



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Prepared for the Mastery-based Learning Work Group

## Appendix

The intent of this survey was to collect input from Washington residents regarding what is most important for a successful high school graduate to know and be able to do, with a focus on soft skills. The survey includes educational goals that are currently defined in state law, as well as an opportunity for the respondents to indicate how well they believe Washington schools are doing at meeting those educational goals.

The information collected from this survey will help the [Mastery-based Learning Work Group](#) design a "Profile of a Graduate." The Profile of Graduate is a guiding vision for our K-12 education system, developed with local input, identifying the skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. The Profile of a Graduate will also be used to review state education policy, including graduation requirements.

Washington law (RCW 28A.230.090) states that the purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The Profile of a Graduate will help us to realign our focus to the areas that are most important or that have not been emphasized in school.

### **INFORMATION ABOUT THE SURVEY RESPONDENTS**

Approximately 300 respondents completed the Profile of a Graduate survey developed by the State Board of Education staff. The survey was available in a number of languages. All of the surveys were completed in English, except for one which was completed in Spanish. The survey asked questions on the following topics or themes in addition to collecting demographic information about the respondents.

1. Importance of certain criteria regarding high school graduates.
2. System effectiveness at developing the criteria in #1.
3. Ranking the importance of certain criteria describing high school graduates.
4. Describe a successful high school graduate in an open-ended response.

### PERCENTAGE OF RESPONDENTS BY ROLE

Respondents were asked to provide the school district in which they lived or their children or students attended, or the district in which they most associated with. Educational service

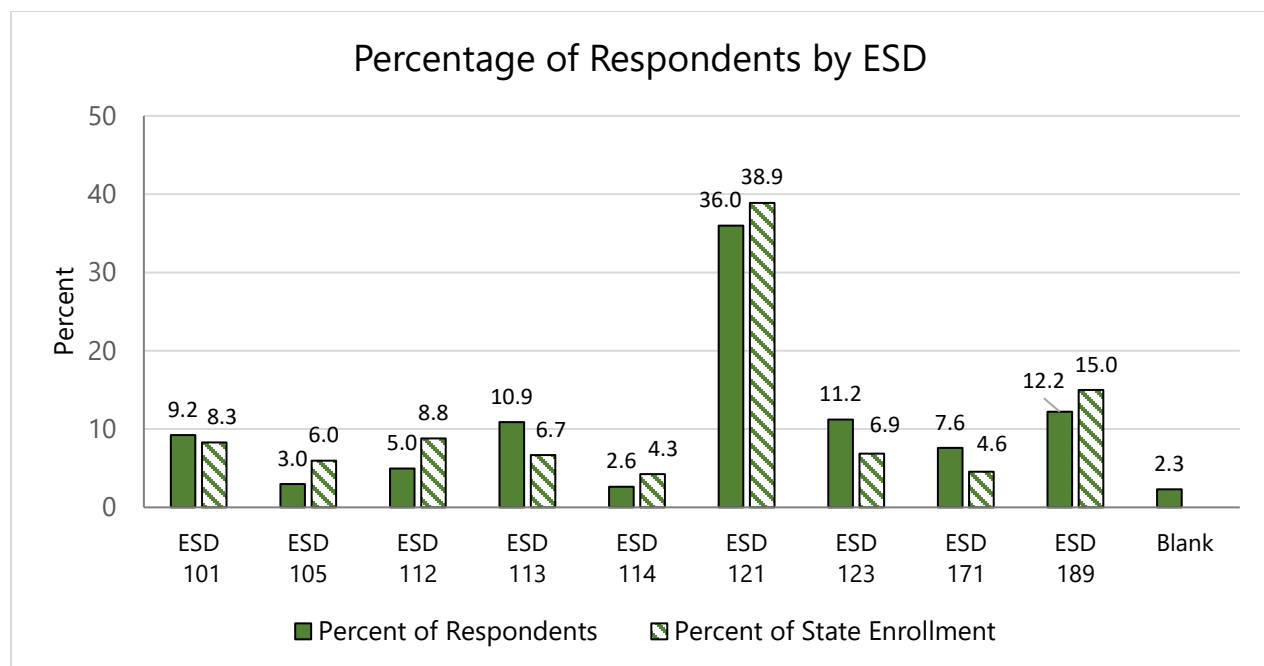
districts (ESDs) were then added to the data file to get a sense of regional representation (Figure 1 and Figure 2).

- Students from ESDs 105, 112, 114, 121, and 189 are a little underrepresented.
- Students from ESDs 101, 113, 123, and 171 are a little overrepresented.

Figure 1: shows the number and percentage of survey respondents by ESD.

	<b>ESD 101</b>	<b>ESD 105</b>	<b>ESD 112</b>	<b>ESD 113</b>	<b>ESD 114</b>	<b>ESD 121</b>	<b>ESD 123</b>	<b>ESD 171</b>	<b>ESD 189</b>	<b>Blank</b>
Number of Respondents	28	9	15	33	8	109	34	23	37	7
Percent of Respondents	9.2	3.0	5.0	10.9	2.6	36.0	11.2	7.6	12.2	2.3
Percent of State Enrollment	8.3	6.0	8.8	6.7	4.3	38.9	6.9	4.6	15.0	

Figure 2: shows the percentage of survey respondents by ESD.



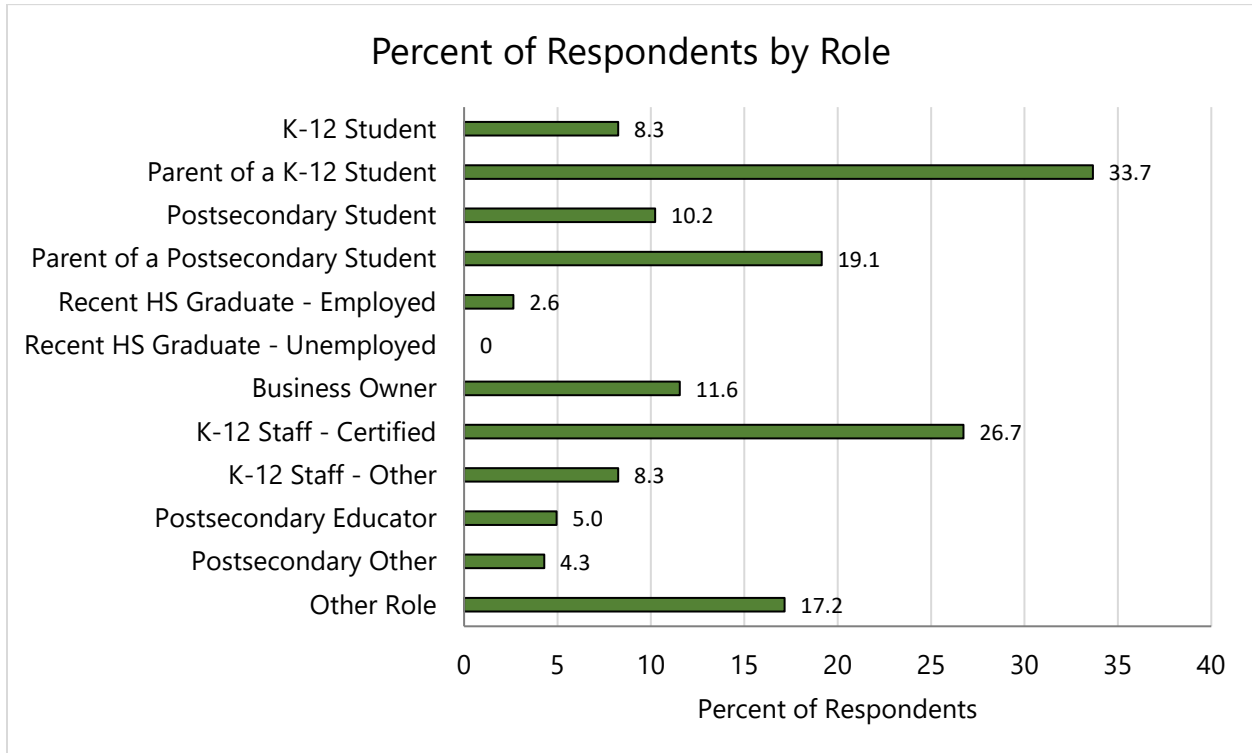
The survey tool allowed the respondents to select multiple roles and write in other roles. Because of the latter, the percentages will not sum to 100 percent (Figure 3).

#### Percentage of Respondents by Role

- Approximately one-third of the respondents were parents of K-12 students.
- Approximately one-third of the respondents were worked in K-12 settings as administrators, educators, counselors, or other staff.

- Approximately 40 percent of respondents were associated with postsecondary education as a student, educator, administrator, and or parent of a student.

Figure 3: shows the percentage of survey respondents by role.



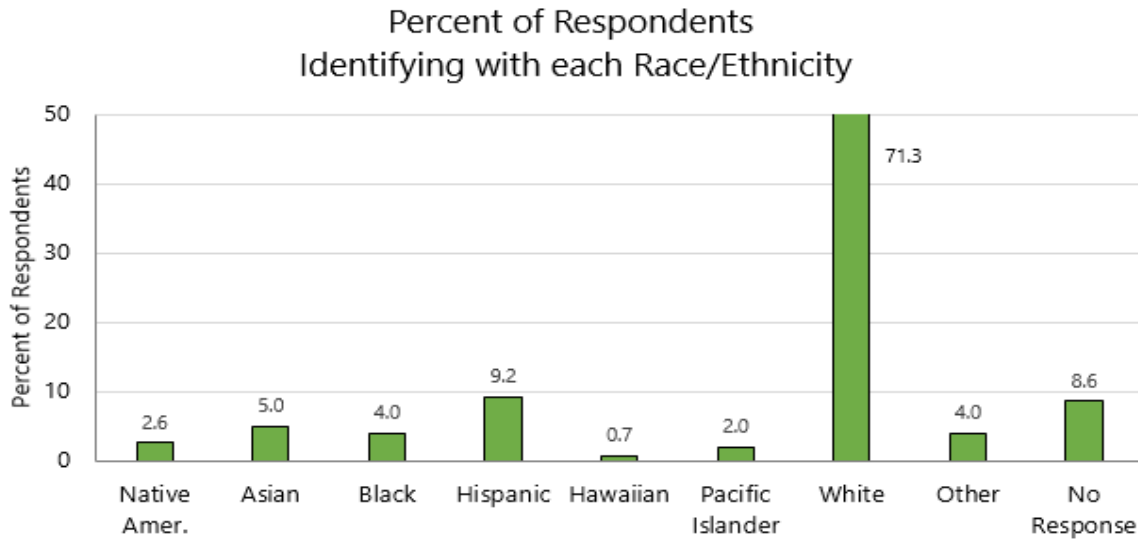
Note: respondents had the opportunity to self-identify with multiple roles, meaning that the percentages shown here will sum to over 100 percent.

#### SURVEY RESPONDENTS BY RACE AND ETHNICITY

The survey tool allowed respondents to select multiple races and ethnicities to which they identified, as well as declining to provide a response. When respondents have the ability to select multiple race/ethnicity options, one individual may be counted in two or more groups. This means that the percentages by group will sum to over 100 percent (Figure 4).

- The percentage of respondents identifying as White (71 percent) is a little higher than that for the state population, which is approximately 67 percent White. The K-12 student population was approximately 51 percent White in the 2020-21 school year.
- Hispanic K-12 students make up almost 25 percent of the state enrollment and are underrepresented by the Hispanic survey respondents which were 9.2 percent of the total.

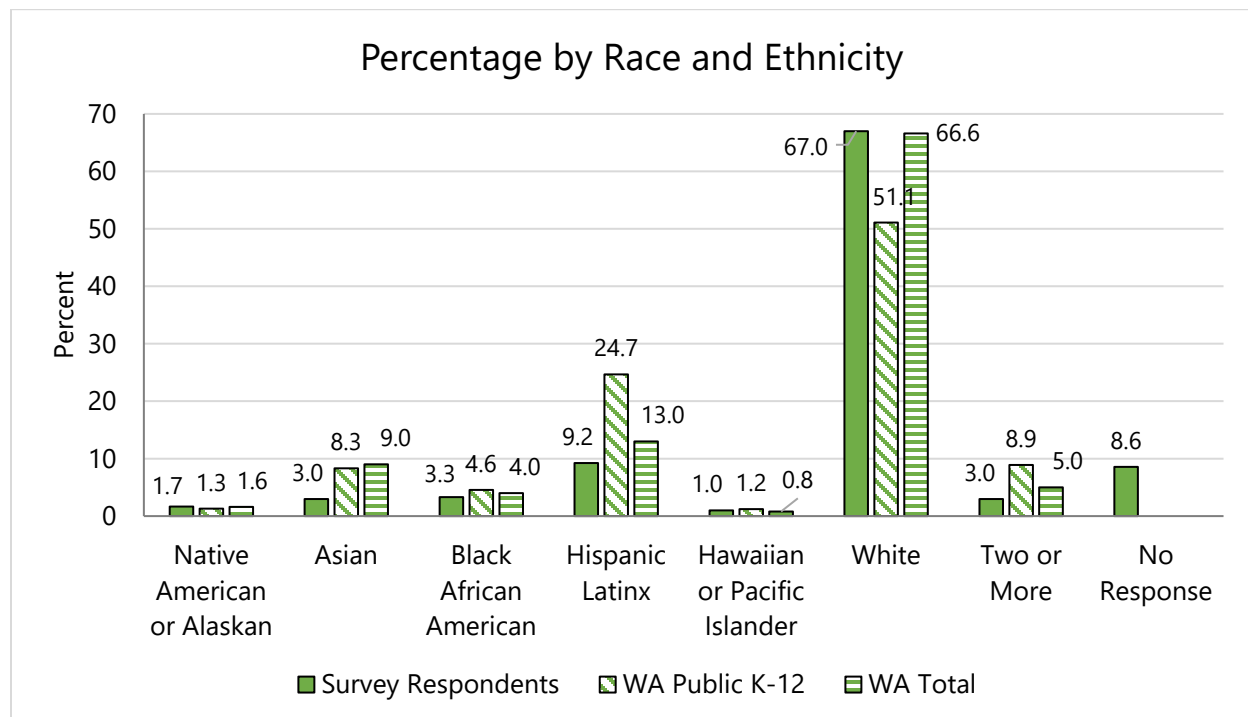
Figure 4: shows the percent of respondents by race ethnicity.



The percentage of each race/ethnicity group used for federal reporting is shown in Figure 5.

- Students self-identifying with Native American or Alaskan, Black/African American, and Hawaiian or Pacific Islander origins are represented at a fairly proportionate rate.
- Students self-identifying as Asian, Hispanic/Latinx, or Two or More races are underrepresented by the survey respondents.
- Students self-identifying as White are underrepresented by the survey respondents with respect to the student population but proportionately represented when the entire state population is considered.

Figure 5: shows the percentage of respondents by the groups used for federal reporting.



### **IMPORTANCE OF CHARACTERISTICS VS. SYSTEM EFFECTIVENESS**

Washington law (RCW 28A.230.090) states that the purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The survey asked a two-part question on four different topics associated to the profile of a graduate. The first part asked the respondent to rate (on a scale of 1 to 100 with 100 being the most importance) the importance of the measure. Then, the second part asked the respondent to rate (on a scale of 1 to 100) how effective the education system is in providing the outcome to students. The questions were:

1. How important is it for high school graduates to be prepared to enter a university, community college, post-secondary technical training (e.g. apprenticeship), military, or a living wage job?
2. How important is it that high school graduated be prepared to work well in a team, problem-solve, self-advocate, and contribute to their economic well-being and that of their families and communities?
3. How important is it for high school graduates to be] prepared for their role as a responsible and respectful global citizen, to explore and understand different perspectives, and to participate in society?
4. How important is it for high school graduates to be prepared for lifelong learning and to enjoy productive and satisfying lives?

In every case, the respondents rated the measure as being very important but the educational system is only moderately effective at providing the desired outcome. A series of three charts were prepared to visually display the results of each of the questions by race/ethnicity and role or job of the respondents. The charts are as follow:

- Chart 1 shows the importance and system effectiveness of the measure based on the responses of K-12 educators of color and educators who are not of color.
- Chart 2 shows the shows the importance and system effectiveness of the measure based on respondents' role.
- Chart 3 shows the shows the importance and system effectiveness of the measure based on respondents' self-identified race/ethnicity.

The ratings for each group are displayed on the chart, and the all respondent average is depicted with horizontal lines, either solid for importance or dashed for system effectiveness.

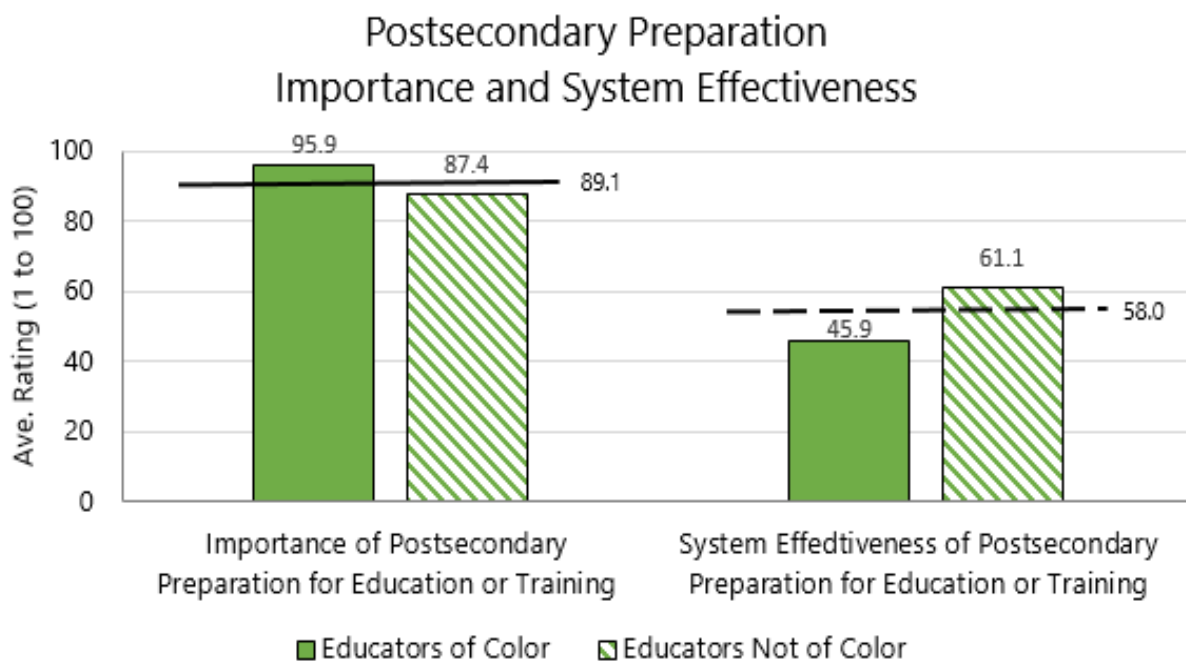
## POSTSECONDARY EDUCATION AND TRAINING

Q 1a: How important is it for high school graduates to be prepared to enter a university, community college, post-secondary technical training (e.g., apprenticeship), military, or a living wage job?

Q1b: How well does the current K-12 system address postsecondary education and training?

- Educators of color view postsecondary preparation for education or training as being more important than do educators not of color.
- Educators of color view the educational system as being less effective at preparing students for postsecondary education or training than do educators not of color.

Figure 6: shows the ratings for the importance of and system effectiveness of postsecondary education and training preparation for K-12 educators by person of color vs. not person of color.

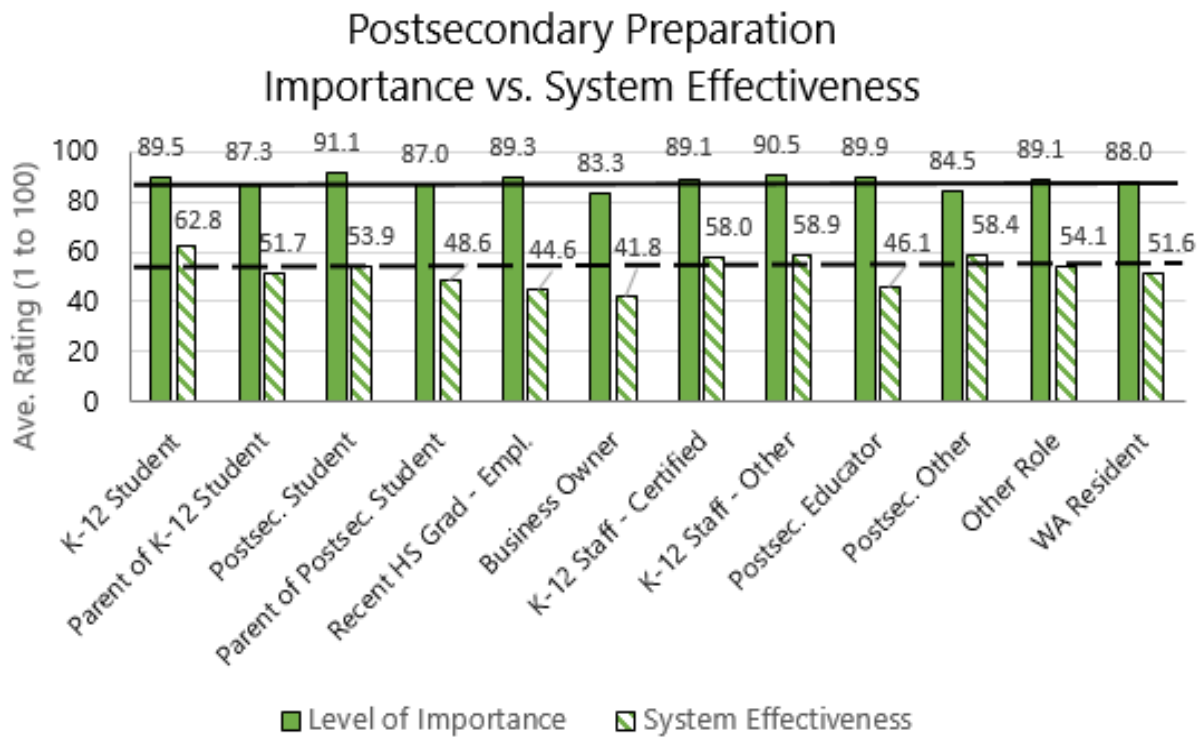


Note: the values next to the horizontal lines represent the average value for the K-12 certified educator role.

The ratings for the importance of and system effectiveness of postsecondary education and training preparation by role are shown in Figure 7. For all roles, the importance of postsecondary preparation is very high but the system is rated only moderately effective at providing the desired outcome.

- The importance of postsecondary preparation was rather consistent with an average rating of approximately 88, but business owners rated the criterion a little lower at 83.3.
- Parents of postsecondary students, recent high school graduates, business owners, and postsecondary educators rated the system effectiveness below the average.

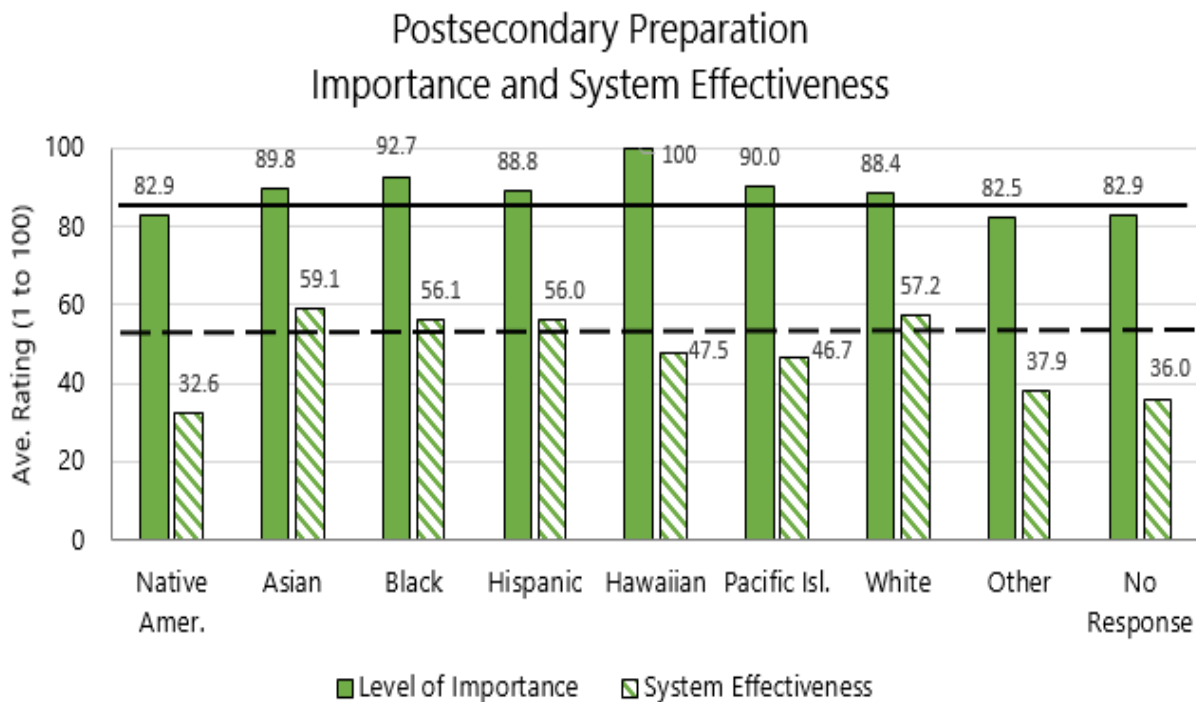
Figure 7: shows the ratings for the importance of and system effectiveness of postsecondary education and training preparation by respondent role.



The ratings for the importance of and system effectiveness of postsecondary education and training preparation by race/ethnicity are shown in Figure 8.

- For all race and ethnicities, the importance of postsecondary preparation is very high but the system is rated only moderately effective at providing the desired outcome.
- Native American respondents rated the importance of postsecondary preparation a little lower than the all respondent average of 87.6 but rated the system effectiveness quite low at 33/100.
- Asian and White respondents rated the importance of postsecondary preparation a little higher than the all respondent average and rated the system effectiveness relatively high (57 to 59).

Figure 8: shows the ratings for the importance of and system effectiveness of postsecondary education and training preparation by respondent's race/ethnicity.





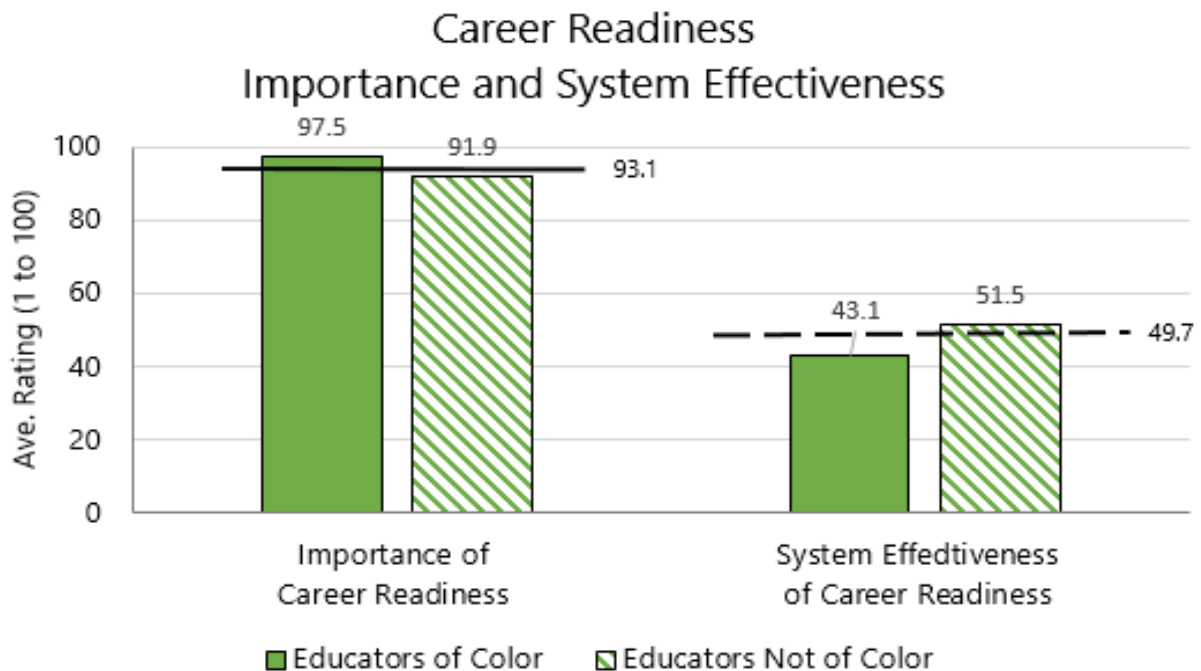
## CAREER READINESS

Q2a: How important is it that high school graduated be] prepared to work well in a team, problem-solve, self-advocate, and contribute to their economic well-being and that of their families and communities?

Q2b: How well does the current K-12 system address career readiness?

- Educators of color rate career readiness as being more important than do educators not of color.
- Educators of color view the educational system as being less effective at preparing students for career readiness than do educators not of color.

Figure 9: shows the ratings for the importance of and system effectiveness of career readiness for K-12 educators by person of color vs. not person of color.

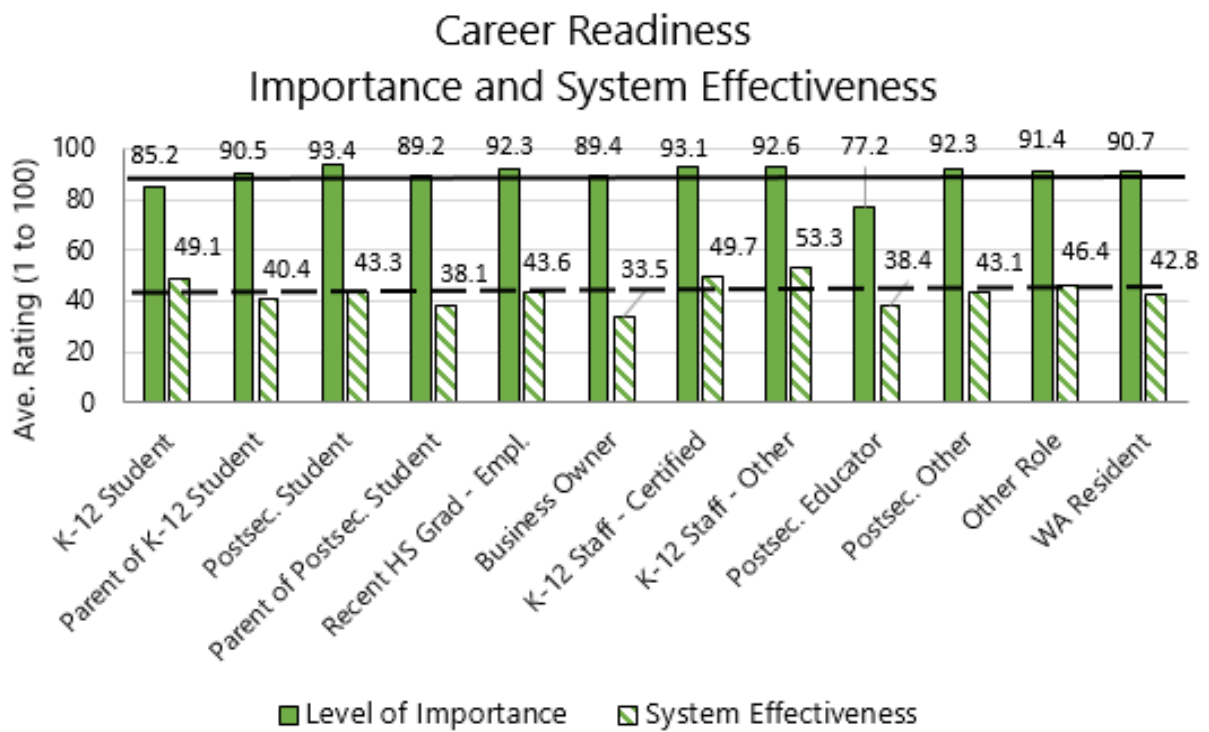


Note: the values next to the horizontal lines represent the average value for the K-12 certified educator role.

The ratings for the importance of and system effectiveness of career readiness by role are shown in Figure 10. For all roles, the importance of career readiness is very high but the system is rated only moderately effective at providing the desired outcome.

- The importance of career readiness was rather consistent with an average rating of approximately 90, but postsecondary educators rated the criterion a little lower at 77/100.
- Business owners and postsecondary educators rated the system effectiveness for career readiness below the average at 33 to 38/100.

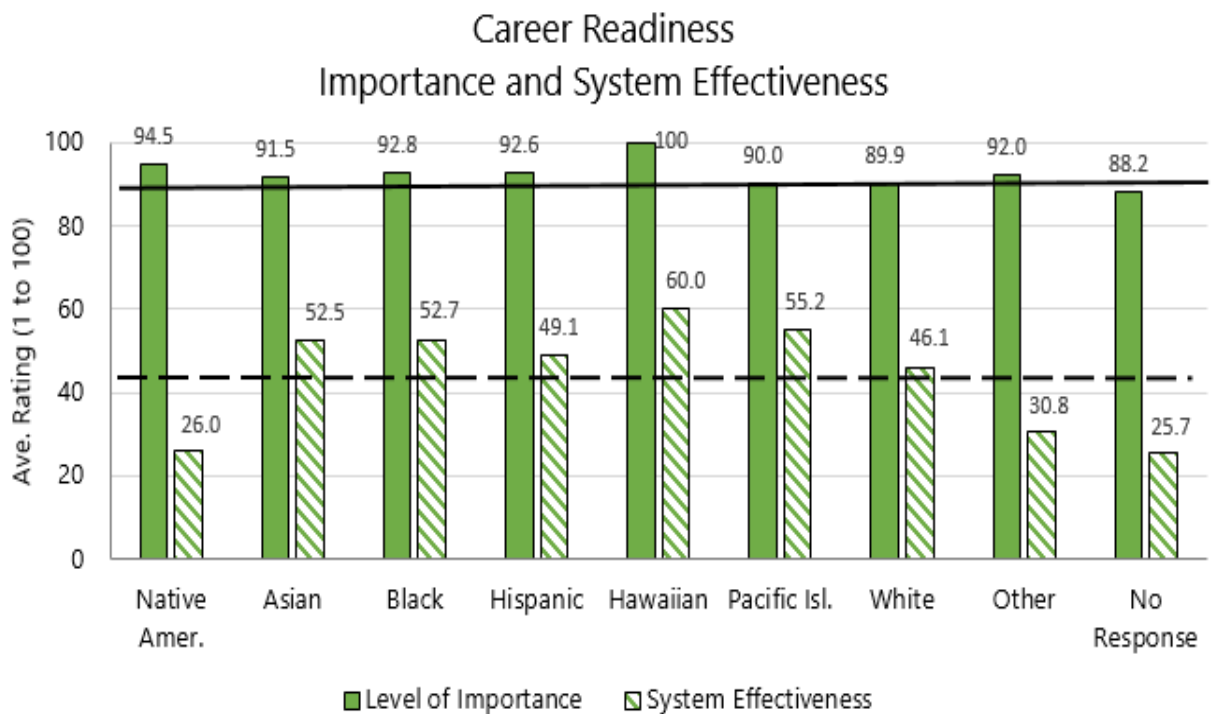
Figure 10: shows the ratings for the importance of and system effectiveness of career readiness by respondent role.



The ratings for the importance of and system effectiveness of career readiness by race/ethnicity are shown in Figure 11.

- For all race and ethnicities, the importance of career readiness is very high but the system is rated only moderately effective at providing the desired outcome.
- Native American respondents rated the importance of career readiness higher than the all respondent average of 90.3 but rated the system effectiveness quite low at 26/100.
- Respondents choosing not to provide a race/ethnicity also rated the system effectiveness for career readiness quite low at approximately 26/100.
- Although small in number, Hawaiian and Pacific Islander respondents rated the career readiness system effectiveness the highest at (55 to 60).

Figure 11: shows the ratings for the importance of and system effectiveness of career readiness by respondents' race and ethnicity.



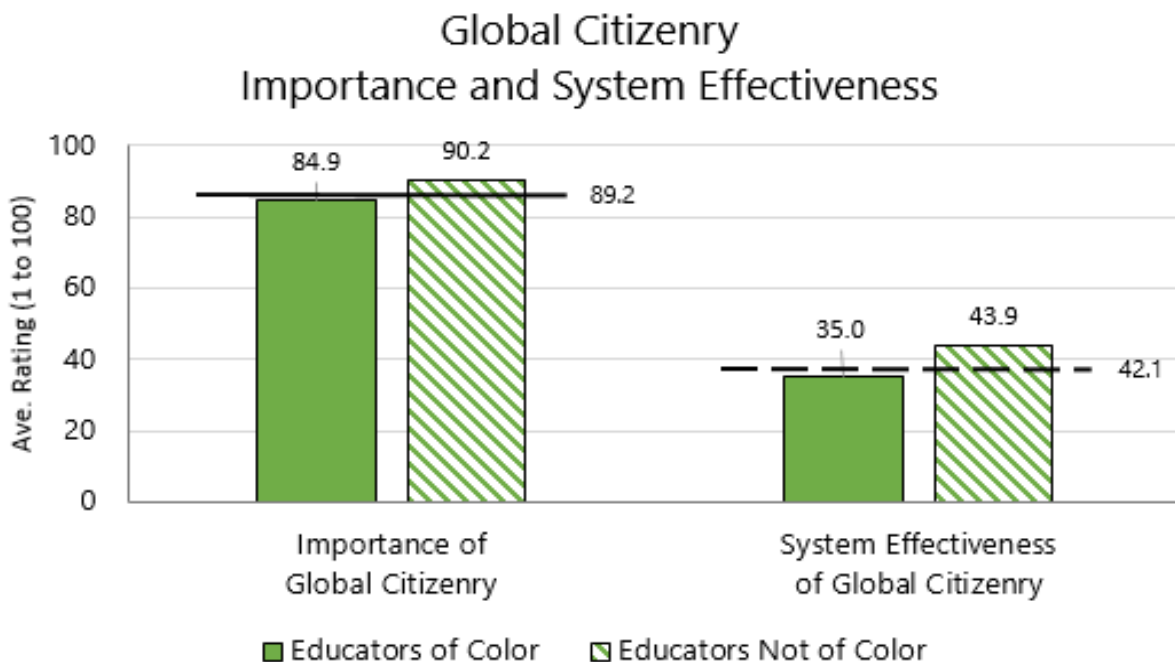
## GLOBAL CITIZENSHIP/SELF-GOVERNANCE

Q3a: How important is it for high school graduates to be prepared for their role as a responsible and respectful global citizen, to explore and understand different perspectives, and to participate in society?

Q3b: How well does the current K-12 system address global citizenship/self-governance?

- Educators of color rate global citizenship and self-governance as being less important than do educators not of color (Figure 12).
- Educators of color view the educational system as being less effective at preparing students for global citizenship and self-governance than do educators not of color.

Figure 12: shows the ratings for the importance of and system effectiveness of global citizenship and self-governance for K-12 educators by person of color vs. not person of color.



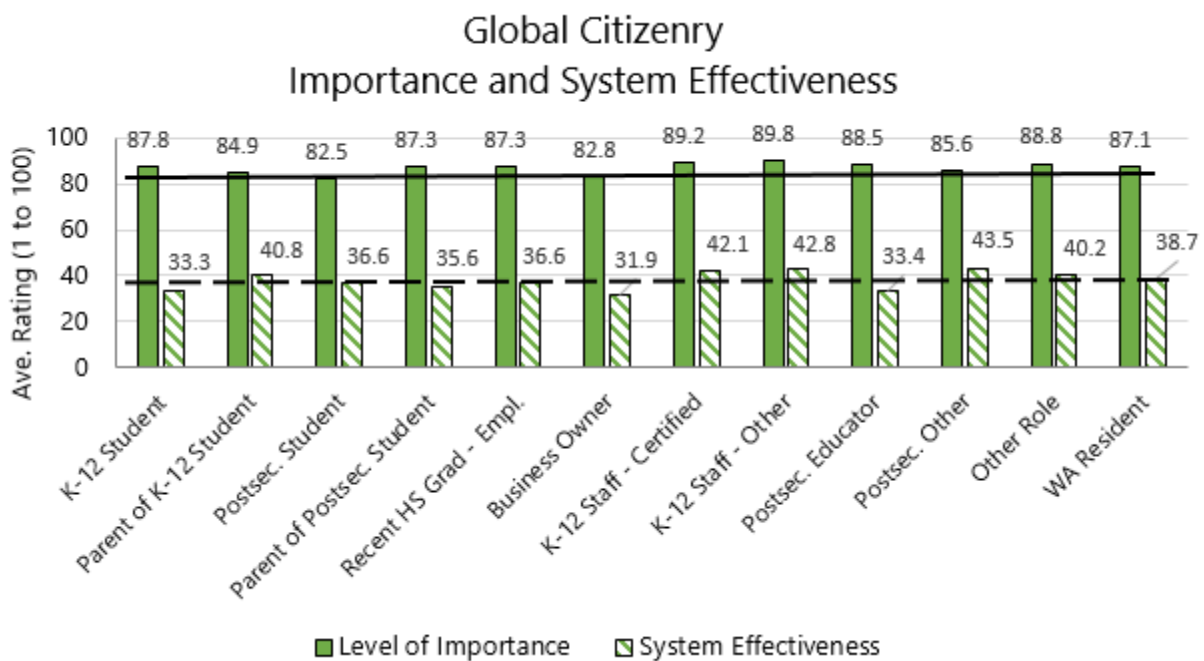
Note: the values next to the horizontal lines represent the average value for the K-12 certified educator role.

The ratings for the importance of and system effectiveness of global citizenship and self-governance by role are shown in Figure 13. For all roles, the importance of global citizenship

and self-governance is very high but the system is rated only mildly effective at providing the desired outcome.

- The importance of global citizenship and self-governance was rather consistent with an average rating of approximately 86.5, but postsecondary students and business owners rated the criterion a little lower at approximately 83/100.
- Business owners, postsecondary educators, and K-12 students rated the system effectiveness for global citizenship and self-governance below average and the lowest at 32 to 33/100.

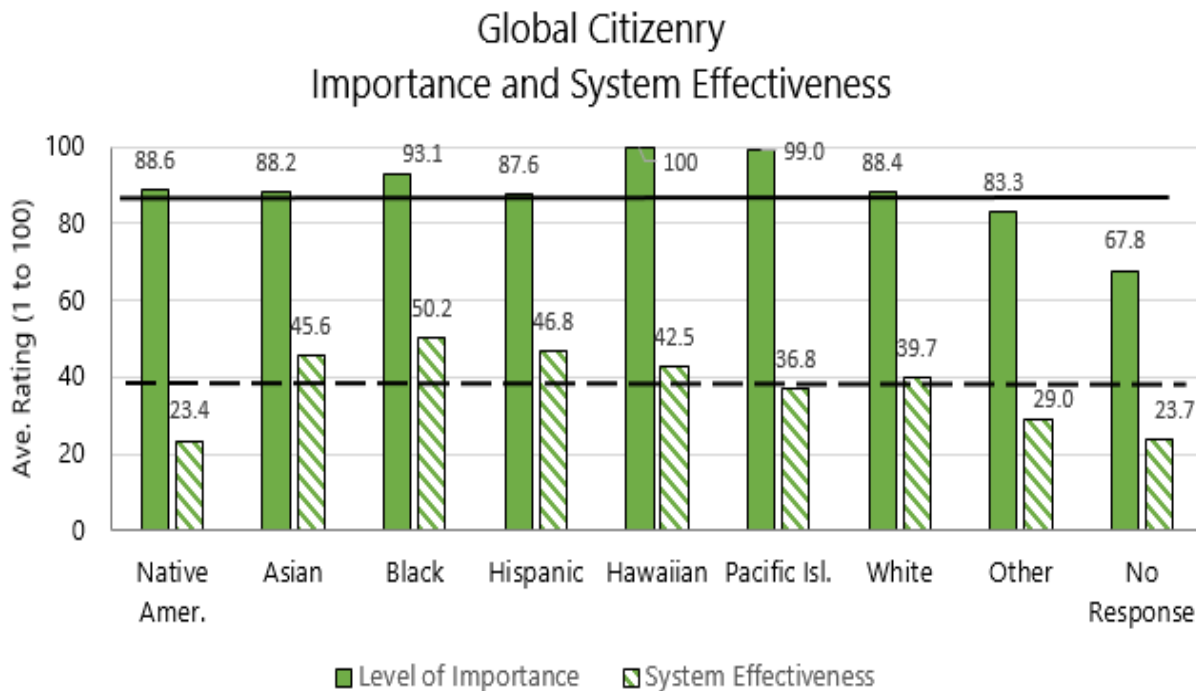
Figure 13: shows the ratings for the importance of and system effectiveness of global citizenship and self-governance by respondent role.



The ratings for the importance of and system effectiveness of global citizenship and self-governance by race/ethnicity are shown in Figure 14.

- For all reported race and ethnicities, the importance of global citizenship and self-governance is very high but the system is rated only moderately effective at providing the desired outcome.
- Native American respondents rated the importance of global citizenship and self-governance higher than the all respondent average of 86.5 but rated the system effectiveness quite low at 23/100.
- Respondents choosing not to provide a race/ethnicity also rated the system effectiveness for global citizenship and self-governance quite low at approximately 24/100.
- Black and Hispanic respondents rated the global citizenship and self-governance the highest on system effectiveness at (47 to 50).

Figure 14: shows the ratings for the importance of and system effectiveness of global citizenship and self-governance by respondents' race and ethnicity.



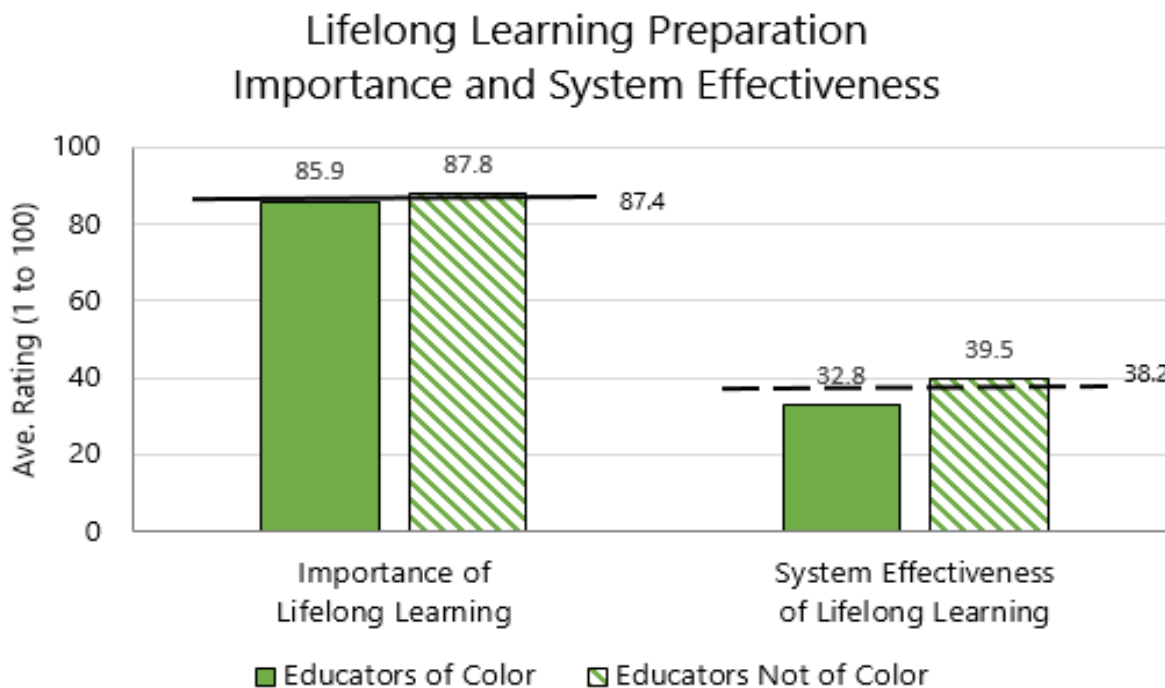
## PREPARATION FOR LIFE AFTER K-12/LIFELONG LEARNING

Q4a: How important is it for high school graduates to be prepared for lifelong learning and to enjoy productive and satisfying lives?

Q4b: How well does the current K-12 system address preparation for life after K-12 and lifelong learning?

- Educators of color rate lifelong learning approximately the same as do educators not of color (86 vs. 88).
- Educators of color view the educational system as being less effective at preparing students for lifelong learning than do educators not of color.

Figure 15: shows the ratings for the importance of and system effectiveness of preparation for life after K-12 and lifelong learning for K-12 educators by person of color vs. not person of color.

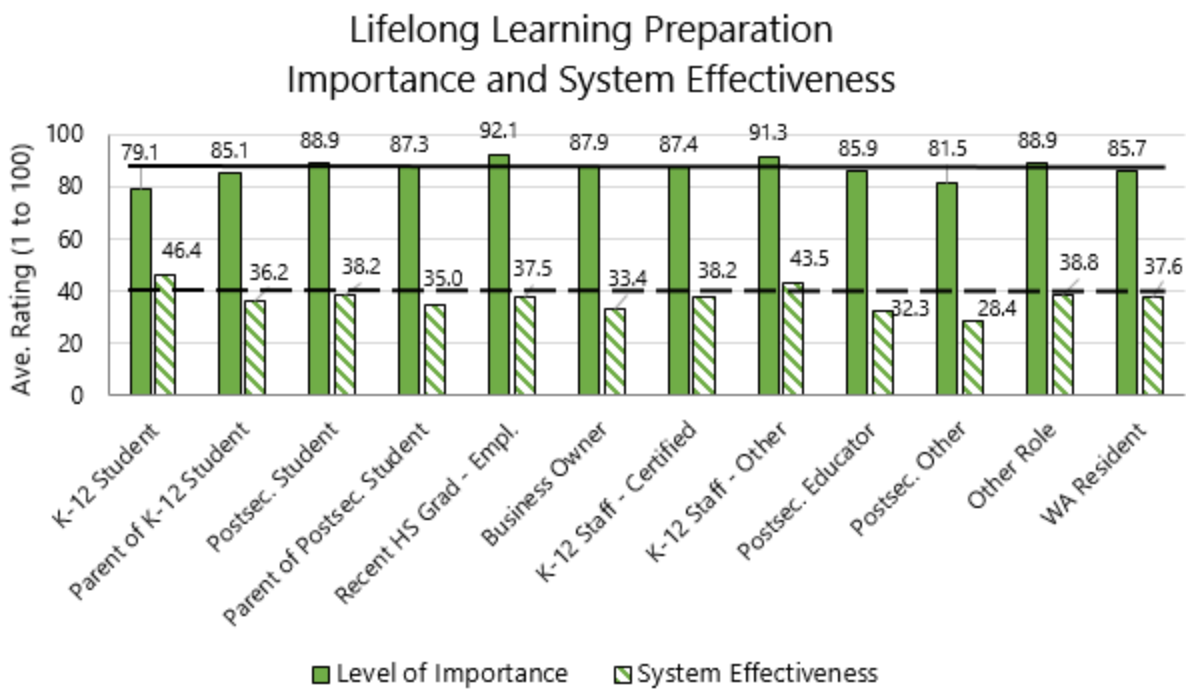


Note: the values next to the horizontal lines represent the average value for the K-12 certified educator role.

The ratings for the importance of and system effectiveness of preparation for life after K-12 and lifelong learning by role are shown in Figure 16. For all roles, the importance of preparation for life after K-12 and lifelong learning is very high but the system is rated only mildly effective at providing the desired outcome.

- The importance of preparation for life after K-12 and lifelong learning was rather consistent with an average rating of approximately 86.5, but K-12 students and other postsecondary roles rated the criterion a little lower at approximately 80 to 81.
- Business owners, postsecondary educators, and other post-secondary roles rated the system effectiveness for preparation for life after K-12 and lifelong learning below average and the lowest at 28 to 33/100.

Figure 16: shows the ratings for the importance of and system effectiveness of preparation for life after K-12 and lifelong learning by respondent role.

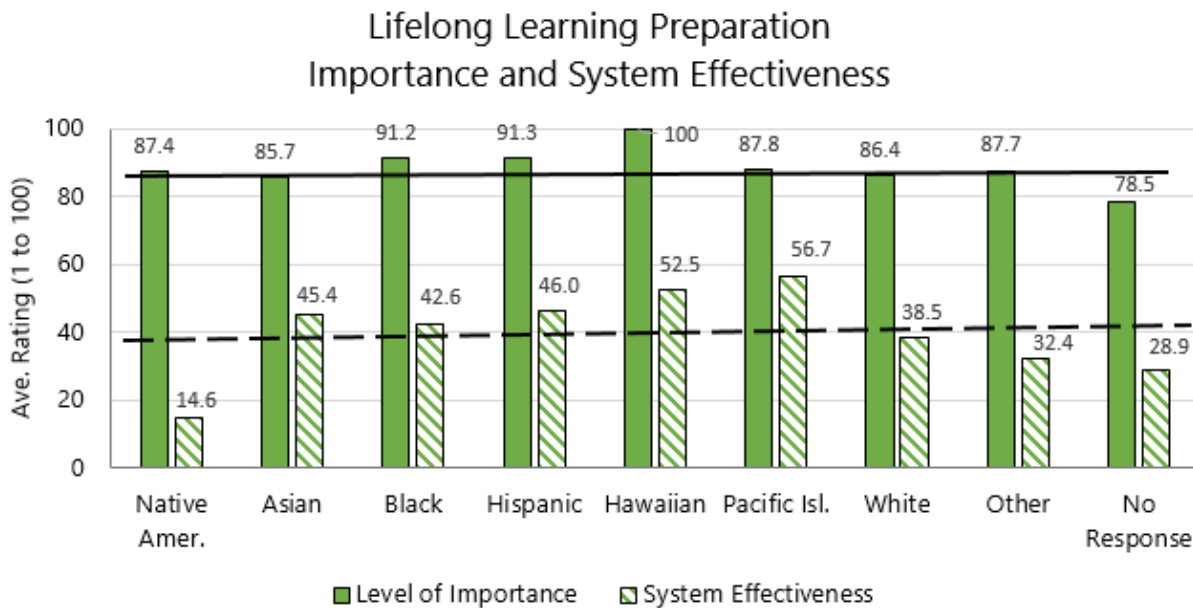




The ratings for the importance of and system effectiveness of preparation for life after K-12 and lifelong learning by race/ethnicity are shown in Figure 17.

- For all reported race and ethnicities, the importance of preparation for life after K-12 and lifelong learning is very high but the system is rated only moderately effective at providing the desired outcome.
- Native American respondents rated the importance of preparation for life after K-12 and lifelong learning higher than the all respondent average of 86.6 but rated the system effectiveness the lowest at 15/100.
- Respondents choosing not to provide a race/ethnicity also rated the system effectiveness for preparation for life after K-12 and lifelong learning quite low at approximately 29/100.
- Hawaiian and Pacific Islander respondents rated the preparation for life after K-12 and lifelong learning the highest on system effectiveness at (43 to 57).

Figure 17: shows the ratings for the importance of and system effectiveness of preparation for life after K-12 and lifelong learning by respondents' race and ethnicity.



## Rate the Skills

Washington law (RCW 28A.150.210) lists the skills students will have the opportunity to obtain in four broad categories.

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

For this part of the survey, respondents were asked to select the top three skills that you think would be important to include in a Profile of a Graduate. The skills are briefly described below.

Digital literacy/information literacy: Adapt, create, consume, and connect in productive, responsible ways to use technology in social, academic, and professional settings.

Conflict communication: Speaks about thoughts and ideas effectively using oral, written, and nonverbal communication skills in many forms and contexts. Honors and leverages others' strengths to build collective commitment and action.

Self-management/responsibility/self-efficacy: Practices responsible decision-making and considers the impact on others. Creates, monitors, and reflects upon ambitious and realistic goals. Builds and sustains strong, healthy relationships.

Resiliency/adaptability: Sets personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks. Works well in a climate of uncertainty and changing priorities.

Enthusiasm: Excited to learn, has an interest in what's new, and a hunger for engaging with the world. Seizes opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking.

Community-mindedness/global citizen: Values and embraces diverse cultures and unique perspectives through mutual respect, open dialogue, and civic responsibility. Understands own biases and reflects on them regularly.

Collaborative/works well in a team: Takes responsibility for self and team through shared, focused leadership. By joining forces with others, makes room for a diverse range of voices, skills, and views.

Systems thinking/critical thinking: examines and challenges assumptions, makes decisions based on evidence, reasons effectively to make logical judgements and explanations.

Problem-solving: Generates original ideas, solutions, and products in imaginative ways. Extracts learning from failure to move ideas forward.

Timeliness/Dependability: Reliably shows up to commitments in a timely manner and completes tasks by the expected timeline.

Figure 18: shows the percentage of respondents by race/ethnicity who identified the qualities, traits, or skills as one of the three most important for a high school graduate.

	Digital Literacy	Conflict Communication	Self-Management	Resilient and Adaptable	Enthusiasm	Community and Global Citizen	Collaboration	Systems and Critical Thinking	Problem Solving	On-Time and Dependable
Native Amer.	13	38	38	50	0	25	13	50	63	13
Asian	13	47	27	33	7	47	33	27	60	7
Black	18	45	55	27	9	45	18	27	36	18
Hispanic	24	44	44	40	16	28	16	36	28	24
White	25	34	49	34	12	35	25	38	34	15
Hawaiian*	0	50	0	0	0	100	50	50	50	0
Pacific Isl.	0	83	50	17	17	67	0	17	33	17
No Response	16	44	60	20	8	16	8	40	48	40
<b>All Responses</b>	<b>24</b>	<b>35</b>	<b>49</b>	<b>34</b>	<b>11</b>	<b>34</b>	<b>22</b>	<b>38</b>	<b>36</b>	<b>18</b>

\*Note: only two respondents self-identified as Native Hawaiian.

- The six qualities, traits, or skills most frequently identified in the top three are highlighted in light gray.
- Cells standing out as mildly anomalous are highlighted in blue.

## Defining a Successful High School Graduate

Here is the prompt for an open ended response:

If you had to decide what is most important to include in defining a successful high school graduate, what would you include? List words/short phrases to describe knowledge, skills, behaviors, or experiences you would want included.

A brief analysis counted the number of times a word was found in the open-ended responses, and those are listed below (Figure 19). The list is by no means all-inclusive but provides the beginning of a description of a high school graduate.

Figure 19: shows some of the terms used by respondents to define a successful high school graduate.

<b>Term</b>	<b>Count</b>	<b>Term</b>	<b>Count</b>	<b>Term</b>	<b>Count</b>
Critical (Thinker)	48	Global (Citizen)	17	Civics	9
Communication	47	Adaptable	15	Reliable	8
Financial	43	Diversity	14	Dependable	8
Literacy	39	Empathetic	13	Citizenship	7
Community	38	Literate	12	Growth (Mindset)	7
Knowledge	33	Emotional	12	Committed	7
Responsible	32	Creative	12	Grit	6
Compassion	30	Digital	12	Confident	6
Awareness	29	Engaged	11	Conflict (Resolution)	6
Problem (Solver)	27	Motivated	10	Resourceful	5
Scientific (Thinker)	26	Independent	10	Persevere	5
Systems (Thinker)	25	Environmental	10	Resolute	4
Culturally (Aware)	24	Curious	10	Civil	4
Respect	20	Collaboration	10	Empower	3
Resilient	19	Analytical	10	Persistent	2
Advocate	17	Logical	9	Enthusiastic	2

Figure 20 shows the individual responses to the open-ended prompt for the respondent to provide words and short phrases to describe the knowledge, skills, behaviors, or experiences the respondent feels should be included in the definition of a successful high school graduate. The responses below are unedited except for the words shown in all capital letters which were used in the counting of terms. However, be aware that some respondents used all capital letter on some words or phrases for emphasis.

Figure 20: shows the individual responses containing words and phrases describing the knowledge, skills, behaviors, or experiences that should be included in the definition of a successful high school graduate.

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
"Plays well with others": COLLABORATIVE, RESPECTful, team-player Strong COMMUNICATION skills: reading, writing, speaking, and listening RESILIEncy, determination, GRIT, PROBLEM-solving, continual learner
* Ability to think out of the box, CREATively, flexibly - able to express CREATivity in various ways/media * CURIous!!! * Able to search for answers to unknowns and evaluate quality of (re)sources (ANALYTICAL thinking/LOGIC, reading, and writing but ALSO anti-fake-news/anti-conspiracy-theory skills) * Reads at least 1 book a month, or maybe a similar amount of reading in the form of audiobooks etc. Doesn't rely only on social media or TV/video for world KNOWLEDGE * COMMITted to democracy, pluralism, free speech, CIVIL rights, equal rights (with a real understanding of these concepts) * Able to provide self-care (health, nutrition, exercise etc) and care for others (family support, parental support etc) * Can COMMUNICATE effectively in speech and writing (including e-mail/text messages) with teachers, professors, employers, colleagues * Can find help from public agencies or charities for themselves or others when needed * FINANCIAL LITERACY * DIGITAL LITERACY (online safety, avoiding tracking, AWAREness of social media bias/manipulation, economics of "free" tech products etc) * SCIENTific LITERACY (both content KNOWLEDGE but also skills and ANALYTICAL thinking) * Has cultivated strong common sense, not allowed to live in a bubble, has been confronted with the realities of the world in terms of violence, abuse, addiction, bias, prejudice, bigotry, and the like * Acts with good manners and common decency toward other human beings * Can productively ADVOCATE for themselves (not just to knock others down) * COMPASSION and RESPECTful interaction with others, even during and after disagreements * RESPECT for elders, wisdom, open to intergenerational COMMUNICATION and support * RESPECT for COMMITments undertaken and deadlines, but with an eye to flexibility * Able to use all common software effectively (oh my God most teachers are so bad at this themselves and can't teach how to use them...)
1) Ability to COMMUNICATE ideas clearly and convincingly using both rhetoric and evidence. 2) Ability to think axiomatically, and explore SYSTEMS of rules for their consequences 3) Ability to investigate, explore, and take on perspectives other than one's own 4) KNOWLEDGE of how to navigate modern society, build and maintain a life, career, household, health, and retirement.
1. EAGERNESS TO LEARN NEW THINGS 2. DEPENDABLE AT BEING AT WORK EVERYDAY. 3. ON TIME EVERYDAY. 4. GET ALONG WELL WITH OTHERS.
1. Family Relationships/Sociology/Psychology 2. Child Development through Adulthood 3. FINANCIAL Education - to include: contracts (auto landlord), leases, taxes, mortgages, paychecks, budgets, emergency plans, investments.
1CRITICAL thinking skills-how to take information from various sources 2FINANCIAL management skills KNOWLEDGE of US constitution and American history from 1492 to present How to read, write in a coherent manner, and spell correctly Basic math skills
A mandatory "elective" class dedicated to college and career readiness. Resume and cover letter skills. Mock interviews. Employment expectations. Setting up checking accounts. Completing college applications.
A positive and productive COMMUNITY member
A positive attitude that is flexible and capable to being ADAPTEd to new ENVIRONments and broad CULTURal experiences.

## Words and Phrases Characterizing a Successful High School Graduate

A quarter of Americans haven't read a book in the last year. Let's focus on building students who can read, write, calculate, understand basic SCIENCE, learn how to evaluate statistical claims, and most importantly, how to show up to a job and work a full day.

A student should be able to have a general plan of what he will study or work toward to be self reliant. As such what is step a-z in how to achieve his goals economically and career-wise. He should be able to name who he knows will be mentors, ADVOCATES and supporters to achieve his/her plans.

A student who has the ability to self reflect on their own learning and ADVOCATE for their needs. One who has the ability to understand their own bias, be accepting and tolerant of the dynamics of difference and think CRITICALLY and COMMUNICATE appropriately. Be COMPETENT and CONFIDENT with post high school plans.

a successful graduate looks like someone who is happy and ready to start a new chapter in their life. someone who stays MOTIVated and determined to get where they need to be.

A successful high school graduate is someone who has the skills to live a meaningful, joyful life for themselves and their COMMUNITY. That includes traditional skills such as reading, writing, and communicating effectively, and having a strong understanding of math. It also includes less traditional skills such as knowing how to find and use information, recognizing own self-care needs and making plans to take care of one's own mental health, and recognizing success as not only earning money but also bringing joy to self and the COMMUNITY. Learning does not end with a high school diploma, or even a college degree; learning is a life-long process.

A successful high school graduate must be ready and have a solid plan for after graduation. Must have learned and practiced skills that could be useful in their after plan.

A successful high school graduate would be ENTHUSiastic about launching into whatever is next for them (post-secondary ed., job, internship/apprenticeship, trade school, etc.), who is self-MOTIVated, RELIABLE, and CURIOus, with a broad understanding of the world and GLOBAL CITIZENSHIP, a willingness to consider unconventional ideas, and a solid base of general KNOWLEDGE (i.e., STEM, LITERACY, literature, practical skills).

Ability to ADAPT COMMUNICATION is effective Hard worker doesn't give up and not afraid to make mistakes

Ability to COLLABORATE Teamwork Listen to others Able to discern information ADVOCATE for oneself Develop personal and professional goals Show ability to make progress towards personal and college or career goals

Ability to COMMUNICATE, tolerance and RESILIency (especially when they think a boss is unfair), positive attitude towards the future, well rounded in interests and abilities

Ability to ENGAGE in CIVIL discourse and RESPECT varied perspectives and CULTURes.

Ability to function on their own economic/FINANCIAL LITERACY ability to make mistakes and learn

Ability to learn and follow direction.

Ability to perform math, read and write effectively, and a KNOWLEDGE of US history.

Ability to think CRITICALLY, to be a COMPASSIONATE , EMPATHETIC and have social AWAREness with the ability to understand the perspectives of others. Especially those with DIVERSE backgrounds CULTURes and context and navigate the dynamics of CULTURe differences in positive manner. Have a plan for post high school, trade, work or college. Have a internship in the workforce during school. Have an applied math class that connects to the real world and banking/ FINANCE management.

Ability to work in a team; consider others perspectives; EMPATHY; effective COMMUNICATOR; CURIOsity; world view

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Ability to extrapolate KNOWLEDGE and apply in new situations. How to read for understanding and instruction. Self AWAREness and appropriate self expression. CRITICAL reading
Able and CONFIDENT SYSTEMS thinker Understanding and caring COMMUNITY minded PROBLEM Solver Clear COMMUNICATOR
able to appreciate DIVERSITY in CULTURes, prepped to know how to file taxes (other SYSTEMS that are important to know as a new adult), CRITICAL thinker, EMPATHETIC
Able to face challenges, technology aptitude, willing to admit, accept and work through the learning process
academic, social, and EMOTIONal skills, INDEPENDent living skills, lifelong learner, thrive, reach full human potential, GLOBAL CITIZen, COMMITment to COMMUNITY, understand SYSTEMS and how to disrupt inequities
Accepts personal RESPONSIBility, exercises a high degree of initiative, puts others before self, able to function INDEPENDently, ADAPTable, LITERATE, DEPENDABLE.
Actualized, EMPATHETIC, willing to COMMUNICATE
ADAPTability, CRITICAL thinking, self-AWAREness, self and COMMUNITY ADVOCacy, team-work
ADAPTable, CONFIDENT, inquisitive/CURIOUs, desire to learn, ability to reason and solve PROBLEMs, initiative, ability to consider multiple viewpoints, CULTURal competence
ADVOCATE for self DEPENDABLE CONFIDENT in career choice
Agency. Experiential or applied learning.
All high school graduates should, at minimum, leave high school with: 1. Enough CIVICS, economics, and US history to have relevant, historically accurate and contextualized understanding/opinions about them. 2. They should COMPETENTly understand issues around privacy and security in the DIGITAL age as well as have an understanding of the criminal and CIVIL law SYSTEMS as these pertain to everyday situations CITIZens may encounter (including interactions with law enforcement, CIVIL rights, etc.). 3. They should understand basic retirement instruments (IRA, 401k, SEPA) and the health insurance SYSTEM and how to use/access these things. 4. They should be able to describe and apply the SCIENTific method and write succinct lab reports. 5. They should be able to compose succinct, coherent, polite e-mail/text messages/letters and compose coherent ANALYTICAL reports/informational writing. 6. They should be able to use Microsoft Word, Excel, and PowerPoint or equivalent products from other vendors COMPETENTly and CREATively, including all basic Excel formulae/equations. 7. They should have a SCIENce-based understanding of nutrition, health (including mental health), sexuality, and develop skills in at least one lifelong physical activity (e.g., jogging, yoga, dance, biking, swimming, etc. " and by this I don't mean team sports must something one can stay active in their whole lives; most team sports are not like this). 8. They should have some experience with fine arts (either art history or applied/visual/graphic/performing art) and music (either music history/musicology or performing music). 9. They should have at least an intermediate speaking and reading level in at least one world language (for non-college-bound students, most preferably in Spanish). 10. Almost all Washington state students should spend at least one semester or one summer in another country where English is not the dominant language, ENGAGing in either studies or volunteer/service projects. This should be paid for by the state so it's free for everyone. College-bound students additionally must leave high school with: 1. The ability to read and ANALYZE fiction and nonfiction texts by DIVERSE authors at a Lexile of 1200 and higher (but see special education below) 2. Write coherent essays, evaluate sources appropriately, conduct ethical original research. 3. Have solid skills in precalculus if not calculus. 4. Have some advanced subject-area-specific skills (e.g. coding for computer SCIENce majors, law/business management for business majors, etc.) Students entering fine arts or similar academies or entering the art world directly must leave high school with: 1. A portfolio of accomplishments reflecting significant

## Words and Phrases Characterizing a Successful High School Graduate

expertise and applied work in their field (e.g. studio and exhibition experience, skills workshops, performance experience, etc.), including sufficient performances, exhibitions, workshops, and/or publications 2. Theoretical and applied skills in business management, self-employment, liability, insurance, and labor law including occupational health and safety 3. Strong familiarity with American or other literatures and math up to at least algebra 1. 4. Strong understanding of the most important professional software in their field (e.g. video editing, Adobe products, scriptwriting software, etc.) Non-college-bound students who are entering trades must leave high school with: 1. Strong applied math skills up to at least algebra 2/trigonometry if not ANALYTICAL geometry. 2. Theoretical and applied skills in business management, self-employment, liability, insurance, and labor law including occupational healthy and safety 3. Technical drafting or an equivalent skill in other fields 4. Strong understanding of the most important professional software in their field (e.g. CAD for construction/carpentry/plumbing, etc., Quicken and accounting software for clerical, etc.) 5. An internship of at least one semester, including a portfolio documenting accomplishments or skills learned or projects completed Special education students 1. Every special education student needs a personalized/custom outcome plan that aligns with lists above to the extent possible, based on the student's individual needs, including a portfolio where possible documenting achievements/accomplishments and challenges overcome. 2. They should leave school with support SYSTEMS fully in place for long-term needs, including connections with support agencies or charities as needed. 3. Students with diagnosed or suspected dyslexia, ADD/ADHD, brain injury, memory disabilities, processing speed disabilities, executive functioning impairments, and the like should leave high school with the training and tools they need to deal with their disability beyond high school, including the ability to use technOLOGICal aids.

All of the skills in RCW 28A.150.210, plus my top three votes in question 11. Plus DIGITAL LITERACY and CONFLICT management. Plus history of racism in the US and what it looks like today individually, institutionally, SYSTEMically , how to talk about race and take action to address racism (the kids can lead the way!)

As a business owner, I frequently have job applicants who do not seem to understand that holding a job means showing up on schedule, on time and ready to work. They also seem woefully lacking in any kind of life skills relating to FINANCES, obtaining and understanding health insurance coverage, they do not understand taxes, how payroll works, how a 401k works, or even how to set up a bank account so they can receive direct deposit. We even end up helping our younger workers do things like apply for housing, register to vote, obtain car insurance, apply for credit, use credit appropriately, even how to do laundry so they have clean clothes to wear to work! basic life skills are sorely lacking in our educational SYSTEM.

As an insurance agent, I think information regarding home/auto/umbrella insurance would be invaluable and could change their lives. Most adults know little about this and the dangers of not having any.

At grade level for math and language some foreign language instruction. Fluent in the basic concepts of SCIENCE and the SCIENTific method. Basic art and music. Non-politicized history.



## Words and Phrases Characterizing a Successful High School Graduate

At the minimum all students should graduate with keyboarding skills, reading and writing LITERACY/business COMMUNICATIONs skills like writing COMPETENT emails, writing letters and resumes, and reading for both understanding and interpretation. They need the basics of group COMMUNICATION methods and strategies, ADAPTability, time management skills, basics of personal FINANCE (setting a budget, understanding interest rates, calculating taxes, setting up a checking account, etc.), and an understanding in the RESPONSIBILITIES of a CITIZen through historical/CULTURAl review and discussion as well as CIVICS (how government structures are set up and work and how their vote and the judicial SYSTEM works). They need to know how to follow directions, show up on time, take feedback to improve and how to set and then plan a way to attain goals. They need to know how to locate available jobs and approach and prepare for a job interview. Additionally, students interested in post-secondary education need to learn study skills, writing at an academic level with research and citation of sources, and CRITICAL reasoning.

AWAREness of the rest of the world, up to date skills in tech, CRITICAL thinking

Basic adulting (FINANCIAL IQ, budgeting, banking, etc)

Basic life skills, skill to find work (for all students, even those with continuing education), academics appropriate to student plans/goals

Basics: i.e., reading, writing, math. Writing a personal budget, determining car payments, using accumulative interest. making change from paper money or coins, understanding both sides of politics. More emphasis on the basics, less on political, CULTURE & social.

Be able to vet sources of information. Ready to live life as an adult, career readiness, ready to be a CITIZen, AWAREness of history. Life skills - checking account, understand interest rates.

Be humble theres people who dont have the same education/RESOURCES as we do. Being humble means knowing how much you struggled to get where you are and knowing that your success isnt something to show off.

Be registered to vote, and know how and when to vote RESPONSIBLY for elected officials, and why (because a democracy is stronger when all its CITIZens vote).

Being in education 20 years and the business world for 8 years. I believe getting the insight of both business leaders and those (somewhat) recent students to get this perspective. We have to turn our sights to preparation of everything from mental health trauma / self care / ability to handle life 101â€¦ but also start programs their junior year to set up two/three way tracks students interests. College worked for some â€¦but many educators think college is the only answer and it's not. Also special education must incorporate more school to work concepts in the later years of IEP (tech schools / and college programs.). We need business leaders help in this process. Education was set up in the early 1900s under a SYSTEMatic factory SYSTEMâ€¦ let's get out of this high priced testing / over testing our kids and give them CREATivity, inteGRITy and clarity back to their learning. Please consider me for any COMMITtee work around this CRITICAL item for K-12 kiddos.

budget and FINANCIAL LITERACY

## Words and Phrases Characterizing a Successful High School Graduate

Can live on their own understanding the following. Knowing how to research candidates, and understanding the voting process including the costs. Should volunteer within their COMMUNITY. Know how to manage their life ie: laundry, taxes, budget, grocery shopping, savings, IRA, retirement planning, being RELIABLE, insurance (rental, home, auto, health), contracts, shopping around to get best price/service, researching products. Can successfully gain employment. Can organize their health, including a healthy diet, exercise, annual healthcare appointments. Understands where they can look for help with whatever kind of help they need. Understanding that disagreeing with others is okay and helps us learn how different human beings are. Understanding that nothing is "free", somewhere along the line, someone paid for it. Understands the Constitution of the United States and the Bill of Rights and what they mean to each American CITIZEN. Understand that history, ALL history, is important and that there is good and bad in history. You cannot hide from it or make it go away. That slavery comes in all skin colors. Understanding that judging someone only by their skin color is racism. Understanding that there are good and bad people, and everything in between. Understanding that the people you are friends with WILL impact your decision making process and sometimes you have to remove people from your life for your benefit.

Can read, write and COMMUNICATE intelligently. Understands math and SCIENCE and use both in CRITICAL analysis. Understands CIVICS and our history (good bad and ugly).

Career search skills Life skills

CIVICS - must understand how our local, up to our Federal legislative bodies work. LOGICAL/CRITICAL thinking - how to discern reputable sources

CIVICS - understanding and participating in state and local government.

CIVICS, agency, CRITICAL Thinking, perspective taking

Cognitive reasoning Ability to be CRITICAL thinker Basic math skills Planning capacity CULTURAL competency SRL AWAREness

COLLABORATION and PERSISTENCE within the COLLABORATION. Willingness to tackle PROBLEMS within a group that may be uncomfortable. Evidence based decision making.

COLLABORATIVE, CRITICAL thinking, listener, COMMUNICATOR, COMPASSIONATE, reflective

COMMUNITY oriented with a goal for the common good, SYSTEM thinker, uses a CRITICAL lens to ANALYZE PROBLEMS.

COMPASSIONATE, RESPECTful, RESPONSIBLE, understands how their behaviors impact the rest of the world, RESILIENT, CREATIVE, mindful

COMPETENT in understanding and producing oral and written COMMUNICATION CRITICAL thinker. Can recognize faulty reasoning, false equivalency, and other LOGIC flaws Knows how to find information, INDEPENDently verify information, and identify trustworthy and biased sources Knows how to function in the adult world and care for self and family. Basic KNOWLEDGE of INDEPENDent living skills and COMMUNITY RESOURCES Recognizes that our participative democracy relies on ENGAGED CITIZENS and representation of our DIVERSE CITIZENS in order to survive. Able to operate fluently in commonly used workplace apps (currently those are the MS Office suite).

Completion is key, but I would like to see life skills as a priority in curriculum instead of heavily weighed on academics. A hands on learner can be just as successful as a student who is more 'book smart.'

computer LITERACY ability to work with others and appreciate different perspectives a comprehensive GLOBAL overview

Confidence RESILIENCE ANALYTICAL hands-on FINANCE COMMUNICATION team-player

Considerate, listens to other viewpoints, RESPECTs those that are not like them, DIGITAL LITERATE

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Core body of KNOWLEDGE in math, SCIENces, language arts, arts, social studies; COLLABORATION, computer competence, CULTURal understanding and acceptance; COMMUNITY service/civic RESPONSIBility; interrelationship/CONFLICT RESOLUTion skills; work experience (for all, not just trades bound)
Core personal FINANCE skills (understanding debt, credit, insurance, rents, etc.); Solid COMMUNICATION skills (including reading, writing).
CRITICAL consumer of information, EMPATHY and understanding for different experiences, reflection on own biases and multiple perspectives, effective COMMUNICATOR, RESOURCEful in seeking out the people and KNOWLEDGE they need to navigate anything (including college, careers, loans, taxes, voting, personal wellbeing, etc.), an internalized and holistic understanding of GROWTH mindset as applied to all aspects of their formal and informal learning and self development.
CRITICAL thinker who knows how to evaluate and compare evidence and knows how to distinguish between evidence and opinion. Intellectually CURIOus and COMPASSIONATE towards other CULTURes .
CRITICAL thinker, incorporates DIVERSE perspectives, open-minded, LITERATE, CURIOus
CRITICAL thinker, RESPONSIBle collaborator, lifelong learner, GLOBAL CITIZen, effective COMMUNICATOR, ENGAGed, MOTIVated, EMPOWered, personally RESPONSIBle
CRITICAL thinker, truth seeker, strong social filter, FINANCIAL life skills, humble, health life skills.
CRITICAL thinking Media LITERACY FINANCIAL LITERACY Complex PROBLEM solving Interpersonal COMMUNICATION skills
CRITICAL thinking Self ADVOCacy Prepared to participate in higher Ed or trade school Life long learner Has goals and plan for short term future (5 year plan)
CRITICAL Thinking Skills, Demonstrate conceptual understanding from multiple perspectives, Generates ideas and thinks GLOBAlly to solve a COMMUNITY-based PROBLEM, Understands the breadth of relational capacity and demonstrates ability to work successfully collectively or COLLABORATIVELY leading toward social justice outcomes.
CRITICAL thinking, able to evaluate ideas using SCIENTifically-proven data, able to evaluate and understand statistics, able to plan long-term and budget, understand SYSTEMS of government and their strengths and weaknesses, work a project from conception to completion individually and as a team, read and write their own SCIENTific papers, have an historical LITERACY that spans the globe and includes local history pre-colonization, exposure to career experiences, ENVIRONmental issues, multiCULTURAl experiences and racial disparities, music, art, drama, and how to regulate physical fitness, sexual health, and good eating habits.
CRITICAL thinking, advanced LITERACY, self-AWAREness, EMOTional intelligence, well-rounded education
CRITICAL thinking, COMMUNICATION skills, able to hold ideas not their own, RESPONSIBle, RESPECTful of others, trustworthy, inteGRITy, PROBLEM-solving skills
CRITICAL Thinking, EMPATHY, Hard Working
CRITICAL thinking, EMPATHY, RESPECT
CRITICAL thinking. Understands FINANCE. INDEPENDent decision making. Can work INDEPENDently and in teams.
CRITICAL Thinking/LOGIC, Much more US history/CIVICS especially the US Constitution, FINANCIAL LITERACY, Reading & vocab at least at a high school level, Math and SCIENce to a pre-college level, More "Fact-based" education instead of Social-EMOTional-feely psychoLOGICal/philosophical stuff.
CULTURal Competence, Histories of different ethnic groups, CRITICAL race theory, learning fluency in a different language

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Definitely support from parents, teachers, and peers.
Deliberative; thoughtful; PROBLEM-solving; teamwork on COLLABORATIVE projects; comprehends deadline scheduling & budget planning (for personal, education, and business purposes); basic understanding of filing taxes & college funding options; basic understanding of retirement ideas/options; basic understanding of healthcare SYSTEM
DEPENDABLE, PROBLEM solver, goals, life skills
DEPENDABLE, willing to learn, relates well with others.
DEPENDABLE. RELIABLE. RESPECTful.
Developed a sense of belonging to the COMMUNITY; built a foundational identity that supports RESILIENCE in uncertain times; gained the KNOWLEDGE and skills to maintain social and EMOTIONAL health; self-efficacy; ability to know how to learn.
DIGITAL literacy, RESILIENCE, ADAPTability, ability to work in a team of DIVERSE individuals, mathematical/FINANCIAL competency, COMMUNICATE orally and in writing, historical LITERACY, GLOBAL AWAREness, read CRITICALLY
Discernment Ability to identify bias Linguistics
Effective COMMUNICATOR LITERACY and comprehension Open-minded and EMPATHETIC PROBLEM-solver Lifelong learner
efficient COMMUNICATION, PROBLEM solving, DIGITAL skills,
Embraces CITIZENSHIP of our country and recognizes our greatness Proficient in Reading, Writing, Math and history Proficient in life skills of FINANCE -income, taxes, investing and saving, renting/owning a home -dealing with payments, utilities, groceries, car expenses & maintenance, etc.
EMOTIONAL intelligence. I know this gets used loosely but as a SME and one in both the continuing education and Corp. HR space, I see how lack of development in all four EI quadrants is literally a career derailer.
EMPATHY Basic life skills like FINANCIAL LITERACY. Self care/mental health AWAREness
EMPATHY towards others Kindness Self management Self AWAREness Social AWAREness Relationship skills RESPONSIBLE decision making.
EMPATHY, ability to work with others, ability to fail and come up with another plan to succeed, ability to use data to inform decisions. Ability to interpret data accurately
ENVIRONMENTAL LITERACY Personal RESPONSIBILITY COMMUNITY minded COMPASSIONATE
ENVIRONMENTAL SCIENCE Education and ENVIRONMENTAL Justice should be a crucial part of our desired outcomes for youth to increase the likelihood that we have a CITIZENry able to make sustainable decisions for their communities.
ENVIRONMENTAL steward civic servant SYSTEMS thinker COLLABORATIVE worker CREATIVE PROBLEM solver thoughtful, wise COMMUNICATOR deeply values DIVERSITY, equity, inclusion
Equitable DIVERSITY Inclusive RESPECTful GROWTH Mindset Kindness Grace
Essay writing: Taking written, video and conversation and summarize. COMMUNICATION and getting Along w others. Personal AWAREness.
Experiences - opportunity to interact with COMMUNITY members, professionals in a variety of ways to expand worldview and potential options for future. Ability to continually learn through various means (DIGITAL, written, spoken, hand-on) and incorporate into day-to-day actions.
Exposure to different CULTURES and identities, understanding historical SYSTEMic race and equity impacts and how to navigate it. Open COMMUNICATION (oral/written), EMOTIONAL intelligence and CONFLICT RESOLUTION, ADAPTability, RESOURCEfulness, building on leadership skills set.

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Fact checking skills are CRITICAL in this time of disinformation; money management; no sense of entitlement
FINANCIAL LITERACY
FINANCIAL LITERACY career paths and understanding student loan debt civic ENGAGEMENT
FINANCIAL LITERACY, anger management, CONFLICT RESOLUTION, ambition
FINANCIAL LITERACY, budgeting, investing vs paying interest, life's expenses, livable wage jobs. CITIZENSHIP RESPONSIBILITIES and CIVICS.
FINANCIAL LITERACY, confidence, optimism,
FINANCIAL LITERACY, DIGITAL LITERACY, GLOBAL CITIZENSHIP, COLLABORATION and effective COMMUNICATION skills, goal setting and organization, understanding of equity and social justice, the ability to be open to and understand differing opinions, CULTURES and perspectives, GROWTH mindset, understanding and adopting more collectivist thinking
FINANCIAL LITERACY, Entrepreneurship mindset, Career exploration and work readiness
FINANCIAL LITERACY. Students graduating high school should understand: the difference between a debit card and a credit card, how interest is accrued, what a credit score is and what affects it, how to make smart money choices, different ways to invest and how to calculate risk, consumer rights and RESPONSIBILITIES.
FINANCIAL LITERACY: knowing how to budget, live within a budget, save for retirement or large purchases, and live within means.
FINANCIALLY LITERATE
FINANCIALLY LITERATE prepared for THEIR next step ability to take information and make decisions mentally and physically healthy 'life skills' - insurance, grocery shopping, change oil, plan for emergencies etc
Flexible, CURIOUS, ENVIRONMENTALLY-conscious, COMMUNITY-minded (experience in COMMUNITY-building), ADAPTIVE in thinking and actions, understands the concept of sustainability and impacts of their actions
fluent in all foundational education skills as defined by the moment/society they're in, agency, connected to mentors, and ability to drive your own learning, understanding of self (skills/abilities and interests/goals)
Gives value to learning no only to passing grades, CRITICAL thinker, works towards achievable real goals and is able to cope with adversity and setbacks. AWARE that the world is GLOBAL and not individualist
Goal Setting - if students are not college bound, offering them career paths and opportunities to find vocational training/apprenticeships. Personal FINANCE - how to manage their budget & set goals.
Good Teachers who have been taught to teach! Teach basics and subjects necessary for life. Forget teaching social ideas, such as CRT and untruth such as multi genders. Better to have a mechanic than an occupation that is not needed in society --like basket weaving!
GRIT, PROBLEM solver, collaborator, researcher, decision maker, doer, goal-oriented, career-minded, prepared, life-ready
GRIT, Self-AWARE, EMOTIONAL Intelligence, Kindness
GROWTH mindset, GLOBAL perspective, COLLABORATIVE, CRITICAL thinker, CREATIVE, PROBLEM solver
happiness, INDEPENDANCE
Have a career plan Understand FINANCIAL LITERACY Understand the importance of being on time and completing work in a timely manner

## Words and Phrases Characterizing a Successful High School Graduate

Having regular check ins with students so they know where they are with credits and other graduation requirements. That check in should be intentional ....so it is not a last minute scramble at graduation

Having the ability to survive on their own. Ability to understand how people's circumstances differ.

High schools need to focus on improving the math and english skills for graduates. SBCTC data indicates that students who enroll in pre-college math and english are less likely to obtain a degree or certificate from COMMUNITY colleges. Earning a post secondary credential increases the likelihood of earning a living wage. Personally, I believe that life skills and soft skills are best taught through real life experiences and schools need to focus on reading, writing and math education. Soft skills will be gained through work experience. Soft skills like COMMUNICATION, dependability, etc can also be taught through (incorporated) into the math and english curriculum.

How to COMMUNICATE with RESPECT-agree or disagree with a person and/or idea RESPECTfully. RESILIENCY-How to bounce back from disappointment.

How to CREATE and maintain good credit. Balancing and managing a monthly household budget.

HS graduates know how to continue developing themselves as they move into later stages of adolescence and into adulthood

I believe that having RESILIENCY is the most important thing to include when identifying a successful high school graduate. This person knows how to set goals and obtain them as well as be ADAPTABLE to a not ideal situation.

I think it is important for high school graduates to be instilled with the ability to answer the question "What is next for you?" Whether it is a job, an apprenticeship, a technical school, military or college. I think there is too much focus on telling students that college is the answer, for many it is not. Students should be encouraged to take part in training programs that are offered during high school so that those that are not likely to go on to college are capable of earning a good living when they graduate.

I think the most important or most sought after aspects of a high school graduate would include: experience volunteering, working well in a team, leadership, work other than just high school (i.e internships), and someone who wouldn't give up easily.

In addition to the three selected above, students ought to be able to learn in settings that emphasize COLLABORATION; COMMUNITY-building; self-care, self-ADVOCacy and other boundary-setting practices; PROBLEM-solving; and identity-informed practices that challenge dominant narratives and power imbalances.

Inclusive of others' experiences and KNOWLEDGE PROBLEM solving Solutions driven

INDEPENDent CRITICAL thinking Socially AWARE

INDEPENDent thinker, has a post high school plan, feels prepared for the next step

individualist (has formed their own perception of the world)

Informed, ENGAGED, reflective decision makers prepared to contribute to their COMMUNITY effectively.

Is LITERATE. Has coping and compensatory strategies for managing adversity. Knows how to collect and ANALYZE evidence empirically. Can pause before acting.

-Is prepared for post-secondary education and has a basic understanding of all core topics (ex: math, SCIENCES, English, history, etc.) - Is prepared for life after high school and has basic KNOWLEDGE about life skills. (Ex: taxes, mortgages, loans, finan

Key behaviors I wish to see in more children especially White Children when they graduate: dismantling inner- white supremacy. Being able to speak to different people and have COMPASSION. Learning another language or CULTURAL traditions of another CULTURE. Doing COMMUNITY service. Being able to COMMUNICATE effectively.

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Knowing how to adult. Pay bills. File taxes. Credit scores. 401k. Get energy turned on. Loan rules. Etc
KNOWLEDGEable about the paths available (college, military, work) and the skills, steps to get there.
Knows a language other than English
Knows showing up ready to go is his/her daily RESPONSIBILITY Reads & understands standard bureaucratic language; LITERATE Does simple sums & percentages w/o calculator; numerate Understands history is complex, provides context for present & source of warning/wisdom/inspiration for continuing to make future better Able to research to find & check information; persistent & skeptical Takes RESPONSIBILITY for own actions regardless of others actions; EMPOWERed and free of the shadow of victimhood
Leadership. Effective research and evaluation of information for bias. Asking CRITICAL question. Self reflection. Self care.
Life long learner, RESPONSIBLE, RESILient, good COMMUNICATION skills, CRITICAL thinker
Life skills Taxes Savings Retirement Biology More SCIENCE Coping skills Prevention
Life skills (ie: tax preparation, money mgmt, etc.) Ability to fluently read and write COMMUNICATION PROBLEM-solving ADAPTability Time management
Life skills, accepting RESPONSIBILITY and understanding consequences of actions.
Life skills/home economics General professional skills Exposure to variety of careers and post-secondary options -not solely focused on 4 year college! Self-regulation and COMMUNICATION
Lifelong learner Career goals COMMUNICATION skills Personal FINANCE KNOWLEDGE DIGITAL CITIZENSHIP ENVIRONMENTAL AWAREness
Lifelong passion for learning! Our world is changing--and we must guide students to a future they can't even imagine. Ability to research information, ANALYZE that information, synthesize it and then working COLLABORATIVELY to use/report that information.
LITERACY, personal RESPONSIBILITY,, COMMUNITY ENGAGEMENT, RESILIENCY, thirst for KNOWLEDGE
LITERATE in multiple fields COMPETENTLY understand current technology Academically prepared for next step: college, job market, tech school, etc... Sense of personal RESPONSIBILITY GLOBALLY AWARE Bottom line: gain skills needed to move forward in life, where ever that might take one
Love for learning. Our present SYSTEM stifles that in every way due to low expectations and poor teaching. Self directed with more flexibility in their curriculum planning. Goal directed- the current pathway process does NOTHING to facilitate this. Counselors and educators have no true conversations with students about finding their strengths and interests and matching this to post secondary plans. COLLABORATIVE (to a degree). Matching MOTIVated kids with unMOTIVated kids at this age is SO frustrating for the MOTIVated student. They just end up doing all the work. COLLABORATION needs to be taught as a skill and expectation rather than slapping kids together in groups and trial by fire. Inquisitive. A

## Words and Phrases Characterizing a Successful High School Graduate

Love of Learning. The current SYSTEM has killed any ENTHUSiasm for going to school and learning because classes are Slow paced, frequent outburst from behavioral issues kids, teachers must follow set teaching and not fray from the program. Need to bring back the love of teaching by allowing some teacher autonomy in class. Get rid of standardized testing- what a waste of valuable learning time and kids HATE it. Need more integrated subjects where a child learns reading, math, writing, art and media all together about 1 subject. A huge need to move kids up grade levels in math and English based on skill and not age where you don't have the kids who "get it" sitting around bored. There is too much emphasis on group learning and the fact is that bright kids get stuck with kids that can't cope so teachers can have a needed break and it ends up making school undesirable. School/learning should be fun;Not institutionalized. PE should be fun; not boot camp. All kids learn at different paces and it's not fair to hold back bright kids for the sake of some kids with behavioral issues. Currently pulled our youngest out of public school because there are too many kids in a class that can't function properly. Maybe a better question should be why are our children so unhealthy!

Makes decisions based on evidence. CURIOUs about the world and their place in it. Ready with the KNOWLEDGE and skills to take their next step including knowing how to access RESOURCES for support. Experience in real-world, internships (with adults trained to support them).

math through algebra, writing skills to be able to clearly COMMUNICATE, a basic understanding of SCIENCE, DIGITAL LITERACY to be able to determine when information is based on SCIENCE, life skills including how to apply for a job, loan, or post-high-school education; balancing a checking account, and analyzing an investment, CIVICS, CONFLICT RESOLUTION, volunteering

Math, SCIENCES , robotics , Stem COMMUNICATION skills , GLOBAL KNOWLEDGE

Media LITERACY Self-love/RESPECT Ability to impact COMMUNITY EMPOWERed, capable learner

Mentally healthy Academically prepared Values and RESPECTs DIVERSITY COMMUNITY minded

More instruction on life skills - banking, taxes, loans, applying and interviewing for a job, voting, volunteering, saving.

Open-minded, CRITICAL thinking, fiscal aptitude (FINANCIALLY LITERATE, w/o using the word 'LITERATE'), self-AWARE, inclusive, GLOBALLY and CULTURally sensitive/AWARE

Patience Remember to Breathe Set Goals that are achievable Ask Questions Don't Reinvent the Wheel - Rely on those who came before you and stay MOTIVated

PERSEVERANCE, CRITICAL thinking skills, votes and takes part in politics, and able to argue with others in a mature manner.

Personal FINANCIAL LITERACY, understanding statistics and evidence, executive functioning, how to get and hold a basic job (resume, interviewing, networking etc)

personal RESPONSIBility understanding of our history/government Excel at basics -- math, english, SCIENCE, history, being able to make a coherent presentation

practice skills not only theory, (math), how to do taxes, how to manage the time, how to solve PROBLEMs, how to manage income, bank account, pay bills

Preparation for a lifetime of skill based learning

Prepared for the expectations of adulthood. What is a reference and why is it important for jobs and housing How to do taxes Money management How to own and maintain a car and home How to manage work life balance Mental heath education Family planning and management How to search for answers to complex questions and verify reputable sources Interpersonal COMMUNICATION with coworkers and members of society



<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Prepared in all facets of life after graduation. A) Understanding all the options, choosing an option, and having the KNOWLEDGE and skills to pursue that option. B) Acquisition of interpersonal and COMMUNICATION skills. C) Readiness to enter their post secondary lives as evidenced clearly by punctuality, meeting deadlines, and producing acceptable results.
prepared to ADVOCATE for self ability to ADAPT to change quickly strong CREATIVE PROBLEM solving skills
Prepared with skills necessary for life, not just for school success. CONFIDENT, with a good understanding of own skills, talents, strengths and weaknesses (places to lean into the talent/support of others). Connected to a network of adults ready to help usher the young person into a successful adult life with support ready for inevitable struggles during transition. A sense of belonging to a COMMUNITY and a COMMITment to contribute meaningfully to that COMMUNITY. KNOWLEDGE that their skills and contributions are CRITICAL to the COMMUNITY and needed uniquely from them. Understanding that no matter where they "placed" in their graduating class, they have unique skills and inherent talents that make them vital to a COMMUNITY.
Preparing to ENGAGE with different people through their KNOWLEDGE and overcoming challenges.
PROBLEM solver, collective ideology, COLLABORATION, can COMMUNICATE effectively, EMPATHETIC. Knows how to do every day living activities.
PROBLEM solving, life skills, balancing checkbook, understanding how credit cards and banks work.
PROBLEM Solving/CRITICAL Thinking, Foundational KNOWLEDGE and Skills, CITIZENSHIP & GLOBAL/CULTURAl Issues, and COMMUNICATION.
PROBLEM-solver RESPONSIBLE Open-minded PERSEVERANCE Goal oriented Organized Sociable
PROBLEM-solver, CRITICAL thinker, persistent, hard-worker, DEPENDABLE, passionate.
Proficient in reading and math. CULTURally LITERATE, basic KNOWLEDGE of world CULTURes. Understanding of the SCIENTific method and why that is important. Media LITERACY, how to evaluate if information is credible. Has social EMOTional skills to know what a healthy relationship is, how to effectively deal with feelings, cope with stress, COMMUNICATE feelings. KNOWLEDGE about how to ADVOCATE effectively for themselves and how to ask for help if needed.
Read, write, math and reason Apply the above KNOWLEDGE to the world of work Show up and ENGAGE
Reading, writing, math, typing, banking, cooking, household tools and appliance KNOWLEDGE.
ready to be self sufficient in the work world
ready to participate in the work force self ADVOCacy skills PROBLEM solving organization
Real life skills like: <ul style="list-style-type: none"> <li>• balancing a checkbook</li> <li>• Understanding how much living away from uour parents actually costs---the cost of rent in your area, electricity, car insurance, and so forth.</li> <li>• How to make a budget</li> <li>• How to economize</li> <li>• Basic household care like sanitation and food safety</li> <li>• How to cook</li> <li>• How to wash clothes effectively</li> <li>• Driving and public transit usage</li> <li>• Understanding credit</li> <li>• Job interview and resume skills</li> <li>• How to avoid be scammed by online, phone and in person con artists.</li> <li>• The basics of self-protection like avoiding high-risk neighborhoods, making ones self vulnerable, use of pepper spray, locking doors, et cetera.</li> </ul>
Reasoning, value the perspectives of others, think SYSTEMically, meaningful work and volunteer experiences, feel valued for choosing to just work after high school and being connected to meaningful work opportunities,
Recognizes propaganda Can explain purpose, pros, cons of credit, banking, budgeting COMMUNICATEs assertively Describes how a bill becomes a law and three ways to influence that
RELIABLE, RESILIENT CONFIDENT Capable Focused

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Research LITERACY
RESILIEncy and ADAPTiveness because it is a big character trait that will allow someone to overcome what obstacles come their way without giving up. Tough times like being fired, death, and losing items can be overcome.
RESILIEnt, self AWARE, deep FINANCIAL management, life skills and preparedness, sex safety
RESILIEnt, self-sufficient, and takes personal RESPONSIBility for the care and safety for self and others ability to cope with daily challenges (physical, mental, social) ability to access valid and RELIABLE information to make informed decisions to achieve goals (personal, COMMUNITY, etc) ability to effectively COMMUNICATE
RESPONSIBility Personal FINANCIAL management AgriCULTURE KNOWLEDGE & real experience Time management Self ADVOCacy Common sense Can make change (money) Appreciates varying views Not focused on media
RESPONSIBle for actions and choices Learn to thrive from challenges rather than change them. Life is not peaches, you have to want it.
RESPONSIBle for ones actions. Being accountable. Being RELIABLE. Having a strong work ethic.
RESPONSIBle people to themselves and others and the ENVIRONment with a shared sense of values that RESPECTs DIVERSITY. People who feel connected to the GLOBAL COMMUNITY and the natural world.
RESPONSIBle, open-minded, RESILIEnt, ready to ENGAGE (with the world), self-sufficient, self-reliant, know themselves, and thinks CRITICALy.
RESPONSIBle, RELIABLE, RESILIEnt, self-sufficient, INDEPENDent and CRITICAL thinker, has a strong foundation in "life skills" (budgeting, saving, investing, credit, insurance, taxes, long-term goals like homeownership and retirement), be a lifelong learner, able to find work to support oneself no matter what the economic situation.
RESPONSIBle, self-starter, self-MOTIVated, RELIABLE, RESPECTful, willing to learn
SCIENTific LITERACY, able to evaluate information sources, life skills, relationship skills
Seeks opportunities and has a GROWTH mindset, good at managing time and prioritizing work, EXCITED to learn etc.
self AWARE; accepting of change; accepting of DIVERSITY; knows how to seek help from appropriate sources; a planner; optimistic; understands how effort can secure outcomes; understand that the world is not always fair - and continues anyway.
Self management Information LITERACY
Self Management skills in personal Care (i.e. cooking, laundry, paying bills) FINANCE, and CITIZENSHIP.
Self MOTIVated, INNOVative, accountable, efficient and inteGRITY.
self MOTIVated, time management COMPASSION and COMMITment RESPECTful, honest good FINANCIAL management
self-ADVOCacy, historically AWARE/educated, has broad and inclusive world view, strong sense of future direction/self
Self-AWAREness; sense of purpose and significance (you matter); agency (self-directed, GROWTH mindset); more than IQ is EQ (EMOTional intelligence); RESPONSIBle CITIZen (local, GLOBAL, DIGITAL).
Self-management/RESPONSIBility/self-efficacy
Self-sufficient, CURIOus, DEPENDABLE, Well-informed, DIGITALLY LITERATE, etc.
Self-understanding, Connection, Competencies, Content.
Shows up on time Ability to listen Ability to work with others in a team
Simple understanding of basic economics

<b>Words and Phrases Characterizing a Successful High School Graduate</b>
Social EMOTional skills for all learners, including neuro divergent, STEM starting in K, SCIENce and content rich learning incorporated in early elementary (not put off until children can read to learn), SCIENce based reading instruction including phonetic based explicit reading instruction
Socializaci3n, habilidades
Someone who has a plan or knows how to CREATE a plan for their future. Someone who is able to ADAPT to new challenges and use their RESILIENcy to over come challenges. A successful high school graduate will have the tools needed to be successful and if they do not they will know how to access these tools.
strong LITERACY skills good written and oral COMMUNICATION CRITICAL thinking team player able to deal with changing circumstances
Students need "practice" using the skills we know are important for them to utilize in their young adult lives. With "experience" being the best teacher, students need safe, consistent, ENVIRONments toward gaining skills to become a productive, healthy, viable CITIZen. In other words, schools need to intentionally and immediately incorporate these skills into all aspects of their education pathway and not only as "stand alone" skills. The topic that is of utmost importance is personal FINANCE; students need comprehensive KNOWLEDGE of this topic immediately and consistently. This is the one item students tell me they wish had been mandated throughout their school career.
Sufficient KNOWLEDGE and skills to be self reliant. Understanding of the COMMUNITY and the US and world history to be a good GLOBAL CITIZen that can be active and participatory CITIZen. Civic education along with basic language, math, SCIENce, and other required materials need standard assessment periodically to be sure they cover the latest development in those areas.
Take failures as lessons, needing therapy is okay, follow your passions, focus on the present and reality, enjoy others
Team work, PROBLEM solving, time management
The ability to CRITICAL think, but reform basic life skills, an understanding of themselves and how they learn best, and an emphasis on all post high school paths and a clear charted course for each student on what success looks like for them based on their strengths and goals (apprenticeship/trade, college, etc)
The ability to form well reasoned verbal arguments as well as ANALYZE information online from a variety of sources. The ability to actively listen to others arguments and beliefs in a non-combative manner (openness to others ideas instead of an immediate shutdown).
The ability to laterally research and ADAPT a GROWTH mindset. As well as basics in STEAM concepts.
The ability to think an action through to its many conclusions or consequences. FINANCIAL LITERACY (how to CREATE a budget, how to budget groceries etc, the value of spending less than you earn, impulse control.) Long and short-term goal setting; rebound from mistakes.
The ability to understand material even if it's hard to read. The capability to take care of themselves: sewing, banking, transportation. The idea that "I can do anything if I work hard" attitude! Strong family support. Being able to ADVOCATE for themselves. Learning a trade if needed. Having strong teachers. Hardworker. Always wanting to learn.
the desire to work
The K-12 curriculum should meet students where they are at and help them develop and master capacities across these 4 domains: EMOTional, intellectual, physical and spiritual. Support students to have "sense of place"; to know the land where they live, play, go to school and and ENGAGe in their communities. High school graduates should have multiple experiences with people of different CULTURes, beliefs and backgrounds and be skilled in addressing complex SYSTEMS issues in an interdisciplinary manner together with others.

## Words and Phrases Characterizing a Successful High School Graduate

Their readiness to be a KNOWLEDGEable member of society. Most 18 year olds don't know how to do the basic tasks most society members do; i.e. how to file taxes, or how to fix their car. Book skills from high school are not preparing children for the skills needed in the real world.

There are a lot of skills, KNOWLEDGE, behaviors and experiences of a successful graduate that I could list. However, our education SYSTEM is not equitable so without a COMMUNITY of support within each school and each COMMUNITY, students who have the ability to build skills, obtain KNOWLEDGE, learn new behaviors and have new experiences may not have the opportunity to become a successful high school graduate. The better question is, "If you had to decide what is most important to include in defining the supports within a school district and school building that would CREATE a pipeline of successful high school graduates, what would you include?"

They need more life skills. Drive for life, open-minded, hurry to learn, RESPECT to others and to themself, learning from loss and preparing to not repeat the same mistakes, and live everyday. I think students should have a lot more hands on volunteer work in DIVERSE areas, for example medical, customer service, business, and more. Giving them real life experience will help them greatly in the future.

Thorough understanding of personal freedoms, the limitations of government, the superiority of a republican form of government and free markets.

Time Management Mental Health Coping Skills Self AWAREness Self Regulation Money Management Leadership Skills

time management skills; learning to cope with stress and uncertainty; ability to read directions; clear, concise writing; Excel; listen to and have EMPATHY for others with differing opinions/backgrounds

understand how the nautral world works. Water cycle, nitrogen cycle, photosynthesis, etc

Understand our government and history . Be involved in governance .understand FINANCE and book keeping. How to operate a business. How to budget and save for a household and the nation. Understand how government works and how taxes are used to provide for our welfare.

Understands all post-secondary options Has identified career interest and path Knows that success has many definitions Has explored content areas thoroughly Has basic life skills to manage daily living

Understands how individual behavior and choices and COMMUNITY decisions and structures impact the ecoLOGICal, economic and social well being of the COMMUNITY, state, nation, and world.

Understands how individual behavior and choices and COMMUNITY decisions and structures impact the ecoLOGICal, economic and social well being of the COMMUNITY, state, nation, and world.

Use minds well Care about selves and others Value hard work

those named above are all excellent values. my own: \*how to use data analysis (including tech tools) \*develop CURIOSity and the skills to find out accurate answers (as opposed to current "KNOWLEDGE" facts or theories). \*ability to see value in every person, be radically inclusive (consider disabilities, CULTURal DIVERSITY, poverty and those who have COMMITted crimes, diersity of gender expression). forgiveness of past behavior and beleif in the possibility of positive transformation. "love thy neighbor, no exceptions" \* know the value and skills of COMMUNITY-building (includes teamwork, COLLABORATION, service for those in need). \* develop a practice of self-reflection. include EMOTional AWAREness, sensory attention, and ethical frameworks. \* have experiences of success that result in autonomy and RESILIENCE. \* sex and relationship education. Also parenting skills. the key signs of abusive relationships. setting boundaries with hurtful people. \* ecoSYSTEM AWAREness and human impacts. \* Experience with positive activism. Participate in legislative ADVOCacy or "movement" campaign. \* how to ask good questions--including unanswerable ones. (tie to self-reflection). \* know the availability of Happiness research. Try some out. have some daily practice of well-being and self-

## Words and Phrases Characterizing a Successful High School Graduate

care. \* discover that paradox can lead to a new understanding that incorporates "both/and". \*The art of reaching agreement that considers viewpoints all interested parties. COLLABORATIVE decision-making. \* "Dignity for all". How to be RESPECTful in the face of differences. \* how to ask for what you want, be an assertive consumer, set boundaries with people. \* comfort with mathematics and especially statistics. \* run an ad campaign, so they learn what advertising ploys are and become more AWARE of them and resistant to them. \* understand SCIENTific methods and the ways they work, including peer review. AWAREness of how flaws in method bias results. \* basic economics with some historical perspective. skills in economic RESPONSIBility, budgeting, interest rates, the costs of debt. \* computer skills: touch typing, working with spreadsheets, identifying reputable sources of information. \*facility with fractions, percents, ratios. ability to scale. \* basic reading and writing skills \* some experience in the arts--music, visua art, theater, dance, pottery etc. \* big picture history rather than details which can be looked up. \*a sense of the geoLOGICal and human history of earth, the way change occurs, the impact and causes of change and methods of nonviolent change (e.g., Gandhi's campaigns in India) \* basic human physiology and how to be an assertive consumer of the medical SYSTEM. \* basics about the legal/judicial SYSTEM and branches of government. theories of government. Positive hopes about government. \* understanding democracy and the essential role of information flow and free speech/free press. AND how to evaluate different perspectives. \* COMPASSION and self-COMPASSION. No expectations of perfection or success., the role of chance in outcomes. \* writing good essays \*Extravert skiils, speaking in public, and social basics. \*ability to access safety nets.

Verbal COMMUNICATION Self ADVOCacy Reading and writing Interview skills FINANCIAl skills beyond FINANCIAl aid for college

We are failing to give our kids the basics. Without the basics we can't move on to things such as "GLOBAL CITIZen." It is discouraging to see this as a focus when we have kids in HS that can't write beyond a 6th grade level.

Well rounded in acedemic areas of SCIENce, math, technology, art, English especially writing and higher vocabulary in speaking and listening

well rounded, involved in the COMMUNITY, hard-working, prepared, knows how to COMMUNICATE effectively with others

Who are the "Partners in Education"? You mean corporate stakeholders? This is just a giant push poll to allow more corporate influence in education and I am disgusted and angry at how we have ruined our public schools. You know how to ensure our kids are successful? Don't attend a public school and DO NOT DO MASTERY BASED EDUCATION.

With the amount of violence that is occurring in our communities we need to ensure that tomorrows CITIZens know how to resolve CONFLICT with words and not weapons.

Writing skills - the ability to organize thoughts into a coherent thesis, following rules of grammar and spelling.

writing skills reading skills computer skills be RESPONSIBLE complete a job application/resume tell time organized good interviewing skills