THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Requests for Waiver of Credit-Based High School Graduation Requirements
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Do the applications provide the information and documentation required by WAC 180-18-055? 2. Do the applications present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board is presented with applications from two school districts for waivers under WAC 180-18-055 of the credit-based high school graduation requirements in Chapter 180-51 WAC. Methow Valley School District requests this waiver for the Independent Learning Center for the maximum term of four years. Lake Chelan School District requests the waiver for the Chelan School of Innovation. The applications were prepared in collaboration with the Puget Sound Consortium for School Innovation, a nonprofit organization affiliated with Big Picture Learning. Both would apply the Big Picture model of learning goals, competencies and evidence of achieving them. Included in your packet are: • The board resolutions, waiver applications and related materials submitted by each district. • A copy of WAC 180-18-055 (Alternative high school graduation requirements). Representatives of the schools and districts will make short presentations and take questions on their waiver requests.

WAIVERS OF CREDIT-BASED HIGH SCHOOL GRADUATION REQUIREMENTS: CURRENT REQUESTS

Policy Considerations

1. Does the districts' applications provide the information and documentation required by WAC 180-18-055 in a clear and compelling way?
2. Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?
3. Do the applications present learning goals and competencies aligned to state standards, and clear descriptions of how student achievement of those goals and competencies will be determined?

Background

In April 1999 the SBE adopted WAC 180-18-055, titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

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

Accordingly, Section 1 of WAC 180-18-055 declares:

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

WAC 180-18-055 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 SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan.

- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

Methow Valley and Lake Chelan are the fourth and fifth districts to apply for this waiver in the nearly 17 years of its existence. Highline School District received a four-year waiver for Big Picture high school in 2008. Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year. Federal Way School District obtained a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek will replace a closed alternative school and be modeled on Big Picture design principles.

Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. Its web site states there are more than 65 Big Picture network schools in the U.S., and many more around the world. In addition to the long-established Big Picture schools in Highline, the not-yet-open Gibson Ek in Issaquah, and the Chelan School of Innovation, Bellevue has operated a Big Picture School since the 2011-12 school year. Bellevue Big Picture has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school (343 in October 2014) must fulfill the same 23.5-credit requirements t graduate with a diploma.

Current Requests

Methow Valley School District requests waiver of credit-based high school graduation requirements for four years (the maximum allowed) for the district's alternative high school, the Independent Learning Center. Lake Chelan School District requests the waiver for the same four years for the Chelan School of Innovation.

The instructional frameworks presented by Methow Valley and Lake Chelan are the product of a partnership between school and district staffs and the Puget Sound Consortium for School Innovation , a regional initiative of Big Picture Schools founded and directed by Jeff Petty, formerly principal of Highline Big Picture School. The district resolutions are the same. The waiver applications bear many similarities in content, starting, as they do, from the Big Picture model for goals, competencies, and accountability. As they have so much in common, in this summary we will provide some background on the two schools, seek to highlight features more distinctive to each application.

Methow Valley's Independent Learning Center (ILC) has served the district as an alternative school since 1992. According to Superintendent Tom Venable, was for most of its history a "packet school" to help a small population of students most at risk of dropping out obtain their high school diploma or GED. Over the last few years the district has been shifting the focus and role of ILC from an alternative school to an option school. "Since 2011-12, the ILC has been rapidly emerging as a pocket of innovation within the Methow School District . . . ," the district says. "With the support of an exceptionally talented teaching staff, ILC students are engaged in the development of independent learning plans aligned to real-world, project-based, and action-oriented learning experiences, supported through internships and mentorships. . . . Students who have struggled to be successful in the comprehensive high school have found success at ILC. (p. 6 of application).

In 2013, the district says, the MVSD school board established a vision for the district with six strategic areas of focus. One of those areas of focus was "Innovation and Flexibility." The partnership with the Puget Sound Consortium to adopt the Big Picture model and its ongoing work with Big Picture Learning and the Chelan School of Innovation is regarded as a major step in actualizing that vision.

Methow Valley cites increasing enrollment in the ILC (not clear from OSPI data), increasing graduation rates, and a marked decrease in chronic absenteeism and disciplinary referrals and suspensions with the changes being made in the school. The chart on page 42 shows the number of students in the senior class for each of the last three years who graduated in four years. (OSPI's State Report Card shows an adjusted four-year cohort graduation rate of 75 percent for 2014-15, a significant increase from three and four years prior.) In a phone conversation with staff, Supt. Venable said that 16 ILC students graduated last year, and 22 will graduate this year.

The ILC's expectations for student learning are set out in the "Benchmark Requirements" and "Gateway Expectations" for making successful transitions from one grade level to the next, shown in pp. 39-42 of the applications. These serve as "signposts off necessary work to be completed in addition to the individual goals set in students' learning plans."

The system for documenting student learning comprises exhibitions, portfolios, student narrative reflections, reflective journaling, a senior project, the "gateways" referenced above, and academic transcripts. "As in other schools in the Big Picture Learning Network, ILC's assessment of student learning will draw heavily on end-of-term exhibitions in which students present their learning to a panel of peers, school staff, community members, and mentors." (p. 33). Transcripts will follow the format of other Big Picture Schools. Examples, familiar from prior applications, are included.

Methow Valley reminds on p. 38 of the application that as a district school, ILC is subject to the accountability measures applying to all schools in the district, including:

- The MVSD Listening and Learning Framework;
- Graduation rates;
- End-of-Course and SBA scores;
- Enrollment, attendance and discipline data;
- College enrollment, persistence and post-secondary education and employment data; and,
- Survey data.

As an alternative school, the Independent Learning Center does not have Achievement Index Ratings. Participation of its 22 students in 2014-15 Smarter Balanced Assessments was 50 percent in ELA and 25 percent in math.

Like Methow Valley's Independent Learning Center, **Lake Chelan** School District's Chelan School of Innovation (CSI) opened on the Big Picture design in 2015. And like the ILC, Chelan School of Innovation replaces a previous alternative school, called Glacier Valley High School.

The CSI web site declares that it is "***NOT*** an alternative school, but a different option," which also finds its echo in the Methow Valley application for ILC. The Lake Chelan application says that CSI builds on existing secondary programs in the district such as Chelan High School, Running Start, Tech Center, College in the High School, and current and proposed CTE Pathways.

On pp. 40-41 of the application explains some of the rationale for replacing Glacier Valley with CSI, and some early outcomes from the transition. In the table on page 40 shows very low graduation rates for Glacier Valley – much lower than for Chelan High School, shown in the table on the next page, and far below state averages. In an e-mail message to staff, CSI principal Crosby Carpenter said the school will most likely graduate 71 percent of its current seniors in CSI's inaugural year – up from 13 percent the year before.

Absenteeism rates for current CSI students, who would have attended Glacier Valley before, exceeds various definitions of chronic absenteeism, a pre-indicator of dropping out of school and other impediments to success in school and beyond. CSI has established an intervention system, borrowing from the Big Picture model, with a goal of reducing absenteeism by 20 percent during the current school year. CSI has also contracted with Restorative Justice Center of the Northwest to implement a program to bring suspensions down dramatically from the high rates at Glacier Valley.

The district also shows that CSI students earned significantly more credits, on average, in the fall quarter of 2015-16 than in the fall quarter of the year before. (The need to earn credits would of course be eliminated were the waiver application approved.)

Both CSI and ILC state in item 2 of their applications the specific proposed competencies for increased student learning outline on the succeeding pages are aligned with Common Core State Standards, as well as with admissions expectations for four-year colleges. CSI states (p. 8) that it is revising current learning goals and competencies to further align with the Common Core.

The benchmark requirements by grade provided in response to item 2, on specific standards for student learning, are similar to though not fully the same as those for ILC. (pp. 17-21) Again, these appear to be more in the nature of work to be completed and activities undertaken than standards for learning.

Like Issaquah's Gibson Ek, the Chelan School of Innovation would document personalized and competency-based learning by contracting with Project Foundry for its learning management system. It describes Project Foundry as "a cloud-based application for project-based schools to align individual student work to academic competencies through personalized learning plans. . . . Project Foundry enables CSI to translate competency completion into digestible transcripts and access data on overall programmatic success. It is CSI's key technology for helping students stay organized, and tracking their progress toward meeting all competencies and qualifying for graduation."

The sample transcript on pp. 22-23 of the application is an official transcript for Chelan School of Innovation, rather than a transcript for another school that the applicant district and school would emulate. It shows, for each Big Picture learning goal, the degree to which the student has achieved proficiency and how it accords with college admissions requirements, and describes internships and

other highlights of the student's educational experience. Standardized test scores and college credits earned while in high school are shown as well.

Like Methow Valley, Lake Chelan assures in its application that while CSI has its own ways for determining whether learning goals and competencies are met, based on the Big Picture design, it is still subject to the accountability measures pertaining to all district schools. These include:

- The district's annual school improvement process;
- Graduation rates;
- End-of-course and Smarter Balanced test scores;
- Enrollment, attendance and discipline data;
- College and post-secondary data, including National Clearinghouse data; and,
- Student, staff and parent survey data.

As an alternative school, the Chelan School of Innovation has no ratings in the Washington Achievement Index. The participation rates in 2014-15 Smarter Balanced assessments in ELA and math were 50 percent in each.

Action

The Board will consider whether to approve the applications submitted by Methow Valley School District for the Independent Learning Center and Lake Chelan School District for the Chelan School of Innovation for waiver of credit-based high school graduation requirements.

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

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

May 2016

Chelan School of Innovation

324 East Johnson
Chelan, WA 98816

CONTENTS

LAKE CHELAN SCHOOL DISTRICT
Educational Excellence for Everyone
Phone: 509.682.3515
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www.chelanschools.org

April 1, 2016

State Board of Education
PO BOX 47206
Olympia, WA.

The Lake Chelan School District is submitting a request to waive the traditional credit based high school graduation requirements for Chelan School of Innovation. I truly appreciate the opportunity you have afforded our students to focus on enhancing the rigor and engagement of their educational experience and opportunities.

As we began to examine our current educational offerings for our students, it was obvious many of our students were thriving in our comprehensive high school. Our course offerings provide a strong blend of advanced AP and College in the High School courses and our Career Technology Education courses. Students graduating from Chelan High School have proven to be successful in college and careers.

The mission for our district is centered on ensuring that ALL students are able to create or take advantage of opportunities post high school, whether that is career, college or life. I am proud that in Chelan, we recognize that most is not ALL! When we analyzed our alternative programs, we noted that we only have a 13% graduation rate with little or no students going on to any form of post high school education. We began to examine other opportunities that would engage, empower and develop a love of learning in our students – alternative or otherwise. Hence, the creation of Chelan School of Innovation. Using a rigorous competency based approach coupled with the power of project based learning and meaningful and relevant internships with strong mentorships built in, we have found that students who might typically be disengaged or lack a passion for learning are now fully engaged and excited to learn even after high school. The ability to follow their passion without being bound to such a restrictive credit and seat time focus is rekindling the love of learning for our students.

Having just touched the surface of this model of education, we are excited about the opportunity to fully explore how we can meet the learning needs of ALL Lake Chelan School District students. Thank you again for this opportunity to apply for a waiver of the traditional credit based graduation requirements.

Respectfully yours,

Robert W. Manahan, Ed.D.
Superintendent, Lake Chelan School District

LAKE CHELAN SCHOOL DISTRICT
Educational Excellence for Everyone
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LAKE CHELAN SCHOOL DISTRICT NO. 129
RESOLUTION 2016-02

Waiver from the State High School Requirements for Chelan School of Innovation, Lake Chelan School District 129

A **RESOLUTION** of the Board of Directors of the Lake Chelan School District, No. 129 (the "District"), requesting a waiver form the state high school graduation requirements for Chelan School of Innovation in the Lake Chelan School District, No. 129

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

WHEREAS, WAC 18 0-5 1-060 through – 068 outlines 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 families, students, staff and community members, has established a vision that focuses project based learning, heightened student engagement, strong relationships and the development of life-long learners through applicable and relevant learning experiences; and

WHEREAS, the district has a goal of reaching 100% on-time graduation rate with ALL students graduating with the skills to take advantage of any career, college and life opportunity that may come their way; and

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

WHEREAS, students, families, parents, and citizens were involved in developing a plan to achieve that goal; and

WHEREAS, that goal will be best met by allowing schools like Chelan School of Innovation the flexibility to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Chelan School District, No. 129, Chelan County, Washington, approves the application by Chelan

School of Innovation 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 on the 26th day of March 2016

ATTEST:

Supt./Board Secretary, Robert W. Manahan

BOARD OF DIRECTORS:

Board Chair, Jim Colbert

Board Vice-Chair, Sin Tift-Wyant

Board Member, Ken Brunner

Board Member, Lynda Foster

Board Member, Jeff Fehr

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	Crosby Carpenter
Title	Principal, Chelan School of Innovation
School District	Lake Chelan School District
Phone	509 996-2215
Email	carpentercr@chelanschools.org
Mailing Address	215 W Webster Ave, Chelan, WA 98816

Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Chelan School of Innovation
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	May 11, 2016

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

This application requests a waiver from WAC 180-51-066, -067, and -068: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-066-8, Chelan School of Innovation proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based 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.

The mission of Chelan School of Innovation (CSI) is "*to promote an entrepreneurial growth mindset through passion-driven, project based, individualized learning."* CSI supports/builds on existing secondary programs in the Lake Chelan School District such as Chelan High School, Running Start, Tech Center, College-in-the-High School and current/proposed CTE Pathways. In 2015, CSI adopted the Big Picture Learning principles, which specify: "Learning must be based on each student's interests and needs. 2. Curriculum must be relevant to the student and allow them to do real work in the real world. Student growth and abilities must be measured by the quality of their work and how it changes them." CSI applies the Big Picture Learning model specifically to three key components: [1]core content, [2]independent/team projects, and [3]internships. CSI students 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: The 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 and admissions expectations for four-year colleges. Chelan School of Innovation is currently revising the current models of the learning goals and competencies to further align with current standards and Common Core and to include real world examples of learning. See the Quantitative Reasoning section on the Chelan School of Innovation draft document for the vision of Learning Goals and Competencies. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews, which have been continuously revised based on input from Washington's public baccalaureate admissions directors and the learning from other schools in the Big Picture Learning network. Additionally, using these competencies and Big Picture transcripts as models, Chelan School of Innovation will collaborate with Washington State colleges to develop a Lake Chelan School District transcript that documents student performance in various competencies as they relate to college admission expectations. This work is augmented by ongoing collaboration with a growing regional network of Big Picture Learning schools, including Highline, Bellevue, Gibson Ek (Issaquah), and Methow Valley's Independent Learning Center.

Included in this section are:

1. Draft of Chelan School of Innovation Learning Goals and Competency descriptions aligning to Common Core State Standards
2. CSI Learning Cycle diagram
3. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
4. Draft of Chelan School of Innovation Grade Level Expectations
5. Sample transcripts from Highline Big Picture and The Met, BPL's flagship school in 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)

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

Chelan School of Innovation Learning Goals

Learning Goals

Communication

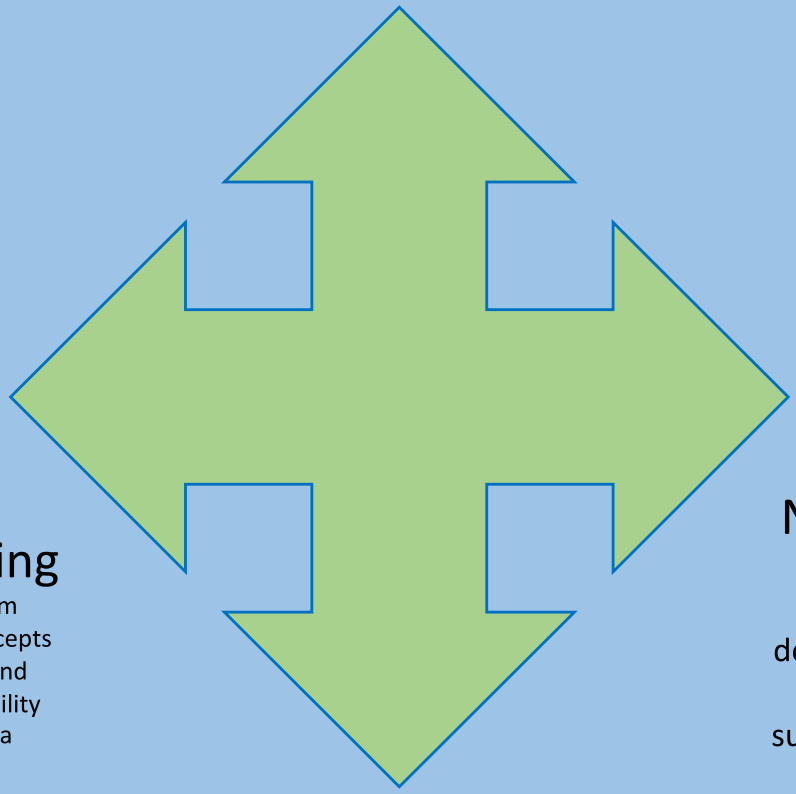
Write for varied purposes; read and interpret from a variety of genres and periods; conduct inquiry and research; communicate and analyze in various forms; present to groups in various contexts.

Social Reasoning

Analyze issues and events; reflect on patterns of human history; know and use geographic information; understand structures and systems of government

Quantitative Reasoning

Solve mathematical problems; perform algebraic operations; use geometric concepts and models; use functions to understand mathematical relationships; use probability and statistics to collect and study data



Empirical Reasoning

Design and conduct scientific inquiry; know fundamental concepts of the sciences; analyze scientific knowledge, theories and research; understand, use and investigate a field of science.

Personal Qualities

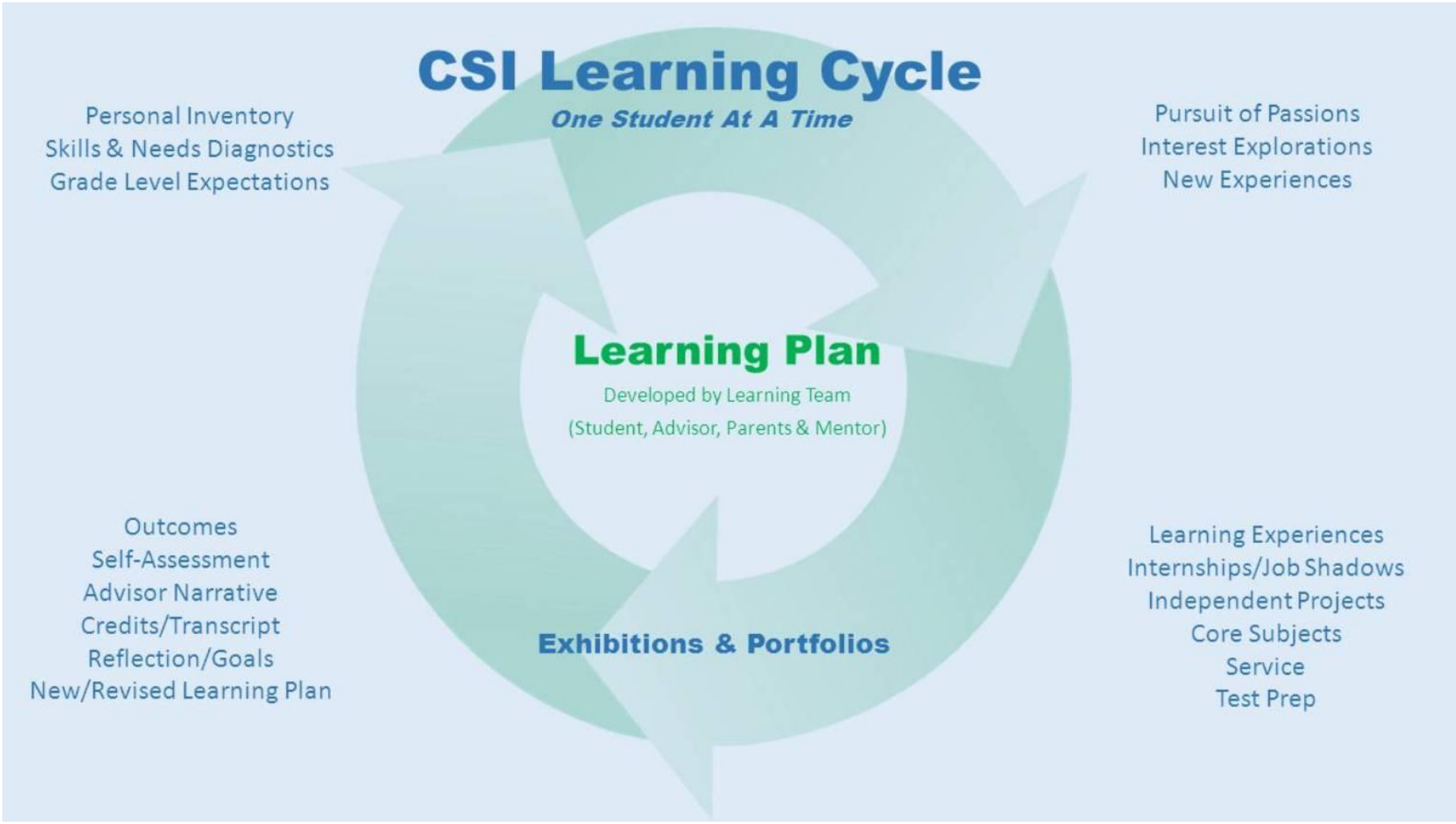
Work effectively in diverse teams; organize, plan and manage time effectively; reflect and plan about life and learning; collaborate in varied contexts; mediate conflicts; think and act as a leader

Non Cognitive Capacities

Positive self-concept; Realistic self-appraisal; Navigating systems and dealing with discrimination; Long-range goals over immediate needs; Strong support system; Leadership experience; Community service & involvement; Knowledge in or about a field.

...Through Competency-based Assessment

Chelan School of Innovation Learning Cycle



Big Picture Learning Goals and Competencies

At Big Picture Learning, we believe that high school graduates must know how to reason, problem-solve, and be active members of the community. At Big Picture Learning schools, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities and a guide for creating personalized curriculum.

The five Learning Goals are:

- Personal Qualities
- Communication
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning

Big Picture holds very high standards for our students. We have designed our educational program from the end-goal backwards – meaning, we have a clear vision of the skills, knowledge, and personal qualities that will help lead our graduates' success and fulfillment. However, we also know that to truly educate one student at a time, our goals for student learning must be flexible enough to accommodate the diversity of student needs and personal aspirations. Our assessment system is based around two sets of goals – the five school-wide Learning Goals and each student's own personal goals. Woven throughout all of the goals is the belief that learning should be authentic and meaningful, as well as a commitment that each student should become a life-long learner.

The five Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students' learning and project work will often incorporate many overlapping elements of the Learning Goals. Associated with the Learning Goals on the following pages are clusters of competencies aligned to Common Core State Standards and the admissions expectations of four-year colleges in Washington and beyond.

Personal Qualities (PQ)

"What do I bring to this process?"
This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one's potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one's own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.

Communication

"How do I take in and express ideas?"
This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

1. How can I write about it?
2. What is the main idea I want to get across (thesis)?
3. Who is my audience?
4. What can I read about it?
5. Whom can I listen to about it?
6. How can I speak about it?
7. How can technology help me to express it?
8. How can I express it creatively?
9. How can I express it in another language?

Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.

Quantitative Reasoning (QR)

"How do I measure, compare, or represent it?"
This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Questions to develop your project:

10. How can I use numbers to evaluate my hypothesis?
11. What numerical information can I collect about this?
12. Can I estimate this quantity?
13. How can I represent this information as a table, graph, and/or formula
14. How can I interpret this formula or graph?
15. How can I measure its shape or structure?
16. What trends do I see? How does this change over time?
17. What predictions can I make?
18. Can I show a correlation?

Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.

Empirical Reasoning (ER)

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

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?

Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.

Social Reasoning (SR)

"What are other people's perspectives on this?"
This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

Benchmark Requirements: 9th Grade

- Successfully complete an exhibition for each quarter showing growth and readiness
- Meet with your Learning Plan team at least five times a year
- Maintain files showing evidence of progress on a Learning Plan for all terms:
  - Quarterly reflections
  - All Advisor narratives
  - Calendar pages and examples of organizational system
- Student narrative reflections for all terms including:
  - Five Learning Competencies
  - Eight Non-cognitive competencies
  - Items from this list
  - Additional activities and trips
- All LTI Boot Camp requirements/ Interviews/ Job Shadow
  - First quarter - Boot Camp
  - Three quarters - Three job shadows
- Four minimum Personal Interest Projects completed and presented
- Annotated bibliography of written works read
  - Four minimum books (or teacher approved compilation of literature)
  - Other works of varying complexity and sophistication
  - Weekly reading journal
  - Whole group book study
- Regularly attend, participate, and complete class requirements
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
- Community Service
- Additional Requirements

Benchmark Requirements: 10th Grade

- Successfully complete an exhibition for each quarter showing growth and readiness

- Meet with your Learning Plan team at least five times a year

- Maintain files showing evidence of progress on a Learning Plan for all terms:
  - Quarterly reflections
  - All Advisor narratives
  - Calendar pages and examples of organizational system

- Student narrative reflections for all terms including:
  - Five Learning Competencies
  - Eight Non-cognitive competencies
  - Items from this list
  - Additional activities and trips

- Job Shadows and Gateway Narrative reflection (4 pg. double spaced, 12 font)
  - First Semester - Two job shadows
  - Second Semester - Three job shadows with focus on deepest interests

- Four minimum Personal Interest Projects completed and presented
  - evidence of inquiry and research skills, including sources cited

- Annotated bibliography of written works read
  - Five minimum books (or teacher approved compilation of literature)
  - Other works of varying complexity and sophistication
  - Weekly reading journal
  - Whole group book study

- Regularly attend, participate, and complete class requirements

- Advisor Narratives for all previous terms

- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies

- Prepare for any State Assessments

- Three recommendation letters from adults in community

- Community Service

- Begin Post-Secondary Packet:
  - Post-secondary school tours reflections
  - Post-secondary research project
  - Graduation plan for the next two years
    - Fill Learning Plan gaps
  - Resume

Benchmark Requirements: 11th Grade

- Successfully complete an exhibition for each quarter showing growth and readiness

- Meet with your Learning Plan team at least five times a year

- Maintain files showing evidence of progress on a Learning Plan for all terms:
  - Quarterly reflections
  - All Advisor narratives
  - Calendar pages and examples of organizational system

- Student narrative reflections for all terms including:
  - Five Learning Competencies
  - Eight Non-cognitive competencies
  - Items from this list
  - Additional activities and trips

- LTI and Conduct Agreement requirements
  - Minimum Two LTI projects

- Two minimum Personal Interest Projects completed and presented

- Annotated bibliography of written works read
  - Five minimum books (or teacher approved compilation of literature)
    - Two Non-fiction
    - One Autobiography
  - Other works of varying complexity and sophistication
  - Weekly reading journal
  - Whole group book study

- Regularly attend, participate, and complete class requirements

- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
  - Discuss which competencies you have achieved and how

- Co-create and lead community service

- ❖ Write first 25 pages of an autobiography

- ❖ Reflect on State test results
  - ➢ Prepare for further assessments
  - ➢ Prepare for and take PSAT (Fall)
  - ➢ Prepare for and take ACT and SAT (Spring)

- ❖ Develop Post-Secondary Packet:
  - ➢ Post-secondary school tours reflections
    - ■ School entrance requirements
  - ➢ Post-secondary research project
  - ➢ Graduation plan for the next year
    - ■ Fill Learning Plan gaps
  - ➢ Resume
  - ➢ Minimum three letters of recommendation updated
  - ➢ Best work samples
  - ➢ Senior Focus project proposal approved by committee
  - ➢ Research and produce - use of technology for a portfolio

Gateway Expectations: 12th Grade

- ❖ Successfully completing an exhibition for each quarter showing growth and readiness, with the "Gateway" exhibition including an interactive piece (involve audience)

- ❖ Meet with your Learning Plan team at least five times a year

- ❖ Maintain files showing evidence of progress on a Learning Plan for all terms:
  - ➢ Quarterly reflections
  - ➢ All Advisor narratives
  - ➢ Calendar pages and examples of organizational system

- ❖ LTI and Conduct Agreement requirements
  - ➢ Minimum Two LTI projects
  - ➢ Interact weekly with contact related to LTI focus and track contacts
  - ➢ Meet regularly with Senior Focus Project mentor(s)

- ❖ Annotated bibliography of written works read
  - ➢ Five minimum books (or teacher approved compilation of literature)
    - ■ Two Non-fiction
    - ■ One Autobiography
  - ➢ Other works of varying complexity and sophistication
  - ➢ Weekly reading journal

- ➢ Whole group book study

- ❖ Regularly attend, participate, and complete class requirements

- ❖ For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - ➢ Include corresponding competencies

- ❖ Co-create and lead community service

- ❖ Write 75-100-page autobiography

- ❖ Reflect on State Test results
  - ➢ Prepare for further assessments

- ❖ Develop Post-Secondary Packet:
  - ➢ Post-secondary school tours reflections
    - ■ School entrance requirements
  - ➢ Post-secondary research project
  - ➢ Resume
  - ➢ Minimum three letters of recommendation updated
  - ➢ Best work samples
  - ➢ Senior Focus project presented to committee
  - ➢ Portfolio using technology
  - ➢ Scholarship applications with essays
    - ■ FAFSA completed

- ❖ Present your work and reflections at a graduation exhibition.

OFFICIAL TRANSCRIPT Final Report

Chelan School of Innovation
Lake Chelan School District

509-888-8773
303 East Johnson
Chelan, WA 98816

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

9th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			CADR
	IP	ME	EE	
COMMUNICATION				
Writing re text analysis	☐	☒	☐	1
Reading/Socratic discussion	☐	☐	☒	1
Facilitating and presenting	☐	☒	☐	1
Multimedia	☐	☐	☒	1
Expository Writing	☐	☐	☒	1
	☐	☐	☐	
QUANTITATIVE REASONING				
Solving Equations	☐	☒	☐	5
Algebraic operations	☐	☒	☐	5
Mathematical problems	☐	☐	☒	5
Business Planning	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
EMPIRICAL REASONING				
Anatomy & Physiology	☐	☒	☐	9
Health Science	☐	☐	☒	9
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
SOCIAL REASONING				
Analysis of issues and events	☐	☐	☒	13
Inquiry and research	☐	☒	☐	13
Business Market Analysis	☐	☐	☒	14
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
PERSONAL QUALITIES				
Teamwork and collaboration	☐	☒	☐	
Organization/Time Managmnt	☐	☐	☒	
Reflection and Life Planning	☐	☒	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

9th grade internships and real world learning opportunities student has taken advantage of:

- Exemplary participation in real world interest exploration curriculum.
- Interned with a highly regarded Seattle chiropractor – learned about best business practices as well as anatomy and health.

Other student highlights this year:

- Learned about business planning and management by creating outstanding independent project about starting a chiropractic business in Seattle.

10th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			CADR
	IP	ME	EE	
COMMUNICATION				
Autobiographical Writing	☐	☐	☒	2
Reading/Socratic discussion	☐	☒	☐	2
3D Perspective & Drawing	☐	☐	☒	16
Intro to Music Theory	☐	☒	☐	16
Reading/Memoir Study	☐	☐	☒	2
Website Design	☐	☐	☒	
Expository Writing	☐	☐	☒	2
QUANTITATIVE REASONING				
Applied quantitative thinking	☐	☒	☐	6
Mathematical problems	☐	☐	☒	
Algebraic operations	☐	☐	☒	6
Geometric concepts	☐	☒	☐	6
	☐	☐	☐	
EMPIRICAL REASONING				
Scientific Method/Inquiry	☐	☒	☐	9
Data Analysis	☐	☒	☐	9
Animation Technology	☐	☐	☒	16
	☐	☐	☐	
	☐	☐	☐	
SOCIAL REASONING				
Analysis of Issues & Events	☐	☐	☒	13
Contemporary World Issues	☐	☐	☒	14
Inquiry and Research	☐	☒	☐	
Navigating Systems	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
PERSONAL QUALITIES				
Teamwork and Collaboration	☐	☒	☐	
Organization/Time Managmnt	☐	☐	☒	
Reflection and Life Planning	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

10th grade internships and real world learning opportunities student has taken advantage of:

- Interned with Seattle Drum School. Designed professional website and learned basic music theory. Helped instructor guide small groups through music lessons.

Other student highlights this year:

- 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.
- Proficient use of Adobe Photoshop Suite, Windows Movie Maker and Flash.

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

OFFICIAL TRANSCRIPT Final Report

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

11th grade internships and real world learning opportunities student has taken advantage of:

- Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons.
- 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.

Other student highlights this year:

- Spent five weeks in Germany studying the language, culture and family history.
- Named DigiPen Animation student of the quarter at Puget Sound Skills Center.
- Named Business Student of the Month by SW King County Chamber of Commerce.
- Part of design team that won Smartphone App Idea Brilliant Seed Contest in The Digital Connectors program at Youngstown Arts Center.

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

12th grade internships and real world learning opportunities student has taken advantage of:

- Senior Thesis Project connecting school with King County Green Schools Program. Creating sustainable school recycling program.

Other student highlights this year:

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

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

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

9th grade internship and real world learning opportunities and projects	**10th grade internship and real world learning opportunities and projects**
Internships and RWL: **Additional Opportunities:**	**Internships and RWL:** **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	IP	ME	EE	**12th Grade** Applied Learning Goals	IP	ME	EE	**College Credits and Certifications**			
									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							

11th grade internship and real world learning opportunities and Projects	**12th grade internship and Senior Thesis Project**
Internships and RWL:	**Internships and RWL:**
Additional Opportunities:	**Additional Opportunities:**

Standardized Test Scores	**Please see the student's official ACT report**

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 has begun to achieve the standards described above through the opening of Chelan School of Innovation, a new small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Lake Chelan School District Board of Directors in May of 2015, prior to opening Chelan School of Innovation.

Vision: Chelan School of Innovation is a small, rural innovative high school that blends core content, project-based learning and internships with student passions and interests.

Mission: Chelan School of Innovation's mission is to promote an entrepreneurial growth mindset through passion-driven, project based, individualized learning including internships.

School Model: The school is modeling Picture Learning Distinguishers. The following is what those distinguishers look like at Chelan School of Innovation.

- **Internships in the Real World:** Chelan School of Innovation students pursue interests through rigorous passion-driven, project-based learning and real-world internships. All students complete Learning Through Internship experiences (LTI's), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week throughout their high school career and complete real-world internship projects where students realize their professional capacities, interests, and future goals.

- **One Student-At-A-Time Personalization**: At Chelan School of Innovation, 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 over the four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.

- **Authentic Assessments**: Students demonstrate learning through trimesterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, artifact development, and portfolios.

- **School Organization**: In order to truly personalize learning, we have designed our campus to create a vibrant, innovative, flexible, and collaborative school environment. Our school is flexible with movable walls, large open project space,

makerspaces, cafe areas, gardens, a recording studio, and quiet reading and writing spaces. Students and staff are able to quickly adapt our campus to meet the learning needs of our students. We also embrace our community so they play an integral role in the success of our school.

- **Advisory Structure**: At Chelan School of Innovation, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 18 students which are managed by a teacher (called an Advisor). The Advisor stays with their students throughout the student's 4 years of high school. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one area, the advisor does not "teach" his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor's job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.

- **Small School Culture**: Chelan School of Innovation opened in the fall of 2015 with approximately 30 students and is anticipated to grow to approximately 50-60 students by 2017. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and kind environment.

- **Leadership**: Leadership is shared and spread between the principal, Crosby Carpenter, and advisors, Erik Peterson and Tim Bombaci. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school's culture, developing leadership skills essential for their academic, career, and life success. Chelan School of Innovation is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.

- **Parent/Family Engagement**: Parents and families are essential to the workings of Chelan School of Innovation. Families are invited to be engaged with the school and their student's 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 an internship mentor or leading "offerings" on our campus.

- **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.

Chelan School of Innovation exposes students to a variety of career and academic paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities. Beginning in the first year at Chelan School of Innovation, students begin researching colleges. This includes school-based work as well as visits to college campuses. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include preparing themselves to be competitive in the admission process. Chelan School of Innovation staff are also in dialogue with representatives from various colleges and universities to create relationships to help our students gain admission to schools of choice.

- **Professional Development:** The Principal and district administration design professional development sessions in conjunction with school staff. This ongoing professional development takes place weekly during Monday late starts, as well as during staff retreats, and conferences. Much of the professional development training is related to implementation of the Big Picture Learning model and Restorative Justice conflict resolution.

Timeline for Implementation: A study group began meeting during the winter of 2015 to discuss and plan for the opening of Chelan School of Innovation, which was a direct result of the shortcomings of the then-existing Glacier Valley High School. Strategic planning took place over the course of eight months, including - but not limited to - staffing, student enrollment, recruitment, curriculum, policies and procedures. The school opened in the fall of 2015 with an enrollment of 30 students.

CSI staff prepared this additional description of *Chelan School of Innovation Design Highlights* to further elaborate on CSI's instructional approach.

- **Individualized Student Learning Plans:** Advisors meet with students individually to analyze credit/graduation needs and explore ways to help students develop a course of study that meets these needs based on their interests, passions and career paths. Advisors provide instruction and model ways to create cross-curricular personal interest projects, register students for online classes and monitor their performance, and connect students with internship and post-secondary planning opportunities.
- **Internship Program:** CSI's Grade Level Expectations require 9th and 10th graders to explore careers via job shadows, while 11th and 12th graders are required to obtain more extensive LTI's (Learning Through Internships). Internships typically occur 2 days a week for 2-3 hours at a time. Advisors and the Internship Coordinator work to establish a close relationship with the local business community. 12th graders complete a culminating LTI project based on their internship experience.
- **Advisory Model:** Students participate in daily Advisory meetings. Advisory provides a "home room" style connection point, where students engage in group team-building activities, share progress and challenges, ask questions, and

receive Advisor support. Students also participate in subcommittee work, engage in whole group reading activities, and get focused writing support.

- **Real-World Learning:** At CSI we value the importance of direct experience, and take every opportunity to make the world our classroom. Advisory groups or whole-school field experiences occur frequently, and are tied to core content areas or workplace learning objectives. We often invite experts from the community or other speakers to our school to share knowledge, skills, opportunities, or provide inspiration and motivation.
- **Student Leadership Council:** Students nominate peers whom they feel embody the virtues and values inherent in our CSI Constitution and serve as positive role models. Leadership Council meets daily to discuss ideas, propose schedule changes, explore community service opportunities and make democratic decisions. Leadership Council is also responsible for facilitating the Restorative Justice process, with Advisor oversight. Students in Leadership Council provide academic and emotional support to peers, and identify those they feel should participate in Leadership. Each term, current Leadership students invite others to take their seat and join the group.
- **Student-led Restorative Justice process:** Students receive training from Restorative Justice Center for the Northwest, where they learn conflict resolution skills and how to proactively address minor discipline issues. Restorative Justice teaches effective communication skills that help students resolve, mediate and circumvent conflict situations.
- **Student-led School Subcommittees:** Students create and participate in various subcommittees designed to enhance the CSI experience. Subcommittees may center around fundraisers, school art and decoration, field trips, event planning, or community service opportunities.
- **Student interest driven multi-curricular study projects:** Advisors offer study projects based on what groups of students show interest in. For example, a Wilderness Survival group studied Science topics of weather, orienteering, topographical maps, geography, outdoor gear and wildlife. ELA components were essays and reflective journals of outdoor experiences. Another group was interested in making longboards. For this project Advisors provided instruction in CAD design software, the physics of skateboarding, tools and machines in the high school shop, and developing a business plan. Students wrote essays on the history of skateboarding or profiles of their favorite skaters.
- **College-level English 102 Research Writing Seminar:** This seminar is used to support students in developing a scholarly research paper on topics of their choice. Many topics are the result of Science study projects related to themes of Earth Science, Environmental Studies, Physical Science and Life Science. Most seniors choose Social Studies topics related to Current World Problems. The scope of this paper is adjusted according to student needs.
- **College and Career Readiness:** The Post-Secondary Plan is an integral part of the 11th and 12th grade Learning Plan. Advisors provide instruction in preparing resumes, cover letters, personal statements, and scholarships and arrange college visits and trips to college fairs. College guidance counselors from the high school meet with students to provide additional support. At the beginning of the year students in all grades attend LTI Boot Camp, a seminar designed to

teach important workplace etiquette and skills in preparation for job shadows and LTI's. The CSI program has an advantage over the traditional high school model in that it gives students the opportunity to tailor individual Learning Plans to directly apply to career paths of their choice.

- **Differentiated, Individualized SBAC/HSPE test prep:** Advisors work individually and with groups of students to prepare for state tests using Common Core aligned materials and anchor sets from the OSPI website. LEP students are given individualized instruction in preparing for state tests and the Collection of Evidence.
- **Student presentations at School Board meetings and Small Schools Principals Conference:** A recurring message from our students and their parents is that our formerly classified "at risk" students love coming to school. The confidence and ownership of their experience at CSI is illustrated at their Exhibitions and other venues where they reflect on how the CSI model works for them.
- **Variety of Teacher and Student-led Course/Seminar Offerings:** Research Writing, Vocabulary, Science themes, test prep, Poetry, Autobiography, Tribal Masks, Music Appreciation, Study Skills, Car Audio, Emotional Intelligence, etc.
- **Wide range of online courses:** Students have access to the full range of Acellus Online courses, as well as Khan Academy, and virtually anything that provides a springboard for substantial academic and project-based learning. Students also may take classes offered at Wenatchee Valley Community College and Wenatchee Valley Tech Center. Students are currently enrolled in Business Management, Psychology, Algebra, Chemistry, English US History, etc.
- **On Site Student-run Bike Repair Shop:** CSI has developed a fully functional bicycle repair shop that serves the community by repairing and selling bikes by donation. Our objective is to provide free or low cost bikes to kids in our community who do not have a bike. Student managers produce work orders, develop advertising campaigns, train students on bike repair and customer service skills, order parts, recycle scrap metal and maintain the shop's accounting. Students also use the shop to build custom bikes, scooters, ski-scooters and other creative prototypes.
- **Large and Dynamic Makerspace; Partnership with new Community Makerspace:** Our facility affords students the opportunity to design and build art, engineering and construction projects. We have a wide variety of tools and supplies available, and the space is conducive to hands-on learning. CSI has plans to work closely with a new community maker space set to open later this year. This will provide access to tools, supplies, artists and craftsmen from our community.
- **Project Management Tools and Learning Management Systems:** CSI uses Project Foundry, a dynamic Project Management platform that helps students plan, organize, document and exhibit their individualized Learning Plans. This program gives Advisors the ability to generate progress reports/transcripts, communicate with students and parents, provide student feedback, assess student work and align student work with Common Core State Standards and the 5 Competencies (*see below*).

- **Competency-Based Learning and Assessment:** Students are assessed according to the growth they provide evidence of in the 5 Competencies (Empirical Reasoning, Social Reasoning, Communication, Quantitative Reasoning, and Personal Qualities). Non-Cognitive Capacities, or "Soft Skills" are also part of assessment. Students provide evidence of growth in these areas during their exhibitions. Advisors work closely with each student to ensure that their Learning Plans meet credit needs and reflect a balance of work in each Competency. Student Self-Assessment and reflection are an integral part of Assessment and the Exhibition process. Assessment is documented in Project Foundry. During student Exhibitions, Advisors and panelists (comprised of selected peers, parents, mentors, administrators and community members) fill out Exhibition Feedback forms and give them to the presenter at the end. Final Assessment occurs when students meet with Advisors and are provided with Advisor Feedback forms, rubrics measuring Presentation Skills, Content, Growth in Competencies, praise and recommendations. Students are also provided with Advisor Narratives that address student performance.
- **Exhibitions of Student Work:** Student Exhibitions are held at the end of each trimester. At Exhibitions, students provide evidence of learning and growth as the culmination of their time spent. Students are required to provide a comprehensive outline using a form in Project Foundry prior to presenting. Some of the categories students discuss are Personal Interest Projects, LTI/Internships, Community Service, Advisory work, Seminars, Subcommittee work, and Reflection.

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

Chelan School of Innovation's academic curriculum will be consistent with the standards of all Lake Chelan School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school. Chelan School of Innovation is subject to the various accountability measures of the school district, which include:

- Annual School Improvement Plan process
- Graduation rates
- EOC and SBAC test scores
- Enrollment, attendance, discipline data
- College and post high school data including National Clearinghouse data
- Students, staff, parent survey data

As in other schools in the Big Picture Learning network, Chelan School of Innovation's assessment of student learning will draw heavily on exhibitions (three times annually) 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 on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student's growth relative

to the aforementioned competencies. In addition to exhibitions, Chelan School of Innovation's 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. If granted this waiver, the Lake Chelan School District will update the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning. The following pages show a sample exhibition feedback guide and project rubric.

January 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 ***evidence*** in the student's work of:	**yes**	**no**
Personal Qualities: being "best" you, perseverance, time management, leadership, group work, fostering community	☐	☐
Social Reasoning: understanding other people's/historical perspectives, ethical questions, social systems	☐	☐
Quantitative Reasoning: thinking like a mathematician, numerical information, trends, algebraic/geometric concepts	☐	☐
Communication: expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	☐	☐
Empirical Reasoning: making and testing hypotheses, designing investigation, applying scientific research	☐	☐

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:

Unsatisfactory	Some	Significant	Exemplary
Learning Plan: 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
Competency growth and new learning: 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
Projects: 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
LTI: 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?

CSI Draft Project Rubric

Student: _____ ***Project***: _____ ***Evaluator***: _____ ***Date***: _____

AUTHENTICITY *1. Does the project arise from a problem or question that has personal meaning to the student?* *2. Is it a problem or question that might actually be tackled by an adult at work or in the community?* *3. Has the student created something that has personal or social value beyond the school setting?*	***Not at all.*** *This project lacks personal meaning to the student and authenticity beyond the school setting.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project clearly has personal meaning and authenticity in work beyond the school setting.*
ACADEMIC RIGOR *1. Has the project led the student to acquire and apply knowledge related to one or more content areas?* *2. Has the project involved methods of inquiry central to one or more disciplines?* *3. Has the project helped the student develop higher-order thinking skills and habits of mind?*	***Not at all.*** *This project has not led to new academic skills or critical thinking.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project clearly has demanded new academic skills, methods of inquiry, and growth in critical thinking.*
APPLIED LEARNING *1. Is the student addressing a problem grounded in life and work in the world beyond school?* *2. Has the work required the student to develop organizational and self-management skills?* *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)?*	***Not at all.*** *This project is not connected to life and work beyond school, and new workplace competencies have not been developed.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project is immersed in life and work beyond school, and the student has clearly developed new workplace competencies.*
ACTIVE EXPLORATION *1. Did the student spend significant amounts of time doing field-based (outside school) work on this project?* *2. Has it required the student to engage in real investigation using a variety of methods, media, and sources?* *3. Is the student expected to communicate through presentation what he or she is learning?*	***Not at all.*** *This project has involved no field work, real investigation, or presentation of learning.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project has involved significant field work, real investigation, and presentation of learning.*
ADULT RELATIONSHIPS *1. Did the student meet and observe adults with relevant expertise and experience?* *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?* *3. Did the adults collaborate with one another and with the student on the design, completion, and assessment of the project work?*	***Not at all.*** *This project has involved little to no interaction with adults other than school staff.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project has involved adult experts who worked closely with the student through all stages of the project.*
ASSESSMENT *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?* *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?* *3. Have adults from outside the advisory and school been involved in the assessment of this*	***Not at all.*** *This project lacked milestones or products, regular feedback and reflection, and clear*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not*	***Definitely.*** *This project has involved clear quality criteria co-developed with the student, and regular*

project?	*quality criteria.*	*convincingly.*	*feedback and reflection.*

Adapted from Adria Steinberg, Real Learning, Real Work: School-to-Work as High School Reform (New York: Routledge, 1997)

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

The following timeline outlines key developments in the history of Chelan School of Innovation, including input from various stakeholders.

Date	Details
10/20/14	Rob Manahan emails Jeff Petty to initiate discussion about redesign of Glacier Valley HS around Big Picture Learning principles.
12/12/14	Jeff meets with Rob and team in Chelan
1/14/2015	Chelan staff team visits Highline Big Picture School
1/27/2015	Exploratory Committee
2/19/2015, 3/13/2015, 3/16/2015	Team meeting
4/14/2015	Board Report Approves CSI
4/20/2015	Community Info Interview KOZI
4/21/2015	High School Info Session
4/23/2015 through 6/30/2015	Weekly Morning Meetings with Core CSI Staff
4/27/2015	Middle School Staff Presentation
5/14/2015, 5/20/2015	Admin. Planning Meeting
6/8/2015	Food Service Meeting
6/9/2015	Community Input Meeting
6/9/2015	Business Member Meeting
6/10/2015	Parent Meeting/Forum
6/16/2015	All Day Staff Planning/Board Report

In addition to the specific input outlined above, CSI's development and implementation responds to and benefits from the following district and community support:

- Strong support from community and district at events
- *Most Likely to Succeed* public documentary screening
- Student and parent information sessions
- Parent & mentor attendance at Learning Team meetings and student exhibitions
- Student narrative application process
- Community businesses interested in relationship building to promote employability

As well as the following national support:

- 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.

During the planning period in 2015 and opening of the Chelan School of Innovation, the Lake Chelan School Board, district leadership, Big Picture Learning, CSI staff, students and vested community members have cooperated to develop and implement CSI's school-wide/strategic plan. Initial planning meetings to discuss the closing of Glacier Valley High School and the opening of the Chelan School of Innovation were held during the winter and spring of 2015. The hiring of the principal in April 2015 focused planning on a team of prospective staff members and district leadership. The school currently has a 0.2 FTE principal, two full time advisors/teachers, a 0.4 counselor/internship coordinator and a 0.6 paraprofessional/internship advisor, each of whom opted onto the CSI staff specifically to participate in the design and implementation of the approach described in this proposal.

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

☐*The school's expectations for student learning.*

Chelan School of Innovation's expectations for student learning, including by grade level, are detailed in Section 2 regarding increased standards for student learning.

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

The following tables include graduation data for the past three years at Glacier Valley High School, which Chelan School of Innovation has replaced. Data shown here also reflect (1) the rationale for the transition from the previous instructional approach to the design described herein and (2) significant early indicators of CSI's effectiveness. All data prior to the 2015 - 2016 school year is for Glacier Valley High School; any 2015 - 2016 data reflects Chelan School of Innovation students.

Graduation Rates

Year	May Enrollment	Graduation Rate
2012 - 2013	**25**	**26.9%**
2013 - 2014	**30**	**41.7%**
2014 - 2015	**25**	**13%**

Attendance Data

Current CSI students missed an average of 24.5 days of school during the 2014 - 2015 school year, i.e. the year prior to CSI. This meets or exceeds various definitions of chronic absenteeism, identified in numerous studies as a pre-indicator or precursor to

dropping out of school. Chronic absence is also linked to other risk factors shared by many CSI students, including poverty, prior course failure, discipline issues, etc. Chelan School of Innovation has established an intervention system with the goal of reducing absenteeism by 20% during the 2015 - 2016 school year. Interventions include adoption of the Big Picture Learning model, including individualized learning plans and a staff attendance officer who follows up with absent students. Other data related to transitions in drop-out risk factors are included below.

Discipline Data

During the 2014 - 2015 school year, CSI students accumulated a total of 64 days of out of school suspension. Chelan School of Innovation has contracted with Restorative Justice Center of the Northwest to implement a restorative justice program with the goal of reducing out of school suspensions by 80%. As of March of 2016, CSI has had zero out of school suspensions and two discipline referrals.

Credits Earned

Initially, CSI students were expected to present exhibitions quarterly. After fall exhibitions, that schedule was adjusted to three times annually. During the fall quarter of 2015, students were awarded credit based on work presented. When credit data was compared with that of students in the previous year, it was observed that students earned more credit during their first quarter at CSI than in the previous year's fall quarter.

Credits Earned Comparison

Fall 2014 - 2015	Fall 2015 - 2016
2.22 (1.79 not including Ds)	**3.25**

Graduation Rates

Year	Glacier Valley High School	Chelan High School	Washington State Average
2012 - 2013	**26.9%**	**93.5%**	**77.2%**
2013 - 2014	**41.7%**	**98%**	**76%**
2014 - 2015	**13%**	**96.6%**	**77.2%**

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

Not yet available. This will be tracked and reported after CSI's first graduating cohort.

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

In order to manage the complexity of personalized and competency-based learning, CSI has, like Gibson Ek HS in Issaquah, contracted with Project Foundry as our learning management system. Project Foundry is a cloud-based application for project-based schools to align individual student work to the academic competencies through personalized learning plans. This tool affords CSI staff and students the ability 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. Finally, Project Foundry enables CSI to translate competency completion into digestible transcripts and to access data on overall programmatic success. Project Foundry has been in use at innovative schools around the country. It is currently CSI's key technology component for empowering students, helping them stay organized, and tracking their progress toward meeting all of the competencies and qualifying for graduation.

☐*Student scores on the required statewide high school assessments for the past three years.*

Statewide assessment results are not included here due to very small sample size and this being the initial year of CSI. School and district staff will be prepared to share and discuss related results, e.g. from specific students transitioning to CSI from previous schools, at the May SBE meeting if invited to present.

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

This is not yet applicable, as this is CSI's first year of implementation.

☐*The types of family and parent involvement at the school.*

Big Picture Learning believes that parent/guardian engagement in a child's learning is essential to student success and Chelan School of Innovation is fully committed to this principle. Chelan School of Innovation does not only enroll students, we enroll families and involve them in all aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods, towns, and cities. Most importantly, we are intentional about engaging families in their children's education by asking them to regularly participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child's strengths, weaknesses, and lives 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 serve as mentors themselves.

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.*

Not yet applicable. Chelan School of Innovation will conduct student and family surveys to assess student and parent satisfaction and confidence in the school. A student engagement survey will be given two times per year and a family engagement and satisfaction survey will be given yearly. Results will be shared with the SBE as part of CSI's annual reporting obligations regarding effective implementation.

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, the Chelan School of Innovation Core Team, consisting of district administrators, counselors, and CSI staff, will work with college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met, Big Picture Learning's flagship school in Rhode Island. This work will coincide with and collaborate with related work at Gibson Ek High School in Issaquah and the Independent Learning Center in Methow Valley School District. We will also continue to research and implement new developments in college admissions and acceptance. Additionally, the CSI transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provide further rationale for design of CSI and its 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
- Able to self-assess/self-advocate

Top 5, organized from left

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

Why 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 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3

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 Highline Big Picture Alumni have been accepted to 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. Digi Pen 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

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

May 2016

Methow Valley Independent Learning Center
18 Twin lakes Road
Winthrop, WA 98862

mv schools

BIG PICTURE LEARNING

CONTENTS

- ☐ 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.

March 17, 2016

State Board of Education

P.O. Box 47206

Olympia, WA 98504

The Methow Valley School District is submitting a request to waive the current credit-based high school graduation requirements for the Independent Learning Center.

Working in partnership with our families and community, the Methow Valley School District board of directors has established an aspirational vision focused on the development of curious, creative, compassionate, competent, action-oriented citizens prepared to change the world.

In support of this vision, the Methow Valley School District has established six strategic areas of focus, one of which includes "Innovation and Flexibility" - The development of a personalized, competency-based approach to teaching and learning fueled by student interests and areas of passion.

Recognizing we can't do it alone, one of our core beliefs, the Methow Valley School District has partnered with Jeff Petty, Director of the Puget Sound Consortium for School Innovation, and the Chelan School of Innovation staff to develop a competency-based instructional framework aimed at engaging all learners in deeper levels of authentic learning and higher levels of accountability through student-initiated projects, internships, and student exhibitions.

As a rural, remote International Baccalaureate Candidate school district working to ensure all students graduate prepared to pursue a variety of post-secondary educational options, we appreciate the State Board of Education's consideration for our competency-based waiver.

Regards,

Tom Venable
Superintendent, Methow Valley School District

RATIONALE

Context

The Independent Learning Center (ILC) has been serving students since 1992. Created to provide an alternative option for students who were not thriving in the comprehensive school or who had dropped out of school, the ILC had a flexible schedule and packet-based curriculum. Its original design allowed students to earn credit through independent learning, with teachers available to assist as needed. While the school has a long history of a supportive climate, and many students and families attest to how it helped students stay in school and graduate, the school district felt that students would greatly benefit from increased engagement and opportunity.

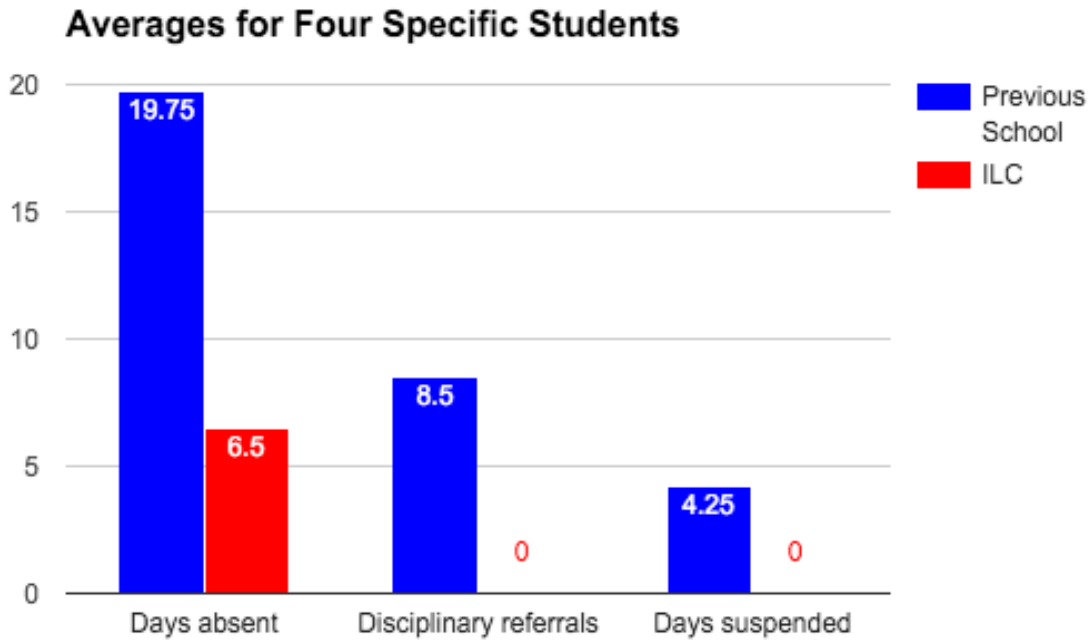
Staffing changes in 2011 brought the first significant modification to school structure. Since 2012-13, the ILC has been rapidly emerging as a pocket of innovation within the Methow Valley district, as reflected by its growing enrollment. With the support of an exceptionally talented teaching staff, ILC students are engaged in the development of independent learning plans aligned to real-world, project-based, and action-oriented learning experiences, supported through internships and mentorship.

As a district, it is our intention to provide our students with increased opportunities to develop the competencies necessary to graduate with options that include employment “and” technical education “and” college. As our ILC programming has evolved, we’ve begun to attract students based on their preference for this style of education. Many of our students express a desire to move away from a compliance-based system in which success is measured by external motivators such as traditional grades and acquisition of credits. Instead, many have recognized that success measured by their progress toward authentic, personalized goals allows them to better prepare for a future of their own design.

Despite the increase in enrollment, the ILC continues to serve students with significant barriers to graduation. In February of 2016, staff surveyed the current student population to find out if students had ever considered dropping out of high school. 70% replied “Yes.” The top three reasons students had considered dropping out of school were:

- Getting poor grades/failing school
- Could not keep up with schoolwork
- Could not get along with other students

Students who have struggled to be successful in the comprehensive high school have found success at the ILC. In order to illustrate some of the positive transitions in drop-out predictive behaviors for ILC students, ILC staff collected and averaged attendance and discipline data from four current students who transferred to the ILC in the past two years. The four student profiles in discipline and attendance data show a marked decrease in chronic absenteeism and discipline.



Additional data from the past three years shows an increase in ILC's graduation rate as well as the number of students choosing to pursue scholarships and post high school educational opportunities. Details and additional contextual and supporting data are included in the supporting documentation section of this proposal.

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	Deborah DeKalb
Title	Principal
School District	Methow Valley School District
Phone	509 996-2215
Email	ddekalb@methow.org
Mailing Address	18 Twin Lakes Road Winthrop, WA 98862

Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Methow Valley Independent Learning Center
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	May 11, 2016

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 180-51-066-8, the Methow Valley Independent Learning Center proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based 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.

Methow Valley Independent Learning Center curriculum, modeled after Big Picture Learning design principles, is both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and also through internships in adult workplaces under the supervision of mentors who collaborate closely with school staff. They not only meet academic requirements for graduation from high school and admission to college, they also develop 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 highlight 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 were created using Common Core State Standards and admissions expectations for four-year colleges. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews, which have been continuously revised based on input from Washington's public baccalaureate

admissions directors and the learning from other schools in the Big Picture Learning network, particularly the growing number of similarly focused schools in the Pacific Northwest (Highline Big Picture, Bellevue Big Picture, Gibson Ek in Issaquah, Chelan School of Innovation, and two partner schools in Idaho). Additionally, using these competencies and Big Picture transcripts as models, Methow Valley Independent Learning Center intends to collaborate with the aforementioned schools and Washington State colleges to develop a Methow Valley School District transcript that documents student performance in various competencies as they relate to college admission expectations. Included in this section are:

1. Draft of Methow Valley Independent Learning Center Goals and Competency Descriptions aligning to Common Core and State Standards
2. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
3. Sample transcripts from Highline Big Picture and The Met, BPL's flagship school in 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)

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

DRAFT Methow Valley ILC Learning Goal and Competency descriptions

Personal Qualities (PQ): "What do I bring to this process?"
This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Competency	Includes	Evidentiary work
Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.	**Ongoing:** Personalized Learning Plans, Meta-Cognitive Variables (MCVs), Pick Me Ups (PMUs), Girl's and Boy's group, role plays, video lessons, guest speakers, small and large group discussions, LTI bootcamp, autobiographical writing, organizational system **Culminating:** All exhibitions, term reflections, LTI and project reflections, community service hours, personal project and LTI community service, exhibition feedback, Who Am I project.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.	same as above
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.	same as above
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one's potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one's own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.	same as above
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.	same as above

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

Competency	Includes	Evidentiary Work
Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.	**Ongoing:** School and internship-based projects, classroom based Biology labs and units **Culminating:** Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.	**Ongoing:** School and internship-based projects, community based scientific inquiry projects **Culminating:** Exhibitions, WA state science assessments, community based scientific project presentations
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.	**Ongoing:** School and internship-based projects, classroom based Biology labs and units **Culminating:** Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.	**Ongoing:** School and internship-based projects, classroom based Biology labs and units, community based science experiences **Culminating:** Portfolios and Exhibitions, WA state science assessments, community based scientific project presentations

Quantitative Reasoning (QR): "How do I measure, compare, or represent it?"
This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Competency	Includes	Evidentiary Work
Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.	**Ongoing:** Basic Math, Financial Math, Algebra 1, Algebra 2, Geometry, Statistics, Art, Collection of Evidence, Student led elective classes; Real and fictional mathematical problems; Entrance and exit tickets; Small group, one-on-one, and individual work; IXL skills practice; internship-, work-, and school- based projects, including planning, evaluation and assessment. **Culminating:** Pre- and Post- assessments; Self- and peer- assessments; Weekly formative assessments; Concept assessments; End-of-unit assessments; IXL reports; Algebra and Geometry End of Course exams; ACT; SAT; Compass test; Collections of Evidence; art instillation, End of semester Exhibitions.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.	Same as above
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.	Same as above
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.	Same as above

Communication (COMM): "How do I take in and express ideas?"
This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to

be exposed to another language.

Competency	Includes	Evidentiary Work
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.	**Ongoing:** Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, creative writing,, interest based project proposals, etc. **Culminating:** End of term personal narratives, Interest based project research papers, college admissions and scholarship essays, WA state writing assessment, Collections of evidence in writing
Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.	**Ongoing:** Articles for seminar discussion, internship-based reading, interest based project reading, assigned and interest based books, etc. **Culminating:** Exhibition portfolios, WA state reading assessments, Collections of evidence in reading
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.	**Ongoing:** Journals, reflections, letters, essays in response to articles and discussions, book reports and analyses, active listening debates, **Culminating:** Internship and interest based projects, exhibitions and portfolios
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.	**Ongoing:** Audio and video productions associated with internship and interest based projects, powerpoint, Prezi, and other presentation media, creative expression, reading response journals **Culminating:** End of term personal narrative reflections, Exhibitions and portfolios, published works in local newspaper and district publications, scholarship essays
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.	**Ongoing:** Advisory presentations, seminar discussions, internship work, independent project work. **Culminating:** Exhibitions

Social Reasoning (SR): "What are other people's perspectives on this?"
This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Competency	Includes	Evidentiary Work
Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.	**Ongoing:** Active listening debates, current event articles discussions, advisory-based investigations, school and internship-based activities, community based guest presentations **Culminating:** Exhibitions and portfolios, interest and internship research papers and projects
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.	Same as above
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.	Same as above
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.	Same as above plus work referenced in Personal Qualities competencies related to collaboration and problem-solving in diverse contexts.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	Same as above

Big Picture Learning Goals and Competencies

At Big Picture Learning, we believe that high school graduates must know how to reason, problem-solve, and be active members of the community. At Big Picture Learning schools, there is no canon of information that all students must know. In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. Integral to the Big Picture Learning design are five Learning Goals, a framework for looking at concepts, skills, and abilities and a guide for creating personalized curriculum.

The five Learning Goals are:

- Personal Qualities
- Communication
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning

Big Picture holds very high standards for our students. We have designed our educational program from the end-goal backwards – meaning, we have a clear vision of the skills, knowledge, and personal qualities that will help lead our graduates success and fulfillment. However, we also know that to truly educate one student at a time, our goals for student learning must be flexible enough to accommodate the diversity of student needs and personal aspirations. Our assessment system is based around two sets of goals – the five school-wide Learning Goals and each student's own personal goals. Woven throughout all of the goals is the belief that learning should be authentic and meaningful, as well as a commitment that each student should become a life-long learner.

The five Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students' learning and project work will often incorporate many overlapping elements of the Learning Goals. Associated with the Learning Goals on the following pages are clusters of competencies aligned to Common Core State Standards and the admissions expectations of four-year colleges in Washington and beyond.

Personal Qualities (PQ)

"What do I bring to this process?"
This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

Questions to develop your project:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I work cooperatively with others?
- How can I take on more of a leadership role?
- How can I enhance my community through this?

Productive Mindset	Develop positive self-concept, realistic self-appraisal, and a growth mindset; cultivate healthy choices in personal and work relationships.
Proactive Learning	Long-term goal planning and achievement. Define work in complex and varied contexts; establish a vision and set goals, individually and in groups; effectively translate goals into projects and tasks; manage workflow in context of conflicting priorities; apply effective technologies of managing workflow; access resources to get help when needed; establish and maintain clarity of purpose; persevere.
Reflective Learning	Reflect individually and in groups to identify strengths and growth areas. Explore personal history and how current perspectives originated; address strengths and weaknesses in personal learning plans.
Community Engagement and Leadership	Navigate systems; engage in community leadership, quality mentorship, and learning inside and outside of school. Apply awareness of group goals and one's potential to influence others; apply appropriate strategies of facilitation, collaboration, and public speaking. Foster positive community relations in school and other contexts; mentor new members of the community; actively listen and empathize, recognizing one's own views as a product of personal history and experience and honoring other perspectives; apply conflict mediation strategies; apply an understanding of group dynamics in work with small and large groups; accept responsibility.
Personal Wellness	Become aware of and manage choices toward a more successful existence; develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.

Communication

"How do I take in and express ideas?"
This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

Questions to develop your project:

1. How can I write about it?
2. What is the main idea I want to get across (thesis)?
3. Who is my audience?
4. What can I read about it?
5. Whom can I listen to about it?
6. How can I speak about it?
7. How can technology help me to express it?
8. How can I express it creatively?
9. How can I express it in another language?

Understanding	Comprehend, analyze, and critique literary and informational texts across a variety of media. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.
Expression	Effectively write persuasive, explanatory and narrative texts for various purposes and audiences. Use an effective writing process to reflect, persuade, explain, inform, plan, etc. Summarize and analyze articles, literature, poetry, etc. Practice creative and artistic writing and other means of expression.
Research and Inquiry	Gather accurate and relevant resources from varied media. Engage in inquiry/research to analyze, investigate, integrate and present information. Conduct research to address questions and problems of interest in various contexts; use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
Presentation and Feedback	Present and defend work in various contexts. Receive, incorporate, think critically about, and respond to outside feedback and ideas. Practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.
Multimedia Literacy	Effectively use technology to acquire, evaluate, produce and present information. Develop fluency in multiple communications media; choose and implement effective media for purpose, audience, and context.

Quantitative Reasoning (QR)

"How do I measure, compare, or represent it?"
This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Questions to develop your project:

10. How can I use numbers to evaluate my hypothesis?
11. What numerical information can I collect about this?
12. Can I estimate this quantity?
13. How can I represent this information as a table, graph, and/or formula
14. How can I interpret this formula or graph?
15. How can I measure its shape or structure?
16. What trends do I see? How does this change over time?
17. What predictions can I make?
18. Can I show a correlation?

Fluency and Computation	Demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.
Logical Reasoning	Use stated assumptions, definitions, and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use computation, estimation, and mathematical properties to solve problems; estimate and check the reasonableness of results, including those obtained by technology.
Problem Solving	Formulate and represent mathematical problems and solutions using both convergent and divergent reasoning. Formulate and understand mathematical problems; select or generate relevant information; use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; represent and communicate processes, solutions, ideas, and conclusions; use appropriate mathematical technologies, terminology, symbols, and notation. Represent and solve problems with two- and three-dimensional geometric models; measure directly and indirectly using geometry and right-angle trigonometry.
Modeling and Analyzing Data	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data. Understand and apply concepts of probability; collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems; develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.

Empirical Reasoning (ER)

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

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?

Fluency and Research Fundamentals	Develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Critically evaluate and cite scientific sources.
Design and conduct scientific inquiry	Determine scope and focus of inquiry; form questions and hypotheses involving scientific relationships; design investigations using appropriate methodology and tools to address questions and test hypotheses; collect and present data; analyze data, reflect on results, and develop reasoned conclusions.
Understand, use, and investigate a field of science	Understand and correctly apply essential concepts of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.
Analyze scientific knowledge, theories, and research	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.

Social Reasoning (SR)

"What are other people's perspectives on this?"
This goal is to think like a sociologist, historian, or anthropologist and to apply an understanding of historical patterns to thinking about current political, social, ethical, economic, and cultural issues.

Questions to develop your project:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Critical Analysis	Reflect on past and current events; analyze cause and effect; understand implications of policy and change over time; distinguish fact from opinion. Define and analyze past and current events of social significance; analyze causes and effects of local and international events and issues; interpret and propose solutions using supportable data and defensible criteria.
Diverse Perspectives	Use primary and secondary sources; develop empathy and understand bias. Examine social influences, beliefs, and behavior across diverse communities and contexts.
People, Places, and Environment	Understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate. Use and apply geographic information to interpret events and relationships in history; analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them; understand processes of cultural distribution, migration, assimilation, conflict, etc.; reflect on the interaction and interdependence of physical and human systems.
Human Behavior and Expression	Examine social and cultural dynamics and their effects on individuals. Examine creative expression through the lens of art, literature, music, architecture, etc. Analyze issues of ethics and social responsibility. Examine social influences, beliefs, and behavior; examine and reflect on cultural and group dynamics and effects on individuals.
Institutions and Systems	Understand major political and social systems and structures and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems. Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

OFFICIAL TRANSCRIPT Final Report

Highline Big Picture High School
Highline Public Schools

206.444.7726
2450 South 142nd 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

9th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			CADR
	IP	ME	EE	
COMMUNICATION				
Writing re text analysis	☐	☒	☐	1
Reading/Socratic discussion	☐	☐	☒	1
Facilitating and presenting	☐	☒	☐	1
Multimedia	☐	☐	☒	1
Expository Writing	☐	☐	☒	1
	☐	☐	☐	
QUANTITATIVE REASONING				
Solving Equations	☐	☒	☐	5
Algebraic operations	☐	☒	☐	5
Mathematical problems	☐	☐	☒	5
Business Planning	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
EMPIRICAL REASONING				
Anatomy & Physiology	☐	☒	☐	9
Health Science	☐	☐	☒	9
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
SOCIAL REASONING				
Analysis of issues and events	☐	☐	☒	13
Inquiry and research	☐	☒	☐	13
Business Market Analysis	☐	☐	☒	14
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
PERSONAL QUALITIES				
Teamwork and collaboration	☐	☒	☐	
Organization/Time Managmnt	☐	☐	☒	
Reflection and Life Planning	☐	☒	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
10th Grade Applied	**Degree of**			**C**

9th grade internships and real world learning opportunities student has taken advantage of:

- Exemplary participation in real world interest exploration curriculum.
- Interned with a highly regarded Seattle chiropractor – learned about best business practices as well as anatomy and health.

Other student highlights this year:

- Learned about business planning and management by creating outstanding independent project about starting a chiropractic business in Seattle.

10th grade internships

Learning Goals	proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			ADR
	IP	ME	EE	
COMMUNICATION				
Autobiographical Writing	☐	☐	☒	2
Reading/Socratic discussion	☐	☒	☐	2
3D Perspective & Drawing	☐	☐	☒	16
Intro to Music Theory	☐	☒	☐	16
Reading/Memoir Study	☐	☐	☒	2
Website Design	☐	☐	☒	
Expository Writing	☐	☐	☒	2
QUANTITATIVE REASONING				
Applied quantitative thinking	☐	☒	☐	6
Mathematical problems	☐	☐	☒	
Algebraic operations	☐	☐	☒	6
Geometric concepts	☐	☒	☐	6
	☐	☐	☐	
EMPIRICAL REASONING				
Scientific Method/Inquiry	☐	☒	☐	9
Data Analysis	☐	☒	☐	9
Animation Technology	☐	☐	☒	16
	☐	☐	☐	
	☐	☐	☐	
SOCIAL REASONING				
Analysis of Issues & Events	☐	☐	☒	13
Contemporary World Issues	☐	☐	☒	14
Inquiry and Research	☐	☒	☐	
Navigating Systems	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
PERSONAL QUALITIES				
Teamwork and Collaboration	☐	☒	☐	
Organization/Time Managmnt	☐	☐	☒	
Reflection and Life Planning	☐	☐	☒	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

and real world learning opportunities student has taken advantage of:

- Interned with Seattle Drum School. Designed professional website and learned basic music theory. Helped instructor guide small groups through music lessons.

Other student highlights this year:

- 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.
- Proficient use of Adobe Photoshop Suite, Windows Movie Maker and Flash.

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

OFFICIAL TRANSCRIPT Final Report

11th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			CADR
	IP	ME	EE	
COMMUNICATION				
Adv Expository Writing	☐	☒	☐	3
Reading/text analysis	☐	☐	☒	3
Inquiry and research	☐	☒	☐	3
2 & 3D Animation	☐	☐	☒	9
Facilitating and presenting	☐	☐	☒	3
German Language Ind Study	☐	☒	☐	1 1
QUANTITATIVE REASONING				
Graphing Lines	☐	☐	☒	7
Linear Equations	☐	☐	☒	7
Polynomials	☐	☐	☒	7
Rational Expressions/Roots	☐	☐	☒	7
Accounting & Finance	☐	☐	☒	
Applied scenarios (of above concepts)	☐	☐	☒	7
EMPIRICAL REASONING				
Data Collection	☐	☒	☐	9
Data Analysis	☐	☒	☐	9
	☐	☐	☐	
	☐	☐	☐	
SOCIAL REASONING				
Comparative business	☐	☐	☒	1 4
German Culture Ind Study	☐	☐	☒	1 5
Inquiry and research	☐	☒	☐	1 4
	☐	☐	☐	
PERSONAL QUALITIES				
Teamwork and collaboration	☐	☐	☒	
Organization & time mngmnt	☐	☐	☒	
Reflection and life planning	☐	☐	☒	
Leadership	☐	☒	☐	
	☐	☐	☐	
	☐	☐	☐	

11th grade internships and real world learning opportunities student has taken advantage of:

- Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons.
- 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.

Other student highlights this year:

- Spent five weeks in Germany studying the language, culture and family history.
- Named DigiPen Animation student of the quarter at Puget Sound Skills Center.
- Named Business Student of the Month by SW King County Chamber of Commerce.
- Part of design team that won Smartphone App Idea Brilliant Seed Contest in The Digital Connectors program at Youngstown Arts Center.

12th Grade Applied Learning Goals	Degree of proficiency IP = in progress, ME = met expectations, EE = exceeded expectations			CADR
	IP	ME	EE	
COMMUNICATION				
College Composition (ENG 101)	☒	☐	☐	4
College Reading (ENG 101)	☒	☐	☐	4
Inquiry and research	☒	☐	☐	4
Facilitating and presenting	☒	☐	☐	4
	☐	☐	☐	
QUANTITATIVE REASONING				
Functions in Business	☒	☐	☐	8
Functions in Social Sciences	☒	☐	☐	
Theory of Matrices	☒	☐	☐	8
Fitting Curves to Data	☒	☐	☐	8
Linear Programming	☒	☐	☐	8
	☐	☐	☐	
EMPIRICAL REASONING				
Data Collection and Analysis	☒	☐	☐	
Environmental impact study	☒	☐	☐	9
Chemistry	☒	☐	☐	1 0
Biology	☒	☐	☐	1 0
	☐	☐	☐	
SOCIAL REASONING				
Analysis of issues and events	☒	☐	☐	1 5
Patterns of human history	☒	☐	☐	1 4
Applied geography	☒	☐	☐	1 4
Inquiry and research	☒	☐	☐	1 5
Diverse perspectives	☒	☐	☐	1 5
PERSONAL QUALITIES				
Teamwork and collaboration	☒	☐	☐	
Organization & time mngmnt	☒	☐	☐	
Reflection and life planning	☒	☐	☐	
Leadership	☒	☐	☐	
	☐	☐	☐	

12th grade internships and real world learning opportunities student has taken advantage of:

- Senior Thesis Project connecting school with King County Green Schools Program. Creating sustainable school recycling program.

Other student highlights this year:

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

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

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

9th grade internship and real world learning opportunities and projects	**10th grade internship and real world learning opportunities and projects**
Internships and RWL: **Additional Opportunities:**	**Internships and RWL:** **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	IP	ME	EE	**12th Grade** Applied Learning Goals	IP	ME	EE	College Credits and Certifications			
									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							

11th grade internship and real world learning opportunities and Projects	**12th grade internship and Senior Thesis Project**
Internships and RWL:	**Internships and RWL:**
Additional Opportunities:	**Additional Opportunities:**

Standardized Test Scores	**Please see the student's official ACT report**

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 will achieve the standards described above with a small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Methow Valley School Board in March 2016.

Our Mission: The Methow Valley Independent Learning Center is a district-sponsored educational program designed to help students who require a more flexible and creative learning environment. We strive to accommodate the diverse needs of our student population by providing a safe environment with individualized learning plans where students can thrive by engaging in rigorous interest-based learning and authentic internships in a vibrant and supportive community.

Our Vision: Methow Valley Independent Learning Center is a small innovative high school where students' interests, passions, and talents drive the learning. Our graduates possess the communication, academic, and life skills necessary to become contributing members of the community.

School Model-The school is modeled after Big Picture Learning Distinguishers. The following is what those distinguishers look like at Methow Valley Independent Learning Center.

- **Internships in the Real World**: ILC students follow their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTIs), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week and complete real-world internship projects where students realize their professional capacities, interests, and future goals.

- **One Student-At-A-Time Personalization**: At the ILC, 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 over a four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.

- **Authentic Assessments**: Students demonstrate learning through quarterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, product development, and portfolios.

- **School Organization**: In order to personalize learning, we have designed our curriculum to create a supportive, innovative, flexible, and collaborative school environment. Students and staff are able to adapt our daily routine to meet the learning needs of our students. Utilizing community facilities and opportunities outside of school, we embrace our community resources and ensure they have an integral role in the success of our school.

- **Advisory Structure**: At ILC, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 10-15 students, which are managed by a teacher (called an Advisor). Currently, two advisors staff our school. Students stay with each advisory for an average of two years. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities, create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one or more areas, the advisor does not "teach" his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor's job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.

- **Small School Culture**: ILC is fortunate to have a truly small school culture. Currently, twenty students in grades 9-12 are enrolled. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and nurturing environment.

- **Leadership**: Leadership is shared between a dedicated duo of advisors as well as the support of a Big Picture model mentor, the district's superintendent, and the principal of our comprehensive high school. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school's culture, developing leadership skills essential for their academic, career, and life success. ILC is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.

- **Parent/Family Engagement**: The innovation at ILC happens with everyone -- students, families, and educators. Parents and families are essential to the workings of ILC. Families are invited to be engaged with the school and their student's academic programs through their participation in Learning Plan meetings, semester exhibitions, and school events. In addition, we encourage parents to engage with our students through becoming an internship mentor or leading "offerings" on our campus.

- **School College Partnership and College Preparation**: Students graduate with strong academic, occupational, and personal skills to continue learning while being resourceful, responsible, and successful citizens in a dynamic global environment. ILC exposes students to a variety of professional, academic, and social paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities.

  Beginning in the first year at ILC, students begin researching colleges. This includes school-based work as well as visits to college campuses. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include maximizing their post high school options. At the same time this is happening, ILC staff provide an opportunity for Juniors and Seniors to enroll in a local community college as a way to gain college credits while in high school as well as better prepare them for admission to schools of choice.

- **Professional Development**: The Superintendent, Principal and Advisors design professional development sessions. This ongoing professional development takes place at regularly scheduled staff meetings, staff retreats, and conferences. Big Picture Learning offers support to staff, who travel to observe other innovative schools to continue to learn and be inspired.

Timeline for Implementation

2012-13 ILC staff and administration explored Big Picture Learning design

2013-14 Methow Valley School District school board approves exploration of competency-based systems

2014-15 Students at ILC begin to experience project based learning, preparing for exhibitions, and seeking community based internships

2015-16 Students and staff at ILC begin implementing competencies as part of curriculum to guide projects, internship, and real world work

2016 Methow Valley School District seeks credit-based waiver to further support innovation and flexibility

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

As a Methow Valley School District public school, ILC's academic programming will be consistent with the standards of all Methow Valley School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career

interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school.

As in other schools in the Big Picture Learning network, ILC's assessment of student learning will draw heavily on end of term exhibitions in which students present their learning to a panel of peers, school staff, parents, community members, and mentors (often with professional expertise in fields related to the student's project work). While the emphasis of exhibitions is on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student's growth relative to the aforementioned competencies. In addition to exhibitions, ILC's advisors 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. The following pages show a sample exhibition feedback guide and project rubric.

January 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 ***evidence*** in the student's work of:	**yes**	**no**
Personal Qualities: being "best" you, perseverance, time management, leadership, group work, fostering community	☐	☐
Social Reasoning: understanding other people's/historical perspectives, ethical questions, social systems	☐	☐
Quantitative Reasoning: thinking like a mathematician, numerical information, trends, algebraic/geometric concepts	☐	☐
Communication: expressing ideas creatively, consideration of audience, reading for research, analyzing creative works	☐	☐
Empirical Reasoning: making and testing hypotheses, designing investigation, applying scientific research	☐	☐

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:

Unsatisfactory	Some	Significant	Exemplary
Learning Plan: 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
Competency growth and new learning: 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
Projects: 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
LTI: 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?

ILC Draft Project Rubric

Student: _____ ***Project***: _____ ***Evaluator***: _____ ***Date***: _____

AUTHENTICITY *1. Does the project arise from a problem or question that has personal meaning to the student?* *2. Is it a problem or question that might actually be tackled by an adult at work or in the community?* *3. Has the student created something that has personal or social value beyond the school setting?*	***Not at all.*** *This project lacks personal meaning to the student and authenticity beyond the school setting.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project clearly has personal meaning and authenticity in work beyond the school setting.*
ACADEMIC RIGOR *1. Has the project led the student to acquire and apply knowledge related to one or more content areas?* *2. Has the project involved methods of inquiry central to one or more disciplines?* *3. Has the project helped the student develop higher-order thinking skills and habits of mind?*	***Not at all.*** *This project has not led to new academic skills or critical thinking.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project clearly has demanded new academic skills, methods of inquiry, and growth in critical thinking.*
APPLIED LEARNING *1. Is the student addressing a problem grounded in life and work in the world beyond school?* *2. Has the work required the student to develop organizational and self-management skills?* *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)?*	***Not at all.*** *This project is not connected to life and work beyond school, and new workplace competencies have not been developed.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project is immersed in life and work beyond school, and the student has clearly developed new workplace competencies.*
ACTIVE EXPLORATION *1. Did the student spend significant amounts of time doing field-based (outside school) work on this project?* *2. Has it required the student to engage in real investigation using a variety of methods, media, and sources?* *3. Is the student expected to communicate through presentation what he or she is learning?*	***Not at all.*** *This project has involved no field work, real investigation, or presentation of learning.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project has involved significant field work, real investigation, and presentation of learning.*
ADULT RELATIONSHIPS *1. Did the student meet and observe adults with relevant expertise and experience?* *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?* *3. Did the adults collaborate with one another and with the student on the design, completion, and assessment of the project work?*	***Not at all.*** *This project has involved little to no interaction with adults other than school staff.*	***Somewhat.*** *This project meets some but not all of the criteria, or meets them but not convincingly.*	***Definitely.*** *This project has involved adult experts who worked closely with the student through all stages of the project.*
ASSESSMENT *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?* *2. Did the student receive timely feedback on works in progress and reflect regularly on his or*	***Not at all.*** *This project lacked milestones or products, regular feedback and*	***Somewhat.*** *This project meets some but not all of the criteria, or*	***Definitely.*** *This project has involved clear quality criteria co-developed with the*

her learning, using clear project criteria that he or she helped to set? *3. Have adults from outside the advisory and school been involved in the assessment of this project?*	*reflection, and clear quality criteria.*	*meets them but not convincingly.*	*student, and regular feedback and reflection.*

Adapted from Adria Steinberg, Real Learning, Real Work: School-to-Work as High School Reform (New York: Routledge, 1997)

As a Methow Valley School District school, ILC is subject to the various accountability measures of the school district, which include:

- MVSD's Listening and Learning Framework
- Graduation rates
- EOC and SBAC scores
- Enrollment, attendance, discipline data
- College enrollment, persistence, and other post high school success data
- Survey data

If granted this waiver, the Methow Valley School District will anticipate updating the State Board of Education annually on the progress of implementation, including student growth in the standards for increased student learning.

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

The ongoing transition of the ILC from a packet-based program to an innovative and competency-based program corresponds closely to the MVSD's Listening and Learning framework led by Superintendent Tom Venable. Many of the action steps emerging from that extensive months-long listening process of engaging students, parents, and citizens in various convenings are reflected in this proposed instructional approach for the ILC. The Listening and Learning process also included individual interviews with every district staff member. Specific action items emerging from that process include "promote increased flexibility through the development of a competency-based model of learning. Allow students to design and engage in rigorous coursework driven by student interests and passion." More generally, the emergent themes of innovation and flexibility, attention to a Learner Profile, and family and community engagement are strongly aligned with the ongoing and proposed changes to the ILC.

Additional input from families occurred in January, when staff invited parents' written responses to the following two questions:

- What purpose do you believe a high school should serve for its students?
- Please share your thoughts on the value of an exhibition as an assessment.

Parent responses both reinforce changes to date at the ILC and inform its ongoing transition. Responses to these questions and additional survey data in the supporting documentation section reflect ongoing parent and community input regarding both the growing effectiveness of the ILC as well as its particular approach to competency-based assessment.

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

In 2013, the Methow Valley School District Board established a clear vision: *Working in partnership with our families and community, we develop curious, creative, compassionate, competent, action-oriented citizens prepared to change the world*. In support of this vision, six strategic areas of focus were identified. One of these areas includes a focus on "Innovation and Flexibility," promoting a personalized program of study aimed at meeting the needs of every learner.

Following the establishment of this vision and focus, the superintendent and school board initiated a visit to Highline Big Picture school for the ILC staff, principal, superintendent, and other interested district staff members. Impressed by the personalized, competency-based approach to teaching and learning, the Methow Valley School District initiated further action by formally establishing a partnership with Jeff Petty, Director of the Puget Sound Consortium for School Innovation, Big Picture Learning's regional initiative.

Two years later, the team, working in partnership with Big Picture Learning and, most recently, the Chelan School of Innovation, continues to regularly engage the ongoing development of a competency-based program of study using a project and internship-based approach to teaching and learning. School board members, parents, and community members are becoming increasingly engaged through their participation as project and internship mentors and as panelists during student exhibitions. In addition, the superintendent regularly highlights the development of the program in a variety of school-district publications and media sources.

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

☐ *The school's expectations for student learning.*

In addition to what's described in previous sections:

Methow Valley ILC Expectations for Student Learning
Benchmarks and Gateways:
Benchmarks are grade level expectations, whereas Gateways guide student advancement between Junior and Senior Advisory (10th to 11th grade) and at graduation. Benchmarks and Gateways serve as signposts of all necessary work to be completed in addition to individual goals set in their learning plan. Examples below:

Benchmark Requirements: 9th to 10th grade
may include:

- Evidence of a Learning Plan for all previous terms
- Copies of calendar pages or examples of organizational system

- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR) evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
- 3 or more independent projects completed and presented in Advisory
- Annotated bibliography of written works read
  - novels (or teacher approved compilation of literature)
  - other works of varying complexity and sophistication
  - weekly reading journal
- All LTI Boot Camp requirements/ Interviews/ Job Shadow
- Student narrative reflections for all previous terms
- Completed Portfolio
- Successfully completing an exhibition for each trimester showing growth and readiness
- 15 hours of community service

Gateway Expectations: 10th to Senior Advisory

may include:

- Evidence of a Learning Plan for all previous terms
- Copies of calendar pages or examples of organizational system
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
- 3 or more independent projects completed and presented
  - evidence of inquiry and research skills, including sources cited
- Annotated bibliography of written works read
  - novels (or teacher approved compilation of literature)
  - other examples showing interpretation of works of varying complexity and sophistication
  - weekly reading journal
- 65 hours of LTI experience and all Boot camp requirements
- College Research Project
- College Tour(s) reflection
- Student Narrative reflection for all previous terms
- Gateway Narrative reflection (4 pg. double spaced, 12 font) explaining why you think you are prepared to move on to Senior Institute
- Recommendation letter from adult in community
- Compete Portfolio
- Successfully completing an exhibition for each term showing growth and readiness, with the “Gateway” exhibition including an interactive piece (involve audience)
- 15 hours of Community Service

Benchmark Requirements: 11th to 12th grade

may include:

- Successfully completing an exhibition for each semester showing growth and readiness
- Evidence of a Learning Plan for all previous terms
- Narrative for all previous terms
- Copies of calendar pages or examples of organizational system
- 65 hours of LTI and all Boot Camp requirements
- 3 or more individual projects completed and presented
  - evidence of inquiry and research skills, including sources cited
- Annotated bibliography of written works read
  - novels (or teacher approved compilation of literature)
  - other examples showing interpretation of works of varying complexity and sophistication
  - weekly reading journal
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
  - discuss which competency you have achieved and how
- College Research Project
- College Tour(s) reflection
- Complete Portfolio
- 15 hours Community Service

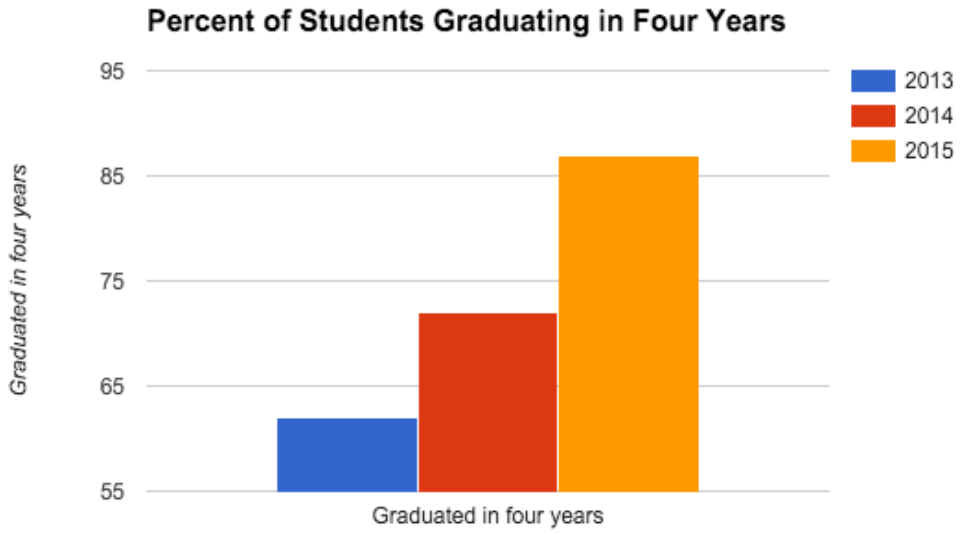
Gateway Expectations: 12th to Graduation

may include:

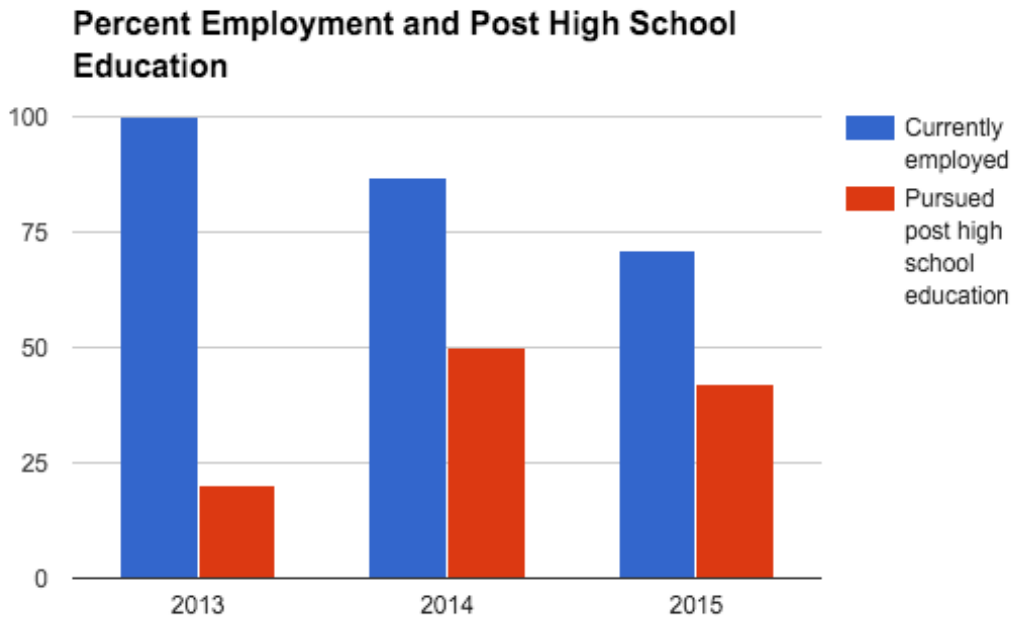
- Successfully completing an exhibition for each term showing growth and readiness, with the "Gateway" exhibition including an interactive piece (involve audience)
- Evidence of a Learning Plan for all previous terms
- Narrative for all previous terms
- Scholarship applications with essays
- 65 hours of LTI experience and all Boot camp requirements
- Annotated bibliography of written works read
  - novels (or teacher approved compilation of literature)
  - other examples showing interpretation of works of varying complexity and sophistication
  - weekly reading journal
- Consistently participating and completing class requirements (Advisory, Algebra, Biology, PE, required electives)
- For each domain (Comm, SR, QR, ER, PR), evidence demonstrating growth and achievement of substantial learning
  - Include corresponding competencies
- Recommendation letters from adults in community (at least 2 letters)
- Copies of calendar pages or examples of organizational system
- Community Service
- Senior Thesis Project
- College Tour(s) reflection

- College Research project
- Post High School Plan
- Complete Portfolio
- State Testing requirements completed: Mathematics, Reading/Writing, Science

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



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



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

Essential Elements of Authentic Assessment at Methow Valley ILC include:

- Exhibitions
- Portfolios
- Real-world standards for assessment guidelines
- Student Narrative Reflections
- Weekly individual check-ins (between advisor and student)
- Reflective Journaling
- Benchmarks for 9th and 11th grades
- Gateway to Senior Institute (after 10th grade)
- Graduation Gateway
- Senior Project
- Academic transcripts

Exhibitions:
An exhibition is a high-stakes demonstration of mastery that occurs at a culminating academic moment, the end of each trimester. Exhibitions are summative assessments, but the process of building up to a final exhibition includes ongoing assessment, feedback, and revision of Learning Plan and building of Portfolio. Exhibitions are one of the most important school events. This is the time for students to show off their best work and be held accountable to their Learning Plans. Each student presents in front of a panel that includes the advisor, parent/guardian, peers, outside adults, and mentors.

The student's Learning Plan and grade expectations (Benchmarks/Gateways) are used as the basis for assessing the work. Exhibitions are a requirement for advancing to the next grade and graduation. Exhibitions demonstrate mastery. Exhibitions reflect in-depth learning. Through the feedback and revision process, students move increasingly closer to mastery and eventually become experts on their topic(s). Exhibitions require the restructuring of class time, and often serve as an alternative to traditional high-stakes assessments (i.e. standardized, norm-referenced tests). For these reasons, a school-wide approach is adopted and common standards are agreed upon and shared. Systems are in place to facilitate regular communication among advisors and students, such as scheduled weekly meetings and monthly progress checks. An exhibition takes a wide variety of forms:

- Oral presentations, speeches, or spoken-word poems
- Video documentaries, multimedia presentations, audio recordings, or podcasts
- Works of art, illustration, music, drama, dance, or performance
- Print or online publications, including websites or blogs
- Essays, poems, short stories, or plays
- Galleries of print or digital photography
- Scientific experiments, studies, and reports
- Physical products such as a models, sculptures, dioramas, musical instruments, or robots
- Portfolios of work samples and academic accomplishments that students collect over time

Portfolios

Portfolio assessment is an evaluation tool used to document student learning through a series of student-developed artifacts. Considered a form of authentic assessment, it offers an alternative to traditional methods of grading and high stakes exams. Portfolios show the cumulative efforts and learning of a particular student over time. Portfolio assessment gives both teachers and students a controlled space to document, review, and analyze content learning. They offer valuable data about student improvement and skill mastery. Along with student reflection, that data provides valuable information about how each student learns and what is important to him or her in the learning process. In short, portfolios are a collection of student work that allows assessment by providing evidence of growth, an opportunity to showcase student effort and accomplishments in relation to specific instructional goals, as well as provide evidence for evaluation.

Growth:

- to show growth or change over time
- to help develop process skills such as self-evaluation and goal-setting
- to identify strengths and weaknesses
- to track the development of one more products/performances

Showcase:

- to showcase trimester accomplishments
- to prepare a sample of best work for employment or college admission
- to showcase student perceptions of favorite, best or most important work

- to communicate a student's current aptitudes to future advisors

Evaluation:
- to document progress towards competencies
- to document achievement for Benchmarks and Gateways (“Leveling up”)
- to place students appropriately

☐ *Student scores on the required statewide high school assessments for the past three years.*

Positively trending statewide assessment results are not included here due to very small sample size. School and district staff will be prepared to share and discuss these results at May SBE meeting if invited to present.

☐ *The school’s annual performance report for the last three years.*

Methow Valley School District has in recent years transitioned away from the annual performance report format in lieu of district wide vision and an array of implementation and reporting processes.

☐ *The types of family and parent involvement at the school.*

Big Picture Learning believes that parent/guardian engagement in a child’s learning is essential to student success, and the ILC is fully committed to this principle. The Independent Learning Center does not only enroll students, we enroll families and involve them in most aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods and towns. Most importantly, the ILC is intentional about engaging families in their children’s education by asking them to participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child’s strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential Learning Through Internship (LTI) opportunities and mentors; some parents and family members serve as mentors themselves. Parents also assist on school field trips, fundraisers and community service opportunities.

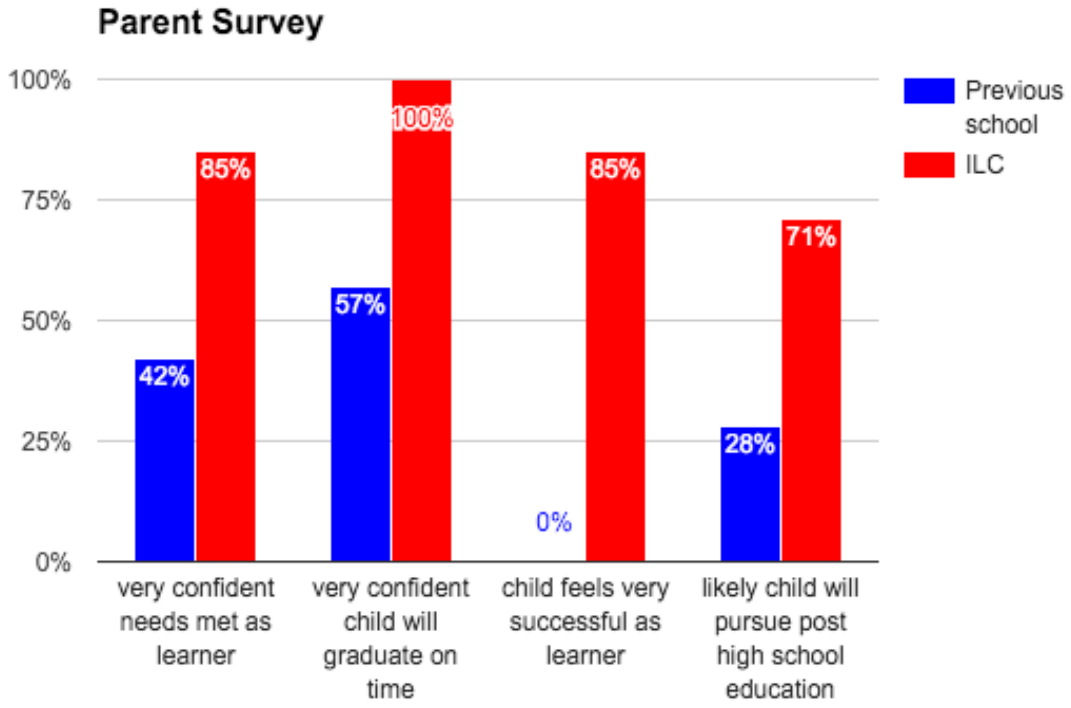
Essential Elements of Parent/Family Engagement include:

- 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 also assist on school field trips, fundraisers and community service opportunities
- Families are engaged in the college search process
- Feedback from families is collected at open houses and surveys to provide opportunities for continuous improvement

☐ *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.*

In addition to increasing enrollment in the ILC and other aforementioned indicators of school improvement, in February 2016 staff surveyed parents of current ILC students to gauge their perception of their child's experience at their previous school and the ILC. We asked parents to rate their confidence levels on the following factors:

- How confident they felt that their child's needs were being met as a learner
- How confident they felt that their child would graduate on time
- How successful their child felt as a learner
- How likely their child was to pursue post high school education



Consistent with ILC's commitment to incorporate families and community members into the ongoing work of the school, ILC staff conducted anonymous surveys of exhibition panelists after exhibitions in January of 2016. The two questions with a sample of responses follow:

What purpose do you believe a high school should serve for its students?

"To help create lifelong learners who are passionately engaged in their own education."

“I feel that a high school should be there to help a student to learn in the best way possible for that particular student. Not all students learn the same way. Some are hands on learners and some do better by the book.”

“A high school should provide an environment which fosters self-discovery, a growing interest in learning and a challenging curriculum.”

“Learn critical thinking skills: inquiry, research, writing, evaluation, analysis, Character-building, helping students identify their identity, values, goals, and priorities in life”

“The purpose is to get a student ready to meet the world on their own, ready to find work and be on their own with skills and strength and courage.”

“Offer them different types of learning experiences that are connected to the real world such as working with community members on real projects rather than just working online or from books.”

“I think the high school experience should refine basic skills of reading, critical thinking, writing, mathematical reasoning and historical analysis. High school should also help steer and prepare the students to become independent in the realm of practical life and also to fulfill their potential in terms of possible gifts to share with the world.”

Please share your thoughts on the value of an exhibition as an assessment.

“I think that public exhibitions are valuable as an assessment tool. It not only requires a thorough knowledge of the subject at hand but also empowers the student to practice presentation skills. In the end, this process will more likely help the student to integrate the knowledge, rather than temporarily memorize facts for a test.”

“I found it to be a really effective way to guide a student on their process of exploration of learning. I loved that the student is required to present in front of friends, peers, and family. Creates accountability, while giving constructive direction and feedback.”

“This was incredible! I believe all students should reflect on goals and growth toward those goals regularly. The individualized attention to a student's progress is so valuable to her learning and owning work she's done over a semester. It's a very holistic approach to the various subjects and it comes together so well.”

“Exhibition is excellent for seeing how the student has grown, as well as results in a very personal look into that student’s life and learning”

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, the ILC staff will work with other partners of the Puget Sound Consortium for School Innovation (including Highline Big Picture and Gibson Ek in Issaquah) and college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met, Big Picture Learning's flagship school in Rhode Island. We will also continue to research and implement new developments in college admissions and acceptance. Additionally, the ILC transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provide further rationale for design of the ILC and its 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

Top 5, organized from left

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

- Test scores
- 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 1st year) lack of academic preparation
- Not using campus services
- Lack of focus/purpose – what they want to do
- College not the right choice (family chooses, friends, etc.)

Group 3

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 Highline Big Picture Alumni have been accepted to 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. Greenriver Community College
15. Heritage University
16. Highline College
17. Los Angeles City College
18. Lewis and Clark College
19. Montana State University
20. NW College of the Arts
21. NW Indian College
22. Pacific Lutheran University
23. Renton Institute of Technology
24. Seattle Central Community College
25. Seattle Pacific University
26. Seattle University
27. Shoreline Community College
28. South Seattle College
29. Spokane Falls Community College
30. St Martin’s College
31. The Art Institute of Seattle
32. University of Alaska Southeast

33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University

METHOW VALLEY SCHOOL DISTRICT NO. 350
RESOLUTION 03-01-16

Waiver from the State High School graduation Requirements for Independent Learning Center, Methow Valley School District #350

A RESOLUTION of the Board of Directors of the Methow Valley School District No. 350 (the "District"), requesting a waiver from the state high school graduation requirements for the Independent Learning Center in Methow Valley School District #350.

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

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

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

WHEREAS, the district's Board of Directors, working in partnership with families and community, has established a vision that focuses on the development of curious, creative, compassionate, competent, action-oriented citizens prepared to change the world; and

WHEREAS, the district has a goal of reaching 100% on-time graduation rate by 2017; and

WHEREAS, the district has a goal of developing students that graduate prepared for a variety of post-secondary educational opportunities; and

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

WHEREAS, students, families, parents and citizens were involved in developing a plan to achieve that goal; and

WHEREAS, that goal will be best met by allowing schools like the Independent Learning Center the flexibility to innovate while being held accountable to high standards;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Methow Valley School District No. 350, Okanogan County, Washington, approves the application by the Independent Learning Center to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

Adopted on the 23rd day of March 2016

ATTEST:

Supt./Board Secretary, Tom Venable

BOARD OF DIRECTORS:

Board Chair Frank Kline

Board Vice-Chair Gary Marchbank

Board Member Mary Anne Quigley

Board Member Dana Stromberger

Board Member Judith Hardmeyer-Wright

OSPI Office of Superintendent of Public Instruction **Washington State Report Card**

Alternative School
Principal Deborah Dekalb
509.997.8006

School Web Site
220 Hwy 20 Twisp 98856-0000 Grade Span: 9-12
Methow Valley School District

Select a year: 2014-15 go

2014-15 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
11th Grade	Suppressed	Suppressed

Grade Level *	EOC Biology
10th Grade	Suppressed

* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Student Demographics

Enrollment		
October 2014 Student Count		19
May 2015 Student Count		22
Gender (October 2014)		
Male	8	42.1%
Female	11	57.9%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	2	10.5%
White	16	84.2%
Two or More Races	1	5.3%
Special Programs		
Free or Reduced-Price Meals (May 2015)	12	54.5%
Special Education (May 2015)	2	9.1%
Transitional Bilingual (May 2015)	0	0.0%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	0	0.0%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)		75.0%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)		77.8%
College/University enrollment rates of graduates		

Teacher Information (2014-15) (more info)

Classroom Teachers	3
Average Years of Teacher Experience	3.7
Teachers with at least a Master's Degree	33.3%
Total number of teachers who teach core academic classes	2
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	19
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	94.7%
% of classes taught by teachers who do not meet ESEA HQ definition	5.3%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

OSPI Office of Superintendent of Public Instruction Washington State Report Card

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Chelan School of Innovation
Principal Crosby Carpenter
509.682.4061

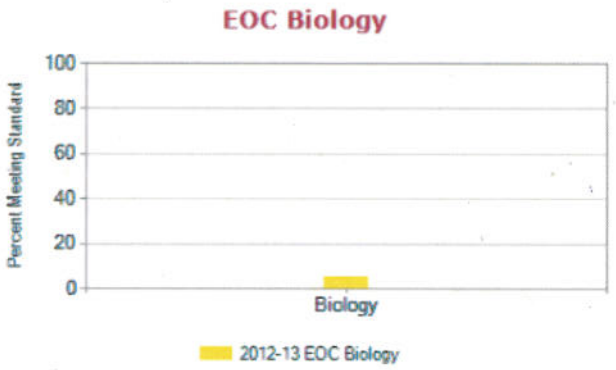
School Web Site
216 N Emerson Street Chelan 98816-0000 Grade Span: 9-12
Lake Chelan School District

Select a year: 2014-15 go

2014-15 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
11th Grade	Suppressed	Suppressed

Grade Level *	EOC Biology
10th Grade	Suppressed



* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Student Demographics

Enrollment		
October 2014 Student Count	36	
May 2015 Student Count	25	
Gender (October 2014)		
Male	24	66.7%
Female	12	33.3%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	33	91.7%
White	3	8.3%
Special Programs		
Free or Reduced-Price Meals (May 2015)	23	92.0%
Special Education (May 2015)	1	4.0%
Transitional Bilingual (May 2015)	14	56.0%
Migrant (May 2015)	11	44.0%
Section 504 (May 2015)	0	0.0%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	13.0%	
Adjusted 5-year Cohort Graduation Rate (Class of 2013)	40.7%	
College/University enrollment rates of graduates		

Teacher Information (2014-15) (more info)

Classroom Teachers	2
Average Years of Teacher Experience	20.5
Teachers with at least a Master's Degree	100.0%
Total number of teachers who teach core academic classes	2
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	13
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

WAC 180-18-055

Alternative high school graduation requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

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

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

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

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

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]