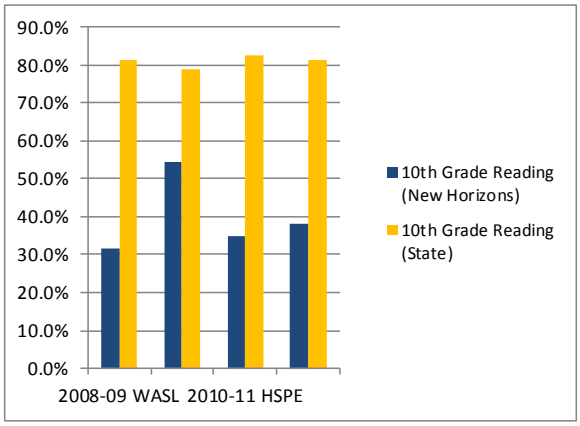
Year	(New Horizons)	(State)	(District)
2007-08 WASL	4.3%	49.6%	29.3%
2008-09 WASL	4.9%	45.4%	26.2%
2009-10 HSPE	3.7%	41.7%	19.1%

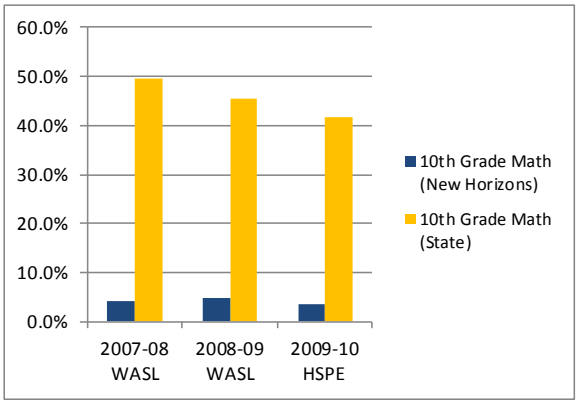
10th Grade Writing

Year	(New Horizons)	(State)	(District)
2008-09 WASL	56.8%	86.7%	79.9%
2009-10 HSPE	70.0%	86.0%	77.4%
2010-11 HSPE	40.0%	86.3%	69.8%
2011-12 HSPE	26.3%	85.4%	73.0%

10th Grade Science

Year	(New Horizons)	(State)	(District)
2008-09 WASL	0.0%	38.8%	23.1%
2009-10 HSPE	0.0%	44.8%	21.2%
2010-11 HSPE	4.9%	49.9%	27.0%





Graduation and Dropout Rates	New Horizons	State Avg	Alternative School Avg*
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	16.7%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	52.8%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	36.2%	78.2%	

* Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 42

Percent Enrolled (2- or 4-year college)	New Horizons	State Avg
Among 2010 Graduates	na	62%
Among 2011 Graduates	10-14%	60%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicators for achievement of non-low-income students and for low-income students, the school's performance on assessments and graduation is below average, compared to the statewide average.

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	4				1
2010-2011	2	2		1	1
2011-2012	4	1			1

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	1	3	1	1	5
2010-2011	1	1	1	1	2
2011-2012	1	1	1	1	2

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

Small sample sizes limit the estimates for New Horizons. No middle school estimates and no high school math estimates are available due to the small number of test observations.

The estimated school effect on high school reading assessments is below average. However, it is unlikely that our value-added model adequately controls for the substantial barriers faced by students in this school.

New Horizons (High School)			
	School Effect	**95% Confidence**	**Interval**
Reading: 2010 & 2011 HSPE	-0.125	-0.145	-0.105
Math: 2009 WASL, 2010 HSPE	na		
Math: 2011 EOC 1	na		
Math: 2011 EOC2	na		
Ranking			
Reading: 2010 & 2011 HSPE	Lowest (0 - 19 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)

ODYSSEY: THE ESSENTIAL SCHOOL

Startup

- Highline School District
- Started in 2005
- 85 students enrolled (05/12)

Summary of innovation: Odyssey serves 85 students in the ninth to twelfth grades. The school stresses personalized instruction focused on the essential skills and knowledge a student must master to graduate from high school (competency-based).

School description: Odyssey opened in 2005 but was designated as a start-up innovative school in 2012.[1] Odyssey's innovative practices center on competency-based grading and evaluations; they received a waiver from the state's credit-based graduation requirements for the 2012-13 through 2018-19 school years.[2] Odyssey was created when a comprehensive high school (Tyee) in the Highline School District converted into three smaller schools.[3] A member of the Coalition of Essential Schools,[4] Odyssey is a small, personalized learning community that is "rooted in democratic and equitable practices, is guided by the concept of 'depth over breadth', and asks students to use their minds well."[5]

The school is divided into two houses, foundational and advanced. Foundational students study as a cohort and work toward competencies defined in the Common Core ninth and tenth grade standards, and advanced students aim toward the eleventh and twelfth grade standards. The school year is divided into five terms, four of which focus on academic disciplines and one three-week intercession when the school concentrates on the arts.

The school has a non-traditional grading system. If students have not reached a proficient level at the end of a course, they receive a "Not Yet" grade; those who are proficient receive a rating of "Proficient" or "Advanced." The school also adopted narrative grades as a means to provide more detailed feedback to students. To graduate from Odyssey, students must assemble a portfolio of work.

Odyssey has been identified as a "Priority School" by the Office of Superintendent of Public Instruction (OSPI) because of its graduation rate. Schools in this category are Title 1 schools with graduation rates less than 60% over a number of years.[6]

The academic focus: Odyssey defines the following eight teaching strategies to employ in all classrooms:

- Address competencies;
- Teach students to think about big ideas;
- Use classroom space to allow whole group instruction and group/individual work time;
- Script lessons plans;
- Plan for student discourse;
- Use charts, visual cues, and prompts;
- Confer with students in one-on-one discussions; and
- Create a classroom culture that maximizes learning.[7]

[1] http://www.highlineschools.org/communication/Pages/PressRelease19Mar12OdysseyInnovativeSchool.aspx
[2] Odyssey application for designation as an innovative school, 2012, p. 1.
[3] http://en.wikipedia.org/wiki/Tyee_Educational_Complex
[4] http://www.essentialschools.org/
[5] Odyssey application for designation as an innovative school, 2012, p. 1.
[6] http://www.k12.wa.us/ESEA/Schools/PrioritySchools2013-14.aspx
[7] Odyssey application for innovative school designation, 2012, p. 2.

Teachers' skill development: Two in-house instructional coaches assist the teaching staff on an individual basis by conducting "studio days" for teams of teachers to discuss teaching strategies. The coaches also assist teachers in developing scripted lessons. The staff meets once a week to discuss instruction, assessment, and project-based learning.

Parent/community involvement: School staff communicates with parents using letters, conferences, personal phone calls, and automated phone messages. A school newsletter is sent home twice a year.

In terms of partnerships, the Community School Collaborative runs an afterschool tutoring program and supports student activities and clubs. Partnerships with the local YMCA, a Seattle Pacific University program, and the on-campus health clinic provide physical, emotional, and mental health services to students. The Summer Search program provides a leadership program for selected tenth grade students,[8] and the University of Washington Dream Project pairs mentors with students to work on college and scholarship applications.

Application procedures: The application form includes separate sections for parents and students to explain why they are interested in Odyssey. Parents must commit to ensure that their student attends school, agree to monitor their student's progress, engage in their student's learning, hold their student accountable for actions and behaviors, and participate in creating a post-high school plan. The student's commitment covers topics such as taking personal responsibility for their learning, treating others with respect, attending school regularly, asking for help, and reflecting upon, and taking responsibility for, their behavior and actions.

Student fees: None.

Additional funding: In 2012, the Highline School District allocated $125,000 per year to assist Odyssey's efforts to implement competency-based curriculum and standards and add a blended technology component to its instruction. The interim superintendent recommended that this level of support be continued through the "first few years of implementation."[9]

Waivers/special considerations: Highline School District applied to the State Board of Education (SBE) for a waiver for: (1) credit-based high school graduation requirements for Odyssey; and (2) a total of five fewer days from the 180-day state requirement starting in the 2012-13 school year and continuing through the 2018-19 school year.[10] Under the law establishing Odyssey's category of innovative school designation,[11] the SBE may only deny such waiver requests if they find that implementing the waiver will likely result in decreased student achievement. The district's requests were approved on February 23, 2012.[12]

Odyssey is exempt from the district's grading and progress reports (Policies 2420 and 2420P).[13]

Site visit observations: Odyssey is located on the west side of the Tyee Educational Complex in SeaTac (the site was founded originally as Tyee High School in 1962). It shares the campus with Global Connections High School (329 students) and the Academy of Citizenship and Empowerment (357 students). At an enrollment level of less than 100 students, Odyssey occupies the smallest footprint on the campus.

During meetings with the school's principal and instructional coaches, there were several references made to the school's mission. This mission reflects a commitment beyond the day-to-day high school experience ("Odyssey is a community that believes that a better world is possible. Odyssey students

[8] Summer Search identifies resilient low-income high school students and inspires them to become responsible and altruistic leaders by providing year- round mentoring, life-changing summer experiences, college advising, and a lasting support network. See http://www.summersearch.org/locations/seattle/ for more information.
[9] Letter from Alan D. Spicciati to Bob Butts at the Office of Superintendent of Public Instruction, January 4, 2012.
[10] State Board of Education minutes, February 23, 2012, p.2.
[11] RCW 28A.630.080
[12] State Board of Education minutes, February 23, 2012, p 5.
[13] Letter from Angelica Alvarez to Bob Butts, January 4, 2012.

possess the knowledge and habits of mind to create that world."[14]). For Odyssey, social justice is a strong value. The school is a member of the Coalition of Essential Schools that stresses the following:

> …small, personalized learning communities in which teachers and students know each other well in a climate of trust, decency and high expectations for all. Essential schools work to create academic success for every student by sharing decision-making with all those affected by the schools and deliberately and explicitly confronting all forms of inequity. Essential schools focus on helping all students use their minds well through standards-aligned interdisciplinary studies, community-based 'real-world' learning and performance-based assessment.[15]

During its existence, Odyssey experienced several changes in instructional focus; the most recent change focused on creating a competency-based model. In the school's application for innovative school designation, the principal explained that a credit-based system is an "arbitrary descriptor of student understanding," and that, "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."[16]

Odyssey staff has been creating competency-aligned curricula, criteria, and bodies of evidence to assess proficiency. In 2011, teachers at the school who were not interested in teaching in a competency-based system were offered a voluntary transfer to another district school.[17]

Several studies have been conducted of Odyssey by independent education consultants. These studies have been triggered by the school's designation as a priority school by OSPI. The studies have focused on school and classroom practices, as well as surveys of students and staff.

A May 2012 "School and Classroom Practices Study" of Odyssey, conducted by the BERC Group, identified six areas where Odyssey needed to dedicate additional attention including the following:

- Conducting a collaborative process with all school stakeholders to recommit to the school's vision and mission and create specific goals and strategies for implementation;
- Providing the necessary supports (professional development, time, resources) to fully design and implement competency-based curriculum, instruction, and assessment;
- Training staff members to use student data to inform and differentiate instruction to meet academic needs of individual students;
- Addressing classroom behavior disruptions;
- Developing and expand connections to families and community; and
- Celebrating staff successes and create climate-building activities for staff members.[18]

A 2011 study of the school by the same organization recommended the same first five action steps.[19]

When the school leaders were asked about the consultant's studies, they expressed uncertainty about the value and said that the money used for the consultants could have been used more effectively by adding teaching resources. The principal expressed frustration with the requirements imposed on the school because of its designation as a priority school by OSPI. As the principal explained, the school was required to complete a template describing their plans for improvement, and just one month later, there was a new template to follow.

Because of the school's small population, Odyssey has a small teaching staff. The school leaders noted this makes it difficult to cover all the necessary classes and activities expected in a high school. When asked about what it is like to be an innovative school, the principal expressed frustration with the district. She indicated that, ultimately, the district supports them and helps them get the assistance they need, but the school has to fight very hard and it takes an extensive amount of time.

[14] http://www.highlineschools.org/odyssey/Pages/AboutOurSchool.aspx
[15] http://www.essentialschools.org/items
[16] Ibid, p. 4.
[17] Odyssey application for designation as a new innovative school and program, p. 3.
[18] BERC Group, "School and Classroom Practices Study, Odyssey – The Essential School", May 2012, pp. 38 and 39.
[19] BERC Group, "School and Classroom Practices Study, Odyssey – The Essential School", February 11, 2011. p. 42 and 43.

RIVER HOMELINK SCHOOL

Startup

- Battleground School District
- 299 students enrolled (05/12)
- Two-time WA State School of Distinction Award recipient

Summary of innovation: A parent-partnered school serving 299 students in grades K-12 grades in the Battle Ground school district.

School description: River Homelink is a parent-partnered school in the Battle Ground school district; students have individual learning plans. The school operates with three types of learning models for students:

- Attend classes two or three days each week with a learning component at home;
- Learn mainly off-campus through a contract-driven learning model; and
- Learn through online courses and/or technology-based instruction.

Parents are substantially involved in their student's education, both on-campus and off. Technology-infused and/or blended learning occurs through the use of stationary and mobile computer labs, streaming classes to students at home, and the use of iPad mobile learning devices.

In the school's application for innovative status, the following five approaches are identified as the school's distinctive focus:

- Significant involvement of parents in the learning process;
- Collaborative staff development;
- Student participation in consulting meetings;
- Community involvement in the learning process; and
- Student assignment to classes where they will be successful, rather than by age group.[1]

Academic focus: Students are tested on entry to evaluate strengths and weaknesses, ensure proper class placement, and set appropriate learning goals.

Teachers' skill development: Teachers will collaborate and attend training to ensure that educational focus includes project-based learning that encourages student development of real-world skills. Teachers collaborate for at least two hours per week to ensure the school maintains its focus on student learning. The collaborative groups include grade level and subject level grouping, vertical K-8, 9-12, and K-12 configurations, and interest-based groupings. Ten teachers are engaged in the National Board Certification process as an in-house cohort.

Parent/community involvement: Parents are responsible for the off-campus portion of their children's education. In addition, parents play a significant role in the school's operation through on-campus involvement and monthly meetings of the River HomeLink Parent Association.

Application procedures: In order to enroll in the school, the following steps are necessary:

- Attend a mandatory informational meeting (offered every week);
- Have your student assessed at the school; and

[1] River Homelink application for designated innovative school status, p. 2.

- Attend a meeting with a school staff person to discuss the assessment results and decide a program and schedule.

Student fees: None.

Additional funding: River HomeLink receives its funding as an alternative education program, thus it does not receive the full basic education allocation.

Waivers/special considerations: The school does not have any special waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or school district policies. It also operates under the existing local collective bargaining agreements.

RIVERPOINT ACADEMY

Startup

- Mead School District
- Started in 2012

Summary of innovation: Riverpoint Academy (The Academy) is a high school for 100[1] eleventh and twelfth grade students that place emphasis on science, technology, engineering, and math (STEM) literacy and project-based learning.

School description: The school is located at the downtown Spokane Washington State University, Eastern Washington University, Whitworth University and Spokane Community college campuses. [2] The school is designed to produce critical thinkers by promoting STEM and nurturing each student's passion for learning; the school's motto is "igniting passion, producing innovators."

The Academy does not rely on textbooks; instead students are issued iPads. There are no bells to signal the end of a class period. The school emphasizes the "design thinking process" in their classrooms; this approach concentrates on the following phases: understand, observe, define, ideate (brainstorm), prototype, and test.[3] Rather than having teachers cover single subjects and instruct from the front of the class, the Academy's academic content is integrated around an "authentic problem or challenge" brought to the students from an industry or the community.

Examples of the Academy's courses include a 2012 project called The Doors of 2063, where students, in teams of two, identify a transformational innovation and its role in the past, present, and future. In a course called BioMCT, students study molecular biology and organic chemistry to investigate a gene that causes breast cancer. The partnerships with the colleges and universities expands learning opportunities for students, including the chance to earn college credits, assist in university research labs, and learn from college instructors. Through the school's connections with private businesses, professionals are brought to the school site to interact with students. At least one staff member advisor is assigned to each student, along with a second mentor from the staff or community. Through these relationships, each student has stronger connections to the school community, as well as opportunities to interact with professionals.

Students can use private or public transportation to get to the downtown campus or they can catch a school bus at Mead or Mt. Spokane High Schools.

Academic focus: Students are expected to meet the district's high school graduation requirements. In addition, they compile a body of evidence that shows mastery of what are termed "21st century skills:"

- Creativity and innovation;
- Critical thinking and problem solving;
- Communication and collaboration;
- Information and media literacy;
- Flexibility and adaptability;
- Leadership and responsibility; and
- Productivity and accountability.[4]

[1] At present, they have a junior class of 75.
[2] In July 2013, the school moved to north Spokane on Highway 2 just past Hawthorne Road.
[3] https://dschool.stanford.edu/groups/k12/wiki/17cff/
[4] Riverpoint Academy application for innovative school status, p. 2.

Teachers' skill development: The teaching staff was trained in Design Thinking at the Hasso Plattner Institute of Design at Stanford ("the d. school");[5] this training was supported through private funds. In addition, they were trained in performance tasks from the Performance Task Academy[6] and challenge-based learning from the Ford Foundation and Apple's Education Division.[7]

Parent/community involvement: As described earlier, community partners were actively involved in the creation of the Academy and continue to provide significant support and direction to the school. The Academy has an Advisory Council which meets several times a year and includes representatives from industry, higher education, non-profit community organizations, and local and federal politicians.

Parents are expected to participate in defining their student's learning goals and post-high school plan.

Application procedures: To apply, students must be on track to graduate with their class and live in the Mead School District. Applications are turned in by mid-April; if there are more applicants than space, a lottery is conducted.

The application form asks for responses to three questions:

- Why do you think the Academy is the right fit for you?
- What opportunities do you believe the Academy will provide for you?
- What individual strengths do you bring to the "Academy community"?

Parents must sign the application, indicating they support the student's application. Once an application is received, the student is required to meet with Academy staff to learn more about the school.

Student fees: None.

Additional funding: The Academy has received funds from numerous organizations and individuals. The organizations that have supported the school include Avista ($25,000) and the Spokane Teachers Credit Union ($5,000). A local scientist and entrepreneur donated $75,000. The Ford Foundation also contributed funds.

Waivers/special considerations: For the first three years of the Academy, the collective bargaining agreement with the education association allows teacher placement as a mutual decision for the teacher and the school. In addition, teachers received additional compensation for an additional preparation period, raising their salary $10,000.

Impressions from site visit: Located on the bank of the Spokane River, the Academy's campus is housed in the Innovate Washington building on WSU Riverpoint's Campus, southwest of Gonzaga University; institutions of higher education surround the Academy. The setting is a distinction for the Academy, giving it a college-like atmosphere.

The classrooms are arranged differently than in a traditional high school. Students work in groups, sitting in tall stools around industrial-looking metal tables. Students use technology in every class and rely on iPads and other resources to solve problems they are assigned. Teachers move around the classroom, consult with students, and offer suggestions, acting as a facilitator of learning.

[5] http://dschool.stanford.edu/
[6] http://www.collegiatelearningassessment.org/pta
[7] http://www.apple.com/education/docs/Apple-ChallengedBasedLearning.pdf

The idea for the Academy originated in 2007 when the Spokane Chamber of Commerce held a conference on the future of high school. Mead school officials started imagining a new high school that revolutionized the traditional classroom experience and took advantage of the significant resources at the Riverpoint campus. After visiting other STEM-focused schools, the officials started to lay the groundwork for a school with some characteristics of traditional STEM schools. They wanted to create a school that "flipped the traditional assumptions of School 1.0," a term they used to describe the "status quo school" that carries many significant deficiencies, including the following:

- Schools are not designed to launch a student into his or her career. Instead, they primarily sort students into groups no matter the consequences.
- The bulk of the school day is spent with textbooks that are merely "proxies of learning." Students do not make or do much that is original.
- Students memorize answers to questions; there is little attempt to have students learn through experience.
- The work given to students is not real; instead, worksheets asking for simplistic answers are the norm.
- There is a perceived scarcity of knowledge and information; students are taught that books are the main sources.[8]

The school leaders wanted to abandon these assumptions for the Academy and create a school that engaged students in real-world problem solving. In addition, they wanted to create a school for more than just the academically gifted students, thus expanding career and college opportunities to a broader range of students.

In selecting the Riverpoint campus for the Academy, the Mead school district officials took advantage of the significant resources in the area. Choosing to have the school sit outside of Mead's district boundaries, resulted in some challenges. The five-year letter of agreement from this district was important as a first step in the Academy's creation.

In terms of the school's future, the next step is to secure adequate space for double the student population for the next school year. The school's leaders are determined not to disappoint, rather they intend to create a school that continues its innovative goals.

[8] Summary of comments from Matt Miller, Career and Technical Education Director at Mead School District during site visit, February, 2013.

SAMMAMISH HIGH SCHOOL

Existing

- Bellevue School District
- Started in 2010
- 1,072 Students enrolled (05/12)
- The Washington Post list of America's Most Challenging High Schools shows Sammamish among the top 9 percent of high schools in the U.S. (2013)

Summary of innovation: This Bellevue comprehensive high school of 1,000-plus students is developing a problem-based curriculum with the goal of "re-imagining career and college readiness." Key elements of the model include rigorous problem-based curricula, STEM industry mentorships for teachers and students, and specific supports for students with disabilities and English language learners (ELL).

School description: All beginning ELL students in the district are served in this school; additionally, approximately 15% of students at the school qualify for special education services, nearly twice the average for all comprehensive high schools in the district. Students with these backgrounds have gaps in their schooling history and are sometimes inadequately prepared for high school, especially the more advanced coursework.

In 2010, Sammamish High School (SHS) received a $4.1 million competitive grant from the U.S. Department of Education Investing in Innovation (i3) fund, with over $900,000 in matching funds and in-kind support from private organizations. The grant (Re-imagining Career and College Readiness: STEM, Rigor and Equity in a Comprehensive High School) is a five-year blueprint to implement innovative practices in teaching and learning and improve student outcomes.

The package of innovations has three key components:

- Design and enact problem-based curricula in both Advanced Placement and non-Advanced Placement courses, using problem-based learning (PBL) as a framework to support student growth in key cognitive strategies and academic behavior;
- Implement a series of supports for struggling students, including increasing mathematic literacy, and a summer program (Starting Strong) to teach and reinforce academic skills for students that need additional preparation time; and
- Work with partners to provide professional development to help teachers implement problem-based curriculum and evaluate their effectiveness.

The innovation has several expected outcomes:

- 20% increase in Advanced Placement exam pass rates (particularly in STEM content areas);
- 20% increase in ELL students and students with disabilities enrolling in Advanced Placement STEM classes;
- 75% success rate for all students to pass pre-calculus with a B or better; and
- 100% of all students reaching standard on the state math test.

The school is using ongoing assessment strategies to measure the success of the innovation, including measures of teacher and student views.

Academic focus: SHS' instruction style and courses are similar to a college environment. Students are expected to take at least one Advanced Placement course during their four years. SHS exceeds the

district's graduation requirements by encouraging all students to take four years of math and four years of science. Students are expected to complete the application for financial aid for college and apply to at least one college during their senior year. By working with outside experts on courses and mentorships, the school increases the authenticity and relevance of student work.

Sammamish teachers are working in PBL Design Teams to transform the existing curricula into a PBL approach. PBL requires students to collaborate in small groups to solve complex problems, with a teacher acting as a facilitator. For example, last year the students in the Sammamish Starting Strong Program worked on global health problems and through their partnership with the Gates Foundation, the highest performing teams were invited to the foundation site to make presentations to foundation staff. The partnership with the Gates Foundation is also part of the AP Human Geography class unit focused on studying agriculture in the developing countries in Africa and Asia.

Parent/community involvement: The Program Delivery Council is a school-based program that includes staff, students, and parents who were engaged in the planning work that led the current innovations at SHS. The Council provides input and disseminates information to the Sammamish community. A Professional Advisory Board includes people in academia and business leaders; this group advises on the authenticity of the learning activities and helps secure resources in the form of experts/mentors and supporting funds. In addition, the Board helps with networking for experts and mentors to work with student teams during project based learning and with teachers who are planning their curriculum.

SHS is about halfway through its five-year Investing in Innovation grant. They are working with the Professional Advisory Board to develop an option for sustaining the grant-funded activities. In addition, the advisory board is discussing options to increase the scale of impact, both in the Bellevue School District as well as other parts of the state**.**

The school partners with several external organizations, including the University of Washington Institute for Science and Mathematics Education, Washington STEM, the George Lucas Educational Foundation, Boeing, and Google.

Application procedures: SHS is a neighborhood school. As mentioned earlier, beginning ELL students from the district attend the school, along with a higher than average proportion of students receiving special education services.

Student fees: None.

Additional funding: As mentioned earlier, the school received $4.1 million from the U.S. Department of Education for a five-year grant, with over $1.1 million in matching funds and in-kind support from private organizations. The George Lucas Foundation provided $125,000 in matching funds that created an AP Environmental Science class and the production of a short documentary that is currently hosted by their Edutopia website.

Waivers/special considerations: None.

Impressions from site visit: SHS is the first comprehensive high school site to implement PBL; all previous efforts have been done on a much smaller scale. The school is unusual because of its focus on STEM education with such a diverse student population. In the past, STEM-focused schools have often targeted high-achieving students.

Teachers emphasized the value of having professional development provided by existing staff members, rather than attending sessions put on by outsiders. This approach leads to a much higher ownership of the innovative approaches and means that teachers can consult with their colleagues to get advice on implementation strategies.

When asked how the grant activities had changed school practices, several teachers mentioned that classrooms are no longer closed, as is often the case in a high school. The professional learning

activities have encouraged teachers to discuss teaching strategies in significant detail, as they compare their students' learning results from different approaches. Teachers said that they have become more willing to take risks with each other, and the shared goal of reaching more students gives purpose to exposing their weaknesses. Several teachers reported they appreciate that all teachers make mistakes and realize they can become better teachers when they open up their classroom doors. One teacher stated, "Our conversations with each other are more efficient. We have a common language and do not need to spend time setting the context."

Through grant funds, an external evaluator is extensively involved, measuring student, teacher, and parent views about the learning activities. The school's leaders and teachers have continual feedback on how well both the project-based learning and the teacher's professional learning communities are functioning and can make mid-course corrections as necessary.

During visits to classrooms, we observed a diverse range of students taking challenging math and science courses. The teachers were comfortable with observers and happy to discuss their intended teaching goals for that day's lesson. An AP Calculus AB/BC Calculus teacher explained the importance of helping students see the potential for success. To that end, students in his courses pick a student from the incoming class and write them a letter giving advice about how to succeed. The students write about their challenges with the material, how they went about resolving these challenges, and provide encouragement about the benefits of persistence.

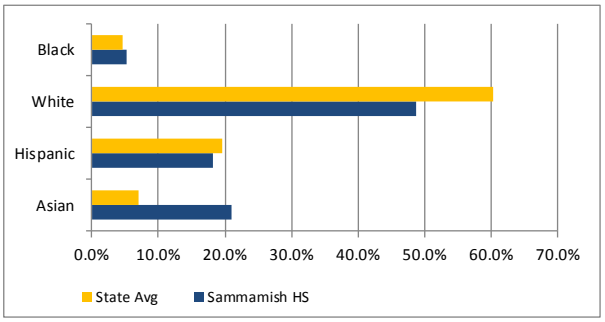
During discussions with staff about the grant activities, it was clear that leading this innovation requires significant management skills. Multiple objectives must be continually balanced with the day-to-day operation of a comprehensive high school. Understanding how the four components of the reform are operating means having eyes and ears across many classrooms and meeting rooms. As we went to several classrooms and talked to teachers, the principal and vice-principal were extremely comfortable letting teachers lead the discussion and gracefully took a back seat. There was a clear understanding that the reform's implementation be embedded in day-to-day school activity. The teaching staff had a shared passion about the urgent need to create career and college opportunities for a wide range of students. As we toured classrooms and walked the hallways, the assistant principal quietly spoke to several individual students about their classes and personal lives. This degree of personalization in a large high school was noteworthy.

Collaborative planning time for teachers is a key focus of the reform. The district leaders suggested several additional changes that would assist the school, including smaller class size and funds to pay teachers who play leadership roles in the school. There would be a benefit to integrating more community organizations into the school, but it is difficult to find time with the current staff to manage the involvement. Finally, the school leaders believe that resources to hire external evaluators would be extremely helpful in refining and adjusting their operation.

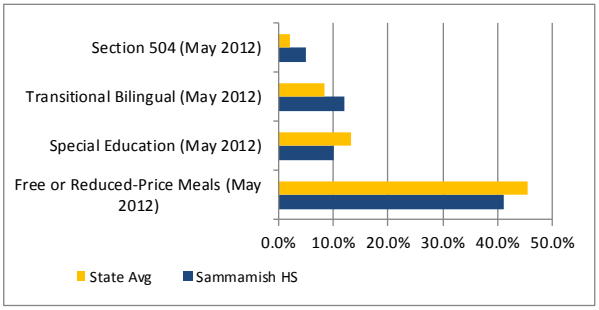
Sammamish High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Sammamish Senior High School's student population is representative of the state in terms of race/ethnicity and special program participation. The school does have above average Asian student representation, compared to the statewide average.

Enrollment		
May 2012 Student Count	1,072	
Race/Ethnicity (October 2011)	**Sammamish HS**	**State Avg**
Asian	20.9%	7.1%
Hispanic	18.3%	19.6%
White	48.7%	60.2%
Black	5.3%	4.6%
Two or More Races	6.2%	6.1%
Pacific Islander	0.1%	0.9%
American Indian/Alaskan Native	0.6%	1.6%



Special Programs	**Sammamish HS**	**State Avg**
Free or Reduced-Price Meals (May 2012	41.0%	45.5%
Special Education (May 2012)	10.0%	13.3%
Transitional Bilingual (May 2012)	12.0%	8.3%
Section 504 (May 2012)	4.9%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Sammamish HS**	**State Avg**
Classroom Teachers	77	
Average Years of Teacher Experience	9.4	12.4
Teachers with at least a Master's Degre	80.5%	65.6%

OSPI Report Card Results: Tenth-grade reading and math assessment results tend to be at or above the state average. End of course math exams results (EOC 1, EOC 2) are at or above the state average. Science results are typically above average. Graduation rates are high. High percentages of students—including low-income students—enroll in AP classes. Relatively large numbers take three or more AP courses and enrollment in advanced science and math classes is above average.

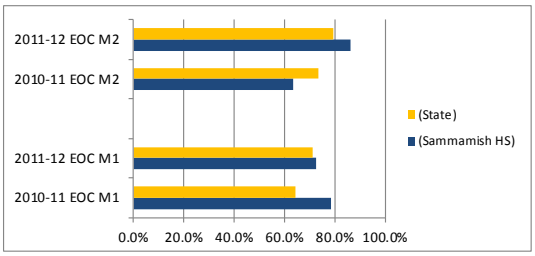
Percent Meeting Standard

All Grades EOC Math 1 (Alg)

	(Sammamish HS	(State)	(District)
2010-11 EOC M	78.6%	64.3%	88.6%
2011-12 EOC M	72.7%	71.1%	89.0%

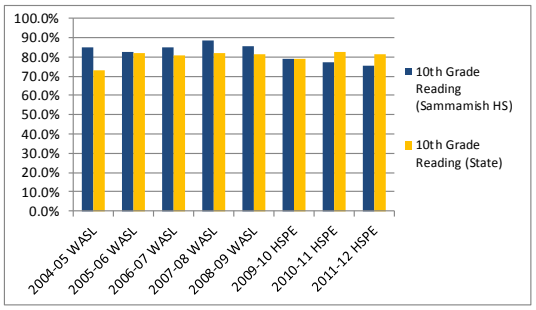
All Grades EOC Math 2 (Geom)

	(Sammamish HS	(State)	(District)
2010-11 EOC M	63.6%	73.5%	86.7%
2011-12 EOC M	86.3%	79.1%	95.0%



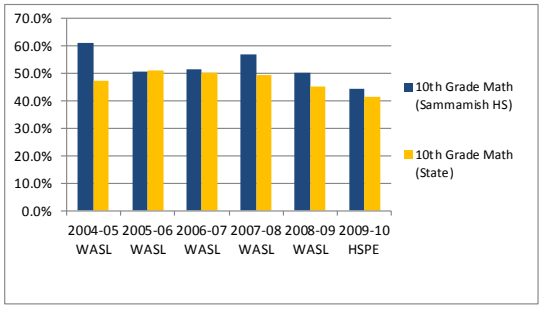
10th Grade Reading

Year	Sammamish HS	(State)	(District)
2004-05 WASL	85.2%	72.9%	87.1%
2005-06 WASL	82.7%	82.0%	91.2%
2006-07 WASL	84.8%	80.8%	92.0%
2007-08 WASL	88.5%	81.8%	91.8%
2008-09 WASL	85.7%	81.2%	90.2%
2009-10 HSPE	78.8%	78.9%	90.1%
2010-11 HSPE	77.1%	82.6%	90.3%
2011-12 HSPE	75.6%	81.3%	91.0%



10th Grade Math

Year	Sammamish HS	(State)	(District)
2004-05 WASL	61.3%	47.5%	72.1%
2005-06 WASL	50.7%	51.0%	69.4%
2006-07 WASL	51.7%	50.4%	70.3%
2007-08 WASL	56.9%	49.6%	73.1%
2008-09 WASL	50.2%	45.4%	68.0%
2009-10 HSPE	44.3%	41.7%	67.7%

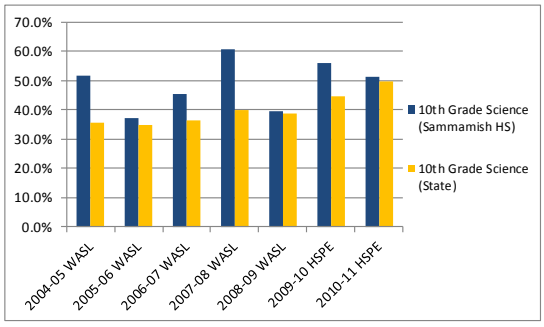


10th Grade Writing

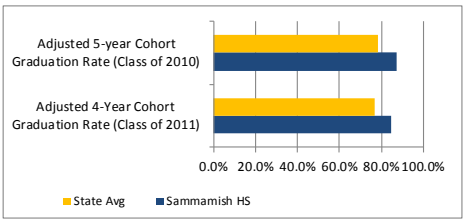
Year	Sammamish HS	(State)	(District)
2004-05 WASL	70.1%	65.2%	80.2%
2005-06 WASL	76.6%	79.8%	89.2%
2006-07 WASL	81.8%	83.9%	91.4%
2007-08 WASL	91.7%	86.8%	94.8%
2008-09 WASL	86.1%	86.7%	93.3%
2009-10 HSPE	89.5%	86.0%	94.2%
2010-11 HSPE	79.0%	86.3%	92.8%
2011-12 HSPE	83.0%	85.4%	93.9%

10th Grade Science

Year	Sammamish HS	(State)	(District)
2004-05 WASL	51.8%	35.8%	62.9%
2005-06 WASL	37.4%	35.0%	51.8%
2006-07 WASL	45.4%	36.4%	61.5%
2007-08 WASL	60.7%	40.0%	68.0%
2008-09 WASL	39.4%	38.8%	60.2%
2009-10 HSPE	56.1%	44.8%	71.4%
2010-11 HSPE	51.4%	49.9%	71.2%



Graduation and Dropout Rates	**Sammamish HS**	**State Avg**
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	84.8%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	87.2%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	5.8%	13.9%



Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 217

Percent Enrolled (2- or 4-year college)	**Sammamish HS**	**State Avg**
Among 2010 Graduates	83%	62%
Among 2011 Graduates	72%	60%

Advanced Course Enrollments: 2009-10, 2010-11 (Source: WSIPP analysis of student-level CEDARS course history data)

Enrollment in AP Courses	All Students		Low-Income Students	
Percent Taking At Least One AP Course	Sammamish HS	State Avg	Sammamish HS	State Avg
Grade 10	57.01	10.16	42.19	6.01
Grade 11	58.23	21.7	39.54	13.1
Grade 12	65.19	23.7	52.17	13.5
Percent Taking 1, 2 and 3+ AP Courses				
Grade 11 - 1 course	13.98	12.0	10.27	8.2
Grade 11 - 2 coures	17.35	6.5	12.17	3.6
Grade 11 - 3+ courses	26.9	3.2	17.11	1.3
Grade 12 - 1 course	16.11	11.4	17.83	7.9
Grade 12 - 2 coures	16.48	7.0	11.74	3.4
Grade 12 - 3+ courses	32.59	5.4	22.61	2.2
Percent Taking Any AP Math				
Grade 11	12.0	3.0	5.7	1.0
Grade 12	36.1	11.3	24.8	5.1
Percent Taking Any AP Science				
Grade 11	15.6	5.0	9.1	2.3
Grade 12	36.9	6.6	28.7	3.0

Note: Low-income is defined as ever participating in the Free or Reduced-Price Meal Program.

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The schools performance relative to peers, according to this indicator, tends to be "good" in reading and "very good" in math. The extended graduation rate was "good" in two of the three years.

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	7	5	7	4
2010-2011	4	3	7	4	4
2011-2012	4	4	5	5	2

Achievement of non-low income stude	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	4	5	6
2010-2011	7	7	6	4	6
2011-2012	6	7	6	5	5

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	4	6	1	1	3
2010-2011	5	5	5	2	2
2011-2012	5	6	4	2	2

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate above average performance. Estimates are based only on students who are tested (who comply with assessments).

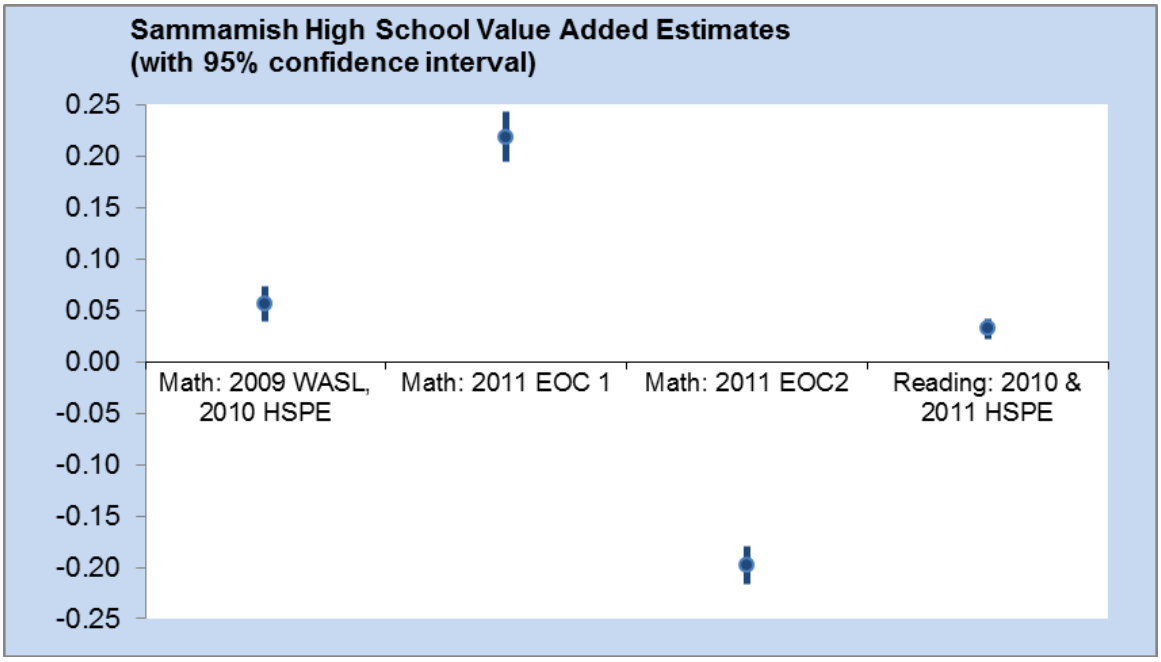
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated effects for Sammamish High School on math assessments are above average; the exception being the below average estimate for the 2011 EOC2. Note that the school's results on the 2012 EOC Math 2 (not used in the value-added estimation) improved and were above the state average.

The estimated effect on reading assessments is above average.

Sammamish High School	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	0.056	0.039	0.074
Math: 2011 EOC 1	0.218	0.194	0.243
Math: 2011 EOC2	-0.198	-0.216	-0.180
Reading: 2010 & 2011 HSPE	0.032	0.023	0.042
Ranking			
Math: 2009 WASL, 2010 HSPE	High (60 - 79 percentile)		
Math: 2011 EOC 1	Highest (80 - 100 percentile)		
Math: 2011 EOC2	Low (20 - 39 percentile)		
Reading: 2010 & 2011 HSPE	High (60 - 79 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the 10th grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 10th grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

SKY VALLEY EDUCATION CENTER

Existing

- Monroe School District
- Started in 1998
- 827 Students enrolled (05/12)

Summary of innovation: A parent partnership program, Sky Valley serves 850 K-twelfth grade students in the Monroe School District and the surrounding area. The program focuses on equitable partnerships with parents and community, in addition to creativity and critical thinking.

School description: Sky Valley is one of the largest parent partnership programs in the state. Starting from its origins as a parent co-operative education program, it has become an umbrella for seven programs including the following:

- Parent Co-operative;
- Environmental Science School (three days a week) for seventh to tenth graders;
- Free, public Montessori school for grades K-10;
- Excursion program (once a week field trips) for first to eighth grade;
- School-to-Go (curriculum resources for homeschoolers) grades K-12;
- Virtual school courses; and
- Direct instructional classes in a variety of topics.

Sky Valley is founded on four key principles: treating parents as co-equals in their child's education; involving the surrounding community; keeping creativity and critical thinking at the forefront; and providing for the unique needs of each child. The school gives parents and students as much control as possible over the educational experience ("as much control as the state will allow").[1] None of the students at the school attend full-time, either some or all of their education is provided by their parents. All students in Sky Valley do some of their education on-site; no student is entirely homeschooled. The student's enrollment is dictated and managed through the documentation of an individualized learning plan that outlines all of a student's education–both on-and off-site.

During the week, the school hosts dozens of classes, co-curricular activities, labs, and tutoring sessions. The hands-on and experiential classes include Hands On Math, Hands On Science, the Excursion Program, Robotics, Model United Nations, Youth and Government, Montessori, the Environmental Science program, Forensic Science, and Community Service. These experiential classes are intended to promote students' passion for learning and help them discover their academic and personal strengths. The offerings at Sky Valley are continually changing depending on the interests of students and parents.

Each school year begins with a Back to School celebration where parents can meet teachers and learn about the year's learning plan. Twice a year, parents are invited to parent/teacher conferences; students lead these events.

Over 50% of the students at Sky Valley do not take the student achievement tests, thus the test results from the school do not accurately reflect the student body. The school does not give grades to students; B-level work is considered a passing grade in all high school level classes.

[1] Sky Valley Education Center application for innovative school designation. (2011) p. 2.

Academic focus: As mentioned above, Sky Valley has a diverse range of programs. Experiential learning plays a central role in many of the school's programs.

Teachers' skill development: Sky Valley has 16 certified teachers, with parents and experts from the community providing the remainder of the teaching roles.

Parent/community involvement: As mentioned earlier, parents are at the heart of the education at Sky Valley. The school has many contracts and relationships with local organizations and businesses, including the YMCA, Rotary Club, Monroe Chamber of Commerce, several local banks, the Monroe Fire Department, the Monroe Senior Center, and several others.

Application procedures: Families who enroll in the school must sign an agreement that designates behavioral and academic expectations.

Student fees: None.

Additional funding: The school does not receive any significant additional funds.

Waivers/special considerations: Sky Valley operates under the state's Alternative Learning Education laws[2] and does not have any waivers from the State Board of Education or the local collective bargaining agreements with education staff.

Sky Valley enrolls more than 50% of its students from outside the district; therefore the school population is excluded from the Monroe School District's data for purposes of Adequate Yearly Progress (AYP) under federal law.

Future plans: The school will not be offering the "school to go" resources next year; the school found that most parents and students are seeking more individualized curriculum resources than this approach allows.

Impressions from the site visit: The Sky Valley campus was once a high school, and it includes several separate areas. The school immediately stands out as unusual because of the high number of parents and other adults who are working with individual students and groups of students. In the main office, three staff members are available to meet with individual families, and there is a large area dedicated to mail boxes for families. An online website, WINGS, provides families with information on class schedules, student progress, and school news.

The school's program is always evolving based on the interests and needs of the families that enroll. Sky Valley's principal believes that parents are the experts on their children's education and honors this commitment on a daily basis.

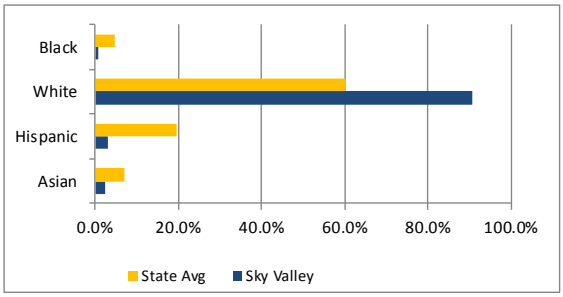
With a student body of 850 and seven educational programs, Sky Valley requires a very nimble administrative structure. Sky Valley's principal, Karen Rosencrans, also directs the alternative high school, Leaders in Learning, for the district; in total, she manages two buildings, 1,000 students, and 65 staff. Based on her experiences with Sky Valley, Ms. Rosencrans believes that the state is not committed to innovative schools. In her view, the laws and rules for school suggest that decision-makers do not value alternatives in the same way they value traditional education. Instead of a consistent commitment, she has experienced what she describes as fear-based decision-making and control. Ms. Rosencrans believes the key message at the state and local level is "we want innovation, but nothing too innovative," and "we want alternatives, but we want them to be substantially similar and equal to what is available in traditional schools." Overall, she says the message is "we want you to do things a little differently, but we don't want to take any chances."[3]

[2] http://digitallearning.k12.wa.us/ale/
[3] Personal communication, April 2013.

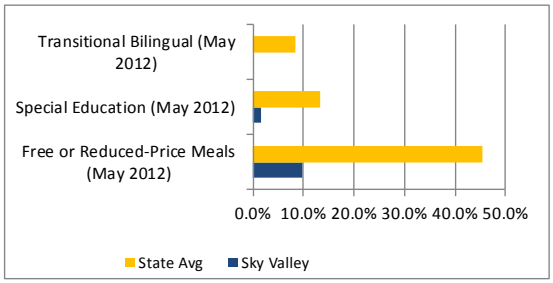
Sky Valley Education Center Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The Sky Valley Education Center is an alternative school serving the first through twelfth grades. The student population has below average minority and free or reduced-price meal representation, compared to the statewide average.

Enrollment		
May 2012 Student Count	827	
Race/Ethnicity (October 2011)	**Sky Valley**	**State Avg**
Asian	2.3%	7.1%
Hispanic	3.2%	19.6%
White	90.6%	60.2%
Black	0.8%	4.6%
Two or More Races	1.7%	6.1%
Pacific Islander	0.1%	0.9%
American Indian/Alaskan Native	1.3%	1.6%



Special Programs	**Sky Valley**	**State Avg**
Free or Reduced-Price Meals (May 2012)	9.8%	45.5%
Special Education (May 2012)	1.7%	13.3%
Transitional Bilingual (May 2012)	0.0%	8.3%
Section 504 (May 2012)	0.5%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**Sky Valley**	**State Avg**
Classroom Teachers	19	
Average Years of Teacher Experience	9.3	12.4
Teachers with at least a Master's Degree	57.9%	65.6%

Additional High School Student Characteristics (Source: WSIPP analysis of student-level P210 data)
(Percent of high school students enrolled in 2010-11)

	Sky Valley	**State Avg**	**Alternative School Avg**
Prior School Dropout	0.0%	0.5%	3.8%
Grade Repeater (grades 9-12)	10.6%	6.6%	37.0%

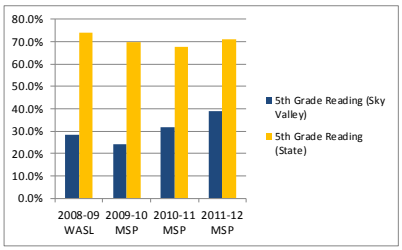
Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

OSPI Report Card Results: Many families, especially among elementary school children, refuse to participate in state assessments. These students are assigned test scores of 0; lowering the reported percentages meeting standard. Participation in assessments appears to range for 37 to 63% across elementary school students for the years we have data. Participation in state assessments is above average among high school students. Reported elementary school reading, math and science scores (measured by fifth grade assessments) are below the state average. Again, low compliance with these assessments appears to contribute to this. Middle school reading, math and science scores (measured by eighth grade assessments) are also below the state average. High school End of Course math exam scores (EOC1, EOC2) are close to the state average; though performance on the earlier tenth grade math assessments (in 2008, 2009, and 2010) was below average. High school reading scores are average. The 4-year graduation rate is below the state average but higher than the average for alternative schools.

Percent Meeting Standard

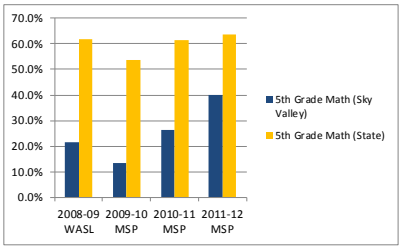
5th Grade Reading

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	28.3%	74.0%	71.5%
2009-10 MSP	24.2%	69.6%	66.2%
2010-11 MSP	31.6%	67.7%	65.3%
2011-12 MSP	39.0%	71.1%	72.4%



5th Grade Math

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	21.7%	61.9%	51.7%
2009-10 MSP	13.6%	53.6%	46.5%
2010-11 MSP	26.3%	61.3%	57.2%
2011-12 MSP	40.0%	63.8%	64.2%

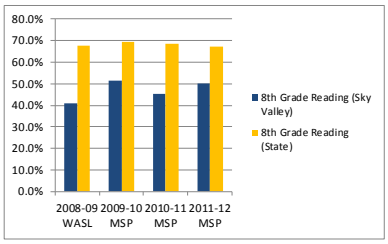


5th Grade Science

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	15.2%	44.9%	37.2%
2009-10 MSP	10.6%	34.0%	32.0%
2010-11 MSP	30.4%	55.7%	51.0%
2011-12 MSP	41.0%	66.3%	69.7%

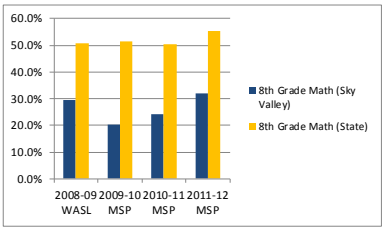
8th Grade Reading

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	41.0%	67.5%	72.0%
2009-10 MSP	51.3%	69.4%	70.4%
2010-11 MSP	45.5%	68.7%	74.4%
2011-12 MSP	50.0%	67.3%	60.6%



8th Grade Math

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	29.5%	50.8%	51.6%
2009-10 MSP	20.3%	51.6%	48.7%
2010-11 MSP	24.2%	50.4%	41.5%
2011-12 MSP	31.8%	55.5%	41.2%

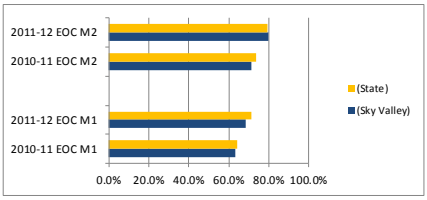


8th Grade Science

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	32.3%	51.1%	54.0%
2009-10 MSP	38.5%	54.5%	61.9%
2010-11 MSP	37.1%	61.6%	69.7%
2011-12 MSP	47.0%	66.4%	70.0%

10th Grade EOC Math 1

	(Sky Valley)	(State)	(District)
2010-11 EOC M	63.4%	64.3%	62.4%
2011-12 EOC M	68.5%	71.1%	72.2%

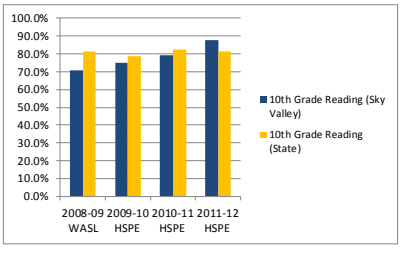


10th Grade EOC Math 2

	(Sky Valley)	(State)	(District)
2010-11 EOC M	71.2%	73.5%	81.1%
2011-12 EOC M	79.7%	79.1%	87.3%

10th Grade Reading

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	70.6%	81.2%	79.7%
2009-10 HSPE	75.0%	78.9%	82.8%
2010-11 HSPE	79.3%	82.6%	81.5%
2011-12 HSPE	87.5%	81.3%	82.5%

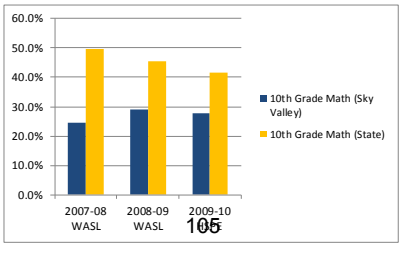


10th Grade Math

Year	(Sky Valley)	(State)	(District)
2007-08 WASL	24.5%	49.6%	46.2%
2008-09 WASL	29.1%	45.4%	44.8%
2009-10 HSPE	27.8%	41.7%	43.7%

10th Grade Writing

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	71.7%	86.7%	87.8%
2009-10 HSPE	77.1%	86.0%	89.4%
2010-11 HSPE	75.0%	86.3%	87.7%
2011-12 HSPE	89.1%	85.4%	84.8%



10th Grade Science

Year	(Sky Valley)	(State)	(District)
2008-09 WASL	30.6%	38.8%	40.7%
2009-10 HSPE	41.7%	44.8%	48.9%
2010-11 HSPE	40.8%	49.9%	46.4%

Graduation and Dropout Rates	Sky Valley	State Avg	Alternative School Avg*
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	60.3%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	10.3%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	79.5%	78.2%	

* Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011)	44	
Percent Enrolled (2- or 4-year college)	**Sky Valley**	**State Avg**
Among 2010 Graduates	50-59%	62%
Among 2011 Graduates	40-44%	60%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicator for achievement of non-low-income students, which examines scores among students not receiving free or reduced-price meals, Kent Mountain View's performance is below average across subjects. Again, low rates of testing compliance appear to contribute to this, at least in the elementary grades. The extended graduation rate among non-low-income students appears to be improving.

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	2	2	1	1	1
2010-2011	2	2	1	2	4
2011-2012	3	3	1	1	7

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	1	1	1	1	
2010-2011	1	1	1	1	
2011-2012	1	5	1	1	

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate above average performance. Estimates are based only on students who are tested (who comply with assessments). Compliance among Sky Valley students is below average among elementary school students; it is above average among high school students.

The tables below rank the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

Elementary grade school effects could not be estimated due to insufficient numbers of observations, in part due to low compliance with the assessments.

Middle school estimated effects for Sky Valley are below average for math and reading.

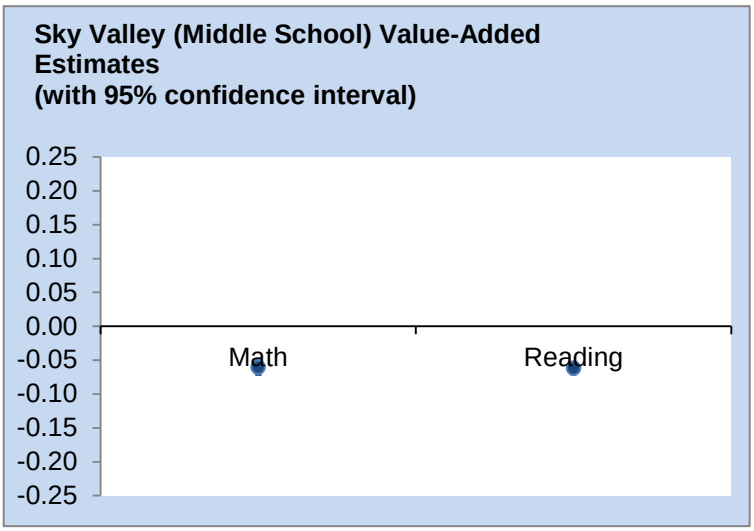
The estimated effects for high school math and reading assessments are above average, after controlling for prior test scores.

Sky Valley Education Center (Middle School)

	School Effect	95% Confidence Interval	
Math	-0.061	-0.073	-0.049
Reading	-0.062	-0.073	-0.051

Math ranking Low (20 - 39 percentile)
Reading ranking Low (20 - 39 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



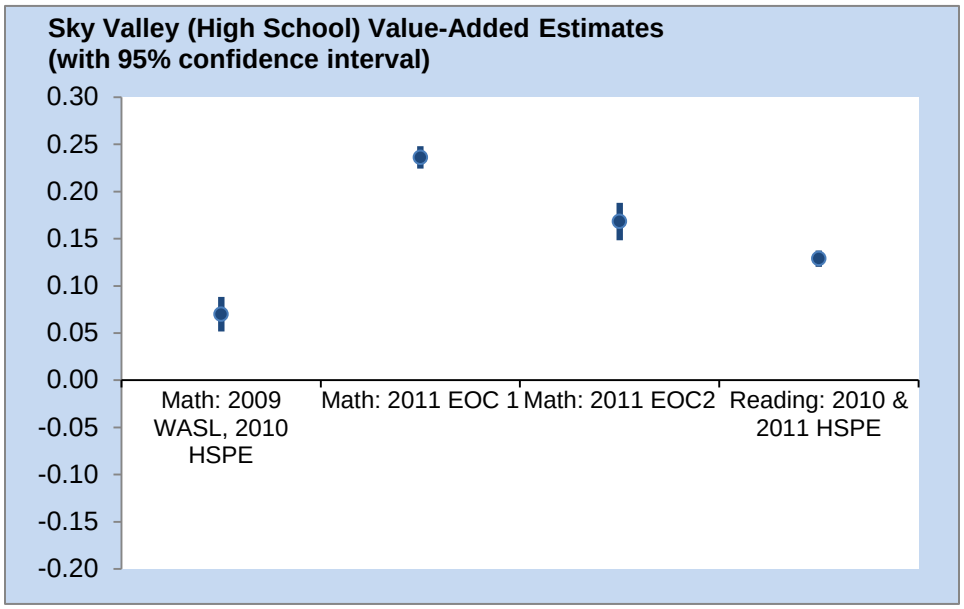
*(Middle school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, & 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for middle school math fixed effects is 0.154. The standard deviation for middle school reading fixed effects is 0.112.

Sky Valley (High School)

	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	0.070	0.052	0.088
Math: 2011 EOC 1	0.236	0.224	0.248
Math: 2011 EOC2	0.168	0.148	0.188
Reading: 2010 & 2011 HSPE	0.129	0.120	0.137

	Ranking
Math: 2009 WASL, 2010 HSPE	High (60 - 79 percentile)
Math: 2011 EOC 1	Highest (80 - 100 percentile)
Math: 2011 EOC2	High (60 - 79 percentile)
Reading: 2010 & 2011 HSPE	Highest (80 - 100 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(High school): Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the 10th grade assessments and one year (2011) for the End of Course Exams (EOC 1, EOC 2). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 10th grade assessments) is 0.1554. The standard deviation for 2011 EOC1 fixed effects is 0.2032. The standard deviation for 2011 EOC2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

SPOKANE VALLEY HIGH SCHOOL

Existing

- West Valley School District
- Started in 2006
- 94 Students enrolled (05/12)
- WA Achievement Award (2011)

Summary of innovation: This school of choice offers four innovative, non-traditional programs for 250-plus Spokane County students in the ninth to twelfth grade.

School description: The four non-traditional programs offered by Spokane Valley High School (SVHS) include the following:

- Full Day: project-based, active inquiry, in-depth learning with performance based assessments;
- Transition School: individualized schedule with contract-based learning;
- General Education Diploma (GED): small group, weekly preparation to take the test;
- Co-op Evening Educational Program (CEEP): contract-based school for students who have been long-term suspended or expelled.

The school places a high priority on building student/staff and student/peer relationships. Students are welcomed into a safe environment where the learning is both relevant and rigorous. The classes use active inquiry and project-based learning, with the opportunity for students to participate in a greenhouse, café, or work for local businesses. The school focuses on developing strong character traits, with a daily emphasis on character growth, equity, and high expectations.

The first six days of each school year are dedicated to assessments and activities that develop relationships among the school community and help the staff learn about each student. Baseline literacy assessments are conducted, along with a personality inventory. The school community practices social and academic skills necessary to support a culture of thinkers.

Each day begins and ends with a base group ("Links") where students gather in small groups for academic support, followed by working groups and independent time. Links groups are designed to create a small, family connection in the school.

Academic focus: The school strives to ignite students' curiosity and construct learning activities that are individually meaningful. One example of this approach is their 100-minute, multi-subject class each quarter known as "Projects." A team of teachers lead multi-age students through exercises where they answer difficult questions. Examples include the following:

- How can we measure the immeasurable?
- How can we influence Spokane Valley voters?
- How do you define strengths in a country?

Students choose their projects on a quarterly basis, depending on their interests and credit needs.

The school has developed a "common language" to discuss its identity; the terms are collected in a booklet format. Three sections define the school's foundational beliefs, methods, and program elements. The goal of this effort is to reinforce the school's core values and have a "clear view from which we can appropriately choose avenues for future growth and change."[1] The booklet defines the school's mission,

[1] SVHS, 2013. The Common Language Book, p. 3.

as well as key educational concepts such as project-based, thinking routines, workshop models, and quality work.

The school operates three "real world" learning experiences for students: a landscape design company, a café at the school site, and a greenhouse.

To help students understand themselves better, as well as learn to work with other students and staff, all community members complete a "true colors" assessment. After filling out a brief questionnaire, individuals are grouped into four colors, depending on their personality. The school selected this assessment because it is a user-friendly and practical tool that is easy to understand, remember, and apply. The handbooks with pictures of staff and students also indicate the individual's personality color. When community members encounter difficulties working with others because of their personality attributes, they are encouraged to "fade a shade," meaning that they adjust to accommodate others.

In 2011 and 2012, SVHS partnered with Washington State University through the Riverpoint Mathematic Partnership Project. This project focused on identifying and addressing gaps between College Readiness Standards and high school curriculum, with the goal of better preparing students for post-secondary college classes, entrance examinations, and the state's End of Course assessments.

SVHS places a significant focus on using the students' voices to refine their program. Students grade each teacher/classroom on an A-to-F scale. The BERC Foundation surveys students and staff annually. The school uses this data as part of its overall annual review and plans for the next school year. The questionnaire covers a variety of topics, including quality of education, personalization, environment, active inquiry, and in-depth learning.

Teachers' skill development: Each quarter, teachers are paired with a new team member to craft a special projects class. The school focuses on "transparent classrooms." Thus, teachers frequently observe each other's classrooms, and videotaped lessons are used for coaching. Teachers keep journals to reflect on their teaching practices and address questions such as, "How do you feed your student's educational passion?" and "How do you customize your student's learning?"

Parent/community involvement: The school places a high priority on developing strong relationships with parents. Staff meets with every family prior to the student's enrollment. Families receive personal contact at least once per month concerning their student's progress and are surveyed on their student's experiences and academic progress annually.

The school-run businesses partner with Spokane companies to provide expanded learning experiences. The school also partners with other organizations such as the City of Millwood and a local dermatology practice for educational support. Bi-monthly community speakers are invited to school presentations. Students donate a minimum of ten hours of community services to community agencies.

Application procedures: Families contact the school and arrange a meeting with staff to discuss options.

Student fees: None.

Additional funding: SVHS falls into the category of alternative education, and in recent years, this group of schools has received a funding level less than basic education.

Waivers/special considerations: The school does not have any waivers from the State Board of Education. The agreement between the West Valley School District and the Education Association allows exceptions when 75% of the association members and the principal/administrator agree; exceptions last for up to one year. SVHS has exceptions to three provisions that have received a 100% vote each year: preparation time, work schedules, and the calendar. The waivers allow certified teachers to combine their daily 40-minute preparation period into a collective Professional Learning Community time. The principal has an informal agreement with the district superintendent that both the teacher and the principal need to agree to a teacher's placement at SVHS.

Future plans: For many years, the school's main focus was on helping students graduate from high school. With high school graduation rates improving, the school has started concentrating on post-secondary success in terms of college attendance and career readiness. The school takes students to tour the local community college and encourages them to consider enrollment after graduation.

Impressions from site visit: When Larry Bush came to SVHS as the principal in 2003, the school had several deficits. Safety was a key concern, as was the low level of academic achievement. Students were earning, on average, less than one-credit-per-year. Many students were abusing drugs, and the classes were interrupted by periodic smoking breaks. For the first two years, Mr. Bush said he concentrated primarily on improving physical safety. He invited a representative from the Juvenile Rehabilitation Administration to train the staff on de-escalation techniques for acts of aggression, and help define interventions for drug use. As the school's safety climate improved, Mr. Bush next concentrated on curriculum and academic expectations, developing a five-year plan. The passing rate for the state's math assessment was between 6 and 9% at the beginning of the plan, by the end of the third year the rate was 40%.

As we observed the afternoon classes, students worked in small groups on "big picture" problems. Students were concentrating and attentive. One key difference is the highly personalized nature of the school; students are known by name, and their presence is important to the small group project learning that takes place. This personalized learning environment contributes to the school's very high attendance rate (97%).

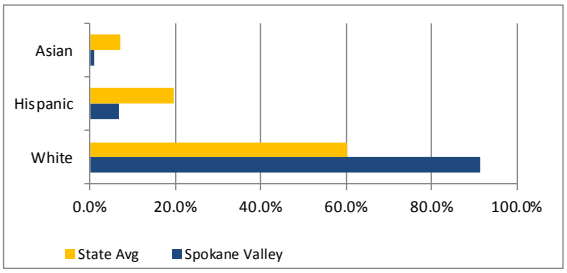
Over the course of the principal's tenure, the district has had several superintendents. The principal noted that district support is essential to the school, thus he dedicates time to explaining the school's approach and goals whenever a new superintendent is hired.

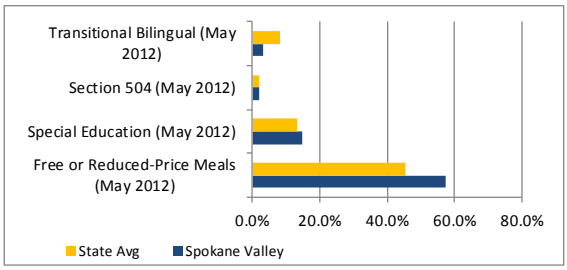
The school receives federal Title I funds which requires the school assign teachers who are highly qualified. Given the project-based learning environment, it is challenging to ensure this requirement is met on a daily basis.

Spokane Valley High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Spokane Valley High is an alternative school. It has below average minority representation but above average participation in the free or reduced-price meal program, compared to the statewide average.

Enrollment		
May 2012 Student Count	94	
Race/Ethnicity (October 2011)	**Spokane Valley**	**State Avg**
White	91.3%	60.2%
Hispanic	6.8%	19.6%
Asian	1.0%	7.1%
American Indian/Alaskan Native	1.0%	1.6%
Special Programs	**Spokane Valley**	**State Avg**
Free or Reduced-Price Meals (May 2012	57.4%	45.5%
Special Education (May 2012)	14.9%	13.3%
Section 504 (May 2012)	2.1%	2.0%
Transitional Bilingual (May 2012)	3.2%	8.3%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%
Teacher Information (2011-12)	**Spokane Valley**	**State Avg**
Classroom Teachers	13	
Average Years of Teacher Experience	11.5	12.4
Teachers with at least a Master's Degre	46.2%	65.6%





Additional High School Student Characteristics (Source: WSIPP analysis of student-level P210 data) (Percent of high school students enrolled in 2010-11)

	Spokane Valley	State Avg	Alternative School Avg
Prior School Dropout	0.9%	0.5%	3.8%
Grade Repeater (grades 9-12)	2.7%	6.6%	37.0%

Notes: Grade repeater refers to students that repeated at least one grade in high school.
Years of observed enrollment varies by student, and estimates likely understate the true rates.

OSPI Report Card Results: Performance on reading is above the state average. Performance on math and science assessments is below the state average. The graduation rate is above the state average.

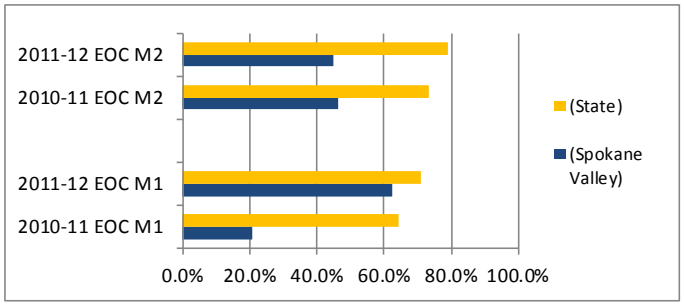
Percent Meeting Standard

10th Grade EOC Math 1

	(Spokane Valley)	(State)	(District)
2010-11 EOC M1	20.5%	64.3%	63.0%
2011-12 EOC M1	62.2%	71.1%	72.0%

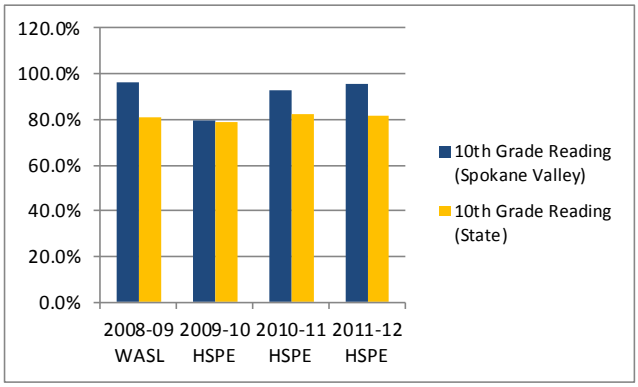
10th Grade EOC Math 2

	(Spokane Valley)	(State)	(District)
2010-11 EOC M2	46.4%	73.5%	77.6%
2011-12 EOC M2	45.0%	79.1%	76.5%



10th Grade Reading

Year	(Spokane Valley)	(State)	(District)
2008-09 WASL	96.4%	81.2%	86.2%
2009-10 HSPE	79.2%	78.9%	77.1%
2010-11 HSPE	92.6%	82.6%	86.4%
2011-12 HSPE	95.5%	81.3%	85.0%

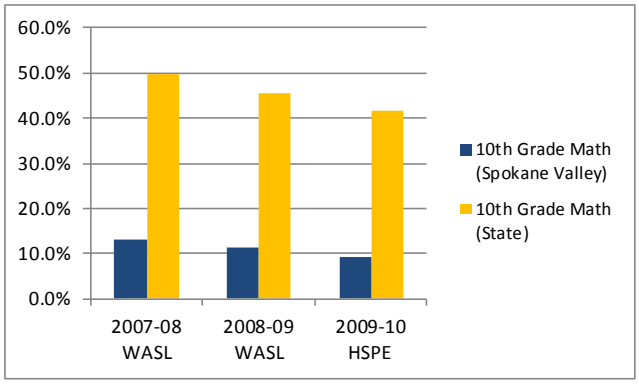


10th Grade Math

Year	(Spokane Valley)	(State)	(District)
2007-08 WASL	13.3%	49.6%	57.7%
2008-09 WASL	11.5%	45.4%	41.7%
2009-10 HSPE	9.1%	41.7%	45.5%

10th Grade Writing

Year	(Spokane Valley)	(State)	(District)
2008-09 WASL	78.6%	86.7%	95.5%
2009-10 HSPE	95.8%	86.0%	84.5%
2010-11 HSPE	92.6%	86.3%	87.6%
2011-12 HSPE	87.0%	85.4%	89.8%



10th Grade Science

Year	(Spokane Valley)	(State)	(District)
2008-09 WASL	15.8%	38.8%	41.0%
2009-10 HSPE	9.5%	44.8%	45.4%
2010-11 HSPE	29.6%	49.9%	49.6%

Graduation and Dropout Rates	**Spokane Valley**	**State Avg**	**Alternative School Avg***
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	92.3%	76.6%	41.7%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	2.6%	13.9%	34.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	92.0%	78.2%	

* Alternative school figures are enrollment-weighted averages across 127 alternative schools with 50 or more students.

Postsecondary Enrollment Among Graduates (Education Research and Data Center, OFM)

Graduates (2011) 35

Percent Enrolled (2- or 4-year college)	**Spokane Valley**	**State Avg**
Among 2010 Graduates	40-49%	62%
Among 2011 Graduates	40-49%	60%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicators for achievement of non-low-income students and for low-income students, performance in reading and writing is "exemplary." Performance in math and science is "struggling."

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	5	7	1	1	7
2010-2011	7	7	1	1	7
2011-2012					5

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	7	1	1	4
2010-2011	6	7	2	1	7
2011-2012	7	6	3	1	5

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate an above average performance. Estimates are based only on students who are tested (who comply with assessments).

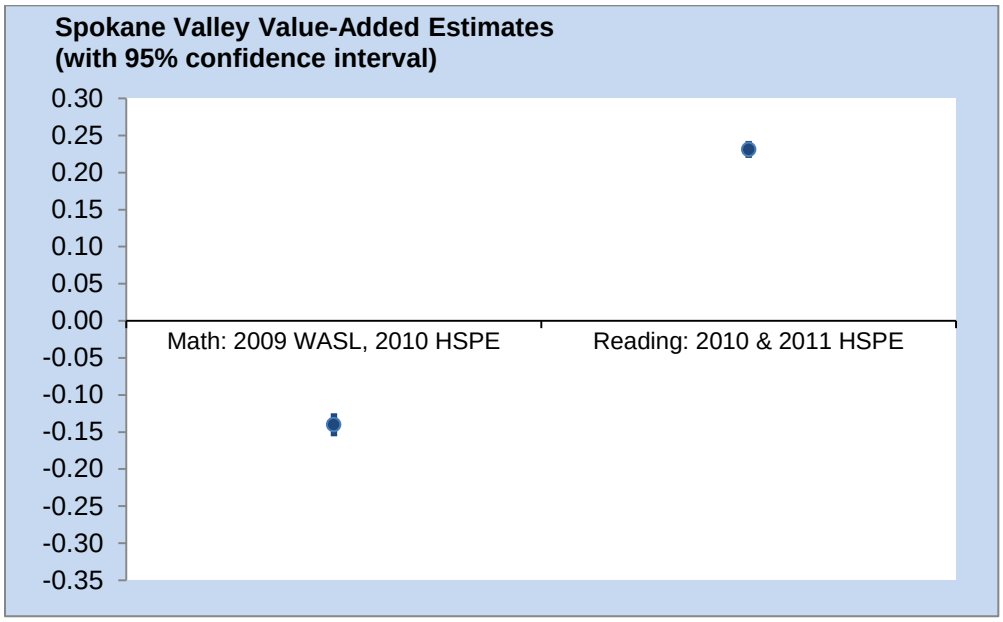
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated school effects for math are low; the effects for reading are very high.

Estimates for the End of Course exams in math are not reported due to small sample sizes.

Spokane Valley	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	-0.140	-0.156	-0.125
Reading: 2010 & 2011 HSPE	0.231	0.220	0.243
Math: 2011 EOC 1	na		
Math: 2011 EOC2	na		
Ranking			
Math: 2009 WASL, 2010 HSPE	Lowest (0 - 19 percentile)		
Reading: 2010 & 2011 HSPE	Highest (80 - 100 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



***** Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC1, EOC2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 and 2010 tenth grade assessments) is 0.1554. The standard deviation for reading fixed effects is 0.1108.

STEWART MIDDLE SCHOOL

Startup

- Tacoma School District
- Started in 2012
- 640 Students enrolled (05/12)

Summary of innovation: This sixth to eighth grade middle school for 600 students focuses on science, technology, reading, engineering, arts, and math (STREAM).

School description: Located in the south end of Tacoma, Stewart Middle School (Stewart) has struggled with student achievement. Nearly 80% of the school's students qualify for free-and reduced-meals, which is a factor often associated with low test scores. In 2010, the school was named among the lowest performing schools in the state and qualified for a School Improvement Grant (SIG).[1] To receive the SIG funding, the district selected the "turnaround model," which required the district to replace the principal and at least 50% of the staff. In addition, the district chose to implement a science, technology, engineering, and math (STEM)-based curriculum.[2] Later, the school added art to its focus.[3]

With this turnaround, the school intends to be a "cauldron for the blending disciplines known as A-STEM."[4] The school will focus on what are called the "4Cs" –critical thinking and problem solving, communication, collaboration, and creativity.[5] The steps to facilitate this focus include the following:

- Increased mathematics instruction time;
- Increased classes focused on learning in the arts;
- School-wide adoption of Complex Instruction (more detail later);[6] and
- School-wide integration of media and technology.[7]

In selecting a STEAM focus, the school added project-based elective classes; technology-linked art classes such as digital photography, digital storytelling, audio recording, and graphic design; as well as theatre, choir, band, art, and dance. At present, Stewart offers more art classes than any other middle school in the area.[8] The school's arts curriculum is enhanced by its partnership with the Tacoma School of the Arts (SOTA). The two schools share a "vision of creative learning opportunities and the integration of quality enrichment programs."[9] SOTA also serves as a model for Stewart in integrating arts with science.

The school calendar includes two mini-terms where students have the opportunity to take interdisciplinary classes including applied classes, with a recent addition of a Career and Technical Education Applied math course.

OSPI named Stewart as one of its priority schools in both the 2012-13 and 2013-14 school years; priority schools are the lowest 5% of Title I schools in the state.[10]

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[1] http://www.tacoma.k12.wa.us/information/Documents/SIG_news_release.pdf
[2] http://www.tacoma.k12.wa.us/information/Pages/SIG_FAQ.aspx
[3] Stewart Middle School application for designated school status, p. 1.
[4] Ibid, p. 1 http://www.p21.org/
[5] Ibid.
[6] http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi
[7] Stewart Middle School application for innovative school status, p.1.
[8] Ibid.
[9] Ibid, p. 2.
[10] http://www.k12.wa.us/ESEA/Schools/PrioritySchools2013-14.aspx

Academic focus: Stewart has adopted strategies to overcome problems of inequity among students, in particular Complex Instruction (CI). CI was developed by Elizabeth Cohen, professor of education and sociology in the School of Education at Stanford University. At its core, CI aims to disrupt typical hierarchies of who is "smart" and who is "not."[11] Additionally, CI promotes equal-status interactions among students; the model developers point to sociological research that demonstrates that the more students talk and learn together, the more they learn. In the case of students who are socially isolated or fail to participate, these learning opportunities are more limited. With CI, teachers learn to broaden students' perceptions of what it means to be smart and thereby convince more students to participate.[12]

Teachers' skill development: Stewart's faculty participates in Teacher Development Groups in conjunction with teachers from SOTA and the Science and Math Institute (SAMi). In 2012, teachers participated in the regional science conference that focused on STEM education.

The school takes advantage of three instructional coaches; two cover academic topics and one focuses on behavior issues. The teachers have organized Professional Learning Communities as a means to dissect effective instructional practices.

Parent/community involvement: The school's community partners include the Pacific Avenue Community that Cares and Olive Crest, a youth and family service organization. In addition, Pacific Lutheran University and University of the Pacific provides student tutors both during and after school hours. The school hosts a community garden, which helps build relationships between the neighborhood and the school.

Application procedures: None.

Student fees: None.

Additional funding: The federal School Improvement Grant contributed funds. The school received a grant from the Foss Family Foundation to assist its Art/Math Pairs program, joining the expertise of professional artists, designers, and engineers for project-based learning. The Gates Foundation funded a six-year grant.

Waivers/special considerations: Stewart operates on an alternative calendar from the school district, with an extended block schedule of four periods per day and eight classes per week. Students take eight classes per semester and two project-based mini-term courses per year.

Impressions from the site visit: Change at Stewart has been constant in recent years. As part of the "turnaround model" for the School Improvement Grant process, the district appointed Jon Ketler as principal in 2011. Mr. Ketler was the founder of two innovative schools in Tacoma (SOTA and SAMi) and continued to play a role in those schools. He selected a science, technology, engineering, and math (STEM) focus for Stewart, adding arts such as theatre and dance (creating a STEAM school). By connecting Stewart with the strong arts program at SOTA, Mr. Ketler planned to forge a mutually beneficial partnership between the schools. As the district replaced 50% of the school staff, several teachers were drawn to Stewart because of their respect for Mr. Ketler's vision and accomplishments.

During the first year of the turnaround, more than a dozen Stewart teachers left the school and formal union grievances were filed. According to the Tacoma News Tribune, the "talk among teachers about problems at Stewart contributed to tensions" that resulted in a district-wide teachers' strike in September 2011 that lasted for eight days. When a local reporter talked to teachers on the picket line, she reported that the problems at Stewart "made (teachers) fear a district contract proposal on teacher reassignment."[13]

[11] http://www.sunypress.edu/pdf/60874.pdf
[12] http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi
[13] http://www.thenewstribune.com/2012/03/02/v-lite/2048909/new-principal-named-to-lead-middle.html

Former Governor Gregoire helped negotiate between the parties; as part of the agreement, the union and district agreed to create a joint committee of administrative and teachers' union appointees to develop policies associated with displaced teachers.[14]

In the meantime, concerns about Stewart Middle School led the district to conduct an outside review of the school. In March 2012, the district announced that Mr. Ketler would be leaving Stewart, and his co-principal Ms. Gates-Cortez would become the school's sole principal. Mr. Ketler would continue his role with SOTA and SAMi, and "lend his expertise to other schools seeking innovative change." The acting school superintendent described Mr. Ketler as a "creative genius," stating that the district wants "to take advantage of that."[15]

During the site visit, Ms. Gates-Cortez said that the school is focused on safety. She observed that when students do not feel safe, they are not learning. The school is working on behavior management approaches taught by the Compassionate Schools model; this model works on increasing a school's responsiveness to the social and emotional needs of students.[16] The principal said that classes are much calmer now.

The principal noted that Stewart has a strong historical place in Tacoma, and many parents and grandparents of current students are alumni. The school is scheduled for modernization following the February 2013 measure for Tacoma Schools. The College Bound Scholarship program encourages low-income, middle school students to choose a path leading to success after high school. Students who sign up in the seventh or eighth grade, stay out of legal trouble, and work hard in school are eligible for tuition and a small book allowance in college after they graduate from high school.

Among students expected to graduate in 2016, 90 Stewart Middle School students enrolled in the College Bound Scholarship Program. The school has been able to enroll over half of the low-income students eligible for the program.[17]

[14]The committee met for eight months, reaching agreement on a new system in late July 2012. Tacoma School District, July 27, 2012. "Tacoma teachers and principals will have a new system to help them find the best match between the needs of each school and an individual teacher's skill sets", p.1.
[15] http://www.thenewstribune.com/2012/03/02/v-lite/2048909/new-principal-named-to-lead-middle.html
[16]http://www.k12.wa.us/compassionateschools/
17 WSIPP analysis of College Bound Scholarship data, 2013.

SUMMIT SCHOOL

Existing

- Central Valley School District
- Started in 2004
- 331 students enrolled (05/12)

Summary of innovation: Summit School is a K-eighth grade option school for 350 students that relies on Expeditionary Learning benchmarks and principles.

School description: Summit School (Summit) is a school environment dedicated to the principles of Expeditionary Learning, a model that is implemented in schools across the U.S. The elements of an expedition focus on standards, compelling topics, guiding questions, character, literacy, student products, service, adventure, and assessment.[1] Expeditions integrate skills such as reading, writing, listening, speaking, and research. Within each expedition, students study topics at a deep and narrow level. The school focuses on a culture of high achievement. The model is designed to challenge students – even those starting with low skill levels – with high level tasks and active roles in the classroom.

At Summit, students remain in a multi-age classroom for two years; the classes are grouped into first/second, third/fourth, fifth/sixth, and seventh/eighth. Teachers in each set of grade level classes, called houses, work collaboratively to ensure that students are covering the same learning targets. As students get older, they are expected to serve as role models and mentor younger students through a buddy program.

Students participate in service projects throughout their career at Summit; activities include a food drive, park clean-up, and assisting at the local wildlife refuge. The physical education component of Summit places a strong emphasis on personal fitness and nutrition and promotes character development.

The academic focus: The Expeditionary Learning approach is designed to foster student motivation and engagement through high-level tasks and active roles in the classroom. By using case studies and projects, students are connected to real-world audiences that compel interest and concern. The teaching model sets clear expectations and requires follow-through. This approach is designed to develop critical thinking and problem-solving skills that can be used in college and beyond.

Teachers' skill development: Summit encourages its teaching staff to share their learning expeditions with each other and review the quality of student learning. The teaching staff adheres to the same set of character traits which students are expected to emulate. In terms of professional development, the Expeditionary Learning website includes resources for teachers and also sponsors workshops and conferences where teachers can gain additional skills.

Parent/community involvement: Parent involvement is encouraged and valued. Parents play an active role in raising funds for the school, as well as helping with school-wide celebrations and serving on school leadership teams. Parents receive a handbook that defines expectations and resources.

The Spokane Teachers Credit Unit provides speakers for the school and also contributes student planners to all third through eighth grade students.

Application procedures: Students can apply to attend the school. There is an extensive waiting list at present.

[1] http://elschools.org/educator-resources

Student fees: None.

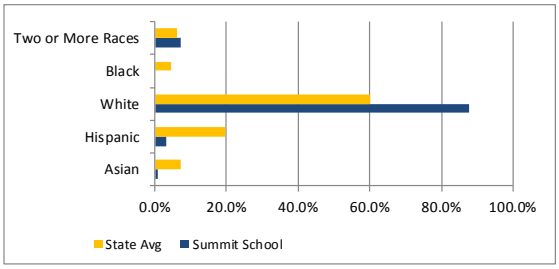
Additional funding: The school does not receive any significant additional revenue sources.

Waivers/special considerations: Summit receives the same level of employee allocations as the other schools in the district, but they have been allowed flexibility regarding the assignments for teachers in the building and adoption of a curriculum model that is organized by expeditions rather than district textbook. In addition, they have been allowed to contract for an Instructional Guide and partnership with the parent company, Expeditionary Learning, in place of traditional services or staff.

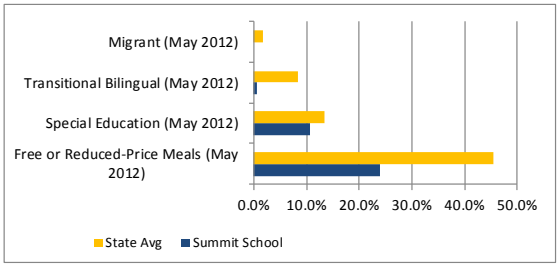
Summit High School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The Summit School serves students in grades K-8, covering both elementary and middle school. The student population has below average minority and free or reduced-price meal representation, compared to the statewide average.

Enrollment		
May 2012 Student Count	331	
Race/Ethnicity (October 2011)	**Summit School**	**State Avg**
Asian	0.9%	7.1%
Hispanic	3.3%	19.6%
White	87.7%	60.2%
Black	0.0%	4.6%
Two or More Races	7.2%	6.1%
Pacific Islander	0.0%	0.9%
American Indian/Alaskan Native	0.9%	1.6%



Special Program Participation	**Summit School**	**State Avg**
Free or Reduced-Price Meals (May 2012)	23.9%	45.5%
Special Education (May 2012)	10.6%	13.3%
Transitional Bilingual (May 2012)	0.6%	8.3%
Migrant (May 2012)	0.0%	1.8%
Section 504 (May 2012)	2.7%	2.0%
Foster Care (May 2012)	0.0%	0.1%



Teacher Information (2011-12)	**Summit School**	**State Avg**
Classroom Teachers	16	
Average Years of Teacher Experience	5.7	12.4
Teachers with at least a Master's Degree	93.8%	65.6%

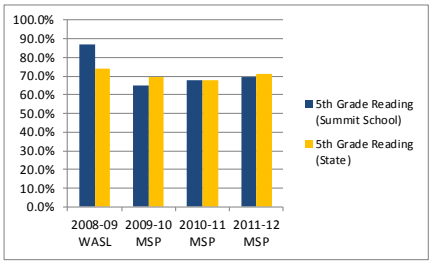
	Summit School	**State Avg**
Unexcused Absence Rate (2011-12)	0.00%	0.40%

OSPI Report Card Results: Reading and math scores (measured by fifth and eighth grade assessments) have been at or above the state average during the last four years. Science scores have been above average.

Percent Meeting Standard

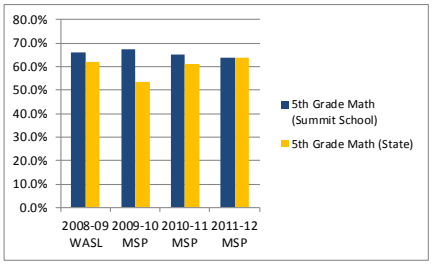
5th Grade Reading

Year	(Summit School)	(State)	(District)
2008-09 WASL	86.8%	74.0%	78.2%
2009-10 MSP	65.1%	69.6%	75.5%
2010-11 MSP	67.6%	67.7%	71.1%
2011-12 MSP	69.4%	71.1%	73.2%



5th Grade Math

Year	(Summit School)	(State)	(District)
2008-09 WASL	65.8%	61.9%	71.4%
2009-10 MSP	67.4%	53.6%	61.3%
2010-11 MSP	64.9%	61.3%	64.3%
2011-12 MSP	63.9%	63.8%	68.6%

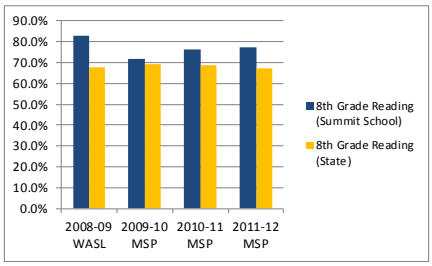


5th Grade Science

Year	(Summit School)	(State)	(District)
2008-09 WASL	55.3%	44.9%	60.5%
2009-10 MSP	39.5%	34.0%	57.1%
2010-11 MSP	67.6%	55.7%	79.3%
2011-12 MSP	83.3%	66.3%	87.2%

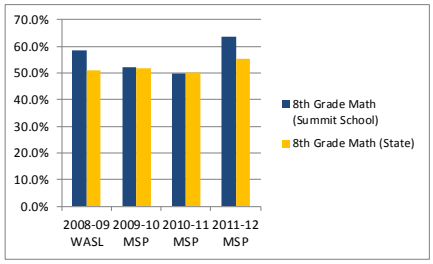
8th Grade Reading

Year	(Summit School)	(State)	(District)
2008-09 WASL	82.8%	67.5%	68.8%
2009-10 MSP	72.0%	69.4%	75.2%
2010-11 MSP	76.5%	68.7%	69.9%
2011-12 MSP	77.3%	67.3%	72.5%



8th Grade Math

Year	(Summit School)	(State)	(District)
2008-09 WASL	58.6%	50.8%	55.8%
2009-10 MSP	52.0%	51.6%	57.3%
2010-11 MSP	50.0%	50.4%	53.2%
2011-12 MSP	63.6%	55.5%	67.6%



8th Grade Science

Year	(Summit School)	(State)	(District)
2008-09 WASL	55.2%	51.1%	52.6%
2009-10 MSP	76.0%	54.5%	58.8%
2010-11 MSP	70.6%	61.6%	66.7%
2011-12 MSP	81.8%	66.4%	76.3%

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The Summit School's performance, according to this index, has been mixed across subjects and years. After controlling for student characteristics, reading and writing achievement has ranged from "struggling" to "exemplary." Math performance has ranged from "good" to "exemplary." Science achievement has been consistently above average relative to peers. Low-income students are struggling in math.

Achievement vs. peers	Reading	Writing	Math	Science
2009-2010	6	3	7	5
2010-2011	3	1	4	5
2011-2012	2	4	4	5

Achievement of non-low income students	Reading	Writing	Math	Science
2009-2010	5	4	5	3
2010-2011	5	5	5	4
2011-2012	5	6	5	7

Achievement of low income students	Reading	Writing	Math	Science
2009-2010	4	5	2	2
2010-2011	4	3	3	4
2011-2012	4	5	2	3

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

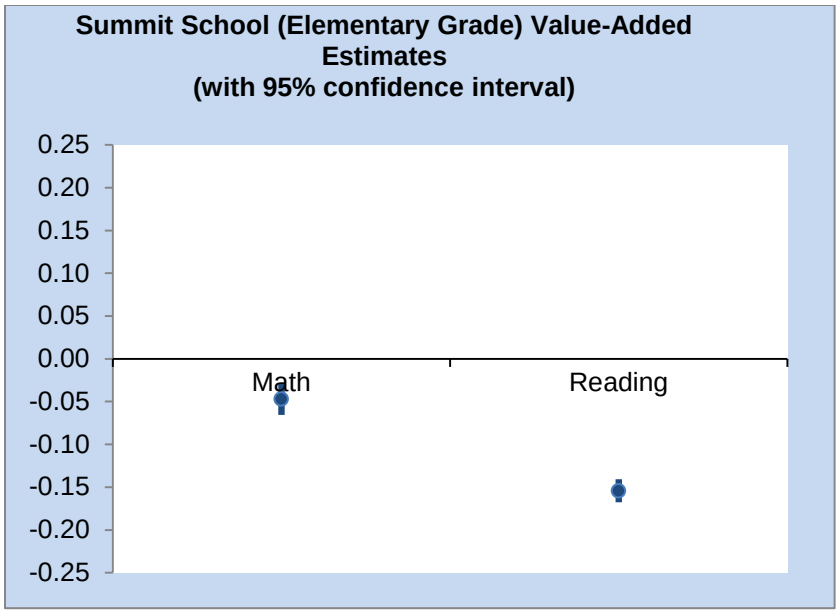
School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate above average performance.

The tables below rank the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The elementary school estimates for the Summit School are below average for reading and math. The middle school estimates are below average for math and average for reading.

Summit School (Elementary Grades)	School Effect	95% Confidence Interval	
Math	-0.047	-0.066	-0.029
Reading	-0.154	-0.168	-0.141
Math ranking	Low (20 - 39 percentile)		
Reading ranking	Lowest (0 - 19 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)

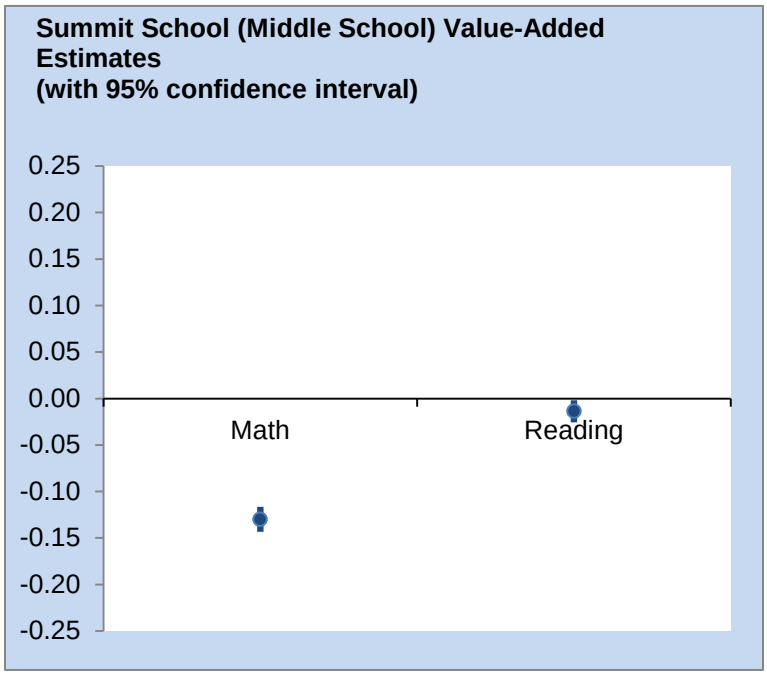


*(Elementary school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for elementary school math fixed effects is 0.121. The standard deviation for elementary school reading fixed effects is 0.092.

Summit School (Middle School)	School Effect	95% Confidence Interval	
Math	-0.130	-0.143	-0.116
Reading	-0.014	-0.025	-0.002

Math ranking Lowest (0 - 19 percentile)
Reading ranking Middle (40 - 59 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(Middle school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for middle school math fixed effects is 0.154. The standard deviation for middle school reading fixed effects is 0.112.

TACOMA SCHOOL DISTRICT INNOVATION ZONE

Zone

- Tacoma School District
- Started in 2012
- 28,529 students enrolled (05/12)

Summary of innovation: The Tacoma Public Schools will extend the innovative practices from several designated innovative schools in the district to other district schools, creating a "lighthouse of innovation."

Zone description: The Tacoma Public Schools adopted an "Innovating for Achievement" policy in 2012.[1] In its vision statement, the district expressed its support for "creative and bold innovations that enhance school performance and student achievement as an essential part of meeting the benchmarks of its strategic plan." In addition, the district stated that it will "encourage well-funded, data-driven and prudent innovations that offer choices for different learning styles so that all children will achieve academic excellence."

The policy includes the following definitions for innovation and innovative zone:

- Innovation: Current and future approaches to curriculum, instruction, staffing policies, school organization, learning, definitions of achievement, parent/family/student engagement, academic and community support services, use of technology, and other strategies that improve school performance and academic achievement and are not associated with traditional schools.

- Innovation Zone: The organizational culture that will be maintained by the district so that it has the capacity and environment to encourage innovation at all levels. Change agents will be afforded the level of independence, authority and incentive necessary to pursue innovations free from undue barriers or interference, while being held accountable for careful oversight and results. [2]

In terms of access issues, the policy states that the district shall "strive to provide students with equitable access to innovative approaches, and shall prioritize access, to the extent possible, for students with the greatest needs."

The district's Innovative Zone builds on the foundation of several district schools that have been designated as innovative by OSPI. The district's application describes the innovations at the following schools:

- School of the Arts (SOTA);
- Science and Math Institute (SAMi);
- International baccalaureate Innovative Zone;
- Montessori Innovative Zone;
- First Creek Middle School; and
- Baker Middle School.[3]

[1] http://www.tacoma.k12.wa.us/news/Documents/Policy%20No.%200105,%20Innovating%20for%20Achievement.pdf
[2] Ibid.
[3] Tacoma School District application for innovative school designation, p.1.

The specific strategies to support the district's zone include the following:

- Positioning the central office to fully support innovative schools;
- A new agreement with the teachers' union regarding staff hiring and transfer policies that rely on factors other than seniority to maximize the district's flexibility in innovation; and
- Each innovative school can tailor its structure to the vision of its school community.[4]

The district's website includes a page dedicated to innovative schools; the site indicates that students in Tacoma Public Schools "have their pick of more innovative options for their education than any other district in the state." The page also helps community members determine whether an innovative school is a good fit.[5]

The district recently adopted a 2011-2015 Strategic Plan that guides the implementation of the district's innovative zone as well as all other school operations. The plan includes the following four goals:

- Academic excellence: All students will perform at or above grade level and we will eliminate disparities among all groups;
- Partnerships: We will fully engage our parents, community, and staff in the education of our children. The district and community are working on new ways to effectively measure the success of our partnerships;
- Early Learning: We will focus on early assessment and intervention at the pre-K through third grade levels to ensure early academic success;
- Safety: All schools will create and maintain safe learning environments that promote excellent academic achievement.[6]

Academic focus: As mentioned above, schools will tailor their structure to fit the strategic plan, thus the academic focus will vary in individual schools.

Teachers' skill development: The district's strategies to improve staff capacity and effectiveness include the following:

- Team building exercises to strengthen staff community and cohesiveness;
- Ongoing systematic training in standards-based teaching, learning, and grading on Bloom's taxonomy and Costa's Level of Questioning techniques;[7]
- Regular "family forums" to problem-solve building issues with school building staff;
- AVID (Advancement Via Individual Determination) training for all staff;[8]
- Use of teacher leaders to move instructional work forward;
- Coaches to show teachers how to use assessment results to guide instruction and improve student performance; and
- Expert education consultants to guide teachers in professional learning communities and help with "teacher rounds."[9]

Parent/community involvement: The district will partner with institutions of higher education, businesses and community organizations for technical resources, including Pacific Avenue Community that Cares, Olive Crest, Pacific Lutheran University, and University of the Pacific. Support from more volunteers will be sought, including high school tutors in middle schools.

[4] Ibid, p. 1.
[5] http://www.tacoma.k12.wa.us/schools/innovative/Pages/default.aspx
[6] Ibid. This site includes detailed reports on each goal.
[7] http://blogs.egusd.net/win/files/2012/12/BLOOMS-TAXONOMY-AND-COSTAS-LEVELS-OF-QUESTIONING-WITH-PROMPTS-AND-TASKS-uph34h.pdf
[8] http://www.avid.org/
[9] Tacoma School District application for innovative school designation, p. 3.

The district's website includes a link where community members can submit ideas for innovative schools or programs.[10]

Additional funding: The district plans to use fund balance savings to support innovative programs.

[10] http://www.tacoma.k12.wa.us/Schools/innovative/Pages/have-an-idea.aspx

TACOMA SCIENCE AND MATH INSTITUTE

Existing

- Tacoma School District
- Started in 2009
- 276students enrolled (05/12)

Summary of innovation: Located at Point Defiance Park, the Tacoma Science and Math Institute (SAMi) is a science and math focused high school for approximately 280 students in the ninth through twelfth grade. The school offers a creative path of learning that emphasizes science and mathematics, using the park's extensive resources, including a zoo and aquarium, beaches, and nature trails.

School description: Tacoma Science and Math Institute (SAMi) is a school of choice that aims to accomplish the following:

- Stimulate high-level thinking and problem solving skills;
- Provide advanced training in science and math;
- Prepare students to meet the challenges of the 21st century;
- Include experiential and innovative approaches to learning;
- Use both public and private facilities;
- Connect students to the larger community; and
- Build a creative learning community that utilizes natural and community resources.[1]

Modeled after the Tacoma School of the Arts (SOTA),[2] SAMi is an all-day school with a full selection of science, math, technology, and engineering course work. Students typically have four periods per day and eight classes per semester, with two project-based mini-term courses per year (each of which is three weeks long). Several classes have mixed-age students. The school uses 13 portable buildings where students can use computers and receive direct instruction; many classes are held at the Point Defiance Zoo and Aquarium, at the beach, and in the woods. The park covers 720 acres; the zoo and aquarium are home to over 360 animal species.

The school's leaders stress that students' interest in science and math is more important than their prior achievement in middle school classes. SAMi's goal is to create passion about these subjects.

At the beginning of the school year, SAMi has a three-day retreat that helps new students understand the school and its expectations. SAMi relies on a longer school day; school starts at 8:30 a.m. and ends at 4:30 p.m. During the two mini-terms each year, students select an intensive learning experience that may include seminars, internships, or travel. In the 2009-10 school year, these mini-course included Robotics; Geometry, Art, and the Golden Ratio; The Mysterious Death of Meriwether Lewis; and Nature Detectives. Students run many aspects of the school, including a community bike program and all-school service projects with community partners like the Point Defiance Zoo and Aquarium and the Sierra Club.

SAMi classrooms are inclusive and bring together students of all learning abilities and levels. Struggling students receive support from peer and adult volunteers in a program known as Bridges. The school has a deep commitment to ensuring that students with disabilities receive the same level of education as their peers and created this program as an alternative to traditional pull-out classrooms. After a student is in the program for two years, that student becomes a "bridge" to another student.

[1] Science and Math Institute application for designation as innovative school, p. 1.
[2] See page 134 for description of SOTA.

In conjunction with SOTA, SAMi has an Adjunct Artist & Scientist Program that brings professionals to work with students in the schools' classrooms. These artists and scientists share their talent, expertise, and experience; students benefit from personal contact with dedicated professionals in intensive small classes.

The school's food program has been a challenge because students are in many locations throughout the day, and the school does not have a lunchroom. The solution was to use brown bag lunches. Since there is no gym, they use alternative forms of physical education such as dance classes. Tacoma recently passed a bond measure that will fund a permanent building for SAMi and thus ease these inconveniences.

Under a new partnership with Tacoma Community College, SAMi students can receive college credits for some of their coursework.

Academic focus: As stated earlier, the school has a strong focus on science and math. The founding principal indicated that despite this focus, they do not consider themselves a STEM (science, technology, engineering, and math) school. In his view, business interests typically drive STEM schools, whereas SAMi's goal is to create well-rounded, creative students and to take full advantage of Point Defiance Park.[3]

Each student works with an assigned mentor teacher for their four years at SAMi. Students are encouraged to select a "pathway" (a career or college plan) and take classes that broaden and deepen their experience.

Teachers' skill development: Teachers are encouraged to use new materials to keep the curriculum updated and interesting. They have a common planning time to collaborate and integrate their subjects. During the January mini-term, teachers create interdisciplinary classes that are project-based and include hands-on and experiential learning. The multi-disciplinary classes appeal greatly to the teaching staff as they allow them a chance to explore new interests.

Parent/community involvement: Parents are encouraged to participate in Connections Groups, a school-family partnership where adult family members meet in their local neighborhood for a potluck dinner with staff members and other local SAMi families. Once per month, SAMi invites Connections Groups to attend school for the day. Members follow a student schedule and participate in classes.

Application procedures: Representatives from SAMi and SOTA[4] travel to all district middle schools to provide information to students. In addition, the schools hold meetings for prospective families in multiple locations. Students are invited to contact the schools for help with their application and "Application Workshops" are held at six targeted middle schools with the district's highest free and reduced meal rates. Interested students submit an application packet that indicates which school they wish to attend (SOTA or SAMi) along with the following completed information:

- A "getting to know you" questionnaire covering the following:
    - Indicate area of art/science interest;
    - Self-evaluation: Why are you interested in attending? Give an example of how you work well with teachers and other students; Rate yourself in several categories, such as leadership, punctuality, reliability; Give an example where you demonstrated one of these qualities;
- One teacher recommendation; and
- Two samples of their best work (with answers to the questions: What skills did you use to complete this work? What would you do next time to improve your work?).

Following these steps, students attend an interview at the school of their choosing. This interview offers students an opportunity to meet with a current student and staff member to learn about the school.

[3] Jon Kelter, personal communication, November 2012.
[4] See pg. 133 for description of SOTA.

Students receive a copy of the questions they will be asked so they can think about the questions ahead of time. During the interview, students answer three questions regarding why they want to attend SOTA or SAMi and how the school will help them reach their goals. From the completed applications, the district creates two pools: one for SAMi and one for SOTA. For each pool, the district offers priority admission to students who are siblings of a current or past student. The district fills the remaining spots for both schools through a regional lottery system that reflects the demographics of the district's population. The application procedures, therefore, focus on helping the student and their family understand the school's unique aspects and determine if it is a good fit, rather than as a means to select the most qualified students.

Student fees: There are no fees for students. The three-day retreat at the beginning of the school year has a cost; resources are available if students cannot afford this fee.

Additional funding: Elements of Education is a non-profit organization in Tacoma that supports SOTA and SAMi, raising money to support adjunct artists and scientists. The Washington STEM foundation awarded SAMi a $10,000 grant to equip a laboratory.[5]

Waivers/special considerations: SAMi received a waiver from the State Board of Education for 20 days from the 180-day state requirement. The school indicated in its application that it operates a modified calendar to include alternative schedules for the student day, teacher workday, school-year calendar, teaching planning, and district-directed optional days.[6] The goals of the alternative calendar are as follows:

- Increase school hours daily (Monday-Thursday) to increase instructional time;
- Increasing class time to four, 85-minute class periods per day to allow for in-depth, hands-on learning;
- Increase the number of classes that students take to eight, which is two more than with a traditional school calendar;
- Increase student access to enrichment activities, internships, academic help, etc.; and
- Allow teachers to have time for weekly professional development teams.[7]

Impressions from site visit: When students dress to come to school at SAMi, they must prepare to spend time outdoors, regardless of the weather. Students spend a part, or most, of their day in outdoor settings including the beach, zoo, aquarium, and the woods. Students wear boots and bring raincoats most of the year.

At present, the school includes several portables; a recently passed bond measure will help build a permanent structure in the next few years. The rooms are crowded with students working on individual projects or in small groups, with some classes for direct instruction. Groups of students are coming and going constantly, either walking to locations in the park or using a school bus that continually makes trips around the park.

When talking to SAMi students, it is clear the school has attracted individuals who did not identify as math/science students earlier in their school career. Rather, many enrolled for the "hands-on" learning opportunities and the chance to be outdoors; once they were enrolled, they learned to appreciate the rigors of mathematical and scientific thinking. Several students used phrases such as "coming out of my shell" to describe their journey from being a passive to an active learner.

During the site visit, it became clear that running a school like SAMi necessitates substantial cooperation and support from the district administrators. Placing a school inside a public park means extensive negotiations and arrangements with external organizations. For instance, one of the park's zoologists is a

[5] http://mobiusspokane.org/images/WA_STEM_EA-PA_Summer_2012_Release_FINAL.pdf
[6] Application for Waiver from the Minimum One Hundred Eight-day School Year Requirement of the Basic Education Program Requirements, application renewal for Tacoma School District, undated, p. 12.
[7] Ibid, p. 13.

teacher at SAMi and her salary is split between the two organizations. Creating an avenue to hire adjunct artists and scientists for the school necessitated new district procedures.

The Tacoma School District recently passed a bond issue that will fund permanent buildings for SAMi.

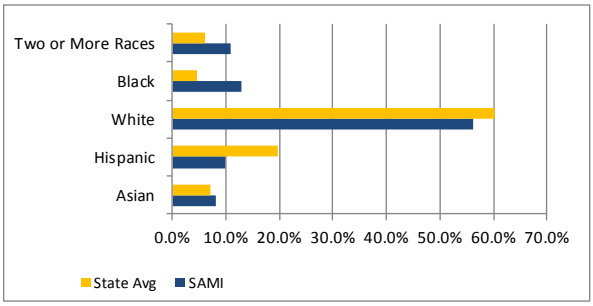
Tacoma Science and Math Institute School Demographic and Outcome Summaries

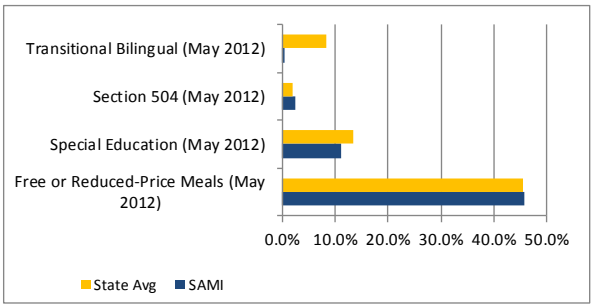
2011-12 Demographics (Office of the Superintendent of Public Instruction): The Science and Math Institute's student population is fairly representative in terms of race/ethnicity and special program participation.

Enrollment		
May 2012 Student Count	276	
Race/Ethnicity (October 2011)	**SAMI**	**State Avg**
Asian	8.1%	7.1%
Hispanic	9.8%	19.6%
White	56.1%	60.2%
Black	13.0%	4.6%
Two or More Races	10.9%	6.1%
Pacific Islander	0.7%	0.9%
American Indian/Alaskan Native	1.4%	1.6%

Special Programs	**SAMI**	**State Avg**
Free or Reduced-Price Meals (May 2012)	45.7%	45.5%
Special Education (May 2012)	11.2%	13.3%
Section 504 (May 2012)	2.5%	2.0%
Transitional Bilingual (May 2012)	0.4%	8.3%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%

Teacher Information (2011-12)	**SAMI**	**State Avg**
Classroom Teachers	16	
Average Years of Teacher Experience	8.7	12.4
Teachers with at least a Master's Degree	75.0%	65.6%





OSPI Report Card Results: Performance on End of Course math assessments are below the state average. Performance on reading, writing, and science assessments is above the state average.

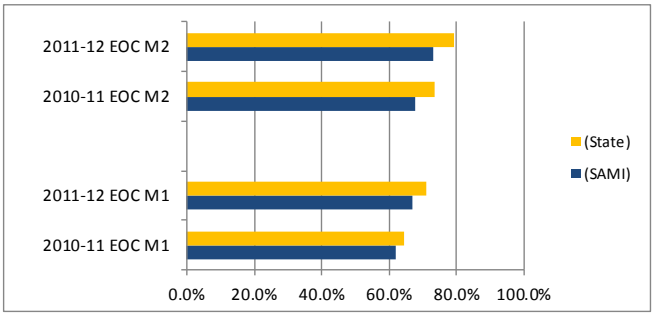
Percent Meeting Standard

10th Grade EOC Math 1

	(SAMI)	(State)	(District)
2010-11 EOC M	61.9%	64.3%	41.3%
2011-12 EOC M	66.7%	71.1%	49.3%

10th Grade EOC Math 2

	(SAMI)	(State)	(District)
2010-11 EOC M	67.7%	73.5%	58.2%
2011-12 EOC M	73.0%	79.1%	66.6%



10th Grade Reading

Year	(SAMI)	(State)	(District)
2010-11 HSPE	92.7%	82.6%	78.3%
2011-12 HSPE	88.1%	81.3%	75.4%

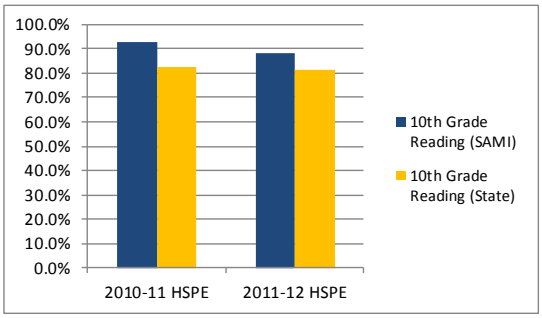
10th Grade Math HSPE **Not Available**

10th Grade Writing

Year	(SAMI)	(State)	(District)
2010-11 HSPE	90.1%	86.3%	82.7%
2011-12 HSPE	79.4%	85.4%	80.5%

10th Grade Science

Year	(SAMI)	(State)	(District)
2010-11 HSPE	69.1%	49.9%	38.9%



Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The schools performance relative to peers, according to this indicator, varies substantially across the two years of available data. Performance across all subjects was very strong in 2010-11. Results were poorer in 2011-12.

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2010-2011	7	7	7	5	
2011-2012	5	1	3	1	

Achievement of non-low income stude	Reading	Writing	Math	Science	Ext Grad Rate
2010-2011	7	7	4	5	
2011-2012	6	6	5	3	

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2010-2011	6	6	4	3	
2011-2012	7	5	5	4	

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals), and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

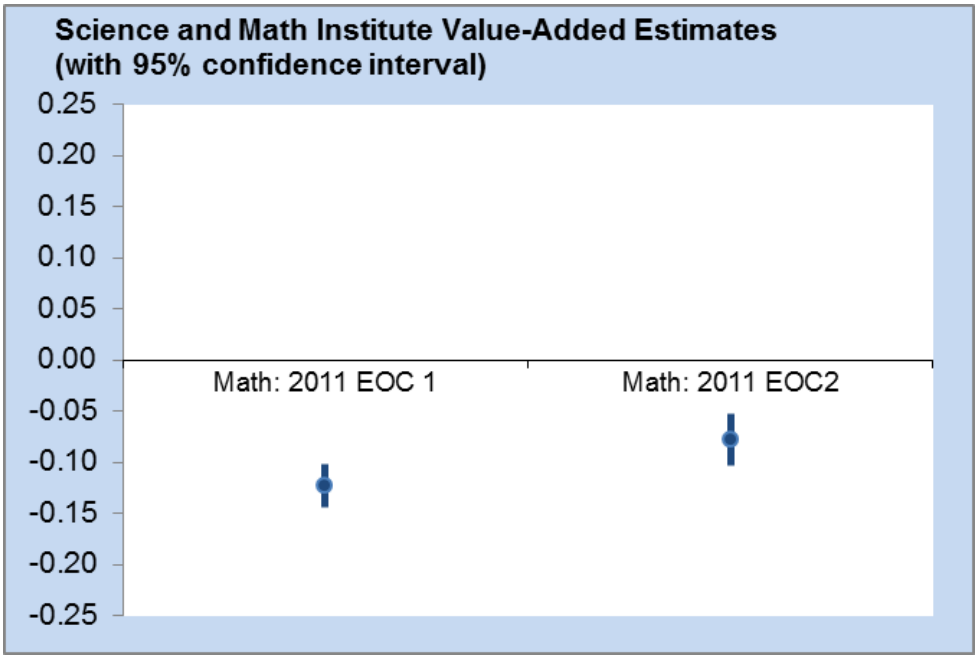
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The Science and Math Institute was established in 2009 and state assessment data are available only from 2010-11 (the final year of our student-level data). There was only one year of data to support the value-added estimates for this school. We only report effects for the 2011 EOC exams in math.

The estimated school effects are below average for the 2011 EOC 1 and average for the 2011 EOC2 assessments.

Science and Math Institute	School Effect	95% Confidence Interval	
Math: 2011 EOC 1	-0.123	-0.144	-0.102
Math: 2011 EOC2	-0.078	-0.103	-0.053
Math: 2009 WASL, 2010 HSPE	na		
Reading: 2010 & 2011 HSPE	na		
Ranking			
Math: 2011 EOC 1	Low (20 - 39 percentile)		
Math: 2011 EOC2	Middle (40 - 59 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*High School Math: Mean-centered school fixed effect estimates are based on one year (2011) for End of Course exams (EOC 1, EOC 2). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for 2011 EOC 1 fixed effects is 0.2032. The standard deviation for 2011 EOC 2 fixed effects is 0.3132.

TACOMA SCHOOL OF THE ARTS

Existing

- Tacoma School District
- Started in 2001
- 486 students enrolled (5/12)
- Washington Achievement Award (2012)

Summary of innovation: Tacoma School of the Arts (SOTA) serves 450 students in the tenth through twelfth grade and uses inquiry-based experiences combining the visual arts, science, math, and performing arts.

School description: SOTA began as an idea in 1998. With the help of the Bill and Melinda Gates Foundation Model School Programs, the Tacoma Public Schools, and a variety of parents in the local arts and business communities, the school opened in 2001. The school emphasizes the visual and performing arts as central elements in academic education and lifelong endeavors.

SOTA operates in three separate buildings in downtown Tacoma. Students walk between each building or use public transportation. The school is guided by the belief that students make the most of their learning when they take ownership of their education and are surrounded by others who have made the same commitment. Integration of learning is a key focus of the school; the teachers strive to make connections between academics and the arts.

Specifically, SOTA focuses on the following:

- Stimulate higher level thinking and problem solving skills;
- Provide advanced training in the arts;
- Prepare students for the future;
- Include experiential and innovative approaches to learning;
- Use both public and private facilities;
- Connect students to the larger community; and
- Build a creative learning community in Tacoma.[1]

SOTA classrooms are inclusive and bring together students of all learning abilities and levels. Struggling students are supported through peer and adult volunteers in a program known as "Bridges." The school has a deep commitment to ensure that students with disabilities receive the same level of education as their peers, and created this program as an alternative to the traditional pull-out classrooms. SOTA has approximately 75 peer tutors; many are enrolled in a Special Education Practicum where they learn about education, learning styles, disabilities, and tutoring. In addition, the school has developed an internship transition program for matriculated students with disabilities; reasonable accommodations for these students are arranged.

Mentor Project Groups, composed of teachers and students, undertake a variety of school projects. Students learn to work collaboratively using specific project management skills. These groups are built into the school's Friday schedule, and reinforce student's commitment to the school community.

The school takes advantage of the exceptional cultural resources nearby, including the Washington State History Museum, the Tacoma Arts Museum, and the Museum of Glass. In 2011, the school was one of four recipients of the National Schools of Distinction in Arts Education award from the Kennedy Center.[2]

[1] Tacoma School of the Arts, Philosophy/Vision/Mission, undated.

Students can receive college credit for courses taken at SOTA through a partnership with Tacoma Community College.

A career counselor at SOTA coordinates internships with business and community partners. An internship celebration breakfast for partners is held in February of each year.

Academic focus: Students are expected to attend full-time, enroll in a minimum of six courses each semester, and attend the school for all three years. Students enter as sophomores and choose one of nine art majors (dance, theatre, vocal music, traditional music, alternative music, audio recording and songwriting, painting and drawing, graphics, and photography and video).

Teachers' skill development: Teachers are encouraged to use new materials to keep the curriculum updated and interesting. They have a common planning time to collaborate and integrate their subjects. During a three-week term in January, students can participate in internships in the community or attend interdisciplinary classes that are project-based and include hands-on and experimental learning.

Parent/community involvement: The SOTA Connection Program for parents is designed to create better communication between the home and school. At the beginning of the school year, the school has an all-school camp retreat; parents lead activities such as drum circles and improvisational jam sessions. During a monthly evening program, Essential Elements, parents can learn about classroom activities so they can have more involved discussions with their children about school.

Through an Adjunct Artist/Instructor program, SOTA employs approximately 15 community artists to teach classes. These professionals are in the classroom for the entire semester, serving as role models, mentors, and instructors.

A non-profit organization called SOTA Partners assists the school by raising additional funds, creating mentorships for students, and assisting in classrooms.

The school has partnerships with the University of Washington, Metro Parks, Tacoma Art Museum, Museum of Glass, Children's Museum, Rialto Theatre, and the Broadway Center for the Performing Arts.

Application procedures: Representatives from SOTA and SAMi (Science and Math Institute, another district innovative school)[3] travel to all district middle schools to provide information to students. In addition, meetings for prospective families are held in multiple locations. Students are invited to contact the schools for help with their application and "Application Workshops" are held at six targeted middle schools with the district's highest free and reduced meal rates. Interested students submit an application packet that indicates which school they wish to attend (SOTA or SAMi) along with the following completed information:

- A "getting to know you" questionnaire covering the following:
    - Indicate area of art/science interest;
    - Self-evaluation: Why are you interested in attending? Give an example of how you work well with teachers and other students. Rate yourself in several categories such as leadership, punctuality, and reliability. Give an example where you demonstrated one of these qualities;
- One teacher recommendation; and
- Two samples of student's best work (with answers to the questions: What skills did you use to complete this work? What would you do next time to improve your work?).

Following these steps, students attend an interview at the school of their choosing. This interview offers students an opportunity to meet with a current student and staff member to learn about the school. Students receive a copy of the questions they will be asked so they can think about the questions ahead of time. During the interview, students answer three questions regarding why they want to attend SOTA

[2] http://artsedwashington.org/press-releases/tacoma-school-of-the-arts-receives-school-of-distinction-award
[3] See page 127 for description of SAMi.

or SAMi and how the school will help them reach their goals. From the completed applications, the district creates two pools: one for SAMi and one for SOTA. For each pool, the district offers priority admission to students who are siblings of a current or past student. The district fills the remaining spots for both schools through a regional lottery system that reflects the demographics of the district's population. The application procedures, therefore, focus on helping the student and their family understand the school's unique aspects and determine if it is a good fit, rather than as a means to select the most qualified students.

Student fees: None.

Additional funding: As mentioned earlier, the school's non-profit foundation contributes funds to support adjunct artists. In spring 2013, an arts auction raised funds for this purpose.

In 2000, the Bill and Melinda Gates Foundation awarded the school a three-year $450,000 grant as part of the Model Schools Awards.

Waivers/special considerations: The State Board of Education renewed a three-year waiver for SOTA for 20 days from the state requirement of 180 days of instruction. The renewed waiver applies to the 2012-13 and 2014-14 school years. The school requested the waiver to accomplish the following:

- Extended school days Monday through Thursday;
- Block scheduling with four, 85-minutes class periods per day;
- Students take eight classes, two more than a traditional school calendar;
- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, mentor project groups, etc.
- Weekly staff professional development.[4]

Impressions from site visit: Except for the age of some of the students, SOTA could easily be mistaken as a college. Students walk to and from three buildings or use public transportation. Many students carry art portfolios or musical instruments, and each student appears to have a separate schedule.

The art classes felt more like a professional art school than a high school. Students work on individual or group projects, and use the teacher as a resource. In workshop sessions, teachers provide constructive feedback on the students' art pieces. This same atmosphere was present in several science classes we attended—students were engaged in projects in teams and individually, working with purpose and enthusiasm. Teachers moved among the students rather than standing still at the front of the room.

As we spoke to students involved with the Bridges program, it was clear that students with disabilities are a vital part of the SOTA community. Students who volunteer as peer tutors take the role seriously, and exhibited sensitivity and affection toward their fellow students. When we spoke to students who had been "bridged," they identified strongly with the school and were eager to help others.

By involving professional artists as adjunct faculty, the school has increased the number and influence of adult role models. The partnerships with the arts and business communities extend the school's capacity significantly. SOTA has figured out how to attract and sustain a tremendous amount of community interest and involvement.

The teaching staff expressed great enthusiasm for the school and appeared to love the challenges associated with a demanding curriculum. Several staff commented on the tremendous amount of work involved in designing fresh curriculum.

Mr. Ketler has been involved with SOTA since its inception. He observed that it is important to trust the teachers and the students to create a school like SOTA. His approach with the teachers has been to manage a professional group of qualified individuals rather than manage by rule and regulation. Mr.

[4] Washington State Board of Education, materials prepared for the November 8-9, 2012 meeting, pages 10-17.

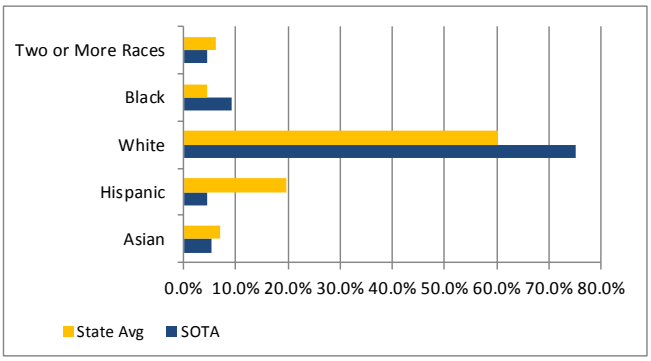
Ketler concentrates on building a community that is enriching to the students, so the students will trust people in this environment.

In terms of relationships with the district's central office, Mr. Ketler noted the challenges of needing flexibility, particularly from the human relations and finance departments of the district. Since the school is not conventional, it has been necessary to make adjustments. The support from the superintendent and school board has been essential to the school's creation and development.

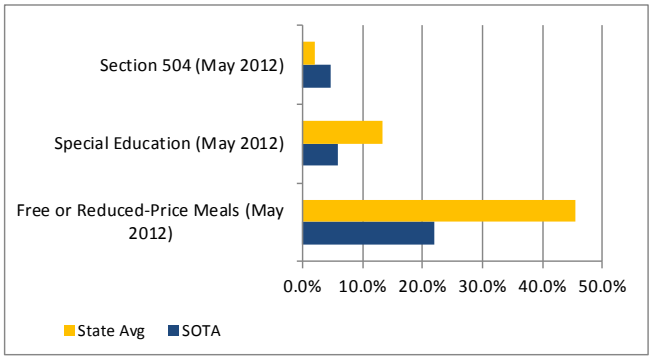
Tacoma School of the Arts School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The Tacoma School of the Arts student population has a below average free or reduced-price meal and special education participation. About 5% of students have a disability (Section 504).

Enrollment		
May 2012 Student Count	486	
Race/Ethnicity (October 2011)	**SOTA**	**State Avg**
Asian	5.4%	7.1%
Hispanic	4.4%	19.6%
White	75.1%	60.2%
Black	9.3%	4.6%
Two or More Races	4.4%	6.1%
Pacific Islander	0.2%	0.9%
American Indian/Alaskan Native	1.2%	1.6%



Special Programs	**SOTA**	**State Avg**
Free or Reduced-Price Meals (May 2012)	22.0%	45.5%
Special Education (May 2012)	5.8%	13.3%
Section 504 (May 2012)	4.7%	2.0%
Transitional Bilingual (May 2012)	0.2%	8.3%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%



Teacher Information (2011-12)	**SOTA**	**State Avg**
Classroom Teachers	32	
Average Years of Teacher Experience	9.2	12.4
Teachers with at least a Master's Degree	53.1%	65.6%

OSPI Report Card Results: Performance on reading, writing and science assessments is well above state averages. Performance on the tenth grade math assessments (WASL, HSPE) were generally above average. Performance on the End of Course math exams varied by subject. Graduation rates are above average.

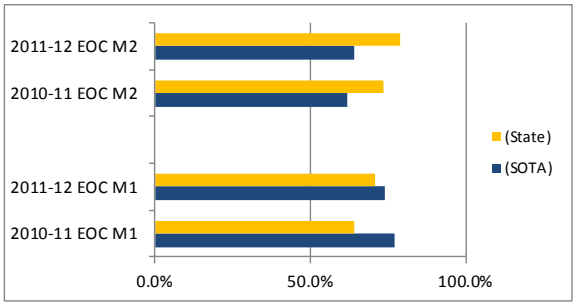
Percent Meeting Standard

10th Grade EOC Math 1

	(SOTA)	(State)	(District)
2010-11 EOC M	77.2%	64.3%	41.3%
2011-12 EOC M	74.0%	71.1%	49.3%

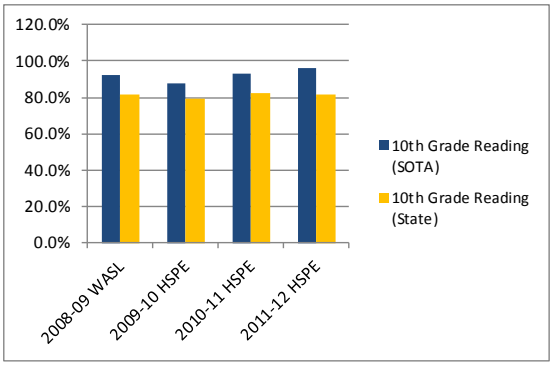
10th Grade EOC Math 2

	(SOTA)	(State)	(District)
2010-11 EOC M	61.9%	73.5%	58.2%
2011-12 EOC M	64.3%	79.1%	66.6%



10th Grade Reading

Year	(SOTA)	(State)	(District)
2008-09 WASL	92.6%	81.2%	73.4%
2009-10 HSPE	87.7%	78.9%	73.8%
2010-11 HSPE	92.9%	82.6%	78.3%
2011-12 HSPE	95.9%	81.3%	75.4%

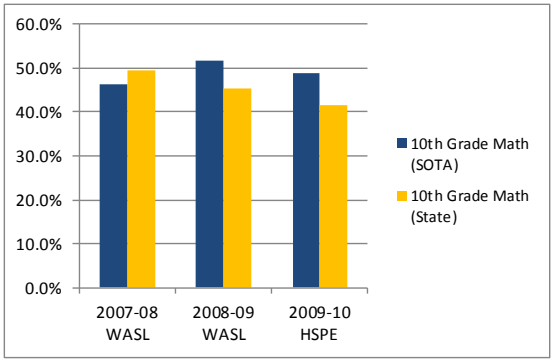


10th Grade Math

Year	(SOTA)	(State)	(District)
2007-08 WASL	46.3%	49.6%	32.2%
2008-09 WASL	51.7%	45.4%	30.9%
2009-10 HSPE	48.8%	41.7%	28.3%

10th Grade Writing

Year	(SOTA)	(State)	(District)
2008-09 WASL	95.4%	86.7%	81.3%
2009-10 HSPE	95.1%	86.0%	84.3%
2010-11 HSPE	98.7%	86.3%	82.7%
2011-12 HSPE	97.0%	85.4%	80.5%



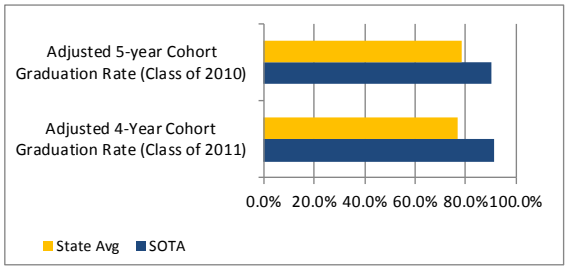
10th Grade Science

Year	(SOTA)	(State)	(District)
2008-09 WASL	53.7%	38.8%	25.7%
2009-10 HSPE	57.4%	44.8%	32.4%
2010-11 HSPE	66.2%	49.9%	38.9%

Graduation and Dropout Rates	**SOTA**	**State Avg**
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	91.3%	76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	90.3%	78.2%
Adjusted 4-Year Cohort Dropout Rate (Class of 2011)	4.8%	13.9%

Postsecondary Enrollment Among Graduates (Education Research and Data Center,

Graduates (2011)	132	
Percent Enrolled (2- or 4-year college)	**SOTA**	**State Avg**
Among 2010 Graduates	60-64%	62%
Among 2011 Graduates	65-69%	60%



Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted).

The schools performance relative to peers, according to this indicator, varies by year and subject,

After controlling for student characteristics, math performance has been judged to be "struggling," reading ranges from "fair" to "very good," and science from "struggling" to "good."

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	3	2	1	1	4
2010-2011	3	4	1	3	2
2011-2012	5	5	1	4	4

Achievement of non-low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	7	3	3	7
2010-2011	7	7	5	4	5
2011-2012	7	7	5	6	7

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	2	3	4
2010-2011	6	7	5	3	3
2011-2012	7	7	4	5	4

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate above average performance. Estimates are based only on students who are tested (who comply with assessments).

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

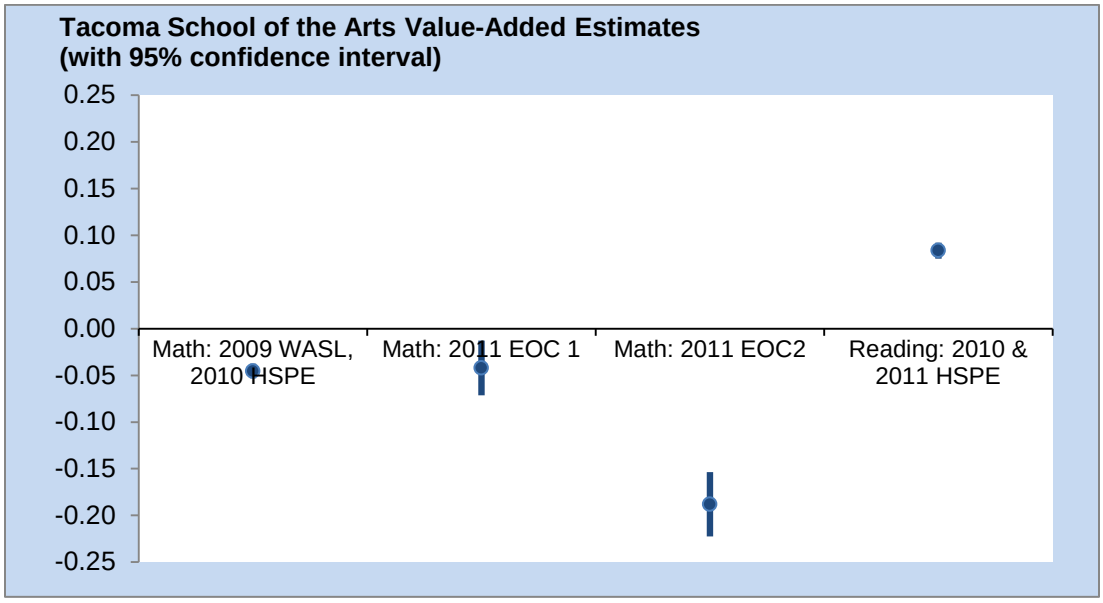
During the years covered by our data, the Tacoma School of the Arts did not enroll freshman. Any effect of the school on tenth grade assessments, therefore, would have been limited to only one year of enrollment.

The estimated school effects on math assessments are below average or middle.

The estimated effect on reading assessments is above average.

Tacoma School of the Arts	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	-0.045	-0.053	-0.037
Math: 2011 EOC 1	-0.042	-0.071	-0.013
Math: 2011 EOC2	-0.188	-0.222	-0.154
Reading: 2010 & 2011 HSPE	0.084	0.075	0.092
Ranking			
Math: 2009 WASL, 2010 HSPE	Low (20 - 39 percentile)		
Math: 2011 EOC 1	Middle (40 - 59 percentile)		
Math: 2011 EOC2	Low (20 - 39 percentile)		
Reading: 2010 & 2011 HSPE	High (60 - 79 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the tenth grade assessments and one year (2011) for the End of Course Exams (EOC 1, EOC 2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 tenth grade assessments) is 0.1554. The standard deviation for 2011 EOC 1 fixed effects is 0.2032. The standard deviation for 2011 EOC 2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

TALBOT HILL ELEMENTARY

Existing

- Renton School District
- Started in 1993
- 433 students enrolled (05/12)
- One of the 25 Coolest Schools in America by Scholastic's Parent & Child Magazine; 21st Century School of Distinction (2004); 4-Star MicroSociety School by the national MicroSociety, Inc. (one of only six schools in the nation)

Summary of innovation: Talbot Hill Elementary (Talbot Hill) is a K-5th grade school for 433 students that include a MicroSociety program that simulates a functioning community, with student-run government, businesses, and services.

School description: Talbot Hill Elementary is the only school in Washington State that integrates a MicroSociety program; this school innovation was started in 1991 as a means to allow students to apply classroom knowledge to a real world setting. A national non-profit organization, MicroSociety helps guide schools to create and operate simplified models of businesses and government institutions. This approach has been adopted in 175 schools in 29 states.[1] Talbot Hill is rated by the MicroSociety as a "4 Star" school, one of six such schools in the nation.[2]

At Talbot Hill, the MicroSociety program operates for one hour during the afternoons on Tuesday, Wednesday, and Thursday. In the lower grades, students learn concepts such as economics and democratic citizenship, as well as skills associated with banking, the postal service, and for profit businesses. As students advance, they have opportunities to create and run businesses such as a travel agency, bank, bookstore, and newspaper, and perform roles such as employees of the internal revenue service, patent office, or postal service. Each year, students elect a legislature with a president, vice-president, at-large members, two senators from each grade level, and a House of Representatives member from each class.

Once a month, the school holds a Marketplace where students offer their products and services to the school community. Students have special money ("cool cash") that they earn through both hourly Micro wages and product sales; they use cool cash to purchases items at Marketplace or choose to save it in a personal bank account.

The school invites guest lecturers to classrooms to teach students about different careers and organizations. In addition, the program arranges 20 to 30 school-to-work field trip experiences a year to local businesses and organizations.

In recent years, the school has incorporated technology into MicroSociety. For example, students use computers to keep track of bank accounts and traffic tickets (for the Hall of Justice). A student business (Tech Tigers) manages the computer lab and assists with troubleshooting technology issues.

Academic focus: MicroSociety is student-directed, teacher-facilitated, and incorporates the following values:

- Education should be empowering and reveal strengths and capacity;
- Students have voice and choice;

[1] http://www.edutopia.org/connecting-life-beyond-classroom-microsociety-approach
[2] http://talbothill.rentonschools.us/

- Students feel a connection between what they are learning and what occurs in their communities and the world. School is not remote but rather integral to students' lives;
- Creativity and problem solving skills are developed to maximize individual potential;
- Facilitators, students, and professionals each value the leadership of students;
- Students are digital citizens; and
- Students are prepared for global mobility, collaboration, and citizenship.[3]

Talbot Hill is working on aligning its curriculum to Common Core. In addition, the school is restructuring the Micro organizations to meet the district's curriculum and/or guidelines for the number of minutes for each day's instruction.

Parent/community involvement: The school has an active parent/teacher association; parents also serve as guest speakers in classrooms. Several business and organizations serve as hosts for class fieldtrips each year. The school has a non-profit organization to raise funds for additional expenses associated with MicroSociety.

Application procedures: Talbot Hill is a neighborhood school; students from across the district attend the school as well.

Student fees: None.

Additional funding: Over the years, the school has received grants and awards from numerous businesses and organizations, including Boeing employees, Kumon-Benson Hill, McClendon's Hardware, Pacific Medical Centers, Seattle Seahawks, Social Ventures Partners, Starbucks (local Renton store), Summit Drywall, Inc., Toreo's Mexican Restaurants, Twin Star Bank, a local WalMart, and the Bill and Melinda Gates Foundation.

This year, the program expenses were approximately $40,000, including staff; contributions were approximately $25,000. The program used reserve funds to meet the budget. The non-profit board is raising funds for the coming year.

Waivers/special considerations: The school has not required any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

Impressions from the site visit: Wall displays by the school's entrance provide information related to the school's student government. Displays also highlight the school's 2012 award from Parents Magazine as one of the "Ten Most Innovative Schools"[4] and its selection by Scholastic Parent & Child Magazine as one of the "25 Coolest Schools."[5]

The district funds a MicroSociety coordinator who is a certified teacher and teaches in the program. The coordinator said that MicroSociety teaches students basic economic skills and financial literacy as well as skills associated with a democratic society. She noted that teachers play a facilitation role in MicroSociety, which is untraditional. Some teachers are more comfortable switching into this role than others. At present, the school is focusing on incorporating science, technology, engineering, and mathematics (STEM) principles into the MicroSociety program.

According to the coordinator, there is reflection and discussions about how to revise, enrich, and improve the program each year. She indicated that the grant funds from businesses and organizations, as well as national awards, have been helpful in establishing the credibility of MicroSociety.

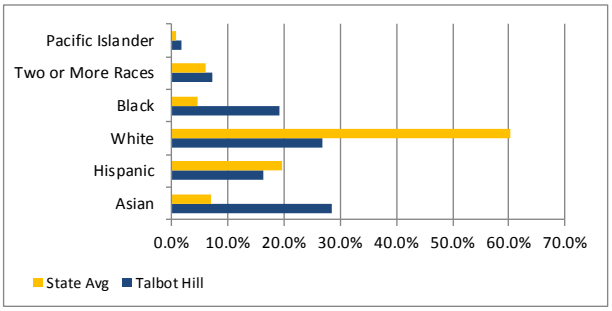
The student leaders expressed strong support for MicroSociety and how much they learned about business and government. They look forward to the MicroSociety part of the school day and enjoy its variety.

[3] Summary prepared for site visit by Sally Boni, p. 1.
[4] http://www.parents.com/kids/education/elementary-school/great-schools/?page=2
[5] http://www.scholastic.com/coolschools/

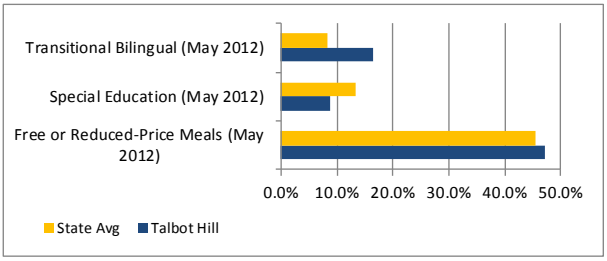
Talbot Hill Elementary School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Talbot Hill serves a largely minority student population. Free or reduced-price meal participation is roughly at the state average, but the school has higher than average participation in the transitional bilingual program.

Enrollment		
May 2012 Student Count	433	
Race/Ethnicity (October 2011)	**Talbot Hill**	**State Avg**
Asian	28.5%	7.1%
Hispanic	16.4%	19.6%
White	26.9%	60.2%
Black	19.1%	4.6%
Two or More Races	7.3%	6.1%
Pacific Islander	1.8%	0.9%
American Indian/Alaskan Native	0.0%	1.6%



Special Program Participation	**Talbot Hill**	**State Avg**
Free or Reduced-Price Meals (May 2012)	47.1%	45.5%
Special Education (May 2012)	8.8%	13.3%
Transitional Bilingual (May 2012)	16.4%	8.3%
Migrant (May 2012)	0.0%	1.8%
Section 504 (May 2012)	0.5%	2.0%
Foster Care (May 2012)	0.0%	0.1%

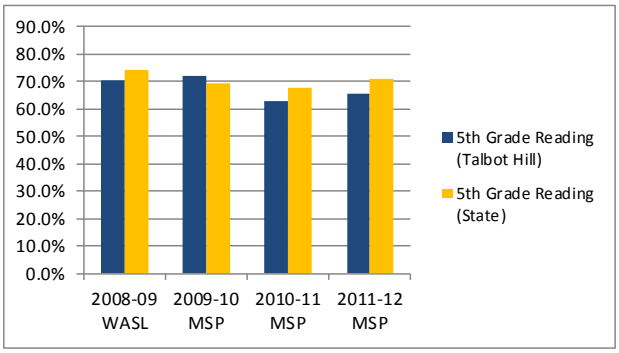


OSPI Report Card Results: Reading scores (measured by fifth grade assessments) have been near the state average over the last four years. Math scores have been below the state average, especially among low-income students.

Percent Meeting Standard

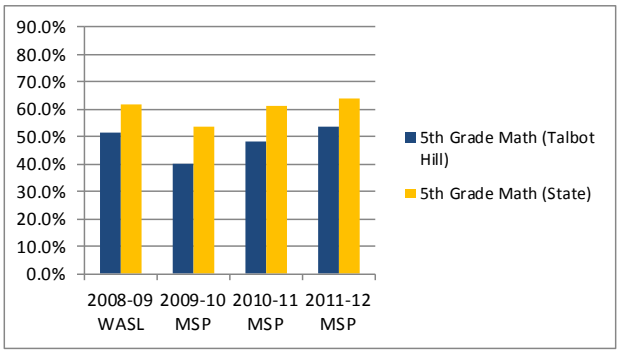
5th Grade Reading

Year	(Talbot Hill)	(State)	(District)
2008-09 WASL	70.3%	74.0%	69.6%
2009-10 MSP	72.0%	69.6%	65.7%
2010-11 MSP	62.6%	67.7%	63.9%
2011-12 MSP	65.5%	71.1%	70.4%



5th Grade Math

Year	(Talbot Hill)	(State)	(District)
2008-09 WASL	51.4%	61.9%	50.1%
2009-10 MSP	40.2%	53.6%	43.8%
2010-11 MSP	48.5%	61.3%	56.2%
2011-12 MSP	53.6%	63.8%	62.9%

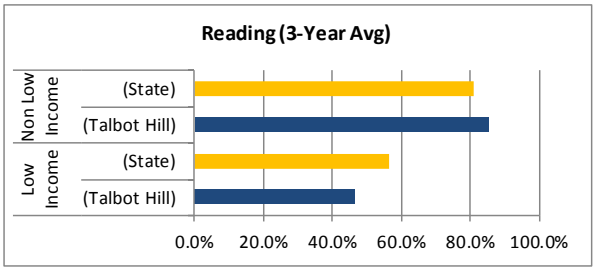


5th Grade Science

Year	(Talbot Hill)	(State)	(District)
2008-09 WASL	40.5%	44.9%	40.1%
2009-10 MSP	34.1%	34.0%	29.8%
2010-11 MSP	45.9%	55.7%	51.0%
2011-12 MSP	54.8%	66.3%	62.4%

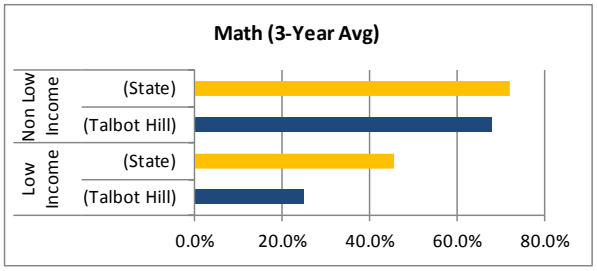
5th Grade Reading

	Low Income (Talbot Hill)	Low Income (State)	Non Low Income (Talbot Hill)	Non Low Income (State)
2009-10 MSP	57.5%	56.4%	85.7%	80.8%
2010-11 MSP	40.4%	54.2%	82.7%	79.5%
2011-12 MSP	41.0%	59.1%	86.7%	82.3%
3-Year Avg	46.3%	56.6%	85.0%	80.9%



5th Grade Math

	Low Income (Talbot Hill)	Low Income (State)	Non Low Income (Talbot Hill)	Non Low Income (State)
2009-10 MSP	22.5%	39.1%	57.1%	65.9%
2010-11 MSP	21.3%	47.2%	73.1%	73.7%
2011-12 MSP	30.8%	50.2%	73.3%	76.5%
3-Year Avg	24.9%	45.5%	67.8%	72.0%



	Low Income (Talbot Hill)	(State)	Non Low Income (Talbot Hill)	(State)
Reading (3-Year Avg)	46.3%	56.6%	85.0%	80.9%
	Low Income (Talbot Hill)	(State)	Non Low Income (Talbot Hill)	(State)
Math (3-Year Avg)	24.9%	45.5%	67.8%	72.0%

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). Talbot Hill's performance, according to this index, has been across subjects (reading, math, writing, science) during the past few years. Achievement among low-income students has been "struggling."

Achievement vs. peers	Reading	Writing	Math	Science
2009-2010	3	3	1	4
2010-2011	1	1	1	1
2011-2012	1	1	1	1

Achievement of non-low income students	Reading	Writing	Math	Science
2009-2010	6	5	4	3
2010-2011	6	4	5	5
2011-2012	6	4	5	5

Achievement of low income students	Reading	Writing	Math	Science
2009-2010	2	1	1	1
2010-2011	2	1	1	1
2011-2012	1	2	1	1

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance.

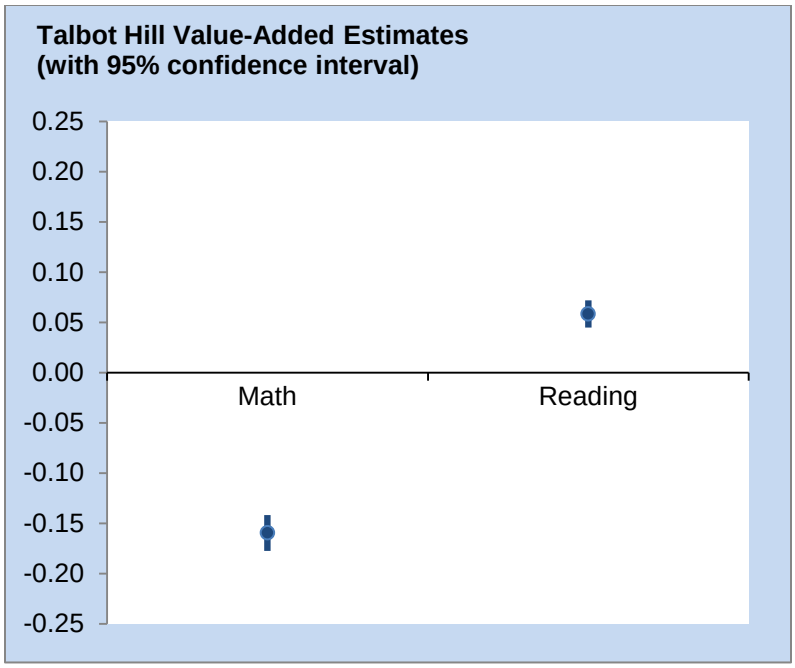
The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimates suggest that Talbot Hill has lower than expected math results, given student characteristics and prior test scores. Reading scores, however, are high after controlling for prior test scores.

Talbot Hill Elementary	School Effect	95% Confidence Interval	
Math	-0.160	-0.177	-0.142
Reading	0.058	0.045	0.072

Math ranking Lowest (0 - 19 percentile)
Reading ranking High (60 - 79 percentile)

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects is 0.121. The standard deviation for school reading fixed effects is 0.092.

THORNTON CREEK ELEMENTARY SCHOOL

Existing

- Seattle School District
- Started in 1974
- 371 students enrolled (05/12)
- WA State Imagination Award (2009);
- "Great School" award from Phi Beta Kappa and The Center for Educational Effectiveness (2009); Sandra Brettler, fourth grade teacher awarded the Patsy Collins Award for Excellence in Education, environment, and Community (2009)

Summary of innovation: K-fifth grade option school for 375 students emphasizing expeditionary learning as well as a focus on social-emotional learning.

School description: Thornton Creek started as an alternative elementary school in 1974; parents whose children were in private schools wanted a similar program in the Seattle Public Schools and served as the catalyst. The school partnered with Expeditionary Learning Outward Bound (ELOB) in 1977. This comprehensive K-twelfth grade education design combines rigorous academic content and real world projects called Learning Expeditions with active teaching and community service. This school reform model focuses on teaching in an engaging way while emphasizing learning by doing, character growth, teamwork, and literacy. Thornton Creek has integrated practices from this school design into its school culture, with a focus on curriculum, instruction, assessment and school organization. The school's goals for its school community include the following:

- Address social, emotional, and intellectual needs of all children;
- Support a collaborative, multicultural, experiential educational philosophy;
- Promote active involvement of parents and community;
- Extend student learning to the world beyond the classroom;
- Hold all students to high expectations and support each to achieve them;
- Support children's understanding of, and participation in, their community through project-based learning;
- Develop the social emotional intelligence of children in a respectful learning environment;
- Provide students with opportunities to take significant responsibility for their learning, character development and academic assessment; and
- Recognize that learning is a life-long process and inspire future inquiry and discovery.[1]

With expeditionary learning, students are involved in original research, with direction from experts, to create high quality products.[2] In the 2011-12 school year, the classroom projects included the following:

- Amazon Rain Forest;
- Stories We tell;
- The Sound of the Ukulele;
- Stories Through Time; and
- Greek and Norse Mythology.[3]

The school includes 24 students in self-contained special education classrooms. The self-contained and general education classrooms are interspersed throughout the building, with the goal of facilitating inclusion for some students and interaction among all.

[1] Thornton Creek application for designation as innovative school, p. 1.
[2] http://elschools.org/
[3] http://elschools.org/sites/default/files/Core%20Practice%20Final_EL_120811.pdf

Each member of the faculty at Thornton Creek participates in school leadership. Their involvement includes budget review, academic goal setting, strategic planning, and participation on the school's governing body, the Thornton Creek Site Council.

Thornton Creek places a strong emphasis on play; the school day includes three recesses. These recesses help implement the expeditionary learning goals of promoting adventure and fitness. The playground includes a natural area where students can invent worlds, dig tunnels, and construct bridges.

Students take an active role in community service. They sing in nursing homes, work at the local food bank, and create signage and field guides for use by the public.

Academic focus: Expeditionary learning addresses five dimensions of school life:

- Learning expeditions: Connect students with real-world issues, using academically rigorous projects that contribute quality work to audiences beyond the classroom;
- Instruction: Infuse classrooms with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less and students talk more;
- Culture and character: Create a school culture that emphasizes respect, responsibility, courage and kindness. School structures and traditions ensure that every child is known, student leadership is nurtured, and contributions are celebrated;
- Assessment: Student-engaged assessment practices focus students on reaching targets and drive achievement. Students continually assess and improve the quality of their work; and
- Leadership: Encourage school leaders to build professional learning communities that focus on student achievement, rely on data, and shape school structures to meet student needs.[4]

Teachers' skill development: Teachers critique each other's expedition plans at the start of each year, offering recommendation on resources and constructive feedback. Teachers rely on techniques from the Responsive Classroom approach, which emphasizes social-emotional learning of students.[5]

Parent/community involvement: Parental involvement is a key feature of Thornton Creek. Parents commit to 40 hours of volunteer time; this time can be dedicated to in-class support, playground monitoring, planning and organizing field trips, and coordinating annual events. The school's site council includes parent members. Parents also raise money so every child can participate in school activities.

Application procedures: Thornton Creek School currently has two full-day kindergarten classes; there is a long wait list for kindergarten. Families interested in Thornton Creek retain a guaranteed spot at their neighborhood school until assignment to Thornton Creek or another option school.

Student fees: For full-day kindergarten, families pay the rate established for all schools in the district: $272 per month.

Additional funding: Parents raise funds to hire a full-time librarian, support the music, dance, and drama programs, as well as fund a scholarship program so every child can participate in any chosen activity.

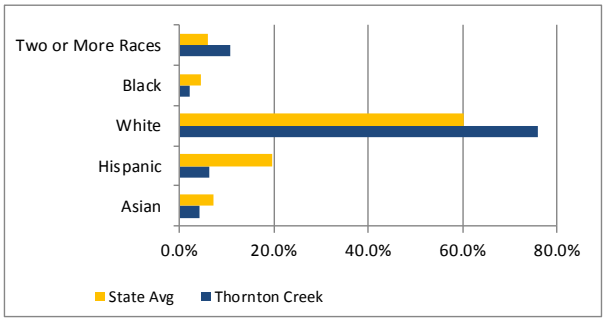
Waivers/special considerations: Thornton Creek does not have any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

[4] For more detail on the core practices, see http://elschools.org/sites/default/files/Core%20Practice%20Final_EL_120811.pdf
[5] https://www.responsiveclassroom.org/

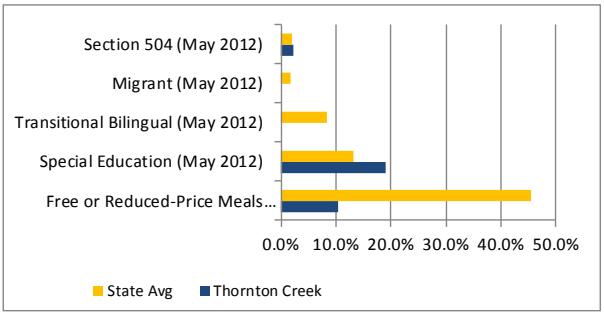
Thornton Creek Elementary School Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): Thornton Creek is designated as an alternative school. Its student population has below-average minority student representation and a below average percentage receiving free or reduced-price meals. The school has above average special education participation (19%).

Enrollment		
May 2012 Student Count	371	
Race/Ethnicity (October 2011)	**Thornton Creek**	**State Avg**
Asian	4.3%	7.1%
Hispanic	6.2%	19.6%
White	76.0%	60.2%
Black	2.2%	4.6%
Two or More Races	10.8%	6.1%
Pacific Islander	0.0%	0.9%
American Indian/Alaskan Native	0.5%	1.6%



Special Program Participation	**Thornton Creek**	**State Avg**
Free or Reduced-Price Meals (May 201	10.5%	45.5%
Special Education (May 2012)	19.1%	13.3%
Transitional Bilingual (May 2012)	0.0%	8.3%
Migrant (May 2012)	0.0%	1.8%
Section 504 (May 2012)	2.2%	2.0%
Foster Care (May 2012)	0.0%	0.1%

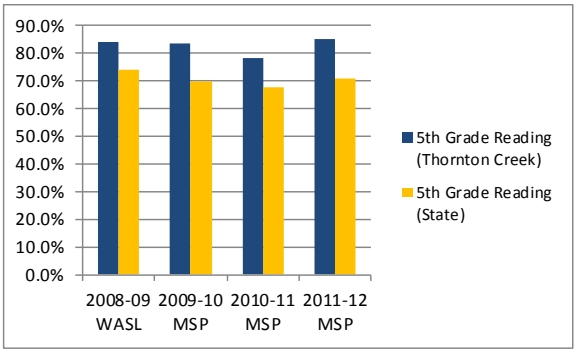


OSPI Report Card Results: Reading, math, and science scores (measured by fifth grade assessments) are above the state average.

Percent Meeting Standard

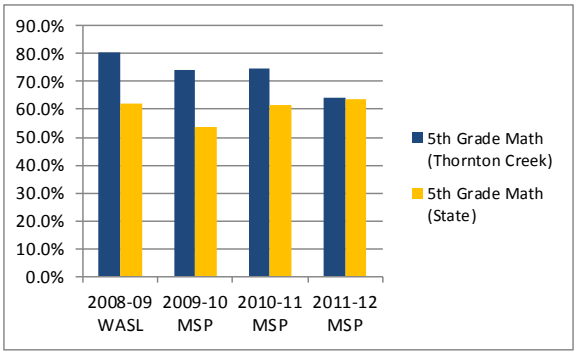
5th Grade Reading

Year	(Thornton Creek)	(State)	(District)
2008-09 WASL	84.3%	74.0%	75.3%
2009-10 MSP	83.3%	69.6%	70.6%
2010-11 MSP	78.4%	67.7%	70.9%
2011-12 MSP	84.9%	71.1%	73.3%



5th Grade Math

Year	(Thornton Creek)	(State)	(District)
2008-09 WASL	80.4%	61.9%	67.7%
2009-10 MSP	74.1%	53.6%	59.9%
2010-11 MSP	74.5%	61.3%	65.2%
2011-12 MSP	64.2%	63.8%	68.7%



5th Grade Science

Year	(Thornton Creek)	(State)	(District)
2008-09 WASL	64.7%	44.9%	51.9%
2009-10 MSP	55.6%	34.0%	40.6%
2010-11 MSP	80.4%	55.7%	63.7%
2011-12 MSP	81.1%	66.3%	71.5%

Washington State Board of Education Achievement Index: The State Board of Education does not estimate the "achievement vs. peers" indicator for alternative schools. According to the State Board indicator for achievement of non-low-income students, which examines scores among students not receiving free or reduced-price meals, Thornton Creek's performance in reading and math has been consistently high ("very good" or "exemplary"). The reading and math performance of low-income students has been higher than average.

Achievement of non-low income students	Reading	Writing	Math	Science
2009-2010	6	5	6	3
2010-2011	6	3	5	6
2011-2012	7	4	5	5

Achievement of low income students	Reading	Writing	Math	Science
2009-2010	6		6	
2010-2011	6	3	5	6
2011-2012	5		5	

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

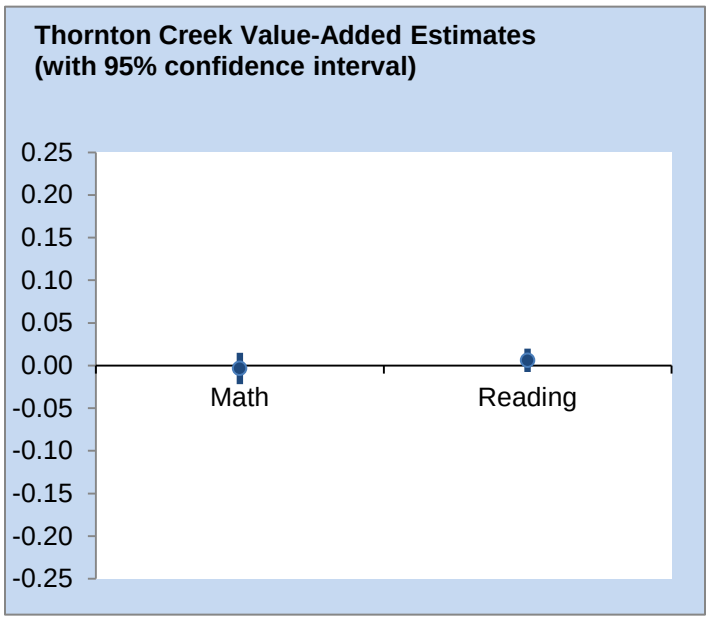
School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance.

The table below ranks the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimates for Thornton Creek are average; math and reading scores are as expected given student characteristics and prior scores. Controlling for prior test scores moves the school's math and reading rankings from the highest to the middle quintile.

Thornton Creek Elementary	School Effect	95% Confidence Interval	
Math	-0.003	-0.022	0.015
Reading	0.006	-0.008	0.020
Math ranking	Middle (40 - 59 percentile)		
Reading ranking	Middle (40 - 59 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*****Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects is 0.121. The standard deviation for school reading fixed effects is 0.092.

THREE RIVERS HOMELINK

Startup

- Richland School District
- Started in 2008
- 377 students enrolled (05/12)

Summary of innovation: Three Rivers Homelink is a parent partnership program for 377 K-twelfth grade students.

School description: Three Rivers Homelink began in 2008 with 43 students in the seventh through twelfth grade; by the next year, it expanded to cover K-twelfth grade. The school serves families where parents partner with highly qualified teachers and anyone within the Tri-Cities area can enroll. Together with their families, the school develops tailored learning plans for each student. Three Rivers Homelink provides daily, weekly, and monthly contact with highly qualified teachers, including face-to-face conferences a minimum of three times a year, with the majority of students being seen every week face-to-face in onsite classes. Students can access online courses and workshops as well as group field trips. The school runs four programs: Elementary-link; Secondary-Link, Virtual-Link, and STEAM-link. The STEAM-link program, which concentrates on science, technology, engineering, arts, and mathematics, is the designated innovative program in the school.

Three Rivers Homelink rents space in Southside Church, a building located south of Richland's business district. The school operates five days a week. The facility is stretched to contain all the students and classes during the week; hallways and common areas are filled with parents and students. A few portables at a nearby school are used as well. Grade-school students can take six, one-hour workshops; secondary students can attend three full days per week. Students cannot be left unsupervised if there is a gap between their classes.

In recent years, Three Rivers Homelink introduced several new programs to families' educational options including Future City Competition,[1] Skill Builders Lab, Lego robotics, and hands-on science, technology, and art classes.

During their course of study, students complete portfolios of their academic work including work samples, research notes, writing assignments, and examples of how they applied their knowledge. The school aims to teach life-long learning skills by equipping students to do their own research along with instructor-supported/directed projects.

Three Rivers Homelink is located close to Delta High School, another innovative school; the two schools have shared guest speakers and teaching resources in science.

Academic focus: The school uses parent surveys to decide which classes and workshops to offer. When the school was first established, parents were most interested in higher-level math and science classes, but over time, the interests have expanded significantly now including martial arts, novel writing, and robotics.

The new STEM-related program, STEAM-Link, brings students to school for a full day once a week. The course includes the involvement of local engineers, scientists, and artists. The classes are facilitated by four certified science teachers, a Career and Technical Education teacher, and an electrical engineer, with mentoring from a local chapter of a professional systems engineering group. The class focuses on

[1] http://futurecity.org/

the engineering design process and systematic and creative application of scientific and mathematical principles to assess real-life challenges. An emphasis is placed on teamwork.

Teachers' skill development: The school has created Professional Learning Communities for parent educators. Three Rivers Homelink teachers have observed courses at Delta High to gain skills in teaching STEM topics. [2]

Parent/community involvement: Parents facilitate a majority of the remote learning tasks during elementary grades, but in the secondary grades, the majority of students are onsite to take their courses with district teachers. The school requires parents to volunteer two hours a week; many contribute significantly more hours than the minimum. A parent group called "Mustang Connections" provides volunteer assistance to the school as well.

The Cascade chapter of the International Council on Systems Engineering sponsors STEAM-Link, along with the Richland Public Facilities District. A local engineering firm sponsors the school's Future City team.

Application procedures: Families interested in the school attend an informational meeting with the principal, complete district enrollment forms, meet with one of the school's educational consultants, and attend an event called Homelink 101.

Student fees: None.

Additional funding: The school does not have any significant additional funding sources.

Waivers/special considerations: The school does not have any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

Future plans: The Richland School District plans to move the school to a permanent structure as early as the 2014-15 school year; the district recently passed a facility bond that included facilities for Three Rivers Homelink.

The school is organizing systematic, ongoing professional development for all parents of students. A planning committee will schedule four to six sessions per year. Two weeks after each session, the principal will meet with parents in voluntary follow-up sessions. The school is partnering with the Technology Alliance to create an application development class for students. The school also plans to bring business professionals into several classes to gain from their expertise and create internship possibilities for students.

In terms of the school's challenges, the principal described two. First, the school has eight models of education under one roof and they can be easily confused. Therefore, communicating the specific characteristics of each program is critical. Second, engaging all parents in professional development requires new thinking and planning. Additionally, continual communication between the school and the parents is necessary to ensure that parents' needs are met through professional development activities.

[2] http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx

TOPPPENISH HIGH SCHOOL

Startup

- Toppenish School District
- Started in 2009
- 709 students enrolled (05/12)
- WA Achievement Award (2010 & 2011); Stanley O. McNaughton Award

Summary of innovation: Toppenish High School serves more than 700 students in the ninth through twelfth grades in the Toppenish School District. The school offers engineering and biomedical courses with rigorous content; students can enroll in any of the engineering courses without any prerequisites.

School description: Located on the Yakima Indian Reservation, Toppenish High School (Toppenish) serves largely Hispanic and low-income population. All students participate in the free or reduced-price meals program. Participation in the transitional bilingual and migrant programs is also high. Despite serving a relatively disadvantaged student population, Toppenish has achieved very high graduation rates. The adjusted 4-year cohort graduation rate for the Class of 2011, for example, was 91%.

Since 2009, six engineering courses and three biomedical offerings have been extended to the student body; 1,300 students have been or are enrolled in one or more science, technology, engineering, and mathematics (STEM)-specific class. The school relies on project-based learning and standards-based assessments to help students learn and achieve scientific literacy. The school offers STEM courses that include chemistry, physics, earth, and space science (in partnership with the University of Washington (UW)); medical interventions; principles of biomedical sciences; human body systems; civil engineering and architecture; aerospace engineering; introduction to engineering design; principles of engineering; digital electronics; and computer integrated manufacturing. In addition, there is a Microsoft IT Academy class and an after-school robotics program.

Students who participate in a series of engineering courses qualify for a senior-level, hands-on, problem-based capstone course in which they develop original solutions to an authentic, unrestricted technical problem. Students in the biomedical strand participate in courses that address successively more demanding open-ended problems in clinical biomedical engineering, medicine, physiology, and public health. They also work on their independent project with a mentor or advisor from a university medical health clinical, hospital research institutions, or biomedical facility.

Toppenish has strong connections with Heritage University, including cross-crediting courses in Digital Electronics. Students can earn 30 college credits by the time they graduate. Toppenish also partners with UW in the High School, a program allowing concurrent enrollment at the university.[1] Students and teachers use UW curriculum, activities, texts, tests, and grading scales. Students' final grade is based over time; their grade does not depend on one exam. Students receive recognition for their UW work at most public and many private institutions.

The school has been successful in attracting as many female students as males to its STEM classes. Female students participate in a program with the Perry Initiative, a non-profit organization that inspires women to be leaders in orthopedic surgery and engineering. A Perry Outreach program was held in the

[1] http://www.uwhs.washington.edu/uwhs/

Shriner's Hospital for Children in Spokane and will be providing two days of training for 70 girls when school concludes in June.[2]

The school also created a STEM diploma option in March of 2013. The diploma requires the following:

- Additional classes in engineering, biomedical sciences, higher level mathematics, and technology;
- Course work in technical writing, medical translation, and/or digital visual arts;
- Apprenticeship with regional and local community entities such as the program at Pacific Northwest National Laboratories and the University of Washington Alliances for Learning and Vision for Underrepresented Americans (ALVA); and
- Portfolio documenting evidence in 21st century skills such as 2D CAD[3] modeling, digital electronics, digital marking, and presentation/communication skills.

Toppenish and Toppenish Middle School have been working to align their expectations of student and staff. There are 11 expectations and 22 descriptions of evidence.[4] The expectations cover everything from instructional practices, the staff's commitment to closing the teaching and learning gap, and the principal's strategies to develop and share leadership with staff. The evidence is very specific, including the following examples:

- Teachers are using at least three formative assessments to drive and adjust instruction;
- Teachers are making their practice public and intentionally visit each other's classroom frequently; moreover, they are helping each other improve their practice;
- All staff refers to students as "our kids" as opposed to "these and those kids."

Academic focus: The anchor for Toppenish's STEM program is Project Lead the Way (PLTW).[5] PLTW was introduced to the school through the University of Washington's Gear Up program. The Gear Up program has been nurturing collaborative relationships between Toppenish, statewide colleges, and businesses for over ten years. With this extensive network of partners, Toppenish was able to launch PLTW.

Toppenish uses a Response to Intervention Program[6] to identify students with learning deficiencies in a timely manner and provide focused interventions.

Teachers' skill development: Toppenish's STEM program started with three teachers in 2010 and has grown to 11. The school's Professional Learning Communities play an active role in developing the teachers' skill levels; these are supported by the Educational Service District 105.

Parent/community involvement: Toppenish has made a concerted effort to reach out to family members, including migrant families and those living on the reservation. Toppenish established several strong partnerships with local businesses including General Electric Aviation and AB foods. Washington Beef provides a significant number of cow parts that the students use for dissection purposes. For their biomedical program, the school established partnerships with Toppenish Community Hospital, Seattle Biomedical Research Institute, and the Northwest Medical Hospital in Yakima.

Application procedures: Toppenish is the only high school in the district.

Student fees: None.

[2] http://perryinitiative.org/events/spokane-washington-perry-outreach-program/
[3] Computer aided design.
[4] http://www.youtube.com/watch?v=viuxlzsvqXA
http://www.toppenish.wednet.edu/documents/THS-TMS%20Plan%20for%20Excellence.pdf
[5] http://www.pltw.org/
[6] http://www.k12.wa.us/rti/

Additional funding: Toppenish has been awarded six grants from foundations and businesses. In 2012, it received $196,000 grant from STEM Washington.

Waivers/special considerations: The school does not operate with any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local district policies. There are no waivers to the collective bargaining agreements.

Future plans: As mentioned earlier, the district is working on connecting the innovations at the high school with the middle school.

Impressions from site visit: Several years ago, Toppenish had a serious problem with gang violence that affected the high school.[7] Following a concerted community effort, with assistance from state and local officials, the violence has been significantly reduced.[8] Toppenish principal, Trevor Greene was appointed in 2008 and was determined to change the school's climate and increase student achievement. The school set a strict dress policy to restrict any clothes that might suggest a gang affiliation. Students were told that "gang issues" stop at the school door, and this policy was heavily enforced.

Selecting a STEM focus, the school staff began emphasizing rigorous coursework, relying on PLTW as a means to engage students. One-quarter of the staff (11 teachers) attended two-week training courses at PLTW. Using social connections, the staff reached out to local businesses and organizations finding several were eager to help Toppenish through contributions, apprenticeships, and mentorships. A migrant advocate and graduation specialist were added to the staff.

Students at Toppenish are working hard at learning. In the STEM classes, teachers start the class period with direct instruction, and then identify the learning activities they would cover that day. Students work independently or in small groups on the assignment. The teacher moves among the students, serving as a resource. The students are attentive and respectful, both to their teacher and each other. The school walkways have names that reflect important values, such as "Character Avenue" and "Respect Lane."

Toppenish's success at raising student achievement has received national attention; Mr. Greene was named the National High School Principal of the Year for 2012. In bestowing this honor, the Executive Director of the National Association for Secondary School Principals noted that Mr. Greene "played a central role in helping Toppenish achieve significant and sustained improvement among students who are affected by poverty and its associated issues." JoAnn Bartoletti added that Mr. Greene's "relentless effort to increase rigor and provide opportunities for all students, regardless of socio-economic status, ensures a personalized learning environment where every student feels valued."[9]

Mr. Greene has strong praise for the teachers at Toppenish citing their hard work and dedication. In addition, he credits the district superintendent and school board for their significant leadership and support. Mr. Greene noted that the school's innovations would not have been possible without imaginative, dedicated teachers and supportive leaders.

Mr. Greene identified four key elements to Toppenish's success:

- Focus on implementation: Without this focus, an initiative will never succeed;
- Need to have the "right people on the right seat in the bus";
- The principal has to build capacity in the staff; a one-person show cannot succeed; and
- Critical thinking must be consistently exercised, determining what is working, what is not working, and what needs to be changed

[7] http://www.kimatv.com/news/local/105396533.html
[8] http://www.youtube.com/watch?v=viuxlzsvqXA
[9] http://www.nassp.org/tabid/3788/default.aspx?topic=WA_School_Leader_Named_National_HS_Principal_of_the_Year

VANCOUVER SCHOOL OF ARTS AND ACADEMICS

Existing

- Vancouver School District
- Started in 1997
- 572 students enrolled (05/12)
- Washington Achievement Award (2009, 2010, & 2011)
- Named as the number ten school in the state by the U.S. News and World Reports.

Summary of innovation: Vancouver School of Arts and Academics is a school of choice for 550 students in the sixth through twelfth grades; the school integrates academic and creative work.

School description: The Vancouver School of Arts and Academics (VSAA) is a magnet school of choice where the arts are immersed in academic study. Students apply to the school and are selected based on multiple factors including their interest in the arts. The school offers a complete middle and high school program including advanced levels of science, history, language arts, mathematics, and foreign language. All students attend the school fulltime.

Created in 1997, the school's early years were challenging. From 1999 to 2002, the school had five principals and the school's curriculum was not accredited; in addition, the school was found not in compliance with state requirements for student learning time (seat time). By 2003, the school entered into rebuilding mode; they received accreditation and the district hired the current principal.

The school uses a block schedule with students attending all six classes each Monday and three alternating classes the rest of the week. The classes use multi-age groupings. Science, math, social studies, and language arts are studied each year by all middle school and most high school students. In addition to academic classes, students take at least two art classes per year. High school students, once they have met academic graduation requirements, have the option of taking additional art classes. The school teaches six art forms: dance, music, theatre, literary arts, visual arts, and moving image arts.

Students are expected to explore each art form but may choose to focus in one or more areas. Professional artists are brought in for delineated periods to work alongside certificated teachers. Each year the school chooses a theme which is integrated into all classes. The theme presents a curricular vehicle for integrating the arts with the academics in meaningful project-based instruction.

Each student is paired with a teacher who remains his or her advocate for seven years; students meet with their advocate twice a week in groups of 22 to 24. The advocate works closely with the student, and in cooperation with the school counselor and the student's family, the advocate helps to guide that student toward academic success. During the graduation ceremony, the advocate hands the student their diploma.

Originally built in 1929, the school was remodeled, renamed, and opened as an arts-centered school in 1996. The school completed an additional remodel in 2008. Students have access to a performing arts center, dance studio, sound recording, and moving image arts labs. Next year, each student will receive an iPad to use for classes and homework.

VSAA starts at 9:30 each day; this schedule allows district busses to pick up students from their neighborhood middle school and bring them to VSAA after completing the other bus routes. Buses then return students to their neighborhood school each afternoon.

Students may participate in a maximum of one sport each season. It is the student's responsibility to arrange for early release and make up any missed work.

The Vancouver School District offers a range of schools of choice for families, including iTech Prepatory, a designated new innovative school.[1]

Academic focus: The school's approach is informed by Deborah Meier's book, *The Power of Big Ideas*, based on her work as co-principal at Central Park East, an alternative public secondary school in East Harlem, New York. In VSAA classes, teachers continually ask what Meier calls "Fundamental Questions:"

- How do you know what you know? (Evidence);
- From whose viewpoint is this being presented? (Perspective);
- How is this connective to anything else? (Connections);
- What if things were different? (Supposition); and
- What is this important? (Relevance).[2]

The staff added "What's next?" to Meier's list to help with transitions.

Teachers' skill development: VSAA has adopted Richard Dufour's four critical questions to guide the structure of their professional learning communities:

- What do you want students to know?
- How will you know if they have learned?
- What will you do if they have not learned?
- What will you do if they have learned?[3]

Teachers at VSAA meet in teams organized by subject matter and in middle and high school teams.

Parent/community involvement: Parents are actively and extensively involved in VSAA. For example, a student project in the 2010-11 school year found that 226 families (out of 588) spent more than 4,500 hours contributing to the school. The Parent Teacher School Association raises funds to support guest artists, educational field trips, and capital investments such as technology.[4] In addition, the association funds student grants for school-based projects, particularly Senior Projects. A private benefactor provides resources for guest artists, capital improvements, and other projects.

The school partners with a variety of local artists and art businesses including musicians, art galleries, dance troupe, local theatre, and the film industry.

Additional funds: VSAA has received grant funds to assist with its recording studios. In addition, a private benefactor donated money for the theatre and other projects over the years.

Application procedures: VSAA has an extensive application process. Most students are accepted into the school as sixth graders. The steps are as follows:

- Submit application with contact information;
- Supply recommendations from classroom and art/arts block teacher, as well as current school principal. The recommendation form asks for ratings on academic ability, artistic talent, work ethic, ability to collaborate, and attendance;
- For high school students, supply academic history;

[1] http://www.vansd.org/docs/ProgramsofChoiceBrochureweb.pdf
[2] http://www.amazon.com/Power-Their-Ideas-Lessons-America/dp/0807031135
[3] http://www.allthingsplc.info/pdf/articles/DuFourWhatIsAProfessionalLearningCommunity.pdf
[4] https://sites.google.com/site/vsaaptsa/recents-announcements/newtovsaa

- Participate in a four hour workshop, including an interview with two teachers. The interview investigates the student's artistic interests, academic interests, and citizenship. Each interview is scored using a rubric that includes a measurement of the student's creative potential;
- Participate in a Collaborative Workshop with four to five other students. The group views a piece of art, often pictures, and each applicant is asked to describe the artwork in non-verbal terms;
- Respond to a writing prompt which is scored by the principal; and
- Complete an art form "experience" (for example, photography, music, dance, drama, etc.).

For the 2012-13 school year, 92 out of 327 applicants (28%) were accepted. Periodically, students leave the school, in which case students from waiting lists fill their spots.

Waivers/special considerations: The school does not have any waivers from the State Board of Education, the Office of Superintendent of Public Instruction, or local collective bargaining agreements.

Impressions from site visit: VSAA's brick building makes a strong visual impression with two mosaic panels depict salmon fishing and the construction of the Interstate 5 Bridge. On the walkway to the school entrance, quotes from famous writers and poets are etched into large rocks. Banners with additional writers' quotes grace the walkway. A grand piano is near the windows by the school's entrance; during the visit, one student used it to practice, and it later served as the centerpiece for a musical rehearsal. Student's art and photography work is displayed throughout the school.

The school's performing arts theatre includes seats for 546 and excellent lighting equipment. Backstage, a complete props workshop has been created out of a former gym, with a variety of equipment and resources to make sets. The dance studio has a beautiful wood floor, extensive mirrors, and a separate ballet studio. The recording arts studio has several pieces of quality equipment, and is in a soundproof room. Film students have access to several computers with appropriate software.

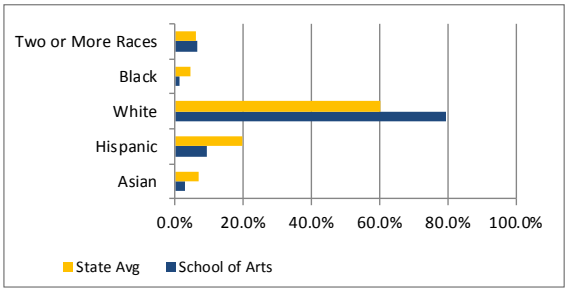
VSAA has selected the University of Washington's Center for Educational Leadership's (CEL) teacher evaluation rubric for its teacher and principal evaluation tool.[5] To help teachers become more knowledgeable about the tool, the principal and vice-principal schedule two "learning walks" that teachers can attend during their preparation period. The principal selects a room to visit and informs the teacher that the group will be visiting. They observe the classroom for about eight minutes and then meet in the hallway to comment on their observations, using the CEL tool as a guide for the conversation. Conversations are focused on what the visitors noticed as well as what they may have wondered about.

[5] http://tpep-wa.org/

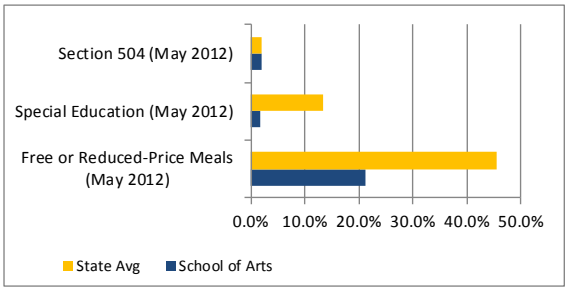
Vancouver School of the Arts and Academics Demographic and Outcome Summaries

2011-12 Demographics (Office of the Superintendent of Public Instruction): The Vancouver School of the Arts and Academics serves students in the sixth to twelfth grades. The student population has relatively low minority, free or reduced-price meal, and special education representation, compared to the statewide average.

Enrollment		
May 2012 Student Count	572	
Race/Ethnicity (October 2011)	**School of Arts**	**State Avg**
Asian	2.9%	7.1%
Hispanic	9.4%	19.6%
White	79.3%	60.2%
Black	1.4%	4.6%
Two or More Races	6.5%	6.1%
Pacific Islander	0.0%	0.9%
American Indian/Alaskan Native	0.7%	1.6%



Special Programs	**School of Arts**	**State Avg**
Free or Reduced-Price Meals (May 2012)	21.3%	45.5%
Special Education (May 2012)	1.7%	13.3%
Section 504 (May 2012)	2.1%	2.0%
Foster Care (May 2012)	0.0%	0.1%
Migrant (May 2012)	0.0%	1.8%
Transitional Bilingual (May 2012)	0.0%	8.3%



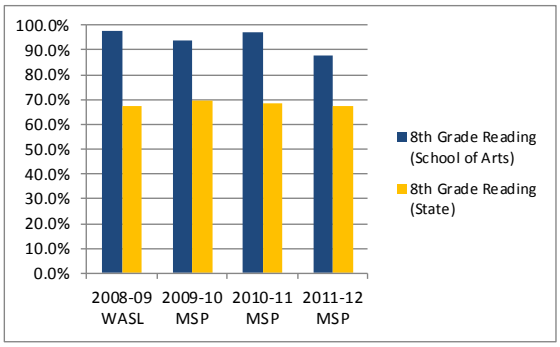
Teacher Information (2011-12)	**School of Arts**	**State Avg**
Classroom Teachers	38	
Average Years of Teacher Experience	12.3	12.4
Teachers with at least a Master's Degree	65.8%	65.6%

OSPI Report Card Results: Middle school (eighth grade) and high school math, reading and science assessment results are very high. Recent graduation rates are 100%. The enrollment rate in AP courses is roughly three times the state average.

Percent Meeting Standard

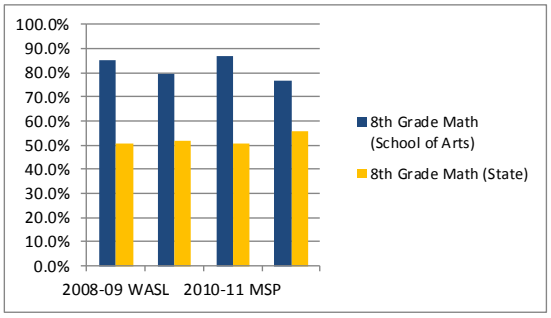
8th Grade Reading

Year	(School of Arts)	(State)	(District)
2008-09 WASL	97.7%	67.5%	68.4%
2009-10 MSP	93.6%	69.4%	68.3%
2010-11 MSP	97.0%	68.7%	70.1%
2011-12 MSP	87.8%	67.3%	62.9%



8th Grade Math

Year	(School of Arts)	(State)	(District)
2008-09 WASL	84.9%	50.8%	43.2%
2009-10 MSP	79.8%	51.6%	50.0%
2010-11 MSP	86.9%	50.4%	50.3%
2011-12 MSP	76.7%	55.5%	50.5%



8th Grade Science

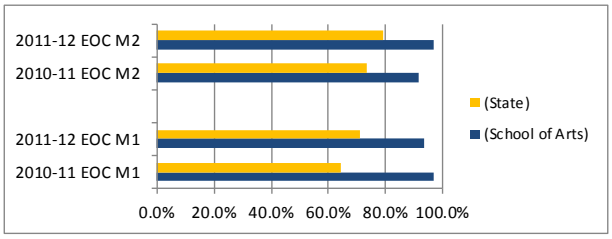
Year	(School of Arts)	(State)	(District)
2008-09 WASL	90.7%	51.1%	47.4%
2009-10 MSP	76.6%	54.5%	48.8%
2010-11 MSP	93.9%	61.6%	59.6%
2011-12 MSP	87.6%	66.4%	62.6%

10th Grade EOC Math 1

	(School of Arts)	(State)	(District)
2010-11 EOC M1	96.8%	64.3%	59.9%
2011-12 EOC M1	93.7%	71.1%	65.3%

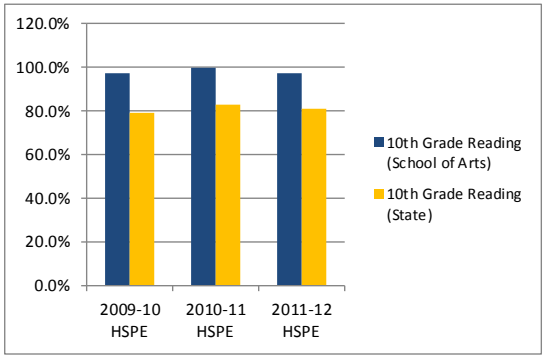
10th Grade EOC Math 2

	(School of Arts)	(State)	(District)
2010-11 EOC M2	91.5%	73.5%	68.9%
2011-12 EOC M2	97.0%	79.1%	78.2%



10th Grade Reading

Year	(School of Arts)	(State)	(District)
2009-10 HSPE	97.3%	78.9%	76.5%
2010-11 HSPE	100.0%	82.6%	83.6%
2011-12 HSPE	97.4%	81.3%	80.8%

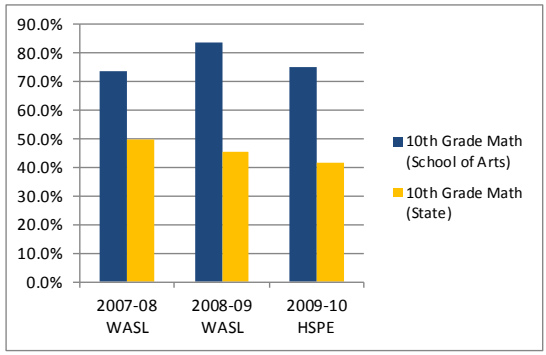


10th Grade Math

Year	(School of Arts)	(State)	(District)
2007-08 WASL	73.9%	49.6%	47.4%
2008-09 WASL	83.8%	45.4%	42.7%
2009-10 HSPE	75.3%	41.7%	39.5%

10th Grade Writing

Year	(School of Arts)	(State)	(District)
2008-09 WASL	97.0%	86.7%	81.4%
2009-10 HSPE	100.0%	86.0%	82.7%
2010-11 HSPE	100.0%	86.3%	87.6%
2011-12 HSPE	100.0%	85.4%	83.4%



10th Grade Science

Year	(School of Arts)	(State)	(District)
2008-09 WASL	80.0%	38.8%	38.8%
2009-10 HSPE	79.5%	44.8%	44.8%
2010-11 HSPE	94.9%	49.9%	49.9%

Advanced Course Enrollments: 2009-10, 2010-11 (Source: WSIPP analysis of student-level CEDARS course history data)

Enrollment in AP Courses

Percent Taking At Least One AP Course	School of Arts	State Avg
Grade 11	73.6	21.7
Grade 12	68.82	23.7
Percent Taking 1, 2 and 3+ AP Courses		
Grade 11 - 1 course	31.2	12.0
Grade 11 - 2 coures	39.2	6.5
Grade 11 - 3+ courses	3.2	3.2
Grade 12 - 1 course	18.28	11.4
Grade 12 - 2 coures	30.11	7.0
Grade 12 - 3+ courses	20.43	5.4

Washington State Board of Education Achievement Index: The State Board of Education estimates an indicator (achievement vs. peers) that gauges a school's relative performance controlling for student characteristics (percent free or reduced-price meals, English language learners, students with disabilities, mobile students, and gifted). The school's performance relative to peers, according to this indicator, is "exemplary" across subjects.

Achievement vs. peers	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	7	7	5
2010-2011	7	7	7	7	3
2011-2012	7	7	7	7	4

Achievement of non-low income stude	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	7	7	6	5	7
2010-2011	7	7	7	7	7
2011-2012	7	7	6	7	7

Achievement of low income students	Reading	Writing	Math	Science	Ext Grad Rate
2009-2010	6	6	4	5	
2010-2011	6	7	4	7	
2011-2012	6	7	5	5	7

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Value-Added Estimates: The Washington State Institute for Public Policy estimated school value-added measures using student-level data for three years (2009, 2010, and 2011). The models control for student demographics, special program participation (e.g., free and reduced-price meals) and prior test scores. The school effects are mean-centered, so that the average school has an estimate of 0. Estimates above 0 indicate higher than average performance. Estimates are based only on students who are tested (who comply with assessments).

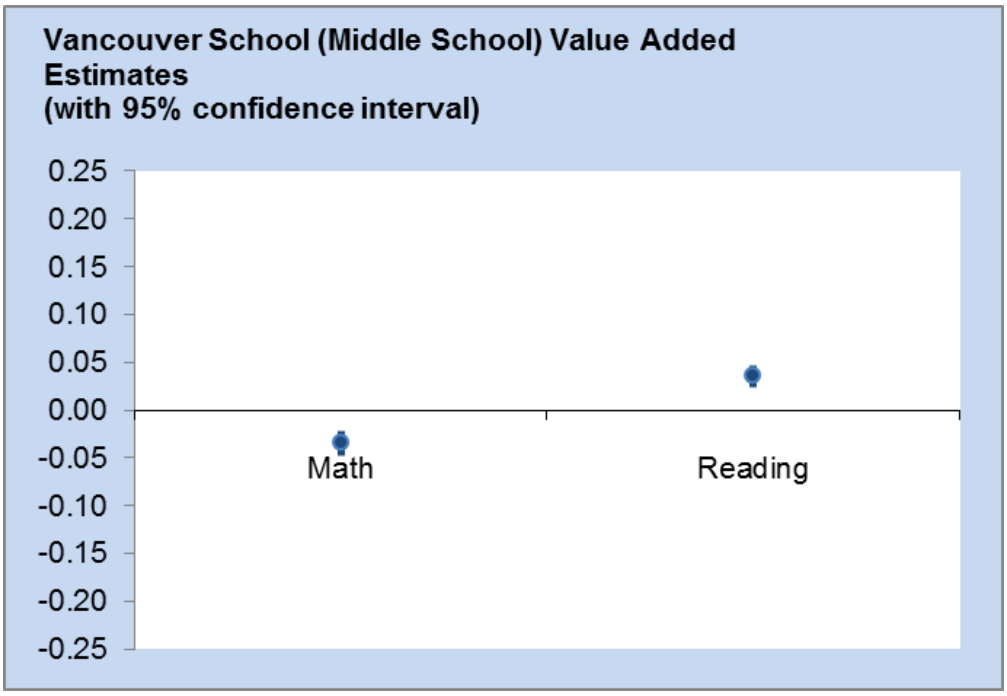
The tables below rank the school's results relative to all public schools in Washington State, expressed in percentiles. The "lowest" results refer to schools in the bottom 20% of schools statewide, based on their value-added school effect; the "low" results refer to schools ranked in the 20-39th percentiles; "middle" results refer to schools in the 40-59th percentiles; "high" results refer to schools in the 60-79th percentile; and "highest" results refer to schools in the top 20% of the value-added school effects.

The estimated effect of the Vancouver School on middle school reading assessments is marginally above average; the estimated effect on math assessments is marginally below average. Given the very high test scores of these students, the estimates may be constrained by ceiling effects.

The estimated effects on high school math and reading scores are above average.

Vancouver School of Arts and Academics (Middle School)	School Effect	95% Confidence Interval	
Math	-0.035	-0.048	-0.021
Reading	0.035	0.024	0.047
Math ranking	Middle (40 - 59 percentile)		
Reading ranking	High (60 - 79 percentile)		

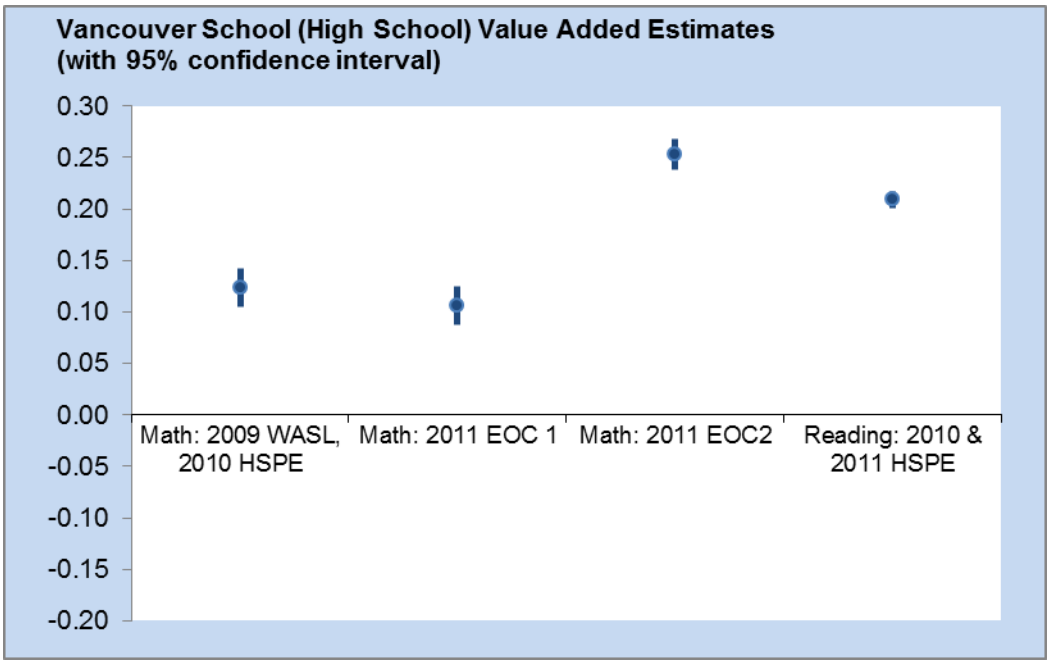
Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(Middle school): Mean-centered school fixed effect estimates are based on three years (2008-09, 2009-10, and 2010-11). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for middle school math fixed effects is 0.154. The standard deviation for middle school reading fixed effects is 0.112.

Vancouver School (High School)	School Effect	95% Confidence Interval	
Math: 2009 WASL, 2010 HSPE	0.123	0.104	0.142
Math: 2011 EOC 1	0.106	0.087	0.125
Math: 2011 EOC2	0.253	0.238	0.268
Reading: 2010 & 2011 HSPE	0.209	0.200	0.217
Ranking			
Math: 2009 WASL, 2010 HSPE	Highest (80 - 100 percentile)		
Math: 2011 EOC 1	High (60 - 79 percentile)		
Math: 2011 EOC2	Highest (80 - 100 percentile)		
Reading: 2010 & 2011 HSPE	Highest (80 - 100 percentile)		

Value-Added Rankings
Highest (80 - 100 percentile)
High (60 - 79 percentile)
Middle (40 - 59 percentile)
Low (20 - 39 percentile)
Lowest (0 - 19 percentile)



*(High school): Mean-centered school fixed effect estimates are based on two years (2009, 2010) for the 10th grade assessments and one year (2011) for the End of Course Exams (EOC 1, EOC 2). Mean-centered school fixed effect estimates are based on two years (2010, 2011 HSPE). A Bayes shrinkage estimator is applied to fixed effects. Confidence intervals are based on robust standard errors. The standard deviation for school math fixed effects (based on 2009 & 2010 10th grade assessments) is 0.1554. The standard deviation for 2011 EOC 1 fixed effects is 0.2032. The standard deviation for 2011 EOC 2 fixed effects is 0.3132. The standard deviation for reading fixed effects is 0.1108.

WASHINGTON YOUTH ACADEMY

Existing

- Bremerton School District
- Started in 2009

Summary of innovation: The Washington Youth Academy is a 150-bed academic intervention/credit recovery program for 16 to 18 year olds from around the state, with a highly disciplined safe and professional learning environment in a quasi-military setting.

School description: The Washington Youth Academy (WYA) is a residential program in Bremerton that incorporates a quasi-military format that emphasized self-discipline, personal responsibility, physical fitness, and positive motivation. Authorized by the Secretary of the Defense, National Guard Youth ChalleNGe Programs are operated in 27 states. A state's governor and Adjutant General must agree to host the program. The funding rate is 75% federal and 25% state.

The program's intervention model is based on eight components that use discipline, structure, and mentoring to enhance the life skills and employment potential of participants. By relying on a highly structured model, the program can accommodate a high-risk population that otherwise would be vulnerable to adverse impacts. Studies have found that aggregating youth with conduct disorder issues created environments in which youth exhibited negative behavior that was positively reinforced by other group members (i.e., "deviancy training").

The three-phase program begins with a two-week "Acclimation phase" that allows students (called cadets) to experience the program; those who successfully complete the acclimation enter a 21-week "Challenge phase" involving academic instruction from certified teachers, physical education, and community service. Following the residential program, students return to their home school district. Cadets work with an adult mentor (recruited by the student) and program case managers for 52 weeks. This phase helps reinforce the lessons and focus from the residential experience.

Two classes of cadets are admitted each year; one from July to December, and the second class from January to June.

Cadets live in dormitories as part of a 50-person platoon. The day starts at 5:00 a.m. with scheduled training and structured time continuing until 9 p.m. The academic classes are separated by gender. Cadets are not allowed the distractions of television, cell phones, personal music devices, etc. Students perform community service projects for at least one day per week. Prior to graduating, cadets develop short, intermediate, and long term goals including a post-residential placement plan.

Academic focus: During the residential program, students can earn up to eight academic credits in core academic subjects, physical education, career technical education, and community service. The program uses the Kahn Academy program to assist with math instruction. WYA teachers expect cadets to achieve 80% or higher in every subject; cadets who need extra time or instruction to complete their assignments are required to attend tutoring sessions

When former Governor Gregoire authorized the program, she expressed her strong view that the program not turn into a "GED Mill." The governor cited research indicating that youth who earned a GED had much lower earnings than those who graduate with a high school diploma.[1] The Washington State program thus focused on credit recovery, with the goal of having the students catch up with their peers by earning academic credits, returning to their home school, and graduating with a high school diploma.

[1] Lynn Cadell, personal communication, March 2013.

Application procedures: Students must be a high school dropout or have been expelled, ages 16 to 18, never been convicted of a felony and have no legal action pending, free of illegal drugs at time of enrollment, and physically and mentally able to complete the program. Students must identify an adult mentor over 25, a non-family member, who is willing to commit four hours of week to the cadet for the follow-up phase. WYA staff interview the student and family members, and students must attend a one-day orientation before enrolling.

Student fees: There is no cost to students for the program. Approximately $250 of special clothing and boots are needed; those without the ability to pay for these items can receive assistance.

Additional funding: The school receives basic education, career and technical, and special education funding from the state. In addition, the federal government supports the program through Department of Defense funding; there are 33 similar programs in the United States.

Waivers/special considerations: The agreement between the Bremerton School District and the Bremerton Education Association includes a waiver letter for teachers, as well as the principal. For teachers, the agreement acknowledges that the WYA is a unique learning environment that requires changes to the normal working conditions, and sets up a process to expedite approval of necessary waivers. In addition, the agreement allows that the principal of WYA also serve in a teaching capacity.

In terms of state testing requirements, the Office of Superintendent of Public Instruction (OSPI) has agreed that it is not necessary for the WYA to administer the High School Proficiency Exam (H.P.S.E.) at the academy, but rather the students will take these tests when they return to their home high school.

Future plans: The site has the capacity for a second dormitory which would double housing capacity. For this expansion to occur, additional funding would be needed from the state and federal governments.

Impressions from site visit: Cadets do not walk, but rather jog to every event. They are dressed in uniforms, and are frequently in formation. Cadets line up outside their classrooms and are led by a group leader who is counting off. When they enter the classroom, they stand behind their seats until instructed to remove their backpacks and assemble their learning materials in a specific amount of time. When the instructor starts the class, the cadets are alert and ready to learn. There is a stand-up desk at the back of the class; cadets who doze off or are inattentive are sent to that desk for the remainder of the class.

By using the Kahn Academy materials in the math class, the instruction can be individually tailored to the cadets. The instructor and cadet leaders are free to answer questions as cadets have questions. Many cadets have been in special education prior to entering the Academy; WYA has a full-time special education teacher. The staff has found that many students have used special education as a means to avoid academic work. The academy focuses on teaching cadets to employ strategies to overcome barriers, rather than excuses (“we do not yield the standard”).

The school has strict policies forbidding the use of physical contact and intimidation by staff to cadets. Staff must stay 3-feet away from cadets. The staff treats the cadets with respect (addressing them as Mr. and Ms.) and model professional behavior.

The school operates with a token economy; as an example, cadets start with a 2-minute shower and need to earn additional time. Cadets who are not getting along with each other may be assigned to carry a small log around the facility or a stretcher; they are thus forced to deal with each other in a constructive manner.

Within this context of a strict and quasi-military environment, the school staff evidenced significant empathy and affection for the cadets. Staff took great pride in the accomplishments of the school’s graduates, both for those graduates who choose employment or additional schooling as well as those who entered the military.

Challenges because of the school’s innovative approaches: Because of the WYA’s unique structure and approach, the administrators have faced difficulties fitting into the accountability structures for the

state education system, as well as personnel classifications. Numerous discussions have been necessary with the OSPI because WYA does not fit the mold of a traditional school nor are they like a juvenile detention facility or one of the specialized programs for blind and deaf students. The academic testing requirements also needed adjustments because it did not make sense to have their students arrive at the school and immediately take a high-stakes test such as the H.S.P.E. The administrators were able to reach an agreement that the students would take these tests after they had experienced the additional instruction and tutoring at WYA and had returned to their home school. Students now take these tests during the re-testing period.

The program is aimed at high school dropouts and those who have been expelled, but the program cannot access names and contact information for students across the state with these characteristics. Because federal confidentiality laws restrict schools from sharing this information, WYA outreach staff must undertake a very broad recruitment strategy that covers 295 school districts.

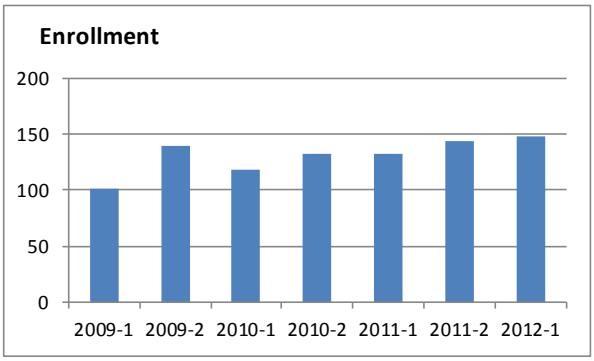
Washington State Youth Academy Demographic and Outcome Summaries:

OSPI Report Card Results are not available for the Washington Youth Academy.

The following information was provided by the Academy:

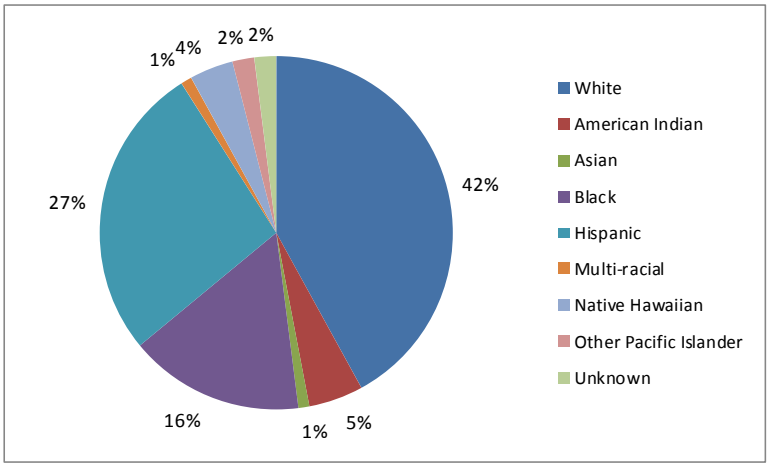
Enrollment

Class	Students
2009-1	102
2009-2	139
2010-1	119
2010-2	132
2011-1	132
2011-2	144
2012-1	148



Demographics: Class 2012

Family Income	
<$15,000	18%
$15,000-25,000	20%
$25,000-35,000	14%
$35,000-45,000	14%
>$45,000	33%
Age at Registration	
16	35%
17	52%
18	13%
Race/Ethnicity	
White	42%
American Indian	5%
Asian	1%
Black	16%
Hispanic	27%
Multi-racial	1%
Native Hawaiian	4%
Other Pacific Islander	2%
Unknown	2%



Youth Academy Graduate 12-Month Follow-Up

2011 Highlights for Washington	
Cadets reporting	192 (94%)
Cadets placed	150 (78%)
Type of Placement	
Military	5%
Educational	70%
Employment	23%
Miscellaneous	2%

Note: Findings reported by the Washington Youth Academy.