

September 2017

Dear Executive Director Rarick and team:

Thank you for your inquiry regarding Highline Big Picture's compliance with the requirements outlined in its waiver of credit-based graduation requirements. I have provided a brief response to the requests for information in regards to WAC 180-18-055 along with attached data. If after reading this document you have additional questions, feel free to contact me at the number below.

We are very invested in our program at Big Picture Schools and truly believe we are providing a rich learning experience that prepares students for college, career and citizenship. We appreciate your support of our work and we know we would not be able to provide this type of educational experience without your support. As stated by the previous principal, "we believe that we are meeting and exceeding the targets outlined in our wavier and making good on our commitments to the State Board and to our students."

Sincerely,

Lisa Escobar  
Principal, Highline Big Picture Schools  
206-681-6430

1. *Please describe and document the progress made by the school during the last school year in meeting the standards for increased student learning set forth in the district's waiver application.*

Attachment:

1A: Waiver Renewal Submission  
1B: "The Path"

For Highline Big Picture, as outlined in the 2015 waiver renewal and the 2016 waiver update, a large part of the "the standards for increased student learning" referred to our 5 competencies or "learning goals." Each learning goal has several defining skills that correlate in some instances to the Common Core State Standards. This past year, staff have refined the 5 learning goals and created "look fors." This provides students clear indicators of ways to show mastery of the learning goals.

Assessment and feedback about the progress towards mastery of the learning goals is very important at Big Picture. Here are some of the ways student progress is assessed and communicated:

- Students demonstrate their learning across the 5 Big Picture learning goals at “exhibitions.” Exhibitions occur 3 times a year at the high school level and 2 times a year at the middle school level. Families, mentors and staff attend and evaluate a student using a rubric. This past year, there was a move toward using co-created rubrics where the student, advisor and mentor sit down and create an evaluation tool that included what student would need to accomplish to be successful in a professional setting. There was an increased effort to have mentors attend exhibitions in order to give relevant feedback to the student.
- Students and families continue to receive narratives about progress toward mastery of the learning goals twice a year. Within each learning goal, specific areas of learning that are “in progress,” “meeting,” or “exceeding” expectations are identified. Student portfolios of work are maintained by advisors. This year, student portfolios continue to be digital.
- Student projects are evaluated using rubrics and we are moving toward 100% use of co-created rubrics with students, mentors and advisors. The co-created rubrics use the worksite expertise of professional mentors as part of the criteria evaluated.
- Students are evaluated by their mentors at their internships.
- Student progress is monitored by formative assessments of their work in their advisories.
- Students at Big Picture complete all state-mandated standardized assessments, as well as, PST, SAT and NAEP.

Assessing growth in our model can be complex due to the uses of multiple assessment modalities and measures. Aside from our testing performance, here are a few things worth highlighting as progress specific to the 2016-2017.

- The growth we made in the number of students graduating at Big Picture was the largest in the district and we were recognized by the superintendent at our district back to school event.
- We have updated and refined our competencies and have established “look fors” so that students and staff are clear as to have to demonstrate progress towards mastery.
- Several common formative assessment practices continue to be used: consistent narrative transcript format sent home twice per year, common exhibition rubrics, and common project rubrics.
- As a result of staff collaborating with staff at Eagle Rock in Colorado, the concept of co-created rubrics where students create rubrics for their internship projects with their mentors and advisors was piloted by some advisors. In addition, a tool called “The Path” ( see attached) to assist with project management was developed by staff at Eagle Rock and is being implemented this year by advisors.

- Students at 8<sup>th</sup> grade and 10<sup>th</sup> grade “level up” when they meet the requirements by the end of the summer. 89% of 8<sup>th</sup> graders leveled up to 9<sup>th</sup> grade and 62% of 10<sup>th</sup> graders leveled up to 11<sup>th</sup> grade. Students are required to complete the all requirements before they graduate.
2. *If the school’s students, whether in aggregate or by major subgroups, are not making satisfactory progress in meeting the standards for increased student learning set forth in the district’s waiver application, please describe any changes made or planned in instructional practices, strategies, or curricula to improve student achievement against the standards.*

Attachment:

2A: Three Year Vision Plan

2 B: 2017-18 Annual Action Plan

Narrative:

Big Picture is an innovative school with a unique approach to learning. As a result, we attract many students with significant life and academic challenges. We work with “one student at a time” and we continue to work on improving the positive impact we have on their academic and social-emotional outcomes at scale. A few general interventions we have in place for struggling students:

- After school tutorials and our own summer school, funded through Title 1 and LAP, which are focused on helping students who don’t “level up” (see above) on time.
- Because we over-represent students with IEP (roughly double the district average), we over-staff our inclusive Education Department and have a significant degree of focus on supporting these students effectively and over-allocate budget (vs. district recommendation) to IEP push-in support.
- We work with the district differentiation specialist on improving our capacity to differentiate our instruction to meet the varying needs of our students and to effectively implement the co-teaching model where appropriate.
- Our focus on “learning through interests and internships” provides our students with real life opportunities to engage in learning in settings that are relevant to them and play to their strengths.

In addition to our attached Annual Action Plan (AAP) for next year (attachment), I have pulled out some general areas of focus that seem to align to this question below:

- Develop co-created rubrics 7-12 for a minimum of one project this year.

- Align math anchor standards 7-12.
- Increase math performance task individual practice.
- Incorporate online assessment tools into math courses weekly.

3. *Please describe any changes made in the standards for increased student learning and the evidence selected to determine whether the standards have been met. What changes, if any, are you making in goals for student learning?*

Attachments:

3A: Competencies 3.0

3B: Competencies "Looks fors"

3C: Common Transcript Template

Narrative:

Aspects of this question were alluded to in our narrative for #1 (above). Key initiatives at the school included new formative and summative assessment tools and common practices (including "PIE" internship assessment tool, revised common transcript template, common exhibition feedback guide, and new common progress narratives sent home by advisors on a set schedule). We have also continued conversations about deepening and expanding engagement with the 5 competencies in response to new research (particularly with regard to "meta-cognitive variables" and "soft skills". Broadly speaking, however, we have refined our competencies for student learning in competencies 3.0. The approach to learning outlined in our 2016 Waiver renewal submission still represents our current approach.

4. *Please submit the following data, preferably in tabular form, and provide any explanatory comments on each as deemed helpful for the information of the Board.*
- a. *Enrollment by grade*
  - b. *Percent meeting standard on the Smarter Balanced Assessments (SBA) on English Language Arts and Mathematics, in each grade in which the assessment results are available.*
  - c. *Adjusted four-year cohort graduation rate, for most recent class available.*
  - d. *Adjust five-year cohort graduation rate, for most recent class available.*

- e. Any post-graduate employment and post-secondary participate data as may be available.

Narrative:

16-17 Enrollment Data:

7<sup>th</sup> – 31

8<sup>th</sup>- 31

9<sup>th</sup> –31

10<sup>th</sup> –29

11<sup>th</sup> – 33

12<sup>th</sup> - 29

*16-17 Test Scores*

Grade	SBA ELA	SBA Math
7th	55%	23%
8th	32%	25%
11th	62%	24%

Class of 2016 -2017 – 4 year graduation rate: 93%

Class of 2015 - 2016 – 5-year graduation rate: 91%

5. *What challenges, if any, has the district encountered in the transfer of credit equivalencies for Big Picture School to other school districts or in meeting credit distribution requirements for institutions of higher education?*

Narrative:

Challenges to date have been relatively minor, and we have managed to work through most of them thanks to strong relationships with colleges and universities and growing understanding of our model as it expands across the country and the world. However, a couple areas of lingering concern include:

- NCAA continues not to recognize our students as having met their credit requirements, resulting in students not having access to college sports if they come from a Big Picture school operating under a waiver. This has been an area of extensive discussion over the years between the national Big Picture organization and the NCAA, but we are yet to see a solution.
- In some cases, a student can lose credit if transferring prior to graduation from Big Picture, meaning they must take extra courses to meet state requirements.

There are still hurdles for us to be aware of and overcome as we progress with the Big Picture model here in Highline. It should be noted that we are considered a leader in the implementation of the model and have given key support to schools in the area that are developing the Big Picture model. Many of these schools are following suit on our credit waiver and all are improving outcomes for students they are serving by a very significant margin relative to the schools they replaced. In addition, Highline Big Picture has had a role in seeding and supporting what has now become one of its helpful sustainers, namely a regional network of critical friends and thought partners.

Again, thank you for your time and consideration, and please do not hesitate to contact me with any follow-up questions.

Lisa Escobar

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# P R O P O S I N G

1. Complete a project pitch and turn into your advisor
2. Start investigating what quality looks like at your internship; here's some ways you do that:
  - A. Review your LTI anthropology (or complete it if haven't yet!)
  - B. Interview your mentor about a recent project they completed. How was quality measured on their project?
  - C. Think of personal or school projects you have done. How did you know your work is quality?
  - D. Pitch your project to your mentor. Ask them what skills they think a person would need to be successful in this project
3. Read! Who else has done a project like this? Are there other people at your internship who do similar projects? Other people out in the world? Make notes about what made their project great and what might be helpful to you in your project (remember to keep track of your sources in an annotated bibliography)
4. Take baby steps toward starting your project: try some things out, brainstorm, first draft, make initial contacts
- ✓ **5. Advisor & Mentor Checkpoint!** - Discuss your project pitch/proposal with advisor and mentor; take notes
6. Reflect. What feedback did you hear about your proposal? Review your notes and revise your proposal based on the feedback

## Reminder

- Now is the time to start keeping an annotated bibliography (here is a sample) so you can return to these resources later, and also document your sources.
- Keep track of all your sources, you can sort later
- The more detailed your proposal, the easier for your advisor to give feedback

## Questions

- Have you completed all parts of the proposal?
- Is your essential question open-ended?
- What have you learned already through your research?

*MILESTONE - Revised project proposal approved by advisor*

7. Once you have an approved project proposal, and you have started working on the project (estimate: 3-4 weeks of project work), it's time to create the tool that you will use to evaluate your project: A CO-CREATED RUBRIC.
8. Schedule a meeting with your mentor and advisor to discuss co-created rubric
9. Prior to the meeting, brainstorm, either with your advisor, or independently, some potential criteria against which you will evaluate your project. Your earlier research on quality in your LTI field, and mentors' recent projects should inform these ideas. You've done a lot of work already: look back at those notes from conversations with your mentor and research.

✓ **10. Advisor & Mentor Checkpoint!**

Meet with your mentor and advisor and agree on some criteria that will help guide you in the development of your co-created rubric.

Reminder

- Keep your mentor in the loop about your project process. They may have resources you can use or ideas to help you along.
- Check back on the revisions to your project proposal: think about changes that were made and why

Questions

- Have you created a google folder to store project evidence? Does it have your bibliography and proposal?
- From your research, what are some other similar projects people have done?
- When you imagine the most awesome version of your project, what do see as the essential parts?

11. Think about the the best possible outcome for your project, and for each criteria start drafting the "professional" column. Next looking at "approaching professional" and think about what would be working toward your best possible, but not quite there. Then continue with "unprofessional."
12. Remember, this is just a draft, it's OK if you aren't sure or don't know what to put in a box. Giving your best first guess will give your mentor a a chance to see your thinking
13. Review your co-created rubric with your advisor and mentor. Finalize the criteria.

**Reminder**

- When filling out your co-created rubric, it's just a draft! It's OK if you aren't sure or don't know what to put in a box. Giving your best first guess will give your mentor a chance to see your thinking

**Questions**

- When and for how long are you working on your project? Do you work on it at your internship? During independent work time? At home? Do you spend 2 hours at a time? 30 minutes?
- How do you know your co-created rubric represents a learning stretch for you?

**MILESTONE - Co-created rubric approved by mentor and advisor**

**D O I N G**

# EVALUATING

14. Continue with the project. As you go, refer back to the co-created rubric to make sure you are on track with your project. What steps do you have to take to move your project to professional?
15. When the project is complete, evaluate your own project using the rubric.
16. In person or via email, ask your mentor & advisor to fill it in as well.
17. If possible, meet with mentor & advisor to talk over your evaluation.
18. Use this information as material for your project reflection.

## Reminder

- Update, organize and annotate your bibliography
- Look at your proposal and project notes to help you reflect

## Questions

- What part of this project challenged you most?
- What did you learn?
- How did your project change from what you originally set out to do

**MILESTONE - Exhibit Project-** Present your co-created rubric (the version with advisor, mentor, and your own feedback) and your project reflection at your exhibition as part of your project evidence.

## Year 3 Schoolwide Goals and Strategies

**NOTE: Due October 1 with at least the required components noted in the cells.**

<b>4. STRATEGIES</b> <b>If we use the following strategies in each of the noted areas...</b>  (A2, Part 2)	<b>1. GOALS</b> <b>Then we think we will realize these specific goals in these areas of our school-wide vision</b>  (A2 Part 1, Step 3)	<b>2. RATIONALE</b> <b>Which we know are important to address because...</b> (Pull in information from A-2 Part 1, Step 2 to show your rationale stems from your assessment of strengths and needs in at least the areas noted below. Be sure to show that you have analyzed at least these data sources: School climate survey results, SBA, social-emotional/behavioral data, AP/IB Completion, SAT scores)	<b>3. MEASURES OF SUCCESS</b> <b>And we will know we are successful because we will see the following in terms of implementation and outcomes in 3 years (A2, Part 1)</b>
Increased personalization of Learning Plans that address areas of strength/growth in BPL competencies and plans to improve that focus on reading/writing/math	Increase the percentage of students demonstrating mastery of competencies 3.0  Competencies integrated into all areas of the learning cycle.  Competencies reflected in Learning Plans, Progress Reports and Transcripts.	<ul style="list-style-type: none"> <li>• Positive 3- year trend in SBA scores in ELA, development of competencies 3.0 with “look fors”, increase in staff using complex instruction strategies</li> <li>• Include close reading strategies, continued focus on math instruction that includes complex instruction, independent practice in performance tasks and alignment of power standards to focus on 7-12.</li> </ul>	Increase in mastery of BP competencies as evidenced in exhibition data and assessments.  Exhibition rubrics reflect increase in quality work.  Students, staff & families fluent in BPL 5 Competencies
Co-Created Rubrics for LTI projects with students, advisors and mentors  Integration of competencies 3.0 into projects exhibited at the end of a Learning	Increase rigor and quality of projects based on interests and internships	<ul style="list-style-type: none"> <li>• Pilot of co-created rubrics, competencies integrated into most Learning Plans, Progress Narratives and transcripts.</li> <li>• Mentor input into professional criteria for quality/rigor in an internship, increased intentionality in integrating the five major competency areas into research and work</li> </ul>	Co-created rubrics used during exhibitions. Students demonstrate evidence of their mastery of competencies during exhibitions.

Cycles			
<p>Develop and implement consistent gateway/graduation requirements and 8<sup>th</sup> grade bridge requirements</p> <p>Intentional training and resource collection around college and career support with intention of hiring full time specialist.</p>	<p>College and Career Specialist works with seniors, juniors and middle school (College Bound)</p> <p>Robust college and career resource center.</p> <p>Common understanding and consistent use of bridge, gateway and graduation criteria in place.</p>	<ul style="list-style-type: none"> <li>• Positive 3-year trend in graduation rate, all students apply for FAFSA, Senior Seminar where students apply for college and scholarships</li> <li>• Need for consistent requirements for 8<sup>th</sup> grade bridge, gateway and graduation requirements. Improve in ability to collect data of graduates 5 and 10 years after graduation, continued support for students during summer and first semester post-graduation.</li> </ul>	<p>Authentic graduation rates, data shows increase in college applications/scholarships, job placements or agency connections, graduates are healthy, happy and productive.</p> <p>Students demonstrate consistent mastery of bridge, gateway and graduation criteria.</p>
<p>Parent night held regarding FAFSA/WAFSA</p> <p>Parent seminars around BPL distinguishers, criteria for leveling up, progress narratives and transcripts</p>	<p>Expand the participation of Family Voices Organization in school vision/goals</p> <p>Offer parent seminars in area of BPL competencies/narratives and transcripts/criteria for leveling up</p>	<ul style="list-style-type: none"> <li>• Establishment of parent organization that has increased participation in school decisions/activities/exhibitions, tools to enable families to participate more authentically in exhibitions</li> <li>• Increase the number of parents involved in Family Voices Organization. Include parents in visioning and goal setting for school. Need for educating parents about BPL competencies/transcripts</li> </ul>	<p>Increased participation in FVO</p> <p>Informed participation in exhibitions</p>

<p>Be a demonstration school for Imblaze</p> <p>Students utilize Imblaze for internships</p>	<p>Full implementation of Imblaze – a software program that will increase accountability for attendance at internships.</p>	<ul style="list-style-type: none"> <li>• Imblaze piloted with some advisors and students. Internships entered to create a bank of options for students.</li> <li>• Increase accountability for internship attendance</li> </ul>	<p>Imblaze is fully implemented and data collected demonstrates increased attendance at internships.</p>
<p>Staff/students create yellow pages of internships</p> <p>Class meetings at middle school and advisory circles at the HS</p> <p>Restorative Practices at High School</p> <p>Develop Staff Charter</p> <p>Practice online tools during math instruction.</p>	<p>Examination of discipline practice and data through the lens of race and equity. Comprehensive equity analysis and action plans fulfilled based to increase cultural responsiveness and diversity of staff/students.</p> <p>Adults model strategies for emotional wellness.</p> <p>Restorative Practices support presented completely with plan for implementation and follow through.</p> <p>Provide Suicide Awareness training for staff and students.</p>	<ul style="list-style-type: none"> <li>• Structure of advisory looping, Advisory daily Meetings, one student at a time approach</li> <li>• Restorative Practices implemented unevenly amongst advisories and new staff need training, has been lack of follow through when restorative practices have been established</li> </ul>	<p>Decrease in in- house suspension</p> <p>Student agency in conflict resolution and restorative practice.</p> <p>Staff fully supportive and supported in restorative practices.</p> <p>Students/staff practice healthy social-emotional strategies</p>
<p>Plan and develop an organic BP Garden/Farm</p>	<p>Online Assessment/Tools Skill Development</p> <p>MS plan a starter garden</p> <p>Meet with ERAC supervisors to</p>	<ul style="list-style-type: none"> <li>• Students have access to digital tools daily. Increasing use of online tools used during state testing.</li> <li>• Increase practice of online tools used during testing at middle school and high school.</li> <li>• Importance of good nutrition taught during</li> </ul>	<p>Students demonstrate proficiency in utilizing tools during state assessments.</p> <p>Highline BP has a thriving</p>

	<p>discuss a larger plot of land for BP farm</p> <p>Encourage students to consider developing a farm as a project</p>	<p>health, there is interest expressed by staff and students to have a farm, there was emphasis on farm to school food at Big Bang</p> <ul style="list-style-type: none"><li>• There is little connection between our students and their food choices, there is a need for our students to contribute to their community</li></ul>	<p>organic farm that contributes to what students eat while at school.</p> <p>Highline BP farm contributes food to community during summer months.</p>
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## The Big Picture: Annual Action Plan towards the Three- Year Vision

**NOTE: Due October 1 with at least the required components noted in the cells**

### **If we implement these strategies and realize these goals in this coming year...**

Develop co-created rubrics 7-12 for at least one project per learning cycle.  
 Refine and implement pilot of project management tool "The Path"  
 Align math anchor standards 7-12.  
 Increase performance task practice.  
 Create task force to evaluate current graduation requirements.  
 Develop common expectations individually applied for 8<sup>th</sup> grade Bridge and 10/11th Gateway.  
 Conduct an equity analysis of staffing, recruiting, and performance.  
 Explore ways to maximize community/internship relationships to increase visibility and enrollment.  
 Offer fall parent seminar in BPL Distinguishers and spring seminar in transcripts.  
 Survey parents for additional seminars to be offered following year.  
 Increase attendance accountability at internships.  
 Develop staff charter and practice strategies for managing emotions.  
 Pilot Restorative Practices training and implementation with middle school and 101s.  
 Incorporate online assessment tools into math classes.  
 Plan and plant garden of vegetables in the spring.



**Which will lead us to realize at least these formative and summative indicators of growth:**

1. Increase of quality/rigor of minimum 1 project
2. Advisor feedback of using "The Path"
3. Increase student mastery of anchor standards/performance tasks
4. Clear/consistent leveling up criteria
5. Equity analysis tools.
6. Parent seminars offered
7. Increase in quality experience at internships
8. Decrease in out of school/in-school suspensions, HS student(s) involved in RP internship
9. Increase in students using online tools, decrease in use of calculators

**From at least these sources over time:**

1. Co-created rubric
2. Advisor anecdotal data
3. SBA/Advisor made tests
4. Co-created rubrics/Learning Plans
5. Data from tools
6. Attendance sheets
7. Imblaze attendance accountability
8. Evidence of RP being used in pilot advisories
9. Math class observations/SBA

**We will then be able to implement these strategies and realize these goals the following year...**

Implement co-created rubrics that integrate the five competencies school wide.  
 Refine and implement fully "The Path"  
 Implement updated graduation criteria.  
 Offer additional parent seminars based on survey results especially around the competencies.  
 Intentionally teach strategies to students to manage emotions in advisories.  
 Implement RP school-wide  
 Secure a part time College and Career Specialist  
 Enlarge the school garden and look for location for the school farm

Which will lead us to realize at least these formative and summative indicators of growth:

1. Increase quality/rigor of projects
2. Increase in math scores
3. Students meeting graduation requirements
4. Increase in parent seminar offerings
5. Decrease in students missing class
6. Robust garden and options for farm

From at least these sources over time:

1. Co-created rubrics
2. SBA
3. Clear graduation criteria data
4. Agendas/attendance rosters
5. Discipline data
6. Food and property options



**And will be on track to ultimately achieve the following goals and strategies in 2020**  
 (a summary of your work in the reporting template Year 3 Goals and Strategies)

Students will develop high quality projects that are rigorous and integrate the five BP competencies. The projects will be assessed through a co-created rubric during exhibitions.

Students, staff and families will become fluent in the five BP competencies and they will be articulated in learning plans, progress narratives and transcripts.

Students will demonstrate mastery in technology skills including online tools used in assessments.

A full time College and Career Specialist will support students 7-12 in their post-secondary goals.

Consistent criteria will be in place for 8<sup>th</sup> grade bridge, gateway and graduation.

There will be increased family participation in the Family Voices Organization. Families will be well informed about BP Distinguishers, Competencies and the BP transcript.

Imblaze will be fully implemented and utilized by advisors and students for internship searches, internships and attendance.

Restorative Practices will be implemented and supported by administration with consistent follow through.

Students and staff will model physical and emotional wellness by exercising, working in organic garden and managing emotions/stress levels.

**Which will lead us to realize at least these formative and summative indicators of growth:**

1. Increase in mastery of BP competencies.
2. Authentic Graduation Rates
3. Students meeting bridge, gateway and graduation criteria.
4. List of members of FVO.
5. Increased student attendance at internships.
6. Decreased in-house suspensions.
7. All staff trained and using equitable restorative practices.
8. Students and staff utilizing strategies to manage emotions.
9. Increased use of on line tools.
10. School farm up and running.

**From at least these sources over time:**

1. Co- created rubrics.
2. All students met criteria.
3. All students aware of and meet criteria rubrics.
4. Parent attendance lists.
5. Imblaze data.
6. Discipline data.
7. Data does not reflect equity gap.
8. Charters, students/staff demonstrate strategies.
9. Students use during assessments.
10. Farm production.

# Highline Big Picture Learning Goals and Competencies

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

## The Five Learning Goals are:

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

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

Big Picture Learning Goals are tools for problem solving and offer a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students’ learning and project work will often incorporate many overlapping elements of the Learning Goals. Embedded within the Learning Goals are associated competencies aligned to Washington State standards and admissions expectations of Washington’s public colleges.

## **Personal Qualities (PQ)**

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

**Questions to develop your learning, project, and internship work:**

<ul style="list-style-type: none"> <li>● How will I demonstrate respect?</li> <li>● How will I empathize more with others?</li> <li>● How will I develop and maintain a growth mindset?</li> <li>● How will I look out for my health and well-being?</li> <li>● How will I be responsible for my work?</li> <li>● How will I engage and persevere in difficult areas of work?</li> </ul>	<ul style="list-style-type: none"> <li>● How will I work cooperatively with others?</li> <li>● How will I better organize and manage my time?</li> <li>● How will I be more aware of my own strengths and growth areas?</li> <li>● How will I understand my and others’ racial/cultural/gender identity?</li> <li>● How will I take on more of a leadership role?</li> <li>● How will I enhance my community through this?</li> </ul>
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<b>PERSONAL QUALITIES</b>	<b>WHAT ARE YOU LEARNING?</b>
PRODUCTIVE MINDSET	Positive self-concept and growth mindset, realistic self-appraisal, relationships, healthy choices, foster positive community relations in school, and other contexts; mentoring new members of the community; active listening; empathizing; being open to other perspectives; knowing and using conflict mediation strategies.
PROACTIVE LEARNER	Long-term goal planning and achievement, applying awareness of group goals and one’s potential to influence others; recognizing the importance of relationships and community; applying appropriate strategies of facilitation, collaboration, and public speaking.
REFLECTIVE LEARNER	Identify strengths and growth areas, exploring personal history, and how current perspectives originated; reflecting on strengths and weaknesses and addressing these in personal learning plans; accessing resources to get help when needed; establishing and maintaining clarity of purpose; persevering.
COMMUNITY ENGAGEMENT AND LEADERSHIP	Collaborating in diverse groups and contexts. Understanding and honoring different perspectives and experiences; recognizing one’s own views as a product of personal history and experience; recognizing and co-creating the essential work of the group; overcoming differences; applying an understanding of group dynamics; accepting responsibility. Navigating systems. Applying awareness of group goals and one’s potential to influence others.
PERSONAL WELLNESS	Becoming aware of and managing choices toward a more successful existence; developing knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. Acquiring the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition.
ORGANIZE, PLAN AND MANAGE TIME	Defining work in complex and varied contexts; visioning and goal-setting individually and in groups; reflecting individually and in groups; effectively translating goals into tasks; managing workflow in context of conflicting priorities; applying effective technologies of managing workflow.

[For ideas, check out the "PQ- What this might look like" document](#)

**Communication (COM)**

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

**Questions to develop your learning, project, and internship work:**

<ul style="list-style-type: none"> <li>• How will I write effectively for a variety of purposes?</li> <li>• What is the main idea I want to get across?</li> <li>• Who is my audience?</li> <li>• What will I read about my project topic or LTI field?</li> <li>• What will I read independently?</li> <li>• How will I take notes on what I read and hear?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I speak about my topic?</li> <li>• How will technology help me to express my learning?</li> <li>• How will I express or share my learning creatively?</li> <li>• How will I express my thinking in another language?</li> <li>• Whom will I listen to about my project topic?</li> <li>• How will I revise and edit my work and the work of others?</li> </ul>
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COMMUNICATION	WHAT ARE YOU LEARNING?
UNDERSTANDING	Comprehension, analysis, synthesis and critique of literary and informational texts, speeches, movies, and other forms of human communication.
EXPRESSION AND ANALYSIS	Effectively write for varied purposes such as to persuade, inform or entertain. Engage in all aspects of the writing process from initial brainstorming to final editing. Reflect on, summarize and analyze various forms of writing and media. Express and analyze complex thoughts and ideas through various artistic forms: poetry, painting, drawing, singing, music, etc. Develop and utilize oral and/or written communication in another language.
RESEARCH AND INQUIRY	Gather accurate and relevant resources from varied media. Engage in inquiry and research to investigate, analyze, integrate and present information. Annotate and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.
READ & INTERPRET FROM VARIOUS SOURCES	Read and interpret from a variety of genres and periods. Read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works; etc.
PRESENTATION AND FEEDBACK	Present and defend work in various contexts. Public speaking, meeting and seminar facilitation, teaching, etc. Receive, incorporate, think critically about and respond to outside feedback and ideas.
MULTIMEDIA LITERACY	Effectively use technology to acquire, evaluate, construct, and present information. Developing fluency in multiple communications media; choosing and implementing most effective media for purpose, audience, and context.

[For ideas, check out the "COM- What this might look like" document](#) **STATE TESTS ARE SEPARATE AND IN ADDITION TO THESE REQUIREMENTS**

## Quantitative Reasoning (QR)

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

### Questions to develop your learning, project, and internship work:

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| <ul style="list-style-type: none"> <li>• How will I use numbers to evaluate my hypothesis?</li> <li>• What numerical information will I collect?</li> <li>• What quantities will I need to estimate to better understand my topic?</li> <li>• How will I represent this information as a table, graph, and/or formula?</li> <li>• How will I understand and manage budgets?</li> </ul> | <ul style="list-style-type: none"> <li>• How will I interpret this formula or graph? How will I measure its shape or structure?</li> <li>• What trends do I see in the data I am analyzing? How does it change over time?</li> <li>• What predictions will I make, based on numerical reasoning?</li> <li>• Can I show a correlation between two or more things?</li> <li>• How will I use varied tools and technologies?</li> </ul> |
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QUANTITATIVE REASONING	WHAT ARE YOU LEARNING?
MODELING AND PROBLEM SOLVING	Formulate, represent and communicate mathematical problems and solutions. Set up the necessary equations or functions that describe a problem, solve these using basic quantitative techniques, and interpret or draw a conclusion from the solution. Select or generate relevant information; choose appropriate strategies and tools to devise solutions; evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations; use appropriate mathematical technologies, terminology, symbols, and notation. Creatively and collaboratively apply mathematical skills to real-world situations.
LOGICAL REASONING	Use stated assumptions, definitions and previously established results to construct and support arguments. Use deductive reasoning and proofs to test conjectures and develop logical conclusions. Use and understand the logic and algorithms of computer coding.
FLUENCY AND COMPUTATION	Demonstrate fluency in the language, symbols and skills of mathematics and the ability to perform basic calculations and operations related to the application of mathematics including algebra, geometry, trigonometry, and statistics. Move fluidly between words, tables, graphs, geometric shapes, and equations/functions in representing and evaluating situations. Apply skills of QR in the realms of budgeting and financial literacy.
ANALYZING AND REPRESENTING DATA	Create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. Use appropriate models to make predictions, analyze relationships and draw inferences from data.

[For ideas, check out the "QR- What this might look like" document](#)

**STATE TESTS ARE SEPARATE AND IN ADDITION TO THESE REQUIREMENTS**

## Social Reasoning (SR)

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

### Questions to develop your learning, project, and internship work:

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| <ul style="list-style-type: none"> <li>• How do diverse communities view the topic I am exploring?</li> <li>• How does the central issue affect different communities?</li> <li>• Who cares about this; to whom is it important?</li> <li>• What historical, anthropological, and social science concepts will I need to understand?</li> <li>• What is the history of this issue; how has it changed over time?</li> </ul> | <ul style="list-style-type: none"> <li>• Who benefits and who is harmed through this issue?</li> <li>• What social systems are in place?</li> <li>• What are the relevant ethical questions?</li> <li>• What do I think should be done about the issue?</li> <li>• What will I do about the issue?</li> </ul> |
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SOCIAL REASONING	WHAT ARE YOU LEARNING?
CRITICAL ANALYSIS	Reflect on past and current events, analyze cause and effect, understand implications of policy and change over time, distinguish fact from opinion.
DIVERSE PERSPECTIVES	Use primary and secondary sources, develop empathy, recognize and understand bias.
PEOPLE, PLACES AND ENVIRONMENT	Understand processes of social and cultural interaction such as migration, assimilation, conflict, and cooperation within the context of environment, resources, climate. Use and apply geographic information to interpret events and relationships in history; reflect on the interaction and interdependence of physical and human systems.
HUMAN BEHAVIOR AND EXPRESSION	Examine social and cultural dynamics, beliefs, and behaviors, as well as their effects on individuals. Examine creative expression in fields such as art, literature, music, and architecture. Analyze issues of ethics and social responsibility. Explore the psychology of human behavior.
INSTITUTIONS AND SYSTEMS	Understand major political and social systems and structures, including historical and current systems of oppression and racism, and their effects on individuals and society. Think critically about individual rights and responsibilities within these systems.
UNDERSTAND, USE AND INVESTIGATE A FIELD OF SOCIAL SCIENCE	Understand and apply essential concepts of a particular field of the social sciences such as psychology, sociology, anthropology, and cultural studies.

[For ideas, check out the "SR- What this might look like" document](#)

## Empirical Reasoning (ER)

"How do I prove it?" This goal is to think like a scientist or engineer: to use empirical evidence, numerical or qualitative data from your own or others' observations, and logical processes to make decisions, evaluate hypotheses, and develop informed conclusions. It need not reflect specific scientific content, but may also incorporate ideas from a range of disciplines such as physics, sociology, and art theory.

**Questions to develop your learning, project, and internship work:**

<ul style="list-style-type: none"> <li>• What idea(s) do I need to test (what is my essential question)?</li> <li>• What has other research shown?</li> <li>• What is my hypothesis? How can I test it?</li> <li>• What information (data) do I need to collect?</li> <li>• What will I use as a control in my research?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the results of my research?</li> <li>• How valid and reliable is my information?</li> <li>• What conclusion(s) can I draw from my research?</li> <li>• How will I present the results of my research?</li> <li>• How will I apply what I am learning through engineering practices?</li> </ul>
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<b>EMPIRICAL REASONING</b>	<b>WHAT ARE YOU LEARNING?</b>
DESIGN AND CONDUCT SCIENTIFIC INQUIRY	Determine scope and focus of inquiry; form questions and hypotheses; design investigations and test hypotheses; make observations, collect, analyze, and present data; reflect on results and develop reasoned conclusions.
FLUENCY AND RESEARCH FUNDAMENTALS	Fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty. Able to critically evaluate and cite scientific sources.
ANALYZE SCIENTIFIC KNOWLEDGE, THEORIES, AND RESEARCH	Analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops; evaluate the scientific, social, and ethical implications of scientific research and writings.
UNDERSTAND, USE, AND INVESTIGATE A FIELD OF SCIENCE	Understand and apply essential concepts, theories, relationships and experimental processes of a particular field of science; investigate, through research and inquiry, important principles, theories, and relationships from a field of science.

[For ideas, check out the "ER- What this might look like" document](#)

**STATE TESTS ARE SEPARATE AND IN ADDITION TO THESE REQUIREMENTS**



# Highline Big Picture High School OFFICIAL TRANSCRIPT: FINAL REPORT

Highline Big Picture High School is Accredited by AESD – Association of Educational Service Districts

Big Picture High School 440 South 186th St., Burien, WA 98148 · 206.631.7700



Legal Name: Birth Date: Parent/Guardian:	District ID#: SSID#: Date of Graduation:	Advisor: Date of Report: Exit Date:	<b>This is an academic record for grades:</b>  9-12	<b>We do not grade or rank our students.</b>  Total number in class:
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Highline Big Picture High School (HBPHS) is an innovative district choice high school designed around Big Picture Learning distinguishers of interest-driven and personalized learning supported in real world contexts. A core objective of this design is to develop self-directed learners highly capable of navigating systems, defining their work in complex contexts, thinking critically, and collaborating. HBPHS is authorized by the Washington State Board of Education (SBE) to graduate students based on mastery of competencies rather than credits, and the competencies herein are aligned with Common Core State Standards and admissions expectations of selective baccalaureate colleges in Washington and nationally. The competencies are clustered within five interdisciplinary Learning Goals representing the skills, core knowledge, and attributes of effective learners prepared for college, career, and citizenship.

Communication	Quantitative Reasoning	Empirical Reasoning	Social Reasoning	
Expression	Fluency and Computation	Fluency and Research Fundamentals	Critical Analysis	
Understanding	Logical Reasoning	Design and Conduct Scientific Inquiry	Diverse Perspectives	
Research and Inquiry	Problem Solving	Understand, Use, and Investigate a Field of Science	People, Places and Environments	
Multimedia Literacy	Modeling and Analyzing Data	Analyze Scientific Knowledge, Theories, and Research	Human Behavior and Expression	Com
Presentation and Feedback			Institutions and Systems	

Understanding that direct-instruction classes are a sometimes-effective but always incomplete means for students to develop mastery of 21st century skills and attributes, HBPHS students undertake extensive learning through internships and individualized project- and problem-driven learning not readily quantifiable as a “class.”

### KEY BENCHMARKS & ASSURANCES

The competency attainment described herein for this particular student reflects, at minimum, grade level expectations as determined by relevant certificated teaching staff. In order to advance from one grade level to the next and to graduate, HBPHS students must demonstrate, in various ways and to various audiences of teachers, administrators, and outside experts, increasingly advanced proficiency in the above competencies. This means that HBPHS graduates have demonstrated, at minimum:

- Math proficiency through Algebra 2 and Geometry
- Reading and writing proficiency that meets or exceeds state graduation requirements
- Scientific inquiry, including lab science or field equivalent

Competency achievements are described in detail on the individualized report below and supported by the student’s digital portfolio. **Student Name** portfolio may be accessed [here](#).

**The IP, ME, and EE columns below indicate *Degree of Completion*, where IP = In Progress, ME = Meets Expectations, and EE = Exceeds Expectations.**

The CADR column indicates alignment of the course or project work described to Washington State’s College Academic Distribution Requirements (CADR) administered by the Washington Student Achievement Council. For additional questions about interpreting this transcript, please see the HBPHS Profile or contact Principal Tim Schlosser at 206.631.7700.

9th Grade Competencies		IP	ME	EE	C A D R	10th Grade Competencies	
Communication							





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