

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
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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 180-51-061: Minimum requirements for high school graduation. In lieu of credits specified in WAC 180-51-061, 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 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.

At Gibson Ek High School, we make learning personal, engaging, and real-world. Through immersing students in a school experience that utilizes internships and rigorous interest-based learning, we encourage students to pursue mastery, craftsmanship, and artistry. Students have multiple avenues to find deep knowledge and the time, space, tools, and mentorship to chase after their curiosities. While we provide an environment of deep learning, we also nurture students to be thoughtful, courageous, and resilient individuals with compassion and tolerance for adversity. Gibson Ek High School is a place where a respectful community is key, where the learning is global, and where the innovation happens at all levels-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.

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. They are adapted from the Big Picture Learning Goals and Highline Big Picture Competency Overviews, and continuously revised based on input from Washington's public baccalaureate admissions directors and the learning from other schools in the Big Picture Learning network. Using these competencies and the Highline Big Picture transcript as a model, 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. Competency overviews aligned to Common Core State Standards.
2. Big Picture Learning Goal descriptions.
3. Sample transcript.

Communication Competencies

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

Quantitative Reasoning Competencies

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

Social Reasoning Competencies

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

Empirical Reasoning Competencies

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

Personal Qualities Competencies

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

Selected references and sources re competency-based education:

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

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

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

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

Big Picture Learning Goals

1. EMPIRICAL REASONING

How do I prove it?

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

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

What has other research shown?

What is my hypothesis? How can I test it?

What information (data) do I need to collect?

How will I collect the information?

What will I use as a control in my research?

How good is my information?

What are the results of my research?

What error do I have?

What conclusions can I draw from my research?

How will I present my results?

2. QUANTITATIVE REASONING

How do I measure, compare or represent it?

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

How can I use numbers to evaluate my hypothesis?

What numerical information can I collect about this?

Can I estimate this quantity?

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

How can I interpret this formula or graph?

How can I measure its shape or structure?

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

What predictions can I make?

Can I show a correlation?

3. COMMUNICATION

How do I take in and express ideas?

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

How can I write about it?

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

Who is my audience?

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

4. SOCIAL REASONING

What are other people's perspectives on this?

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

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

5. PERSONAL QUALITIES

What do I bring to this process?

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

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

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Highline Big Picture High School
Highline Public Schools

206.444.7726
 2450 South 142nd Street
 SeaTac, WA 98168

Legal Name: Sandy Zimmermann
 Birth Date:
 Parent:
 District ID #:
 SSID #:
 Date of Graduation:
 Date of Report:

THIS IS AN ACADEMIC RECORD FOR

GRADE(S):
 9, 10, 11, 12

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

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

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

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

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

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

Authorized Signature _____

Title _____

Date _____

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

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

- Interned with elementary school teacher – worked with struggling readers and writers. Also designed and taught art lessons.
- Interned with Starbucks Corporate Headquarters Accounting and Finance division in Seattle. Audited invoices for US, Canada, UK, and Ireland. Conducted complete vendor reconciliations for large Starbucks maintenance vendors.

Other student highlights this year:

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

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

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

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

Other student highlights this year:

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

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

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

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Key to CADR Column

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

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

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 chase after their curiosities through 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, care areas, gardens, 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 at all levels- 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.
- **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.

October 2015: Student Advisory Team formed

November 2015: Core Team formed

November 2015: Student outreach begins

January 2016: Competency and Transcript Committee begins work to refine learning goals and competencies and develop transcript.

February 2016: Admissions and enrollment process begins

April 2016: Students notified of acceptance to Gibson Ek

January – May 2016: Additional staff hiring

August 2016: Pre-opening staff training and planning.

September 2016: School opens

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 in other schools in the Big Picture Learning network, Gibson Ek's assessment of student learning will draw heavily on periodic 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 aforescribed 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.

The following pages show a sample exhibition feedback guide.

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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

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
- EOC and SBAC test scores
- Enrollment, attendance, discipline data
- College and post high school data
- Survey data

Consistent with prior implementation of this waiver, if granted, the Issaquah School District will anticipate updating the State Board of Education on the progress of implementation, including student growth in the standards for increased student learning, on an annual basis.

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 be forming an Issaquah student advisory board of 12 students from the four current high schools; 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, school board and the Issaquah School's Foundation as we progress through the planning phase.

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 current high school 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 school's expectations for student learning.
Description to be added with reference to the competencies and how students demonstrate them via exhibitions and portfolios.
- The graduation rate of the high school(s) for the last three school years.
Per discussion with SBE staff, data from other schools and context discussion to be added.
- 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.
- The system for documenting student learning (e.g., student portfolios, etc.).
To be added.
- Student scores on the required statewide high school assessments for the past three years.
Per discussion with SBE staff, discussion 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.
To be added.
- 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.
Discussion/reference to be added re surveys informing design of the school and plans for ongoing surveys.

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

To be added: explanation of CADR key on transcript, new developments in college admissions, data on Big Picture college acceptance in Washington and elsewhere, etc.

Part B

For Renewal Applications Only:

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

2. ~~Please provide a summary of the comments received at the public meeting or meetings.~~

3. ~~Please provide information regarding the programs and activities implemented as a result of the current waiver, including evidence of whether the higher standards for student learning are being achieved.~~

4. ~~Please provide assurances that students in Advanced Placement or other postsecondary options programs such as College in the High School, Running Start, and Dual Credit are not disadvantaged by the programs and activities implemented as a result of the waiver.~~