



# WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

## **BASIC EDUCATION PROGRAM REQUIREMENT WAIVERS**

### **SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS**

The Big Picture High School, in Highline School District, is requesting a waiver from credit-based high school graduation requirements for the maximum four years that are allowed. The waiver request meets Washington State's school reform vision as stated in the State Board of Education's rules, specifically "shifting from a time and credit-based system of education to a standards and performance-based education system."<sup>1</sup> In place of traditional credits, the Big Picture High School has "developed an array of competencies based on college admission criteria adapted from work in other states and in collaboration with admissions staff from major colleges and universities in Washington."<sup>2</sup> The school believes that the waiver is an essential part of its work to "engage students at risk of dropping out as well as to provide increased rigor for all students."<sup>3</sup> The school's vision is aligned with the Board's goals of improving student achievement and improving graduation rates. It also aligns with the purposes of a waiver, to provide an exceptional opportunity to be innovative in order to enhance the educational program for the school's students.

### **BACKGROUND**

Highline Big Picture High School is in SeaTac and opened in 2005-06. This year the school has about 120 students in grades nine through twelve. Big Picture is one of 12 high schools in the Highline School District, which serves students in Burien, Des Moines, Normandy Park, SeaTac, Boulevard Park, and White Center.

The District is requesting a waiver for Big Picture High School from credit-based high school graduation requirements. This is a new application. The school requests to be permitted to graduate students based on successful demonstration of competencies through its curriculum, which 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."<sup>4</sup>

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<sup>1</sup> WAC 180-51-001

<sup>2</sup> Highline School District Application

<sup>3</sup> Highline School District Application

<sup>4</sup> Big Picture High School application

The proposed competencies are closely aligned to the Proficiency-based Admission Standards System (PASS), which was developed in Oregon in the 1990's, as part of an effort to create a seamless and aligned K-16 system of education. The competencies were created in consultation with admissions directors from major public and private colleges and universities in Washington and were built upon graduation requirements of other schools in the national Big Picture Learning Network.

Big Picture High School is based on four interrelated principles: 1) multiple, meaningful, and extended adult relationships; 2) a small learning community; 3) academics in the context of real work outside the school; and 4) a school culture pervaded by the expectation of higher education for all students. The move to competency-based graduation requirements, at Big Picture High School, is aligned with the District's vision, as outlined by Superintendent John P. Welch in the application's cover letter:

“The vision of Highline is that all students leave high school prepared for college, career and citizenship, and that no door is closed to them that limits their postsecondary choice.”<sup>5</sup>

### **POLICY CONSIDERATION**

The Waiver meets the State Board of Education's criteria for the purpose and use of a waiver. Therefore, approval of the application should not have any policy implications.

### **EXPECTED ACTION**

Approval of the Highline Big Picture High School Waiver Application

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<sup>5</sup> Big Picture High School application



Highline Big Picture 9<sup>th</sup> grader Amanda Hopkins (left), assisting in surgery at her internship at Banfield Veterinary Clinic, Tukwila.

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

**October 2008**

**Highline Big Picture High School  
2450 South 142<sup>nd</sup> Street  
Seatac, WA 98168**

**Highline School District #401**



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## Highline Public Schools

### District 401

Educational Resource and Administrative Center  
15675 Ambaum Boulevard Southwest  
Burien, Washington 98166  
www.hsd401.org • 206.433.0111

October 3, 2008

Board of Directors

Bernie Dorsey

Susan Goding

Sili Savusa

Julie Burr Spani

Michael D. Spear

Superintendent

John P. Welch

Brad Burnham  
State Board of Education  
P. O. Box 47206  
Olympia, WA 98504-7206

Dear Mr. Burnham,

Highline Public Schools is submitting a request to waive the traditional credit and seat time high school graduation requirements for Big Picture high school. I appreciate how forward thinking the State Board was in developing an option for local districts and schools that keeps rigor high, but allows a different approach for meeting high school completion requirements. This language states that, "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." (WAC 180-18-055 (1).)

The vision of Highline is that all students leave high school prepared for college, career and citizenship, and that no door is closed to them that limits their postsecondary choice. I believe that Big Picture's application for this waiver provides students a pathway based on competency and performance that will allow them to take full advantage of our vision. Our Board resolution is attached and reflects some of the specific wording from the WAC that most aligns to our vision. Also attached is an application package from Big Picture that gives examples of competencies, rubrics and related data that I hope is helpful in your deliberations.

Thank you again for this opportunity to support our students.

Sincerely,

John P. Welch  
Superintendent

**SCHOOL DISTRICT NO. 401  
HIGHLINE PUBLIC SCHOOLS  
KING COUNTY, WA  
RESOLUTION NO. 2353**

A RESOLUTION of the Board of Directors of the Highline School District No. 401, King County, Washington, multi-year transition from time and credit-based system of education to a standards and performance education system for Big Picture High School with the transition referenced in WAC 180-18-055 in order to encourage local innovation and pursuant to RCW 28A.630.885; and

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

WHEREAS, WAC 180-51-060 outlines the minimum subject areas for high school graduation credits; and

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


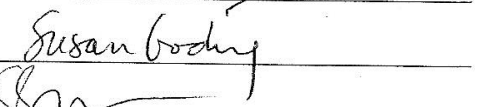
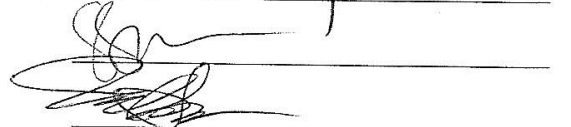
WHEREAS, the Highline School District Board of Directors has established a vision for college and career preparation for all high school students in a context of rigorous standards; and

WHEREAS, the Highline School District Board of Directors believes that students require a variety of approaches to reach that vision, and therefore innovation is critical;


NOW THEREFORE, BE IT RESOLVED that the Highline School District Board of Directors hereby approves the restructuring plan of Big Picture High School as proposed to the State Board of Education.

ADOPTED at a regular meeting of the Board of Directors on September 24, 2008.

HIGHLINE SCHOOL DISTRICT NO. 401

  
\_\_\_\_\_  
  
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\_\_\_\_\_  
Board of Directors

I, John P. Welch, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the attached is a true and accurate copy of Resolution No. 2353 for the use and purpose intended.

  
\_\_\_\_\_  
John P. Welch  
Secretary to the Board of Directors

**HIGHLINE BIG PICTURE HIGH SCHOOL**  
2450 SOUTH 142<sup>ND</sup> STREET, SEATAC, WA 98168  
206.444.7726

WWW.BIGPICTURE.ORG

WWW.HSD401.ORG

October 2, 2008

Dear Members of the State Board of Education:

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

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

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

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

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

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

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

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

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

Thank you for your consideration.

Jeff Petty  
Principal



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

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

### **From students -**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Thank you for your time and attention.*

**From parents:**

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

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

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

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

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

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

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

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

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

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

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

# Required Components of Proposal as Specified in WAC

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

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

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

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

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

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

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

The **specific proposed competencies** for increased student learning to be used in place of accumulation of credits are outlined in the following pages, and are adapted from the Big Picture Learning Goals; the Performance-based Assessment System (PASS) developed by Oregon colleges and universities; input from Washington college and university admissions directors; and the learning from other schools in the Big Picture Learning network. Included in this section are notes from a forum of Washington admissions directors hosted by Highline Big Picture in January of 2008.

Please see also the following supplemental document:

- Highline Big Picture High School sample transcript.

## COMPETENCY OVERVIEW for QUANTITATIVE REASONING LEARNING GOAL

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

## COMPETENCY OVERVIEW for EMPIRICAL REASONING LEARNING GOAL

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



## COMPETENCY OVERVIEW for COMMUNICATION LEARNING GOAL

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

## COMPETENCY OVERVIEW for SOCIAL REASONING LEARNING GOAL

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

## COMPETENCY OVERVIEW for PERSONAL QUALITIES LEARNING GOAL

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

**Personal Qualities:** Students are respectful, responsible, persevering, resourceful, well-spoken, and organized. They are reflective about their goals and abilities, and they contribute effectively in diverse interpersonal contexts.

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

## Embedded Competencies in the Arts and Health and Fitness

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

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

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

## **Big Picture Learning Goals**

### **1. EMPIRICAL REASONING**

#### **How do I prove it?**

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

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

What has other research shown?

What is my hypothesis? How can I test it?

What information (data) do I need to collect?

How will I collect the information?

What will I use as a control in my research?

How good is my information?

What are the results of my research?

What error do I have?

What conclusions can I draw from my research?

How will I present my results?

### **2. QUANTITATIVE REASONING**

#### **How do I measure, compare or represent it?**

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

How can I use numbers to evaluate my hypothesis?

What numerical information can I collect about this?

Can I estimate this quantity?

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

How can I interpret this formula or graph?

How can I measure its shape or structure?

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

What predictions can I make?

Can I show a correlation?

### **3. COMMUNICATION**

#### **How do I take in and express ideas?**

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

How can I write about it?

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

Who is my audience?

What can I read about it?

- Who can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

#### 4. SOCIAL REASONING

##### **What are other people's perspectives on this?**

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

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

#### 5. PERSONAL QUALITIES

##### **What do I bring to this process?**

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

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

## College Forum Notes.

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

Highline Big Picture High School forum, January 2008

Group 1 (w/ Loren Demeroutis facilitating)

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

Top 5, organized from left

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

Why don't succeed:

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

### Group 2 (w/ Jude Garnier facilitating)

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

### Why we lose students:

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

### Group 3 (w/ Kari Thierer facilitating)

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

### Most common reasons not successful

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



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

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

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

### **what it looks like (structures)**

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

### **why (design principles)**

*HBPHS is based on four interrelated principles, each indispensable to the integrity of the model. These include multiple, meaningful, and extended adult relationships; a small learning community; academics in the context of real work outside the school; and a school culture pervaded by the expectation of higher education for all students.*

*Chronically unsuccessful students need trust in adults to overcome fear and frustration associated with schoolwork or schools generally (or adults generally). Traditionally successful students need adults who know them well to effectively push them to excel beyond grade level expectations and into intellectual terrain they might otherwise avoid. Also, one of the best ways to learn how to be an adult is to get to know adults and spend time with them. HBPHS students work with the same advisor for four years, and the school is small enough to facilitate long-term connections with other staff. Through their internships, students work closely with several adult mentors who share their interests.*

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

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

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

### **Implementation Timeline**

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

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

At the district level, the school is subject to the accountability of the yearly School Improvement Planning process. For the current year our School Improvement Plan is still in development, but a portion of it is provided on the following page.

Please see the following supplemental documents:

- Exhibition rubric (this is one of several in use at the school)
- Project assessment rubric

# Highline Big Picture School Improvement, 2008-09

Reflections, refinements for 2009-2010.

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

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

## Spring 2009

Measuring project number and rigor and assessing impact of supporting strategies.

- Continued counting of 1:1 meetings, advisor/student and advisor/mentor.
- Refinement of 1:1 meeting practices through sharing and scale-up of best practices identified by advisors.
- Examination of connections between project rigor and advisor/student meetings and advisor/mentor collaboration.
- Continued 2-of-4 staff meetings on project scaffolding and refining 1:1 Learning Plan meeting practices.
- Project rubric data collected during exhibitions and spring Gallery Walk.
- May and June staff retreats to assess progress on STAR goal and reflect on correlation w/ strategies.

## Fall 2008

Monitoring implementation and collecting baseline data on project numbers and rigor.

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

## Winter 2008-09

Continued monitoring of implementation strategies; initial impact assessment w/ project number and rigor.

- Continued counting of 1:1 meetings, advisor/student and advisor/mentor.
- Refinement of 1:1 meeting practices through sharing and scale-up of best practices identified by advisors.
- Examination and reflection on connections between project rigor and advisor/student meetings and advisor/mentor collaboration.
- Continued 2-of-4 staff meetings on project scaffolding and refining 1:1 Learning Plan meeting practices.
- Increased use of project rubric to inform project development.
- Two-day staff retreat to collect and review implementation data, refine practice, and specify June growth target for impact.

## Supporting Resources

- "How to Analyze a Curriculum Unit or Project and Provide the Scaffolding Students Need to Succeed." From *Horace*. Vol. 15, #2. Nov. 1998.
- *Getting Things Done* and related resources by and adapted from David Allen.
- Materials from Big Picture Project Rigor study group, 2006-2007.

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

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

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

HIGHLINE BIG PICTURE HIGH SCHOOL  
2450 SOUTH 142<sup>ND</sup> STREET, SEATAC, WA 98168  
206.444.7726

WWW.BIGPICTURE.ORG

WWW.HSD401.ORG

September 30, 2008

To the Washington State Board of Education:

We the undersigned staff members of Highline Big Picture High School are committed to working cooperatively with our enrolled students and families, with each other, and with the Highline School District leadership and Board of Directors to implement our plans of graduation by demonstration of proficiency rather than accumulation of credits.

We believe these plans to be consistent with the State's education reform vision (WAC 180-51-001) that involves "shifting from a time and credit-based system to a standards and performance-based education system."

The WAC further states that "our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building."

We believe that we are implementing a school that contributes to this expanded concept of schooling and furthers not only the State's reform vision, but also the Highline School District's vision of preparing every student for college, career, and citizenship. We appreciate your support and urge your passage of our waiver proposal.

*Daniel Pasel*  
INTERNSHIP PROGRAM DIRECTOR

*Lu Bann*  
201 Advisor

*Drew Gjo*  
301 ADVISOR

*Holly Sheehan*  
Internship Coordinator

*Lou James*  
ASSISTANT PRINCIPAL

*Terri Kenneth-Hay*  
Office Mgr.

*Maral McCook*  
Internship Coordinator

*Chris*  
101 ADVISOR

*Joyce M. Pitt*  
Principal

*Daniel J. Dendon*  
ER/QR Specialist

*Bonnie Letman*  
301 ADVISOR

*Stacy*  
401 Advisor

*Douglas M. Judge*  
SPECIAL EDUCATION ADVISOR

*M. [Signature]*  
201 ADVISOR

## IDENTIFICATION OF THE SCHOOL YEARS SUBJECT TO THE WAIVER.

The proposed waiver would take effect for the 2008-2009 school year, including the school's first graduating class in 2009, and our intent is that this would continue for all subsequent classes. WAC 180-18-055 specifies that the local district will monitor successful implementation of the proposed program and will present yearly updates to the State Board of Education regarding progress.

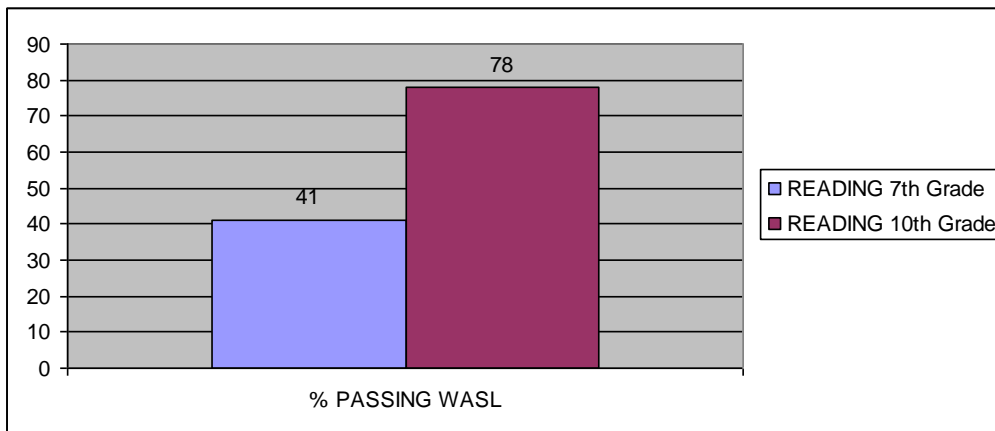
## INDICATORS OF SUCCESS OF THE SCHOOL.

### Overview WASL Data

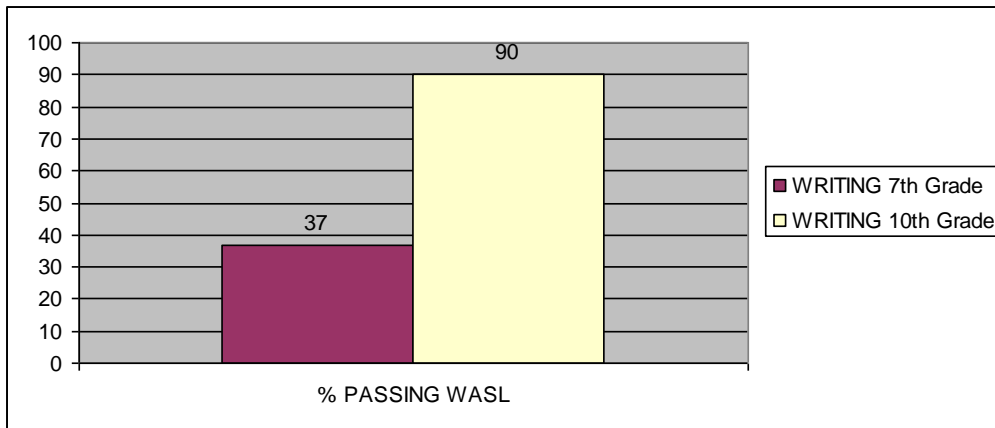
Our best indicators of success will be what happens to our graduates as they matriculate to colleges, other post secondary opportunities, and careers. Early indicators that we are on the right track include WASL data, various parent and student survey data, and the success of other schools in the Big Picture network.

To date we have had only two cohorts take the WASL. Scores are improving with each cohort, and the school is meeting AYP. This Spring Big Picture appeared in a *Seattle Times* article for being one of the top 5 high schools in King and Snohomish counties for growth on the reading WASL between 2007 and 2008. A more accurate indicator of the improvements we are making is longitudinal WASL growth for students either repeating the 10<sup>th</sup> grade WASL or gains from 7<sup>th</sup> to 10<sup>th</sup> grade.

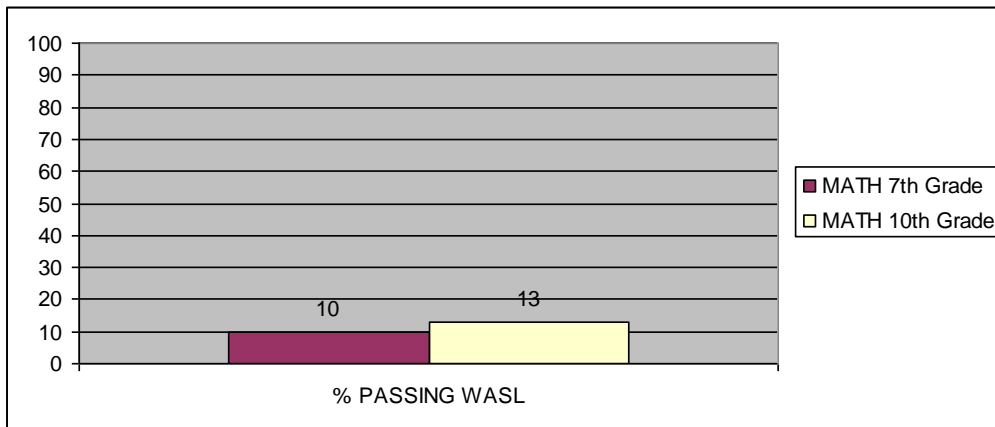
The three charts below show growth between 7<sup>th</sup> grade and 10<sup>th</sup> grade for the two Big Picture cohorts who have taken the 10<sup>th</sup> grade WASL.



**Table 1.** Big Picture students with 7<sup>th</sup> and 10<sup>th</sup> grade Reading WASL scores show a 37 point increase in passage rates between the two tests. The 10<sup>th</sup> grade passing figures represent Level 3 and 4 scores *only*, even though more than ten of the students who have passed at Level 3 are special education students who qualify to “pass” at Level 2.



**Table 2.** As of June 2008, Big Picture students with 7<sup>th</sup> and 10<sup>th</sup> grade Writing WASL scores show a 43 point increase in passage rates between the two tests. Again, the 10<sup>th</sup> grade passing figures represent Level 3 and 4 scores *only*, even though more than ten of the students who have passed at Level 3 are special education students who qualify to “pass” at Level 2.



**Table 3.** Big Picture students with 7<sup>th</sup> and 10<sup>th</sup> grade Math WASL scores show a 3 point increase in passage rates between the two tests. See brief discussion below regarding math school improvement goals for 2008-09.

While we are pleased with the gains over time, math is a significant area of concern and a major focus of this year’s school improvement plan. We have just completed Fall MAP testing of all cohorts at Big Picture, and we anticipate a significant gain in Math WASL scores (greater than or equal to 10 percentage points) this year in response to a focused effort by all staff in this area. It is also worth noting that because of the unique and non-linear progression of our curriculum, we expect to see stronger gains in math and science later in our students’ high school careers because of the focus on other learning goals in the first two years. Longitudinal data from California Big Picture schools are somewhat indicative of this trend and are included later in this proposal.



**Selected Longitudinal Growth on Math WASL,  
7th grade to 2008**

STUDENT (GRADE)	2008	7TH GR	DIFF
CK (10)	418	415	3
TB (10)	371	368	3
SM* (10)	355	334	21
LS (9)	408	384	24
ST* (9)	355	326	29
SL* (11)	359	329	30
AK* (11)	384	345	39
SS (10)	320	259	61
AP* (11)	365	296	69
SV* (11)	371	302	69

\* indicates students w/ IEPs.

**Big Picture Students and Compass Test**

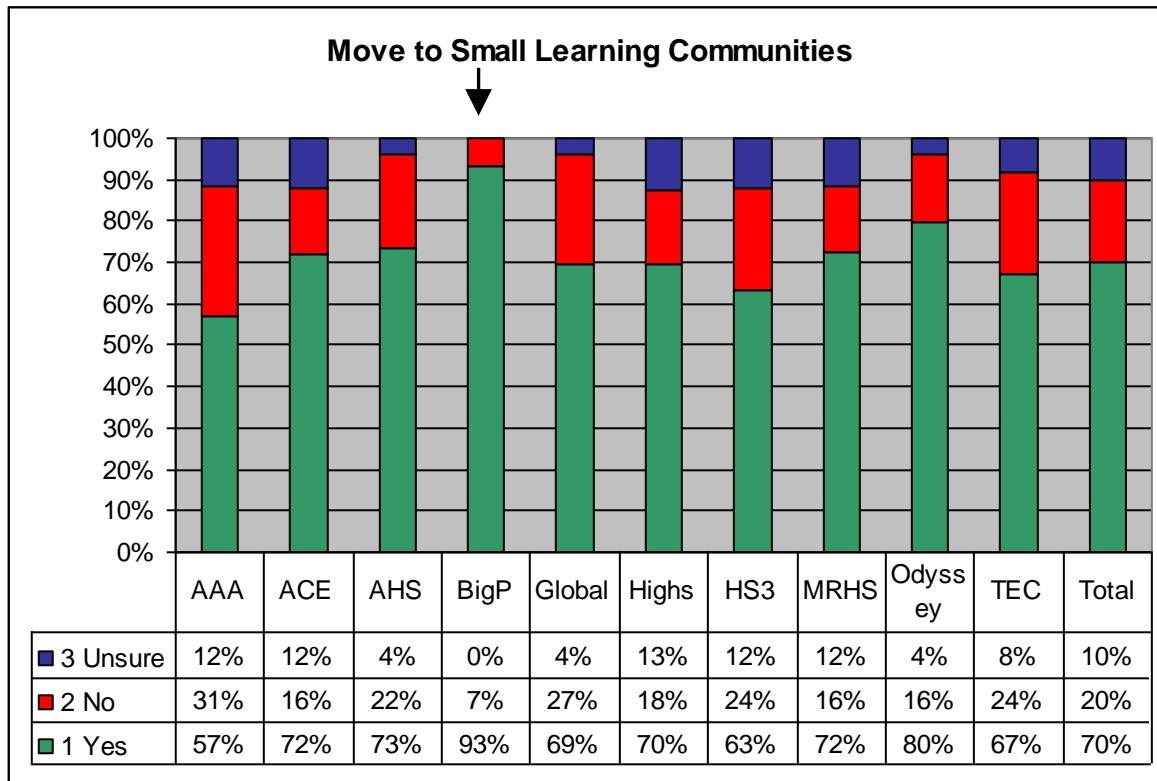
All of our students are encouraged to take Running Start classes at Highline or South Seattle Community Colleges. The table below indicates that most of our seniors (21 in class) and juniors (about 30 in class) have already passed sections of the Compass test or have plans to take it this fall.

GRADE LEVEL	PASSED TO DATE	PLANNED FALL 2008
12	7(R); 6(W); 2(M)	13(R/W/M)
11	3(R); 4(W)	17(R/W/M)
10		5(R/W/M)

## RESEARCH FINDINGS FROM DISTRICT PARENT SURVEY, 2007-08

This survey was conducted by phone in English and Spanish. Questions and comments below are reprinted here as received in an in-district report from the Communications office. The arrows indicate Big Picture, which leads all high schools in positive responses on all but one question.

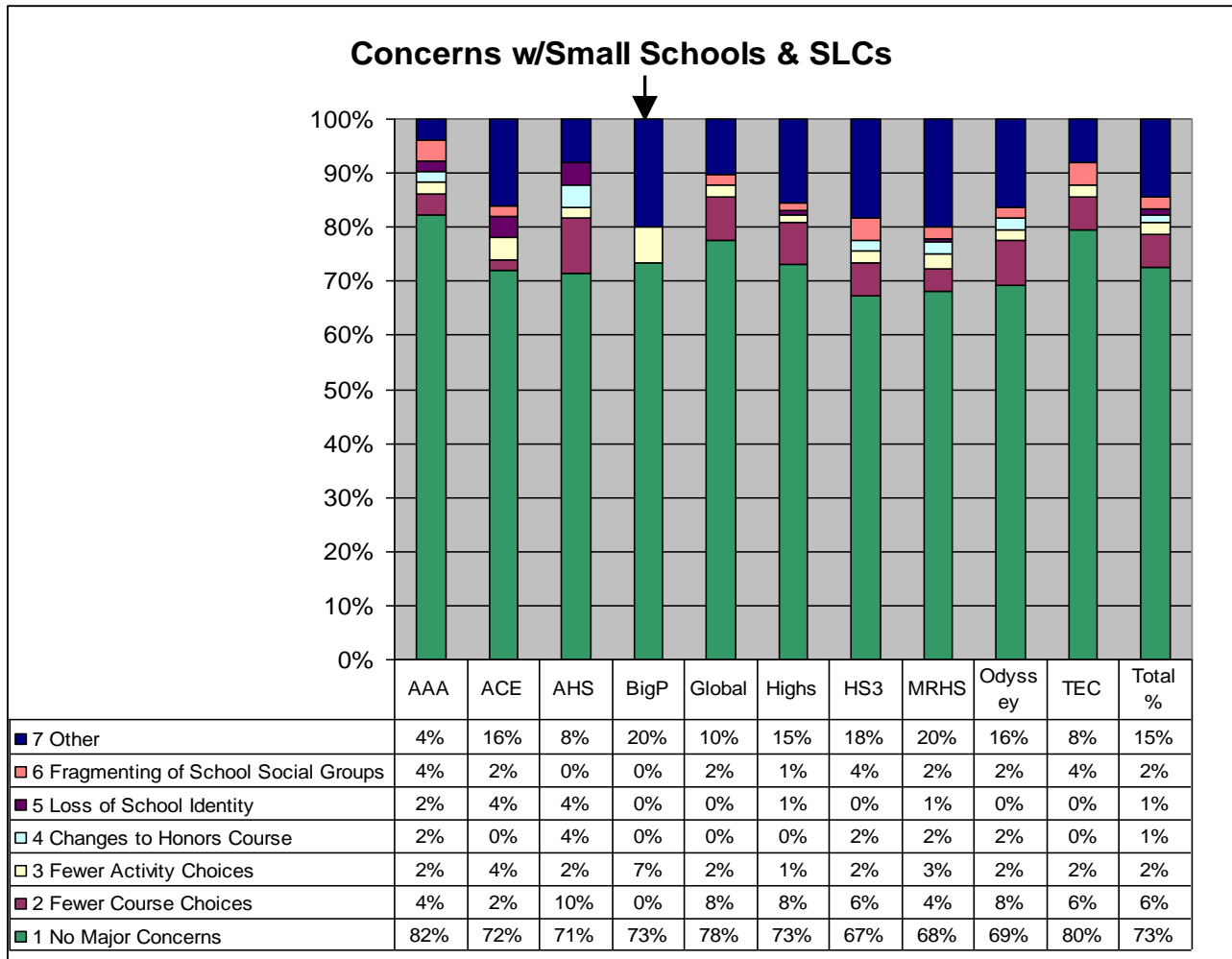
1. Highline's large traditional high schools have converted to small learning communities on each campus. In small learning communities, students stay with the same teachers and students, giving them a more personalized education. Is this move to small learning communities a good thing?
  - a) Yes
  - b) No
  - c) Unsure



In general, the move to small learning communities and small schools has been very well received by parents. However, within the schools, there is a range of how positive parents are feeling. Arts & Academics Academy had the lowest approval rate at 53% while Big Picture had the highest at 93%.

It is important to note that Highline High School and Mount Rainier High School, both using small learning communities within a larger school, were very much in the middle of the approval ratings (70% and 72% respectively). The small schools tended to have a greater level of fluctuation in approval ratings, perhaps due to the autonomy each school has in setting its own priorities, etc.

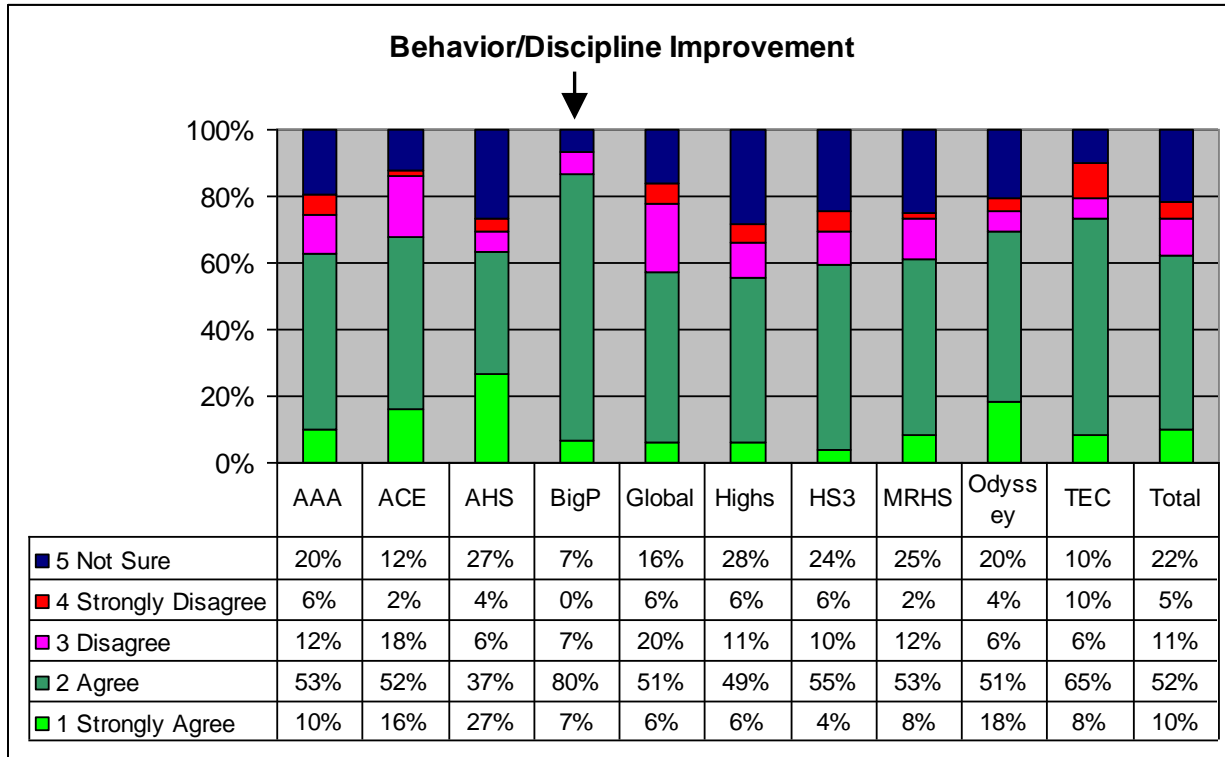
2. Do you have any concerns with small learning communities/small schools? Please choose one option
- a) No major concerns [always read first, rotate remaining options]
  - b) Fewer course choices
  - c) Fewer activity choices
  - d) Changes to Honors courses.
  - e) Loss of school identity
  - f) Fragmenting of students' social groups
  - g) Other (please specify)



Again, this question shows an overwhelming support of small learning communities and small schools. With nearly three out of four of all respondents indicating ‘No Major Concerns’, it is evident that parents are generally pleased with the schools their children are attending. Of the concerns listed, ‘Fewer Course Choices’ was the most prevalent response at 6% overall. However, ‘Other’ was the most common concern at 15% of total responses, indicating that there are concerns among parents that HSD has not anticipated (these concerns are itemized in Appendix I). ‘Fragmenting of School Social Groups’ and ‘Fewer Activity Choices’ showed low levels of concern at 2%, followed by ‘Loss of School Identity’ and ‘Changes to Honors Courses’ at 1% each.

Mount Rainier, Odyssey, and HS3 showed the highest levels of concern, with over 30% of parents indicating that they had a major concern. As with the average, ‘Other’ and ‘Fewer Course Choices’ were rated as the highest concerns.

3. Since the change to small learning communities, student behavior and discipline have improved.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
  - e) Not sure

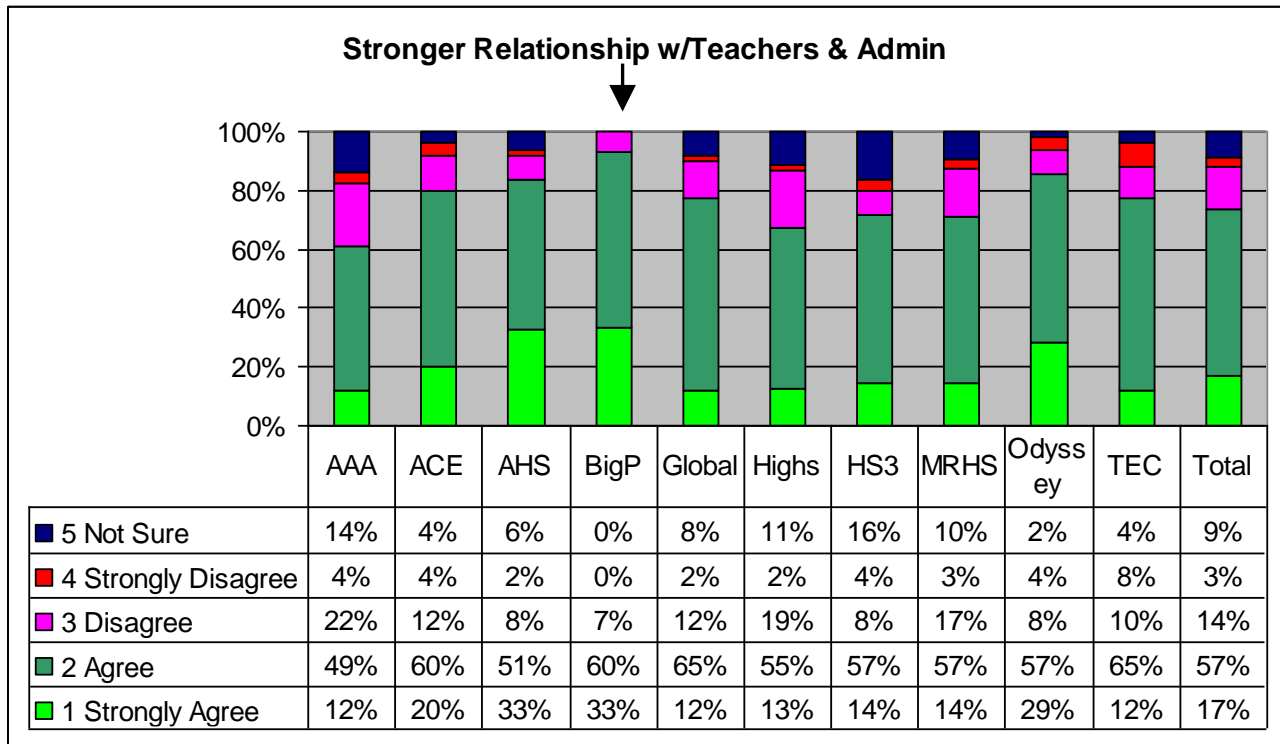


When asked with behavior and discipline had improved in small schools or small learning communities, parents generally felt that the change had had a positive impact. Combined, ‘Strongly Agree’ and ‘Agree’ were above 55% for every single school with the average being 62%.

Aviation had the highest percent of parents who ‘Strongly Agree’ that discipline has improved while Big Picture had the highest overall positives for this question. It is interesting to note that these two schools are perhaps the most unique of the small schools and differ the most from traditional high schools.

4. In a small learning community, my child has stronger relationships with his/her teachers and administrators.

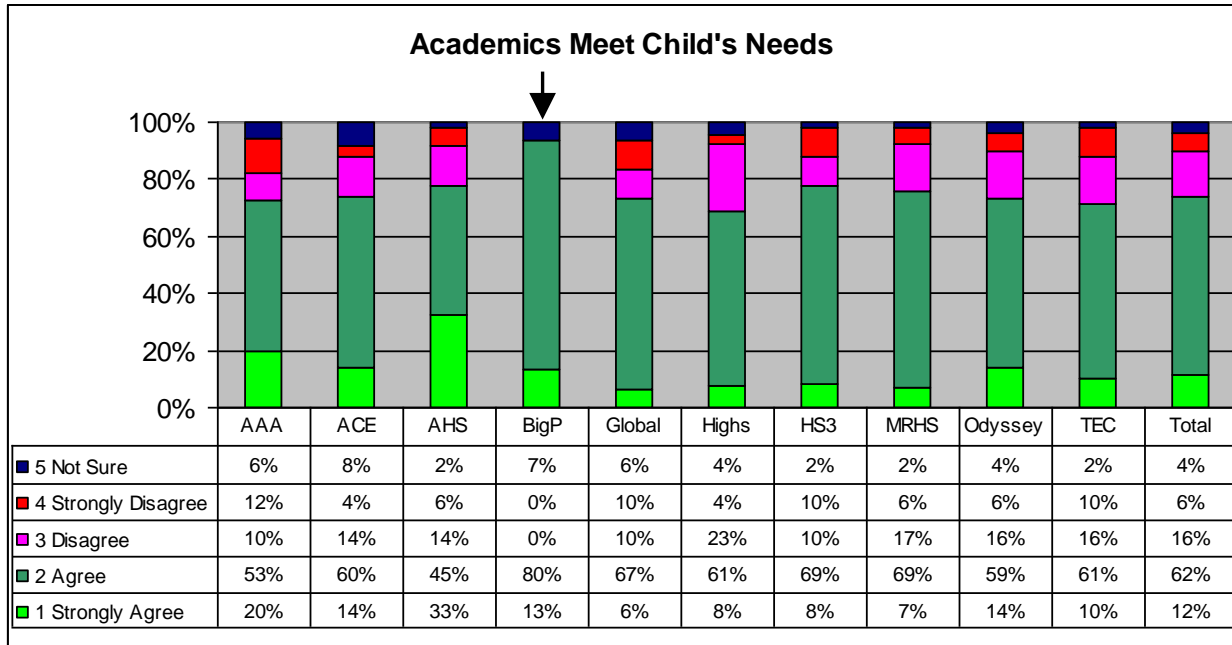
- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree
- e) Not sure



Parents felt very positively about their children’s relationships with teachers and administrators, with 74% indicating that they felt these relationships had improved in a small school or small learning community. However, Highline and Mount Rainier were both slightly below the average, indicating that parents of children in small learning communities felt less positively than parents with children in small schools.

Strong disagreement to the question was minimal at just 3% overall. While showing above average positives with 77% of parents agreeing or strongly agreeing, Technology, Engineering & Communications School also had the highest percentage of strongly disagree at 8% - more than double the average. It is important to identify why these parents believe their children are disconnected from teachers and administrators to remedy this situation.

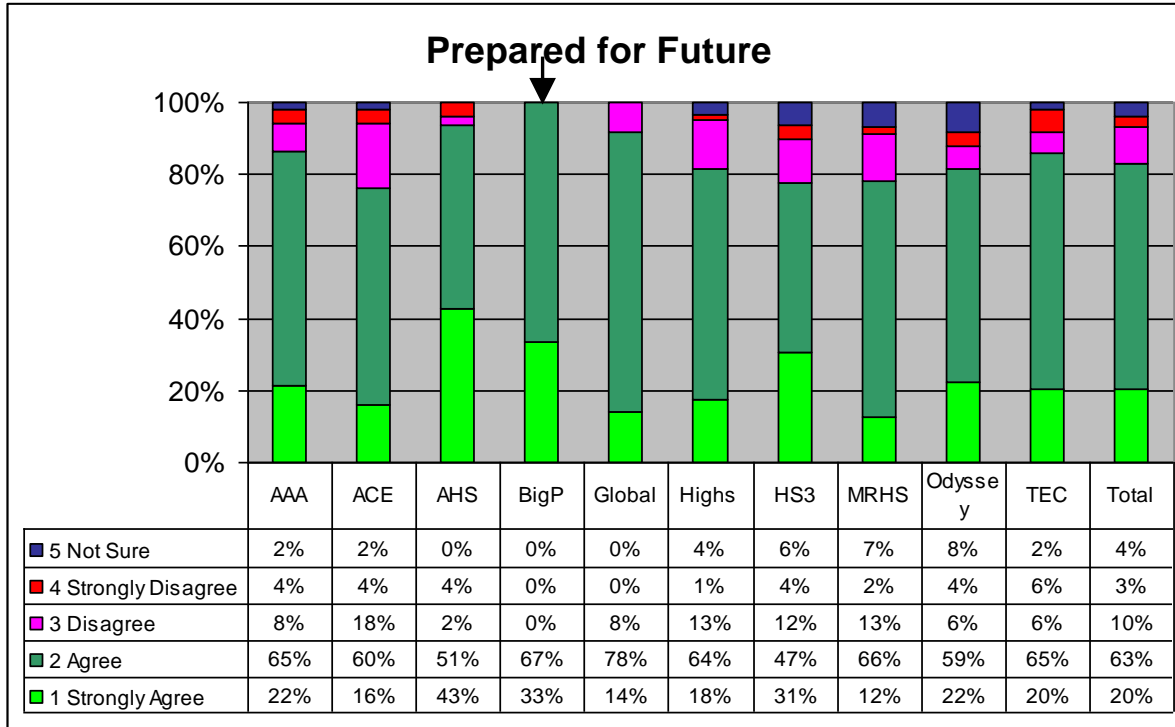
5. The school's academic program meets my child's needs.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
  - e) Not sure



Responding to whether the small school or small learning community is meeting student's needs, parents continued to answer very positively. 'Strongly Agree' and 'Agree' garnered 74% or responses with just 22% believing that academic needs were not being met. These responses were more positive than questions about relationship with teachers and behavior improvements. It's a very positive sign that academic instruction, what many consider to be the primary role of a school, are rating so highly.

However, cause for concern again arises with the larger high school currently using a small learning community approach. Both Mount Rainier and Highline have above average negative responses to this question, with 23% and 27% respectively. Technology, Engineering & Communications School also shows up again (as it did with the teacher relationship question) with above average negatives at 26% disagreeing or strongly disagreeing.

6. My child is encouraged to prepare for his/her future and pursue further education after high school.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
  - e) Not sure



Overall, parents overwhelmingly believed their children were being prepared for their future with 83% answering positively. Academy of Citizenship and Empowerment was at the lowest level, with 76% feeling positively while **Big Picture led with 100% of parents indicating agreement or strong agreement.** Mount Rainier, Highline and HS3 were also slightly below average. Aviation had the highest ‘strongly agree’ rate with an impressive 43%.

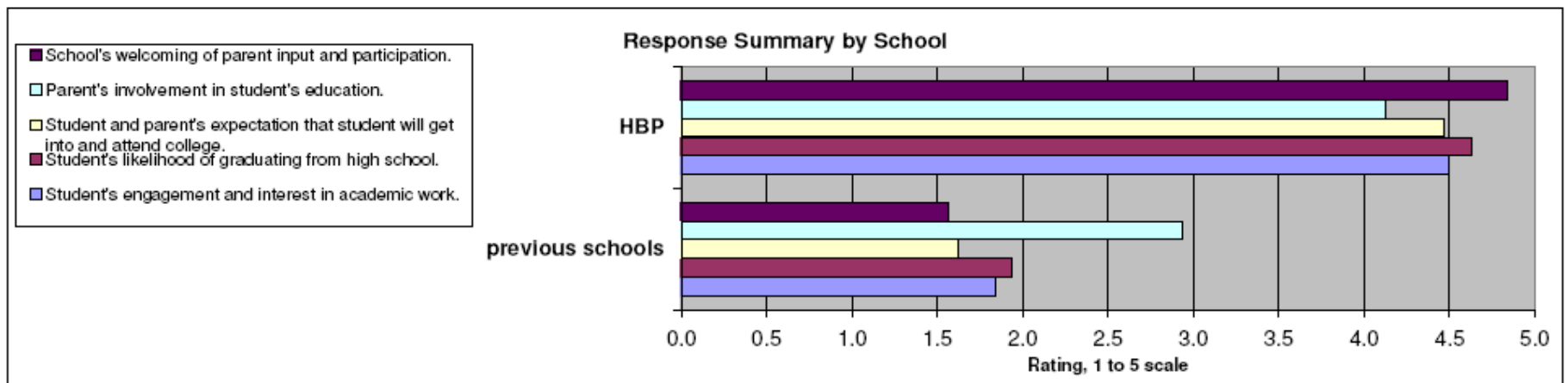
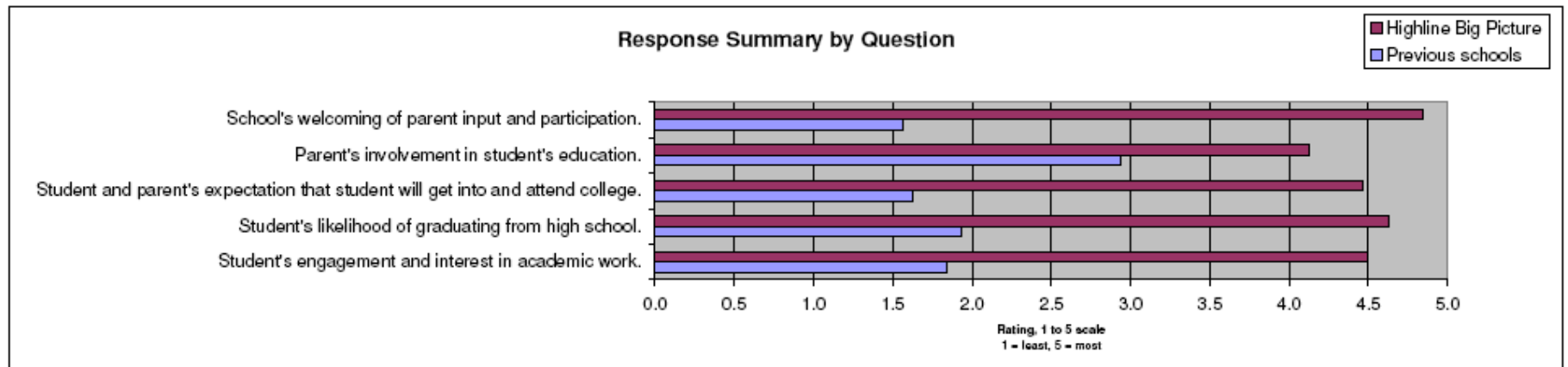
School-based Parent Survey, 2006

**Highline Big Picture High School Parent Survey, April 2006**

In April 2006, parents of Highline Big Picture students, all of whom are 9th graders in the school's first year, were surveyed in person and by phone about their impressions of Highline Big Picture in comparison to their experience with their student's previous school. All except one parent responded. Parents were asked to rate the schools on a scale from 1 to 5 in response to five (5) questions. Data are summarized below on this page. The following pages show exact wording of questions, each parent's response to each question, and additional information such as school attended last year.

Topic

<u>Topic</u>	<u>previous schools</u>	<u>HBP</u>
Student's engagement and interest in academic work.	1.8	4.5
Student's likelihood of graduating from high school.	1.9	4.6
Student and parent's expectation that student will get into and attend college.	1.6	4.5
Parent's involvement in student's education.	2.9	4.1
School's welcoming of parent input and participation.	1.6	4.8





**Results from District-wide High School Student Survey. Green highlighting indicates highest positive response for Big Picture HS.**

Highline Public Schools High School Student Survey  
Multi-Year Trend Results

Percent of Students who "Somewhat Agree" or "Strongly Agree"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
My teachers ask me to connect what I'm learning with the real world.	75	75	89	84	80	100	81	71	82	72	68	65	73	75	72	77	84	83	78	79
The things I learn at school prepare me for post-high school education or training	NA	80	NA	92	NA	91	83	85	81	NA	80	NA	75	54	NA	81	NA	86	NA	76
The things I learn at school are useful.	82	NA	87	NA	85	NA	NA	NA	NA	80	NA	77	NA	NA	90	NA	82	NA	86	NA
My school helps me make plans for continuing my education (college, career planning, etc.).	84	82	92	82	84	94	89	88	86	80	83	80	78	71	88	84	85	91	71	77
I receive prompt feedback from teachers on assignments or other classwork.	71	67	81	74	86	93	75	69	74	69	65	60	58	54	80	76	76	82	78	76
I feel supported and respected by teachers and staff	78	79	86	84	82	98	85	76	92	78	79	71	75	58	82	78	79	84	86	79
I feel supported and respected by administrators (principal, assistant principal).	68	72	83	78	89	98	78	69	73	63	73	62	64	42	71	78	85	85	75	82
I feel supported and respected by other students	76	76	87	83	64	87	70	89	79	76	73	71	75	58	82	71	73	79	78	67
The support I get at school encourages me to learn more.	68	NA	78	NA	77	NA	NA	NA	NA	67	NA	58	NA	NA	77	NA	73	NA	72	NA
There is at least one adult in my school who cares about me and knows me well.	77	76	78	74	90	91	85	81	84	83	77	69	74	25	86	80	76	77	63	71
My culture and ethnicity are respected at this school	NA	81	NA	88	NA	98	75	93	80	NA	79	NA	82	75	NA	76	NA	79	NA	73
I try my best at school	NA	83	NA	83	NA	91	81	85	90	NA	83	NA	81	75	NA	84	NA	89	NA	85
My school treats students fairly and with respect.	79	NA	90	NA	86	NA	NA	NA	NA	80	NA	74	NA	NA	83	NA	80	NA	84	NA
It is important to me to make good grades.	93	NA	92	NA	95	NA	NA	NA	NA	94	NA	93	NA	NA	95	NA	92	NA	88	NA
My teachers really care about what they are teaching.	80	80	90	92	91	98	87	77	88	81	78	68	76	67	91	85	82	85	84	76
I place a high value on learning.	88	NA	92	NA	88	NA	NA	NA	NA	88	NA	86	NA	NA	90	NA	86	NA	81	NA
I put forth a great deal of effort when doing my school work.	83	NA	86	NA	83	NA	NA	NA	NA	81	NA	82	NA	NA	86	NA	84	NA	85	NA
I know what is expected of me academically at school	NA	89	NA	93	NA	96	91	93	83	NA	88	NA	89	78	NA	86	NA	93	NA	88
I know the learning expectations in my classes.	89	NA	93	NA	86	NA	NA	NA	NA	88	NA	87	NA	NA	94	NA	88	NA	86	NA

Highline Public Schools High School Student Survey  
Multi-Year Trend Results

Percent of Students who "Somewhat Agree" or "Strongly Agree"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
I have a voice in school decisions	NA	47	NA	32	NA	85	50	53	53	NA	45	NA	41	39	NA	70	NA	64	NA	53
I get to make choices about what I will study at school.	58	NA	65	NA	83	NA	NA	NA	NA	62	NA	47	NA	NA	57	NA	52	NA	64	NA
My teachers treat me as an intellectual person.	76	NA	86	NA	89	NA	NA	NA	NA	78	NA	66	NA	NA	81	NA	79	NA	69	NA
I have a voice in classroom decisions.	68	NA	79	NA	68	NA	NA	NA	NA	72	NA	60	NA	NA	75	NA	70	NA	76	NA
I have opportunities to be creative in my school assignments.	77	79	86	75	85	96	84	82	86	78	78	72	77	63	80	82	79	85	77	79
I often feel successful in my classes.	76	NA	76	NA	75	NA	NA	NA	NA	81	NA	73	NA	NA	82	NA	80	NA	77	NA
I am challenged in my classes*.	67	79	75	88	63	85	81	81	80	67	76	59	78	33	70	78	72	89	81	68
I have a voice in student governance.	43	NA	46	NA	58	NA	NA	NA	NA	49	NA	35	NA	NA	51	NA	44	NA	62	NA
I really like to come to my classes.	60	NA	67	NA	75	NA	NA	NA	NA	65	NA	51	NA	NA	59	NA	64	NA	64	NA
The homework I am assigned helps me improve academically	NA	66	NA	66	NA	67	69	79	72	NA	63	NA	63	43	NA	71	NA	82	NA	62
I feel safe at school.	70	80	92	91	70	89	70	81	71	70	80	66	81	71	78	79	72	79	70	67
Overall, people at school accept me for who I am.	81	85	88	86	61	87	88	91	88	83	87	81	84	75	85	83	78	88	83	86
My teachers give me extra help when I need it.	NA	79	NA	82	NA	93	83	77	82	NA	81	NA	75	71	NA	84	NA	89	NA	80
My teachers have high expectations of me.	NA	84	NA	91	NA	94	86	84	85	NA	83	NA	81	67	NA	87	NA	89	NA	89
I am bored in my classes.	NA	70	NA	62	NA	39	66	73	66	NA	74	NA	73	88	NA	58	NA	69	NA	64
My school offers extracurricular activities (sports, clubs, etc.) in which I am interested	NA	75	NA	35	NA	44	81	86	85	NA	80	NA	84	25	NA	75	NA	79	NA	70
Percent of Students Responding "Twice" or "Three or More Times"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
How many times have you visited a college or university as part of a school activity or field trip?	NA	38	NA	42	NA	44	49	65	39	NA	45	NA	26	39	NA	59	NA	59	NA	30

Highline Public Schools High School Student Survey  
Multi-Year Trend Results

Percent of Students Responding "Often" or "Always"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
My teachers give me extra help when I need it.	61	NA	72	NA	67	NA	NA	NA	NA	64	NA	51	NA	NA	71	NA	76	NA	74	NA
My classes set high expectations for my learning.	66	NA	86	NA	78	NA	NA	NA	NA	62	NA	59	NA	NA	78	NA	73	NA	83	NA
I am bored in my classes.	47	NA	32	NA	24	NA	NA	NA	NA	49	NA	56	NA	NA	38	NA	41	NA	37	NA
How often do you do assigned reading (textbooks or other course materials) outside of school?	46	NA	50	NA	14	NA	NA	NA	NA	45	NA	48	NA	NA	44	NA	45	NA	43	NA
How often do you do personal reading (books, magazines, newspapers, etc.) outside of school?	51	NA	56	NA	54	NA	NA	NA	NA	51	NA	44	NA	NA	61	NA	48	NA	50	NA
How often do you spend time on busy work that is meaningless?*	35	40	29	44	15	15	34	32	34	40	38	46	45	46	20	35	29	32	24	35
How often do you consider views of different races, religions, genders, or political beliefs in class discussions or assignments?	49	48	65	53	65	74	50	38	52	52	46	44	45	42	56	55	55	51	56	56
How often do you work in small groups of students on classroom assignments?	63	65	87	82	40	46	63	69	64	60	59	59	62	63	80	73	73	64	75	71
How often do you help set learning goals in my classes?	39	38	35	30	68	68	54	41	59	36	37	31	30	13	59	66	62	59	47	41
How often do you use technology to do class assignments and projects?*	61	66	98	90	79	78	49	61	78	57	62	56	63	42	66	65	66	74	73	59
How often do you use the internet to discuss or complete an assignment?	54	NA	90	NA	83	NA	NA	NA	NA	47	NA	47	NA	NA	57	NA	66	NA	76	NA
How much has your class work emphasized memorizing facts or concepts?*	51	51	50	53	71	56	53	52	49	57	49	56	54	29	36	37	48	49	63	44
How much has your class work emphasized understanding, talking, and writing about ideas and their meaning?	67	68	79	80	91	78	62	67	72	67	64	59	65	50	81	72	76	79	79	67
How much has your class work emphasized applying information to solve real-world problems?	48	50	71	74	88	84	52	49	64	44	47	42	39	38	55	60	59	53	65	53
How much has your class work emphasized examining new ideas and experiences in depth?	48	NA	66	NA	83	NA	NA	NA	NA	47	NA	38	NA	NA	62	NA	57	NA	77	NA
How much has your class work emphasized speaking in front of the class or others?	48	52	67	74	58	56	48	51	45	50	49	40	46	29	54	66	53	58	70	65

Highline Public Schools High School Student Survey  
Multi-Year Trend Results

Percent of Students Responding "Yes"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
Do you have a computer with internet access at home?	86	85	94	97	89	76	75	81	88	87	85	88	89	67	83	86	86	75	78	67
What is the primary language spoken in your home? (Percent of students listing English as primary)	NA	68	NA	78	NA	89	45	56	56	NA	67	NA	78	88	NA	42	NA	42	NA	44
Is English the primary language in your home?	71	NA	84	NA	90	NA	NA	NA	NA	74	NA	85	NA	NA	69	NA	60	NA	73	NA
My school offers at least one extracurricular activity (sports, clubs, etc.) in which I am interested?	78	NA	56	NA	42	NA	NA	NA	NA	90	NA	86	NA	NA	83	NA	87	NA	81	NA
My culture and ethnicity are respected at this school?	84	NA	87	NA	81	NA	NA	NA	NA	83	NA	85	NA	NA	88	NA	85	NA	86	NA
If you could select your high school, would you go to the same school again?	67	71	79	71	90	82	63	62	78	66	66	75	76	50	73	68	69	70	77	55
While in high school, have you participated in community-based project as part of a regular class?	49	44	63	50	67	67	54	44	40	42	42	42	35	29	70	72	57	48	60	61
While in high school, have you received credits as part of a work experience or internship outside of school?	31	28	26	25	75	91	39	36	28	27	24	35	21	21	36	37	21	38	32	29
While in high school, have you prepared a personal study plan with a teacher or counselor?	35	35	28	25	82	82	40	41	28	34	36	25	28	38	53	53	38	42	54	50
While in high school, have you taken the PSAT, SAT, or ACT?	43	NA	31	NA	9	NA	NA	NA	NA	49	NA	30	NA	NA	78	NA	43	NA	43	NA
While in high school, have you taken one or more courses at a college or university?	14	NA	17	NA	13	NA	NA	NA	NA	9	NA	16	NA	NA	17	NA	12	NA	22	NA
While in high school, have you taken one of more advance placement or IB course?	21	34	19	39	24	9	35	35	16	23	31	28	41	4	12	23	17	19	23	14
While in high school, have you taken one or more tech-prep or college-credit course?	27	NA	41	NA	13	NA	NA	NA	NA	28	NA	24	NA	NA	18	NA	13	NA	34	NA
While in high school, have you reviewed your after high school "13th year plan" and senior culminating project with a teacher or counselor?	NA	39	NA	22	NA	27	60	48	37	NA	37	NA	38	33	NA	60	NA	34	NA	48

Highline Public Schools High School Student Survey  
Multi-Year Trend Results

Percent of Students Responding "Yes"	District		Aviation		BP		AAA	HS3	TEC	Highline		MRHS		NewSt	ACE		Global		Odyssey	
	2007	2008	2007	2008	2007	2008	2008	2008	2008	2007	2008	2007	2008	2008	2007	2008	2007	2008	2007	2008
While in high school, have you reviewed the graduation requirements with a teacher or counselor?	NA	72	NA	71	NA	77	72	80	60	NA	73	NA	69	54	NA	80	NA	82	NA	65
While in high school, have you reviewed the state graduation requirements with a teacher or counselor?	70	NA	81	NA	19	NA	NA	NA	NA	69	NA	73	NA	NA	83	NA	67	NA	64	NA
While in high school, have you participated in at least one school sport or club?	64	NA	69	NA	32	NA	NA	NA	NA	68	NA	65	NA	NA	71	NA	68	NA	41	NA
Number of students	2035**	2118**	214	206	30	47	109	75	68	537	422	306	801	24	131	101	140	118	65	66
May enrollment	4853	#####	270	365	58	83	311	326	273	1285	1119	1231	1394	78	361	324	323	286	311	295
Percent of students who participated in survey	42%	#####	79%	56%	52%	57%	35%	23%	25%	42%	38%	25%	57%	31%	36%	31%	43%	41%	21%	22%

\* Slight wording change from previous years

\*\* Includes students who did not specify a school and, in 2008, students at Choice (which did not have enough responses to report)

### **California Big Picture Schools – Academic Growth over time**

*This is included in part to indicate successful academic trends in new Big Picture high schools, and also to show the non-linear academic trajectory of a school program that focuses first on engagement through personalization and relevance. Whereas a comprehensive high school places students in all subject areas each day and each year, which might lead to a linear improvement in skills if successful, Big Picture students might engage fewer topics in more depth at a given time. As students discover more interests and develop their skills as learners and their ownership of their learning, the rigor increases exponentially. This may explain why some Big Picture schools show strongest longitudinal growth later in the students' high school career.*

There are five California schools in the Big Picture network that can be used to demonstrate academic growth over time. One exciting point about the academic achievement of our California schools is that in 2008, all five schools met the Adequate Yearly Progress (AYP) benchmark. Comparatively, only 37% of high schools in California met their AYP targets during the 2007-2008 testing window.

Below are some specific academic growth areas for three of the five Big Picture schools in California that most closely match the demographics of the Fresno Big Picture High School. Because our schools are small, the testing sample in each grade level is statistically very small. This means that one or two students not taking the test or not passing the test has a very large impact on the % reported. At Big Picture, we try to use the standardized test data as one data point that we utilize, looking also at college acceptance data and college success data in addition to assessment data collected by the individual advisors.

We are also in year three of a long-term longitudinal study to track our graduates until they are 30 years old – to measure the long-term impact of the educational design on our students through college and work.

#### **Frida Kahlo High School, Los Angeles (Continuation/Alternative School)**

Frida Kahlo High School in the Los Angeles School District joined the Big Picture network in 2005. The school is 100% economically disadvantaged and 80% Hispanic. It most closely matches the demographics of the future Fresno Big Picture school.

Because they have only been in the network for 2 years, the performance data over time is limited. However, based on their 2008 test scores, Frida Kahlo had a 93 point growth (over 2007 test data) in the Academic Performance Index while also meeting all AYP criteria.

The other performance data, STAR data, is limited. In 2005, 18% of 9<sup>th</sup> graders met standard by performing at proficiency or above proficiency on the ELA test and 0% met standard at proficiency or above proficiency on the math test. The same class of students, tested on the STAR exam in 2007 showed slight improvement – with 4% meeting standard (proficiency or above proficiency) in math, and little to no changed in ELA.



### **Met West High School, Oakland**

Met West opened as a Big Picture School in 2002, and has successfully graduated three classes of students. 50% of the MetWest students are considered economically disadvantaged, and 45% of the student population is Hispanic and 30% are African American. The class of 2008 has three years of academic performance data available for comparison.

In 2006, 24% of the 10<sup>th</sup> grade class met standard on the ELA standardized test (scoring at proficiency or above proficiency). In 2008, 93% of the same class, now seniors, met standard on the ELA standardized test – a performance gain of almost 70%. In 2006, 10% of the 10<sup>th</sup> grade class met standard on the Math standardized test (scoring at proficiency or above proficiency). In 2008, 81% of the same class, now seniors, met standard on the Math standardized test – a performance gain of about 70%. MetWest met their AYP targets with a 55 point increase in their API. 100% of the class of 2008 were accepted to college.

### **San Diego Met**

The San Diego Met opened in 2004, and graduated their first class in 2008. 58% of the students are economically disadvantaged, 45% are Hispanic and 31% are African American. The class of 2008 has three years of academic performance data available for comparison.

In 2006, 34% of the 10<sup>th</sup> grade class met standard on the ELA standardized test (scoring at proficiency or above proficiency). In 2008, 100% of the same class, now seniors, met standard on the ELA standardized test – a performance gain of 66%. In 2006, 29% of the 10<sup>th</sup> grade class met standard on the Math standardized test (scoring at proficiency or above proficiency). In 2008, 100% of the same class, now seniors, met standard on the Math standardized test – a performance gain of 71%. 100% of the class of 2008 graduated and 100% were accepted to college. San Diego Met also met their AYP targets with an 88 point increase in their API.

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These three schools are representative of our network in age of implementation. They were selected based on the demographic data of the Fresno Big Picture school, hoping to match as closely as possible for some good comparisons. If you require additional data or more information about our schools in general, please do not hesitate to contact me.

Kari Thierer  
National Director  
School and Network Support  
Big Picture Learning  
(401) 243-7523  
[kthierer@bigpicture.org](mailto:kthierer@bigpicture.org)

## Colleges Big Picture Students Attend

NOTE: Highline Big Picture has its first senior class in 2008-09. The colleges and universities listed below are attended by students from other schools in the Big Picture network, and are shown here to represent the academic preparedness of Big Picture graduates and the receptiveness of a diverse array of colleges to Big Picture students with non-traditional transcripts and non-credit-based high school programs.

*\*Indicates where we have 2 or more students*

Johnson & Wales University (Denver)*	Mesa State College*
North Central College	Colorado College*
University of Colorado, Denver	Trinidad Junior College
Colorado State University, Pueblo	Indiana University, Bloomington
Art Institute of Indianapolis	Ivy Technical College*
Florida A & M, FL	Lincoln College*
Malcolm X College of Chicago	Parsons School of Design (NY)*
Benedict College	Chicago State University*
Augustana College	Eastern Illinois State University
Ferris State University	Illinois State University*
Southern Illinois State University (Carbondale)	Xavier University
Truman College*	Trifton College
Northeastern University	Dominican University
Henry Ford Community College*	Macomb Community College
Washtenaw Community College*	Schoolcraft Community College*
Alabama A & M University	Alabama State University
Aquinas University*	Ball State University*
Bowling Green State University	Central State University (OH)
Eastern Michigan University*	College for Creative Studies
Grand Valley State University*	Marygrove College
Michigan State University*	Northwood University*
Oakland University*	Specs Howard School of Broadcasting
University of Michigan, Ann Arbor*	University of Michigan, Dearborn*
Wayne State University*	Folsom Lake College*
New School of Architecture	Western Career College*
California Maritime Academy	Merritt College*
San Francisco City College*	CSU East Bay (CA)*
CSU Los Angeles (CA)*	CSU Sonoma (CA)*
Clark Atlanta University*	Dominican University
Mills College*	New England Conservatory of Music
Prairie View A & M University	San Francisco State University
San Jose State University*	UC, Berkeley (CA)*
UC, Santa Cruz (CA)*	Sacramento City College*
California Polytechnic University, Luis Obispo*	CSU Fresno (CA)*
California College of the Arts	Community College of Santa Cruz
CSU Chico (CA)*	CSU Dominguez (CA)*
CSU Northridge (CA)*	Howard University
Hampshire College	Dean College*
Community College of Rhode Island*	Delaware College of Art & Design
Lincoln Technical Institute*	Albertus Magnus College
American International College*	Becker College*



American Musical & Dramatic Academy (NY)  
College of Mount St. Vincent  
Connecticut College  
Emerson College\*  
Johnson & Wales University (RI)\*  
Livingston College  
Massachusetts Maritime Academy  
Massachusetts College of Liberal Arts\*  
Mount Ida College\*  
Pine Manor College\*  
Rhode Island College  
Sarah Lawrence College  
Talladega College  
Unity College of Maine  
University of Rhode Island\*  
Wheelock College\*  
Brown University\*

Benedict College  
College of St. Joseph\*  
Curry College\*  
Johnson & Wales University (NC)  
Lesley University\*  
Massachusetts College of Art  
Mitchell College\*  
Morgan State University\*  
Newbury College\*  
Quinnipiac University\*  
Salve Regina University\*  
Simmons College (MA)  
Temple University  
University of Bridgeport\*  
Vaughn College of Aeronautics  
University of New Haven