Title:	Request for Waiver of Credit-Based High School Graduation Requirements
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Does the application provide the information and documentation required in WAC 180-18-055? 2. Does the application present learning goals and competencies aligned to state standards, and explanation of how achievement of the goals and competencies will be determined, that merits approval of the request by the Board?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:

Issaquah School District requests waiver of credit-based high school graduation requirements under WAC 180-18-055 for a new school called Gibson Ek High School that is scheduled for opening in the 2016-17 school year. Gibson Ek would open in combination with the closure of Tiger Mountain Community High School, which has been found by the district to have unsatisfactory results for the students it was intended to serve. The curriculum and eduational approach of Gibson Ek would be modeled after Big Picture Learning, in which students demonstrate academic proficiencies through school-based work and internships in adult workplaces under the supervision of mentors who collaborate with school staff. The waiver is requested for four years, or through the 2019-20 school year, the maximum term permitted by WAC 180-18-055.

In your packet you will find:

- A memo providing background on the waiver under WAC 180-18-055 and summarizing the application presented to you.
- A resolution by Issaquah School District requesting the waiver
- The waiver application and supporting documents required in the SBE application form.
- A copy of WAC 180-18-055.

WAIVER OF CREDIT-BASED HIGH SCHOOL GRADUATION REQUIREMENTS

Policy Considerations

1. Does the district's application provide the information and documentation required in WAC 180-18-055?
2. Does the district show in the application that the proposed non-credit based graduation rates will meet minimum college admission standards?
3. Does the application present learning goals and competencies aligned to state standards, and descriptions of how achievement of those goals and competencies will be determined, that merit approval of the waiver request by the Board?

Background

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

In filing the adopted rule, the Board stated that the purpose of the waiver was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education. (WSR 99-10-04.) Section 1 of WAC 180-18-055 declares:

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

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. (The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and unique as well as in extending the opportunity to private schools.) The SBE may grant the waiver for up to four school years.

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

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

The applicant must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates,

follow-up employment data, and student, parent and public satisfaction and confidence in the school as evidenced by survey results.

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

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

Issaquah is the third district to submit a request for waiver of credit-based graduation requirements under WAC 180-18-055 in the 16 years the option has been in place. Highline School District received a four-year waiver for Big Picture high school in 2008. In March 2012 the SBE approved Highline's request for renewal of the waiver for school years 2012-13, and in March 2015 approved its request for a second renewal through 2018-19. Federal Way School District received a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013.

Current Request

Issaquah School District requests waiver of the credit-based graduation requirements of WAC 180-51-068 from the 2016-17 school year through 2019-20 to implement a competency-based model of student learning at a new high school called Gibson Ek. "The design of Gibson Ek High School, including its competency-based approach that warrants this waiver proposal," the district explains, "is part of a broader initiative to develop a secondary learning community that better prepares all Issaquah School District students for graduation and successful post-high school experiences."

The planned opening of Gibson Ek in fall 2016 follows on the closing of Tiger Mountain Community High School (TMCHS) in 2015. The district says that Tiger Mountain was created with the intent of providing a successful alternative for students wanting or needing a smaller school community than Issaquah's three comprehensive high schools. The stated rationale for closure of TMCS includes (1) System inequity, with percentages of low-income and special education enrollment much higher than the district's; (2) high absenteeism; (3) low graduation rates, despite the high degree of individualized support for students, and (4) "notably lower" performance on state assessments. (TMCHS's State Report Card can be accessed here.)

"The most educationally challenged students at our comprehensive high schools are meeting state standards at higher percentages than all students at TMCHS," Superintendent Ron Thiele reported to his board in 2014. "To meet the ISD Mission and Ends, a significant change is needed to develop a secondary learning community that more effectively prepares students for graduation and successful high school experiences."

2015-16 was set as a planning year for the design and development of a new high school emphasizing consistency with district standards, interest-based and project-based learning, one-student-at-a-time personalization, mentorships aligned with career interests and post-high school planning, competency-based assessment, and engagement of students disconnected from school. The design of the school was begun in April 2015, and continues at the date of the waiver application.

Gibson Ek's curriculum would be modeled after Big Picture Learning design principles. Learning would be both integrated and vocationally immersed, such that students acquire and demonstrate academic proficiencies through school-based work and internships in adult workplaces under the supervision of mentors who collaborate with school staff.

Big Picture is a nonprofit organization, founded in 1995 in Providence, R.I. in 1995, that assists in the creation and operation of public schools following its distinct model of personalized, competency-based learning. This model is consistent, the district states, with the state's education reform vision as adopted by the State Board of Education as WAC 180-51-001 in 2000.

Issaquah assures that the proposed competencies for increased student learning that it outlines in draft form on pages 12-42 of the application are aligned with Common Core State Standards and admissions expectations of the state's four-year colleges. The five learning goals are:

1. Personal Qualities
2. Communication
3. Quantitative Reasoning
4. Empirical Reasoning
5. Social Reasoning.

Under each goal is a set of competencies, followed by a description of each competency and examples of what demonstration of them might look like. The application states that Gibson Ek is revising current models of the learning goals and competencies to further align with Common Core and include real-world examples of learning. The format for the goals and competencies are adapted from Big Picture Learning Goals and Highline Big Picture competencies, which, it notes, have been continually revised based on input from Washington baccalaureate institutions and other Big Picture Schools. Big Picture Learning Goals and Competencies are shown on pages 37-41 of the application.

Some of the proposed demonstrations of achievement of competencies are incomplete in the Ek Gibson application. The timeline for implementation indicates that a committee will refine learning goals and competencies and develop a transcript during January 2016.

On pp. 44-45 of the application is a sample transcript from Highline Big Picture, with identification of which proficiencies and collections of work on the transcript correspond to the College Academic Distribution Requirements (CADRs) for Washington public four-year institutions. A sample transcript from Big Picture's flagship school, The Met in Providence, R.I., follows. Using the competencies shown, and Big Picture transcripts as models, Gibson Ek will work with higher education institutions to develop an Issaquah transcript that documents student performance on competencies as related to expectations for college admission.

Issaquah notes (p. 50) that Gibson Ek would still be subject to the same assessments and measures as the district as a whole, including SBAC scores, graduation rates, attendance and discipline data, and college and post-high school data.

On pp. 48-50 (item 3 of the application), Issaquah describes, in Big Picture lexicon, the "distinguishers" by which Gibson Ek plans to achieve the higher standards for student learning stipulated in WAC 180-18-055. These include:

- Internships served two days a week during a student's high school career;
- One-student-at-a-time personalization through small advisories;
- "Authentic" assessments in which students demonstrate learning through quarterly exhibitions in which they are assessed based on learning goals aligned with competencies. (Sample rubrics are shown beginning p. 53);
- An advisory structure, familiar from Highline Big Picture, in which students are formed into mixed-grade teams of about 18 called Advisories, managed by a teacher, or Advisor, who stays with individual students through their four years of high school.
- A small school culture, with the school starting with 100 students, growing to more than 200 by 2019-20, and the promotion of "positive, supportive values."

- Leadership shared by "a strong, visionary principal and a dedicated, responsible team of advisors." Students will be helped to develop leadership skills essential to success in school, career and life.
- Parent and family engagement, with multiple opportunities for involvement in the school and contribution to its work.
- School-college partnership and college preparation. Gibson Ek students will research colleges in their first year and prepare themselves during their junior and senior years to be competitive in the admissions process. Gibson Ek has entered into discussion with colleges and universities, the district reports, to foster that activity.

On p. 7 of the application, Issaquah elaborates on how it will ensure that the non-credit graduation requirements proposed will meet college entrance requirements. It describes how, on approval of the waiver, staff will begin work with college admissions counselors and other college entrance experts to develop a Gibson Ek transcript using Big Picture models. It provides some results from a Highline Big Picture forum in 2008 in which district staff met with admissions staff at public and private colleges to discuss what students need to be successful in college and the common reasons for not being successful. Those results, it says, "provide further rationale for design of Gibson Ek and its proposed waiver from credit-based graduation requirements."

Action

The Board will consider approval of Issaquah School District's application for waiver of credit-based graduation requirements under WAC 180-51-055 for Gibson Ek High School.

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

Resolution No. 1064
Waiver from the State High School Graduation Requirements for Gibson Ek High School Issaquah School District No. 411

A RESOLUTION of the Board of Directors of the Issaquah School District No. 411 (the "District"), requesting a waiver from the state high school graduation requirements for Gibson Ek High School in Issaquah School District No. 411.

WHEREAS, Issaquah School District No. 411 is a duly organized political subdivision of the State of Washington; and

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

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

WHEREAS, the Issaquah School District No. 411 Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards; and

WHEREAS, the District has a bold goal of reaching a 94% graduation rate by 2017; and

WHEREAS, the Issaquah School District No. 411 Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing a plan to achieve that goal; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Issaquah School District No. 411, King County, Washington, approves the application by Gibson Ek High School to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

ADOPTED this 18th day of November, 2015.

Ron Thiele, Secretary to the Board

President

Director

Director

Director

Director

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

January 2016

Gibson Ek High School
400 First Avenue SE
Issaquah, WA 98027

CONTENTS

ISSAQUAH
SCHOOL DISTRICT 411

565 NW Holly Street, Issaquah, WA 98027
(425) 837-7000
www.issaquah.wednet.edu

Ron Thiele, Superintendent

November 13, 2015

State Board of Education

P.O. Box 47206

Olympia, WA 98504

The Issaquah Public School District is submitting a request to waive the traditional credit based high school graduation requirements for Gibson Ek High School. I appreciate the forward thinking of the State Board in developing an option for local school districts that will allow us to implement new and innovative approaches to providing a rigorous and engaging education experience for students.

The Mission of the Issaquah School District states that: *Our students will be prepared and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.* I believe that the rigorous competency based approach of Gibson Ek with an emphasis on project based learning/management, internship experiences and presentation activities will greatly benefit a group of learners that have not always found successes in our secondary schools.

We are excited about the opportunity to think very differently about how we can meet the learning needs of all Issaquah School District students. Thank you again for this opportunity to apply for a waiver of the traditional credit based graduation requirements.

Respectfully yours,

Ron D. Thiele

Superintendent

Resolution No. 1064
Waiver from the State High School Graduation Requirements for Gibson Ek High School Issaquah School District No. 411

A RESOLUTION of the Board of Directors of the Issaquah School District No. 411 (the "District"), requesting a waiver from the state high school graduation requirements for Gibson Ek High School in Issaquah School District No. 411.

WHEREAS, Issaquah School District No. 411 is a duly organized political subdivision of the State of Washington; and

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

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

WHEREAS, the Issaquah School District No. 411 Board of Directors has established a vision for college and career preparation for all high school students in the context of rigorous standards; and

WHEREAS, the District has a bold goal of reaching a 94% graduation rate by 2017; and

WHEREAS, the Issaquah School District No. 411 Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing a plan to achieve that goal; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Issaquah School District No. 411, King County, Washington, approves the application by Gibson Ek High School to the State Board of Education requesting a continuation waiver from the requirements of WAC 180-51-061(1)(a) through (h) and 180-51-068(1)(a) through (h).

ADOPTED this 18th day of November, 2015.

Ron Thiele, Secretary to the Board

President

Director

Director

Director

Director

EST 2016
GIBSON EK
HIGH SCHOOL

Issaquah School District
Gibson Ek High School
400 1st Avenue SE
Issaquah, WA 98027
(425) 837-6037

Julia Bamba, Principal

David Berg, LTI Coordinator
Patti Hanan, Principal's Secretary

November 18, 2015

Dear State Board Members,

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

When I first learned of the district's vision for opening a new innovative school that would engage learners who are currently not thriving in our traditional model, I knew that I wanted to lead the design and implementation of this school. Now, after only seven months as the planning principal for the new high school, not only do I believe that we have the opportunity to engage many of our struggling students, I believe we have the opportunity to reimagine the high school experience and inspire our schools to find new ways to engage all students whether they are in a small school setting or a large high school.

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

I believe that this credit waiver is invaluable so that we can truly personalize learning for students at Gibson Ek High School and offer a completely redesigned model of education for students in the Issaquah School District.

Sincerely,

Julia Bamba

RATIONALE

Context

The design of Gibson Ek High School, including its competency-based approach that warrants this waiver proposal, is part of a broader initiative to develop a secondary learning community that better prepares all Issaquah School District students for graduation and successful post high school experiences.

At the beginning of 2014-15 school year, Issaquah's primary high school options included four high school programs: three large comprehensive high schools serving 1200 (Liberty High School) to 2000 students (Issaquah and Skyline High Schools), and Tiger Mountain Community High School, serving roughly 90 students.

Tiger Mountain Community High School (TMCHS) was intended to provide a successful alternative program for students preferring or needing a smaller school community and various benefits that it affords. While the school has a long history of a supportive climate and many students and families attest to how it helped students stay in school, graduate, and successfully engage post-secondary education and/or work, the ISD leadership determined in 2014-15 to close TMCHS and open a new small high school based on the following concerns: (Excerpt from TMCHS CLOSURE RATIONALE from Superintendent Ron Thiele, June 25, 2014.)

- *System Inequity*
    - *The average participation in free or reduced-price meals across the District's other high schools is just over 8%; this figure at Tiger Mountain is over 30%.*
    - *The percentage of students receiving Special Education services in the District's other high schools averages around 6.5%. At Tiger Mountain these students comprise more than 25% of enrollment.*

- *System Ineffectiveness*
    - *The annual rate of referral to TMCHS indicates comprehensive high schools lack resources and skills to effectively serve all students.*
    - *State assessment data at TMCHS is notably lower than that of the comprehensive high schools. The most educationally challenged students at our comprehensive high schools are meeting state standards at higher percentages than all students at TMCHS.*
    - *Average daily attendance rates are 15-20% lower at TMCHS than at the comprehensive high schools.*
    - *TMCHS's small learning community and other unique attributes should result in a high degree of individualized support to meet learning goals. However, TMCHS's four-year graduation rate is less than 40% and the five-year rate is less than 50%.*

The TMCHS Closure Rationale recommended the following course of action:

"To meet the ISD Mission and Ends, a significant change is needed to develop a secondary

learning community that more effectively prepares students for graduation and successful post-high school experiences. Therefore, I (Superintendent Thiele) *propose a three-year process to include the following:"*

<u>2014-15</u>

- *Enhancing supports for students in ISD's comprehensive high schools.*
  - *Graduation Specialists*
  - *EA in support of Graduation Specialist*
  - *Mental health support*
  - *Expanded Start Strong Program*
  - *Chemical Dependency Specialists*
- *Limiting the enrollment of new TMCHS students*
- *Initially engaging the ISD community regarding new secondary school*
- *ISD School Board decision regarding TMCHS closure*

<u>2015-16</u>

- *Closing TMCHS (pending ISD School Board action)*
- *Stewarding the transition of remaining TMCHS students toward successful graduation*
- *Planning year - Engaging the community, outside expertise and district staff in the design and development of a new high school emphasizing*
  - *consistency with the standards at all ISD schools*
  - *integration of best practices around interest-based and project-based learning*
  - *one-student-at-a-time personalization*
  - *mentorships aligned with career interests and post high school planning*
  - *competency-based assessment*
  - *the engagement of students disconnected from school*

<u>2016-17</u>
Opening of the new secondary school

(Additional performance data for ISD high schools is provided in Section 7: Supporting Documentation.)

From these findings, the design of Gibson Ek High School started in April 2015. Gibson Ek will continue the design, development, and implementation of a small innovative high school where students' interests, passions, and talents drive the learning through rigorous project based work and internships in a vibrant and supportive community. The opening of Gibson Ek aims to (1) more effectively serve students not thriving in the district's other secondary programs and (2) increase ISD's learning about and capacity to implement innovations that improve the learning and success of students across the district's secondary programs.

Required Components of Application

WAC180-18-055
Alternative High School Graduation Requirements
Application for Waiver from Requirements of Chapter 180-51 WAC

WAC 180-18-055 states that the finding of the State Board of Education that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit based education system to a standards and performance based system with the least amount of difficulty. The Board stated an intent to provide districts and high schools the opportunity to create and implement alternative graduation requirements. The rule provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the State Board of Education for a waiver of one or more of the requirements of Chapter 180-51 WAC (High school graduation requirements). The Board may grant the waiver for up to four years.

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

Part A

1. **Contact Information**

Name	Julia Bamba
Title	Principal, Gibson Ek High School
School District	Issaquah School District #411
Phone	425-837-6009
Email	bambaj@issaquah.wednet.edu
Mailing Address	700 2nd Avenue SE, Issaquah, WA 98027

Application Information

Type of Application (new or renewal)	New
School(s) for which the Waiver Is Requested	Gibson Ek High School
School Years Subject to the Waiver (maximum of four years)	2016-2020
Date of Application	January 13, 2016

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

Specifically, this proposal requests a waiver from WAC 180-51-066, -067, and -068: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-066-068, Gibson Ek proposes to graduate students based on successful demonstration of competencies outlined in the following section. This proposal and the Big Picture Learning Distinguishers upon which they are based are consistent with the State's school reform vision as defined in WAC 180-51-001, which states:

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

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

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

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

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

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

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

The specific proposed competencies for increased student learning outlined on the following pages are aligned with Common Core State Standards and admissions expectations for four year colleges. Gibson Ek is currently revising the current models of the learning goals and competencies to further align with current standards and Common Core and to include real world examples of learning. See the Quantitative Reasoning section on the Gibson Ek draft document for the vision of Learning Goals and Competencies. This format is adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews which have been continuously revised based on input from Washington's public baccalaureate admissions directors and the

learning from other schools in the Big Picture Learning network. Additionally, using these competencies and Big Picture transcripts as models, Gibson Ek will collaborate with Washington State colleges to develop an Issaquah School District transcript that documents student performance in various competencies as they relate to college admission expectations.

Included in this section are:

1. Draft of Gibson Ek Learning Goals and Competency Descriptions aligning to Common Core and State Standards
2. Big Picture Learning Goal and Competency Descriptions aligned to Common Core
3. Sample transcripts from Highline Big Picture and The Met in Rhode Island. The transcript used by The Met Providence is the flagship school in the BPL network and was recently named one of the 13 most innovative schools in the world in this article: http://www.techinsider.io/the-13-most-innovative-schools-in-the-world-2015-9

Gibson Ek High School Draft of Learning Goals and Competencies

Personal Qualities (PQ)

"What do I bring to this process?"

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

Questions to develop your project:

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

Competency	**Description**	**What this might look like?**
Collaborate in diverse groups and contexts	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; 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.	
Organize, plan, and manage time effectively	Defining work in complex and varied contexts; visioning and goal-setting, individually and in groups; reflecting individually and in groups; effectively translating goals into tasks; managing work flow in context of conflicting priorities; applying effective technologies of managing work flow.	
Reflect and plan about life and learning	Exploring personal history and how current perspectives originated; reflecting on strengths and weaknesses and addressing these in personal learning plans; accessing resources to get help when needed; establishing and maintaining clarity of purpose; persevering.	

Mediate conflicts	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.	
Think and act as a leader	Applying 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.	
Manage personal wellness	Becoming aware of and managing choices toward a more successful existence; developing knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquiring the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.	

Communication

"How do I take in and express ideas?"

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

Questions to develop your project:

- 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?
- Whom 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?

Competency	**Description**	**What this might look like?**
Reading		
Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text. Analyze how the author unfolds an analysis or series of idea or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
Craft and Structure	Determine the meaning of words and phrases as they are used in a text. Analyze in detail how the author's ideas or claims are developed and refined by particular sentences. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
Integration of Knowledge and Ideas	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account . Delineate and evaluate the argument and specific claims in a text,	

	assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
Writing		
Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw	

	evidence from literary or informational texts to support analysis, reflection, and research.	
Speaking and Listening		
Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades *9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Language		
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for	

	meaning or style, and to comprehend more fully when reading or listening.	
Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades *9-10 reading and content,* choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuance in word meanings. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Quantitative Reasoning

"How do I analyze and solve practical problems?"
This goal is to be a critical thinker: to make sense of problems and preserve in solving them; to reason abstractly and quantitatively; to construct viable arguments and critique the reasoning of others; to model with numbers; to use appropriate tools strategically; to attend to precision; to look for and make use of structure; and to look for and express regularity in repeated reasoning.

Questions to develop your project:

- What is the problem I am trying to solve?
- What data can I gather to evaluate my problem?
- What theories already exist around solving problems like mine?
- What does my data say and how does it compare to other similar problems?
- Can I estimate this quantity?
- What trends do I see? How does this change over time?
- How can I measure its shape or structure?
- What predictions can I make?
- Can I show a correlation?
- How can I communicate my thinking using concrete examples and strategies?
- How can I justify my conclusions? Can I prove my results?
- How do I know I used the right tools or formulas to make my conclusions?

Competency	**Description**	**What this might look like?**
Number and Quantity	Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers. Reason quantitatively and use units to solve problems. Perform arithmetic operations with complex numbers. Represent complex numbers and their operations on the complex plane. Use complex numbers in polynomial identities and equations. Represent and model with vector quantities. Perform operations on vectors. Perform operations on matrices and use matrices in applications.	Study Kepler's laws of planetary motion Reason about rational and irrational numbers Examine angles of triangles whose vertices have specific integer coordinates Evaluate the square root of 2 on a calculator. Explain, in terms of the structure of the expression , why it can not be equal to 2. Decide how raises should be determined. For example: A small company wants to give raises to their 5 employees. They have $10,000 available to distribute. Study traffic patterns in Seattle. For example: If last Sunday an accident caused a traffic jam 12 miles long on a straight stretch of a two lane

		freeway, how many vehicles do you think were in the traffic jam? Explain your thinking and show all calculations. Calculate an article's claims. For example: "On average the human body is more than 50 percent water [by weight]. Runners and other endurance athletes average around 60 percent. This equals about 120 soda cans' worth of water in a 160-pound runner" Investigate this calculation. Study the half-life of a substance. Study several cell phone plans and their data packages. Determine the best plan for your purposes. Simulation video games use vectors Simulate realistic physics in computer games
Algebra	Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.	Use algebra as a predictive tool, such as in predicting ticket sales Music Production: Match the electronic beat to the instrumental sample by calculating the correct tempo in beats per minute. An animator uses linear algebra to show the way an object is rotated and shifted, and made larger and smaller. Social Media: Study how the number of Twitter followers relates to tweet value in a dollar amount. Approximate an annual growth rate or find an exact growth rate by finding the geometric mean of the growth rates. Apply nth roots and write exponential functions to model investment growth over time. Work with the CPI and inflation rates to determine the value of the dollar in previous generations. Art Project: Wheel or Spiral of Theodorus

		Take an algebra offering
Functions	Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model. Extend the domain of trigonometric functions using the unit circle. Model periodic phenomena with trigonometric functions. Prove and apply trigonometric identities.	What does looking down at your electronic device do to your breathing? To your muscles? To your spine curvature? To your pain? Students can plot the data and model with a function in order to approximate the weight of a head at different angles. Write code for video games Use logarithms to determine decibel levels Study the Fibonacci Sequence Estimate the rate of change on a graph of merchandise sold at a Salmon Days booth Use a graph to determine the breakeven point, comparing expenses, revenue and profits. Identify percent rate of change in functions and classify them as representing exponential growth or decay. Take a Functions offering
Modeling	Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled	Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed. Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player. Designing the layout of the stalls in a school fair so as to raise as much money as possible. Analyzing stopping distance for a car.

	using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.	Modeling savings account balance, bacterial colony growth, or investment growth. Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport. Analyzing risk in situations such as extreme sports, pandemics, and terrorism. Relating population statistics to individual predictions.
Geometry	Experiment with transformations in the plane. Understand congruence in terms of rigid motions. Prove geometric theorems. Make geometric constructions. Understand similarity in terms of similarity transformations. Prove theorems involving similarity. Define trigonometric ratios and solve problems involving right triangles. Apply trigonometry to general triangles. Understand and apply theorems about circles. Find arc lengths and areas of sectors of circles. Translate between the geometric description and the equation for a conic section. Use coordinates to prove simple geometric theorems algebraically. Explain volume formulas and use them to solve problems. Visualize relationships between two-dimensional and three-dimensional objects. Apply geometric concepts in modeling situations.	Use area, perimeter and diameter as well as mathematical algorithms to help create designs and calculate the amount and cost of fabric required. Use math to calculate the square footage of rooms and buildings, to lay out floor space dimensions and to calculate the required space for other areas such as parking, plumbing, etc. Develop understanding of a torus volume formula and practice the ability to use algebra to make the formula work better for baked goods. Design and create a garden space that uses geometric principles to get the most out of the area's exposure to light and water, and uses all of the plot effectively Puzzle makers and people involved in the making of television shows and movies are all influenced by the relationship between 2 dimensional and 3 dimensional objects Study proofs, which require a student to break down a larger problem and solve it piece by piece. Take a geometry offering

Statistics and Probability	Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models. Understand and evaluate random processes underlying statistical experiments. Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Understand independence and conditional probability and use them to interpret data. Use the rules of probability to compute probabilities of compound events. Calculate expected values and use them to solve problems. Use probability to evaluate outcomes of decisions.	Distinguish between correlation and causation. Collect and analyze data to answer questions interesting to the student. For example: Do NFL teams really seem to have a home field advantage? Predict the cost of college in the future Study "uncertainty" and "risk" as it is described in the financial world. Create plans to reduce risk for a company. Understand public opinion, know about the structure of society and assess risks to assist a political campaign Study the reliability theory in manufacturing

Empirical Reasoning (ER)

"How do I engage in systematic research to develop a deeper understanding of the natural and physical world around me?"
The goal is to: Be able to ask questions and recognize problems which can be answered through systematic research. Be able to design investigations which answer questions and provide greater understanding of the world. Be able to propose, test, and evaluate solutions. Analyze the empirical evidence and communicate the results.

Questions to develop your project:

- What idea do I want to test (essential question)?
- What has other research shown?
- What is my hypothesis?
- What evidence can i collect to answer my question?
- What information (data) do I need to collect?
- What materials will i need to test my question, and how will i acquire them?
- How will I collect the information?
- What will I use as a control(s) in my research?
- How good is my data/information?
- What are the results of my research?
- What conclusions can I draw from my research?
- How will I present my results?
- What are some questions for further study that arose during my research?

Competency	**Description**	**What this might look like?**
Design an investigation to answer a question or solve a problem.	*Science and Engineering Practices 1 and 3* *1. Asking questions (for science) and defining problems (for engineering)* *3. Planning and carrying out investigations* Pose questions or define problems which can be tested. Distinguishing between a scientific question and a non-scientific question. Understand the logic of experimental design, the importance of clearly defined variables and experimental controls. Designing empirical investigations to collect data. Deciding what data are to be gathered, what	Create a piece of furniture using a variety of metals and welding techniques. Be able to justify why certain metals and methods are important to use in your application. Using electromagnetics, make a working generator Explore the Second Law of Thermodynamics by creating recipes using radiant heat, conductive heat and convection heat. Research the advantages of using a digital transmission and storage of information over analog transmission and storage of information. Evaluate the constraints of digital transmission

	tools are appropriate for that process and how measurements will be recorded. Deciding how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables. When defining problems, ask questions about the constraints and specifications of possible solutions. Based on results, refining an investigation to improve the validity of the data and the resulting conclusions.	and storage of information. Write public policy that reflects findings. Repair the cruise control of a car and provide evidence that the feedback mechanisms maintain homeostasis. Convert cellulosic biomass sources, such as sawdust, straw, or cardboard into sugars and then ethanol. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. In the Pacific Northwest, salmon are considered a keystone species, meaning that they are an integral player in a functioning and flourishing ecosystem. Hatcheries all over the PNW and Washington in particular are always on the lookout for fish-friendly volunteers to help restore the salmon species and save our ecosystems. Please come volunteer to help improve King County stream corridors and urban forests. Spend some time planting native trees and shrubs along our major rivers or in our urban parks. Native trees and shrubs improve the area for wildlife and improve water quality. Develop a recovery plan to increase specific species populations. Using an understanding of the role of DNA and chromosomes in characteristic traits passed from parents to offspring, create a forum to educate pet owners regarding the breeding of household pets. Set up a series of garden beds (ideally in an external greenhouse but could be a couple of terrariums). Test alternative irrigation technologies for effectiveness (water usage, data logging moisture probes, runoff filter weights,

		photo timelapse, etc.). Traditional flood or rill irrigation could be compared to sprinkler/watering can water application for effectiveness in water usage (uniformity of moisture for given applied water) and erosion prevention. Freeze thaw a cracked, wetted rock to show that water/ice will eventual split a rock. Wet each rock every afternoon, freeze it overnight, pull it out to thaw in the morning, and then examine each rock before rewetting and placing back into the freezer. Use a crack gauge or spark plug feeler gauges to monitor maximum crack width and overall crack depth each afternoon. Gasoline engines are not very efficient at turning chemical energy into mechanical power. Evaluate and/or improve a car's cooling system. Experiment with emulsifying agents to create a low calorie and delicious salad dressing, or Experiment with mixing oil and water by making hollandaise sauce . Use properties of water to heat/cool car engines Create and maintain a community compost pile. Urban planning: Design new streetlights to curb light pollution Find solutions for maximizing uptake of fertilizers without waste so less of it goes into groundwater. Place various sedimentary rocks under titration drips and monitor how water can erode rock. Adjust the pH of the water and investigate how acidification of rainfall can accelerate erosion of rock such as limestone.

		Research and address the inequity of Food Deserts across the United States. Design technologies that would allow edible gardens to be grown throughout the world. Research the future of fossil fuels and evaluate current energy policies. Assess global access to fresh water. Investigate previously successful interventions; plan how to duplicate these actions in areas that are still without fresh water. It has been argued that the most significant barriers to the widespread implementation of large-scale renewable energy strategies are primarily political. Plan and implement steps that can be accomplished locally in regards to renewable energy.
Understand the nature and development of scientific knowledge.	*Science and Engineering Practices 6 and 8* *6. Constructing explanations (for science) and designing solutions (for engineering)* *8. Obtaining, evaluating, and communicating information* Understand that scientific knowledge is a particular kind of knowledge with its own sources, justifications and uncertainties. Acquire empirical evidence to construct and refine explanations, arguments or models of particular phenomena. Understand that predictions or explanations can be revised on the basis of new evidence. Using primary or secondary scientific evidence and models to support or refute explanations. Identify weaknesses or gaps in explanations. Reading scientific, engineering texts and being able to	Make Candy. Why are crystals undesirable in some candy recipes—and how do you stop them from forming? Analyze different types of sports-related head injuries, analyze the current state of helmet design, and design and conduct an experiment to test model helmet designs. Make recommendations to improve the performance of helmets. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. Research organic and inorganic naturally-occurring nanomaterials. Research and present on nanomaterials to protect ancient artwork. Evaluate the possible health risks of exposure to nanomaterials in consumer products like cosmetics. How can assessment of these risks be improved?

	communicate the key ideas. Engaging in critical reading of primary scientific literature.	Shadow a lineman (i.e. an electrician) and become familiar with the skills and techniques necessary to distinguish exposed live parts from other parts of electric equipment. Assess conductivity of materials for safety purposes. Build a deck using Tyvek. Design a clothing line using Ripstop as the primary material. Build a dollhouse using parts made by a 3D printer exclusively. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. Research Rube Goldberg machines. Create simple machines, keeping precise documentation of the construction and refinement process. Design and create a portable way to capture energy (i.e. solar) Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Consider the validity of one or more of the following claims: - Can using a cell phone cause cancer? - Will living near high voltage power lines cause cancer? - Will your laptop make you sterile? - Is all radiation dangerous? Build a radio which can be used in the Cascade foothills , taking into consideration the topography, potential interference from man-made structures, and using limited energy sources. Develop a fork-stabilizer for people with Alzheimer's.

		Consider the increased probiotics available for purchase. Create a complete protein diet for a vegetarian. Include all of Construct an explanation based on evidence for the evolution of crop plants such as corn or bananas in the past 10,000 years. these species. Research the tradeoffs of breeding and planting drought- Construct an explanation of the Big Bang theory based on Communicate scientific ideas about the way stars, over their Watch documentary on the Dust Bowl and the U.S. Dept. of Agriculture contour plowing and planting education initiate. Then take a couple of trays of compacted soil, set them on a uniform incline, and create small furrows either parallel to the slope or perpendicular to the slope. Use spray bottle to saturate the soil each day and observe/photo document erosive changes in soil contours. Connect your simulation to the Dust Bowl. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

		Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. Study marine organisms in the context of oxygen in the atmosphere and photosynthesis. Contact a stormwater treatment vendor (www.conteches.com) and local agency (www.kingcounty.gov/environment/water-and-land/stormwater.aspx) to have them provide presentations about stormwater issues and best management practices currently being employed in the area.
Applying mathematical thinking to and communicating data.	*Science and Engineering Practices 4 and 5* *4. Analyzing and interpreting data* *5. Using mathematics and computational thinking* Distinguishing patterns of evidence that do and do not support conclusions. Changing thinking as new information is obtained and evaluated. Use spreadsheets, databases, tables, graphs, statistics, et cetera, to summarize data, display data, and explore relationships between variables. Recognize patterns in data that deserve further investigation. Distinguishing between causal and correlational relationships. Recognizing dimensional quantities and use appropriate units. Express relationships and quantities appropriately. Use mathematics and statistics to analyze data.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. How fast the body burns calories depends on several things. Create a safe, scientifically sound plan regarding a patient's metabolism to establish a healthy weight. Analyze the effect of ambient temperature on exercising, including the number of calories used and the potential for injuries. Develop and improve gluten-free baking recipes to increase fluffiness and moisture without developing gluten proteins. Design a roller coaster where riders experience unbalanced forces and weightlessness at times, taking into consideration the physiological and psychological experience. Develop a solar water heating system for use in developing areas or in times of emergency.

		Develop a dynamic positioning system using GPS for a ship to maintain position in areas where the ocean floor too deep or too fragile to put down anchors. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. It has been predicted that humans will live on Mars by the year 2030. Research the validity of this claim. Include information about how many people Mars will be able to sustain versus planet earth. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Learn about endangered species in the area. Make your home and community wildlife friendly. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Compare the effectiveness of antibacterial and antibiotic effects of increased use of antibacterial products.

		Research and assess the environmental risks of transgenic crops. Identify locations of critical wildlife habitat for at-risk or endangered species. Identify the threats to these areas and, Test and compare the use of natural products and methods for st infestations. This may include BT (Bacillus thuringiensis), pyrethrins, insecticidal soaps and dormant oil sprays; using a high-pressure water stream from a hose to control aphids; Determine which are the most effective at different scales such Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. Launch a satellite. Use trap cameras to investigate wildlife use of spaces/presence in urban/rural/suburban areas… propose solutions that will minimize interactions between animals and people. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. Analyzing Hurricanes Using Web and Desktop GIS: **http://www.earthsciweek.org/classroom-activities/analyzing-hurricanes-using-web-and-desktop-gis**

		Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. Use a 3D printer to create simple medical tools that otherwise have an inflated price. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
Analyzing empirical evidence to construct and defend arguments.	*Science and Engineering Practices 2 and 7* *2. Developing and using models* *7. Engaging in argument from evidence* Constructing diagrams or drawings to represent systems, explanations or other real-world phenomena. Representing phenomena with multiple types of models, recognizing and expanding on the limits and precision of each. Using computer simulations to develop understanding and investigate questions which would otherwise not be possible. Construct a scientific argument showing how data support a claim. Identify possible weaknesses and flaws in their own arguments, responding and improving arguments based on criticism. Explaining the nature of the controversy around a scientific idea, understanding how knowledge is judged by the scientific community.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. Develop a model of the life cycle of a star and its role in the atoms and energy released during this time. Explain how stars contribute to the relative abundance of elements in the universe. Research the limitations and advantages of proton therapy compared to traditional radiation therapy. Explain the nature of the controversy around nuclear medicine. Radiocarbon dating revolutionized forensics but there are limitations. Research and explain the validity and reliability of radiocarbon dating of soft tissue. Develop a burglar alarm that uses magnets to detect intruders. Design, build, and optimize the design of a MAGLEV train.

		Evaluate the claims, evidence, and reasoning behind the idea one model is more useful than the other. Develop and use a model to illustrate the hierarchical functions within multicellular organisms. Describe the kinesiology behind the ideal postures for specific musicians (i.e. hand position for a violinist). Write a requiem that mimics the cardiovascular system. Diabetes is the most common endocrine disorder. Create health, as well as improve their quality of life. Research the effects of vaping on the human lung. Use a model to illustrate the role of cellular division (mitosis) Using cell division to propagate plants. Create and patented a Research the use, limitations, and benefits of using cellular division to create soft tissue replacements such as ears and Use a model to illustrate how photosynthesis transforms light

		Design an edible garden to take advantage of the availability of fruit and vegetable growth. Develop models for determining the nutritional values of foods nutrition in school meals using your findings. Adequate freshwater is important for combating many health globally to combat these illnesses. Create an art installation based on Carl Sagan's quote "We're made of star stuff." Write a children's story explaining the cosmological theories through history. Evaluate the claims, evidence, and reasoning that the complex numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Research the impact of the Mt. St. Helen's eruption on local spans. Evaluate evidence for increased survival and reproduction due to group behaviors such as flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

		Determine the cause and effect relationship of an Develop a model based on evidence to illustrate the life span of radiation. Research and model the types of faults found in Washington Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. Consider the low albedo portions of developed urban areas. Research urban heat islands. Calculate the reflective coverage of urban areas, and determine the best way to increase the albedo in cities. Research and evaluate carbon dioxide sequestration. Pacific Northwest. Evaluate the challenges, pros and cons of automating mining in

Social Reasoning

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

Questions to develop your project:

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

Competency	**Description**	**What this might look like?**
Government and Democracy	Students will understand and respect the freedoms, rights and responsibilities of being an American citizen and	
Coalition		
Service Learning		
Analyze Issues and Events	Read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational text. 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.	
Reflect on Patterns of Human History	Understand the concept of community with the context of national and world history, comparative forms and influences of governments and major world religions. Understanding significant concepts and relationships in world and U.S. history; analyzing patterns of change or continuity in history; using historical thinking and inquiry to	

	understand events, developments, relationships, and perspectives in history.	
Know and use Geographic Information	Understand geography, natural resources and their shaping effect on government, economics and social patterns. 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 then; understanding processes of cultural distribution, migration, assimilation, conflict, etc.; reflecting on the interaction and interdependence of physical and human systems.	
Examine Aspects of Human Behavior	Understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions. Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	
Understand Structures and Systems of U.S. Government	Understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions. Understanding the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.	

Big Picture Learning Goals and Competencies

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

The five Learning Goals are:

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

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

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

Personal Qualities (PQ)

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

Questions to develop your project:

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

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

Communication

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

Questions to develop your project:

- 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?
- Whom 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?

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

Quantitative Reasoning (QR)

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

Questions to develop your project:

- 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 table, graph, and/or formula?
- 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?

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

Empirical Reasoning (ER)

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

Questions to develop your project:

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

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

Social Reasoning (SR)

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

Questions to develop your project:

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

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

OFFICIAL TRANSCRIPT Final Report

Highline Big Picture High School
Highline Public Schools

206.631.7700
440 South 186th Street
Burien, WA 98148

Legal Name Sample Student
Birth Date 01/12/1994
Parent
District ID 1234567890
SSID # 987654321
Graduation Date 02/29/1932

THIS IS AN ACADEMIC RECORD FOR GRADE(S):

9, 10, 11, 12

WE DO NOT GRADE OR RANK OUR STUDENTS

Total number in class: 27

9th Grade Applied Learning Goals	Degree of Proficiency	CADR
In Progress, Met, Exceeded Expectations	IP ME EE	
COMMUNICATION		
Writing re text analysis	☐ ☐ ☒	1
Reading/Socratic Discussion	☐ ☐ ☒	1
Expositiry Writing	☐ ☒ ☐	1
Facilitating and presenting	☐ ☒ ☐	
Read/Interpret Variety of Genres	☐ ☒ ☐	1
Conversational Vietnamese	☐ ☐ ☒	11
QUANTITATIVE REASONING		
Applied quantitative thinking	☐ ☒ ☐	5
Mathematical problems	☐ ☐ ☒	
Algebraic operations	☐ ☒ ☐	5
Representing functions w/ words & graphs	☐ ☒ ☐	5
	☐ ☐ ☐	
	☐ ☐ ☐	
EMPIRICAL REASONING		
Fundamental science concepts	☐ ☒ ☐	
Scientific inquiry	☐ ☒ ☐	
Introduction to Horticulture	☐ ☐ ☒	9
	☐ ☐ ☐	
	☐ ☐ ☐	
SOCIAL REASONING		
Analysis of issues and events	☐ ☒ ☐	13
Inquiry and research	☐ ☐ ☒	
Diverse perspectives	☐ ☒ ☐	13
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	
PERSONAL QUALITIES		
Teamwork and collaboration	☐ ☒ ☐	
Organization/time management	☐ ☒ ☐	
Leadership	☐ ☒ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	

9th grade internships, real world learning, and highlights

• Sample interned with A Place for Pets and created animal care sheets for customers to take home.

• Sample received great evaluations from his time in the Waskowitz Outdoor Leadership Program.

• I will forever remember discussing Nietzsche's On Truth and Lies in a Non-Moral Sense with Sample - his insights about the significance of the title and how it connected to the rest of the text were very impressive for a reader of any age, let alone a freshman in high school.

• Books Read: The Miracle Life of Edgar Mint, The Brothers K, The Absolutely True Diary of a Part Time Indian, The Catcher in the Rye.

10th Grade Applied Learning Goals	Degree of Proficiency	CADR
In Progress, Met, Exceeded Expectations	IP ME EE	
COMMUNICATION		
Memoir Reading/Writing	☐ ☐ ☒	2
Contemporary Fiction Reading	☐ ☐ ☒	2
Inquiry and research	☐ ☐ ☒	
Facilitating and presenting	☐ ☒ ☐	
Read/Interpret Variety of Genres	☐ ☐ ☒	2
Conversational Vietnamese	☐ ☐ ☐	12
QUANTITATIVE REASONING		
Applied quantitative thinking	☐ ☐ ☒	
Mathematical problems	☐ ☐ ☒	
Algebraic operations	☐ ☒ ☐	6
Table, Chart, Graph and Formula Representations	☐ ☒ ☐	6
Probability and statistics	☐ ☒ ☐	6
	☐ ☐ ☐	
EMPIRICAL REASONING		
Fundamental Biology Concepts	☐ ☐ ☒	9
Scientific inquiry	☐ ☐ ☒	
Horticulture in Urban Settings	☐ ☒ ☐	9
	☐ ☐ ☐	
	☐ ☐ ☐	
SOCIAL REASONING		
Analysis of issues and events	☐ ☒ ☐	14
Multiple Intelligences: Independent Study	☐ ☐ ☒	14
Project Based Curriculum Analysis	☐ ☐ ☒	
Art Education	☐ ☒ ☐	16
	☐ ☐ ☐	
	☐ ☐ ☐	
PERSONAL QUALITIES		
Teamwork and collaboration	☐ ☐ ☒	
Organization/time management	☐ ☐ ☒	
Leadership	☐ ☒ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	

10th grade internships, real world learning, and highlights

• Sample interned with an elementary school art teacher. He completed a multiple intelligences analysis of the class he worked with the most and presented it to his mentor upon completion.

• Sample interned with Garth Reeves, 201 advisor at Big Picture. He co-designed project based curriculum. Synthesized education research to create curriculum framework.

• Sample gained valuable experience in urban agriculture through working at Marra Farms in the South Park neighborhood of Seattle.

• Books Read: In the Presence of Fear, Jane Eyre, Multiple Intelligences in the Classroom, The Omnivore's Dilemma, Animal Farm, Fahrenheit 451, 1984.

Authorized Signature _____ Title _____ Date _____

OFFICIAL TRANSCRIPT Final Report

Legal Name Sample Student

11th Grade Applied Learning Goals	Degree of Proficiency	CADR	11th grade internships, real world learning, and highlights
In Progress, Met, Exceeded Expectations	IP ME EE		• Sample's internship clearly displayed his passion for horticulture. He successfully led work parties and studied native and invasive plant species in an effort to restore the Duwamish Greenbelt for the Nature Consortium. • Sample improved his facilitation skills greatly by organizing meetings with a SeaTac community organizer about his school garden plans and hosting a visit from students/staff from Terra Nova High School in Portland about their school farm. • Sample became officially engaged in student leadership activities; he was a valuable participant in the Student Leadership Forum end of year retreat. • Books Read: The Secret Life of Bees, Let the Great World Spin, It, Fruitless Fall : The Collapse of the Honey Bee and The Coming Agricultural Crisis, Overdosed America: The Broken Promise of American Medicine.
COMMUNICATION			
Non Fiction Prose Writing	☐ ☒ ☐	3	
Reading and Writing Process Observation	☐ ☒ ☐	3	
Inquiry and research	☐ ☐ ☒		
Formal Facilitation and Presentation	☐ ☐ ☒		
Read/Interpret Variety of Genres	☐ ☐ ☒	3	
	☐ ☐ ☐		
QUANTITATIVE REASONING			
Land Assessment & Geometric Reasoning	☐ ☒ ☐	7	
Algebraic operations	☐ ☐ ☒		
Geometric concepts	☐ ☒ ☐	7	
	☐ ☐ ☐		
	☐ ☐ ☐		
	☐ ☐ ☐		
EMPIRICAL REASONING			
Urban Agriculture Study & Application	☐ ☐ ☒	10	
Native Plant Study and Analysis	☐ ☐ ☒	9	
Sustainable Living and Agriculture	☐ ☐ ☒	9	
Botany: Ind Study/Textbook Creation	☐ ☐ ☒	10	
Introduction to Entomology	☐ ☐ ☐	10	
SOCIAL REASONING			
Political Analysis of Urban Agriculture	☐ ☐ ☒	15	
Intro to Local Government	☐ ☒ ☐		
Root Cause Analysis of Honey Bee Decline	☐ ☐ ☒	15	
Vietnam Culture: Trip Abroad	☐ ☐ ☒		
	☐ ☐ ☐		
	☐ ☐ ☐		
PERSONAL QUALITIES			
Teamwork and collaboration	☐ ☐ ☒		
Organization/time management	☐ ☐ ☒		
Reflection and life planning	☐ ☒ ☐		
Conflict mediation	☐ ☒ ☐		
Leadership	☐ ☐ ☒		
	☐ ☐ ☐		

12th Grade Applied Learning Goals	Degree of Proficiency	CADR	12th grade internships, real world learning, and highlights
In Progress, Met, Exceeded Expectations	IP ME EE		• Sample is currently interning with Sustainable Burien, creating a partnership that is coordinating his efforts to get a honeybee garden established at the Highline Food Bank. • Books Read: Blink, Outliers, Freakonomics, East of Eden.
COMMUNICATION			
Writing	☒ ☐ ☐	4	
Reading	☒ ☐ ☐	4	
Inquiry and research	☒ ☐ ☐		
Multimedia Presentation	☒ ☐ ☐		
Read/Interpret Variety of Genres	☒ ☐ ☐	4	
	☐ ☐ ☐		
QUANTITATIVE REASONING			
Applied quantitative thinking	☒ ☐ ☐		
Algebraic operations	☒ ☐ ☐		
Descriptive Statistics	☒ ☐ ☐	8	
Data Analysis and Management	☒ ☐ ☐	8	
Project Management and Budgeting	☒ ☐ ☐	8	
	☐ ☐ ☐		
EMPIRICAL REASONING			
Entomology Research and Analysis	☒ ☐ ☐	10	
Research and Theories of Horticulture	☒ ☐ ☐	10	
	☐ ☐ ☐		
	☐ ☐ ☐		
	☐ ☐ ☐		
SOCIAL REASONING			
Diverse Local Perspectives: Horticulture	☒ ☐ ☐	15	
World Agriculture History	☒ ☐ ☐	15	
	☐ ☐ ☐		
	☐ ☐ ☐		
	☐ ☐ ☐		
	☐ ☐ ☐		
PERSONAL QUALITIES			
Teamwork and collaboration	☒ ☐ ☐		
Organization/time management	☒ ☐ ☐		
Reflection and life planning	☒ ☐ ☐		
Leadership	☒ ☐ ☐		
	☐ ☐ ☐		
	☐ ☐ ☐		

SENIOR THESIS PROJECT	Developing a honeybee garden for the Highline Food Bank in partnership with Sustainable Burien and Highline Big Picture High School.
STANDARDIZED TEST SCORES	SAT: Reading: 530 Writing: 440 Math: 530

Check here if attaching additional secondary transcripts: ☐

COLLEGE CREDIT EARNED (enter below): South Seattle Community College

Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade	Course Name, Term, Grade
ENG 101, Spring 2011,				

Key to the CADR Column

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

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

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

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

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

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

	9th Grade Applied Learning Goals	IP	ME	EE	**10th Grade** Applied Learning Goals
Communication	ELA I				ELA II
	Public Speaking 1				Public Speaking 2
Quantitative Reasoning	Algebra 1				Geometry
Empirical Reasoning					
Social Reasoning					
Personal Qualities					
Career Pathways	Career Preparation and Exploration 101				Career Preparation and Exploration 201

9th grade internship and real world learning opportunities and projects	**10th grade internship and real world learning opportunities and projects**
Internships and RWL:	**Internships and RWL:**
Additional Opportunities:	**Additional Opportunities:**

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

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

	11th Grade Applied Learning Goals	IP	ME	EE		**12th Grade** Applied Learning Goals	IP	ME	EE		
Communication	ELA III					ELA IV				**College/ Cert.**	
	Public Speaking 3					Public Speaking 4					
Quantitative Reasoning	Algebra 2 or					Pre-Calculus or					
	Financial Literacy or					Financial Literacy or					
	Mathematics - Independent Study					Mathematics - Independent Study					
Empirical Reasoning											
Social Reasoning											
Personal Qualities											
Career Pathways	Career Prep. and Exploration 301					Career Prep. and Exploration 401					
						Senior Thesis Project 401					

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

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

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

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

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

The district will achieve the standards described above through the opening of Gibson Ek High School, a new small high school modeled after the Big Picture Learning Distinguishers. Following is a summary of the structure and rationale of this design presented to the Issaquah School District Board of Directors in August 2015.
Vision: Gibson Ek High School is a small innovative high school where students' interests, passions, and talents drive the learning.
Mission: Gibson Ek High School students thrive by engaging in rigorous interest-based learning and authentic internships in a vibrant and supportive community.
School Model-The school is modeled after Big Picture Learning Distinguishers. The following is what those distinguishers look like at Gibson Ek High School.

- **Internships in the Real World:** Gibson Ek students chase after their curiosities through rigorous interest-based learning and real-world internships. All students complete Learning Through Interest experiences (LTI's), working with adults whose careers match the students' passions and career aspirations. Students have internships two days per week throughout their high school career and complete real-world internship projects where students realize their professional capacities, interests, and future goals.
- **One Student-At-A-Time Personalization**: At Gibson Ek, students' interests, passions, and talents drive the learning. Through small advisories, students get to know at least one adult well and that advisor facilitates each student's learning over the four-year program. Students develop Learning Plans with the guidance of their advisor and input from their parents, mentors, and peers. Students engage in rigorous interest-based projects, becoming the directors of their learning.
- **Authentic Assessments**: Students demonstrate learning through quarterly exhibitions where they are assessed based on learning goals aligned with competencies (pending waiver approval). Students demonstrate learning through increasingly complex projects developed through their internship, student-driven projects, product development, and portfolios.
- **School Organization**: In order to truly personalize learning, we have designed our campus to create a vibrant, innovative, flexible, and collaborative school environment Our school is flexible with movable walls, large open project space, makerspace, cafe areas, gardens, a recording studio, research labs, and quiet reading and writing spaces. Students and staff are able to quickly adapt our campus to meet the learning needs of our students. We also embrace our community so they play an integral role in the success of our school.
- **Advisory Structure**: At Gibson Ek, students are part of a small supportive learning community called an Advisory. These advisories are small, mixed grade level student teams of approximately 18 students which are managed by a teacher (called an Advisor). The Advisor stays with their students throughout the student's 4 years of high school. The advisor organizes the "advisory time" to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts, provide academic learning opportunities,

create a group identity and group process, and build a sense of belonging and trust in school and the educational process. Though certified in one area, the advisor does not “teach” his or her subject area; rather he or she draws on many disciplines to meet the needs of each student, their projects, their Learning Plans, and the advisory activities. Overall, the advisor’s job is to know students well and provide the right measure of challenge and support for each student in each activity to promote growth.

- **Small School Culture**: Gibson Ek will open in Fall 2016 with approximately 108 students and grow to over 200 by 2019-2020. Students are nurtured to be kind, thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. The school community is one that is vibrant and supportive allowing students to thrive in a safe and kind environment.
- **Leadership**: Leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors. Advisors take great responsibility in the day-to-day nurturing of the school climate, becoming committed advocates for their students, role modeling continued learning. Students are immersed in the school’s culture, developing leadership skills essential for their academic, career, and life success. Gibson Ek is dedicated to providing high quality leadership education through leadership programs and student activities in an integrated academic environment working with faculty, students, staff, and the greater community.
- **Parent/Family Engagement**: The innovation at Gibson Ek happens with everyone-students, families, and educators. We don’t just enroll students, we enroll families. Parents and families are essential to the workings of Gibson Ek. Families are invited to be engaged with the school and their student’s academic programs through their participation in Learning Plan meetings, quarterly exhibitions, and school events. In addition, we encourage parents to engage with our students through becoming an internship mentor or leading “offerings” on our campus.
- **School College Partnership and College Preparation:** Students graduate with strong academic, occupational, and personal skills to continue learning while being happy, responsible, and successful citizens in a dynamic global environment. Gibson Ek exposes students to a variety of professional, academic, and social paths available after high school and will support students to develop their paths in order to maximize their post high school opportunities.

  Beginning in the first year at Gibson Ek, students begin researching colleges. This includes school-based work as well as visits to college campuses or on the Gibson Ek campus. By the end of the sophomore year, students will have some understanding of what is required of them for admission to various schools of interest to them. Their tasks in the junior and senior years, with support from advisors and other school staff, will include preparing themselves to be competitive in the admission process.

  At the same time this is happening, Gibson Ek staff are in dialogue with representatives from various colleges and universities to create relationships to help our students gain admission to schools of choice.

- **Professional Development:** The Principal and Learning Through Interest Coordinator design professional development sessions in conjunction with entire school staff. This ongoing professional development takes place at regularly scheduled staff meetings, staff retreats, and conferences.

Timeline for Implementation

Gibson Ek is currently in the planning year and will open in September 2016. The school will open with 108 students in 9th and 10th grades and will grow to 216 students by 2019.

April 2015	Research and Design of Gibson Ek begins
August 2015	Gibson Ek attends ISD board retreat
September-October 2015	Gibson Ek team visits all MS and HS staff meetings
November 2015	Student and parent outreach begins
November 2015	Core Team Applications accepted and interviews scheduled
December 2015	Core Team Selected
December 2015	Student application available
January 2016	Competency and Transcript Committee refines learning goals and competencies and develops transcript
January 2016	Student application closes
February 2016	Students accepted or hold lottery
March 2016	Students confirm enrollment at Gibson Ek
May 2016	Additional hiring
August 2016	Pre-opening staff training and professional development
September 2016	Gibson Ek opens its doors to students, staff, and families

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

As an Issaquah School District public school, Gibson Ek's academic programming will be consistent with the standards of all Issaquah School District schools and emphasize integration of best practices around interest-based and project-based learning; one student at a time personalization; mentorships aligned with career interests and post high school planning; competency based assessment (per waiver approval); and the engagement of students disconnected from school.

As an Issaquah School District school, Gibson Ek is subject to the various accountability measures of the school district, which include:

- Annual School Improvement Plan process
- Graduation rates
- Ends Monitoring
- EOC and SBAC test scores
- Enrollment, attendance, discipline data
- College and post high school data including National Clearinghouse data
- Survey data

As in other schools in the Big Picture Learning network, Gibson Ek's assessment of student learning will draw heavily on quarterly exhibitions in which students present

their learning to a panel of peers, school staff, parents, and mentors (often with professional expertise in fields related to the student's project work). While the emphasis of exhibitions is on the authentic project work undertaken by the student in a particular learning cycle, panelists assess the student's growth relative to the aforementioned competencies. In addition to exhibitions, Gibson Ek's teachers and administrators will assess student portfolios in formative and summative processes to determine adequate progress toward competencies and the expectations for progress from grade to grade and ultimately graduation.

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

The following pages show a sample exhibition feedback guide and project rubric.

SAMPLE EXHIBITION FEEDBACK GUIDE

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

Student Name: _____Advisor: _____Panelist: _____ Date: _____

NEW LEARNING and LEARNING PLAN GOALS

According to evidence presented at the exhibition, what specific skills, ways of thinking/reasoning, or new concepts did the student strengthen, develop or explore? How much progress did the student make toward the goals on the learning plan?

Project/Student Work	New skill(s) learned, ways of thinking/reasoning developed, or new understandings. Evidence of progress toward goals.

NEXT LEARNING PLAN, LOOKING FORWARD

According to the student's learning plan, long-term vision, and stated goals, what specific skills or new concepts does the student need to strengthen, develop, or explore? What do you think needs to be on the next learning plan?

OVERALL EVALUATION

Based on your assessment of the student's learning, the progress the student made toward his/her learning plan goals, and the progress the student is making toward his/her long-term goals, please rate the student on the following scale:

Unsatisfactory progress	Some progress	Significant progress	Exemplary progress
LEARNING PLAN **The student made little progress toward his/her learning plan goals.**	**The student showed measurable progress toward his/her learning plan goals.**	**The student met most to all of his/her learning plan goals.**	**The student met all of his/her learning plan goals.**
NEW LEARNING **The student demonstrates little evidence of new skill learning.**	**The student demonstrates some evidence of new skill learning.**	**The student demonstrates a sufficient degree of new skill learning aligned with his/her long-term vision.**	**The student demonstrates a high degree of new skill learning aligned with his/her long-term vision.**
PROJECTS **The student provides little evidence of authentic project-based work.**	**The student provides some evidence of authentic project-based work.**	**The student provides sufficient evidence of authentic project-based work.**	**The student provides outstanding evidence of authentic project-based work.**
LTI **The student provides little evidence of progress toward finding an internship.**	**The student provides some evidence of progress toward finding an internship, but has not yet conducted any interviews.**	**The student provides solid evidence of interviews, shadow days and reflections.**	**The student is currently working in an internship, and has developed goals and/or a project.**

OVERALL EVALUATION:

The student is currently not on pace to meet grade level expectations by the end of the year, which may result in a summer contract and/or repeating a grade level. ☐	**The student may not be on pace to meet grade level expectations by the end of the year, which may result in a summer contract and/or repeating a grade level.** ☐	**The student seems to be on pace to meet grade level expectations and level up by the end of the year.** ☐

NOTES:

Project Rubric

Student: _____ **Advisor:** _____

Project Reviewed: _____ **Date:** _____

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

Totals					

Full Version:

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

Key indicators of successful feedback include: • Level of thorough and convincing evidence describing for seeking targeted feedback. • Level of thorough and convincing evidence describing for intentionally incorporating targeted feedback.	**incorporated meaningful, targeted** feedback.	feedback and **incorporated** key elements of the feedback.		
Time Management: Student demonstrates **timely** completion at project benchmarks.	**All or nearly all** project benchmarks were completed on time.	**Many** project benchmarks were completed on time.	**Some** project benchmarks were completed on time.	**Few or no** project benchmarks were completed on time.
Reflection: Student is able to **reflect** on their growth and learning through the project. **Key indicators of successful student reflection include:** • identify strengths of the project • identify weaknesses of the project • identify areas of growth and set goals **Additional areas that demonstrate exemplary reflection:** • explain why they were as successful as they were in the different areas • explain decisions they made in project process • reflect on their learning process and progress at several points in the project	Student demonstrates **most or all** indicators of Reflection	Student demonstrates **many** indicators of Reflection.	Student demonstrates **some** indicators of Reflection: • identify at least one strength of the project • identify at least one weakness of the project **and may also be able to** make other reflective comments related to the project, though they are superficial and/or vague.	Student demonstrates **one or no** indicators of Reflection - reflective comments related to the project may be superficial, vague, and/or unsupported by evidence. The student is not able to identify at least one strength and one weakness of the project.
Challenge: Student can describe how they were appropriately **challenged** through the course of this project and in the multiple aspects. **Key indicators of challenge include,** students': learning new skills and content, working in the "risk zone", balancing accomplishment and struggle, a need to utilize resources.	**high level challenge** throughout the course of the project, in most or **all aspects**	Student challenged her- or himself at a **moderate level** in **many aspects** of the project.	Student challenged her- or himself, but **not as much as appropriate** to her/his goals, needs and abilities.	Student **did not challenge** her- or himself in the project.

ACADEMIC LEARNING/ RIGOR	**Exceeds**	**Meets**	**Approaching**	**Below**

Academic Knowledge and Skills: The student provides evidence that he/she is developing & applying **knowledge & skills in CO, ER, SR, and/or QR** through their project work *as described in their Project Proposal and/or Individualized Project Rubric.*	Student **exceeded** the expectations in Learning Goal areas	Student **met** the expectations in Learning Goal areas	Student **approached** the expectations in Learning Goal areas	Student **did not meet** the expectations in Learning Goal areas
Investigation Process: Student demonstrates that they have completed an in-depth **investigation. Key indicators include:** • uses essential question/hypothesis to frame/drive investigation • gathers and synthesizes relevant information, including facts as well as expert opinions • analyzes/interprets and applies relevant information (numerical data, facts, etc.) • draws meaningful conclusions and communicates them clearly	Student demonstrates **most or all** indicators of in-depth investigations	Student demonstrates **many** indicators of in-depth investigations	Student demonstrates **some** indicators of in-depth investigations	Student demonstrates **one or no** indicators of in-depth investigations
Resources: Student utilized a diverse range of **resources. Key qualities of resources include**: • valid • high quality, • balance of primary/real world, and secondary.	Student **used a wide variety** of valid, high-quality sources, including both primary/real world and secondary sources.	Student **used a variety** of valid, high-quality sources, including both primary/real world and secondary sources.	Student **used some variety** of sources, though not all may have been of high quality, and primary/ real world sources may have been missing.	Student **did not use a variety** of sources; and/or some sources were of questionable validity.
• **Career Knowledge and Skills:** The student provides evidence that he/she is developing & applying **career knowledge and skills** through their project work and that goals are informed by appropriate professional standards - *as described in their Project Proposal and/or Individualized Project Rubric.*	Student **exceeded** the career-related goals and objectives	Student **met** the career-related goals and objectives	Student **approached** the career-related goals and objectives	Student **did not meet** the career-related goals and objectives
Authenticity	**Exceeds**	**Meets**	**Approaching**	**Below**
External Benefit: The project has clear **benefits** to the LTI site, school or community. **Key indicators of Ext. Benefit include:** • Project is used by the site and/or in other appropriate real-world contexts	The project is **extremely useful/valuable** and meets the site's standards of **professional quality**:	The project is **useful/valuable**: though there may or may not be a tangible product that can continue to be used in the future.	The project is useful/valuable, but **has some areas for growth**. Explanation may require prompting, have limited impact, and has not tangible product.	The project is **not useful/valuable** to the site and there is no tangible product for future use.

• The student is able to explain the project's use clearly, and may connect it to related issues • The impact of the project is strong and wide; may impact multiple audiences • There is a tangible product that can continue to be used in the future • Student was actively engaged in identifying the project's benefit during its design.				

Projects (RAA!)

Engagement & Personal Qualities (Relevant)

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

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

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

Rigorous Academic Learning (Academic)

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

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

The opening of a school that embraces interest-based learning in an inspiring, rigorous, and supportive environment, closely aligns with most of the comments from the 160 individuals who took our survey in spring 2015 that gathered responses community members including students, parents, and staff. In addition to the responses from our community survey, we have established relationships with two Highline Big Picture student consultants; we will form a staff core team in November; and we will continue to develop the school with the School's Core Team to include the principal, seven teachers, one counselor, a Learning Through Interest Coordinator, two parents and two students. We will meet regularly with the superintendent and school board as we progress through the planning phase.

Student and Community Input

In addition to drawing on the expertise of Big Picture Learning in effectively engaging students previously struggling in school, the ISD sought student input about the most important attributes of a newly designed high school. During over fifty conversations with ISD students in individual and small group meetings, the six areas below surfaced consistently as key design priorities:

- Kind, positive, and respectful school culture
- A student centered experience where every student's learning experience is unique
- A vibrant, professional and supportive school community where students feel valued and part of the community
- Teachers learn from and collaborate with students
- Access to a variety of forms of technology
- Positive connections with the community and real world

In addition to student input, an online community survey conducted in June of 2015 generated the following excerpts in response to this question:

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

Preparation for higher learning or independent living post graduation. Not everyone is going to go to college but should have the option to choose what path of higher learning they would like to be prepared for. HS should be a place where students are inspired about their futures so seek to meet those requirements...not just a place where they go to take the rudimentary classes because the state requires them to. 6/12/2015 8:31 PM

To promote the idea of life-long learning and provide each student with the skills needed to think for themselves and to become a responsible community member. 6/12/2015 2:41 PM

Provide real world educational experiences where the students can easily translate what they've learned into practice. 6/11/2015 9:13 PM

Guide them to fulfill their potential as positive collaborators in the human race by developing their unique talents and attributes. Give them lots of internships/shadowing opportunities so they are ready to take the next steps toward a career. 6/11/2015 3:29 PM

Provide real experiences in the community with guidance for improvement and best practices from teachers and community members, ie. business owners, managers, HR personnel. Prepare students to be a contributing member in our society politically, economically, and philanthropically. 6/11/2015 1:02 PM

To provide a safe environment for students to make mistakes, to be proud of being who they are, and to recognize all the talents alike. When students buy into the culture of their school, the high academic achievement will come by itself. 6/10/2015 4:59 PM

Enable every student to earn a high school degree and be prepared to begin their journey into an adulthood of meaningful work and a connection to a fulfilling life. It's a tall order, but honestly the ultimate job is to get every student that essential academic degree while encouraging them to develop personally and find connections to their future. 6/10/2015 11:58 AM

Develop a love of learning and skills for learning, experimentation, and analysis. High school needs to also promote health, wellbeing, and joy. 6/10/2015 8:15 AM

Encouraging them to contribute positively to this world in a multitude of ways. Encouraging them to be independent thinkers and embrace intellectual curiosity. Encourage them to embrace life and future independence and autonomy. 6/10/2015 7:42 AM

To produce a graduate who is happy, productive, independent, and have the skills to get gainful employment and higher education. 6/9/2015 9:43 PM

Learning how to function effectively and manage responsibilities and choices in a diverse community as practice for future lives, whether that be work, more school, or other endeavors. To discover how to function as an individual within the context of a larger community. 6/4/2015 12:08 PM

Students must go beyond traditional academic coursework in order to get to know who they are. This means authentic, project-based learning in core classes and PLENTY of room in the schedule for modern electives that allow them to try real-world skills. E.g. Media/publications, coding, engineering, entrepreneur/business, marketing/communications, environmental.

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

By the school's opening in Fall 2016, the Board of Directors, district leadership, school staff, Big Picture Learning, and students will have cooperated in the full development, planning, and implementation of the school. The new high school has full approval from the superintendent and school board for the planning year in 2015 and opening in 2016. The hiring of the principal in April 2015 started the planning process for the school. The school has a full time planning principal, half-time Learning Through Interest Coordinator, and full time secretary for the 2015-2016 school year. By December 18, the school district will name the Staff Core Team after completing the core team selection process as outlined in the IEA/ISD Negotiated Agreement. The core team will be active for the remainder of the 2015-2016 school year and will be assigned to the new building to open the school in Fall 2016.

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

The following pages include explanations and supporting evidence for the following areas.

- ✓ The school's expectations for student learning:
  Described above and documented in the draft documents of Learning Goals and Competencies.
- ✓ The graduation rate of the high school(s) for the last three school years:
  Per discussion with SBE staff, data from other schools included.
- ✓ Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data):
  Not applicable, per discussion with SBE staff. College data has been obtained from Tiger Mountain from the National Clearinghouse, but that data is not included in this application
- ✓ The system for documenting student learning (e.g., student portfolios, etc.):
  Description included of Project Foundry
- ✓ Student scores on the required statewide high school assessments for the past three years:
  Per discussion with SBE staff, to be added with data from other district schools.
- ✓ The school's annual performance report for the last three years:
  Not applicable, per discussion w/ SBE staff.
- ✓ The types of family and parent involvement at the school:
  Description of family involvement anticipated at Gibson Ek
- ✓ The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years:
  Links to district survey data and a sample engagement survey is included as Attachment 4

Graduation Rates

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

Graduation Rate	2015		2014		2013	
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	92.00%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	92.90%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	91.80%
District	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	94.30%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	94.70%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	93.30%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	93.10%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	94.30%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	94.50%
I HS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	95.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	96.20%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	94.30%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	94.00%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	93.20%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	92.10%
LHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	93.60%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	95.10%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	95.60%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	96.10%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	96.70%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	96.00%
SHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	97.80%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	99.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	96.20%
	Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	27.70%	Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	31.00%	Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	37.30%
TMHS	Adjusted 5-year Cohort Graduation Rate (Class of 2013)	46.20%	Adjusted 5-year Cohort Graduation Rate (Class of 2012)	54.00%	Adjusted 5-year Cohort Graduation Rate (Class of 2011)	50.00%

Actual Adjusted 4-Year (On-Time) Cohort Graduation Rate (Class of 2013) – The total number of students identified in grade 9 as belonging to the Class of 2013 (during the 2009-10 school year) who are reported as graduates, divided by the total number of students identified as the Class of 2013, during the 2012-13 school year. Students who enrolled at any time prior to the end of the 2012-13 school year, identified as belonging to the Class of 2013, are included in the calculations. Students identified as belonging to the Class of 2013 who have exited with a confirmed transfer or who have become deceased are removed from the calculations. More information about the actual adjusted cohort calculations can be found at http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

Actual Adjusted 5-year Cohort Graduation Rate (reported with the Class of 2012) – The total number of students identified as belonging to the Class of 2012 who are reported as graduating no later than the 2012-13 school year.

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

In order to manage the complexity of personalized and competency-based learning, we will be employing Project Foundry as our learning management system. Project Foundry is a cloud based application for project-based schools to align individual student work to the academic competencies through personalized learning plans. This tool affords us the ability to build project proposal templates, track individual student project work, collaborate on tasks needed for completion, produce evidence in an online portfolio, as well as build and deploy assessments. Finally, Project Foundry enables us to translate competency completion into digestible transcripts and to access data on overall programmatic success. Project Foundry has been in use at innovative schools around the country. It is our key technology component for empowering students, helping them stay organized and tracking their progress toward meeting all of the competencies and qualifying for graduation.

State Standardized Test Scores

Student scores on the required statewide high school assessments for the past three years.
Per discussion with SBE staff, to be added with data from other district schools.

EOC

I HS

All Grades EOC Math 1

Year	School	District
2010-11 EOC M1	89%	87%
2011-12 EOC M1	60%	82%
2012-13 EOC M1	47%	78%
2013-14 EOC M1	56%	84%

All Grades EOC Math 2

Year	School	District
2010-11 EOC M2	90%	91%
2011-12 EOC M2	>95%	92%
2012-13 EOC M2	>95%	94%
2013-14 EOC M2	69%	60%

All Grades EOC Biology

Year	School	District
2011-12 EOC Biology	83%	84%
2012-13 EOC Biology	91%	90%
2013-14 EOC Biology	90%	91%
2014-15 EOC Biology	73%	63%

LHS

All Grades EOC Math 1

Year	School	District
2010-11 EOC M1	83%	87%
2011-12 EOC M1	62%	82%
2012-13 EOC M1	33%	78%
2013-14 EOC M1	37%	84%

All Grades EOC Math 2

Year	School	District
2010-11 EOC M2	77%	91%
2011-12 EOC M2	83%	92%
2012-13 EOC M2	83%	94%
2013-14 EOC M2	25%	60%

All Grades EOC Biology

Year	School	District
2011-12 EOC Biology	82%	84%
2012-13 EOC Biology	90%	90%
2013-14 EOC Biology	89%	91%
2014-15 EOC Biology		63%

SHS

All Grades EOC Math 1

Year	School	District
2010-11 EOC M1	89%	87%
2011-12 EOC M1	64%	82%
2012-13 EOC M1	61%	78%
2013-14 EOC M1	66%	84%

All Grades EOC Math 2

Year	School	District
2010-11 EOC M2	>95%	91%
2011-12 EOC M2	91%	92%
2012-13 EOC M2	95%	94%
2013-14 EOC M2	58%	60%

All Grades EOC Biology

Year	School	District
2011-12 EOC Biology	88%	84%
2012-13 EOC Biology	93%	90%
2013-14 EOC Biology	>95%	91%
2014-15 EOC Biology	60%	63%

TMHS

All Grades EOC Math 1

Year	School	District
2010-11 EOC M1		87%
2011-12 EOC M1		82%
2012-13 EOC M1		78%
2013-14 EOC M1	13%	84%

All Grades EOC Math 2

Year	School	District
2010-11 EOC M2		91%
2011-12 EOC M2	27%	92%
2012-13 EOC M2		94%
2013-14 EOC M2		60%

All Grades EOC Biology

Year	School	District
2011-12 EOC Biology		84%
2012-13 EOC Biology		90%
2013-14 EOC Biology	38%	91%
2014-15 EOC Biology		63%

HSPE

I HS

10th Grade Reading

Year	School	District	State
2011-12 HSPE	93.30%	93.40%	81.30%
2012-13 HSPE	93.90%	94.00%	83.60%
2013-14 HSPE	93.10%	94.20%	82.90%

10th Grade Writing

Year	School	District	State
2011-12 HSPE	>95.00%	>95.00%	85.40%
2012-13 HSPE	>95.00%	>95.00%	84.90%
2013-14 HSPE	94.80%	94.70%	85.60%

LHS

10th Grade Reading

Year	School	District	State
2011-12 HSPE	94.00%	93.40%	81.30%
2012-13 HSPE	93.50%	94.00%	83.60%
2013-14 HSPE	94.40%	94.20%	82.90%

10th Grade Writing

Year	School	District	State
2011-12 HSPE	>95.00%	>95.00%	85.40%
2012-13 HSPE	>95.00%	>95.00%	84.90%
2013-14 HSPE	92.60%	94.70%	85.60%

SHS

10th Grade Reading

Year	School	District	State
2011-12 HSPE	>95.00%	93.40%	81.30%
2012-13 HSPE	>95.00%	94.00%	83.60%
2013-14 HSPE	>95.00%	94.20%	82.90%

10th Grade Writing

Year	School	District	State
2011-12 HSPE	>95.00%	>95.00%	85.40%
2012-13 HSPE	>95.00%	>95.00%	84.90%
2013-14 HSPE	>95.00%	94.70%	85.60%

TMHS

10th Grade Reading

Year	School	District	State
2011-12 HSPE	44.40%	93.40%	81.30%
2012-13 HSPE	45.00%	94.00%	83.60%
2013-14 HSPE	57.60%	94.20%	82.90%

10th Grade Writing

Year	School	District	State
2011-12 HSPE	48.20%	>95.00%	85.40%
2012-13 HSPE		>95.00%	84.90%
2013-14 HSPE	55.50%	94.70%	85.60%

The types of parent and family involvement at Gibson Ek

Big Picture Learning believes that parent/guardian engagement in a child's learning is essential to student success and Gibson Ek is fully committed to this principle. Gibson Ek does not only enroll students, we enroll families and involve them in all aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods, towns, and cities.

Most importantly, we are intentional about engaging families in their children's education by asking them to regularly participate in learning plan meetings and attend exhibitions. Families serve as resources, providing information about their child's strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential LTIs and mentors; many parents and family members serve as mentors themselves.

Essential Elements of Parent/Family Engagement include:

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

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

In addition to the ISD surveys that are done annually such as the ones below, Gibson Ek will also conduct student and family surveys such as a student engagement survey given two times per year and a family engagement and satisfaction survey to be given yearly.

District Community Polling Study Results:
http://www.issaquah.wednet.edu/docs/default-source/district/survey/communitypollingsurvey/issaquah-school-district-community-polling-study-results-july-through-december-2014.pdf?sfvrsn=2

2013 ISD Community Report Analysis
http://www.issaquah.wednet.edu/docs/default-source/district/community-report/2013analysis.pdf?sfvrsn=2

See the following sample student engagement survey.

Student Engagement Instrument

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ⊗ ◒ ◔

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My family/guardian(s) are there for me when I need them.	1	2	3	4
2. After finishing my schoolwork I check it over to see if it's correct.	1	2	3	4
3. My teachers are there for me when I need them.	1	2	3	4
4. Other students here like me the way I am.	1	2	3	4
5. Adults at my school listen to the students.	1	2	3	4
6. Other students at school care about me.	1	2	3	4
7. Students at my school are there for me when I need them.	1	2	3	4
8. My education will create many future opportunities for me.	1	2	3	4
9. Most of what is important to know you learn in school.	1	2	3	4
10. The school rules are fair.	1	2	3	4
11. Going to school after high school is important.	1	2	3	4
12. When something good happens at school, my family/guardian(s) want to know about it.	1	2	3	4
13. Most teachers at my school are interested in me as a person, not just as a student.	1	2	3	4
14. Students here respect what I have to say.	1	2	3	4
15. When I do schoolwork I check to see whether I understand what I'm doing.	1	2	3	4
16. Overall, my teachers are open and honest with me.	1	2	3	4
17. I plan to continue my education following high school.	1	2	3	4
18. I'll learn, but only if the teacher gives me a reward.	1	2	3	4
19. School is important for achieving my future goals.	1	2	3	4
20. When I have problems at school my family/guardian(s) are willing to help me.	1	2	3	4

Please Turn Over

	Strongly Disagree	Disagree	Agree	Strongly Agree
21. Overall, adults at my school treat students fairly.	1	2	3	4
22. I enjoy talking to the teachers here.	1	2	3	4
23. I enjoy talking to the students here.	1	2	3	4
24. I have some friends at school.	1	2	3	4
25. When I do well in school it's because I work hard.	1	2	3	4
26. The tests in my classes do a good job of measuring what I'm able to do.	1	2	3	4
27. I feel safe at school.	1	2	3	4
28. I feel like I have a say about what happens to me at school.	1	2	3	4
29. My family/guardian(s) want me to keep trying when things are tough at school.	1	2	3	4
30. I am hopeful about my future.	1	2	3	4
31. At my school, teachers care about students.	1	2	3	4
32. I'll learn, but only if my family/guardian(s) give me a reward.	1	2	3	4
33. Learning is fun because I get better at something.	1	2	3	4
34. What I'm learning in my classes will be important in my future.	1	2	3	4
35. The grades in my classes do a good job of measuring what I'm able to do.	1	2	3	4

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

Upon waiver approval, the Gibson Ek Core Team, Assessment Department, and Teaching and Learning Department will begin work with college admissions counselors and other college entrance experts to design a transcript using models from Highline Big Picture and The Met in Rhode Island as models. We will continue to research and implement new developments in college admissions and acceptance. Additionally, the Gibson Ek transcript will have an explanation of the College Academic Distribution Requirements (CADR).

Results from the Highline Big Picture forum in 2008 provides further rationale for design of Gibson Ek and its proposed waiver from credit-based graduation requirements. This forum included input from public baccalaureate admissions directors, conducted in 2008. This testimony, as well as continued research on the importance of non-cognitive competencies, offers additional rationale for the school design as well as this waiver.

In the 2008 forum, senior admissions staff (primarily admissions directors) from Evergreen, Pacific Lutheran University, University of Puget Sound, Seattle Pacific University, the University of Washington, Washington State University, Smith College, DeVry University, St. Martin's University, and Highline Community College discussed what students need to succeed in college and what causes them to drop out.

Group 1

What students need to succeed in college:

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

Top 5, organized from left

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

- Test scores
- Able to self-assess/self-advocate

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

Group 2

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

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

Group 3

What students need to succeed in college:
- Writing skills (research papers, critiques, responses to text or discussion)
- Have a purpose and/or drive to be there/self-motivation
- Think critically
    - Being able to go beyond the writing prompt
    - Defend your thought process
    - Connect two or more different ideas
- Think spatially, being comfortable with math and statistics, thinking about math and science
- Manage their time!!!
- Organize/prioritize/take notes/study skills

- Navigate “systems” – know yourself well enough to navigate systems and build resources, know the language of college
- Know themselves, their learning style, how they learn, know when they need help and how to get help

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

Below is a list of colleges that Highline Big Picture Alumni have been accepted to.

1. Antioch University
2. Bellevue College
3. Cascadia College
4. Central Washington University
5. Columbia College of Chicago
6. Columbia College of Hollywood
7. Cornish College of the Arts
8. DeVry University
9. Digipen Institute of Technology
10. Eastern Washington University
11. Evergreen State College
12. Gene Juarez Academy
13. Grand Canyon State College
14. Greenriver Community College
15. Heritage University
16. Highline College
17. Los Angeles City College
18. Lewis and Clark College
19. Montana State University
20. NW College of the Arts

21. NW Indian College
22. Pacific Lutheran University
23. Renton Institute of Technology
24. Seattle Central Community College
25. Seattle Pacific University
26. Seattle University
27. Shoreline Community College
28. South Seattle College
29. Spokane Falls Community College
30. St Martin's College
31. The Art Institute of Seattle
32. University of Alaska Southeast
33. University of Hawaii, Hilo
34. University of Puget Sound
35. University of Washington
36. Washington State College
37. Western Washington University
38. Whitman College
39. Whitworth University

WAC 180-18-055

Alternative high school graduation requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


Gibson Ek High School
ENGAGING, INSPIRING, AND EDUCATING STUDENTS
THROUGH PERSONAL DISCOVERY, INTEREST-BASED
LEARNING, AND COMMUNITY PARTNERSHIPS

VISION

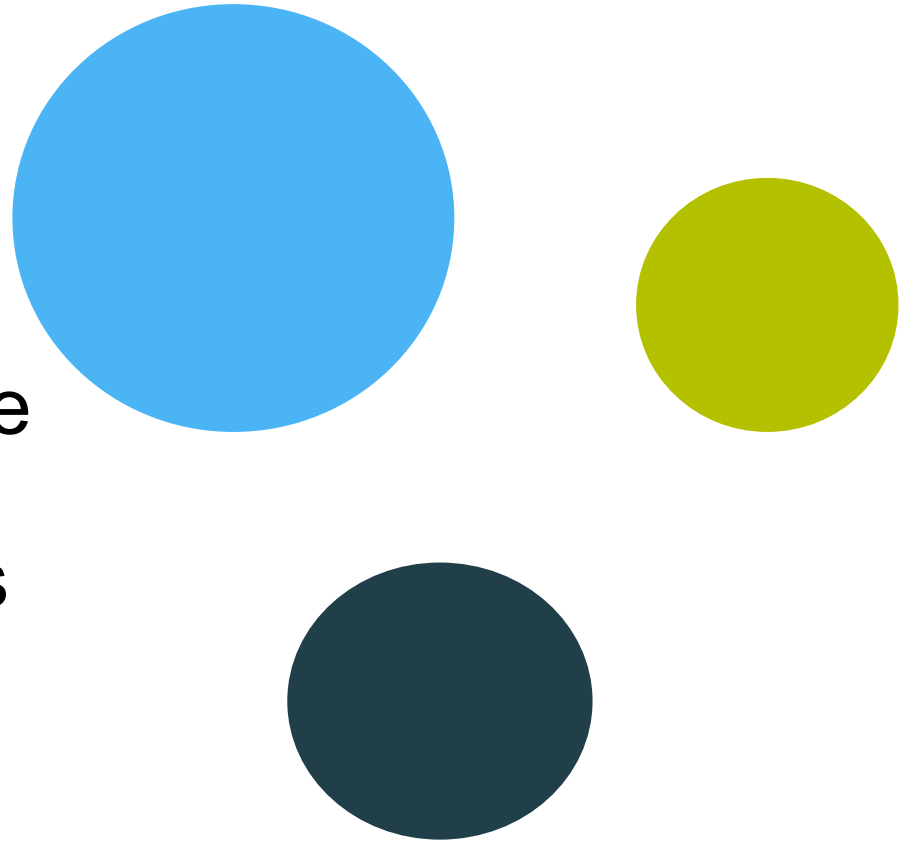
Gibson Ek High School is a small innovative high school where students' interests, passions, and talents drive the learning.

MISSION

Gibson Ek students thrive by engaging in rigorous interest-based learning and real-world internships in a vibrant and supportive community.

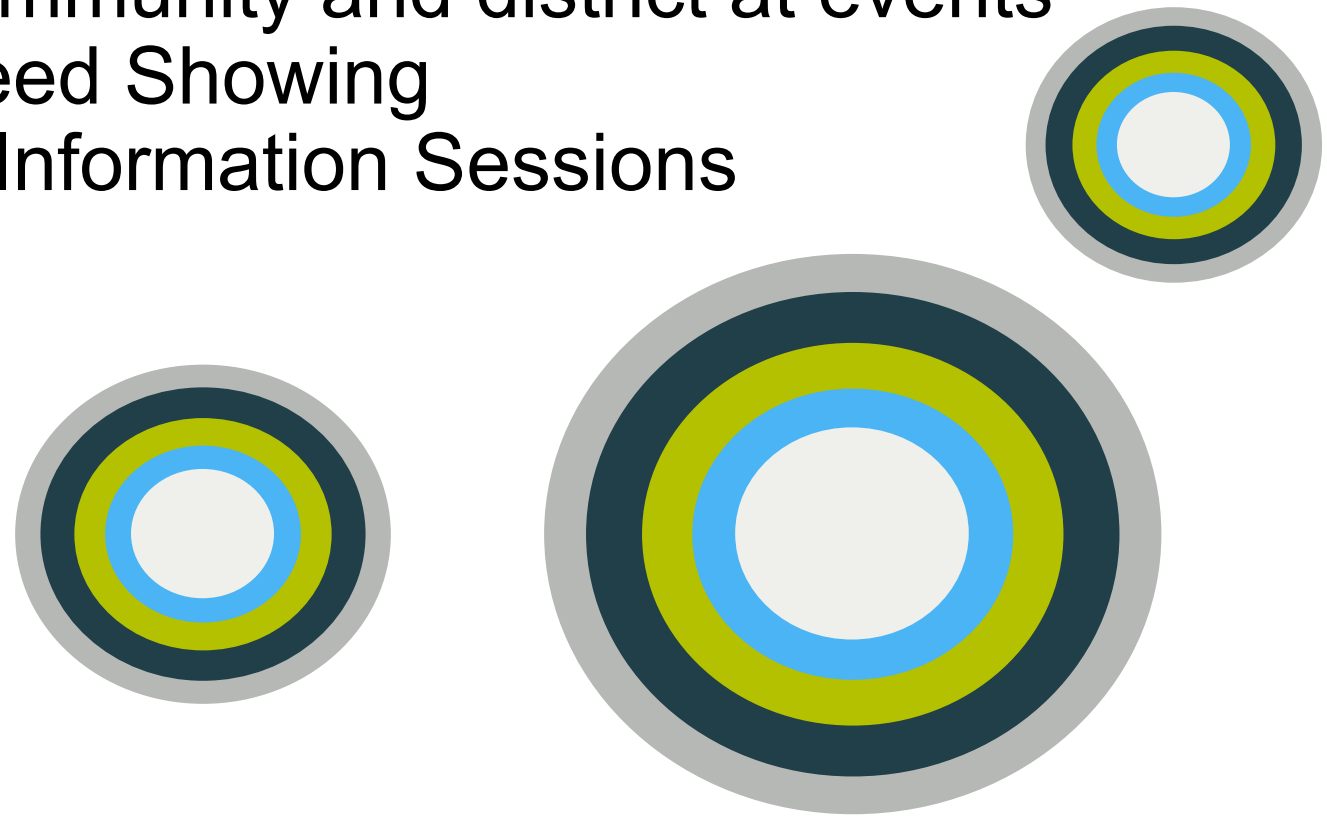
Gibson Ek Design Highlights

- Internship Program
- Advisory Model
- College and Career Readiness
- Offerings
- Large and Dynamic Makerspace
- Project Management Tools and Learning Management Systems
- Authentic Assessments



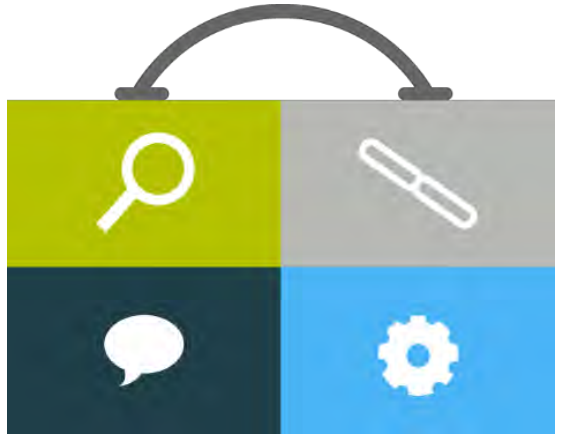
District and Community Support for Innovative School Model

- Strong support from community and district at events
  - Most Likely to Succeed Showing
  - Student and Parent Information Sessions
  - Applications



National Support for Model

- Call for personalized education
- Competency based approaches
- Emphasis on 21st century skills
- Communities calling for action for new innovative schools



Student Narratives from Applications

I'm struggling to find inspiration in my current class situation. I am really excited about pursuing a life in the music industry. I believe Gibson Ek would give me the opportunity to really explore my passion and get excited again about the learning process. ***Right now I know I love to learn but a growing apathy seems to fill my school days.***

I would love to attend Gibson EK because ***I have always found it harder to learn in an environment where I do not understand why I am learning something or there is no connection to anything that I have an interest in****. Gibson EK is a once in a lifetime chance for me to learn more about what I will do in life... how I will help people and make a difference in this world.*

Student Narratives from Applications

I really think I would do well in this model having had anxiety about test and not very much appreciation for the regurgitating of information and forgetting it later. ***I would enjoy having one advisor who is with me the whole year and maybe even longer because I know they will slowly understand how I think and how I learn and help me progress my learning further because of it****.*

I feel that my current education style is unsatisfactory and that I'll get more enjoyment and fulfillment out of Gibson Ek. The pace of regular school is too slow. Gibson Ek will be more free and I'll be able to move at a faster pace. Also, ***I can direct my education more towards what I'm considering as my future career****, which is the STEM area and the arts.*

I want attend this school ***to personalize my learning and to make decisions about the path that I will take in the future****. This school provides the exact support that I need to engage myself, educational-wise. As an independent person, making my learning and curriculum based on myself is something that I have always been looking for.*

Parent Narratives from Applications

Anytime my child gets excited about learning and doing I also get excited. Learning is such an important life experience for anyone to have. To lose the love of learning is a tragedy. I think Gibson Ek presents a new opportunity for growth for students, teachers, and parents by changing and exploring learning experiences beyond traditional lecture and homework methods. I'm also hoping that ***Gibson Ek will open my child's mind, broaden the scope of his awareness, and surprise us all with what he is capable of becoming in a nurturing supportive community.***

Overall, I'm concerned that the way typical schools drill information and testing does not prepare kids as well as possible for real life. ***I'm really attracted to the idea of learning and developing capabilities and not just content.*** *My son is a very bright boy but has some challenges with attention. Although he is a quick study, homework usually takes a LONG time. I love the Big Picture learning concept.* ***I love the idea of internships.*** *I think if reality matches the theory of Big Picture learning, this school could really be a home run for a lot of kids and our community overall.*

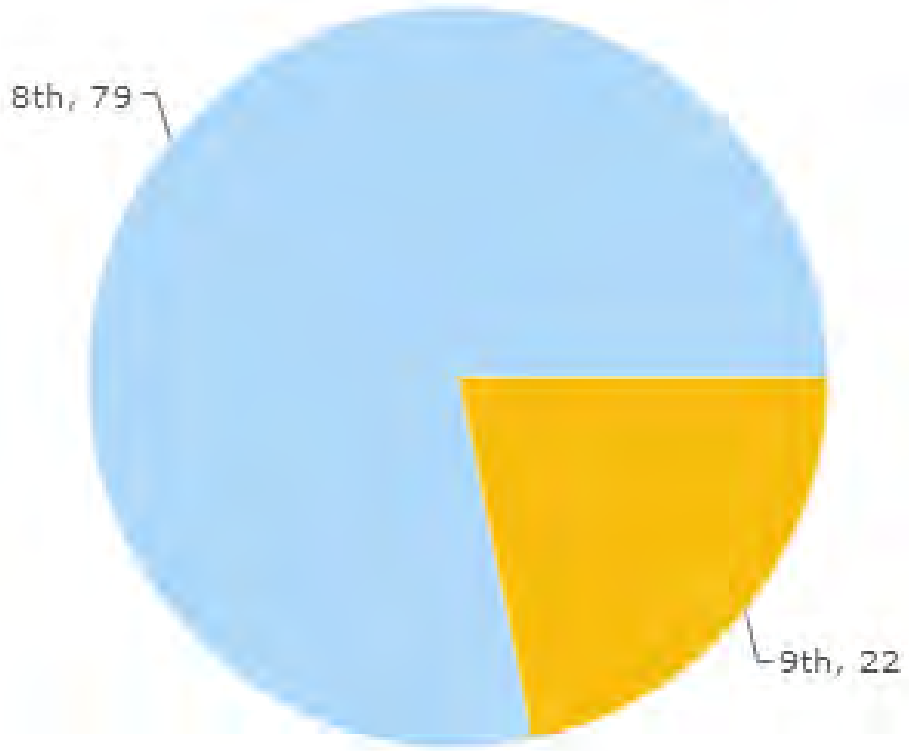
Parent Narratives from Applications

My daughter is amazingly smart and creative, but she doesn't mesh well with traditional high school structure. She doesn't like the rigid scheduling, and having to study subjects she doesn't feel will be relevant to her future. She plans to be an independent game developer, and she's very focused on her goals. ***We feel that sending her to a school that helps her sharpen her focus and advance her future plans, rather than trying to fit her into a standard mold, would be very beneficial to her.***

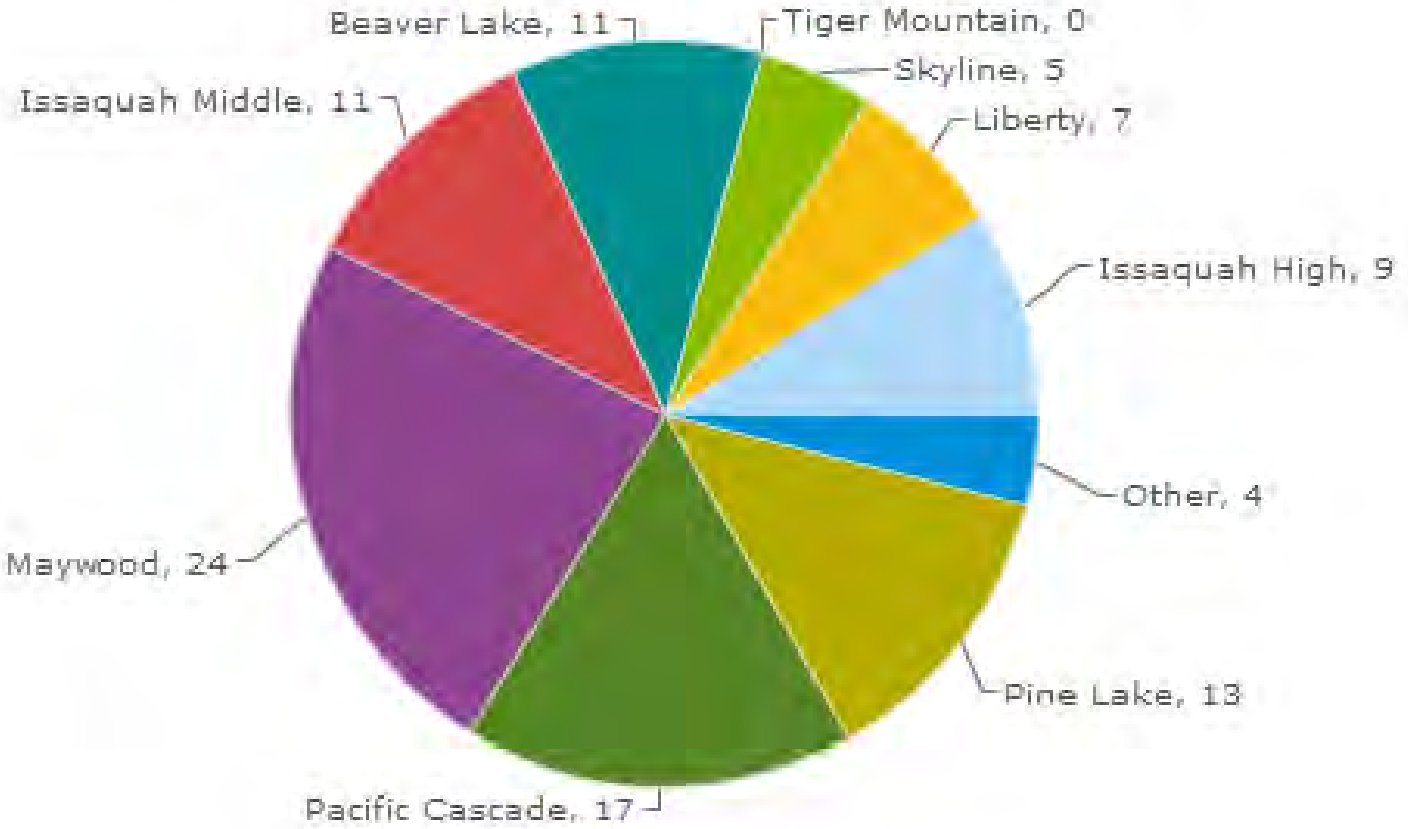
I want my daughter to have an opportunity to thrive in school, to find her passion, and to be successful. *In the standard curriculum, she continues to fail, and never feels good about herself.* ***I have seen her excited about self-directed projects and activities and I believe Gibson Ek gives her the opportunity to develop her strengths and finally find a place where she can succeed.***

Data from Applications

CURRENT GRADE

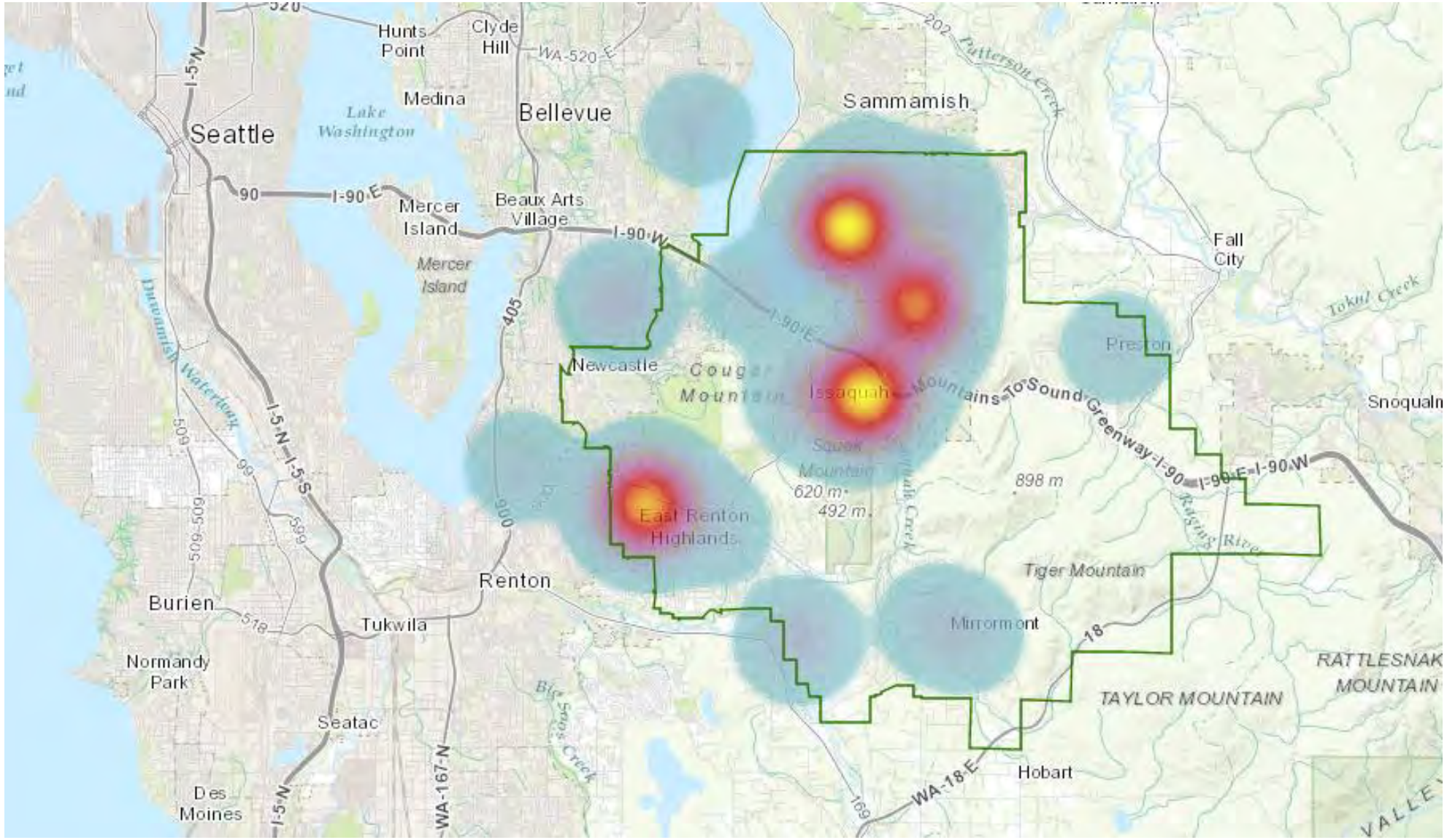


CURRENT SCHOOLS

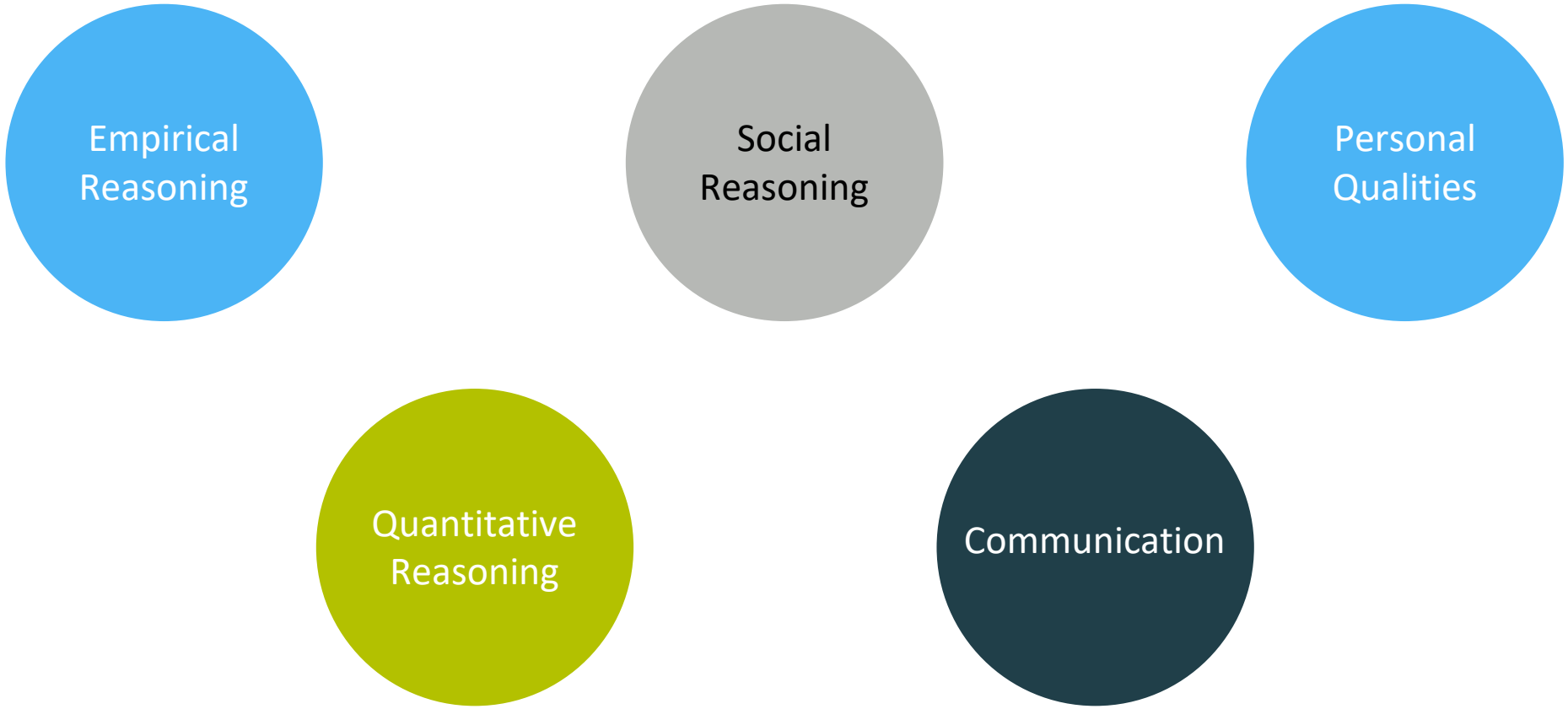


Data from Applications

CURRENT DISTRIBUTION



Competencies & Learning Goals



The most productive learning happens when students are engaged, curious, and passionate about what they are learning.

Rationale and Key Points


EST 2016
GIBSON EK
HIGH SCHOOL

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

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

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

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

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

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