



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

**May 2024**

**Gibson Ek High School  
379 1st Pl SE  
Issaquah, WA 98027**

**Issaquah School District #411**

**1. Please describe how all students are meeting the state learning standards in each required subject area to a level of depth and breadth consistent with the credit-based graduation requirements.**

Gibson Ek's Core Values and Graduation Requirements, including Learning Plans, Exhibitions and Competencies, are designed to provide students with meaningful, authentic, challenging and personalized learning that aligns with the Common Core and Next Gen standards (as adopted by [Washington state](#)), Issaquah School District [Ends](#) , Washington state's [Graduation Pathways](#) requirements, and research on durable skills.

We continue to monitor and align our work with these standards. As the state updates its standards for all Washington K-12 students, we have teams of staff and students, with family input, who determine alignment and any necessary adjustments. This need is identified through annual surveys, assessment data and data about all students' progress toward graduation.

For example, during the 2024-25 we are a part of the Mastery Based Learning Collaborative and will focus our professional development on deepening our culturally responsive and sustainable practices specifically in our Social Reasoning competency. This will include a student steering committee that works to identify ways to strengthen family connections and provide access for all students to learn deeply about their own cultures and at least one additional culture through independent projects, internships and our design labs.

Last year we focused on the new Social Emotional Learning standards to ensure our requirements were in alignment. While most of these standards were already captured in our Advisory and Learning Plan requirements, we clarified language in our Learning Plans. Staff normed practices around the Learning Plan and students continue to develop the Learning Plan throughout the year and present it at their final Exhibitions where their growth in the standards is assessed by staff, peers, families and community members. The Issaquah School Board ultimately approves all changes.

A detailed explanation of our current competencies is included in Appendix B. Appendix D includes a chart showing how our students meet the CADRs.

**2. Please describe how you ensure that all required offerings are made available to students.**

All students participate in the opportunities designed to help them build and master their competencies:

**Advisory.** Every student is in a mixed-aged advisory. Students remain with their advisor all four years, guaranteeing at least one adult knows the student well. The advisor supports students in developing their learning and providing feedback and evaluation. The advisor works closely with families to support students. Special Education staff push into advisories, with a primary focus on modeling and supporting the teaching of executive functioning skills and social and emotional learning.

**Learning Plans, Exhibitions, Family Partnerships.** All students write a learning plan each year that includes their personal vision for the year and post-high school, their goals for authentic new learning and their influence in the community. Students revisit their plans every quarter to update them and set

new goals. At the end of the quarter, students hold an exhibition of their learning to demonstrate areas they have mastered, areas for continued learning, and areas for new learning. Families are a part of these exhibitions, asking questions, providing feedback and celebrating growth. Their participation helps ensure that students are learning what is meaningful to them and to their communities.

**Project-based Learning.** Students learn primarily through project-based learning. These projects might be independent projects designed with their advisors, collaborative projects with peers, or projects designed with their internship mentors. All freshmen participate in a two-month workshop to learn how to design and manage projects. This learning is supported by their advisors and in design and inquiry labs (see next paragraphs).

**1:1 Meetings.** All students regularly meet 1:1 with their advisors to set learning goals, develop plans to meet those goals, manage projects and provide and receive feedback. Advisors are students' primary summative evaluators, using student feedback and formative feedback from families, internship mentors and staff with subject-area expertise. All students have access to requesting additional 1:1 support from subject-area staff members. Students who are supported by an IEP have 1:1 meetings with their special education case manager. Additionally, all students work 1:1 with professional mentors at their internships.

**Design and Inquiry Labs.** Staff teach labs using either a design-thinking or inquiry framework. The labs cover a variety of content, but the frameworks help instill mindsets for project-based learning in the competencies. Students use these same frameworks to plan their independent projects. All students take one lab every quarter. Labs are interdisciplinary, but staff design labs starting with their certification area. They add learning from at least one additional certification area either by co-teaching or co-planning with a staff member from a different certification area, or by collaborating with a professional who incorporates industry standards and expectations. Students select a lab each quarter, based on their interest but also on their academic needs. For example, if a student is doing a lot of Empirical Reasoning in their independent projects, coached by a staff member with a science endorsement, then they may select a design or inquiry lab co-taught by staff with social studies and art endorsements. A student's advisor monitors their Learning Plans and course selection to ensure they work in all content areas throughout their independent projects, labs and internships. Our Special Education staff alternate between teaching, co-teaching and/or co-planning labs with general education staff. They also coach during teaching sessions, helping us develop a curriculum with robust Universal Design for Learning.

**Internships.** All students have an internship every year throughout the year. Freshmen start high school with an 8-week internship workshop to prepare them for their first internship. This workshop is supported by the Special Education staff to ensure accommodations and modifications happen, and to plan for accommodations and support that will be needed in internships. Students typically have 1-2 internship sites per year. Advisors and case managers visit students on site to work with them and their mentors to design meaningful learning. The learning students do at their internships is part of how they demonstrate mastery of the competencies.

**Full Inclusion.** All students, including students supported by an IEP, participate in every aspect of Gibson Ek. Students with an IEP receive 1:1 support to meet their IEP goals, but since all students receive 1:1 support, this support does not interrupt or take away any time from scheduled classes and activities. Case managers are present in advisories and labs and provide general education staff with

coaching to fully implement Universal Design for Learning. They also co-plan and co-teach classes with general education staff. Special education staff do offer workshops and classes that are targeted at the needs of students on their caseloads, but these offerings –are open to general education students as well. One example is a case manager who recently taught a “What Not To Do” workshop to help students prepare for their upcoming exhibitions. He was addressing needs he identified in his work with the students on his caseload, but all 9<sup>th</sup> graders attended the workshop.

**Additional Learning Opportunities.** All students and families are provided with information about free learning opportunities outside of our school including WANIC, Running Start, online learning, and summer school. Advisors and Special Education staff reach out to WANIC, online learning and summer school instructors to collaborate on accommodations and modifications. Our district has an agreement with Renton Technical College, so any students with an IEP have an IEP case manager on site. Unfortunately, Bellevue College (where most of our students access Running Start), does not recognize IEPs or have an agreement with our district for IEP support, but our case managers continue to meet with their students to support their learning in these classes. Our counselor also connects students with Bellevue College’s Disability Resource Center so they can document needed accommodations and receive some advocacy from instructors to provide these accommodations.

**Math Tutoring.** On-campus math tutors are provided during the school day to provide extra support to any student struggling with math. Tutors include certificated math teachers and professionals who use math in their daily lives, specifically retired engineers.

### **3. Please reflect on how your students are meeting standards in required subject areas and meeting minimum College Academic Distribution Requirements.**

A crosswalk showing how our students meet CADR is in Appendix C

Students build a portfolio of learning that demonstrates they have mastered the competencies, which align with required subject areas. Some elements of a student's portfolio are required, and other elements are developed based on a student's chosen internships, independent projects and course selections. While students can show their learning in multiple ways, demonstrating mastery is required.

We have 20 competencies (Appendix A). Students demonstrate foundation 1 mastery of all 20 competencies during their first two years. They then demonstrate foundation 2 mastery of at least 16 competencies during their last two years. Foundation 2 mastery demonstrates evidence of learning that is of greater depth and complexity than Foundation 1 learning. Students also have the option to pursue Advanced 1 (first two years) and Advanced 2 (last two years) learning. Advanced Learning is characterized by:

1. Impact outside of school

AND

2. Two of:
  - a. leadership that inspires others toward social responsibility
  - b. consistent and ongoing mentorship from a professional in a relevant field
  - c. deep and complex knowledge of a subject or skill set

- d. professional-level performance
- e. critical application of design thinking, including multiple iterations based on a range of feedback

**4. Briefly summarize the comments received from public meeting or meetings regarding your waiver of credit-based graduation requirements for this school.**

Meetings with opportunities to learn about the elements we have introduced because of the credit waiver and to provide input and feedback during the 2023-24 school year:

Family Engagement Night  
(September) PTSA meeting  
(October)  
Community Open House (January)  
Posted announcement with invitation for  
comment (April) Survey (May)

Summary of feedback on impact of credit waiver:

**Academics.** Families of Gibson Ek students are overall very satisfied with their child's academic experience (60% of survey respondents rated academics as 'terrific' or 'very solid'). Families with academic concerns focused primarily on math, an area we continue to work to develop more robust support, including professional development around integrating numeracy into all content areas and developing multiple pathways to develop and assess math skills- This year we also added more certificated math tutors and more direct instruction in Algebra 1.

**Project-based Learning.** This is an area with some of the strongest support from our community (92% terrific/very solid). Families appreciate the opportunities for problem-solving, collaborative learning and exploration of topics that are not typical in many high schools. Feedback—from teachers, peers and professionals—is a key element of project-based learning, and this is a perceived strength. Other schools in the district are piloting ways to incorporate more authentic project-based learning (as opposed to traditional classroom projects that are teacher-driven).

**Learning through Internship.** There is broad family and community support for our internship program (89% of families rate it as terrific/very solid). Families describe internships as "life-changing," "confidence builder," "leverages her strengths." Over 300 businesses and organizations have participated in our internship mentor program in a variety of industries. We continue to look for more opportunities in the tech sector.

**Whole Student Development.** We specifically asked for comments about how our model under the credit-waiver impacts students' social-emotional learning, agency and leadership development. Comments include appreciating focus on personal growth being explicit, access to feedback on personal growth, and an abundance of leadership opportunities. Families want more support for the executive functioning required to pursue project-based learning. We address this through professional development in UDL and through the coaching model that our special education team provides. They model and create resources to build skills and capacity for general education staff.

**Community Interest and Understanding.** Many in the community still do not understand who we are or what mastery-based learning is. Some perceive it as a path that cannot lead to four-year college. Families are supportive of our work but would like improved messaging in the community. We continue to develop our messaging strategies in collaboration with our district's communication department and partnerships with our middle schools and community organizations.

**Post-High School Planning Communication.** Families are supportive of the substantial exposure to and experience in various fields that students have the opportunity for not only in internships but in professional mentorship and site visits. Families are less certain about how to help their child identify and pursue specific pathways. We are making all student materials available to families, including in translation. We'll continue to develop way to connect families to the information they need.

**5. How do you want to provide information regarding the programs and activities implemented as a result of the current waiver, including evidence of whether deeper learning for students has occurred.**

Provide a narrative in an open-ended text box.

**6. Please provide information regarding the programs and activities implemented as a result of the current waiver, including evidence of whether deeper learning for students has occurred.**

**Implemented Programs and Activities:**

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The primary impact of the credit waiver is that learning can be personalized, and students can accelerate learning or spend more time mastering learning, regardless of what their peers are doing. They also have more pathways to experience and demonstrate learning. The following are some specific systems and programs we have implemented to meet these goals.

**Competencies.** Instead of grades, students build mastery of competencies. This allows students to first understand what they need to learn and then take agency over *how* to learn it in a way that matters to them and their communities. They make these choices guided by their advisors and other staff members from the academic disciplines relevant to their goals. Learning in every context is valued and goes toward their demonstration of mastery. It is also done through multiple attempts, depending on that specific student's needs. Mastery is determined using the Growth Framework (Appendix C) as a guide, though rubrics for specific projects and assignments are developed with this framework as a guide. All students must demonstrate competency mastery to graduate. At least 84% of students since 2020 have graduated on time through demonstrating this mastery.

**Personal Learning Plans and Exhibitions.** Every student develops an annual learning plan, with input from advisor and family. Plans include vision, learning goals and project plans. Advisors work 1:1 with students to ensure plans are challenging;-aligned with competencies,-other graduation requirements, and-post-high school plans; and provide the student the opportunity to demonstrate growth in skills and knowledge. This ensures personalized, interest-based, mastery-based learning. 100% of students complete advisor-approved learning plans.

**Internship Program and Community Partnerships.** Two days each week students are in the community at businesses, nonprofits, and educational facilities learning in the real world. They work with their



advisors and mentors to design challenging project work that allows them to build mastery of the competencies in an authentic setting. The standards of the relevant industry are used to evaluate student learning and provide feedback. Additionally, students and advisors build partnerships with community professionals who come to campus to provide feedback on student work, mentorship on capstone projects, and demonstrations of skills and knowledge that are incorporated into courses and independent projects. Examples of internship and partnership projects include mapping heritage trees in Issaquah, designing interactive maps for the local history museum, publishing a peer-reviewed article about how light is used in video games and presenting it at a conference; publishing a science fiction novel; leading tours for elementary school students at the salmon hatchery; designing and selling a clothing brand.

**Advisory Model.** Students build a strong, ongoing relationship with at least one adult during their high school experience. The advisory model also supports social-emotional learning. Each advisory has students of all ages, so there is abundant opportunity for peer mentorship and leadership. Every freshman is assigned a "buddy" from their advisory who mentors them through their first year. Advisors support students' goal setting, project management, assessment of learning and self-reflection of their learning.

**Design Thinking and Design Labs.** Design thinking is the framework students use to build empathy skills and tackle human-centered challenges. They use the framework to collaborate with peers, staff, experts and members of the community and develop problem-solving skills as they strengthen their knowledge in various content areas. The waiver allows for interdisciplinary, community-based, deep, authentic learning. Examples include kokanee habitat restoration, developing a multi-language library at a local shelter, collaborating with the city on a sustainability plan, developing exhibits for the local historical society, and designing and building adaptive tools for adults with disabilities.

**Independent and Collaborative Project-based Learning.** Students' interests are the starting point for learning. Students work with staff to identify their interests and future goals and leverage this for engagement and deeper learning. The waiver allows all students to be doing something different at the same time; take the time they need to deeply explore and learn; revise their learning based on feedback; and place their learning in the community. Some projects are collaborations with peers and/or professionals. Some are independent, with success criteria defined not only by academic standards but by professional criteria. Examples include studying diverse local artists and curating an exhibit of their work at a Seattle museum; developing an app to pair incoming freshmen with a peer mentor from the junior or senior class; designing a submersible robot; creating a community garden to grow food from diverse cuisines for the local food bank; participating as a board member for the Holocaust Center for Humanity; creating murals exploring cultural heritage; using physics to redesign instruments so they can be used to explore one's cultural heritage.

**Authentic Assessment and Exhibitions.** Students build portfolios of learning to demonstrate mastery. Success criteria is not only defined by academic standards, but by standards set by professionals and by criteria dictated by an authentic, community-based context. Reflection is central to learning. Students present their portfolio of learning at exhibitions, attended by family, mentors and peers, three times each year.

## **Evidence of Deeper Learning**

Evidence of learning is assessed through growth in the competency areas. Students build competency in authentic, real-world contexts that include independent projects (with staff coaching), teacher-guided projects, internships and capstone. Competencies and the growth framework are included in Appendix B and Appendix D.

The following practices and processes provide us with evidence of whether deeper learning has occurred:

- 1. Students collect evidence of learning in their Learning Portfolios.** Evidence of deeper learning starts with the learning portfolio. Students collect all evidence of their learning in a portfolio. The portfolio includes artifacts, feedback, revisions, and reflections. When students learn in a competency area for the first time, it is considered “emerging” learning (see Growth Framework, Appendix C). This initial evidence forms the baseline from which teachers determine a student’s next steps and when deeper learning (described as ‘exploring,’ ‘engaged’ and ‘empowered’) has occurred in all 20 competency areas. The first time students work through the 20 competencies (9<sup>th</sup> and 10<sup>th</sup> grade), their depth of learning is expected to be at ‘exploring’ and ‘engaging.’ The second time students work through the competencies (11<sup>th</sup> and 12<sup>th</sup> grade), the depth is expected at ‘engaging’ and ‘empowered.’ Staff use professional development time to norm assessment of the competencies.
- 2. A student and a teacher meet 1:1 to review the portfolio, determine the depth of learning, and track it in the student dashboard.** The Growth Framework provides a broad rubric for deep learning, but rubrics are developed from this (and any relevant industry standards or contextual standards) for specific projects. For example, one student designed a social media campaign for a local non-profit. They first worked with an advisor and the non-profit mentor to identify the student’s current skills and knowledge, determine what growth would look like for that student, and what the industry expectations are for effective social media campaigns. The team designed a rubric based on this information. The student created posts, got feedback from the mentor, and continued to improve the posts. The student measured success using the analytics of the platform (views, likes, shares, etc.) and reflected on learning using the rubric. When the student determined they had enough evidence to demonstrate a full competency, they met with the appropriate staff member to review their collection of evidence for that competency, track it on the dashboard and assess the level of learning. Staff provide students with next steps to continue to deepen their learning. Students continue to add to the collection and have it assessed. This assessment and collection of evidence process is used in all areas of learning. A sample of what data collection looks like for Empirical Reasoning for a first-year student is in Appendix E. Parents receive a snapshot every progress period, but also always have access to a student’s growth assessment.
- 3. Staff pull data from all students’ dashboards every progress period to know how many students are meeting deep learning goals and adjust.** Staff review this data to determine in which areas students need more opportunities and more support. For example, our Class of 2026 data at the beginning of this school year showed about 80% of students had evidence of deep learning in Empirical Reasoning: Empirical Investigations, but only a little over 50% had evidence of deep learning in Social Reasoning: Institutions, Systems and Government. Since students build their competencies over two years, we were able to make adjustments to our professional development



and lab offerings in our course catalog. We continued to provide the Empirical Reasoning opportunities, but integrated these with more Social Reasoning and built more Social Reasoning labs and resources.

4. **Students present their strongest evidence of deep learning at exhibitions three times each year and receive feedback and evaluation from staff, peers, families, and community mentors.** Gibson Ek's assessment of student learning draws heavily on the portfolio and exhibitions three times a year. Using the rubric in Appendix F, panel members provide feedback as to whether deeper learning occurs in authentic and relevant contexts. Families and communities inform a student's education. As we move into the end of the year, 75% of students have demonstrated growth (deeper learning) in commitment to their personal visions, 90% in authentic and challenging new learning, and 85% in applying learning to influence the community.
5. **Students meet the state's required graduation pathway.** In addition to the evidence we have of deeper learning within students' portfolios, dashboards and exhibitions, Gibson Ek students consistently meet the Graduation Pathway requirement (Appendix G). Most students meet the pathway through SBA testing or the CTE pathway. Gibson Ek students' SBA math scores range between 36%-51%, below our district average. Some contributing factors include a higher proportion of Gibson Ek students, compared to the district, start high school in Pre-Algebra or Algebra 1 as opposed to Geometry to a higher level. Additionally, Gibson Ek has three times as many students with disabilities as the comprehensive high schools, and our test scores for this group of students are consistent with the other schools (typically below 20% passing). As cohorts, our students' SBA scores are consistent from 8<sup>th</sup> grade to 10<sup>th</sup> grade. This data confirms that math education continues to be a challenge and even a barrier for students, that performance gaps for students with disabilities and students of color continues to be a primary area of concern and focus. We are addressing this with staff professional development to integrate algebra and geometry across the curriculum so it can be learned in context and researching different approaches to algebra and geometry skill building. We are encouraged by the new Performance Pathway option. This option is challenging but allows students to demonstrate multiple approaches to math and apply what they know.
6. **Every student has a High School and Beyond Plan and clear post-high school pursuit.** Some of the most important evidence we have of the relevance of students' deeper learning is the HSBP and post-high school pursuits. The Learning Plan that students write each fall and revise throughout the year is the foundation of the HSBP. They set their vision and develop meaningful and challenging goals to meet that vision. Their experiences throughout their four years move them toward a purposeful and meaningful post-high school experience. Our goal is 100% of students leave Gibson Ek to a path that is meaningful and of their choosing. This is measured by a specific post-high school plan that aligns with their personal vision. For the Class of 2024, 100% of graduates (27) have a specific and meaningful post-high school pursuit.

Four-year college: 60% (examples: Chapman University, South Carolina School of Design, Western Washington University)

Two-year college/certification program: 19% (examples: Bellevue College Nursing, Renton Technical Welding)

Apprenticeship: 11% (examples: electrician apprenticeship, Boeing machinist apprenticeship)

Employment: 11% (examples: Village Theater Set Design Shop (hired after completion of internship))

**7. Gibson Ek students have a high rate of on-time graduation.**

Class of 2021: 84.2%

Class of 2022: 91.4%

Class of 2023: 87%

Nearly all students graduate in four years (non-grad percentages reflect 1-2 students in each class), with near 100% in five years.

**7. Please provide a brief explanation of how you ensure that students in the school still have access to Advanced Placement or other postsecondary options programs such as College in the High School, Running Start and Dual Credit.**

Flexible scheduling allows students to access multiple opportunities for Advanced Placement or other postsecondary options:

- Students can take Advanced Placement courses for free through online learning facilitated by our district. Courses include biology, calculus, chemistry, computer science, English, European history, psychology, Spanish, statistics, US history, government and world history.
- Juniors and seniors can take Running Start courses each quarter at any Washington state community or technical program.
- Juniors and seniors can participate in the Washington Network for Innovative Careers (WANIC) program. Through this program they can earn college credit as well as industry certifications.
- All students participate in internships that allow them to explore and experience potential careers. Gibson Ek students have had internships at hundreds of sites including
  - University of Washington Library Sciences
  - Swedish Hospital
  - Issaquah Salmon Hatchery
  - Mountains to Sound Greenway
  - Paccar
  - Center for Wooden Boats
  - Honda Kubota
  - Microsoft
  - City of Issaquah

## Appendix A

### Graduation Requirements

Requirement	101	201	301	401
<b>Competencies</b> Personal Qualities, Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning	100% 10/20 competencies each year at a level appropriate for each learner		80% 8/16 competencies each year Competencies met at a greater depth, with greater rigor, and with increased contribution to the community	
<b>LTI (Internship)</b> Be in a meaningful mentorship or vigorously pursuing the next one	Minimum: 100 internship hours	Minimum: 200 internship hours	Minimum: 250 internship hours	Minimum: 250 internship hours
<b>Capstone Project</b> Design and implement a project to meet the needs of a community outside of GEHS	N/A	N/A	Capstone Project Project Initiation Research Design Proposal	Capstone Project Prototyping & Testing Implementation Evaluation & Reflection
<b>Advisory</b>	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects
<b>ALEKS Math</b> or comparable course that aligns with post-high school plans	Full course	Full course	Full course	Full course
<b>Writing Portfolio</b> each installment includes draft, feedback and revision	8 submissions that represent a range of expressions for a variety of purposes	9 submissions that represent a range of expressions of increasing challenge for a variety of purposes	9 submissions that represent a range of expressions of increasing challenge for a variety of purposes	9 submissions that represent a range of expressions of increasing challenge for a variety of purposes
<b>Learning Plans</b>	3, one each cycle	3, one each cycle	3, one each cycle	3, one each cycle
<b>Exhibitions</b>	3, one each cycle	3, one each cycle	3, one each cycle	3, one each cycle
<b>High School &amp; Beyond Plan and Portfolio</b>	Portfolio	Portfolio	Portfolio	Portfolio
<b>State-Mandated Tests</b>	Take and pass required tests each year or fulfill alternate Graduation Pathway senior year			

Students who did not complete the Software Tech or Northwest Studies requirement in middle school will need to demonstrate a comparable experience.

Latest information for state tests required for graduation can be found at the Office of Superintendent of Public Instruction:

<http://www.k12.wa.us/GraduationRequirements>

## Appendix B

### Competencies

[https://www.canva.com/design/DAFpMsRkKOW/TCahIdPs24JnBt3tRYhKfG/view?utm\\_content=DAFpMsRkKOW&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAFpMsRkKOW/TCahIdPs24JnBt3tRYhKfG/view?utm_content=DAFpMsRkKOW&utm_campaign=designshare&utm_medium=link&utm_source=editor)



## Personal Qualities

How do I contribute to my growth and the growth of my community?



Guiding Questions

Collection of Evidence Might Include

Better the World	Creativity & Imagination	Productive Mindset	Health & Wellness
<ul style="list-style-type: none"> <li>• How do I demonstrate leadership in all areas of my life?</li> <li>• How do I demonstrate empathy for a diverse world?</li> <li>• How do I demonstrate a sense of responsibility for the future?</li> <li>• How do I engage in my school and local community in a meaningful and authentic way?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I use inventive, creative thinking to solve problems in various contexts?</li> <li>• How do I investigate the world deeply through interdisciplinary study?</li> <li>• How do I discover my strengths and learn by pursuing passions, interests and talents?</li> <li>• How do I create original, well-crafted, high quality products or performances?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I set and pursue short and long term goals that align with my vision?</li> <li>• How do I embrace and persevere through academic and personal challenges?</li> <li>• How do I demonstrate consistent honesty and integrity?</li> <li>• How do I consistently reflect on my experiences and make improvements?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I develop the knowledge and skills necessary to maintain an active life?</li> <li>• How do I develop the knowledge and skills related to mental, spiritual, financial, community, emotional and/or physical wellness?</li> </ul>
<ul style="list-style-type: none"> <li>• Ethical decision making, social responsibility and advocacy</li> <li>• Taking risks and experiencing failure in order to succeed</li> <li>• Expanding worldview through meaningful and authentic experiences</li> <li>• Working with diverse groups of people for sustained periods of time</li> <li>• Empathizing with those holding different beliefs or philosophies</li> <li>• Showing appreciation for contributions of past generations</li> <li>• Engaging in meaningful and sustained community service</li> <li>• Pursuing community service that emerges from passions and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Using flexible thinking, adapting own perspective to solve problems</li> <li>• Asking thoughtful questions and seeking answers</li> <li>• Identifying, gathering, evaluating and considering multiple perspectives to make informed decisions</li> <li>• Learning new things</li> <li>• Learning from challenges, overcoming fears</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking realistically and self-motivating to achieve goals</li> <li>• Using time and task management to achieve goals</li> <li>• Learning and growing from failures</li> <li>• Seeking help in solving problems and making decisions</li> <li>• Demonstrating confidence, strength of character, determination and independence</li> <li>• Treating others with respect and kindness</li> <li>• Striving to become a better person</li> <li>• Reflecting on positives and negatives of an experience and growing from it</li> <li>• Accepting and applying feedback and critiques</li> </ul>	<ul style="list-style-type: none"> <li>• Developing movement, flexibility, strength and/or nutrition skills or knowledge</li> <li>• Demonstrating ability to make informed choices about personal wellness</li> <li>• Demonstrating ability to balance school, extracurricular activities, leisure, friends and family.</li> <li>• Managing stress by using strategies for well being</li> </ul>



# Communication

How do I take in and express a variety of ideas?



	Collaboration	Understanding	Expression	Evaluation & Research
Guiding Questions	<ul style="list-style-type: none"> <li>How have I initiated and participated in rich collaborative discussions?</li> <li>How do I demonstrate a variety of communication strategies?</li> <li>How do I expand my ideas and understanding based on the diverse ideas of others?</li> <li>How do I participate in conversations to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>How do I read a broad range of challenging texts over a wide range of topics?</li> <li>How do I understand and analyze a wide range of texts?</li> <li>How do I synthesize multiple sources to form an understanding of what I'm investigating?</li> </ul>	<ul style="list-style-type: none"> <li>How do I produce a range of effective creative, written and verbal expressions for a variety of purposes?</li> <li>How do I skillfully use language to clearly communicate my meaning?</li> <li>How do I adapt my language and expression for a variety of purposes and audiences?</li> </ul>	<ul style="list-style-type: none"> <li>How do I evaluate the credibility of sources?</li> <li>How do I cite sources with accepted methods?</li> <li>How do I avoid plagiarizing others' works?</li> <li>How do I identify bias?</li> <li>How do I ask for feedback from experts in the appropriate field and revise my work based on that feedback?</li> </ul>
Collection of Evidence Might Include	<ul style="list-style-type: none"> <li>Participation in discussions with peers and community members</li> <li>Contributing accurate and relevant information to conversations</li> <li>Participation in small and large group discussions</li> <li>Applying appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior</li> <li>Actively listening and asking questions</li> <li>Empathizing with others</li> <li>Seeking and synthesizing diverse ideas</li> <li>Working with others to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Reading, comprehending, analyzing and synthesizing a range of novels, short stories, articles, academic papers, websites, plays, videos, films, podcasts, instruction and other informational sources</li> <li>Increasing reading and information gathering challenges over time</li> </ul>	<ul style="list-style-type: none"> <li>Producing a range of increasingly skilled and complex expression</li> <li>Reflecting on effectiveness of one's expression</li> <li>Seeking feedback and revising based on this feedback</li> <li>Applying appropriate grammar, word choice, tone and fluency for the context and purpose</li> <li>Increasing written, verbal and creative expression challenges over time</li> </ul>	<ul style="list-style-type: none"> <li>Using appropriate MLA, APA or other relevant rules for in-text citations, works cited pages and bibliographies</li> <li>Using a range of credible and relevant sources, accessing academic, technical or other sources as needed</li> <li>Accessing people relevant to the topic to build understanding and receive feedback</li> <li>Applying note-taking and organization skills to avoid plagiarism</li> </ul>



# Quantitative Reasoning

How do I numerically understand, measure, compare or represent it?



## Interpretation

- How do I understand and summarize numeric data given in text form?
- How do I understand and explain information presented in a graph or table?
- How do I understand and explain information presented in a diagram or other visual form?
- How do I understand and explain information presented as mathematical expressions?

## Representation

- How do I write expressions or equations to solve real world problems?
- How do I choose appropriate summary values (e.g., mean, standard deviation) to represent quantitative information?
- How do I use spreadsheets, databases, tables, graphs and statistics to summarize, display and communicate data?

## Calculation

- How do I estimate and check answers to numerical problems?
- How do I use arithmetic, algebra and geometry to solve problems?
- How do I apply correct mathematical operations in the correct order?
- How do I present calculations in the simplest form relevant to the problem?

## Application & Analysis

- How do I construct an empirical argument using data to support my claim?
- How do I distinguish patterns of evidence that do and do not support conclusions?
- How do I identify a correlation between variables and determine if there is or is not causality?
- How do I identify possible weaknesses or flaws in my own and others' conclusions and arguments?

Guiding Questions

- Creating accurate explanations of a range of mathematical expressions
- Demonstrating understanding in real world contexts

- Selecting the most appropriate forms (spreadsheets, databases, graphs, tables) and methods (equations, expressions, mean, mode, etc.) for representing numerical data in real world contexts
- Communicating numerical solutions to real world problems

- Using estimates to determine reasonableness, identify alternatives, select optimal results
- Presenting calculations accurately, clearly and concisely, following the conventions of the real world context
- Writing accurate code

- Using specific data (surveys, datasets, equations, etc.) to form larger hypotheses or claims about real world contexts
- Using theorems or numbers to understand specific cases or problems
- Using specific cases or problems to test numerical hypotheses
- Using numbers to understand problems
- Using numerical data to address challenges

Collection of Evidence Might Include





# Empirical Reasoning

How do I prove it? How do I reason?



## Empirical Investigation

- How do I pose a scientific question that can be tested?
- How do I design an empirical investigation to collect data?
- How do I clearly define and analyze independent and dependent variables and experimental controls?
- How do I collect empirical evidence to construct and refine explanations or arguments?

## Scientific Knowledge & Theories

- How do I explain complex scientific concepts, theories or controversies?
- How do I revise predictions or explanations based on new evidence and information?
- How do I use scientific evidence and models to support or refute explanations?
- How do I question the constraints and specifications of possible solutions?

## Empirical Modeling

- How do I create accurate two- and three-dimensional representations of organisms, concepts or systems?
- How do I use tools and technology to understand, investigate, create or synthesize ideas, concepts or systems?
- How do I recognize and expand on the limits of a model?

## Empirical Arguments

- How do I construct an empirical argument using data to support my claim?
- How do I distinguish patterns of evidence that do and do not support conclusions?
- How do I identify a correlation between variables and determine if there is or is not causality?
- How do I identify possible weaknesses or flaws in my own and others' conclusions and arguments?

Guiding Questions

- Distinguishing between scientific and non-scientific questions
- Determining what data to collect
- Determining what tools are appropriate for data collection
- Determining how to record data
- Determining how much data is needed to produce reliable measurements, show a pattern or trend, or show a relationship between variables
- Using valid data to explain phenomena, systems, etc.

- Understanding how knowledge is judged by the scientific community
- Using acceptable scientific resources to support investigations
- Asking questions about constraints and specifications when claiming a possible solution or explanation

- Using models to communicate complex ideas and observable or unobservable phenomena
- Using models to test understanding and experiment with ideas
- Using modeling to identify possible flaws or areas of improvement
- Using modeling to propose new understandings or communicate complex ideas
- Using technology such as laser cutting, 3D printing, or programming to test and explore phenomena or ideas

- Applying conventions of scientific research and writing to make and support claims
- Drawing conclusions based on empirical data
- Identifying outliers in collections of evidence
- Sorting relevant and irrelevant evidence
- Identifying correlations
- Showing cause and effect
- Reflecting on results and determining next steps

Collection of Evidence Might Include



# Social Reasoning

What are others' perspectives? How do actions influence outcomes?



Guiding Questions

Collection of Evidence Might Include

## Critical Issues & Events

- How do I understand past events through sustained inquiry into those events?
- How do I explain the causes and consequences of current events?
- How do I use an understanding of past and current events to provide a solution for a current or future problem?

- Reading, interpreting and analyzing historical documents and contemporary sources
- Applying research methods associated with historical inquiry
- Developing well formed claims based on valid and reliable sources
- Explaining connections between human decisions and consequences

## Geography & Environment

- How do I apply geographic information to interpret events?
- How do I interpret geographic information to explain the relationship between people and their environment?
- How do I demonstrate how geography and resource distribution affects people?
- How do I demonstrate how equity and access shape people and their environments?

- Applying geographic information to more deeply understand real world challenges
  - Examining the relationship between geography and economic, political or social patterns in real world contexts
  - Explaining the impact of equity, access and opportunity on a range of groups of people in a range of contexts
- Geography includes physical, cultural, economic, political, regional systems*

## Institutions, Systems & Government

- How do I demonstrate an understanding of the rights and responsibilities of individuals?
- How do I apply an understanding of rights and responsibilities to participate in or pursue change?
- How do I address real world financial challenges in large, small or personal systems?
- How do I demonstrate an understanding of the effects of a variety of systems on one another?

- Explaining rights and responsibilities in various government structures
- Engaging in government at a local, state or national scale
- Using an understanding of local policies, procedures, laws or practices
- Demonstrating an understanding of the difference between large and small scale finance
- Understanding the principles, structures and functions of various governments
- Showing how local, national and international policies affect each other
- Addressing real world challenges

## Human Behavior & Expression

- How do I apply an understanding of how social influences and belief systems shape behavior?
- How do I apply an understanding of how biology and thought processes shape behavior?
- How do I analyze ethical issues and dilemmas to support a course of action?
- How do I evaluate the role of power or privilege in a real world context?

- Examining group dynamics and evaluating the role of power and/or privilege in interpersonal and group relationships
- Using an understanding of human behavior to address real world problems
- Demonstrating an understanding of economics, psychology and/or sociology

## Appendix C

### Growth Framework

[https://www.canva.com/design/DAE3CYAXjiU/QBqoBIM2I\\_vldFHaoDwU-Q/view?utm\\_content=DAE3CYAXjiU&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAE3CYAXjiU/QBqoBIM2I_vldFHaoDwU-Q/view?utm_content=DAE3CYAXjiU&utm_campaign=designshare&utm_medium=link&utm_source=editor)



## Appendix D

### Gibson Ek & Washington State's College Academic Distribution Requirements (CADRs)

All public and some private universities in Washington state use the College Academic Distribution Requirements (CADRs) to determine if a student has shown the academic experience necessary for college acceptance. **Demonstrating foundational or advanced mastery of a competency is how Gibson Ek students show this academic experience.**

<p><b>CADR</b></p>	<p><b>Gibson Ek Equivalency</b>            20 Foundational 1 competencies = 9/10 grade learning            16 Foundational 2 competencies = 11/12 grade learning            Advanced 1 competencies (9/10 grade) or Advanced 2 competencies (11/12 grade) may be achieved in addition to the required foundational competencies</p>
<p><b>English: 4 credits</b></p> <ul style="list-style-type: none"> <li>● includes 3 credits of college preparatory literature or composition</li> <li>● may include 1 credit of elective English</li> </ul>	<p><b>Integrated Writing Portfolio</b> with strong examples of college-preparatory writing over four years</p> <p><b>Communication Competencies</b></p> <p>Collaboration: Foundation 1/Advance 1; Foundation 2/Advanced 2            Understanding: Foundation 1/Advance 1; Foundation 2/Advanced 2            Expression: Foundation 1/Advance 1; Foundation 2/Advanced 2            Evaluation &amp; Research: Foundation 1/Advance 1; Foundation 2/Advanced 2</p> <p><i>mastered through any combination of</i></p> <ul style="list-style-type: none"> <li>● independent projects</li> <li>● internship projects</li> <li>● design or inquiry labs, especially those designated as <i>Writing</i> labs</li> <li>● WANIC course work</li> <li>● Running Start English or Composition courses</li> <li>● Online learning, including AP English Language and Composition or AP English Literature and Composition</li> </ul>
<p><b>Math: 3 credits</b>            Must include <i>either</i> of the following 2 options:</p> <ul style="list-style-type: none"> <li>● 1 credit each of Algebra 1, Geometry, and Algebra II</li> <li>● 3 credits of Integrated Math</li> </ul>	<p><b>Math Courses:</b> 4 years of math through Algebra 2 (3 years if post-high school plan does not require 4th year)</p> <p><b>Quantitative Reasoning Competencies</b></p> <p>Interpretation: Foundation 1/Advance 1; Foundation 2/Advanced 2            Representation: Foundation 1/Advance 1; Foundation 2/Advanced 2            Calculation: Foundation 1/Advance 1; Foundation 2/Advanced 2            Application &amp; Analysis: Foundation 1/Advance 1; Foundation 2/Advanced 2</p> <p><i>mastered through any combination of</i></p> <ul style="list-style-type: none"> <li>● independent projects</li> <li>● internship projects</li> <li>● design or inquiry labs</li> <li>● WANIC course work</li> <li>● Running Start math courses</li> <li>● Online learning, including AP Calculus AB or AP Calculus BC</li> </ul>
<p><b>Senior Year Math-based</b></p>	<p><b>Senior year of math that aligns with post-high school goal</b></p>

<p><b>Quantitative Course</b>  <i>Intent is that students take meaningful math during their senior year</i></p> <ul style="list-style-type: none"> <li>● 1 credit equal to or beyond one of the three required math courses</li> <li>● Quantitative course such as statistics, advanced applied math, or math-based career and technical courses</li> <li>● Algebra-based science course such as chemistry, physics, or other science courses that incorporate knowledge of algebra</li> <li>● AP Computer Science A</li> <li>● Bridge to College mathematics</li> </ul> <p><i>Note: Successful completion of math beyond Algebra II or Integrated Math III (such as pre-calculus) prior to senior year, meets both the math and senior year quantitative credit requirements.</i></p>	<p>Equivalent learning experience might be shown through any combination of</p> <ul style="list-style-type: none"> <li>● Pre-calculus (completed any year) or Intro to Statistics</li> <li>● Quantitative Reasoning or Empirical Reasoning competency work during senior year that includes chemistry or physics</li> <li>● Project or design/inquiry lab work with strong evidence of chemistry, physics or learning that incorporates algebra</li> <li>● Running Start, WANIC or online learning classes that include math-based learning (e.g., physics or chemistry)</li> </ul>
<p><b>Science: 3 credits</b> including 2 credits of lab science</p> <ul style="list-style-type: none"> <li>● 1 credit in algebra-based science course (chemistry or physics)</li> <li>● 1 credit of biology, chemistry or physics</li> <li>● 1 credit of additional science</li> </ul> <p><i>Some courses may fulfill more than one science requirement, so a different lab science can be substituted for the second credit such as astronomy, physical science, environmental science, geological science, genetics, astronomy, physiology, or marine science.</i></p>	<p><b>Empirical Reasoning Competencies</b>  Empirical Investigation: Foundation 1/Advance 1; Foundation 2/Advanced 2  Scientific Knowledge: Foundation 1/Advance 1; Foundation 2/Advanced 2  Empirical Modeling: Foundation 1/Advance 1; Foundation 2/Advanced 2  Empirical Arguments: Foundation 1/Advance 1; Foundation 2/Advanced 2</p> <p><i>mastered through any combination of</i></p> <ul style="list-style-type: none"> <li>● independent projects</li> <li>● internship projects</li> <li>● design or inquiry labs, especially those designated as <i>Lab Science</i> labs</li> <li>● WANIC course work</li> <li>● Running Start lab science courses</li> <li>● Online learning, including AP Biology and AP Chemistry</li> </ul> <p><i>To meet "lab science" requirement, evidence of learning must include lab work</i></p>
<p><b>World Languages: 2 credits</b> of the same language</p> <p><i>Examples: French, Spanish, Arabic, any Native American language, ASL, Latin or ancient Greek</i></p>	<p><b>World Languages options at Gibson Ek include</b></p> <ul style="list-style-type: none"> <li>● Spanish I and Spanish II (on campus courses)</li> <li>● ISD Online Learning</li> <li>● Other HS-accredited language coursework</li> <li>● Running Start</li> </ul>

<ul style="list-style-type: none"> <li>● Credit earned in middle school may count</li> <li>● Credit can be earned through a district-approved competency assessment</li> <li>● World language requirements will be considered satisfied for applicants who complete their education through seventh grade in a school where English was not the language of instruction and in countries other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.</li> </ul> <p><i>Not accepted: forms of sign language other than ASL, computer "languages"</i></p>	<ul style="list-style-type: none"> <li>● World Language competency testing</li> </ul>
<p><b>Social Science: 3 credits</b></p> <p><i>Examples: world history, US history, anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology</i></p> <p><i>Not accepted: courses in religion, consumer economics, student government, community service</i></p>	<p><b>Social Reasoning competencies</b></p> <p>Critical Issues &amp; Events: Foundation 1/Advance 1; Foundation 2/Advanced 2  Geography &amp; Environment: Foundation 1/Advance 1; Foundation 2/Advanced 2  Inst., Systems &amp; Gov't: Foundation 1/Advance 1; Foundation 2/Advanced 2  Human Behavior &amp; Expression: Foundation 1/Advance 1; Foundation 2/Advanced 2</p> <p><i>mastered through any combination of</i></p> <ul style="list-style-type: none"> <li>● independent projects</li> <li>● internship projects</li> <li>● design or inquiry labs</li> <li>● WANIC course work</li> <li>● Running Start courses</li> <li>● Online learning, including AP courses in European history, psychology, US history, government, world history</li> </ul>
<p><b>Arts: 1 Credit</b></p> <p>Must be met with either of the following two options:</p> <ul style="list-style-type: none"> <li>● 1 credit in fine, visual or performing arts</li> <li>● 1 credit beyond the minimum in any other CADR subject area</li> </ul> <p><i>Examples: art appreciation, band, ceramics, choir, dance, dramatic</i></p>	<p><b>Independent projects, internship projects, design or inquiry labs that demonstrate any or all of:</b></p> <ul style="list-style-type: none"> <li>● Fine art</li> <li>● Visual art</li> <li>● Performing art</li> </ul> <p>Academic competency areas in which student <b>specialized</b> learning beyond the minimum described in other categories.</p>




*performances and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, printmaking, or sculpture.*

*Not accepted: architecture, color guard, creative writing, drafting, drill team, fashion design, interior design, sewing, speech, web design or graphics, woodworking, and yearbook.*

*Note: UW and WWU specify that .5 credit must be fine, visual or performing arts; the other half may be either in the arts or an academic elective.*

## Appendix E Student Assessment Dashboard Sample

3 Foundational 1		1 Advanced 1		 <b>Jay Cohen: 101 Growth</b> Current Status - 301			LC1			LC2			LC3			Year	
							Projects	Internship	Labs	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other
		Competency	Evaluation	Target													
EMPIRICAL REASONING	Empirical Investigation	How do I design and conduct an investigation?	Emerging	Scientific Questioning	Projects	Internship	Labs	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other		
				Empirical Investigations	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Independent & Dependent Variables	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Evidence Collection	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
	Scientific Knowledge & Theories	How deeply do I understand scientific ideas?	Exploring	Scientific Concepts	Projects	Internship	Labs	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other		
				Predictions	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Scientific Evidence & Models	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Constraints & Specifications	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
	Empirical Modeling	How do I create representations of complex ideas and systems?	Engaged	Modeling	Projects	Internship	Labs	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other		
				Tools & Technology	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Limits & Precisions of Models	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Other	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
	Empirical Arguments	How do I create a well-reasoned argument?	Exploring	Data to Support a Claim	Projects	Internship	Labs	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other		
				Patterns of Evidence	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Correlation & Causation	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Weaknesses in an Argument	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					
				Other	Projects	Internship	Labs	Projects	Internship	Labs	Advisory	Other					

## Appendix F

### Exhibition Rubric

[https://docs.google.com/document/d/1ZZJ3symq4HLvcteEgOCVe4IIUCDpOTvxq9XpdGbtgsQ/edit?usp=drive\\_link](https://docs.google.com/document/d/1ZZJ3symq4HLvcteEgOCVe4IIUCDpOTvxq9XpdGbtgsQ/edit?usp=drive_link)



Student Presenter:

Panelist :

Date:

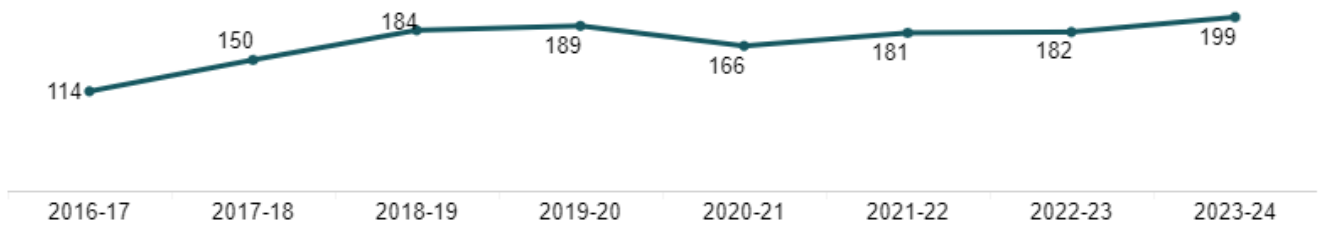
<p style="text-align: center;"><b>Commitment to a Personal Vision</b></p> <p>Is the vision clear in the Learning Plan and presentation?</p> <p style="padding-left: 20px;">Do they set meaningful &amp; challenging goals?</p> <p style="padding-left: 20px;">Do they pursue interests, strengths &amp; talents?</p> <p style="padding-left: 20px;">Do they take action and persevere through challenges?</p> <p style="text-align: center;">← EMERGING — EXPLORING — ENGAGED — EMPOWERED →</p>	<p><i>Comments and Strongest Evidence</i></p>		
<p style="text-align: center;"><b>Authentic New Learning</b></p> <p>Is their learning personal and meaningful?</p> <p style="padding-left: 20px;">Is their learning challenging?</p> <p style="padding-left: 20px;">Are they acquiring in-depth knowledge?</p> <p style="padding-left: 20px;">Do they provide evidence of using design thinking?</p> <p style="text-align: center;">← EMERGING — EXPLORING — ENGAGED — EMPOWERED →</p>	<p><i>Comments and Strongest Evidence</i></p>		
<p style="text-align: center;"><b>Application &amp; Influence</b></p> <p>Are they a positive influence in their community?</p> <p style="padding-left: 20px;">Does their work positively impact the community?</p> <p style="padding-left: 20px;">Are they developing supportive relationships with others?</p> <p style="padding-left: 20px;">Do they connect with others to solve problems?</p> <p style="text-align: center;">← EMERGING — EXPLORING — ENGAGED — EMPOWERED →</p>	<p><i>Comments and Strongest Evidence</i></p>		
<p style="text-align: center;"><b>Emerging</b></p> <p>Evidence of learning reflects beginning the GEHS journey, trying something for the first time, or repeating skills to gain more practice</p>	<p style="text-align: center;"><b>Exploring</b></p> <p>Evidence of learning reflects a developing complexity of understanding, skill and investment</p>	<p style="text-align: center;"><b>Engaged</b></p> <p>Evidence of learning reflects increasing authenticity and the pursuit of greater challenges and deeper understandings</p>	<p style="text-align: center;"><b>Empowered</b></p> <p>Evidence of learning reflects using deep skills and knowledge to authentically impact the community</p>

## Appendix G

### Enrollment

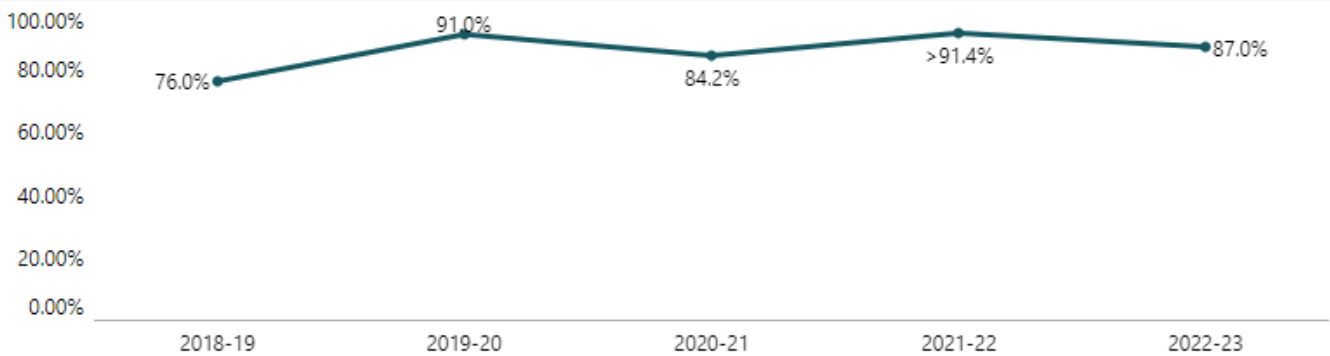
# Gibson Ek High School

#### Total Student Enrollment



#### Graduation

#### All Students



#### Graduation Data for the Class of 2024

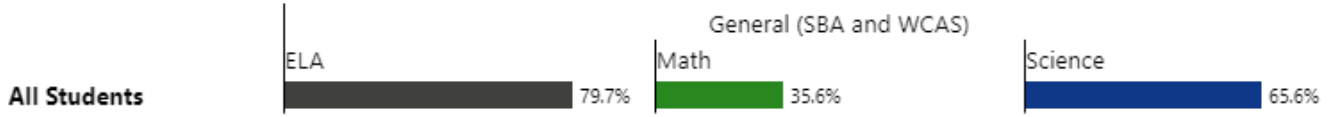
- 26 graduates, 1 non-graduate (enrolled in BC's CEO program)
- 16 graduates attending 4 year college
- 5 graduates attending 2 year college or certification program
- 3 graduates enrolling in an apprenticeship program
- 2 graduates working full time

#### Graduation Data for the Class of 2023

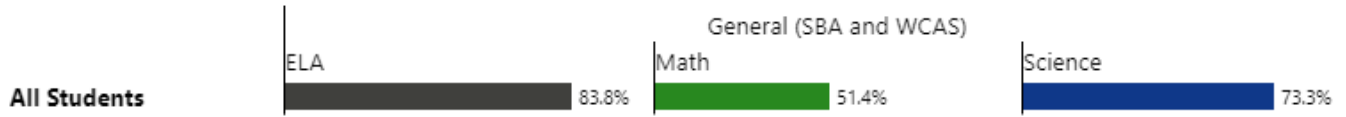
- 27 graduates, 2 non-graduates (one graduated 2024)
- 16 graduates attending 4 year college
- 4 graduates attending 2 year college or certification program
- 2 graduates enrolling in an apprenticeship program
- 5 graduates working full time

## State Assessment Data

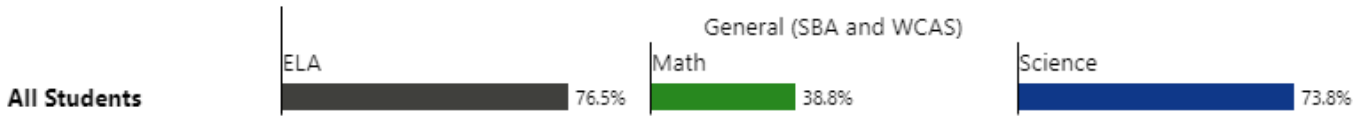
2022-23



2021-22

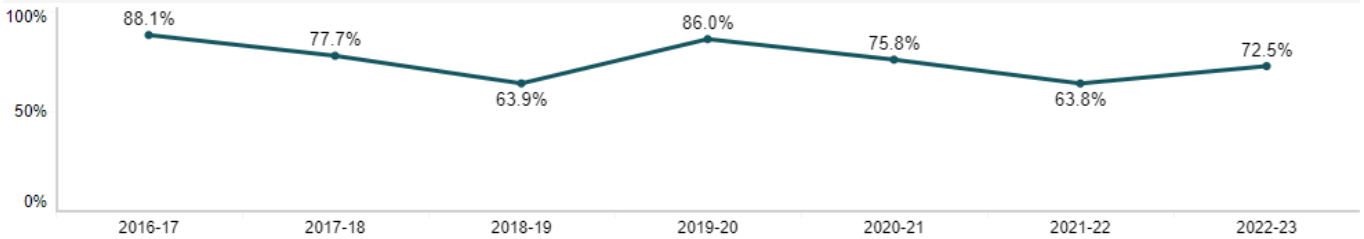


2020-21



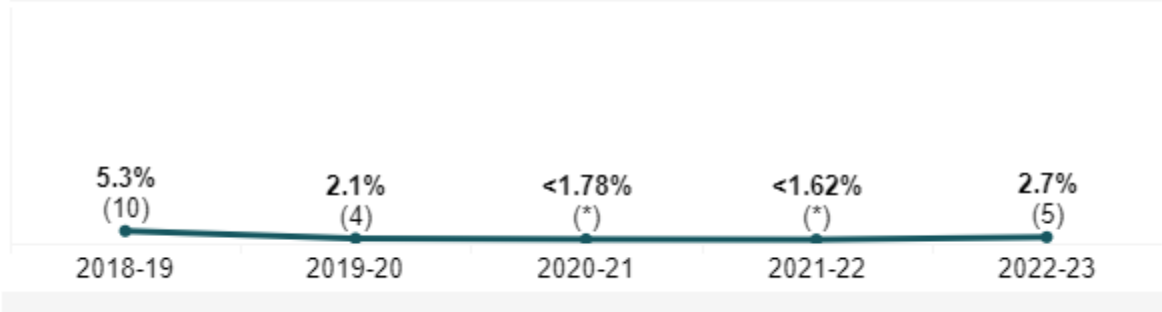
## Attendance

### All Students



## Discipline

### All Students



## PSAT/NMSQT

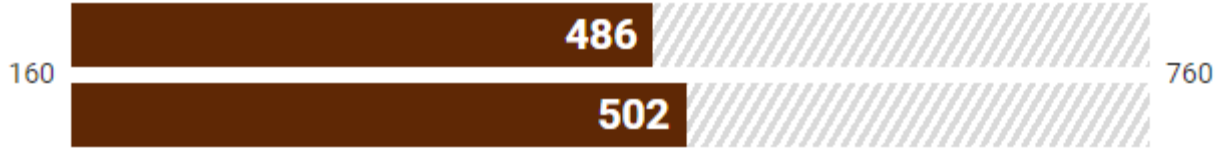
Fall 2023

Mean Reading and Writing Score (160-760) ⓘ



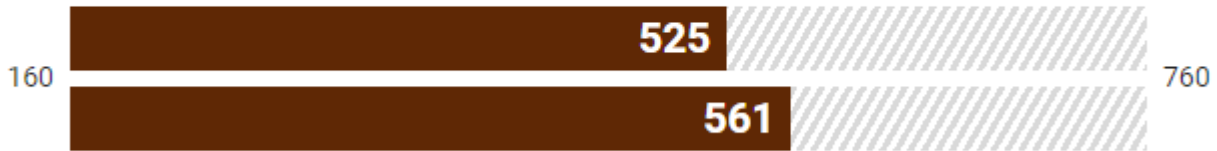


Mean Math Score (160-760) ⓘ

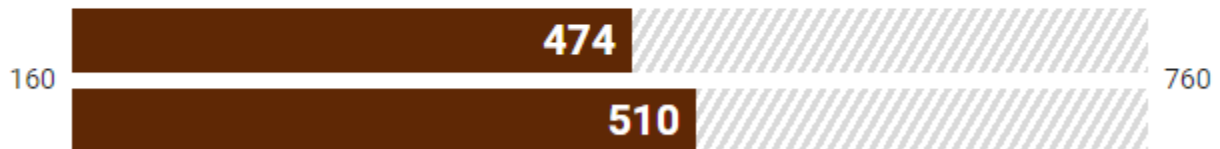


Fall 2022

Mean Evidence-based Reading and Writing Score (160-760) ⓘ



Mean Math Score (160-760) ⓘ



## Annual Reports

[Gibson Ek High School Annual School Report 2023](#)

School Improvement Plan