THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	**Request for Waiver of Credit-Based High School Graduation Requirements**

As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps.	☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other

Relevant To Board Roles:	☐ Policy Leadership ☐ Communication ☒ System Oversight ☐ Convening and Facilitating ☐ Advocacy

Policy Considerations / Key Questions:	Does the application of Highline School District for Big Picture School meet each of the requirements for the application specified in WAC 180-18-055? Does the application for renewal of the waiver of credit-based graduation requirements for Big Picture School warrant approval by the Board, based on the evidence presented of the school's performance?

Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other

Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint

Synopsis:	WAC 180-18-055 authorizes the SBE to waive, on application by a district, or by a school with permission of the district, one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements), and to renew such a waiver on request of the district. Highline School District requests renewal for an additional four years of the waiver of four years granted by the Board under this rule in 2012.
	In your packet you will find: - A memo providing background on credit-based graduation waivers and summarizing the application from Highline for Big Picture School. - A copy of WAC 180-18-055. - The application from Highline for Big Picture School and the several attachments to the application.

WAIVER OF CREDIT-BASED GRADUATION REQUIREMENTS: CURRENT REQUEST

Policy Considerations

1. Does the application of Highline for Big Picture School meet each of the requirements for the application in WAC 180-18-055 in a satisfactory manner?

2. Has Highline shown clear and sufficient evidence that the program of instruction at Big Picture School has resulted in increased learning and good post-secondary outcomes for its students?

Background

In 1999 the SBE adopted WAC 180-18-055, creating a waiver from credit-based graduation requirements. Section 1 declares

> The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit based education system to a standards and performance based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

In filing the adopted rule, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education. (WSR 99-10-094.)

WAC 180-18-055 provides that a school district or a high school with permission of the district's board, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The SBE may grant the waiver for up to four school years. The waivers are sometimes called "competency-based," because the applicant typically would substitute evidence of competencies in core subjects for earned credits to meet student requirements for graduation.

The rule specifies in detail the information that must be submitted to the Board with the waiver request. It must include, for example, specific standards for increased learning that the district or school plans to achieve, how the district or school plans to achieve the higher standards, and how it plans to determine whether the higher standards are met. The applicant must also provide documentation that the school is successful as demonstrated by such indicators as assessment scores, graduation rates, college admission rates, and student, parent and public satisfaction with the school. The SBE may not grant the waiver unless the district or school shows that the proposed noncredit-based graduation requirements meet minimum college core admission standards.

A school or district seeking renewal of a waiver under this section must inform the Board about the activities and programs implemented under the waiver and whether higher standards are being achieved. The district must hold at least one public meeting to receive public comment before filing the renewal request.

Highline is one of two districts that has submitted requests for waiver of credit-based graduation requirements under 180-18-055 in the time the option has been in place. Federal Way received

a four-year waiver for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. Highline received its initial, four-year waiver for Big Picture in November 2008. It proposed to operate Big Picture as a 9-12 high school, with intent to extend its model to middle school grades. In March 2012 the Board approved Highline's request for renewal of the Big Picture waiver for school years 2012-13 through 2014-15.

Big Picture Learning is a nonprofit organization, founded in Providence, Rhode Island in 1995, that promotes and assists in the creation of public schools adopting its distinct model for learning. It describes its mission as to

> catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success.

Current Request

Highline seeks continuation of its waiver from credit-based graduation requirements for Big Picture School for an additional four years, or through 2018-19.

The letter to the Board from Big Picture principal Loren Demeroutis states that since the waiver's initial approval in 2008, enrollment has grown from 120 students to nearly 200, that seventh and eighth grades have been added, that high school students have been connected to internships in numerous professional organizations, that test scores have improved in all subjects, that graduating seniors have earned offers of admission to scores of colleges and universities, and that the school is earning a state and national reputation as an innovative learning center.

In its application materials, Highline/Big Picture provides information and documentation on each of the required components in WAC 180-18-055.

The district states that the curriculum through which students will develop and demonstrate proposed competencies is "integrated and vocationally immersed," so that students acquire and demonstrate academic proficiencies through both school-based work and internships in workplaces under supervision of mentors. Competencies are stated as consistent with college admissions requirements. The district days they are closely aligned with the Proficiency-based Admissions Standards System (PASS) developed by Oregon colleges and universities, were developed in consultation with admissions staff from major private and public institutions in Washington, and build on the successful requirements of other schools in the Big Picture Network.

A leadership team, it reports, reviewed and updated the school's competencies this year. Additions to the competencies include, for example, elements of the Common Core and of the New Hampshire State Board of Education Competencies. (New Hampshire has been a leader in competency-based education.)

Highline/Big Picture provides substantial detail on the standards for increased student learning its expects to achieve. On pp. 19-24 of its application package it shows the specific proposed competencies for learning, adapted from the school's learning goals, which will be used in place of credits for graduation. For each of the learning goals – Quantitative Reasoning, Empirical Reasoning, Communications, Social Reasoning, and Personal Qualities – it defines each competency and describes the "evidentiary work" to be done by students to demonstrate its attainment. On pages 32-36 it provides a draft of the school's revised competencies.

The materials also include:

- Notes from a forum in 2008 with college admissions staff on what students need to succeed in college, and why they fail. This is not placed in any specific context, but is presumed to have informed the development of the competencies.

- A list of colleges that to which Big Picture alumni have been accepted.

- Employment and college attendance data for the last graduating classes. According to the data, the 70% of the Class of 2013 enrolled in two- or four-year colleges exceeds the percentages for the district or the state.

Highline Big Picture says it will achieve the standards described in the documents through continued implementation of the Big Picture High School Design. The structure and rationale for the Big Picture design are described in a summary of the presentation made to the Highline School Board in 2004, a year before the opening of the school. It appears on pp. 38-39 of the application package. Some leading features include:

- The school is made up of grade-level "advisories" consisting of 17 students and one generalist teacher, or advisor. Students stay with the same advisor throughout their high school career.

- Each student has an individualized learning plan (ILP), which he or she develops in collaboration with the advisor and parents.

- Students spend three days per week at the school site and two days off-site working in internships with adult mentors.

- In place of a traditional schedule of classes, advisors teach and facilitate learning one-on-one and in various configurations based on the needs of the advisory group and students' ILP's.

- Students move up from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various learning goals aligned with state standards.

"Social and academic expectations," the school concludes, "are raised throughout the program by the assumption from the time of enrollment that each student will pursue higher education. Steps to ensure this outcome begin in the first year with visits to higher education programs and culminate with required applications to colleges and scholarships."

Highline/Big Picture will show how the district or school plans to determine if the higher standards are met through the following:

- The School Learning Plan for the 2014-15 school years.

- Graduation rates for the previous four years relative to district and state averages. These have compared favorably over the last four years, for all students and for subgroups, with those for the district and the state.

- HSPE and EOC test scores. 10th grade HSPE scores for 2013-14 show Big Picture exceeding the district for all students and all subgroups. Math and Biology EOC scores show improvement over the last two years.

- Enrollment and discipline data. Big Picture shows the dramatic decline in suspensions at the school since 2011, and highlights its equity-based recruiting, which includes 11 times the percentage of homeless students than the district as a whole.

Last, Highline/Big Picture submits evidence of the commitment of the school board, teachers, administrators and classified employees to working cooperatively to implement the plan, as required by the SBE rule.

In your additional materials you will find:

1. The 2013-14 OSPI Report Card for Big Picture School.
2. Achievement Index data for Big Picture School.

Action

The Board will consider approval of Highline School District's request for renewal of the waiver of Big Picture School from credit-based graduation requirements though the 2018-19 school year.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based

requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

Highline Big Picture first cohort alumni, Keyanna Chambers, graduating with BA from Seattle University June 2014.

Renewal for Waiver from WAC 180-51-061:
Minimum subject areas for high school graduation.

January 2015

Highline Big Picture High School
440 S 186th St
Seatac, WA 98168

Highline School District #401

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Required Components of Proposal as Specified in WAC

Washington State Board of Education
Waiver from
Requirements of Chapter 180-51 WAC High School Graduation Requirements
Updated May 30, 2012

Introduction
State-mandated, credit-based graduation requirements convey an expectation about the breadth and depth of learning expected of all students in order to earn a diploma in Washington State. The Legislature delegated to the State Board of Education (SBE) the authority to establish graduation requirements. SBE specifies requirements for students graduating in 2013 through2015 in WAC 180-51-066. Requirements for the class of 2016 will soon be published in WAC 180-51-067. In addition, SBE defines a credit in WAC 180-51-050. Revisions to WAC 180-51-050 were adopted in November 2011, and will soon be published as well.

In order to facilitate a transition from a time- and credit-based system of education to a standards and performance-based system, WAC 180-18-055 provides districts and high schools the opportunity to create and implement alternative graduation requirements.

A school district, high school with permission of the district board of directors, or approved private high school wishing to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students may apply for a waiver from one or more of the requirements of chapter 180-51 WAC. The State Board of Education may grant the waiver for up to four school years.

A waiver of WAC 180-51-066 may be granted only under the following circumstances:
- The district or school demonstrates that any noncredit-based graduation requirements that will replace in whole or in part WAC 180-51-066 will support the state's performance-based education system under to RCW 28A.630.885, and
- The noncredit-based requirements meet the minimum college core admissions standards of the Higher Education Coordinating Board for students planning to attend a baccalaureate institution.

The application also shall include documentation that the high school is successful as demonstrated by indicators such as, but not limited to, the following:
- Clear expectations for student learning.
- Graduation rates for the last three years.
- Follow-up employment data for graduates from the last three years.
- College admission rates of graduates from the last three years.
- Use of student portfolios to document student learning.
- Student scores on the high school state assessments from the last three years.
- The level and types of family and parent involvement at the school.
- The school's annual performance reports from the last three years.
- The level of student, family, parent, and public satisfaction with the school as reflected in any survey done by the school during the last three years.

Any school or district granted a waiver under this chapter shall report annually to the State Board of Education, in a form and manner to be determined by the Board, on the progress and effects of implementing the waiver.

A waiver granted under this section may be renewed. Before filing the request, the school district will need to conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request must include:
- The systems implemented as a result of the waiver.
- The extent to which students are meeting high expectations.
- Assurances that students in advanced placement or other postsecondary options programs are not disadvantaged.
- A summary of the comments received at the public meeting or meetings.

Application Procedure
Please send:
- This completed application form.
- A resolution adopted by the board of directors requesting the waiver.
- Supporting documentation (see section two of the application) for restructuring the educational program of one or more high schools.

Sarah Rich
sarah.rich@k12.wa.us
Phone: 360-725-6311
Fax: 360-586-2357

Please provide the application document in Word format and fax or email the signed school board resolution.

Application for Waiver from
Requirements of Chapter 180-51 WAC High School Graduation Requirements

The following questions are for all renewal and new applications. Please include as much detail as possible.

1. **Contact Information**

Name	Loren Demeroutis
Title	Principal
School District	Highline
Phone	206.631.7700
Email	Loren.demeroutis@highlineschools.org
Mailing Address	440 S 186th St Seatac, Wa 98168

Application Information

Type of Application (new or renewal)	Renewal
School(s) Impacted by the Waiver	Highline Big Picture Schools
School Years Subject to the Waiver (maximum of four years)	Four years
Date of Application	1.30.15

2.   Supporting documentation for new and renewal applications is attached to document the following (check all):

√   The school's expectations for student learning.

√   The graduation rate for the high school(s) for the last three school years.

√   Any available follow-up employment data for the high school's graduates for the last three years.

√   The system for documenting student learning (e.g., student portfolios, etc.).

√   Student scores on the high school HSPE and EOCs for the past three years.

√   The school's annual performance report for the last three years. (to be included after board vote)

√   The types of family and parent involvement at the school.

√   The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years (to be completed prior to submission to state board)

For Renewal Applications Only:

8. When was the public meeting held to evaluate the educational requirements that were implemented as a result of the waiver?

    February 4, 2015

9. Provide a summary of the comments received at the public meeting or meetings.

    To be included prior to submission to state board

10. Provide information regarding the systems implemented as a result of the previous waiver.

    Included

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 01-15

A RESOLUTION requesting a waiver from the state high school graduation requirements for Big Picture High School in Highline Public Schools.

WHEREAS, Highline Public Schools is a duly organized political subdivision of the State of Washington; and

WHEREAS, WAC 180-51-060 through -068 outlines the minimum subject areas for high school graduation credits based on when a student starts high school; and

WHEREAS, WAC 180-18-055 outlines a process for alternative high school graduation requirements; and

WHEREAS, the Highline School District Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards; and

WHEREAS, the district has a bold goal of reaching a 95% graduation rate by 2017; and

WHEREAS, that bold goal will be best met by allowing schools like Big Picture High School the freedom to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Highline School District No. 401, King County, Washington, approves the application by Big Picture High School to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061 (1)(a) through (h) and 180-51-066 (1)(a) through (h).

ADOPTED this 18th day of February, 2015.

HIGHLINE SCHOOL DISTRICT NO. 401

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Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the above is a true and accurate copy of Resolution No. 01-15 for the use and purpose intended.

_____
Susan Enfield, Ed.D
Secretary to the Board

January 26, 2015

Dear Members of the Highline School Board and State Board of Education:

When I sat down to write this cover letter I reviewed Jeff's original submission and application for the credit-based graduation requirement waiver and believe the writing still speaks to the constantly evolving work of Big Picture. While we don't take the WASL anymore we do continue to over-represent student groups who predictably struggle in traditional settings. Our data certainly speaks well to our success and growth as a school but it doesn't necessarily convey the stories behind the data. I've included a brief story about one of our graduates in this letter and hope it conveys the power of the innovative and individualized instruction we can employ as a direct result of the waiver.

One of our third cohort graduates, Vince, (name changed to protect anonymity) was born addicted to heroin, crack, and meth. When Vince was in fifth grade his mother was shot and killed in White Center while prostituting to support her meth addiction. Vince moved in with his grandparents who, while incredibly supportive, struggled with health issues of their own. Often Vince needed to work to support the family and, despite the supports of a heavily accommodated IEP, he failed nearly all of his middle school classes. By the time he enrolled at Big Picture Vince was convinced school "wasn't for him." He doubted his abilities as a learner and often repeated self-deprecating stories handed down to him by adults seeing very few of Vince's gifts. Vince spent his first year at Big Picture unlearning these negative mindsets and, as another student's father recently commented, "unwrapping his gifts." Over the course of four years at Big Picture Vince obtained internships at local schools, a community center, and a non-profit organization. Through rigorous projects he grew into a powerful public speaker, a community leader, and helped mediate conflicts amongst students. One of his projects was a revealing autobiographical video filmed by his advisor as Vince walked through the location of his mother's murder for the first time since fifth grade. Vince produced the video to help youth deal with death, violence, and forgiveness. I met with Vince over winter break this year and was not surprised to learn he is graduating in June with a Bachelor's degree in Sociology from Evergreen State College. After graduation he intends to help re-engage youth who have dropped out in the White Center community.

As with many of us, Vince's most powerful learning experiences happened outside of school. Through his internships Vince learned how to navigate systems, work under pressure, and manage meaningful projects. By stepping outside of the classroom and revisiting the location of his mother's murder, Vince learned how to turn adversity into strength and how to move from anger to compassion. The credit waiver allowed Vince and his advisor to create relevant and powerful learning experiences which helped Vince learn how to think, how to conduct and find research and, more importantly, to learn to see himself as a scholar.

Since the credit based graduation requirement waiver's initial approval, our school has grown from 120 to nearly 200 students. We've added a 7th and 8th grade, connected high school students to internships in over 170 professional organizations, taken middle school students to exploratory field trips in over 50 local businesses, and developed a strong staff and student leadership voice. Our last two graduating classes have averaged over $20,000 of scholarships per student, earned offers of admission to over 35 colleges and universities, and continue to defy statistics predicting their likelihood of dropping out. At

the same time, our test scores continue to improve in all subjects, especially math and science, and our school is increasingly recognized locally and nationally as a professional development and innovative learning center.

Thank you for your time and consideration of our renewal application. Many students will thank you.

Sincerely,

Loren Demeroutis
Principal, Big Picture Schools

LETTER FROM PREVIOUS APPLICATION

HIGHLINE BIG PICTURE HIGH SCHOOL
440 S 186TH STREET, SEATAC, WA 98168
206.631.7700
WWW.BIGPICTURE.ORG   WWW.HIGHLINESCHOOLS.ORG

October 2, 2008

Dear Members of the State Board of Education:

This waiver proposal represents the culmination of several years of work in the context of the State's vision of reform for Washington public schools. For me this project came into focus during three years of work with the Truman Center in Federal Way, the first school to receive such a waiver in 2001. In 2004 began the present collaboration between the Highline School District and the Big Picture Company (now Big Picture Learning) to design and launch Highline Big Picture High School.

As described in more detail in the attached documents, this school is designed around the concepts of relevance, relationships, and rigor. We now serve about 120 students in grades nine through twelve, and this year we have our first cohort of graduating seniors. 75% of these students receive free or reduced meals, and about 30% receive special education services. Our WASL scores are strengthening, our student and parent survey data are the strongest of all high schools in our district, and all of our students are required to apply to multiple colleges or post-secondary programs as a condition of graduation.

For reasons we look forward to discussing further when we present to you in person, we believe the waiver from credit-based graduation requirements to be an essential component of our work to engage students at risk of dropping out as well as to provide increased rigor for all students. Core components of our school include integrating curriculum across subject areas, performance-based assessments such as exhibitions and portfolios, and learning through extended internships with adult mentors in their workplaces. Each of these is hindered by a system that tracks learning in terms of subject area credits based on class time.

I have included at the beginning of this packet some excerpts from students and parent letters of application to our school. I believe these speak to what we are doing and also to the some of the possibilities when learning is liberated from a credit-based approach.

In lieu of credits, we have developed an array of competencies based on college admission criteria adapted from work in other states and in collaboration with admissions staff from major colleges and universities here in Washington.

The core staff of the school remains the same as when we opened in 2005-06, and throughout this time we have worked closely with the same leaders in the Highline School District and at Big Picture Learning. We hope to present to you both a unified vision as well as a clear commitment to continue working together to improve what we have started in the service of the families enrolled with us and our shared vision for school reform in Washington.

The following pages present the components specified in WAC 180-18-055 as required for alternative graduation requirements. These are:

- Identification of the requirements of chapter 180-51 WAC to be waived;
- Specific standards for increased student learning that the district or school expects to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine if the higher standards are met;
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;
- Identification of the school years subject to the waiver.

Additional documents attest to the success of the school so far, and our ongoing commitment to improvement.

Thank you for your consideration.

Jeff Petty
Principal

WHY DO STUDENTS AND PARENTS COME TO HIGHLINE BIG PICTURE HIGH SCHOOL?

Each excerpt below is from the Student Essay portion of an eighth grader's application to our school, with alternating italics to indicate a new writer. At the end are several excerpts from the Parent Essay portion of the application.

From students -

The more I think about Highline Big Picture High School, the better and better it gets. In school, I never truly feel like I get to do anything that interests me personally. I know that if I am accepted into Big Picture I would have so many opportunities to be in the kinds of career tracks that I really enjoy. I also like the fact that I would not only be doing beneficial things for myself but also for the people that I intern with.

In middle school I always wished that I could connect with my teachers better and now at Big Picture I would have that chance. I know that I would feel a lot more comfortable challenging myself if I had teachers that would be there for support. I will still be aware that self responsibility is the key to advancing in my learning.

I don't want my intelligence to be based on just grades and test scores. I am excited to learn new skills and I know that I can be mature and work hard to match your high standards. I am ready to do things in my community and get out there. Please accept me into Big Picture High School. I guarantee that if you do, you will see fantastic work and endless effort come out of me in all stages of my learning.

Middle school has been a weary experience for me because watching my peers, I realized I was caught in a crowd that didn't have dreams or goals. This made me crave for something more. I wanted diversity and dreams. About the time I realized that, I discovered my passion: photography. This put everything into perspective. I had something to strive for now, and it made me work harder in school. I felt powerful with the knowledge that I could do something amazing when I worked hard for it. Big Picture is the perfect school for me because I feel as if it treats every student as an individual and not just a general audience. I believe this school will help me pursue my career and expand my horizons. I plan to take complete advantage of the internships. Big Picture will change me as a person also. It will make me a person who can handle responsibilities and become more outgoing... I have a dream, and Big Picture would help me accomplish anything I dream of.

I want to go to the Highline Big Picture School because I want to learn how to be a mechanic, and I don't do good on spelling but I do better at hands-on stuff. It is hard to do stuff on paper like reading because I am dyslexic and that makes it hard in school. I've been to so many schools trying to find one that would best fit me, and I think Big Picture would be the best. I want to take over my Dad's business as a mechanic. Maybe if I go to Big Picture I can do something I love to do and it will help me be better at what I want to do.

The reason I want to attend Highline Big Picture School is to have a more challenging education. When I grow up I want to know how it feels to do more advanced work. Another reason I want to get into this school is it would help me get a good career so I can have a good salary. I would learn from my mistakes in my work if I attended this school. My parents would be so proud that I made it in a great high school.

I would like to attend your school because I feel that this school will really teach me the true things of subjects, but not only teach me but show me the fascinations of things, and how it's all worked out. Your school is not just some ordinary, boring school. It has values, and I want to learn and cherish those values. I really want to attend this school, and if I were to get accepted I would start screaming, that's how much I want it so bad. Anyways, to be able to share your work with others who are interested in the same thing would be awesome. I really hope that you do accept me into your school, because I'm interested.

I highly believe in this tactic of education. Although this new learning environment may be different and limited to a small amount of students, I think that this form of learning may include a lot of exclusive experiences that may help me in the near future, in and outside school. I think the most appealing curriculum in Big Picture is the LTI program, or Learning Through Internships... As I keep advancing toward college, I have to know about what my passion is in life, and with the LTI program it may give me a better impression in some specific field of jobs. In conclusion, I would like to say that it would be a great opportunity for me to attend Big Picture. I enjoy reading about this school and I can connect some aspect of my life to your curriculum.

I want to attend Highline Big Picture School because I want to learn about and focus on the career I want to be in. Right now I want to work in forestry; I really love the outdoors. I also want to be in the filming business because I have a great imagination and I love filming my ideas. In the school I'm attending now it feels like I'm not really learning anything. It's like a big daycare because some of the teachers don't control the kids so it's really distracting, and I want to be in an environment where people want to learn and are kind to each other... I'm great with working with groups and I'm very kind, I'm a leader when I need to be a leader and I listen to my teammates when they suggest their thoughts or ideas....

I would like to go to Big Picture because I really want to be an architectural designer. I think if I go to Big Picture I could really see what it's like to be an architect and that could help me choose if that's what I really want to do or if I want to be something else. In this process I could really get close to the work, and I like the educational plan....

I would like to go to Highline Big Picture because I believe Big Picture will help me to take responsibility for my own learning and prepare me for my future career, college, and beyond...

I would like to attend Highline Big Picture because Big Picture has opportunities that will help me become what I want to be when I'm older. I also want to go to Big Picture because you get to live like the real world. Another reason why I want to go Big Picture is because at Big Picture there are a small amount of people in classes which means you can be a family with everyone in the class and not worry about being left out.

I'm moving from California to Washington and from middle school into high school, so I find myself at a crossroads. After inspecting school systems on the internet, and eliminating most of them, Big Picture High School stood out. The 17:1 student-teacher ratio means supportive academics, and school hours are workable, and an internship 2 days a week means hands-on education in my chosen career. Big Picture is a dream for my parents and me. For about a year or two now, cooking has been my passion. Instead of reading teen magazines I read recipes; instead of shopping, I'd rather cook. My dream is to become a chef when I grow up. Nutrition is what we are and everyone has to eat, so the sky's the limit and the possibilities are endless. Big Picture's internships would help me understand the restaurant

scene hands-on – with the rush of pans sautéing and flambéing – it's my dream come true. What I learn in school would actually help me later in my life.

After learning about Big Picture (when they came to my school), I became very <u>very</u> interested in the school and how it works. Why am I interested? I am interested in the Tuesday and Thursday internship that can help me get ready and experience what it would be like to work in the career I want to pursue. To be honest, I don't have a career in mind that I want to pursue but that is why I want to go to Big Picture, I know I will be able to experiment and find a career that I will enjoy. I also like the fact that you have a maximum of 17 kids per class. I think less students will help me understand and collaborate more with others. Last but not least is the fact that you choose the students who want a better future and work hard for it. That's the environment I want to be in.

I think the idea of interning is a very cool idea and will help me to learn even more about what I want to be. It also gives me hands-on experience while I'm still learning during school. I love to learn and I believe this is the best way to help me gain knowledge and maybe even change my mind about my career if I need to. I really want to be a part of this school.

I want to attend Highline Big Picture because it opens up a better future for me. Since I want to study business marketing, it can help me get ready. Other schools don't offer a class like that. Also I will get to get out of school to interview a business person about what they do and it will give me a better perspective... Something you should know about me is I like to play basketball. Also I'm a very nice and funny person at times and I like to try new things. Also I'm determined to get what I want if I really work for it.

I would like to attend the Highline Big Picture School because over the years in various schools I haven't done the best of my abilities and I believe this school will help me in the challenges that I have come to face in a normal school. In my understanding you really take the time to help out the students and make them really understand what is going on with what you are speaking of. In my eyes you guys are my only hope for me getting right back on the road and helping me succeed in my learning abilities. My reasons come in very different ways but I can assure you that I will do my best if the teachers do their best to help me.

Thank you for your time and attention.

From parents:
What appealed to us is that the student is a part of directing their education and the focus is on what they will need in real life, from preparing them for college to daily problem solving.

Internships based on her specific interests (exposing her to real life experiences <u>now</u> rather than later), will accelerate her awareness of jobs, further motivating her to stay on track with her goals. This is crucial since, like many, they're often unable to see the relevance between school and career.

When _____ came home from school the other day, she was so excited to tell me about the Highline Big Picture High School. The kids who came to present your school at Pacific Middle School really hit a chord with her and she knew this was the school she wanted to attend.... It is important to her to have a diverse group of students, and I am so glad to see that your student body has a mix of kids that are so close.

I am very impressed with the Big Picture model school which gives students the opportunity to explore various careers by participating in the working environment... I am surprised my son is interested in this model as it will require him to allocate his time and set his own timelines. I willingly support him if he desires to perform to this level of maturity.

I would like my son to be a part of this program because I feel that conventional high school education does not adequately prepare kids for the real world or the full onset of college. I would like my child to get an opportunity that I wish that I had at his age.

_____ and I have talked for hours about why it is important for her to get a college education, and the initiative she took to get more details about the school for me alone lets me know as a parent she has been listening to the guidance I have been providing her in early years.

It is quite possible that the Big Picture model may be the future of public education, especially considering the LTI (Learning Through Internship) aspect of it.

We truly believe that your program has been offered to us not by chance but an answer to his and our hopes for his future. A light not at the end of the tunnel but hopefully just his beginning. Your school is a much needed and welcomed beacon of hope for ____.

I am sorry for the wrinkled state of this application. This morning I informed _____ on the way to school that his father and I had not finished his application because we didn't have any information about Highline Big Picture High School and couldn't write our essay. ____, who never really gets upset about anything, crumpled up his paper and stuffed it between the console and the seat. He murmured, "It's OK. It doesn't really matter anyway."

Obviously it did. The mere fact that he brought the form home speaks volumes about his interest in the program. His persistence in filling it out and his attempt to bring it to school unfinished by us, on the due date, tells me this is one of the few things he is committed to right now.

So I hope you don't hold the crumpled-ness of his application against him. Once I realized the importance and significance of this opportunity for _____, I rescued his form and brought it to work with me. I just finished calling his father and explaining the school to him from the information on your website. From that, we have written our essay.

Required Components of Proposal as Specified in WAC

IDENTIFICATION OF THE REQUIREMENTS OF CHAPTER 180-51 TO BE WAIVED.

Specifically, this proposal requests a waiver from *WAC 180-51-061: Minimum requirements for high school graduation.* In lieu of the credits specified in WAC 180-51-061, Highline Big Picture proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture school design are consistent with the State's school reform vision as defined in WAC 180-51, which states:

> (1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:
>
> (a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;
>
> (b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;
>
> (c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and
>
> (d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

The Big Picture curriculum through which students will develop and demonstrate the proposed competencies is both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and also through internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. They not only meet academic requirements for graduation from high school and admission to college, they also develop workplace skills. This is consistent with the State's reform vision outlined in *WAC 180-51-003: Intent of graduation requirements*, which highlights the importance of career exploration and integrating academic and vocational learning.

Our competencies are consistent with college admissions requirements in that they (1) are closely aligned with the PASS (Proficiency-based Admission Standards System) requirements developed by Oregon colleges and universities; (2) were developed in consultation with admissions directors and senior admissions staff from the major public and private colleges and universities in Washington; and (3) build upon the graduation requirements of other schools in the Big Picture Learning network, which has demonstrated in other states an exceptional track record of college acceptance and retention for all students, particularly students of color and low-income students.

<u>Next Steps for Big Picture Competencies:</u>
A leadership team consisting of the principal and five teachers has met several times during the 2014-2015 school year to update our competencies. Additions include:

- Research supported meta- or non-cognitive variables into the Personal Qualities Competency. These eight variables are amongst the best predictors of college and career success.
- Elements of the Common Core Standards into the competencies
- Elements of the New Hampshire State Board of Education Competencies
- Elements of professional competencies such as the Electricians Professional Competencies, the Information Science Professional Competencies, and Veterinarian Professional Competencies
- Collaboration with Big Picture regional and national networks
- Alignment with colleges using competency based learning

-

SPECIFIC STANDARDS FOR INCREASED STUDENT LEARNING THAT THE DISTRICT OR SCHOOL EXPECTS TO ACHIEVE.

Ultimately the goals this proposal expects to achieve include increased graduation rates and college placement and retention of graduates, with a particular focus on populations not well-served by traditional comprehensive high schools. Big Picture Learning is currently in the early years of a longitudinal study that is tracking graduates until the age of 30 and collecting various date on quality of life indicators, including post high school education and employment. Highline Big Picture graduates will be part of this study, and early study data from other schools in the network is already being incorporated at Highline Big Picture to make improvements in preparing students for college and career.

The **specific proposed competencies** for increased student learning to be used in place of accumulation of credits are outlined in the following pages, and are adapted from the Big Picture Learning Goals; the Performance-based Assessment System (PASS) developed by Oregon colleges and universities; input from Washington college and university admissions directors; and the learning from other schools in the Big Picture Learning network. Included in this section are:

1. competency overviews of the 5 competencies from the original application and Big Picture learning goals
2. notes from a forum of Washington admissions directors hosted by Highline Big Picture in January of 2008
3. a sample transcript
4. a list of colleges Big Picture students have attended are earned offers of admission
5. college attendance data for the last four graduating cohorts with comparison to Highline and Washington State
6. a draft version of our revised competencies

1. **COMPETENCY OVERVIEW for QUANTITATIVE REASONING LEARNING GOAL**

Quantitative Reasoning (QR): Students are active and capable users of mathematics and Quantitative Reasoning. Students utilize both in multiple contexts, including reflection and planning. Students effectively present and communicate mathematical and Quantitative Reasoning concepts using a variety of tools and representations.

Competency	Includes	Evidentiary Work
Solve Mathematical Problems: Apply mathematical problem solving strategies to problems from within and outside mathematics.	Formulating and understanding mathematical problems, selecting or generating relevant information; using mathematical concepts, models, and representations; considering and choosing among various strategies, algorithms, models, and concepts to devise and carry out solutions; evaluating processes, strategies, calculations, and solutions to verify reasonableness; exploring alternative approaches, extensions, and generalizations; representing and communicating reasoning processes, solutions, ideas, and conclusions; using appropriate mathematical technologies, terminology, symbols, and notation.	**Ongoing**: Reasonable/Unreasonable problems; ALEKS/Cognitive Tutor/Plato Web work; internship- and school-based projects, including time, budget and materials calculations in planning, evaluating and reflecting upon projects. Advisory based QR work; Math 500 classes; community college classes. **Culminating**: Evaluated advisory based QR work; project reports; exhibition demonstrations and teaching; QR notebook; ALEKS,/CT/Plato Web reports; community college exams; math WASL; Compass tests; level-up exhibitions and portfolios.
Perform Algebraic Operations.	Solving equations and inequalities numerically, graphically and/or algebraically; using computation, estimation, and mathematical properties to solve problems; estimating and checking the reasonableness of results, including those obtained by technology.	Same as above.
Use Geometric Concepts and Models.	Representing and solving problems with two- and three-dimensional geometric models; measuring directly and indirectly using geometry and right-angle trigonometry.	Same as above.
Use Probability and Statistics to Collect and Study Data: Use probability and statistics in the study of various disciplines, situations, and problems.	Understanding and applying concepts of probability; collecting, organizing and displaying data using charts, tables and graphs, and using these to draw inferences, make predictions, and solve problems; developing and evaluating inferences and predictions based on data; designing, conducting, and critiquing statistical experiments, simulations, or surveys.	Same as above plus junior research paper and senior thesis project.
Use Functions to Understand Mathematical Relationships.	Representing functions using and translating among words, tables, graphs, and symbols; recognizing and distinguishing a various classes of functions; using a variety of functions to model situations and solve problems.	Same as above plus junior research paper and senior thesis project.

COMPETENCY OVERVIEW for EMPIRICAL REASONING LEARNING GOAL

Empirical Reasoning: Students are active and capable empirical reasoners, versed in the language of scientific inquiry and discerning readers of scientific content. They have investigated a field of science in sufficient depth to learn how to learn in the scientific realm, and they have designed and conducted a scientific inquiry.

Competency	Includes	Evidentiary Work
Design and conduct scientific inquiry.	Determining scope and focus of inquiry; forming questions and hypotheses involving scientific relationships; designing investigations using appropriate methodology and tools to address questions and test hypotheses; collecting and presenting data; analyzing data and developing	**Ongoing**: School- and internship-based projects; Senior Institute science curriculum; community college classes. **Culminating**: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions, science WASL; community college final assessments.
Know fundamental concepts of the sciences.	Learning and applying fundamental unifying concepts of science as well as concepts of the physical, life, and earth and space sciences.	**Ongoing**: School- and internship-based projects; Socratic seminars in science; Senior Institute science curriculum; community college classes. **Culminating**: Senior Institute science presentations; level-up portfolios and exhibitions, science WASL; community college final assessments.
Analyze scientific knowledge, theories, and research.	Analyzing scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluating the scientific, social, and ethical implications of scientific research and writings.	**Ongoing**: School- and internship-based projects; Socratic seminars in science; Senior Institute science curriculum; community college classes. **Culminating**: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions; science WASL; community college final assessments.
Understand, use, and investigate a field of science.	Understanding and correctly applying essential concepts, theories, relationships, and experimental processes specific to a particular field of science; investigating, through research and inquiry, important principles, theories, and relationships from a field of science.	**Ongoing**: School- and internship-based projects; Socratic seminars in science and social implications; Senior Institute science curriculum; community college classes. **Culminating**: Senior Institute science presentations; junior research paper; senior thesis project; level-up portfolios and exhibitions; community college final assessments.

COMPETENCY OVERVIEW for COMMUNICATION LEARNING GOAL

Communication: Students are active and capable readers; skilled writers in multiple contexts, including reflection and planning; effective presenters; able to use various media to communicate ideas; responsible and purposeful communicators.

Competency	Includes	Evidentiary Work
Write for varied purposes.	Reflection; summarizing and analyzing articles, literature, poetry, etc.; using an effective writing process; writing to persuade, explain, inform, etc.; creative and artistic writing; etc.	**Ongoing**: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, creative writing, college admissions essays and letters, community college class work, etc. **Culminating**: *Who Am I* Project, end-of-year personal narratives, Gateway essay, autobiography, junior research paper, senior thesis project, writing WASL, level-up exhibitions and portfolios, Compass tests, community college final assessments.
Read and interpret from a variety of genres and periods.	Reading to learn about topics of interest; reading articles and essays for discussion; reading for research; reading and interpreting creative works; etc.	**Ongoing**: Articles for seminar discussion, internship-based reading, assigned and interest-based books, community college class work, etc. **Culminating**: Reading WASL, level-up exhibitions and portfolios, Compass tests, community college final assessments.
Conduct inquiry and research.	Conducting research to address questions and problems of interest in various contexts; using and citing primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.	**Ongoing**: Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, planning and leading Socratic seminars, community college class work, creative writing, etc. **Culminating**: *Who Am I* Project, autobiography, junior research paper, senior thesis project, internship and interest-based projects, level-up exhibitions and portfolios, community college final assessments.
Communicate and analyze in various forms.	Developing fluency in multiple communications media; choosing and implementing most effective media for purpose, audience, and context.	**Ongoing**: Audio and video productions associated with internship and other projects, powerpoint and other presentation media, creative expression, community college class work, etc. **Culminating**: *Who Am I* Project, end-of-year personal narratives, autobiography, junior research paper, senior thesis project, level-up exhibitions and portfolios, Writing WASL, Compass tests, community college final assessments.
Present to groups in various contexts.	Public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.	**Ongoing**: Advisory presentations, PMU (school assemblies), seminar discussions, internship work, artistic presentations, independent project work (e.g. auction project), internship-based presentations. **Culminating**: Gallery Walks, exhibitions, Artistic Revolution, Mentor Appreciation Night, community college class presentations, graduation, etc.

COMPETENCY OVERVIEW for SOCIAL REASONING LEARNING GOAL

Social Reasoning: Students are active and capable social reasoners, able to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.		
Competency	**Includes**	**Evidentiary Work**
Analyze issues and events.	Defining and analyzing past and current events of social significance; analyzing causes and effects of local and international events and issues; interpreting and proposing solutions using supportable data and defensible criteria.	**Ongoing**: Socratic seminars; school- and internship-based projects; advisory-based investigations; community college classes. **Culminating**: Level-up exhibitions and portfolios; junior research paper; senior thesis project; community college final assessments.
Reflect on patterns of human history.	Understanding significant concepts and relationships in world and U.S. history; analyzing patterns of change or continuity in history; employing historical thinking and inquiry to understand events, developments, relationships, and perspectives in history.	Same as above.
Know and use geographic information.	Using and applying geographic information to interpret events and relationships in history; analyzing interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understanding processes of cultural distribution, migration, assimilation, conflict, etc.; reflecting on the interaction and interdependence of physical and human systems.	Same as above.
Examine aspects of human behavior.	Examining social influences, beliefs, and behavior; examining and reflecting on group dynamics and effects on individuals; examining cultural dynamics; reflecting on issues of ethics and social responsibility.	Same as above plus work referenced in Personal Qualities competencies related to collaboration and problem-solving in diverse contexts.
Understand structures and systems of U.S. government.	Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	Same as above.

COMPETENCY OVERVIEW for PERSONAL QUALITIES LEARNING GOAL

NOTE: Per Washington State law, personal attributes may not be used as graduation requirements. While we hope and expect that our students will develop the attributes below, these are expectations and not requirements.

Personal Qualities: Students are respectful, responsible, persevering, resourceful, well-spoken, and organized. They are reflective about their goals and abilities, and they contribute effectively in diverse interpersonal contexts.		
Competency	**Includes**	**Evidentiary Work**
Work effectively in diverse teams.	Understanding and honoring different perspectives and experiences; recognizing one's own views as a product of personal history and experience; using appropriate strategies of listening and discussion.	**Ongoing**: Daily advisory work; Socratic seminars; internships; school- and internship-based projects; school committees; PMU (school assembly) planning and leadership; etc. **Culminating**: *Who Am I* Project; autobiography; level-up exhibitions and portfolios; senior thesis project.
Organize, plan, and manage time effectively.	Defining work in complex and varied contexts; visioning and goal-setting, individually and in groups; reflecting individually and in groups; effectively translating goals into tasks; managing workflow in context of conflicting priorities; applying effective technologies of managing workflow.	**Ongoing**: Independent work time management; school- and internship-based projects; Learning Plan development and maintenance; project planning; calendaring and task-listing; *Getting Things Done* curriculum; etc. **Culminating**: Level-up exhibitions and portfolios; junior research paper and senior thesis project.
Reflect and plan about life and learning.	Exploring personal history and how current perspectives originated; reflecting on strengths and weaknesses and addressing these in personal learning plans; accessing resources to get help when needed; establishing and maintaining clarity of purpose; persevering.	**Ongoing**: Learning plan development and maintenance; college planning; interest exploration; college essays; etc. **Culminating**: Application to Big Picture; *Who Am I* Project; autobiography; level-up exhibitions and portfolios; Gateway essay.
Collaborate in varied contexts.	Recognizing and co-creating the essential work of the group; overcoming differences; applying an understanding of group dynamics; working with small and large groups; accepting responsibility.	**Ongoing**: Daily advisory work; Socratic seminars; internships; school- and internship-based projects; school committees; etc. **Culminating**: Level-up exhibitions and portfolios; Gateway essay; senior thesis project.
Mediate conflicts.	Being proactive to foster positive community relations in school and other contexts; mentoring new members of the community; active listening; empathizing; being open to other perspectives; knowing and using conflict mediation strategies.	**Ongoing**: Daily advisory work; acculturation of new students; etc. **Culminating**: Level-up exhibitions and portfolios; Gateway essay.
Think and act as a leader.	Applying the above with awareness of group goals and one's potential to influence others; recognizing the importance of relationships and community; applying appropriate strategies of facilitation, collaboration, and public speaking.	**Ongoing**: ASB; school- and internship-based projects; PMU facilitation; Socratic seminar facilitation; school committees; etc. **Culminating**: Level-up exhibitions and portfolios; Gateway essay; senior thesis project.

Embedded Competencies in the Arts and Health and Fitness

Listed below are the Essential Academic Learning Requirements in the Arts and Health and Fitness. At Big Picture we understand these to be embedded within the five Big Picture Learning Goals. Below are listed some of the ways students address and demonstrate these competencies within our program.

The student...	At Highline Big Picture...
Understands and applies arts knowledge and skills.	Students complete an extensive *Who Am I* project in 9th grade that includes an Artist's Statement and creative expressions of personal and family history; students engage in poetry and creative writing through the Writer's In Schools Program; music and video production lab supports students with individual and internship-based projects; Socratic seminars use works of visual art as text; students exhibit their work four times each year; Artistic Revolution annual arts night with student dance, singing, poetry, and other performances; students participate in theater productions at other high schools in district; artistic expression in required autobiography; etc.
Demonstrates thinking skills using artistic processes.	
Communicates through the arts.	
Makes connections within and across the arts to other disciplines, life, cultures, and work.	

The student...	At Highline Big Picture...
Acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.	Individual projects focus on how personal decision-making affects health and wellness; students reflect on personal and family health as part of *Who Am I* project; advisories develop close family-like relationships, discuss health in relationships and other life choices; advisory curriculum includes wellness, nutrition awareness, reducing health risks, etc.; visiting instructors work with all groups on healthy choices, sexuality and relationships, etc; many students participate in sports programs at their home high school; Big Picture students have gym access and can participate in PE activities multiple days/week.
Acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.	
Analyzes and evaluates the impact of real-life influences on health.	
Effectively analyzes health and safety information to develop health and fitness plans based on life goals.	

Big Picture Learning Goals

1. EMPIRICAL REASONING

How do I prove it?

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

What idea do I want to test? (essential question)

What has other research shown?

What is my hypothesis? How can I test it?

What information (data) do I need to collect?

How will I collect the information?

What will I use as a control in my research?

How good is my information?

What are the results of my research?

What error do I have?

What conclusions can I draw from my research?

How will I present my results?

2. QUANTITATIVE REASONING

How do I measure, compare or represent it?

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

How can I use numbers to evaluate my hypothesis?

What numerical information can I collect about this?

Can I estimate this quantity?

How can I represent this information as a formula or diagram?

How can I interpret this formula or graph?

How can I measure its shape or structure?

What trends do I see? How does this change over time?

What predictions can I make?

Can I show a correlation?

3. COMMUNICATION

How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

How can I write about it?

What is the main idea I want to get across (thesis)?

Who is my audience?

What can I read about it?

Who can I listen to about it?

How can I speak about it?

How can technology help me to express it?

How can I express it creatively?

How can I express it in another language?

4. SOCIAL REASONING

What are other people's perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

How do diverse communities view this?

How does this issue affect different communities?

Who cares about this? To whom is it important?

What is the history of this? How has this issue changed over time?

Who benefits and who is harmed through this issue?

What do people believe about this?

What social systems are in place around this?

What are the ethical questions behind this?

What do I think should be done about this?

What can I do?

5. PERSONAL QUALITIES

What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

How can I demonstrate respect?

How can I empathize more with others?

How can I strengthen my health and well-being?

How can I communicate honestly about this?

How can I be responsible for this?

How can I persevere at this?

How can I better organize my work?

How can I better manage my time?

How can I be more self-aware?

How can I take on more of a leadership role?

How can I work cooperatively with others?

How can I enhance my community through this?

2. College Forum Notes.

Senior Admissions Staff from Evergreen, Pacific Lutheran University, University of Puget Sound, Seattle Pacific University, the University of Washington, Washington State University, Smith College, DeVry University, St. Martin's University, and Highline Community College discuss what students need to succeed in college and what causes them to drop out.

Highline Big Picture High School forum, January 2008

Group 1 (w/ Loren Demeroutis facilitating)

- Sense of why they are there
- Attitude toward success
- Social skills/get voice heard
- Able to seek out and use faculty and staff/adults as resources
- Prioritization and time management skills
- Collaborative skills
- Self-disciplined/self challenger
- Reading/writing proficiencies
- Knowing how to learn (or absorb)
- Math proficiency
- Have something to work for
- Participation/attendance
- Self confidence
- Leadership skills
- Adaptability
- Test scores
- Able to self-assess/self advocate

> Top 5, organized from left
> - Interpersonal qualities
> - Internal qualities
> - Knowing how to learn/adapt
> - Reading/writing
> - Goal-oriented
> - General academic proficiencies

Why don't succeed:
- Don't connect with faculty/staff
- Lack of the 5 priorities
- Not connecting with the student community
- First generation
- Socioeconomics
- Lack of initiative and confidence to take advantage of resources
- Lack of cultural connection/diversity
- Lack of management skills
- Financial aid
- Home life/family/peers/$$
- Don't know what to do.... it's unclear to them why they are there

Group 2 (w/ Jude Garnier facilitating)

- Manage their time (balance between life and study) to meet class expectations
- Write a research paper w/ footnotes
- Critical reading – understand why author chose ....; question the author
- Ability to focus on topic/subject not interested in – stepping outside comfort zone – be able to persevere when don't like it
- Do quantitative analysis as it relates to their field – in general, in all areas
- Have a deep (enough) understanding of scientific concepts to think critically about research (political...) presented
- Applying theory in daily practice – deep enough understanding of theory

Why we lose students:
- Time management: prioritize what <u>need</u> to do; not procrastinate
- Personal issues: "Life happens", family, finances
- Being self-directed, able to make the transition into college
- (Especially in 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3 (w/ Kari Thierer facilitating)

- Writing skills (research papers, critiques, responses to text or discussion)
- Have a purpose and/or drive to be there/self motivation
- Think critically
  - Being able to go beyond the writing prompt
  - Defend your thought process
  - Connect two or more different ideas
- Think spatially, being comfortable with math and statistics, thinking about math and science
- Manage their time!!!
- Organize/prioritize/take notes/study skills
- Navigate "systems" – know yourself well enough to navigate systems and build resources, know the language of college
- Know themselves, their learning style, how they learn, know when they need help and how to get help

Most common reasons not successful
- Don't feel like they fit in
- Don't have the support system
- Not finding your own place
- Have not made connections
- Overwhelmed, can't handle the workload
- Lack of time management – can't handle multiple classes/multiple projects at once
- Have to be able to handle high-stakes tests/projects – there's not much flexibility
- Finances are a problem
- Lack of self motivation/purpose/drive
- Lack of preparation, academic skills not where they need to be

3. Sample Transcript (included as attached .pdf file)

OFFICIAL TRANSCRIPT Final Report

Highline Big Picture High School
Highline Public Schools

206.631.7700
440 South 186th Street
Burien, WA 98148

Legal Name: XXXXX
Birth Date: 09/10/1994
Parent: XXXXX
District ID: XXXXX
SSID #: XXXXXX
Graduation Date: June, 2013

THIS IS AN ACADEMIC RECORD FOR GRADE(S):
9, 10, 11, 12

WE DO NOT GRADE OR RANK OUR STUDENTS
Total number in class: 26

9th Grade Applied Learning Goals

In Progress, Met, Exceeded Expectations

Goal	IP	ME	EE	CADR
COMMUNICATION				
Writing and Text Analysis		■		1
Debate		■		1
Reading and Socratic Response Writing		■		1
Facilitating and Presenting		■		
QUANTITATIVE REASONING				
Mathematical problems		■		5
Algebraic operations		■		5
EMPIRICAL REASONING				
Fundamental science concepts		■		9
Scientific inquiry		■		9
SOCIAL REASONING				
Analysis of issues and events		■		13
Analysis of Lethal Force in Criminal Justice System			■	13
PERSONAL QUALITIES				
Teamwork and collaboration			■	
Organization/time management	■			
Leadership			■	
Physical Fitness Conditioning			■	

9th grade internships, real world learning, and highlights

- Member of Student Leadership Forum; on school recruiting committee and spoke to middle schools for high school recruiting.
- Co-president of Unidos, Latino club on campus. Planned and led community wide field trips, promoted cultural diversity at the school, and brought in guest speakers.
- Interned with Maximum Sport Conditioning in Bellevue, WA. Helped organize Washingon Strongest School Competition for high school teams throughout the Puget Sound area.
- May Day March: Participated in march at Green River Community College to promote immigrant workers' rights.
- Junior Varsity Football Team. Safety, linebacker, and tight end.

10th Grade Applied Learning Goals

In Progress, Met, Exceeded Expectations

Goal	IP	ME	EE	CADR
COMMUNICATION				
Writing and Text Analysis		■		2
Reading & Socratic Response Writing		■		2
Memoir Writing		■		2
Debate			■	2
QUANTITATIVE REASONING				
Applied quantitative thinking		■		5
Mathematical problems			■	5
Algebraic operations		■		5
Data analysis and probability		■		6
EMPIRICAL REASONING				
Intro to Evolutionary Biology & Genetics		■		9
Scientific inquiry		■		9
SOCIAL REASONING				
Analysis of issues and events		■		13
Inquiry and Research		■		13
Diverse Perspectives			■	14
Human Rights Study: Child Labor Laws			■	14
PERSONAL QUALITIES				
Reflection and life planning		■		
Conflict mediation			■	
Mentoring and Leadership		■		
Physical Fitness Conditioning			■	

10th grade internships, real world learning, and highlights

- Interned at Pasefika, a non-profit organization serving the Pacific Islander community of Puget Sound. Prepared and served cultural meals and taught water aerobics.
- Member of Student Leadership Forum; on school recruiting committee and interviewed incoming 9th grade students. Also on hiring committee and helped interview new staff.
- Co-president of Unidos. Organized a walk-out at two high schools in the Highline School District to help persuade politicians to pass the DREAM Act.
- Varsity Football: Letterman. Tight end and linebacker.
- Passed all state assessments in Reading and Writing (persuasive and explanatory).

Authorized Signature _____ **Title** _____ **Date** _____

OFFICIAL TRANSCRIPT Final Report

Legal Name: XXXXX

11th Grade Applied Learning Goals

Goal	Degree of Proficiency (IP ME EE)	CADR
In Progress, Met, Exceeded Expectations	IP ME EE	
COMMUNICATION		
Expository Writing	EE	3
Poetry	ME	3
Spanish Translation and Interpretation	EE	11
Autobiographical Writing	EE	3
Lesson Planning and Teaching	ME	4
Literature Analysis	EE	3
QUANTITATIVE REASONING		
Geometric Concepts	EE	6
Algebraic operations	EE	6
Probability and ratios	EE	6
Linear Equations	EE	5
		5
EMPIRICAL REASONING		
SOCIAL REASONING		
Introduction to Applied Anthropology	EE	15
Chicano, Aztec, and Mayan Cultural Studies	ME	15
Political Activism/immigration Policy	EE	14
History of Latino Community Involvement: Seattle	EE	14
PERSONAL QUALITIES		
Political Organization	EE	
Youth Mentoring	ME	
Project Planning	ME	
School Leadership and Community Building	EE	
Post High School Planning	EE	
Facilitating and Presenting	EE	

11th grade internships, real world learning, and highlights

• Latino Educational Achievement Project (LEAP) Ambassador: Organized Youth around issues of immigration policy, including legislative lobbying. Empowered youth to pursue higher education regardless of citizenship status.

• Unidos: President - Designed and taught a Cultural Studies course to a group of 8 High School Students. Course explored Chicano, Mayan, and Aztec culture.

• Student Leadership Forum: Big Picture High School Student Government. Responsible for leadership, community building, student organizing, school spirit. Participated in new-student recruiting and application process.

• Careful reading, analysis, and written reflection of Siddhartha, by Herman Hesse.

• Varsity Football: Letterman. All-league tight end - honorable mention.

12th Grade Applied Learning Goals

Goal	Degree of Proficiency (IP ME EE)	CADR
In Progress, Met, Exceeded Expectations	IP ME EE	
COMMUNICATION		
English Composition	IP	4
Poetry: Composition and Performance	IP	4
QUANTITATIVE REASONING		
Applied algebraic concepts	IP	7
Applied quantitative reasoning: Data Analysis	IP	8
Geometric concepts	IP	6
EMPIRICAL REASONING		
Intro to Chemistry	IP	10
Applied Empirical Reasoning: Achievement Gap	IP	10
SOCIAL REASONING		
Honors Applied Anthropology	IP	15
Senior Issues	IP	15
Social Activism: Political Organization and Lobbying	IP	15
Chicano, Aztec, & Mayan Cultural Studies	IP	15
First Peoples: History, Culture, & Traditions	IP	15
PERSONAL QUALITIES		
Leadership: Student Government	IP	
Tutoring and Youth Mentoring	IP	
Coaching Basketball	IP	

12th grade internships, real world learning, and highlights

• President of Unidos, a school-wide club focused on community outreach and deepening the community's understanding of Chicano, Aztec, and Mayan cultures.

• Latino/a Education Achievement Project (LEAP) ambassador. Recruits student participants, attends conferences, helps train youth activists, lobbies state and national legislators.

• Highline High School Football: Team Captain; League honorable mention; Highline High School all-time receptions leader.

• Tutors at-risk Latino/a youth at Chief Sealth high school.

• Native Student Alliance Peer Leader: Explores Native cultures, values, and traditions. Introduces and honors elders when they visit our school.

• Head Basketball Coach (Middle School Basketball Club): Teaches discipline, work ethic, and teamwork to younger students.

COLLEGE CREDIT EARNED:

Semester / Quarter / Term	Class, Grade	Class, Grade	Class, Grade

or PRIOR SCHOOLS ATTENDED:

School Name	Dates	Course	Grade
Puget Sound Skills Center	S1/2011-12	CT3500	A

SENIOR THESIS PROJECT

XXXXXXis leading a multifaceted anthropological study of at risk Latino/a youth in traditional educational settings. The objective of this study is to gain greater understanding of the personal, cultural, and institutional issues that contribute to the achievement gap for his target population. The project will culminate with a presentations to teachers and district administrators, and with article submissions to academic journals.

STANDARDIZED TEST SCORES

SAT: Taken 11/3

transcript version 112.

Key to the CADR Column

The "CADR" column indicates which proficiencies and collections of work on this student's transcript correspond to the Washington Higher Education Board's College Academic Distribution Requirement (CADR) Coursework, according to the following key:

1-4	**English** – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.
5-7	**Mathematics** – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).
8	**Senior Year Math-Based Quantitative Course** - During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.
9,10	**Science** – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning in the summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).
11,12	**World Languages** – 2 credits must be earned in the same World Language, Native American language, or American Sign Language.
13-15	**Social Science** – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
16	**Arts** – 1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

4. Colleges Highline Big Picture Alumni have been accepted to:

1. Antioch University
2. Bellevue College
3. Cascadia College
4. Central Washington University
5. Columbia College of Chicago
6. Columbia College of Hollywood
7. Cornish College of the Arts
8. DeVry University
9. Digipen Institute of Technology
10. Eastern Washington University
11. Evergreen State College
12. Gene Juarez Academy
13. Grand Canyon State College
14. Greenriver Community College
15. Heritage University
16. Highline College
17. Los Angeles City College
18. Lewis and Clark College
19. Montana State University
20. NW College of the Arts
21. NW Indian College
22. Pacific Lutheran University
23. Renton Institute of Technology
24. Seattle Central Community College
25. Seattle Pacific University
26. Seattle University
27. Shoreline Community College
28. South Seattle College
29. Spokane Falls Community College
30. St Martin's College
31. The Art Institute of Seattle
32. University of Alaska Southeast
33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University

5. College attendance data for the last four graduating cohorts with comparison to Highline and Washington State

Big Picture Graduate Post High School Status

	Unknown or not currently enrolled or working	Working	Military	2 year college	4 year college	Total College
Class of 2011	20%	28%		20%	32%	52%
Class of 2012	20%	12%	8%	32%	28%	60%
Class of 2013	5%	25%	5%	35%	35%	70%
Class of 2014	15%	19%		35%	27%	62%*

* four students indicated they are enrolling spring or fall of 2015, bringing total to 76% college enrollment

BP Graduates Attending College:

Class of 2011: 52%
Class of 2012: 60%
Class of 2013: 70%
Class of 2014: 62%*
*four student indicated enrolling spring or fall of 2015, bringing total to 76%
HSD Class of 2012: 56%
Washington Class of 2012: 61%

Post High School Enrollment Status (BP Class of 2013 compared to HSD and State for Class of 2012)
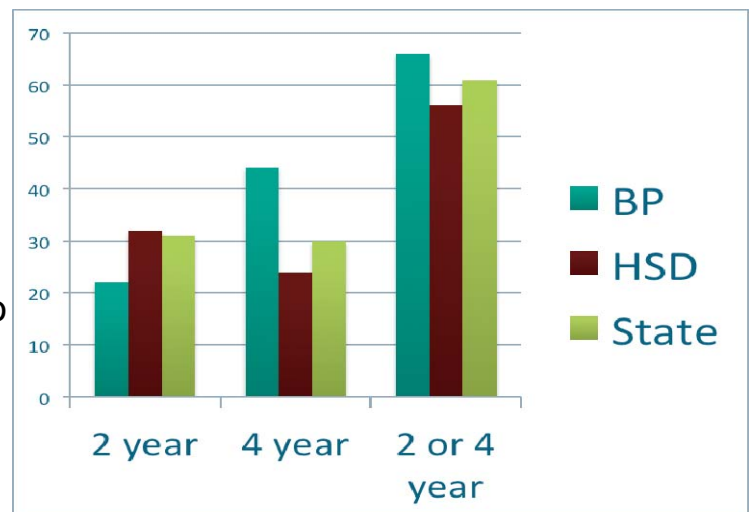
6. Draft version of our revised competencies

Personal Qualities Competency

Students are drivers of their own…strong and deep understanding of the skills needed to realize

PERSONAL QUALITIES	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
PRODUCTIVE MINDSET	Positive self-concept and growth mindset realistic self-appraisal, relationships, healthy choices	Healthy choices, smart goals, to learn goals, challenging self,
PROACTIVE LEARNER	Long-term goal planning and achievement	Effective timelines, timely follow-through, connecting with adult mentors and experts, seeking feedback, effective plans,
REFLECTIVE LEARNER	Identify strengths and growth areas,	Project reflections, autobiography, self assessment, exhibitions, circle
COMMUNITY ENGAGER	Navigating systems community leadership quality mentorship learning inside and outside of school	Internship, advisory, electives, post high school planning, application, restorative justice

Communication Competency

COMMUNICATION	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
UNDERSTANDING	Comprehension, analysis, critique of both literary and informational texts across a variety of media.	Socratic texts, class reads, independent reading, LTI/interest-based reading, Running Start, research, articles, novels, memoirs.
EXPRESSION	Effectively write persuasive, explanatory and narrative texts for a variety of purposes and audiences.	Journals, reflections, research papers, college/scholarships essays, personal statements, project papers, LTI/professional writing, book reports/analysis, Running Start.
RESEARCH AND INQUIRY	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information.	LTI research, independent project research, research papers, data digs, college exploration, Running Start.
PRESENTATION & FEEDBACK	Present and defend work in various contexts. Receive, incorporate and think critically about and respond to outside feedback and ideas.	Presentation and reflection of exhibitions, panelist feedback, project presentations and assessments, Socratic seminars, advisory presentations, tuning protocols, LTI, Running Start, elective/club facilitation, recruitment, SMOs, public performances.
MULTIMEDIA LITERACY	Effectively use technology to acquire, evaluate, produce and present information.	Using the internet to find and gather resources, internet search skills, digital documentation and presentation, digital portfolios, MS Office (or comparable software), Running Start

Quantitative Reasoning Competency

QUANTITATIVE REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
FLUENCY AND COMPUTATION	Fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.	Work from math groups (worksheets, complex instruction, quizzes, tests, portfolio), standardized test results, demonstrating work at exhibitions, project presentations, PHS prep (budgets, student loans, taxes), HS and Running Start classes
LOGICAL REASONING	Use stated assumptions, definitions and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions.	STP research, LTI projects, Socratic seminars, thesis statements, theory of change, data digs, science labs and experimentation, PHS planning
PROBLEM SOLVING	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning.	Data dig, complex instruction, calculating or tracking information and how it changes
MODELING AND ANALYZING DATA	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data.	Data digs, STP, complex instruction, math groups, business models, LTI, documenting change over time, developing and measuring data through surveys, experiments, tracking progress and other research methods to support project work.

Social Reasoning Competency

SOCIAL REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
CRITICAL ANALYSIS	Reflect on past and current events, analyze cause and effect, understand implications of policy and change over time, distinguish fact from opinion.	Socratic seminars, advisory activities, project research, student clubs, Running Start, LTI projects, autobiography excerpts, college essays.
DIVERSE PERSPECTIVES	Use of primary and secondary sources, developing empathy, understanding bias.	Research papers, restorative justice, Socratic seminars, STP, Running Start, LTI goals.
PEOPLE, PLACES AND ENVIRONMENT	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, climate.	Autobiography, independent reading, student clubs, interviews, current events, advisory activities.
HUMAN BEHAVIOR AND EXPRESSION	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility.	Socratic seminars, student clubs/electives, advisory activities, current events, PHS planning, restorative justice
INSTITUTIONS AND SYSTEMS	Understand major political and social systems and structures, and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems.	Restorative justice, Running Start, current events, Socratic seminars, class reading, electives/student groups,

Empirical Reasoning Competency

Students will demonstrate the ability to formulate inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

EMPIRICAL REASONING	WHAT ARE YOU LEARNING?	WHAT MIGHT IT LOOK LIKE?
FLUENCY AND RESEARCH FUNDAMENTALS	Fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Able to critically evaluate and cite scientific sources.	Advisory activities, science electives, LTI projects, individual projects, data digs, Socratic seminars, Running Start, PSSC classes, independent research
DESIGN AND CONDUCT SCIENTIFIC INQUIRY	Determining scope and focus of inquiry; forming questions and hypotheses; designing investigations and testing hypotheses; collecting, analyzing and presenting data; reflecting on results and developing reasoned conclusions.	Advisory activities, science electives, LTI projects, data digs, Running Start, STP, elective surveys, independent projects
UNDERSTAND, USE AND INVESTIGATE A FIELD OF SCIENCE	Understanding and correctly applying essential concepts of a particular field of science; investigating, through research and inquiry, important principles, theories, and relationships from a field of science.	LTI-related research, Running Start, PSSC classes, mentor/expert interviews, independent projects (film, acoustics, engineering, etc), biology classes
ANALYZE SCIENTIFIC KNOWLEDGE, THEORIES AND RESEARCH	Analyzing scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluating the scientific, social, and ethical implications of scientific research and writings.	LTI projects, STP, Socratic seminars, independent projects, project reflections, mentor/expert interviews

Sources on Competency-based Ed.

http://www.competencyworks.org/wp-content/uploads/2014/02/Screen-Shot-2014-02-27-at-1.29.25-PM.png

https://www.odu.edu/content/dam/odu/offices/assessment/docs/quantitative-reasoning-report.pdf

http://www.cde.ca.gov/be/st/ss/index.asp

http://www.nextgenscience.org/sites/ngss/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf

HOW THE DISTRICT OR SCHOOL PLANS TO ACHIEVE THE HIGHER STANDARDS, INCLUDING TIMELINES FOR IMPLEMENTATION.

The district plans to achieve the standards described above through continued implementation of the Big Picture high school design. Following is a summary of the structure and rationale of this design presented to the Highline School District Board of Directors in 2004, one year prior to the opening of the school.

Highline Big Picture High School enrolls academically, economically, and culturally diverse students and prepares them for higher education and responsible participation in communities. HBPHS immerses students in caring and challenging adult cultures, both on and off the school site, that link students' interests to rigorous and clearly articulated academic standards and real work in the greater Highline and Seattle area. HBPHS graduates are adept readers, writers, speakers, listeners, thinkers, planners, researchers, and facilitators, and they have the skills and personal qualities to be leaders in diverse communities.

what it looks like (structures)
- *The school is made up of grade-level "advisories" consisting of 17 students and one generalist teacher (advisor).*
- *Students remain with the same advisor throughout their high school career.*
- *Each student has an Individualized Learning Plan (ILP), which he or she develops in collaboration with the advisor and parent(s).*
- *Students spend three days/week at the school site and two days off-site working in internships with adult mentors who share their interests.*
- *In lieu of a traditional schedule of classes, advisors teach and otherwise facilitate learning one-on-one and in various configurations according to the needs of the advisory group and students' Individualized Learning Plans.*
- *Apart from advisors, additional adult staff include an administrator, an internship coordinator, and an office manager.*
- *Students complete academic requirements through school-based projects and activities and a series of increasingly complex projects developed through their internships.*
- *Students "level-up" from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various learning goals aligned with state standards.*
- *Families, mentors, advisors, and peers form the learning plan team and participate in student exhibitions three times a year to assess progress to competencies.*

why (design principles)
HBPHS is based on four interrelated principles, each indispensable to the integrity of the model. These include multiple, meaningful, and extended adult relationships; a small learning community; academics in the context of real work outside the school; and a school culture pervaded by the expectation of higher education for all students.
Chronically unsuccessful students need trust in adults to overcome fear and frustration associated with schoolwork or schools generally (or adults generally). Traditionally successful students need adults who know them well to effectively push them to excel beyond grade level expectations and into intellectual terrain they might otherwise avoid. Also, one of the best ways to learn how to be an adult is to get to know adults and spend time with them. HBPHS students work with the same advisor for four years, and the school is small enough to facilitate long-term connections

with other staff. Through their internships, students work closely with several adult mentors who share their interests.

The small size of HBPHS is essential to students' learning about how to interact effectively and responsibly in groups of various sizes and purposes. A sense of belonging and being known well is integral to the transitions HBPHS students will make between enrolling and graduating.

Through their internships, students develop and complete projects that serve real needs in adult workplaces among adult colleagues. The relevance, ownership, and accountability inherent in such work are difficult to simulate in the classroom. Internships motivate and provide context for students' academic pursuits.

Finally, social and academic expectations are raised throughout the program by the assumption from the time of enrollment that each student will pursue higher education. Steps to ensure this outcome begin in the first year with visits to higher education programs and culminate with required applications to colleges and scholarships.

Implementation Timeline

The school opened in September of 2005 with 34 9th graders and has added a new cohort of 9th graders in each of the last three years. The proposed competencies have been developed over the last three years, and these will be refined in response to increased capacity of the school to implement rigorous curriculum and our ongoing dialogue with colleges about the preparedness of our graduates.

We now have approximately 200 students in grades 7-12 and continue to evolve our competencies to include elements of professional competencies, the common core, elements from other models of competency based learning, feedback from professionals, alumni, and families, as well as insight and developments from other Big Picture Schools.

HOW THE DISTRICT OR SCHOOL PLANS TO DETERMINE IF THE HIGHER STANDARDS ARE MET.

At the district level, the school is subject to the accountability of the yearly School Improvement Planning process.

Please see the following supplemental documents included below:
1. School Learning Plan for the 2008-2009 school year
2. School Learning Plan for the 2014-2015 school year
3. Graduation Rates for the previous four years relative to district and state averages
4. HSPE and EOC test scores
5. Enrollment and discipline data

See prior sections for information about college and post high school data.

Picture
ovement,

ments
-2010.

STAR goal: To increase the number of students completing rigorous projects, as defined by score of higher than 2.0 on rubric adapted from "6 A's of Quality Project-based Learning."

Theory of action: Based on data from Met schools in Providence and our own evidence, we believe consistent well-structured 1:1 meetings between advisors and students are essential to good project scaffolding; and that in-person meetings between advisors and mentors support relationships leading to more effective collaboration among adults in support of student project planning and implementation.

---

or and assessing impact of

gs, advisor/student and

ices through sharing and
ied by advisors.
ween project rigor and
isor/mentor collaboration.
s on project scaffolding and
practices.
ring exhibitions and spring

assess progress on STAR
strategies.

Fall 2008
Monitoring implementation and collecting baseline data on project numbers and rigor.
- Advisor/Student 1:1 meetings and Advisor/Mentor meetings defined and counted.
- Admin/Advisor meetings model same Learning Plan format as Advisor/Student meetings.
- Two staff meetings (of 4 per month) devoted to project scaffolding, Learning Plans, and 1:1 meeting refinement.
- Share goal and strategies with parents October 2nd.
- October 9-10 staff retreat: use rubric to generate 07-08 baseline data and refine expectations for implementation measures.
- Nov/Dec: collect 08-09 baseline data during Nov/Dec exhibitions and BP network principal's visit Dec 12.

Winter 2008-09
Continued monitoring of implementation strategies; initial impact assessment w/ project number and rigor.
- Continued counting of 1:1 meetings, advisor/student and advisor/mentor.
- Refinement of 1:1 meeting practices through sharing and scale-up of best practices identified by advisors.
- Examination and reflection on connections between project rigor and advisor/student meetings and advisor/mentor collaboration

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Unit or Project and
nts Need to Succeed."
1998.

Big Picture Learning Plan

2013-2014

Vision *What are we going to prioritize?*	## Support the BP Mission by: 1. maintaining an unrelenting Focus on the Ten Distinguishers 2. maximizing Professional Growth driven by the Ten Distinguishers 3. developing sustainable systems to support the Ten Distinguishers 4. aligning instruction and resources 5. **articulate high leverage agreements with district**
PRIORITY LEARNING GOAL *–or- Competencies to be Addressed* *What do we need to get better at?*	• understanding competency development and competency based instruction • capturing, sharing, and aligning best practices • looking at student work to inform instruction • facilitating coherent professional development • publicizing student work • utilizing students, staff, and families for feedback and professional growth • efficiently and effectively utilizing restorative practices and MCVs to increase community wellness and student progress • evolved understanding of assessing and tracking the quality of independent projects • develop articulated policies/agreements with district regarding school of choice, testing, competencies, scheduling, common core, highly qualified, IEP support, 504 support
SMART GOALS *What are high priority outcomes we want to achieve?*	**LEARNING THROUGH INTERESTS and INTERNSHIPS** • 100% of HS students engaged in meaningful internships and high-quality project work by second exhibition • 100% of MS students developing interests through unit based field trips and professional connections (on-going) • 50% increase in the number of 8th, 10th, and 12th grade students meeting level-up expectations by the end of the school year **PERSONALIZATION and LEARNING PLANS** • 100% of HS students create, post, and utilize learning plans to inform and assess work • 100% of HS families and mentors interact with student learning plans • HS and MS Advisors track and facilitate 1:1 meetings with each student at least twice per month **AUTHENTIC ASSESSMENT** • 100% of students publicly exhibit work at least three times per year • Staff creates and employs shared best practices to assess and provide feedback according to individualized strengths and interests • 8th, 10th, and 12th grade advisors utilize Big Picture benchmark expectations to inform instruction and support student work
PROJECTS *High priority projects designed to support the outcomes and goals*	• **Staff Website**: To share and capture best practices and provide electronic access to curriculum • **PGE and PD**: To focus professional development on the distinguishers and learning cycle • **Restorative Justice and Wellness Plan:** To promote restorative practices and create effective restorative justice process • **Competency Learning Committee:** To evolve and create a shared understanding of competency based learning • **Alignment of Curriculum and Expectations:** To align core curriculum, resources, and best practices

- **Recruitment and Retention:** To define what it means to be a "school of choice" and to maintain sustainable student numbers
- **Sixth Grade Instruction:** To create sixth grade curriculum aligned to the Ten Distinguishers and core BP curriculum
- **Publicized Student work:** To celebrate 10 years of BP, motivate and inspire project work, and to influence local and regional practices

3. **Graduation Rates for the previous four years relative to district and state averages**
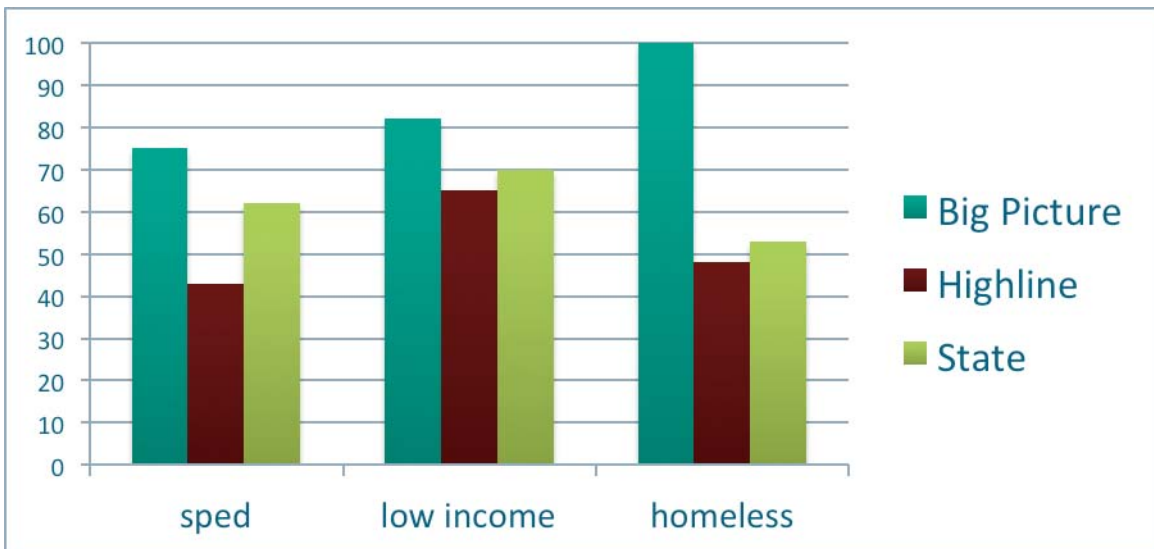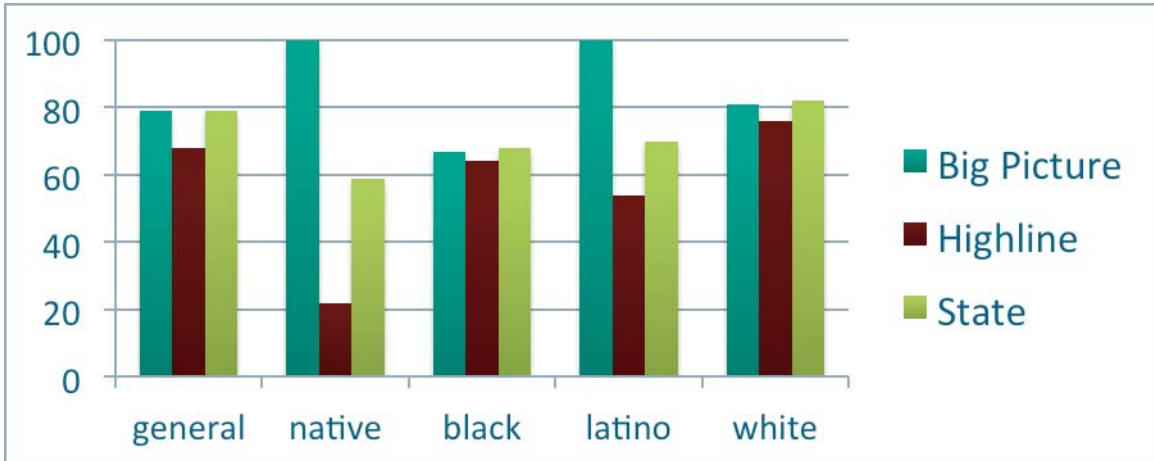
Class of 2013 Graduation Rates (from OSPI)

	Highline			Big Picture		STATE	
	4 year	5 year		4 year	5 year	4 year	5 year
general	62	68		66	79	76	79
native	39	22	n/a		100	53	59
black	55	64		67	67	65	68
latino	50	54		50	100	66	70
white	73	76		71	81	79	82
sped	29	43		29	75	54	62
low income	55	65		58	82	65	70
homeless	29	48		33	100	45	53

Big Picture Graduation Data from OSPI

|	
Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	65.5%
Adjusted 5-year Cohort Graduation Rate (Class of 2012)	78.6%
Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	77.8%
Adjusted 5-year Cohort Graduation Rate (Class of 2011)	78.1%
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)	60.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)	64.3%
Estimated Annual On-Time Graduation Rate (2009-10)	71.2%
Estimated Annual Extended Graduation Rate (2009-10)	83.8%
Adjusted 4-Year Cohort Graduation Rate (Class of 2010)	51.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2009)	58.1%

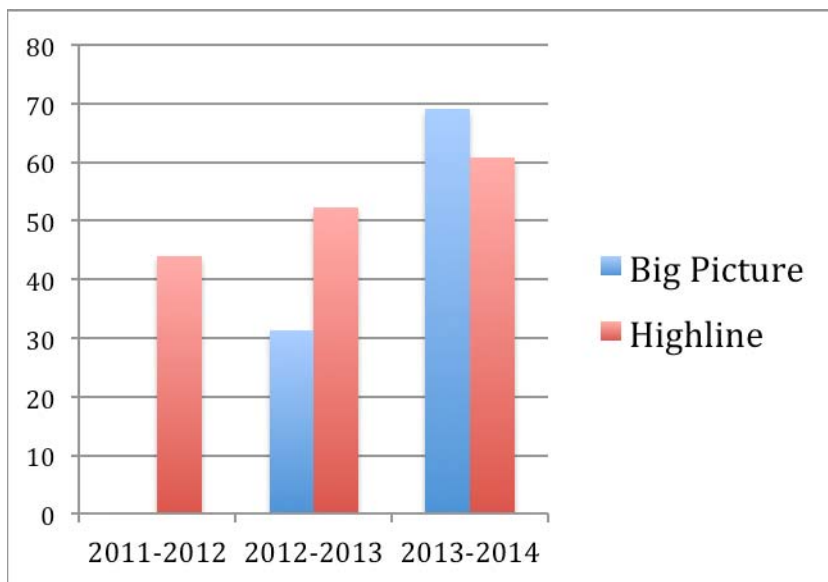**4. HSPE and EOC test scores**

2013-2014 10th Grade Reading HSPE
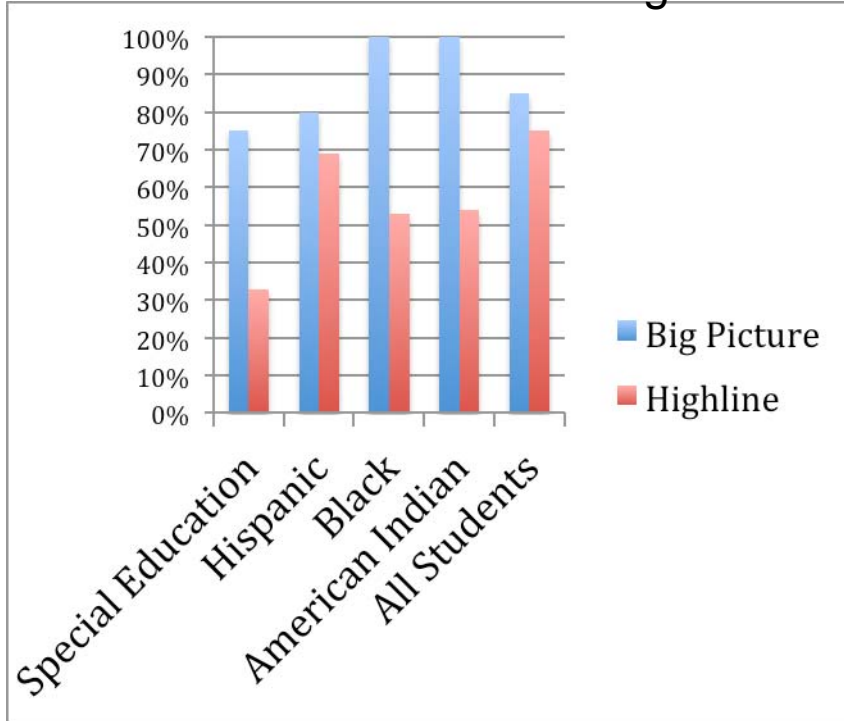
2013-2014 10th Grade Writing HSPE
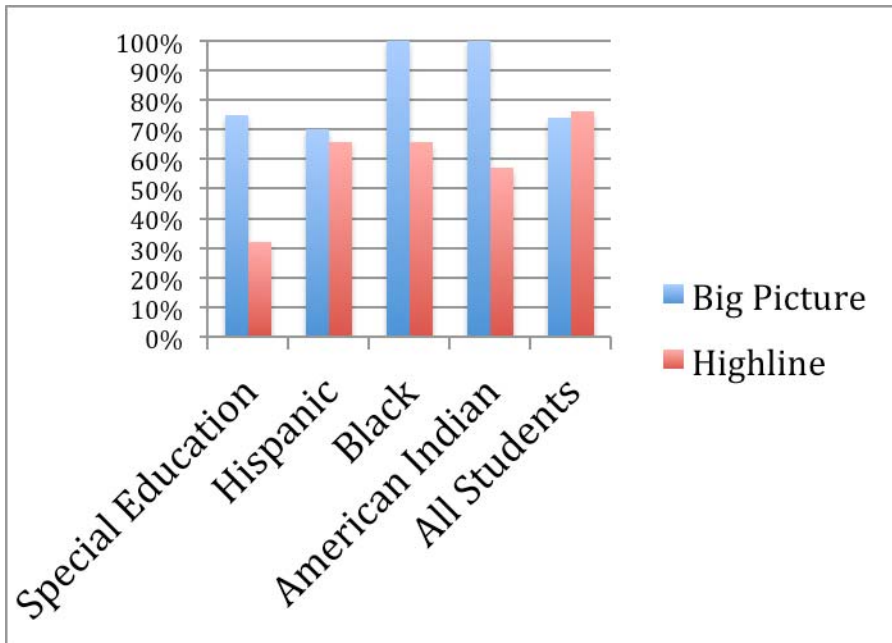
2013-2014 10th Grade Math 1 EOC
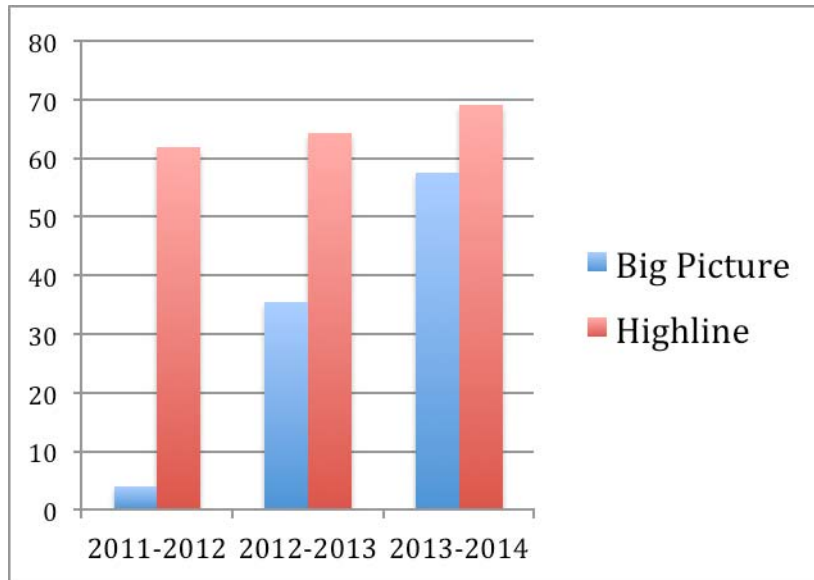
2013-2014 10th Grade Bio EOC

10th Grade Reading

Year	BP	District	State
2006-07 WASL	55.50%	72.80%	80.80%
2007-08 WASL	69.20%	75.70%	81.80%
2008-09 WASL	64.20%	77.60%	81.20%
2009-10 HSPE	72.40%	71.90%	78.90%
2010-11 HSPE	73.00%	75.80%	82.60%
2011-12 HSPE	65.30%	72.20%	81.30%
2012-13 HSPE	68.70%	76.40%	83.60%
2013-14 HSPE	88.40%	74.60%	82.9

10th Grade Writing

Year	BP	District	State
2006-07 WASL	69.20%	71.20%	83.80%
2007-08 WASL	77.70%	84.20%	86.80%
2008-09 WASL	87.50%	81.30%	86.60%
2009-10 HSPE	74.10%	80.60%	86.00%
2010-11 HSPE	81.40%	76.00%	86.20%
2011-12 HSPE	74.00%	79.10%	85.40%
2012-13 HSPE	80.00%	75.10%	84.90%
2013-14 HSPE	76.00%	76.10%	85.60%

10th Grade EOC Biology

Year	BP	District	State
2011-12 EOC Biology	n/a	43.90%	61.30%
2012-13 EOC Biology	32%	52.30%	71.50%
2013-14 EOC Biology	69.20%	60.90%	77.70%

10th Grade EOC Math 1

Year	BP	District	State
2010-11 EOC M1	22.20%	54.10%	61.70%
2011-12 EOC M1		61.80%	68.80%
2012-13 EOC M1	35.40%	64.40%	75.90%
2013-14 EOC M1	57.60%	69.10%	79.50%

4. ENROLLMENT AND DISCIPLINE DATA

BIG PICTURE SCHOOLS

	enrollment	assigned suspensions
2011	113	700
2012	149	500
2013	177	280
2014	189	100
2015	194	8

HIGHLIGHTS OF OUR EQUITY BASED RECRUITING:
- **11 TIMES THE % OF HOMELESS STUDENTS RELATIVE TO HSD**
- **24% STUDENTS WITH IEPS**
- **70%+ WILL BE FIRST TIME COLLEGE STUDENTS**
- **AVERAGE HS STUDENT IN 2012 MISSED OVER 20 DAYS OF SCHOOL IN THE YEAR BEFORE ENROLLING AT BP**
- **SIMILAR TO HSD IN FR, LATINO, AND BLACK POPULATIONS**
- **2 TIMES THE % OF NATIVE STUDENTS**

EVIDENCE THAT THE BOARD OF DIRECTORS, TEACHERS, ADMINISTRATORS, AND CLASSIFIED EMPLOYEES ARE COMMITTED TO WORKING COOPERATIVELY IN IMPLEMENTING THE PLAN.

The Highline Board of Directors, district leadership, school staff, and Big Picture Learning have cooperated in implementing this plan since its inception in 2003-2004. That year the school's founding principal, Jeff Petty, met with then Deputy Superintendent John Welch and Big Picture Learning co-founder Elliot Washor to begin developing the proposal for a new school that was later adopted by the Highline Board of Directors.

School staff have presented to the Highline District Board of Directors many times over the last ten years to update the Board on the progress of the school and to develop this competency proposal. Most of these presentations have involved students, families, and/or alumni from the school. The unanimous passage of this proposal at the local Board level with prior applications is evidence of the cooperation between the school and district leadership. The letter on the following page attests to the school staff's shared commitment to this proposal.

Documents to be included after board vote:
1. letter signed by students, staff, families, and alumni
2. evidence of school contributions to district and regional innovation

IDENTIFICATION OF THE SCHOOL YEARS SUBJECT TO THE WAIVER.

The proposed waiver would continue for the four school years beginning in 2015-2016 through the 2018-2019 school year. Our intent is that this would continue for all subsequent classes. WAC 180-18-055 specifies that the local district will monitor successful implementation of the proposed program and will present yearly updates to the State Board of Education regarding progress.

INDICATORS OF SUCCESS OF THE SCHOOL INCLUDED ABOVE.

ADDITIONAL INDICATORS INCLUDE:
- **EARNED OVER $20,000 OF SCHOLARSHIP PER GRADUATING SENIOR FOR LAST TWO CLASSES**
- **INTERNSHIPS IN OVER 170 ORGANIZATIONS**
- **LOG OVER 10,000 HOURS OF STUDENT INTERNSHIPS PER YEAR**
- **NEAR 100% FAMILY INVOLVEMENT THREE TIMES PER YEAR FOR STUDENT EXHIBITIONS AND PANELS, 7-12**
- **SCHOOL-BASED PARTNERSHIPS INCLUDE SEATTLE EDUCATION ACCESS, EDGE COACHING, SOUND MENTAL HEALTH, PAUL G ALLEN FAMILY FOUNDATION, DISCUREN FOUNDATION, TRILLIUM FOUNDATION, YOUTH IN FOCUS, NW NETWORK, YMCA, BOYS OUTDOOR LEADERSHIP DEVELOPMENT, WELS, NOLS, BIG PICTURE NETWORK, PUGET SOUND CONSORTIUM FOR SCHOOL INNOVATION, CES, COLLEGE SUCCESS FOUNDATION, AMERICORPS, YEAR UP**
- **RECENTLY FEATURED ON FRONT PAGE OF SEATTLE TIMES (JANUARY 25, 2015) AND FEATURED ON KIRO NEWS RADIO FOR RESTORATIVE JUSTICE**

TO BE INCLUDED AFTER HIGHLINE BOARD VOTE:
- **2015 FAMILY SURVEY RESULTS**
- **2015 STUDENT SURVEY RESULTS**
- **2015 ALUMNI SURVEY RESULTS**