

FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210  
33330 8TH AVENUE SOUTH  
FEDERAL WAY, WASHINGTON 98003

**RESOLUTION NO: 2017-02**  
**Waiver from the State High School Graduation Requirements for  
Career Academy at Truman High School,  
and Open Doors Youth Reengagement,  
Federal Way Public School District #210**

**A RESOLUTION** of the Board of Directors of the Federal Way Public School District No. 210 (the "District"), requesting a waiver from the state high school graduation requirements for the Career Academy at Truman High School, and for Open Doors Youth Reengagement in Federal Way Public School District No. 210.

**WHEREAS**, the district is a duly organized political subdivision of the State of Washington; and

**WHEREAS**, WAC 180-50-161 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 district's Board of Directors, working in partnership with staff, families, and community, has set a goal for every scholar to graduate from high school ready for college, career, and post-secondary experiences; and

**WHEREAS**, students, families, parents and citizens were involved in developing a plan to achieve that goal, which includes implementing with fidelity formal processes, pathways, and options for scholars, through a variety of programs both integrated into the school day, as well as in extended learning opportunity formats to ensure on-time graduation; and

**WHEREAS**, the district's Board of Directors, teachers, administrators and classified employees are committed to an innovative and personalized program of study to meet the individual needs of every learner; and

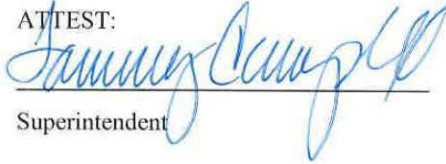
**WHEREAS**, that goal will be best met by allowing schools like the Career Academy at Truman High School, and Open Doors Youth Reengagement the flexibility to innovate while still being held accountable to high standards;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors of the Federal Way Public School District No. 210, King County, Washington, approves the application by the Career Academy at Truman High School, and by Open Doors Youth Reengagement to the State Board of Education requesting a waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

**Adopted by the Board of Directors of the Federal Way Public School District No. 210, King County, Washington, in a regular meeting thereof held on the 14<sup>th</sup> day of March 2017.**

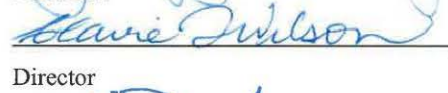
BOARD OF EDUCATION  
FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210

ATTEST:

  
\_\_\_\_\_  
Superintendent


BOARD OF DIRECTORS:

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director



**FEDERAL WAY  
PUBLIC SCHOOLS**

Each Scholar:  
A voice. A dream.  
A **BRIGHT** future.

**Proposal for Waiver from WAC 180-51-068:  
State subject and credit requirements  
for high school graduation**

**May 2017**

**Federal Way Career Academy  
and  
Federal Way Open Doors**

**31455 28th Avenue S.  
Federal Way, WA 98003**

## CONTENTS

Cover letter from Superintendent Dr. Tammy Campbell.....	3
Federal Way Public Schools Resolution No. 2017-02 .....	4
Cover letter from Career Academy Principal Dr. Christine Corbley .....	6
Cover letter from Federal Way Open Doors Principal Ashley Barker .....	7
<b>Context &amp; Rationale</b> .....	<b>8</b>
<b>Application</b> .....	<b>10</b>
1. Requirements of chapter 180-1 that are requested to be waived .....	11
2. Specific standards for increased student learning ... ..	12
3. Plans and implementation timeline .....	25
4. How the district or school will determine whether the higher standards for student learning have been met. ....	30
5. Evidence demonstrating that students, families, and citizens were involved in developing the plan .....	40
6. Evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan .....	40
7. Supporting documentation .....	43
<input type="checkbox"/> The school’s expectations for student learning.	
<input type="checkbox"/> The graduation rate of the high school(s) for the last three school years.	
<input type="checkbox"/> Any available follow-up employment data for the high school’s graduates for the last three years. (Combined with college data)	
<input type="checkbox"/> The system for documenting student learning (e.g., student portfolios, etc.).	
<input type="checkbox"/> Student scores on the required statewide high school assessments for the past three years.	
<input type="checkbox"/> The school’s annual performance report for the last three years.	
<input type="checkbox"/> The types of family and parent involvement at the school.	
<input type="checkbox"/> 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.	
8. Documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution .....	46

---

March 1, 2017

Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504

Dear Washington State Board Members:

The Federal Way School District is submitting a request to waive the traditional credit-based high school graduation requirements for two of our schools, The Career Academy at Truman, and Federal Way Open Doors. I appreciate the acknowledgement of the State Board that a traditional approach to graduation does not meet the needs of all learners, and that it is our responsibility to seek out innovative approaches to educating students in our high schools. We are determined to provide a district program that affords the opportunity for all of our scholars to successfully meet our graduation requirements, and subsequently transition to post-secondary education or employment after graduating.

We have a district-wide strategic plan in Federal Way that guides our decisions and frames our work, and the language within it continually reminds us of the commitments we have made to our families, scholars, and our community as a whole. In our strategic plan, we have outlined seven core beliefs, and two of these core beliefs underscore our rationale for pursuing a credit-based waiver:

1. We believe that EVERY scholar can learn at the highest level; and
2. We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.

When we reviewed our high school completion data, we felt that we needed to take some next steps in order to honor our commitments to these core beliefs. For example, our 5-year cohort graduation rate average from 2013–15 reflects an 81.5 percent completion rate for the scholars in Federal Way. Examination of our graduation rates within the alternative routes to education that we currently offer our scholars revealed an even lower completion rate. We knew that in order to move forward, part of our work would include expanding our thinking about what learning and assessment could look like for our scholars, and as a result, we explored a competency-based approach to high school completion.

After much research and visits to competency-based programs in our area, we believe that the personalization, project-based learning, internships, community partnerships, and close mentoring that are embedded within this model will allow us to reach scholars who do not feel connected to school, and give them the opportunity to be excited about and engaged in meaningful learning during their high school years. Thank you for considering our request to bring this model to the community in Federal Way. We deeply appreciate the opportunity to apply for a waiver of the traditional credit-based graduation requirements.

Sincerely,



Dr. Tammy Campbell, Superintendent

February 13, 2017

Dear State Board Members,

I am excited and grateful to have the opportunity to submit this application to you so Federal Way Public Schools can begin to reimagine high school for students, starting with a small innovative school. I have worked in the Federal Way School District as an instructional coach, building, and district administrator. As an educator who lives and works in Federal Way, I believe in the education that we provide our students. I also know that we have many students who are disengaged from school for many reasons and our ability to work within the current system of our comprehensive high schools to meet the needs of all students is incredibly challenging. At Career Academy @ Truman High School, our vision is to create a school where students' interests, passions, and talents drive the learning in order to truly engage students and meet high academic standards.

When I was first approached by our Superintendent to collaboratively create programs that would engage learners who are currently not thriving in our traditional model, I knew that I wanted to lead the design and implementation of this school. After 18 months of leading the current program, I believe that we have the opportunity to engage many more of our struggling students through a truly competency based model. I believe we have the opportunity to reimagine the high school experience and find new ways to engage all students.

At Career Academy @ Truman High School, learning will be personalized, engaging, and real-world. Through immersing students in a school experience that utilizes internships and rigorous interest-based learning, we will encourage students to pursue mastery, craftsmanship, and artistry. Students will have multiple avenues to find deep knowledge and the time, space, tools, and mentorship to chase after their dreams. While we will provide an environment of deep learning, we will also nurture students to be thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. Career Academy @ Truman High School will be a place where a respectful community is key, where the learning is global, and where the innovation happens with everyone—students, families, and educators. Students graduating from Career Academy will have strong academic, social, and emotional skills for success in college and the modern work environment and will recognize the positive impact they have in their community and the world.

I believe that this credit waiver is invaluable so that we can truly personalize learning for students at Career Academy @ Truman High School and offer a completely redesigned model of education for students in the Federal Way School District.

Sincerely,



Dr. Christine Corbley  
Career Academy Principal



## Federal Way Open Doors



February 16, 2017

Dear Esteemed Board Members:

As principal of Federal Way Open Doors, it is with great hope that I submit this application so that Federal Way Public Schools can provide competency-based programming for its most vulnerable learners. In my time working in Federal Way Public Schools, I see firsthand that more can be done to engage youth who haven't connected to academic programming at our comprehensive high schools. Creating programs within our district that take student interests to heart and create opportunities to build academic activities around those interests will be a game-changer in the lives and outcomes of our young people.

In our current approach, scholars utilize an online environment and face to face classes to recover credits they may have previously failed rather than focusing on skills they need to be successful in their lives *today*. Upon implementation of a competency-based model, I expect to retain many more scholars than the 220 youth we currently serve, and to engage them in more meaningful, relevant ways. Under a competency-based waiver, our scholars will have access to learning supports that allow them to increase their skills while pursuing a passion and fully utilizing the broader community through mentorship and internships.

As a competency-based program, Federal Way Open Doors will provide opportunities for learning to be personalized and engaging through projects, internships, and other experiences connected to students' interests. Students will have the opportunity to pursue an area that matters most to them, study it deeply, and present what they have learned quarterly. The group they present to will have an established trusting relationship, allowing them to provide honest feedback to push student learning to the next level. This type of learning environment will foster our scholars' already developed tenacity and perseverance through a nurturing, respectful school community.

At Federal Way Open Doors, our scholars will pursue rigorous coursework relevant to their post-high school goals. Every scholar will have a connection to a caring learning community and several community-based, relevant internships that will allow them to stretch themselves personally and academically. Earning the competency-based waiver will support our school to achieve this vision. With interest-based coursework, community involvement, and in-the-moment learning opportunities, our scholars will develop the skills they need to become more caring, responsible, reflective, active citizens in the Federal Way Community and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Ashley Barker".

Ashley Barker, Principal- Federal Way Open Doors

2104 S 314<sup>th</sup> Street, Suite 2104, Federal Way, WA 98003~Phone (253) 945-4590~Fax (253) 945-4599

## Context and Rationale

The redesign of Career Academy and Federal Way Open Doors, including transitioning to the competency-based approach that warrants this waiver proposal, is part of a broader initiative to develop a secondary learning community that better prepares *all* Federal Way students, including those students needing or preferring a non-traditional learning environment, for graduation and successful post high school experiences.

This initiative corresponds with and supports the district's 2016-2020 Strategic Plan, developed with extensive community input and anchored in the following Core Beliefs:

- We believe that EVERY scholar can learn at the highest level.
- We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.
- We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.
- We believe that what we do in the classroom every day has the greatest impact on student learning.
- We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- We believe that our families are critical partners each child's learning.

The current high school options in Federal Way Public Schools' (FWPS) include four large comprehensive high schools serving approximately 6,302 students in grades 9-12, and four smaller school programs including Technology Access Foundation (TAF) Academy, Internet Academy, Career Academy, and Federal Way Open Doors.

**Career Academy** is located on the Truman Campus and evolved from previous programs intended to provide a successful alternative for students preferring or needing a smaller school community and various benefits that affords. It currently serves 110 students in grades 9-12.

**Federal Way Open Doors**, formerly Acceleration Academy, was established under House Bill 1418 to re-engage students no longer attending school and help them to attain a high school diploma through a flexible drop-in schedule. Teachers and other learning facilitators support students 1:1 to complete credits online.

Despite numerous success indicators for FWPS secondary programs, the following recent data informs the redesign work at Career Academy and Federal Way Open Doors:

- Between 2011 and 2016, FWPS has lost approximately 2000 students from its enrollment and does not know whether they have enrolled or graduated elsewhere.
- Open Doors has served about 550 students over the past two years and graduated 55, or about 10%.



- As indicated in the table below, Career Academy’s 4-year graduation rate has for the past several years lagged 30-60 percentage points behind the FWPS average. (5-year rates show a slightly smaller gap, ranging from 20-40 percentage points.)

<b>4 Year Cohort</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>
Decatur High School	69.3%	73.0%	75.1%	80.3%	81.8%
Federal Way High School	73.7%	76.6%	71.3%	77.6%	78.1%
Thomas Jefferson High School	68.8%	76.7%	83.0%	80.0%	83.4%
Todd Beamer High School	76.7%	80.5%	82.4%	82.5%	86.4%
Career Academy	38.1%	32.8%	46.0%	18.6%	28.2%
TAF Academy	72.7%	71.4%	78.6%	92.0%	100.0%
District	70.2%	72.8%	76.2%	77.8%	80.1%

- In the current school year, just under 50% of FWPS ninth graders, about 900 students, are currently *not on track* to graduate (based on credit deficiency).
- Also in the current school year, 4% of 8th graders (68 students) have at least one F, and 24% of 8th graders (417 students) have missed 10% or more school days this year. Both of these indicators have been linked to increased likelihood of dropping out of high school.
- While district climate survey data reflect positively on the system as a whole, they nonetheless show large numbers (small percentages but hundreds of students) indicating disconnectedness from school, e.g. responding negatively that “at least one adult at the school knows and cares about me.”

Consistent with FWPS’ aforementioned strategic plan, the redesign of Career Academy and Open Doors began in November of 2016 with a vision to develop and implement two small innovative high schools where students’ interests and talents drive the learning through rigorous project-based work connected to career exploration experiences outside the school, all within a vibrant and supportive learning community.

With this initiative, the district intends to:

- Intervene earlier and more effectively to support students showing signs of disengaging or lack of success in middle grades. (Career Academy)
- Re-enroll older students who have left the system, or who are significantly credit deficient, and graduate them at much higher rates and better prepared for post-secondary education, meaningful employment, and citizenship. (Open Doors)
- Provide engaging and effective alternative options for high school students seeking a more personalized educational approach than what is available in FWPS’ large comprehensive high schools. (Career Academy and Open Doors)
- Across FWPS as a system, increase learning about and capacity to implement innovations that improve the learning and success of all students.

## Required Components of Application

### WAC180-18-055

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

[WAC 180-18-055](#) states that the finding of the State Board of Education 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. The Board stated an intent to provide districts and high schools the opportunity to create and implement alternative graduation requirements. The rule provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the State Board of Education for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The Board may grant the waiver for up to four years.

The following items 1-8 in Part A are for both new and renewal applications for waiver under this WAC. Part B consists of additional items that must be completed for renewal applications. Please title all attachments and indicate to which application item the attachments apply.

#### Part A

##### Contact Information

Name	Ashley Barker/Dr. Christine Corbley
Title	Principals, Federal Way Open Doors/ Career Academy @ Truman
School District	Federal Way Public Schools
Phone	253.945.5800
Email	<a href="mailto:abarker@fwps.org">abarker@fwps.org</a> and <a href="mailto:ccorbley@fwps.org">ccorbley@fwps.org</a>
Mailing Address	31455 28 <sup>th</sup> Ave S. Federal Way, WA 98003

##### Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Career Academy Open Doors
School Years Subject to the Waiver (maximum of four years)	2017-18 through 2020-21
Date of Application	May 2017

**1. Please identify the requirements of chapter 180-51 that are requested to be waived.**

Specifically, this proposal requests a waiver from WAC 180-51-066, -067, and -068: **Minimum requirements for high school graduation.** In lieu of credits specified in WAC 180-51-066-068, Federal Way Public Schools proposes to graduate students from Career Academy and Open Doors based on successful demonstration of competencies outlined in the following section. This proposal and the competencies described herein are consistent with the State's school reform vision as defined in WAC 180-51-001, 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.*

As described in the following pages, Career Academy and Open Doors will employ the same competencies for graduation. Career Academy's instructional approach is modeled after [Summit Learning](#) (formerly Summit Public Schools), and Open Doors is adapted from [Big Picture Learning](#) design principles. Both programs are largely project-based and present numerous opportunities for students to integrate academic work and career exploration. They not only meet academic requirements for graduation from high school and admission to college, they also develop skills for the modern workplace. 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.

## 2. Please state the specific standards for increased student learning that that the district or school expects to achieve through the waiver.

The specific proposed competencies for increased student learning outlined on the following pages are aligned with Common Core State Standards (CCSS) and admissions expectations for four-year colleges. They are primarily based on Summit Learning's seven domains of cognitive skills, with the addition of *Quantitative Reasoning* competencies adapted from Big Picture Learning.

Using these competencies and selected Big Picture Learning transcripts as models, Career Academy and Open Doors will collaborate with Washington State colleges to develop a competency-based transcript that documents student performance in various competencies as they relate to college admission expectations. This work will be augmented by ongoing collaboration with a growing regional network of Big Picture Learning schools, including Highline, Bellevue, Gibson Ek (Issaquah), Methow Valley's Independent Learning Center, and Chelan School of Innovation. For Career Academy, the close proximity of two highly effective Summit Learning schools (in Seattle and Tacoma) will support staff's understanding of how to implement these competencies in instructional practice.

Included in this section are:

1. Career Academy and Open Doors Competencies
2. Draft of Career Academy/Open Doors Transcript
3. Sample transcripts from Highline Big Picture and The Met, Big Picture Learning's flagship school in Rhode Island, recently named by *Tech Insider* one of the 13 most innovative schools in the world (<http://www.techinsider.io/the-13-most-innovative-schools-in-the-world-2015-9>), showing another version of a competency-based transcript.

*Selected references and sources:*

<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>

[www.summitlearning.org](http://www.summitlearning.org)

[www.bigpicture.org](http://www.bigpicture.org)

# Federal Way Open Doors and Career Academy Competencies

The 2017 redesign of Career Academy and Federal Way Open Doors recognizes that in a world where available information is growing exponentially, the most important thing a student needs to know is how to learn. Adapted from competencies used by Summit Public Schools and supplemented by those used by Washington Big Picture Learning schools operating with a SBE waiver from credit-based graduation, the following eight domains support high expectations for student learning while allowing flexibility to accommodate diverse student needs and interests. Under each domain, the left column indicates key cognitive skills, while the right column includes more description and, where applicable, reference to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

## Key Ideas and Details

<b>Theme/Central Idea</b>	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text. (CCSS.ELA-LITERACY.CCRA.R.2)
<b>Point of View/Purpose</b>	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text. (CCSS.ELA-LITERACY.CCRA.R.6)
<b>Development</b>	Analyzing the development of events, individuals, and ideas/concepts over the course of a text. (CCSS.ELA-LITERACY.CCRA.RI.3)
<b>Structure</b>	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives. (CCSS.ELA-LITERACY.CCRA.RI.5)
<b>Word Choice</b>	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium. (CCSS.ELA-LITERACY.CCRA.RI.4)



## Using Sources

<b>Selecting Relevant Sources</b>	Selecting sources that support answering a particular research question with relevant, credible information. (C3 Framework for Social Studies [D2.His.4-9])
<b>Contextualizing Sources</b>	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions. (C3 Framework for Social Studies [D2.His.4-9])
<b>Synthesizing Multiple Sources</b>	Synthesizing information across multiple sources to support an argument or explanation.

## Inquiry

<b>Asking questions</b>	Developing focused, answerable inquiry and research questions. (CCSS.ELA-LITERACY.CCRA.W.7)
<b>Hypothesizing</b>	Developing hypotheses and predictions. (NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations)
<b>Designing Processes and Procedures</b>	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations. (NGSS Science Practice 3: Planning and Carrying Out Investigations)

# Analysis & Synthesis

<b>Identifying Patterns and Relationships</b>	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem. (NGSS Science Practice 4: Analyzing and Interpreting Data)
<b>Comparing/Contrasting</b>	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation.
<b>Modeling</b>	Representing and translating concepts (abstract situations/information, processes, and systems) with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions. (NGSS Science Practices 2: Developing and Using Models; CCSS Math Practice 4: Model with Mathematics)
<b>Interpreting Data/Info</b>	Developing justifiable interpretations of data and/or information from sources. (NGSS Science Practice 4: Analyzing and Interpreting Data; CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others)
<b>Making Connections &amp; Inferences</b>	Connecting ideas and making inferences based on evidence or reasoning. (CCSS.ELA-LITERACY.CCRA.R.1)
<b>Critiquing the Reasoning of Others</b>	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps. (CCSS.ELA-LITERACY.CCRA.R.8; CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others)
<b>Justifying/Constructing an Explanation</b>	Using logic and reasoning to justify a response or explain a phenomenon. (NGSS Science Practice 6: Construction Explanations and Designing Solutions; CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others)

# Composing & Writing

<b>Argumentative Claim</b>	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking. (CCSS.ELA-LITERACY.CCRA.W.1)
<b>Informational/Explanatory Thesis</b>	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas. (CCSS.ELA-LITERACY.CCRA.W.2)
<b>Narrative</b>	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined). (CCSS.ELA-LITERACY.CCRA.W.3; CCSS ELA App. A, Definitions of the Standards' Three Text Types)
<b>Counterclaims</b>	Acknowledging and developing alternate or opposing positions. (CCSS.ELA-LITERACY.CCRA.W.1)
<b>Selection of Evidence</b>	Using relevant and sufficient evidence to support claims and subclaims (including theses/main ideas and supporting ideas). (CCSS.ELA-LITERACY.CCRA.W.1 and 2)
<b>Explanation of Evidence</b>	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences). (CCSS ELA App. A)
<b>Integration of Evidence</b>	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis. (CCSS.ELA-LITERACY.CCRA.W.8)
<b>Organization (Transitions, Cohesion, Structure)</b>	Using paragraph/section structure and transitions to communicate with clarity and coherence. (CCSS.ELA-LITERACY.CCRA.W.4)
<b>Introduction and Conclusion</b>	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas. (CCSS.ELA-LITERACY.CCRA.W.1 and 2)

## Speaking & Listening

<b>Discussion/Contribution</b>	Communicating ideas and contributing to discussion through questioning, connecting, and probing. (CCSS.ELA-LITERACY.CCRA.SL.1)
<b>Preparation</b>	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions). (CCSS.ELA-LITERACY.CCRA.SL.1)
<b>Norms/Active Listening</b>	Using roles and norms to support collegial discussions and completion of group work. (CCSS.ELA-LITERACY.CCRA.SL.1)

## Quantitative Reasoning

<b>Concepts &amp; Procedures</b>	Explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency. (CCSS Math Standards)
<b>Problem Solving</b>	Solving a range of complex well-posed problems in pure and applied mathematics; making productive use of knowledge and problem solving strategies. (CCSS Math Standards)
<b>Communicating Reasoning</b>	Clearly and precisely constructing viable arguments to support own reasoning and to critique the reasoning of others. (CCSS Math Standards)
<b>Modeling and Data Analysis</b>	Analyzing complex, real world scenarios and constructing and using mathematical models to interpret and solve problems. (CCSS Math Standards)


# Products & Presentations

<b>Style and Language (Tone, Academic Language, Syntax)</b>	Using appropriate style in a written product, including academic language, tone, and syntax. (CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6)
<b>Oral Presentation</b>	Using appropriate public speaking strategies to engage the audience and communicate points.
<b>Multimedia in Written Production</b>	Integrating technology to create high-quality written products. (CCSS.ELA-LITERACY.CCRA.W.6)
<b>Multimedia in Oral Presentation</b>	Integrating technology to create high-quality spoken presentations. (CCSS.ELA-LITERACY.CCRA.SL.5)
<b>Conventions</b>	Using discipline-appropriate conventions to support clear expression of ideas and information. (CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2)
<b>Precision</b>	Expressing ideas and information with exactness, specificity, and refinement. (CCSS Math Practice 6: Attend to Precision)



# OFFICIAL TRANSCRIPT for Open Doors Academy: Final Report

Open Doors is accredited by AESD - Association of Educational Service Districts

	<b>Open Doors Academy</b> 314XX 28th Ave S. Federal Way, WA 98003 253.945.5800	Student: xxxxxx xxxxxx Parent: Carla xxxxxx Date of Birth: 04/26/99	District ID#: SSID#: Date of Graduation: Date of Report:	This is an academic record for grades:  <p style="text-align: center;"><b>9-12</b></p>	We do not grade or rank our students. Total number in class:  <p style="text-align: center;"><b>32</b></p>
--	---	---	---	--	--

Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations). Please see the Open Doors School Profile for guidance interpreting this transcript.

11th Grade						12th grade					
Internships, significant projects and highlights	Competencies	IP	ME	EE	CADR	Internships, significant projects and highlights	Competencies	IP	ME	EE	CADR
	<b>Key Ideas and Details</b>						<b>Key Ideas and Details</b>				
	<b>Using Sources</b>						<b>Using Sources</b>				
	<b>Inquiry</b>						<b>Inquiry</b>				
	<b>Analysis &amp; Synthesis</b>						<b>Analysis &amp; Synthesis</b>				
	<b>Composing &amp; Writing</b>						<b>Composing &amp; Writing</b>				
	Expository writing seminar										
	<b>Speaking &amp; Listening</b>						<b>Speaking &amp; Listening</b>				
	<b>Products &amp; Presentations</b>						<b>Products &amp; Presentations</b>				
	<b>Quantitative Reasoning</b>						<b>Quantitative Reasoning</b>				

Authorized Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

# OFFICIAL TRANSCRIPT **Final Report**

## Highline Big Picture High School Highline Public Schools

206.444.7726  
12450 South 142<sup>nd</sup> Street  
SeaTac, WA 98168

Legal Name: Redacted Student  
Birth Date:  
Parent:  
District ID #:  
SSID #:  
Date of Graduation:  
Date of Report:

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

**WE DO NOT GRADE OR RANK  
OUR STUDENTS**

Total number in class: 27  
Senior Advisor cumulative GPA: 3.8

9 <sup>th</sup> Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
<b>COMMUNICATION</b>				
Writing re text analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Reading/Socratic discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Facilitating and presenting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
<b>QUANTITATIVE REASONING</b>				
Solving Equations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Algebraic operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
Business Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>EMPIRICAL REASONING</b>				
Anatomy & Physiology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Health Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
<b>SOCIAL REASONING</b>				
Analysis of issues and events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	13
Business Market Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
<b>PERSONAL QUALITIES</b>				
Teamwork and collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

9 <sup>th</sup> grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> <li>Exemplary participation in real world interest exploration curriculum.</li> <li>Interned with a highly regarded Seattle chiropractor – learned about best business practices as well as anatomy and health.</li> </ul>
<p><b>Other student highlights this year:</b></p> <ul style="list-style-type: none"> <li>Learned about business planning and management by creating outstanding independent project about starting a chiropractic business in Seattle.</li> </ul>

10 <sup>th</sup> Grade Applied Learning Goals	Degree of proficiency			C A D R
	IP	ME	EE	
<b>COMMUNICATION</b>				
Autobiographical Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Reading/Socratic discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
3D Perspective & Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16
Intro to Music Theory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16
Reading/Memoir Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Website Design	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
<b>QUANTITATIVE REASONING</b>				
Applied quantitative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Mathematical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Algebraic operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Geometric concepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<b>EMPIRICAL REASONING</b>				
Scientific Method/Inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Animation Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16
<b>SOCIAL REASONING</b>				
Analysis of Issues & Events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13
Contemporary World Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
Inquiry and Research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Navigating Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>PERSONAL QUALITIES</b>				
Teamwork and Collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Organization/Time Managmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and Life Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

10 <sup>th</sup> grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> <li>Interned with Seattle Drum School. Designed professional website and learned basic music theory. Helped instructor guide small groups through music lessons.</li> </ul>
<p><b>Other student highlights this year:</b></p> <ul style="list-style-type: none"> <li>Applied and accepted to highly competitive summer internship with The Port of Seattle. Worked as a full time desk proctor and helped design Emergency Evacuation Plan.</li> <li>Proficient use of Adobe Photoshop Suite, Windows Movie Maker and Flash.</li> </ul>

Authorized Signature \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

# OFFICIAL TRANSCRIPT Final Report

11 <sup>th</sup> Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			C A D R
	IP	ME	EE	
<b>COMMUNICATION</b>				
Adv Expository Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Reading/text analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
2 & 3D Animation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9
Facilitating and presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
German Language Ind Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
<b>QUANTITATIVE REASONING</b>				
Graphing Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Linear Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Polynomials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Rational Expressions/Roots	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
Accounting & Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied scenarios (of above concepts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7
<b>EMPIRICAL REASONING</b>				
Data Collection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
Data Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SOCIAL REASONING</b>				
Comparative business	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14
German Culture Ind Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15
Inquiry and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PERSONAL QUALITIES</b>				
Teamwork and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Organization & time mngmnt	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Reflection and life planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11 <sup>th</sup> grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> <li>Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons.</li> <li>Interned with Starbucks Corporate Headquarters Accounting and Finance division in Seattle. Audited invoices for US, Canada, UK, and Ireland. Conducted complete vendor reconciliations for large Starbucks maintenance vendors.</li> </ul>
<b>Other student highlights this year:</b>
<ul style="list-style-type: none"> <li>Spent five weeks in Germany studying the language, culture and family history.</li> <li>Named DigiPen Animation student of the quarter at Puget Sound Skills Center.</li> <li>Named Business Student of the Month by SW King County Chamber of Commerce.</li> <li>Part of design team that won Smartphone App Idea Brilliant Seed Contest in The Digital Connectors program at Youngstown Arts Center.</li> </ul>

12 <sup>th</sup> Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			C A D R
	IP	ME	EE	
<b>COMMUNICATION</b>				
College Composition (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
College Reading (ENG 101)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Facilitating and presenting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>QUANTITATIVE REASONING</b>				
Functions in Business	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Functions in Social Sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Theory of Matrices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Fitting Curves to Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Linear Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>EMPIRICAL REASONING</b>				
Data Collection and Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental impact study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SOCIAL REASONING</b>				
Analysis of issues and events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Patterns of human history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
Applied geography	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14
Inquiry and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Diverse perspectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
<b>PERSONAL QUALITIES</b>				
Teamwork and collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization & time mngmnt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection and life planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12 <sup>th</sup> grade internships and real world learning opportunities student has taken advantage of:
<ul style="list-style-type: none"> <li>Senior Thesis Project connecting school with King County Green Schools Program. Creating sustainable school recycling program.</li> </ul>
<b>Other student highlights this year:</b>

COLLEGE CREDIT EARNED			
College	Course	Semester	Grade
Highline C.C.	Math 091	Spring 2011	A
Highline C.C.	Math 111	Fall 2011	In progress

SENIOR THESIS PROJECT
School Sustainability and Recycling Program in conjunction with King County Green Schools Program

STANDARDIZED TEST SCORES
SAT Reading: 550
SAT Writing: 610
SAT Math: 520


## Key to 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	<b>English</b> – 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	<b>Mathematics</b> – 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	<b>Senior Year Math-Based Quantitative Course</b> - 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	<b>Science</b> – 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	<b>World Languages</b> – 2 credits must be earned in the same World Language, Native American language, or American Sign Language.
13-15	<b>Social Science</b> – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
16	<b>Arts</b> – 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.

# OFFICIAL TRANSCRIPT for The Metropolitan Regional Career and Technical Center: Final Report

The Metropolitan Regional Career and Technical Center is Accredited by the Rhode Island Board of Regents

	<b>Public Street Campus</b> 325 Public Street Providence, RI 02905	<b>Paul W. Crowley East Bay Met School Campus</b> 115 Girard Ave. Newport, RI 02840	<b>Peace Street Campus</b> 362 Dexter Street Providence, RI 02907	Student: Address: Parent: Date of Birth: Date of Graduation:	This is an academic record for grades:  —	<b>We do not grade or rank our students.</b>  Total number in the class: ____
---	--	---	---	--	---	---

*Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)*

9th Grade Applied Learning Goals		IP	ME	EE	10th Grade Applied Learning Goals		IP	ME	EE
Communication	ELA I				ELA II				
	Public Speaking I				Public Speaking II				
Quantitative Reasoning	Algebra 1				Geometry				
Empirical Reasoning									
Social Reasoning									
Personal Qualities									
Career Pathways	Career Preparation and Exploration 101				Career Preparation and Exploration 201				

## 9<sup>th</sup> grade internship and real world learning opportunities and projects

## 10<sup>th</sup> grade internship and real world learning opportunities and projects

Internships and RWL:

Internships and RWL:

Additional Opportunities:

Additional Opportunities:

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans. Please see Met school profile for guidance on interpreting The Met transcript.



*Degree of Work Completion (IP = In Progress, ME = Meets Expectations, EE = Exceeds Expectations)*

	11th Grade Applied Learning Goals				12th Grade Applied Learning Goals			College Credits and Certifications				
	IP	ME	EE		IP	ME	EE	College/ Cert.	Course	Semester	Grade	
Communication	ELA III				ELA IV							
	Public Speaking III				Public Speaking IV							
Quantitative Reasoning	Algebra 2 or				Pre-Calculus or							
	Financial Literacy or				Financial Literacy or							
	Mathematics - Independent Study				Mathematics - Independent Study							
Empirical Reasoning												
Social Reasoning												
Personal Qualities												
Career Pathways	Career Prep. and Exploration 301				Career Prep. and Exploration 401							
					Senior Thesis Project 401							

11 <sup>th</sup> grade internship and real world learning opportunities and Projects	12 <sup>th</sup> grade internship and Senior Thesis Project
<u>Internships and RWL:</u>  <u>Additional Opportunities:</u>	<u>Internships and RWL:</u>  <u>Additional Opportunities:</u>

<b>Standardized Test Scores</b>	<u>Please see the student's official ACT report</u>
---------------------------------	---

**Authorized Signature** \_\_\_\_\_ **Title** \_\_\_\_\_ **Date** \_\_\_\_\_

“Degree of completion” assesses whether the student met the expectations for each skill area, as laid out in their annual learning plans.  
Please see Met school profile for guidance on interpreting The Met transcript.

**3. Please describe how the district or school plans to achieve the higher standards for student learning, including timelines for implementation.**

The district plans to achieve the higher standards for student learning through two programs, Career Academy and Federal Way Open Doors. Career Academy is modeled after aspects of the Summit Learning approach and aims to provide highly engaging interest-driven and project- and problem-based instruction to students in grades 9-12, culminating with community-embedded career exploration (e.g. internships) and integrated with post high school planning for continued education and career. Career Academy’s recruitment priority will be those students choosing this option after showing signs of disengagement from their previous middle or high school.

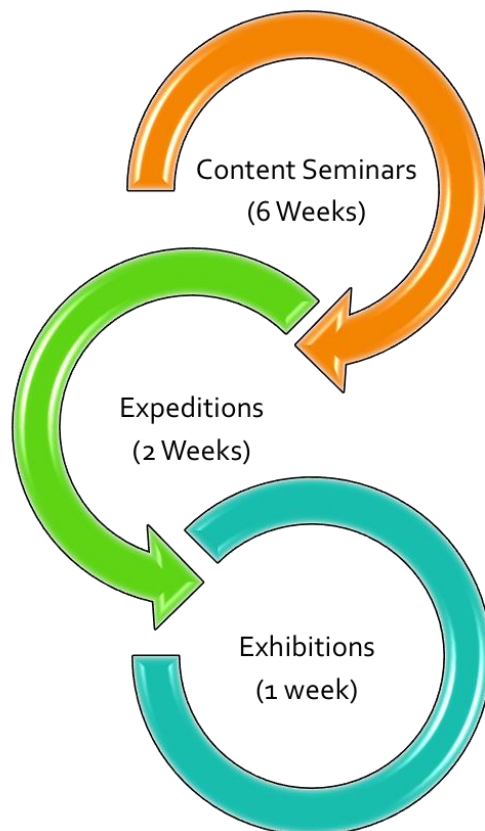
The instructional approach at Federal Way Open Doors is adapted from Big Picture Learning distinguishers, with the purpose of re-engaging students who have disconnected from school, and providing them with an individualized, interest-driven, and internship-infused program that is integrated into post high school planning for continued education aligned with career interests.

More details follow about each program’s instructional approach.

**Career Academy**

The Career Academy learning model follows a 9-week cycle of content seminars, expeditions, and exhibitions. During the Seminar phase, the Monday-Thursday schedule includes Mentor Time (much like an advisory period, for checking in and beginning the day), blocks of Project Time, and a dedicated Reading Time. Project Time supports coursework in English, History, Math, Science, and Fitness, with students working on projects connected to real-world situations. Students regularly present their analysis and recommendations to strengthen their public presentation skills, and many projects require group collaboration and teamwork.

Reading Time supports each Career Academy student’s literacy development, as each student reads every day for at least 30 minutes. Teachers help to find the “just right book” and work with students to check understanding and otherwise support skill development.



## MONDAY-THURSDAY

### Regular Schedule

Activity	Time
<i>Optional Morning PLT</i>	7:30 - 8:30
Mentor Time	8:30-8:45
Project Time   Content Seminar*	8:50 -10:00
Project Time   Content Seminar*	10:05-11:15
Lunch	11:15-11:45
Project Time   Content Seminar*	11:50-1:00
Mentor: Reading Time	1:05-1:35
Break	1:35-1:45
Project Time   Content Seminars*	1:55-3:00
<i>Optional Afternoon PLT + Office Hours</i>	3:00 – 4:30

Additional information about how seminars link to and support development of the previously described competencies can be found in a [curriculum overview at Summit Learning](#).

The Career Academy Friday schedule includes larger blocks of Mentor Time to allow teacher mentors and students to meet 1:1 to develop, refine, and support each student's Personalized Learning Plan (PLP). While 1:1 meetings are occurring, other students get content learning support through a combination of online playlists including texts, videos, presentations, and exercises. Also available during this time is peer-to-peer coaching and additional tutoring support from teachers. The Friday schedule also includes community-building time for the school as a whole, as students meet for at least 30 minutes with their Community Group, sharing goals, giving feedback, reflecting on the week, and celebrating accomplishments.

## FRIDAY

### Regular Schedule

Activity	Time
<i>Optional Morning PLT</i>	7:30 - 8:30
Mentor Time	<b>8:30</b> - 8:45
PLT + Mentor 1:1 Check-Ins	8:50- 10:20
Break	10:25 - 10:40
Community Meeting	10:45-11:15
Lunch	11:20 - 11:40
Content + Skill Workshops*	11:45-1:15
PLT + Mentor 1:1 Check-Ins	1:15 – 2:45

Expeditions occur for two weeks each quarter and allow more extended blocks of time for varied interest-based pursuits facilitated by teachers and community partners who are experts in their fields. Staff and students will generate ideas for expedition offerings of high interest to students. Older students may use expedition time to pursue job shadows and internships in fields related to their interests and post high school plans. Expeditions cover a range of academic and non-cognitive competencies across the Arts, STEM (Science, Technology, Engineering, Mathematics), physical and emotional well-being, leadership and society, and college and career readiness.

Exhibitions, occurring at the end of each learning cycle, give students an opportunity to present their learning, discuss progress on their Personalized Learning Plan, and demonstrate growth in the competencies. Parents, mentors and other staff, peers, administrators, and often, outside guests attend exhibitions. The involvement of caring adults in exhibitions supports the development of public speaking skills and student agency in learning, as they both support students and hold them accountable for their work during that learning cycle.

As apparent from the above description, the teacher role at Career Academy is multi-faceted. Teachers act as instructors, mentors, tutors, coaches, and facilitators as students learn in different ways and different settings. The overall smallness of the school and flexibility in scheduling also allows students to develop supportive relationships with multiple adults in the school, a critical factor to student engagement and success.

### Federal Way Open Doors

The redesign of the program at Federal Way Open Doors is based on Big Picture Learning (BPL) Distinguishers. BPL schools in the Highline, Lake Chelan, Methow Valley, and Issaquah school districts are currently the only high schools operating under this proposed waiver, the latter three of those authorized last year.

Following is an overview of the distinguishers around which Federal Way Open Doors is designing its programming for 2017-18.

- **Learning in the Real World:** Federal Way Open Doors students pursue interests through interest-driven, project-based learning and real-world internships. All students complete Learning Through Internship experiences (LTI's), working with adults whose careers match the student's interests and career aspirations. Students enrolled with Open Doors have internships two days per week throughout their high school careers, and complete real-world internship projects where they realize their professional capacities, interests, and future goals.
- **One Student-At-A-Time Personalization:** At Federal Way Open Doors, students' interests, passions, and talents drive the learning. Through small advisories, students get to know at least one adult well and that "advisor" facilitates each student's learning through the program. Students develop Learning Plans with the guidance of their advisor and input from parents, mentors, and peers. Students engage in rigorous interest-based projects to meet the goals on their Learning Plans and to fulfill competency requirements toward graduation, becoming the directors of their learning.

- **Authentic Assessments:** Similar to the exhibitions at Career Academy, Open Doors students demonstrate learning through trimesterly exhibitions, which assess their progress on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internships, student-driven projects, artifact development, and portfolios.
- **School Organization:** Virtually every aspect of the program at Federal Way Open Doors is based on the principle of one-student-at-a-time learning. The learning environment is physically and temporally flexible, with student schedules adapted to meet the needs of individual students. Staff also work in various roles as instructor, facilitator, coach, mentor, or advisor to meet the varying needs of Open Doors learners.
- **Advisory Structure:** Federal Way Open Doors students are part of a small supportive learning community called an Advisory. These are small, mixed grade-level student teams of up to 20 students and led by a teacher (called an Advisor). The Advisor stays with these students through to the student's graduation and often remains a key mentor in the student's life for years beyond high school. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates group activities designed to expose students to new ideas and concepts, provides academic learning opportunities, creates a group identity and group process, and builds a sense of belonging and trust in school and the educational process. Advisors do not "teach" subject areas in the traditional sense; they draw on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory as a whole. Overall, the advisor's job is to know each student well, provide the right measure of challenge and support for individuals in each activity, and to promote growth toward graduation and success beyond high school.
- **Small School Culture:** The flexible schedule of Federal Way Open Doors will support the feel of a small, intentional learning community with a safe and supportive culture. Students will be encouraged to become kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community will be vibrant and supportive, helping students who were formerly disengaged to rebuild trust in the educational process and confidence in themselves as learners.
- **Leadership:** A shared leadership approach that includes the principal, Ashley Barker, and a small team of teachers and learning facilitators, is in place at Open Doors. Furthermore, advisors take great responsibility in the day-to-day facilitation of the school climate, becoming committed advocates for their students, and role models for continued learning. Finally, students are also stewards of the school culture, and are actively engaged in leadership and governance of the school, developing skills essential for their academic, career, and life success.
- **Parent/Family Engagement:** Parents and families are essential to the workings of Federal Way Open Doors. Family engagement with the school is encouraged, and

parents are connected with their students' academic programs through their participation in Learning Plan meetings, exhibitions (held three times annually), and school events. In addition, we encourage parents to engage with our students through becoming internship mentors or leading "offerings," e.g. workshops or seminars in areas of interest or expertise, on our campus. In the case where parents or immediate family are not available, or a negative impact on the student's development, advisors will support students to develop an analogous support system of outside mentors or extended family.

- **School College Partnership and College Preparation:** Students graduate with strong academic, occupational and non-cognitive skills to continue learning while becoming responsible and successful citizens in a dynamic global environment. The program at Federal Way Open Doors exposes students to a variety of career and academic paths available after high school, and provides guidance for students to develop their paths in order to maximize their post high school opportunities. Post- secondary education planning is a core component of each student's Learning Plan and begins shortly after enrollment, regardless of grade level. Advisors and other Open Doors staff members will be in regular dialogue with representatives from various colleges and universities to create relationships that help Open Doors students gain admission to schools of choice.
- **Professional Development:** The principal designs professional development sessions in collaboration with school staff. Ongoing professional development takes place during weekly team meetings, as well as during staff retreats and conferences. Especially in the early design transition of Federal Way Open Doors, much of the professional development will focus on implementation of Big Picture Learning distinguishers, enriched by proximity to BPL schools in Highline, Bellevue, and Issaquah, as well as other local/regional partners that are adopting similar approaches.

### Timeline for Implementation

Pending approval of this waiver proposal, the full transition of Career Academy and Federal Way Open Doors will occur with the opening of the 2017-2018 school year. Career Academy has been building toward this transition over the past two years, with various staffing changes, partnership development and training with Educurious to supplement academic seminars, and exploration of the Summit Learning platform. Professional development for staff members in both programs is ongoing, to include further training in project- and problem-based learning, Adverse Childhood Experiences, Restorative Practices, and Cultural Competency, and will continue to intensify leading up to the transition to the redesigned programs, scheduled to take place in the fall of 2017.

Federal Way Open Doors staff began working toward a transition toward Big Picture Learning's approach early in the current school year. Principal Ashley Barker and staff have visited several Big Picture school in Washington and Idaho and are in active design work with contracted support from Big Picture Learning. As with Career Academy, this professional development and planning will increase though the year in anticipation of opening as a redesigned Open Doors program in fall of 2017.

**4. Please describe how the district or school will determine whether the higher standards for student learning have been met.**

Academic programming at both Federal Way Open Doors and Career Academy will be consistent with the standards in place for all FWPS schools, but will reflect an approach to standards mastery that is based on the integration of best practices around interest-based and project-based learning, one student at a time personalization, job shadows and mentorships aligned with post-secondary interests, competency based assessment (per waiver approval), and intentional, targeted outreach to students who are disconnected from school. Both schools are subject to the various accountability measures in place within the school district, which include:

- Annual School Improvement Plan (SIP) process, with the expectation that the school SIP is aligned with the metrics and best practices outlined in the FWPS district strategic plan. All principals are required to use the same format for their SIPs, and are expected to make adjustments to their plans based on the input of their supervisors.
- Graduation rates
- Monthly principal updates to the On-Time Graduation committee regarding progress to graduation for each high school scholar
- EOC and SBAC test scores
- PSAT and SAT scores
- Enrollment, attendance, discipline data
- College and post high school data including National Clearinghouse data
- Students, staff, parent survey data (district-wide climate survey through the Center for Educational Effectiveness)
- Student-led conference participation data

All FWPS principals receive monthly data updates from the FWPS Assessment department, to include disaggregated data by subgroup and cohort. Principals also meet twice monthly with their supervisors to discuss trends in the data, to outline action steps, and to report progress. Furthermore, principals present their School Improvement Plans annually to the FWPS district cabinet, school board, and a panel of peers. Additionally, they hold two data summits with their school teams annually to adjust their School Improvement Plans based on progress monitoring of their data.

Based on the performance of Summit Learning schools in California and Washington and Big Picture Schools nationally and regionally, including those recently approved for this waiver, FWPS staff members anticipate demonstrable significant improvement in student achievement after implementation of the proposed redesigns. If granted this waiver, FWPS staff members anticipate updating the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning.

Consistent with Summit Learning and Big Picture Learning practices, assessment of student learning will draw heavily on quarterly or trimesterly exhibitions in which students present their learning to a panel of peers, school staff, parents, and mentors (often with professional expertise in fields related to the student's project work). While the emphasis of exhibitions is often on the authentic project work undertaken by the

student in a particular learning cycle, panelists also assess the students' growth relative to the aforementioned competencies. In addition to exhibitions, Career Academy and Open Doors teachers and administrators will assess student portfolios in formative and summative processes to determine adequate progress toward competencies and the expectations for progress from grade to grade and ultimately graduation.

Rubrics for assessing competency growth at Career Academy will be adapted from [cognitive skills rubrics developed by Summit Learning](#). Similarly, Federal Way Open Doors will adapt various rubrics and feedback guides based on various sources including Big Picture Learning. The following pages show sample exhibition feedback guides and project rubrics.



## SAMPLE Exhibition Feedback Guide

Our school design is built on three principles: 1) Most learning must be based on the interests and goals of each student (learning plan); 2) Curriculum must be relevant to people and places in the real world (internship, project work); 3) The student's abilities must be measured by the quality of the work (exhibition, competencies, project evaluation, and portfolio).

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_ Panelist: \_\_\_\_\_ Date: \_\_\_\_\_

TOPICS FOR STUDENT TO DISCUSS	NEW SKILLS/COMPETENCY GROWTH What specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore?
INTEREST BASED PROJECT	
INTERNSHIP – LTI	
PERSONAL GROWTH	
OTHER (Advisory work, reading, evidence from math/science/elective class)	

Competency Growth to watch for: Is there <i>evidence</i> in the student's work of:	yes	no
<u>Key Ideas and Details</u> : theme/central idea, point view/purpose, development, structure, word choice	<input type="checkbox"/>	<input type="checkbox"/>
<u>Using Sources</u> : selecting relevant sources, contextualizing sources, synthesizing multiple sources	<input type="checkbox"/>	<input type="checkbox"/>
<u>Inquiry</u> : asking questions, hypothesizing, designing processes and procedures	<input type="checkbox"/>	<input type="checkbox"/>
<u>Analysis &amp; Synthesis</u> : identifying patterns & relationships, comparing/contrasting, modeling, interpreting data, etc.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Composing &amp; Writing</u> : argumentative claim, informational/explanatory thesis, narrative, selection of evidence, etc.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Speaking &amp; Listening</u> : discussion/contribution, preparation, norms & active listening	<input type="checkbox"/>	<input type="checkbox"/>
<u>Quantitative Reasoning</u> : concepts & procedures, problem solving, communicating reasoning, modeling & data analysis	<input type="checkbox"/>	<input type="checkbox"/>
<u>Products &amp; Presentations</u> : style and language, oral presentation, multimedia (written/oral), conventions, precision	<input type="checkbox"/>	<input type="checkbox"/>

## Overall Evaluation

Based on your assessment of the students learning, the progress made toward their learning plan goals, and the progress the student is making toward their long-term goals, please evaluate the student in the following areas:

<b>Unsatisfactory</b>	<b>Some</b>	<b>Significant</b>	<b>Exemplary</b>
<b>Learning Plan:</b> made little progress toward learning plan goals	made some progress toward learning plan goals	met most to all of their learning plan goals	exceeded their learning plan goals
<b>Competency growth and new learning:</b> demonstrated little or no evidence of new skill learning/competency growth	demonstrated some evidence of new skill learning/competency growth	demonstrated a significant degree of new skill learning / competency growth	demonstrated a high degree of growth in competencies and skills aligned with their long term vision
<b>Projects:</b> provided little or no evidence of project-based work towards proposed outcome	provided incomplete evidence of project-based work toward proposed outcome	provided significant evidence of project-based work toward proposed outcome	provided outstanding evidence of project-based work toward proposed outcome
<b>LTI:</b> not secured an internship and provides little evidence of out of the building experience	some evidence of progress toward finding an internship, has conducted multiple shadow days and interviews	evidence of significant progress toward finding an internship, utilizing multiple resources / student has an internship	secured an internship aligned with long-term vision and has developed learning goals and/or a project centered around the internship experience

Based on evidence exhibited, the student has made \_\_\_\_\_ progress.

**NEXT LEARNING PLAN – LOOKING FORWARD** What specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

## Draft Project Rubric

Student: \_\_\_\_\_

Project: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>AUTHENTICITY</b></p> <ol style="list-style-type: none"> <li>1. Does the project arise from a problem or question that has personal meaning to the student?</li> <li>2. Is it a problem or question that might actually be tackled by an adult at work or in the community?</li> <li>3. Has the student created something that has personal or social value beyond the school setting?</li> </ol>	<p><b>Not at all.</b></p> <p>This project lacks personal meaning to the student and authenticity beyond the school setting.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project clearly has personal meaning and authenticity in work beyond the school setting.</p>
<p><b>ACADEMIC RIGOR</b></p> <ol style="list-style-type: none"> <li>1. Has the project led the student to acquire and apply knowledge related to one or more content areas?</li> <li>2. Has the project involved methods of inquiry central to one or more disciplines?</li> <li>3. Has the project helped the student develop higher-order thinking skills and habits of mind?</li> </ol>	<p><b>Not at all.</b></p> <p>This project has not led to new academic skills or critical thinking.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project clearly has demanded new academic skills, methods of inquiry, and growth in critical thinking.</p>
<p><b>APPLIED LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Is the student addressing a problem grounded in life and work in the world beyond school?</li> <li>2. Has the work required the student to develop organizational and self-management skills?</li> <li>3. Has the project required the student to acquire competencies expected in high-performance work organizations (e.g. teamwork, problem-solving, appropriate use of technology, communications)?</li> </ol>	<p><b>Not at all.</b></p> <p>This project is not connected to life and work beyond school, and new workplace competencies have not been developed.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project is immersed in life and work beyond school, and the student has clearly developed new workplace competencies.</p>
<p><b>ACTIVE EXPLORATION</b></p> <ol style="list-style-type: none"> <li>1. Did the student spend significant amounts of time doing field-based (outside school) work on this project?</li> <li>2. Has it required the student to engage in real investigation using a variety of methods, media, and sources?</li> <li>3. Is the student expected to communicate through presentation what he or she is learning?</li> </ol>	<p><b>Not at all.</b></p> <p>This project has involved no field work, real investigation, or presentation of learning.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project has involved significant field work, real investigation, and presentation of learning.</p>
<p><b>ADULT RELATIONSHIPS</b></p> <ol style="list-style-type: none"> <li>1. Did the student meet and observe adults with relevant expertise and experience?</li> <li>2. Did this project involve working closely with and getting to know at least one adult mentor in addition to the advisor and other school staff?</li> <li>3. Did the adults collaborate with one another and with the student on the design, completion, and assessment of the project work?</li> </ol>	<p><b>Not at all.</b></p> <p>This project has involved little to no interaction with adults other than school staff.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project has involved adult experts who worked closely with the student through all stages of the project.</p>
<p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Were there clear milestones or products at the completion of each phase of the student's work, culminating in an exhibition, portfolio, and/or presentation?</li> <li>2. Did the student receive timely feedback on works in progress and reflect regularly on his or her learning, using clear project criteria that he or she helped to set?</li> <li>3. Have adults from outside the advisory and school been involved in the assessment of this project?</li> </ol>	<p><b>Not at all.</b></p> <p>This project lacked milestones or products, regular feedback and reflection, and clear quality criteria.</p>	<p><b>Somewhat.</b></p> <p>This project meets some but not all of the criteria, or meets them but not convincingly.</p>	<p><b>Definitely.</b></p> <p>This project has involved clear quality criteria co-developed with the student, and regular feedback and reflection.</p>

## Met Real World Learning Project Rubric | 2014-15

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

Project Reviewed: \_\_\_\_\_

Date: \_\_\_\_\_

RELEVANT	Focus	EE	ME	AE	BE
<b>Relevance:</b> The project is <b>relevant</b> to the student's interests and passions and/or Post Met Plan.					
<b>Ownership:</b> Student demonstrates <b>ownership</b> over the project - process and product.					
<b>Learning Relationships:</b> The student describes and provides evidence that he/she has developed strong <b>learning relationships</b> with a real world mentor, ally, or community through this project.					
<b>Feedback:</b> The student demonstrates that <b>they sought, received</b> and <b>intentionally incorporated feedback</b> to improve their project.					
<b>Time Management:</b> Student demonstrates <b>timely</b> completion at project benchmarks.					
<b>Reflection:</b> Student is able to <b>reflect</b> on their growth and learning through the project.					
<b>Challenge:</b> Student can describe how they were <b>challenged</b> through the course of this project and in multiple aspects.					
<b>Authentic</b>					
<b>External Benefit:</b> The project has clear <b>benefits</b> to the LTI site, school or community.					
<b>Academic and Rigorous:</b>					
<b>Academic Knowledge and Skills:</b> The student provides evidence that he/she is developing & applying <b>knowledge &amp; skills in CO, ER, SR, and/or QR</b> through their project work					
<b>Investigation Process:</b> Student demonstrates that they have completed an in-depth <b>investigation</b> .					
<b>Resources:</b> Student utilized a diverse range of <b>resources</b> .					
<b>Career Knowledge and Skills:</b> The student provides evidence that he/she is developing & applying <b>career knowledge and skills</b> through their project work					
<b>Totals</b>					

**Full Version:**

RELEVANCE	Exceeds	Meets	Approaching	Below
<p><b>Relevance:</b> The project is <b>relevant</b> to the student’s interests and passions and/or Post Met Plan. <b>Key indicators of Relevance include:</b> students’: engagement, internal motivation, mindset of understanding and quality beyond completion.</p>	<p>Student demonstrates the ways in which the project is <b>highly relevant</b>.</p>	<p>Student demonstrates the ways in which the project is <b>relevant</b>.</p>	<p>Student demonstrates the ways in which the project is <b>partially relevant</b>.</p>	<p>Student <b>does not demonstrate</b> the ways in which the project is relevant.</p>
<p><b>Ownership:</b> Student demonstrates <b>ownership</b> over the project - process and product. <b>Key indicators of Ownership include,</b> student:</p> <ul style="list-style-type: none"> <li>• monitored the progress of their work</li> <li>• sought appropriate help when needed</li> <li>• persevered when presented with obstacles or inconveniences</li> <li>• actively sought advisor and/or mentor(s) to discuss project progress, or participated actively in meetings set up by adults</li> <li>• completed tasks that were not originally called for in the project and/or were not required, but the student was interested and/or felt they would improve the project</li> </ul>	<p>Student provides evidence that s/he did <b>all or nearly all</b> of the key indicators of ownership</p>	<p>Student provides evidence that s/he did <b>many</b> of the of the key indicators of ownership</p>	<p>Student provides evidence that s/he did <b>some</b> of the key indicators of ownership</p>	<p>Student provides evidence that s/he did <b>none or very few</b> of the key indicators of ownership</p>
<p><b>Learning Relationships:</b> The student describes and provides evidence that he/she has developed strong <b>learning relationships</b> with a real world mentor, ally, or community through this project. <b>Key indicators of successful Learning Relationships include:</b></p> <ul style="list-style-type: none"> <li>• Level of detail and amount of evidence describing and providing strong evidence of utilizing the mentor for a resource.</li> </ul>	<p>Student can <b>clearly describe</b> as well as provide <b>strong evidence</b></p>	<p>Student can <b>describe</b> and provide <b>some evidence</b> - there may be room for more detail.</p>	<p>Student can <b>describe</b> - there may be room for more detail. <b>No evidence</b> is provided.</p>	<p>Student <b>cannot describe or provide evidence</b></p>
<p><b>Feedback:</b> The student demonstrates that <b>they sought, received</b> and <b>intentionally incorporated feedback</b> to improve their project. <b>Key indicators of successful feedback include:</b></p> <ul style="list-style-type: none"> <li>• Level of thorough and convincing evidence describing for seeking targeted feedback.</li> <li>• Level of thorough and convincing evidence describing for intentionally incorporating targeted feedback.</li> </ul>	<p>Student provides <b>convincing evidence</b> that they <b>sought, received and intentionally incorporated meaningful, targeted</b> feedback.</p>	<p>Student provides <b>convincing evidence</b> that they participated an opportunity for feedback and <b>incorporated</b> key elements of the feedback.</p>	<p>Student provides <b>some evidence</b> that they received feedback.</p>	<p>Student <b>does not provide evidence</b> that they received feedback.</p>

<b>Time Management:</b> Student demonstrates <b>timely</b> completion at project benchmarks.	<b>All or nearly all</b> project benchmarks were completed on time.	<b>Many</b> project benchmarks were completed on time.	<b>Some</b> project benchmarks were completed on time.	<b>Few or no</b> project benchmarks were completed on time.
<b>Reflection:</b> Student is able to <b>reflect</b> on their growth and learning through the project.  <b>Key indicators of successful student reflection include:</b> <ul style="list-style-type: none"> <li>identify strengths of the project</li> <li>identify weaknesses of the project</li> <li>identify areas of growth and set goals</li> </ul> <b>Additional areas that demonstrate exemplary reflection:</b> <ul style="list-style-type: none"> <li>explain why they were as successful as they were in the different areas</li> <li>explain decisions they made in project process</li> <li>reflect on their learning process and progress at several points in the project</li> </ul>	Student demonstrates <b>most or all</b> indicators of Reflection	Student demonstrates <b>many</b> indicators of Reflection.	Student demonstrates <b>some</b> indicators of Reflection: <ul style="list-style-type: none"> <li>identify at least one strength of the project</li> <li>identify at least one weakness of the project</li> </ul> <b>and may also be able to</b> make other reflective comments related to the project, though they are superficial and/or vague.	Student demonstrates <b>one or no</b> indicators of Reflection - reflective comments related to the project may be superficial, vague, and/or unsupported by evidence. The student is not able to identify at least one strength and one weakness of the project.
<b>Challenge:</b> Student can describe how they were appropriately <b>challenged</b> through the course of this project and in the multiple aspects. <b>Key indicators of challenge include,</b> students’: learning new skills and content, working in the “risk zone”, balancing accomplishment and struggle, a need to utilize resources.	<b>high level challenge</b> throughout the course of the project, <b>in most or all aspects</b>	Student challenged her- or himself at a <b>moderate level</b> in <b>many aspects</b> of the project.	Student challenged her- or himself, but <b>not as much as appropriate</b> to her/his goals, needs and abilities.	Student <b>did not challenge</b> her- or himself in the project.

<b>ACADEMIC LEARNING/ RIGOR</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>	<b>Below</b>
<b>Academic Knowledge and Skills:</b> The student provides evidence that he/she is developing & applying <b>knowledge &amp; skills in CO, ER, SR, and/or QR</b> through their project work <i>as described in their Project Proposal and/or Individualized Project Rubric.</i>	Student <b>exceeded</b> the expectations in Learning Goal areas	Student <b>met</b> the expectations in Learning Goal areas	Student <b>approached</b> the expectations in Learning Goal areas	Student <b>did not meet</b> the expectations in Learning Goal areas
<b>Investigation Process:</b> Student demonstrates that they have completed an in-depth <b>investigation.</b> <b>Key indicators include:</b> <ul style="list-style-type: none"> <li>uses essential question/hypothesis to frame/drive</li> </ul>	Student demonstrates <b>most or all</b> indicators of in-depth investigations	Student demonstrates <b>many</b> indicators of in-depth investigations	Student demonstrates <b>some</b> indicators of in-depth investigations	Student demonstrates <b>one or no</b> indicators of in-depth investigations

<ul style="list-style-type: none"> <li>investigation</li> <li>gathers and synthesizes relevant information, including facts as well as expert opinions</li> <li>analyzes/interprets and applies relevant information (numerical data, facts, etc.)</li> <li>draws meaningful conclusions and communicates them clearly</li> </ul>				
<p><b>Resources:</b> Student utilized a diverse range of <b>resources</b>.  <b>Key qualities of resources include:</b></p> <ul style="list-style-type: none"> <li>valid</li> <li>high quality,</li> <li>balance of primary/real world, and secondary.</li> </ul>	Student <b>used a wide variety</b> of valid, high-quality sources, including both primary/real world and secondary sources.	Student <b>used a variety</b> of valid, high-quality sources, including both primary/real world and secondary sources.	Student <b>used some variety</b> of sources, though not all may have been of high quality, and primary/ real world sources may have been missing.	Student <b>did not use a variety</b> of sources; and/or some sources were of questionable validity.
<ul style="list-style-type: none"> <li><b>Career Knowledge and Skills:</b> The student provides evidence that he/she is developing &amp; applying <b>career knowledge and skills</b> through their project work and that goals are informed by appropriate professional standards - <i>as described in their Project Proposal and/or Individualized Project Rubric.</i></li> </ul>	Student <b>exceeded</b> the career-related goals and objectives	Student <b>met</b> the career-related goals and objectives	Student <b>approached</b> the career-related goals and objectives	Student <b>did not meet</b> the career-related goals and objectives
<b>Authenticity</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>	<b>Below</b>
<p><b>External Benefit:</b> The project has clear <b>benefits</b> to the LTI site, school or community. <b>Key indicators of Ext. Benefit include:</b></p> <ul style="list-style-type: none"> <li>Project is used by the site and/or in other appropriate real-world contexts</li> <li>The student is able to explain the project's use clearly, and may connect it to related issues</li> <li>The impact of the project is strong and wide; may impact multiple audiences</li> <li>There is a tangible product that can continue to be used in the future</li> <li>Student was actively engaged in identifying the project's benefit during its design.</li> </ul>	The project is <b>extremely useful/valuable</b> and meets the site's standards of <b>professional quality:</b>	The project is <b>useful/valuable:</b> though there may or may not be a tangible product that can continue to be used in the future.	The project is useful/valuable, but <b>has some areas for growth.</b> Explanation may require prompting, have limited impact, and has not tangible product.	The project is <b>not useful/valuable</b> to the site and there is no tangible product for future use.

## Projects (RAA!)

---

### Engagement & Personal Qualities (Relevant)

1. **Relevance:** The project is **relevant** to the student's interests and passions and/or Post Met Plan.
2. **Ownership:** Student demonstrates **ownership** over the project - process and product.
3. **Learning Relationships:** The student describes and provides evidence that he/she has developed strong **learning relationships** with a real world mentor, ally, or community through this project.
4. **Feedback:** The student demonstrates that **they sought, received** and **intentionally incorporated feedback** to improve their project.
5. **Time Management:** Student demonstrates **timely** completion at project benchmarks.
6. **Reflection:** Student is able to **reflect** on their growth and learning through the project.
7. **Challenge:** Student can describe how they were appropriately **challenged** through the course of this project and in multiple aspects.

### Benefit to Site (gives back, has a real world application) (Authentic)

1. **External Benefit:** The project has clear **benefits** to the LTI site, school or community

### Rigorous Academic Learning (Academic)

1. **Academic Knowledge and Skills:** The student provides evidence that he/she is developing & applying **knowledge & skills in CO, ER, SR, and QR** through their project work *and as described in their Project Proposal and/or Individualized Project Rubric*.
2. **Investigation Process:** Student demonstrates that they have completed an in-depth **investigation**.
3. **Resources:** Student utilized a diverse range of **resources**. Key qualities: Validity, high quality, balance of primary/real world, and secondary.



**5. Please submit evidence demonstrating that students, families, and citizens were involved in developing the plan.**

While the community at large has not been directly involved in the details of redesigning these programs, the shift to a competency-based approach at Career Academy and Federal Way Open Doors follows and responds to Federal Way Public Schools' 2016-2020 Strategic Planning Initiative. Through community forums and extensive outreach for student, parent, and citizen input, the 2016-2020 Strategic Plan includes significant community input, with over 2,000 community, parent, staff member, and student participants in the planning process. Their input reflected a call to empower scholars with ownership of their education, engage scholars in becoming critical and creative thinkers, create personalized, differentiated and relevant learning opportunities for all scholars, align learning experiences with scholars' post-secondary goals, and prepare each scholar for a successful transition to high school, and to employment or post-secondary education after completing high school. [The strategic plan initiative and the resulting plan are detailed on the FWPS website.](#)

In addition to this broad community input, the specific redesigns of Career Academy and Federal Way Open Doors will put student voice and interests at the center of the learning process, and incorporate families into the planning and co-assessment of learning.

Finally, the FWPS staff members believe that the local community shares some interest in broader conversations about educational effectiveness and equity, including but not limited to:

- Call for personalized education
- Competency based approaches
- Emphasis on 21st century skills
- Communities calling for action for new innovative schools
- Recognition of need to appeal to student sense of relevancy

**6. Please submit evidence demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively to implement the plan.**

The FWPS Board Resolution 2017-02 indicates the unanimous support and commitment of the Board and Superintendent, supported by Superintendent Campbell's cover letter and those of principals Ashley Barker and Dr. Christine Corbley. Superintendent Campbell also has overseen the development of this proposal.

The two signed statements below indicate the commitment of the Career Academy and Federal Way Open Doors staff members to work cooperatively with district leadership, each other, and students and families to implement the proposed plan.

February 14, 2017

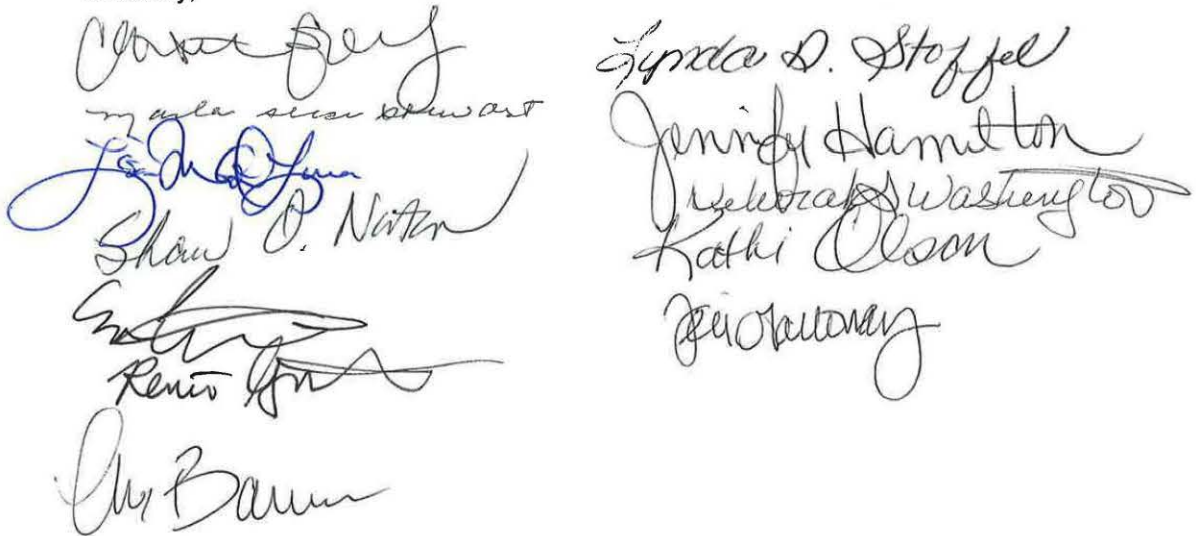
To the Washington State Board of Education:

We the undersigned members of the Federal Way Career Academy staff are committed to working cooperatively with our enrolled students and families, with each other, and with the Federal Way Public Schools leadership and Board of Directors to implement our plans of graduation by demonstration of proficiency rather than accumulation of credits.

We believe these plans to be consistent with the State's education reform vision (WAC 180-51-001) which states 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."

We believe we are implementing a school that contributes to this expanded concept of schooling and furthers not only the State's vision but also Federal Way Public Schools commitment to ensure that our scholars have a voice, a dream, and a bright future.

Sincerely,



Handwritten signatures of staff members, including names like "Lynnda D. Stoffel", "Jennifer Hamilton", "Kathi Olson", and "Propertony".

Dr. Corbley and the Truman Staff

**Federal Way  
Open Doors**



**FEDERAL WAY  
PUBLIC SCHOOLS**  
Each Scholar: A voice. A dream. A **BRIGHT** future.

February 14, 2017

To the Washington State Board of Education:

We the undersigned members of the Federal Way Open Doors staff are committed to working cooperatively with our enrolled students and families, with each other, and with the Federal Way Public Schools leadership and Board of Directors to implement our plans of graduation by demonstration of proficiency rather than accumulation of credits.

We believe these plans to be consistent with the State's education reform vision (WAC 180-51-001) which states 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."

We believe we are implementing a school that contributes to this expanded concept of schooling and furthers not only the State's vision but also Federal Way Public Schools commitment to ensure that our scholars have a voice, a dream, and a bright future.

*Marie Dalmeida*  
Office Manager / Registrar

*Lauren Decker*  
Learning Facilitator

*Sandra Hillier*  
Math Teacher

*Eileen McGreevey*  
Sinda Intuition

*Nolita Bents*  
Social worker

*Prof. Lisa*  
Learning Facilitator

*Melissa N. Sato*  
Learning Facilitator

*Ameluz Bayler*  
- Principal  
Dean

**7. Supporting documentation for new and renewal applications is attached to document the following:**

- The school's expectations for student learning.*

The expectations for increased student learning for Career Academy and Federal Way Open Doors are detailed in Section 2. Specific expectations by grade level will be developed prior to the 2017-18 school year.

- The graduation rate of the high school(s) for the last three school years.*

<b>4 Year Cohort</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>
Decatur High School	69.3%	73.0%	75.1%	80.3%	81.8%
Federal Way High School	73.7%	76.6%	71.3%	77.6%	78.1%
Thomas Jefferson High School	68.8%	76.7%	83.0%	80.0%	83.4%
Todd Beamer High School	76.7%	80.5%	82.4%	82.5%	86.4%
Career Academy	38.1%	32.8%	46.0%	18.6%	28.2%
TAF Academy	72.7%	71.4%	78.6%	92.0%	100.0%
District	70.2%	72.8%	76.2%	77.8%	80.1%

- Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data).*

There is not currently a process for tracking follow-up employment data and college data for Career Academy and Federal Way Open Doors, and as a result, this data is not available. Staff members will develop a system for tracking and reporting data as a component of the program redesign process for both Career Academy and Federal Way Open Doors students, for example, this data will be available per cohort as part of required annual reporting related to the implementation of this waiver.

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

Assessment of student learning will occur formatively by various means and summatively through exhibitions and portfolios. Electronic portfolios will document student learning. In order to manage the complexity of personalized and competency-based learning, Career Academy and Federal Way Open Doors staff members will develop or adopt a learning management system to align individual student work to the academic competencies through personalized learning plans. This system will offer both staff and students the capability to build project proposal templates, track individual student project work, collaborate on tasks needed for

completion, produce evidence in an online portfolio, as well as build and deploy assessments. The system will also enable Career Academy and Federal Way Open Doors staff members to translate competency completion into transcripts and to access data on overall programmatic success. The four Big Picture Learning schools in Washington State that currently operate under this waiver (in Highline, Lake Chelan, Methow Valley, and Issaquah) will provide examples of various effective systems.

- Student scores (percentage of students that met standard) on the required statewide high school assessments for the past three years.

<b>Career Academy</b>	2013-14	2014-15	2015-16
HSPE Grade 10 (Reading)	95.7%		
HSPE Grade 10 (Math)	95.2%		
SBA ELA Grade 10		34.2%	52.5%
SBA Math Grade 10		3.0%	8.3%

<b>Federal Way Open Doors (opened in 2015)</b>	2013-14	2014-15	2015-16
	N/A		
		N/A	
SBA ELA			4%
SBA Math			0%

- The school's annual performance report for the last three years.

Federal Way Schools do not utilize annual performance reports. Information about various aspects of achievement for both Federal Way Open Doors students and Career Academy students is located on the Office of the Superintendent of Public Instruction website, <http://reportcard.ospi.k12.wa.us/>.

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

The staff members at Career Academy and Federal Way Open Doors strongly believe that family engagement in student learning is essential to student success. Staff members invite families to serve as partners with the school teams in support of student learning whenever possible. The redesigned programs will provide opportunities for parents and other family members to participate in learning plan meetings and attend exhibitions. Families will also serve as resources, providing information about a child's strengths, weaknesses, and offer context about life outside of school. They also serve as resources to the school community by connecting the school with potential internship opportunities and mentors; many parents and family members may also serve as mentors themselves, either in a job

shadow or internship capacity or, more simply, to advise student project work or share about their careers and interests.

**Essential Elements of Parent/Family Engagement include:**

- Families are actively involved in the education and school life of their children
- Parental voice is vital in school organization and culture
- Families attend and participate in learning plan meetings and exhibitions
- Parents are involved in recruitment and enrollment processes
- Families are engaged in the college search process

- *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.*

At both schools, student and family survey results will measure student and parent satisfaction with the transition to a competency-based approach during the first year of the redesign, and this practice will continue as the program grows. As part of the annual reporting obligations regarding effective implementation, the results of these surveys will be shared with the State Board of Education.



**8. Please provide documentation and rationale showing that any noncredit-based graduation requirements that replace in whole or in part the applicable graduation requirements in Chapter 180-51 WAC meet the minimum College Academic Distribution Requirements established in WAC 392-415-070 for students planning to attend a baccalaureate institution.**

Upon waiver approval, Career Academy and Federal way Open Doors staff will, with support of the district, work with college admissions counselors and other college entrance experts to design a competency-based transcript using models from other Washington State high schools operating under this waiver. We will also continue to research and implement new developments in college admissions and acceptance. Like the aforementioned examples, the transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from a Highline Big Picture forum in 2008 provide further rationale for redesign of the Career Academy and Federal Way Open Doors programs, and the proposed waiver from credit-based graduation requirements. This forum included input from public baccalaureate admissions directors. Their testimony, as well as continued research on the importance of non-cognitive competencies, offers additional rationale for the school design as well as this waiver.

In the 2008 forum, senior admissions staff (primarily admissions directors) 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 discussed what students need to succeed in college and what causes them to drop out.

**Group 1**

What students need to succeed in college:

- 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

Top 5, organized from left

- Interpersonal qualities
- Internal qualities
- Knowing how to learn/adapt
- Reading/writing
- Goal-oriented
- General academic proficiencies

- Able to self-assess/self advocate

Why students 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**

What student need to succeed in college:

- 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 need to do; not procrastinate
- Personal issues: "Life happens", family, finances
- Being self-directed, able to make the transition into college
- (Especially in 1<sup>st</sup> 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**

What students need to succeed in college:

- 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

Below is a partial list of colleges that have accepted Highline Big Picture Alumni since 2009. Note that these alumni include a disproportional number of first generation college students and students demonstrating various risk factors for dropping out of high school (e.g. excessive absences, previous course failure and/or discipline issues, etc.).

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. Green River 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