
Inside Schools: The High School and Beyond Plan

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State Board of Education
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Student Updates

❖ Testimony on HB 1031 and 1081

- Both expand access to College in the High School to sophomores

❖ Madaleine

- Track season began Monday, March 2nd
- Regional National History Day competition
- Mt. Spokane HS will add a financial literacy course for next year.

❖ Mara

- Water Polo season began Monday, March 2nd
 - Shorecrest HS held an Anti-Bullying Assembly on Friday, March 6th
 - Shoreline SD continues to adjust bell schedule based on feedback
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Purpose of Presentation

- ❖ Inform the Board about student opinions
 - High School and Beyond Plan in general
 - Graduation Requirements
 - Post-high school readiness
 - ❖ Share anecdotal evidence
 - ❖ Introduce teacher input about the HSBP
 - ❖ Continue active dialogue about how the State Board can best help students be successful
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Focus Groups

- ❖ Held at Mt. Spokane High School and Shorecrest High School
 - Mt. Spokane was a mixed grade Link Crew/Leadership class
 - Shorecrest High School was a Senior Civics class (a required course for the class of 2015)
 - ❖ Five questions asked of each group
 - ❖ Gave particularly insightful comments on what the HSBP looks like in schools
 - ❖ Illustrates how much students have to say about what schools can do to better help them be ready
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Question 1, Mt. Spokane

What has your school done to prepare you for life after high school?

- Marketing classes and learning how to build a resume
 - Practice interviews and practice writing emails, college entrance essays
 - Learn cooking and how to live independently
 - Learn about personal finance
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Question 1, Shorecrest

What has your school done to prepare you for life after high school?

- ❖ Access to the Career Center - jobs, community service, post-HS help
 - ❖ Certain opportunities for life skills like cooking
 - ❖ Options to go on field trips to local community colleges
 - ❖ Personal finance options (economics), senior civics courses
 - ❖ College focused support, FAFSA meetings with parents
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Question 2, Mt. Spokane

In what grade were you first exposed to the HSBP or activities to think about current skills and future goals? And by whom?

- Junior Year, at school
 - 7th Grade - "Too early."
 - Right time? "Beginning of high school"
 - "We aren't allowed to be kids for very long."
 - "All of that pressure to decide so early makes students detest education. You should want to learn."
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Question 2, Shorecrest

In what grade were you first exposed to the HSBP or activities to think about current skills and future goals? And by whom?

- ❖ Elementary school - “I watched my sister do her senior project!”
 - ❖ 7th grade, by teachers of language and math, and counselors
 - ❖ Middle school - pamphlets about going to college
 - ❖ Freshman year - doing personality and skills inventory tests
(cluster finders)
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Question 3, Mt. Spokane

What options were shown to be possibilities for after high school?

- “I worked up at Mt. Spokane Ski and Snowboard Park and I was in the food area and I flipped patties and I realized that I didn’t want to do that for the rest of my life, so I’m going to be an electrician.”
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Question 3, Shorecrest

What options were shown to be possibilities for after high school?

- ❖ College - “Adults push too hard towards college.”
 - ❖ Community College - “It’s like college if you’re not as good.”
 - ❖ Gap Year - “Sometimes people say you’re lazy.”
 - ❖ Entry-Level Jobs - “But who wants to say they do that?”
 - ❖ Military
 - ❖ Internships
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Question 4, Mt. Spokane

What skills do you think every student should have when graduating high school? Does your school offer courses or activities to develop these skills?

- Social skills
 - How to be responsible with your money and in general
 - Finance skills
 - Realizing that everyone is human
 - Embracing differences
 - How to be independent
 - Study Skills
 - How to be mature
 - How to vote
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Question 4, Shorecrest

What skills do you think every student should have when graduating high school? Does your school offer courses or activities to develop these skills?

- ❖ Basic reading and writing
 - ❖ Know your own study habits
 - ❖ How to do laundry
 - ❖ Be ready to not be coddled
 - ❖ How to grocery shop
 - ❖ How to vote
 - ❖ How to navigate basic tech
 - ❖ Household management
 - ❖ Budgeting/Personal finance
 - ❖ How to file taxes
 - ❖ Communication skills
 - ❖ How to apply for jobs
 - ❖ Better sex education
 - ❖ How to give back to your community
 - ❖ How to eat healthily
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Question 5, Mt. Spokane

What could schools do better to prepare you for life after high school?

- Teach basic life skills
 - Class on budgeting, paying bills
 - Real world applications: poverty, taxes, relationships, interest, stock markets, etc.
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Question 5, Shorecrest

What could schools do better to prepare you for life after high school?

- ❖ Freedom of choice
 - ❖ Trips to colleges for everyone
 - ❖ Office skills
 - ❖ A job shadow
 - ❖ More class periods/opportunities
 - ❖ Prepare people for the fact that bad things can happen
 - ❖ No coddling
 - ❖ *Life* skills beyond “book smarts”
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Big Picture

- Schools do a good job of doing college-oriented things
 - Schools are beginning to branch out
 - Narrow focus on college is detrimental to some - loses their attention
 - Kids want to be better rounded in their skills, most parents do not teach these things
 - Practical skills are more important than rote memorization
 - Hands-on experiences beat a textbook any day
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Talk to a Teacher

- ❖ We interviewed teachers and asked:
 - How do you view (school)'s High School and Beyond Plan?
 - What do you think students need to be able to be prepared for a successful life after graduation?
 - What do you think a student's role is in preparing them for their life after graduation? What is the school's/teacher's role?
 - How well do you think the current system is working for students?
 - What are your suggestions for improving the HSBP?
 - ❖ They are the ones influencing students most at school
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Kids Go From Students...

- ❖ Teachers are *not* preachers, but they are role models.
 - ❖ After high school, we want to be well-rounded individuals that are prepared for daily life.
 - ❖ During high school, we want to be prepared to take on challenges like college or a job.
 - ❖ Things like community service teach important lessons
 - ❖ Something like a senior project should be more than our graduation checklist.
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To Citizens of the World

- ❖ Please be careful of “borrowed time” - trial and error is great, but what happens to the kids in the “error” years?
 - ❖ The best thing the State Board can do is support teachers while they support the kids in Washington.
 - ❖ Washington has kids going all over the world doing all kinds of things
 - ❖ The most powerful thing is to give someone the tools to figure things out in the world for themselves.
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Well-Rounded Options

- ❖ For well-rounded students and citizens
 - ❖ Failing the mainstream process isn't just a student's failure
 - ❖ Integrate a belief in the essential value of a high school diploma
 - ❖ Less like a sieve and more like a menu
 - ❖ There are skills that every *human* needs in today's world
 - ❖ Create a transparent and cooperative education system between all entities and participants
 - ❖ Accountability at different points will put less pressure on *high school and beyond* and emphasize *becoming a lifelong learner*
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**Graduation
Requirements
(The Essentials)**

PASS



FAIL

Alternatives

**Rather than this, which
is completion based**

Use the High School and Beyond Plan to select one of these that are learning based:

**The
Essentials**

**The
Essentials**

**The
Essentials**

**The
Essentials**

**The
Essentials**

Thank you!

Questions?
