

# HIGHLINE Big Picture

## High School Profile

*“At Big Picture, I have really grown as a person. I have learned how to become a responsible adult in the world. I have learned how to advocate for myself and how to take my education in my own hands.”*

- Highline Big Picture High School Senior



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# One Student At A Time.

Highline Big Picture opened in 2005 and now has 125 students in 9<sup>th</sup> through 12<sup>th</sup> grades, with a middle school opening in 2011. We are Washington state's only college preparatory high school authorized by the State Board of Education to graduate students based on demonstrated competencies rather than accumulated credits. At the core of our approach is developing close relationships with students and families, helping students identify what they are passionate about, and then harnessing this motivation to drive rigorous learning connected to real experiences in adult workplaces.

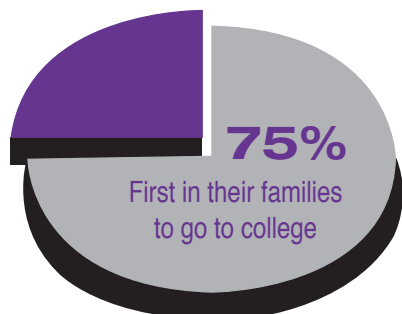
Our work is focused on **relationships, relevance, and rigor**. The tools we use include real-world learning, internships, individualized learning plans, a small school setting with an overall staff: student ratio of less than 5:1, and a breakthrough college transition program.

## Big Picture Mission Statement

The mission of Highline Big Picture is to use internships and rigorous, interest-based projects to immerse students in work they are passionate about in order to develop the skills, habits, and knowledge to succeed in higher education, overcome obstacles to their well-being, and contribute positively to their communities. This mission is implemented one student at a time within a supportive network of students, staff, advisories, families, and community partners.

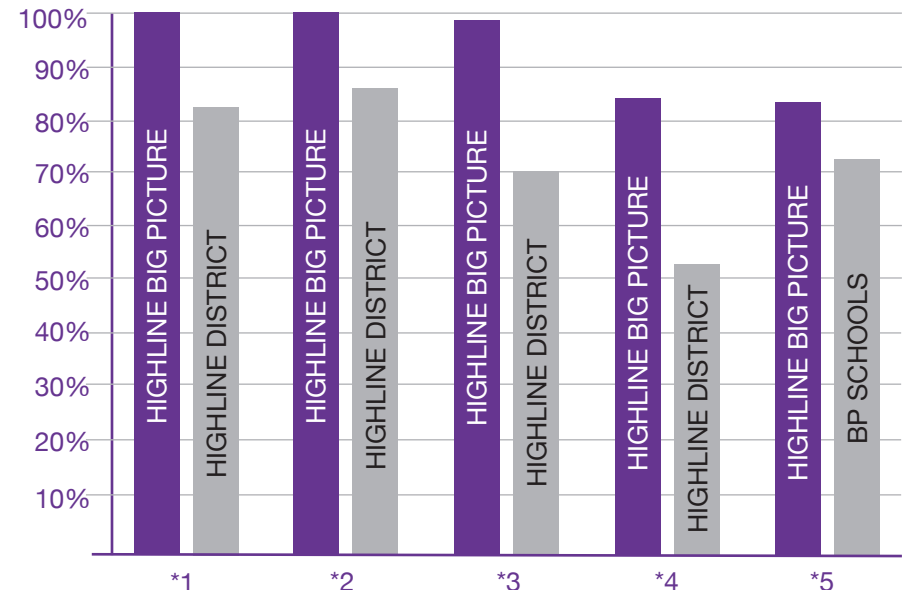
*"The Met [original Big Picture school] now has the lowest dropout rate and the highest college placement rate of any high school in the state. These are the kind of results you can get when you design a high school to prepare every student for college."*

**Bill Gates, February 2005**  
National Governors' Association  
Education Summit



# School Facts and Data.

- 80% of 2010 HBP graduates are currently enrolled in college (compared to a recent average of 47% for low-income students nationally)
- Big Picture led all 11 Highline district high schools on 32 of 36 quality indicators in 2009 student survey, topics ranging from respect for diversity, engagement, academic challenge, school safety, relevance of curriculum
- Our 2010 survey of HBP graduates indicated that 83% felt the school prepared them to write clearly and effectively



- \*1 "My child is encouraged to prepare for his/her future and pursue further education after high school." • HBP: 100% • Highline District: 83%
- \*2 "My school helps me make plans for continuing my education (college, career planning, etc.)." • HBP: 100% • Highline District: 86%
- \*3 "How much has your class work emphasized understanding, talking, and writing about ideas & their meaning?" • HBP: 98% • Highline District: 70%
- \*4 "How much has your class work emphasized applying information to solve real-world problems?" HBP: 84% • Highline District: 52%
- \*5 "How well has your school taught you to learn effectively on your own?" HBP: 83% • BP schools: 72%

SOURCES: 2008 District-wide Parent Survey; Annual District-wide Student Survey, 2009-10 results; Big Picture Learning Longitudinal Study of graduates

# The Highline Big Picture Learning Goals.

**Rigor.** Each HBP student has an individualized curriculum to develop skills within five areas of Academic Learning Goals. The BP Learning Goals are a framework for students to evaluate and question real-world experiences. All five learning goals working together provide students with a holistic view of the world, leaving them with the abilities necessary to become successful. Each quarter students work on a variety of projects that incorporate real-world experiences and rigorous investigations in each of the HBP learning goals. The Big Picture transcript reflects the way in which learning is planned, organized, and assessed at the school.

## Quantitive Reasoning:

**Full range of Math topics and data manipulation**

*“How do I measure or represent this?”*

## Social Reasoning:

**History and diverse perspectives**

*“What do others say about this?”*

## Empirical Reasoning:

**Analysis, the scientific method, research and sciences**

*“How do I prove it?”*

## Communication:

**Literacy, public speaking skills, computer, creative expression, and foreign language**

*“How do I take in and express information?”*

## Personal Qualities:

**Time management, leadership, and empathy, among others, including many non-cognitive variables predictive of success in higher education**

*“What do I bring to this process?”*

# The Big Picture Transcript.

A comprehensive record of the academic and personal skills students have developed for each year so that admissions officers can assess growth and effort over time. The transcript also includes a record of college class grades and standardized test scores, as well as a concise summary of the student's Senior Thesis Project.

An evaluation of the degree to which the student met the expectations outlined in his/her learning plan. Quarterly public exhibitions help advisors and administrators determine if the student has Met Expectations [ME].

In Progress [IP] means the student did not deliver work at the level expected based on ability, effort, and prior educational experience, or that work in this area is just beginning. In 12th grade, In Progress [IP] means the transcript was generated prior to mid-year.

The “CADR” column indicates which proficiencies and collections of work on this student's transcript correspond to the Washington Higher Education Board's sixteen College Academic Distribution Requirement (CADR) courses. A key to the numbers is on the last page of the transcript.

A concise narrative report of this student's real-world and school-based learning

|   | Degree of proficiency               |                                     |                                     | C<br>A<br>D<br>R |
|---|-------------------------------------|-------------------------------------|-------------------------------------|------------------|
|   | IP                                  | ME                                  | EE                                  |                  |
| <b>COMMUNICATION</b>                    |                                     |                                     |                                     |                  |
| Autobiographical Writing                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2                |
| Reading/Socratic Discussion             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2                |
| Memor Literature Study                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2                |
| Russian Language                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 12               |
| <b>QUANTITATIVE REASONING</b>           |                                     |                                     |                                     |                  |
| Mathematical problems                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                  |
| Algebraic operations                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | 5                |
| Business Math                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                  |
| Graphing medical income statistics      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 6                |
| Geometry: angles & volume               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 6                |
| Data analysis & probability             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 6                |
| <b>EMPIRICAL REASONING</b>              |                                     |                                     |                                     |                  |
| Qualitative Research                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                  |
| Data Analysis & Statistics              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 9                |
| Analyze Social Implications of Research | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                  |
| <b>SOCIAL REASONING</b>                 |                                     |                                     |                                     |                  |
| Analysis of issues and events           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 14               |

**10<sup>th</sup> grade internships and real world learning opportunities student has taken advantage of:**

- Continued two day/week internship at Starbucks HQ. Worked with Facilities Management Services and continued working with Central Invoice Audit team.
- Continued attending regular team meetings and corporate trainings at Starbucks.
- Acted as Russian/English translator for several meetings.

**Other student highlights this year:**

- Interned at Cascade Middle School; worked with students in English and Math.

This column describes the student's work and learning in terms of clusters of skills or proficiencies. These are grouped by Learning Goal and aligned to college preparatory standards determined in consultation with Washington and Oregon public baccalaureate colleges. In early grades these descriptions may be more generic, such as Reading or Scientific Inquiry, and where appropriate they describe specific project work.

| Terms                | What does this mean?  | Examples   |
|----------------------|---|--|
| Seminar Facilitation | Selecting appropriate text and leading group discussion on a current issue or topic of interest                         | Preparing a series of Socratic Seminars on harassment related to sexual orientation                                    |
| Data Analysis        | Collecting data and making analyses by hand or using Excel  | Collecting and analyzing the mortality rate of salmon at a fish hatchery   |
| Diverse Perspectives | Learning about different people's (cultures, communities, individuals) perspectives on an issue the student is studying | Interviewing different people and studying the historical record about a controversial school closure in South Seattle |



## Relevance and Relationships.

Students and their families play a highly active role in designing a personalized curriculum. Every quarter, students and families meet with their academic advisor to create an individualized learning plan that identifies the real world learning in which the student will participate.



At Highline Big Picture, college prep begins in the 9th grade, and is completely integrated into the curriculum. All the students are required to take college entrance examinations, and to apply to at least three postsecondary schools or programs. Highline Big Picture also provides active support to graduates throughout their college years and beyond.

## Relationship Building

HBP students enter in grade 9 and stay with the same group of students and advisor for all four years. By the time they graduate, they will have become a family by learning how to respect and appreciate each other's differences.

## Opportunities For Real World Learning.

Students pursue their passions through internships under the mentorship of a professional in the community. Starting in the 9<sup>th</sup> grade, every student spends two days a week at an internship, where they are immersed in the professional work of the site. In this approach to learning, students develop and complete projects that serve real needs in adult workplaces among adult colleagues. The relevance, ownership, and accountability inherent in such work are difficult to simulate in the classroom. Internships motivate and provide context for students' academic pursuits. In recent years Highline Big Picture students have:

- assisted in surgeries at veterinary hospitals
- developed 3D renderings for Seattle architecture firms
- saved a company \$13,000 in discovered accounting errors
- designed web sites for small businesses
- taught poetry writing, art, and medieval history
- rebuilt carburetors at a local motorcycle shop
- carried out sting operations related to tobacco sales for the Seattle Police Department



*"My internship is at Starbucks corporate headquarters in Seattle. I intern in the accounting department and conduct vendor reconciliation and learned the invoice process. I had the opportunity to speak in front of 500 employees and share the stage with a CEO of a successful company and an executive from Starbucks. I have learned so much about invoice management and accounting, and also about business ethics and how to interact with others in a corporate environment. Now, after graduation, I will work there during the summer before I go to college and plan to study business management and design in college."*

- Big Picture High School Senior

# 21<sup>st</sup> Century Skills.

Highline Big Picture graduates enter institutions of higher education around the country equipped with the 21<sup>st</sup> century skills that typical high school students lack. These skills have been recognized by college professors and business professionals as essential for academic success.

## Risk-Taking

Real world work is inherently risky. Our students are encouraged to learn by trial and error which means accepting temporary setbacks and knowing how to respond to them. In order to achieve their personal and academic goals, HBP students are constantly required to step out of their comfort zones.



## Communication & Networking

At their internships, HBP students learn how to interact and network with adults in a variety of settings.



## STEM curriculum

That pushes students to deepen their quantitative and empirical reasoning skills through project work. Thanks to generous support from the *Trillium, Discuren, and Paul G. Allen Family Foundations*, HBP is engaged in a multi-year STEM initiative to procure more STEM-intensive internships and develop sustainable internship pathways aligned with different interests such as health care and medicine, engineering, technology and design, etc.



## Personal & Academic Resiliency

Many of our students come from disadvantaged neighbourhoods and have learned at Big Picture how to address and overcome the personal and familial obstacles that interfere with their educational success. Internships, college classes, and authentic projects require students to persevere, advocate for themselves and proactively seek out support resources.



## Independence & Commitment to Learning

With the help of their advisor and internship mentor, students develop projects that incorporate the Learning Goals. Students are responsible for advancing the project and demonstrating quarterly that all benchmarks are being met.