



**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 competencies were designed to align with the Common Core and Next Gen standards, Issaquah School District Ends and Expectations, Washington state's Graduation Pathways requirements, and research on durable skills.

We continue to monitor and align our work with these standards. For example, as the state updates its standards for all Washington K-12 students, we will have a team of staff, students and families to determine alignment and any necessary adjustments. The Issaquah School Board approves all changes.

A detailed explanation of our current competencies is included in a link to a later response.

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.

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 as well as 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've mastered, areas for continued learning, and areas for new learning. Families are a part of these exhibitions, asking questions, providing feedback and celebrating growth.

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 with 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.

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. Students typically have 1-2 internship sites per year. IEP case managers work with general education advisors to ensure all students have the support they need for a meaningful learning experience. 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 use a coaching model with staff. They 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.

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.

Math Tutoring. On-campus math tutors are provided during the school day to provide extra support to any student struggling with math.

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

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.

English—4 Credits

Required: Integrated Writing Program, 4 years

Options: Meeting Communication competencies through independent projects, internships, design or inquiry labs (including labs designated as *Writing Labs*), Running Start or other online courses (including Advanced Placement)

Mathematics—3 Credits

Required: 3 years of accredited online math course with completion through at least Algebra II

Options: additional math courses, meeting Quantitative Reasoning competencies through independent projects, internships, design or inquiry labs, Running Start or other online courses (including Advanced Placement)

Senior Year Math-Based Quantitative Course

Options: Precalculus, Intro to Statistics, Running Start or other online courses

Science—3 Credits

Options: Meeting Empirical Reasoning competencies through independent projects, internships, design or inquiry labs (including labs designated as *Lab Science*), Running Start or other online courses (including Advanced Placement)

World Languages—2 Credits

Options: Spanish I and Spanish II immersive courses, competency exam, Running Start or other online courses (including Advanced Placement)

Social Science—3 Credits

Options: Meeting Social Reasoning competencies through independent projects, internships, design or inquiry labs, Running Start or other online courses (including Advanced Placement)

Arts—1 Credit

Options: Meeting Communication competencies through independent projects, internships, design or inquiry labs, Running Start or other online courses (including Advanced Placement) that incorporate fine, visual or performing arts

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've 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.
- **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 and being provided with feedback on that growth and an abundance of leadership opportunities. Families want more support for the executive functioning required to pursue project-based learning.
- **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.
- **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.

5. 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:

- **Competencies.** Instead of grades, students build mastery of competencies. This allows students to identify what they need to learn and then take agency over how to learn it in a way that matters to them and their communities. Learning in every context is valued and goes toward their demonstration of 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 and aligned with competencies and other graduation requirements as well as post-high school plans.
- **Internship program.** 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.
- **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;
- **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, teacher-guided projects, internships and capstone.

Competencies:

https://www.canva.com/design/DAFpMsRkKOW/TCahIdPs24JnBt3tRYhKFG/view?utm_content=DAFpMsRkKOW&utm_campaign=designshare&utm_medium=link&utm_source=editor

Growth framework: https://www.canva.com/design/DAE3CYAXjiU/QBqoBIM2I_vldFHaoDwU-Q/view?utm_content=DAE3CYAXjiU&utm_campaign=designshare&utm_medium=link&utm_source=editor

Summative assessment happens in 1:1 meetings between advisor and student and at exhibitions with staff, peers, families and internship mentors.

Exhibition rubric:

https://docs.google.com/document/d/1ZZJ3symq4HLvcteEgOCVe4IIUCDpOTvxq9XpdGbtgsQ/edit?usp=drive_link

The culmination of students' learning happens with their capstone projects, which include identifying a need in the community that matters to them; deeply understanding the need and possible solutions; designing, with others, a contribution; and implementing the contribution.

Through authentic, real-world learning and assessments students deepen their learning and prepare for their post-high school opportunity of their choosing.

Nearly all students meet a graduation pathway through SBA testing or CTE. This year only one student will use the GREW waiver for the graduation pathway. With the inclusion of the Performance Pathway next year we anticipate 100% meeting the Graduation Pathway without a waiver.

Graduation rates:

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.

Graduation pathway:

Post-high school pathway: 100% of students identify a post-high school path and begin that path upon graduation. Post-high school paths for Class of 2024 (27 students):

Four-year college: 60%

Two-year college/certificate program: 19%

Apprenticeship: 11%

Employment: 11%

6. 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
Competencies 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	
LTI (Internship) 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
Capstone Project 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
Advisory	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects	Engagement in advisory & advisory projects
ALEKS Math or comparable course that aligns with post-high school plans	Full course	Full course	Full course	Full course
Writing Portfolio 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
Learning Plans	3, one each cycle	3, one each cycle	3, one each cycle	3, one each cycle
Exhibitions	3, one each cycle	3, one each cycle	3, one each cycle	3, one each cycle
High School & Beyond Plan and Portfolio	Portfolio	Portfolio	Portfolio	Portfolio
State-Mandated Tests	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>

Competencies

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

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Communication

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



Guiding Questions

Collaboration

- How have I initiated and participated in rich collaborative discussions?
- How do I demonstrate a variety of communication strategies?
- How do I expand my ideas and understanding based on the diverse ideas of others?
- How do I participate in conversations to solve problems?

Understanding

- How do I read a broad range of challenging texts over a wide range of topics?
- How do I understand and analyze a wide range of texts?
- How do I synthesize multiple sources to form an understanding of what I'm investigating?

Expression

- How do I produce a range of effective creative, written and verbal expressions for a variety of purposes?
- How do I skillfully use language to clearly communicate my meaning?
- How do I adapt my language and expression for a variety of purposes and audiences?

Evaluation & Research

- How do I evaluate the credibility of sources?
- How do I cite sources with accepted methods?
- How do I avoid plagiarizing others' works?
- How do I identify bias?
- How do I ask for feedback from experts in the appropriate field and revise my work based on that feedback?

Collection of Evidence Might Include

- Participation in discussions with peers and community members
- Contributing accurate and relevant information to conversations
- Participation in small and large group discussions
- Applying appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior
- Actively listening and asking questions
- Empathizing with others
- Seeking and synthesizing diverse ideas
- Working with others to solve problems

- Reading, comprehending, analyzing and synthesizing a range of novels, short stories, articles, academic papers, websites, plays, videos, films, podcasts, instruction and other informational sources
- Increasing reading and information gathering challenges over time

- Producing a range of increasingly skilled and complex expression
- Reflecting on effectiveness of one's expression
- Seeking feedback and revising based on this feedback
- Applying appropriate grammar, word choice, tone and fluency for the context and purpose
- Increasing written, verbal and creative expression challenges over time

- Using appropriate MLA, APA or other relevant rules for in-text citations, works cited pages and bibliographies
- Using a range of credible and relevant sources, accessing academic, technical or other sources as needed
- Accessing people relevant to the topic to build understanding and receive feedback
- Applying note-taking and organization skills to avoid plagiarism



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



Quantitative Reasoning

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



	Interpretation	Representation	Calculation	Application & Analysis
Guiding Questions	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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?
Collection of Evidence Might Include	<ul style="list-style-type: none"> Creating accurate explanations of a range of mathematical expressions Demonstrating understanding in real world contexts 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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Social Reasoning

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



Guiding Questions

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?

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?

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?

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?

Collection of Evidence Might Include

- 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

- 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

- 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

- 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

Growth Framework

https://www.canva.com/design/DAE3CYAXjiU/QBqoBIM2I_vldFHaoDwU-Q/view?utm_content=DAE3CYAXjiU&utm_campaign=designshare&utm_medium=link&utm_source=editor



Exhibition Rubric

https://docs.google.com/document/d/1ZZJ3symq4HLvcteEqOCVe4IIUCDpOTvxq9XpdGbtgsQ/edit?usp=drive_link



Student Presenter:

Panelist :

Date:

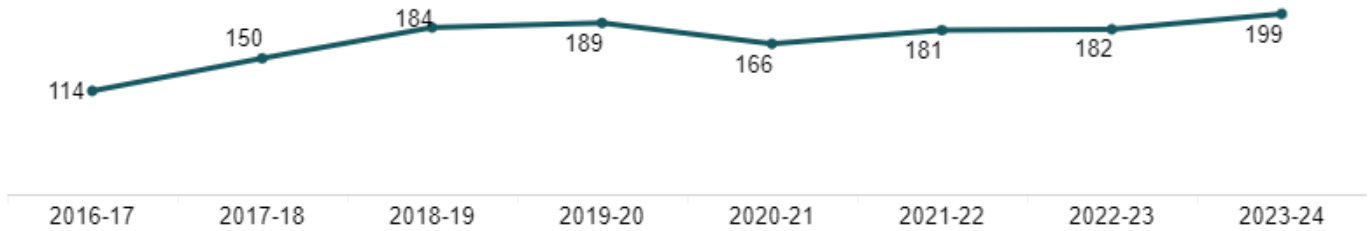
<p>Commitment to a Personal Vision</p> <p>Is the vision clear in the Learning Plan and presentation? Do they set meaningful & challenging goals? Do they pursue interests, strengths & talents? Do they take action and persevere through challenges?</p> <p>← EMERGING — EXPLORING — ENGAGED — EMPOWERED →</p>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

Appendix B

Enrollment

Gibson Ek High School

Total Student Enrollment



Graduation Data for the Class of 2024

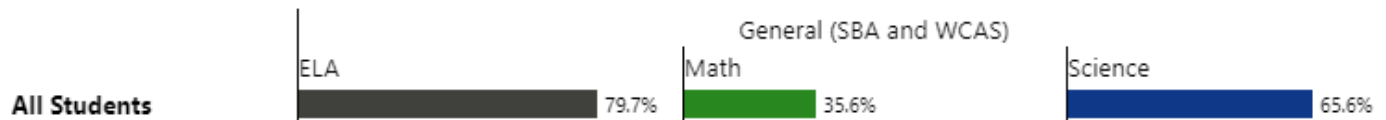
- 26 graduates, 1 non-graduate (enrolled in BC's CEO program)
- 16 graduates attending 4 year college
- 5 graduates attending 2 year college or certification program
- 3 graduates enrolling in an apprenticeship program
- 2 graduates working full time

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

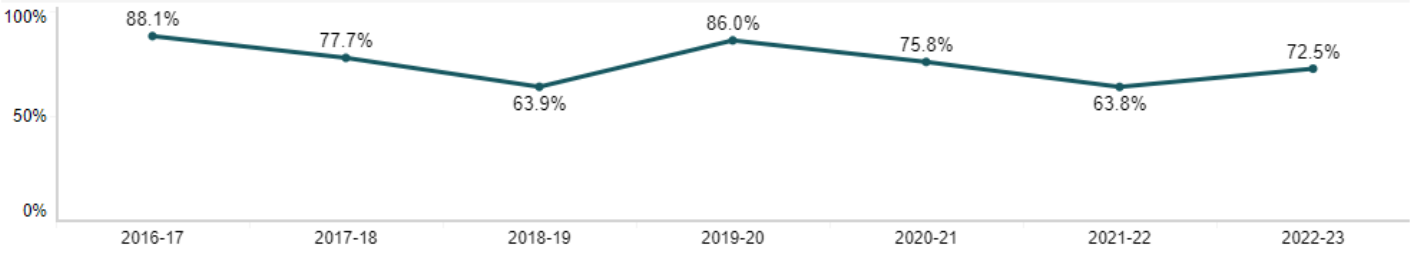
2022-23



2021-22

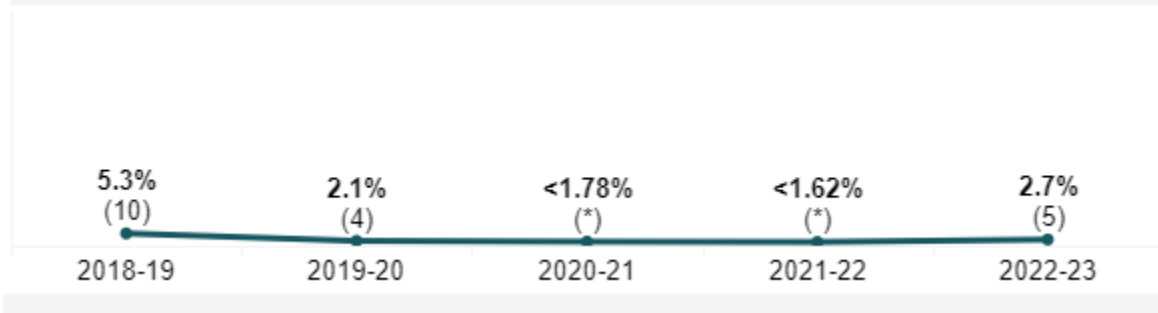
Attendance

All Students



Discipline

All Students



Mean Reading and Writing Score (160-760) ⓘ

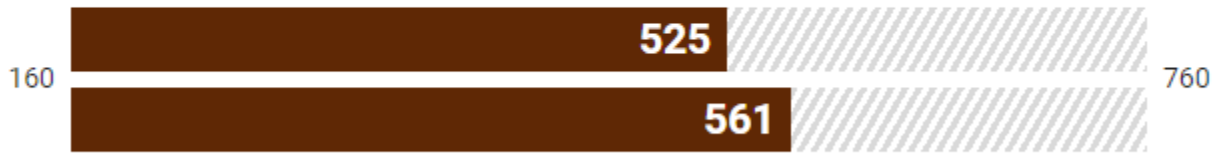


Mean Math Score (160-760) ⓘ



Fall 2022

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



Mean Math Score (160-760) ⓘ

