



# HIGH SCHOOL TO POSTSECONDARY

Improving Outcomes Through Inclusive School-Based Inquiry

**A Step-by-Step Toolkit**



## **About Washington STEM and this project:**

Washington STEM is a statewide, education nonprofit leveraging STEM for social change, removing barriers to credential attainment, and creating pathways to long-term economic security for historically excluded students. This is done through three main strategies: partnership, direct support, and advocacy.

We collaborate with 10 STEM Networks across the state to identify, scale, and spread effective local solutions and convene cross sector partners in business, education, and the community to solve big problems.

In this this multi-year, multi-stage project we collaborated with regional STEM Network partners and high schools to develop and scale a co-design inquiry process to improve postsecondary readiness opportunities for high school students. Through this inquiry process, we used mixed data collection methods that include listening, learning, and leading with students, staff, and families to hold systems accountable for achieving equitable outcomes.

### About this Toolkit:

This toolkit was designed for use by practitioners, especially high school and school district staff and leaders, who desire to improve postsecondary outcomes for students. School-based teams can use the toolkit as a guide through inclusive cycles of inquiry, analysis, and action that promote equitable student access to, participation in, and completion of dual credit programs.

The toolkit is intended for free and public use and may not be used for commercial gain. Please contact [info@washingtonstem.org](mailto:info@washingtonstem.org) to request permission to share. Attribute the guidebook to Washington STEM.

Suggested Citation: Washington STEM. (August 2022). High school to postsecondary: Improving outcomes through Inclusive school based inquiry; A step-by-step toolkit. Retrieved on XX/XX/XXXX from: <https://washingtonstem.org/college-and-career-readiness-toolkit/>

# TABLE OF CONTENTS

<b>BACKGROUND AND PURPOSE</b>	<b>1</b>
Background	1
Findings and Results	1
Value of Dual Credit Opportunities for Postsecondary Access and Success	2
Purpose of Toolkit	2
<b>CONTACTS AND ACKNOWLEDGEMENTS</b>	<b>3</b>
<b>PROCESS SUMMARY</b>	<b>5</b>
<b>GETTING STARTED</b>	<b>6</b>
<b>STEP 1: Invite Schools/Districts to Participate</b>	<b>6</b>
Opportunity to Participate (Sample Language for Inviting Schools/Districts)	6
<b>STEP 2: Build a Leadership Team</b>	<b>7</b>
<b>STEP 3: Build Data Capacity and Acquire Data</b>	<b>8</b>
Accessing District or School Dual Credit Data on the OSPI Secure Tableau Server	9
<b>STEP 4: Analyze Historical Student Enrollment Data</b>	<b>10</b>
Analysis	10
<b>STEP 5: Engage Students and Staff</b>	<b>11</b>
Staff Survey	11
Student Surveys	11
Analysis: Student and Staff Surveys	11
Examples	12
Student Input	14
Teacher Input	14
Student Empathy Interviews	15
Analysis: Student Empathy Interviews	15
Examples	15
<b>STEP 6: Putting Your Data to Work</b>	<b>16</b>
Data-Driven Changes in Practice	16
<b>WASHINGTON STEM: STRENGTHENING AND EXTENDING OUR PRACTICES FOR SYSTEMS-LEVEL CHANGE</b>	<b>17</b>

## BACKGROUND AND PURPOSE

### BACKGROUND

In 2020, Washington STEM entered a [research-practice partnership](#) led by Eisenhower High School in Yakima, WA, to identify, assess, and act upon barriers to dual credit programs. This work was funded primarily through an [OSPI Building Equitable, Sustainable Dual Credit](#) grant that called for partners to build accountability through data, use funds to cover student and program costs, and facilitate collaboration and local expertise. The team from Eisenhower High School and Washington STEM co-created a process that connected a broad set of quantitative and qualitative data with community input to help the school leadership team identify and implement changes in practice at the school and district levels to increase equitable access to dual credit programs.

The multimethodology included examining dual enrollment course-taking patterns and postsecondary outcomes, administering staff and student surveys, and conducting student empathy interviews.

With a clear understanding that dual credit is situated in the broader context of making postsecondary readiness more equitable, the following year Washington STEM expanded this pilot project with four STEM Networks and four high schools to understand persistent inequities in college and career readiness along the lines of race, income, gender, and geography.

The resources and findings in this toolkit have been updated to reflect the collective knowledge of Washington STEM, high school partners, and STEM Network partners as we dig deeper into this work.

### FINDINGS AND RESULTS

The tools and processes used throughout this project were refined over time, producing slightly different types of findings between the initial engagement with Eisenhower High School and the second iteration with four comprehensive high schools. Throughout this toolkit, the findings are denoted as follows:

- [Eisenhower High School](#) (single comprehensive high school)
- [Washington Pathways Group](#) (aggregated results from four comprehensive high schools)

Throughout the project, the team found the following:

#### [Eisenhower High School](#)

- By looking across high school enrollment patterns and postsecondary data, it was clear that Eisenhower students enrolled in dual credit—especially Advanced Placement (AP) and College in the High School (CiHS)—were matriculating and completing their postsecondary pathways at a greater rate than students not taking any dual credit coursework.
- Significant barriers existed for Latinx male students at Eisenhower High School in accessing, enrolling in, and completing dual credit coursework.
- Teaching staff were the number one student resource for information about dual credit (not counselors), though 50% of teaching staff reported not being comfortable providing dual credit guidance.
- Older students and peers were another significant source of information about dual credit.

#### [Washington Pathways Group](#)

- The aggregated survey results showed a significant discrepancy between student aspirations for postsecondary plans compared with staff perceptions of student aspirations.

- Aggregated results also indicated educators needed increased knowledge of financial aid and scholarships.
- Survey data showed disparities, based on student demographics, in student understanding of dual credit programs.
- Qualitative results showed that students wanted more comprehensive postsecondary information in earlier grades.
- Qualitative findings also showed that certified staff and educators wanted more professional development to support students' rigorous course-taking.

As a result, the following actions are being taken to change dual credit enrollment patterns and postsecondary readiness:

#### Eisenhower High School

- 11th and 12th graders will lead student panels for 9th and 10th graders to talk about their dual credit experiences.
- As part of a school-wide professional development day for teaching staff in the fall, college and career staff will lead a half-day session on dual credit.
- The Eisenhower team is supporting another high school in the district to conduct the same dual credit inquiry in order to improve postsecondary outcomes for their students.

#### Washington Pathways Group

- Schools that did not interview students as part of their inquiry are planning on conducting follow-up interviews with students to learn how they can support their postsecondary readiness.
- Since families were not included in this cycle of investigations, several partners are exploring focus groups as an approach to receive direct feedback from families on the types of postsecondary supports and information they are receiving (or not receiving) from their schools.
- Some schools are co-developing a suite of dual credit resources for advertising and promoting dual credit using a variety of approaches.

## **VALUE OF DUAL CREDIT OPPORTUNITIES FOR POSTSECONDARY ACCESS AND SUCCESS**

Dual credit programs allow students to earn high school and college credit simultaneously. We know that enrolling in dual credit courses is beneficial because it often reduces the time (and money) required to complete a 2-year or 4-year degree, can help students build a college-going identity and confidence, and is correlated with a higher likelihood of enrolling in postsecondary education (Education Commission of the States: *Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components*, 2014; An, 2012; Hoffman, et. al 2009; Grubb, Scott, Good, 2017; Hoffman, 2003). There are six main types of dual credit programs/courses offered in Washington, each of which is funded, staffed, and structured differently: Advanced Placement, Cambridge International Program, Career & Technical Education, College in the High School, International Baccalaureate, and Running Start.

For detailed information on the types of dual credit, the following resources may be helpful:

[OSPI Dual Credit Programs](#)

[State Board of Community and Technical Colleges Dual Credit Programs](#)

[Washington Student Achievement Council Dual Credit](#)

## **PURPOSE OF TOOLKIT**

This toolkit is designed to help practitioners, especially high school and school district staff and leaders, increase postsecondary readiness by improving access to dual credit programs. Looking across course-taking

data, postsecondary outcomes, student and staff surveys, and student and family listening sessions, leaders can dig into questions like:

- Participation
  - What differences exist by race, gender, English language learner status, grade point average, and other student characteristics for participation in dual credit?
  - What trends along demographic lines exist for participation in different types of dual credit (Advanced Placement vs. Running Start, or Career and Technical Education) and in different subject areas (English, Math, CTE Concentrations/Pathways)?
  - Which students are most systemically underserved in completing dual credit courses?
- Dual Credit and Postsecondary Outcomes
  - What trends exist for postsecondary participation in correlation with participation or non-participation in dual credit coursework, including by dual credit type and subject area as well as by student demographics?
- Student Experience in Dual Credit Opportunities
  - What are students' experiences in accessing and completing dual credit courses?
  - To what extent and in what ways do students, including those who have not participated in dual credit courses, experience agency in choosing high school courses and engaging in high school pathways?
  - What are students' postsecondary goals compared to their perception of support and readiness to achieve those goals?

While patterns and information gleaned from this process will likely lead to questions about articulation agreements with postsecondary institutions, the intent of this work is to identify actionable steps at the high school level.

## CONTACTS AND ACKNOWLEDGEMENTS

Thank you to the partners who invited us to work on this project and who provided expertise and support along the way:

- Gabriel Stotz, Eisenhower High School, Yakima School District
- Staff and students at Eisenhower High School, Yakima School District
- Jason Boatright, Clover Park Technical College, formerly with OSPI
- Katie Weaver Randall, Director of the Education Research and Data Center, formerly with OSPI
- [South Central STEM Network](#)
- [Snohomish STEM Network](#)
- [Northwest STEM Network](#)
- [West Sound STEM Network](#)
- [Career Connect Southwest](#)

Thank you to the Road Map Project/Community Center for Education Results (CCER), who provided support for their materials and data visualizations related to the College and Career Leadership Institute (CCLI), and additional thanks to Illuminate Evaluation Services for their development support of the original CCLI survey. Over half of the questions on the student and staff surveys were borrowed with permission from the CCLI surveys. Washington STEM staff have participated as CCLI facilitators and have learned about how to work with schools in looking at data, understanding implicit bias, and planning for changes in practices and policies at the school and district level. Much of that learning has influenced the work of Washington STEM's dual credit initiatives.



For more information about using this guidebook in your region, please reach out to your local STEM Network. A directory of [STEM Network partners](#) is available online at the Washington STEM website.

To learn more about the Eisenhower High School project, check out the following resources:

Career Readiness 101: Identifying and Eliminating Barriers in Dual Credit (OSPI GATE Equity Webinar) ([PDF](#)) ([Webinar](#))

[Developing Equitable Dual Credit Experiences](#) (blog post)

[Listening to Student Voice: Improving Dual Credit Programs](#) (blog post)

## PROCESS SUMMARY

The Eisenhower High School team took a three-step approach to investigating their hunches about inequities in dual credit.

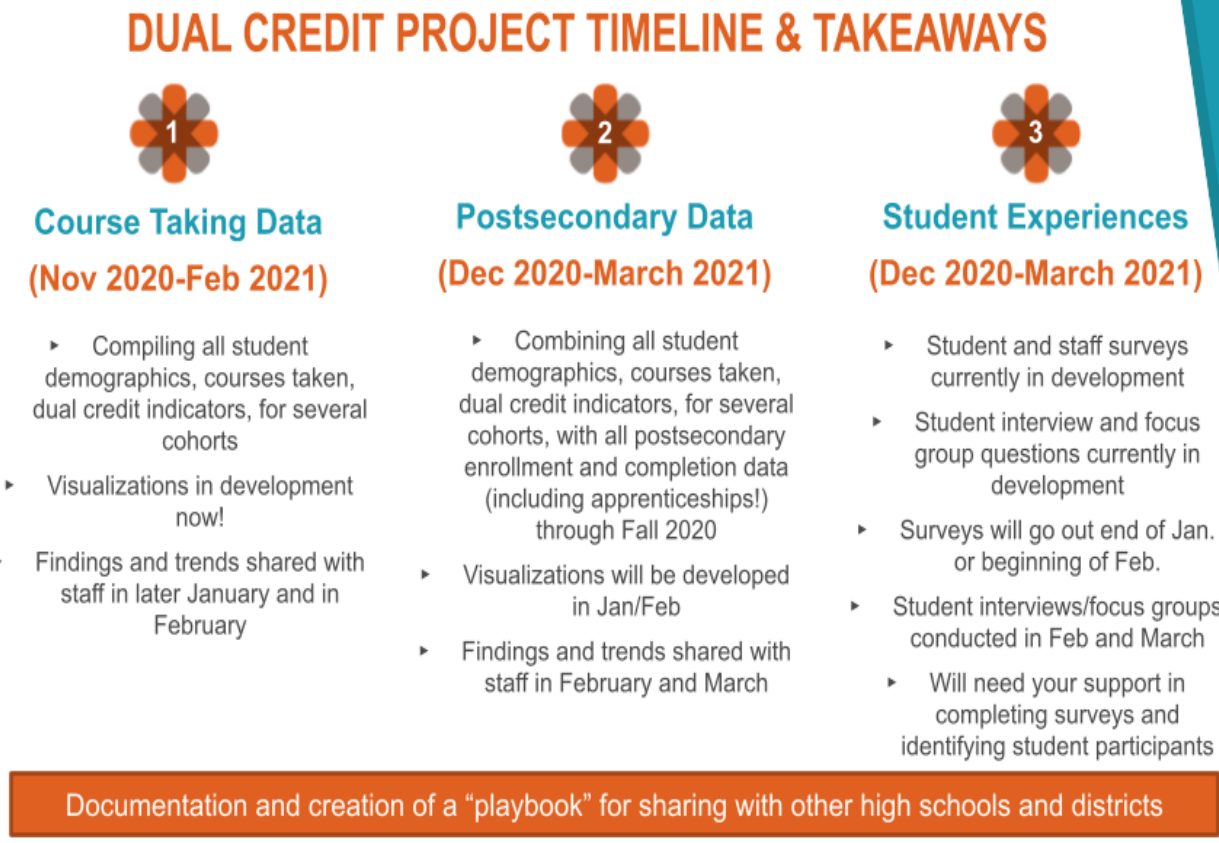
Look for correlations between COURSE-TAKING & OUTCOMES DATA

Conduct STAFF & STUDENT SURVEYS to uncover root causes in course-taking patterns

Conduct STUDENT EMPATHY INTERVIEWS to better understand root causes and include students' ideas for changing

These steps, supported by building a leadership team and engaging staff and students in the process, overlapped over the course of approximately six months.

Example project timeline from Eisenhower High School:



8



## GETTING STARTED

### STEP 1: INVITE SCHOOLS/DISTRICTS TO PARTICIPATE

If you are an education support organization, STEM Network, Education School District, District with multiple comprehensive high schools, or group that supports high school professional development and improvement plans, you can use the following email template to reach out to possible participating high schools and districts.

#### Opportunity to Participate (Sample Language for Inviting Schools/Districts)

Dear XXXXX,

We/you have the opportunity to work with Washington STEM and in conjunction with XXXX STEM Network to receive support, via survey/data analysis and other tools, to analyze district-level correlations between dual credit (an indicator of on-track to postsecondary credential) and postsecondary enrollment by demographic groups. We would like to know by XXX whether you'd like to participate in this.

What you will get out of it:

- Understand differences and trends in who completes dual credit courses, by student demographic, and which students are most systemically underserved in completing dual credit courses at your school.
- Get data on and understand postsecondary participation and how that correlates with participation in dual credit programs (aligned with FERPA regulations).
- Understand how staff and students learn about, talk about, and experience college and career readiness preparation, including the messaging or supports students get about taking dual credit courses or pathways.

Time/resource commitment:

- One or two staff who can dedicate between 10 and 40 hours over the whole school year (depending on how deep you want to go with the project)—usually this is an admin, senior counselor, or senior teacher
- Some time in one or two staff meetings to discuss the project + time at future staff and/or leadership team meetings if you want to look at the data together and plan changes that you'll make to close the gaps you learn about
- Dedicated time during a class period for all students and all certified staff to take a 15-20 min survey (this could be during advisory period or some other period that all students have to take)

Pieces of the project:

- [Dual Credit Staff Survey](#)
- [Dual Credit Student Survey – English](#) (also available in [Spanish](#))
- [National Student Clearinghouse](#)
- Dual Credit participation data (available through your OSPI EDS Tableau, with technical assistance from the project team)

To learn more about this project from the team, check out:

- High School to Postsecondary: Improving Outcomes Through Inclusive School Based Inquiry [Toolkit](#) and [Technical Paper](#)
- [Developing Equitable Dual Credit Experiences](#) (blog post)
- [Listening to Student Voice: Improving Dual Credit Programs](#) (blog post)

Thanks for your consideration,

XXXX

## STEP 2: BUILD A LEADERSHIP TEAM

Gathering and compiling data, allocating time for staff engagement, eliciting student input, and determining action steps requires a team of leaders. At Eisenhower HS, the leadership team included:

Role	Responsibilities
High School College and Career Director/Specialist *This could also be a CTE director, assistant principal, lead counselor, or other college and career specialist.	<ul style="list-style-type: none"><li>• Manage overall project</li><li>• Access and compile student data</li><li>• Facilitate connections between Washington STEM team, staff, and students for surveys and interviews</li><li>• Communicate with staff</li></ul>
Principal	<ul style="list-style-type: none"><li>• Approve the overall project</li><li>• Allocate time during staff meetings for staff engagement and professional learning</li><li>• Communicate with staff</li></ul>
Superintendent	<ul style="list-style-type: none"><li>• Remove barriers for data access</li><li>• Offer general support for project</li></ul>
District Director of College and Career	<ul style="list-style-type: none"><li>• Facilitate connections to central office to access data (e.g., connect with student information system data manager)</li><li>• Bridge communication gaps between high school and central office</li></ul>
Washington STEM Impact Team *This could be another partner with data analysis/visualization and qualitative research capacity, such as a district data specialist.	<ul style="list-style-type: none"><li>• Curate, analyze, and visualize student outcomes data</li><li>• Design, collect, analyze, and visualize student/staff surveys and interviews</li><li>• Communicate with a broader audience</li></ul>

### STEP 3: BUILD DATA CAPACITY AND ACQUIRE DATA

To get a comprehensive view of course-taking patterns in the school, work with school/district data staff to gain access to the data listed in the table below. It is recommended to begin with the National Student Clearinghouse request, as the Graduates File that needs to be submitted includes many of the data fields that will go into your data workbook.

The data workbook used for this project includes 68 data points per student, all of which come from local data (e.g., Skyward or other student information system), the National Student Clearinghouse, or Washington Department of Labor and Industries. Here is a template to get started: [Dual Credit Data Template Workbook](#)

Using this template (recommended) requires proficiency in Excel, including the ability to apply filters, create or adapt formulas, and build [pivot tables](#).

Recommended Data:

Data Set	What it tells us	How to Access
Historical student dual credit enrollment data (past 5 years)	Student enrollment in dual credit by type, course, demographics, GPA, pathway (for CTE)	<p>1. Talk to your district leadership and data support staff to access your OSPI EDS Secure Tableau Server and navigate to the Dual Credit data tables. This data tool is provided by OSPI and provides student-level dual credit course completion data, by demographic. <a href="#">Find more details on how to access this information below.</a></p> <p>2. For data beyond what is found in the OSPI Secure Tableau dashboards, you can work with your district's learning management system and student record system.</p> <p>*For Eisenhower high school, much of the data was in Skyward, and required some support from the district data specialist to access different records.</p>
<a href="#">National Student Clearinghouse</a>	<p>Where and when students enroll in postsecondary</p> <p>Students' completion of postsecondary</p>	<p>Connect with the <a href="#">National Student Clearinghouse</a> to access the Student Tracker data (annual fee is \$400).</p> <p>The first step is to <a href="#">submit a Graduates File</a>, ideally by October for the previous school year's graduates. The file should be submitted again in April to catch any graduates that enrolled in postsecondary after Fall quarter/semester.</p> <p>Once the graduate file is submitted, it can take up to six weeks to receive the postsecondary data from NSC.</p>

WA State Department of Labor and Industries Apprenticeship Data	Details about student participation in apprenticeship as a postsecondary pathway	<a href="#">L&amp;I Apprenticeship Apprentice Details</a> is housed on data.wa.gov.
---	--	---

### Accessing District or School Dual Credit Data on the OSPI Secure Tableau Server

Dual credit data by demographic and type is available to districts through OSPI's Secure Tableau Server. This data is similar to what is available on the public facing [Report Card - Washington State Report Card \(ospi.k12.wa.us\)](#) as well as in the OSPI - [Data Portal | OSPI \(www.k12.wa.us\)](#), with some notable exceptions:

1. The data/measures are unsuppressed (they show data down to the individual student level) and many of the workbooks allow districts to access identified student records.
2. The district can only see the data/measures for their district and for all the schools in their district. They cannot see the data for other districts.
3. The public cannot view these dashboards/workbooks because they contain unsuppressed student data.

The following documents provide more information on how to access public and restricted dual credit data: [How to Find the OSPI Data You're Looking For](#): this resource can help you navigate to publicly available data as well as restricted data.

[Tableau Secure Data Portal: Getting Started](#): This tool specifically allows school and district personnel to access student-level data, teacher-level data, and school program data. When you are working to access the Tableau Secure Data Portal, ensure that you request “**Student Interactor**” in order to access the course enrollment-specific data.

- Restricted dual credit data can be found within the Tableau Server SecureDataPortal by following this path:
  - SecureDataPortal
  - Student
  - Data Viz by Topic
  - Public Reporting Tools
  - Other Student Measures
    - Dual Credit
    - Dual Credit Detail
  - Other Student Measures
    - Course Enrollment Detail

## STEP 4: ANALYZE HISTORICAL STUDENT ENROLLMENT DATA

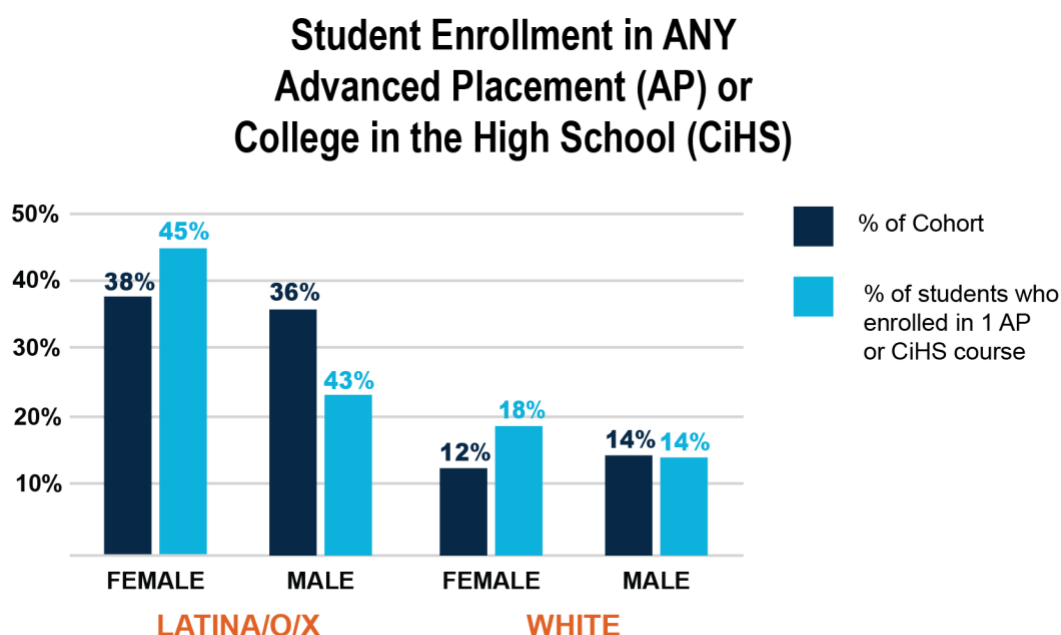
### Analysis

The [data visualizations](#) that you choose to create and share with your leadership team, staff, and other stakeholders will depend on patterns that show up in your data. As the Eisenhower team began to analyze their data through pivot tables, some stark patterns emerged. These data were transformed into data visualizations that were shared with staff and drove reflection and action.

### Examples from Eisenhower High School:

1. **What correlations exist between student demographics and enrollment in dual credit courses?**

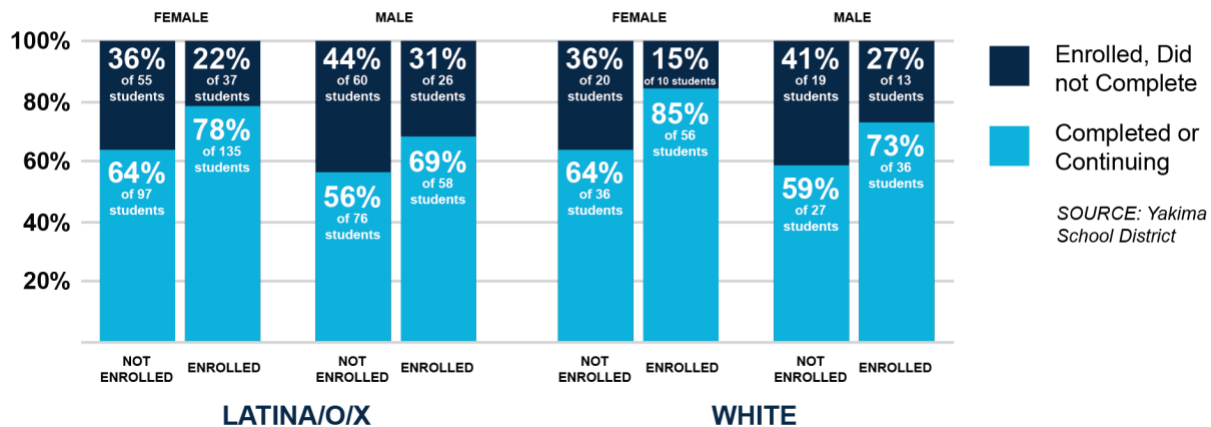
This correlation showed that Latinx males were underrepresented in Advanced Placement (AP) and College in the High School (CiHS) courses (due to lack of significant differences in enrollment patterns in AP and CiHS, these data were combined).



SOURCE: Yakima School District

2. **What correlations, if any, exist between dual credit enrollment and postsecondary persistence and completion?** The team then looked at the correlation between enrollment in AP/CiHS and postsecondary persistence and completion. This comparison showed that across the selected demographic groups, enrollment positively correlated with persistence and completion. Combined with the data in the previous visualization, it was clear that the discrepancy in enrollment for Latinx males had consequences beyond high school.

## Does taking an AP or CiHS correlate to higher postsecondary persistence and completion rates?



### STEP 5: ENGAGE STUDENTS AND STAFF

Once the team, and ideally entire school staff, has a clearer understanding of course-taking patterns and correlations to postsecondary, it is time to better understand root causes of patterns in the quantitative data. Note: the four high schools in the Washington Pathways group only implemented this part of the process and gleaned valuable insights.

#### Staff Survey

School staff—including counselors, teachers, coaches, and others working directly with students—are often a primary source of information for students regarding course and postsecondary planning. [Recent local research](#) suggests that this is particularly true for students of color and first-generation students; and this was confirmed in the Eisenhower community. The survey below can be shared with staff to better understand how staff perceptions and practices influence students' course-taking patterns.

[Dual Credit Staff Survey](#)

#### Student Surveys

Understanding student perceptions and experiences is also critical to making sense of course taking patterns and to removing barriers. Ideally the following survey should be offered to all students across grade levels, in their home language. At Eisenhower, the survey was conducted during the Advisory period to ensure a high completion rate.

[Dual Credit Student Survey - English](#)  
[Dual Credit Student Survey - Spanish](#)

#### Analysis: Student and Staff Surveys

With support from the principal and Eisenhower High School College and Career Director, the project team was able to elicit responses from 76% of staff and 76% of students, with an equal distribution of staff and students across grade levels. The data was loaded into Tableau for easier visualization (see survey results links below). Some of the key findings are shown below as examples that were shared with staff along the way.



After reviewing the data, staff were asked to reflect on the following prompts:

- What surprised you the most when you looked at the data?
- What confirms some of your hunches when you look at the data?
- What has inspired you to dig deeper in your own professional practice?

See complete student and staff results here:

Eisenhower High School [student and staff survey results](#)

Washington Pathways Group [student and staff survey results](#)

### Examples

1. The survey results from the Eisenhower High School case study (Figure 1) showed a significant discrepancy between student aspirations for postsecondary compared with staff perceptions of student aspirations and expectations. Similarly, the aggregated survey results (Figure 2) from the four schools revealed a “belief gap” between staff and student aspirations for postsecondary plans. That is, K-12 professionals believed, on average, that 48% of students aspired to attend postsecondary education or training compared to 88% of students who indicated they intended to go into higher education. Similar results have been found through the CCER [College and Career Leadership Institute](#), suggesting these patterns hold across a broad range of high schools.

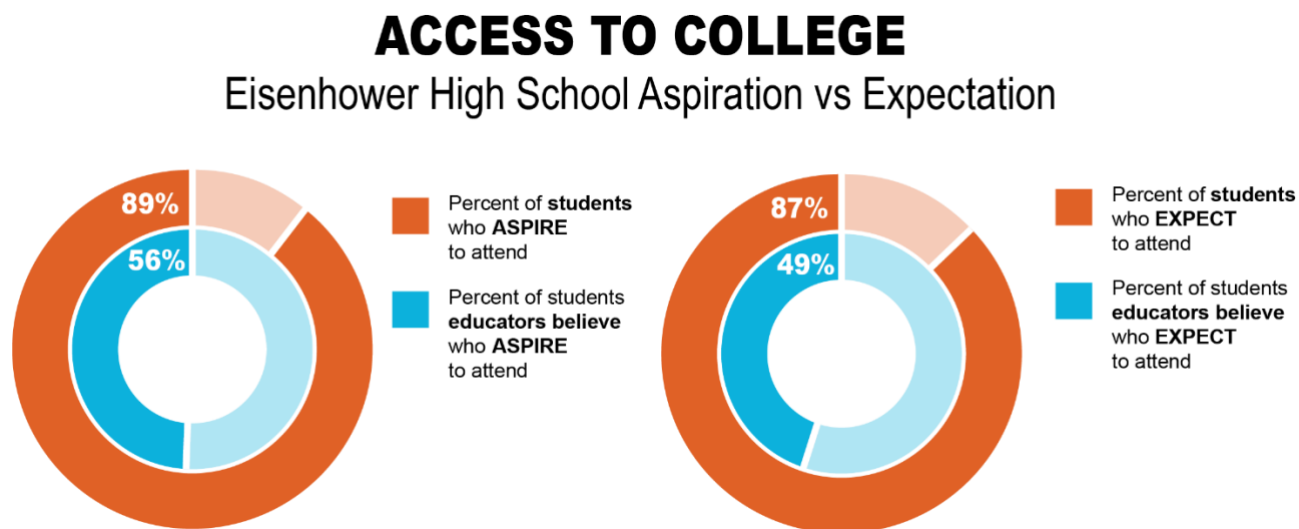


Figure 1 - Eisenhower High School's belief gap between staff and student aspirations.

# ACCESS TO COLLEGE

## Aspiration vs Expectation

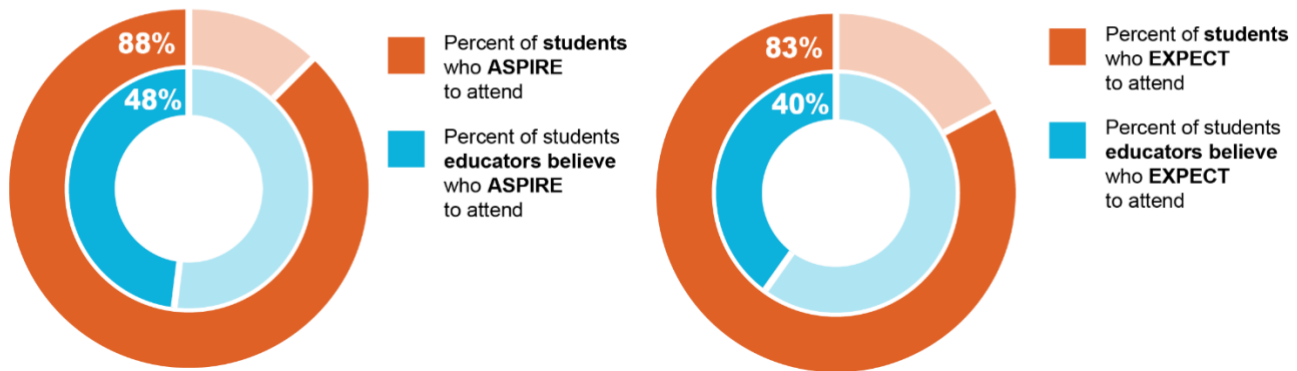
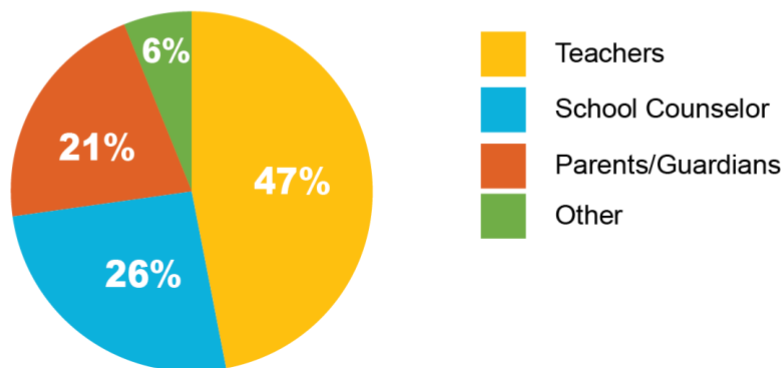


Figure 2 - Washington Pathways Group belief gap between staff and student aspirations.

- For both images below: Eisenhower student survey results showed students across all grade levels rely on *teachers* the most for learning about dual credit course opportunities. However, more than half of the staff reported NOT being familiar with the various dual credit opportunities available.

## Student experience: Which has been most helpful In learning about dual credit opportunities?



## Student Input

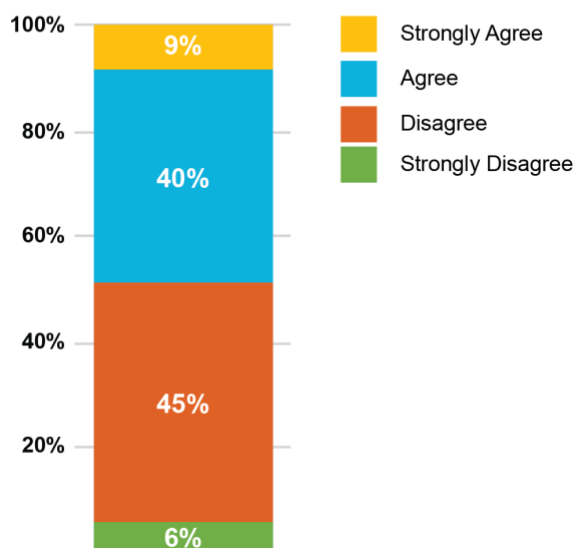
"If I could give any advice to adults in my school about how they could better support my learning about **rigorous courses** and achieving my postsecondary goals, I would say to start teaching us about them **as early as possible** so that we have more time to learn and be more knowledgeable about them."

"Share more about scholarships **even to students who are not juniors or seniors**. It is a big stress on students even before senior year to plan out college and future plans when you have no idea on how financially stable you are or if you can even plan out your future if you live in a low-income house."

## Teacher Input

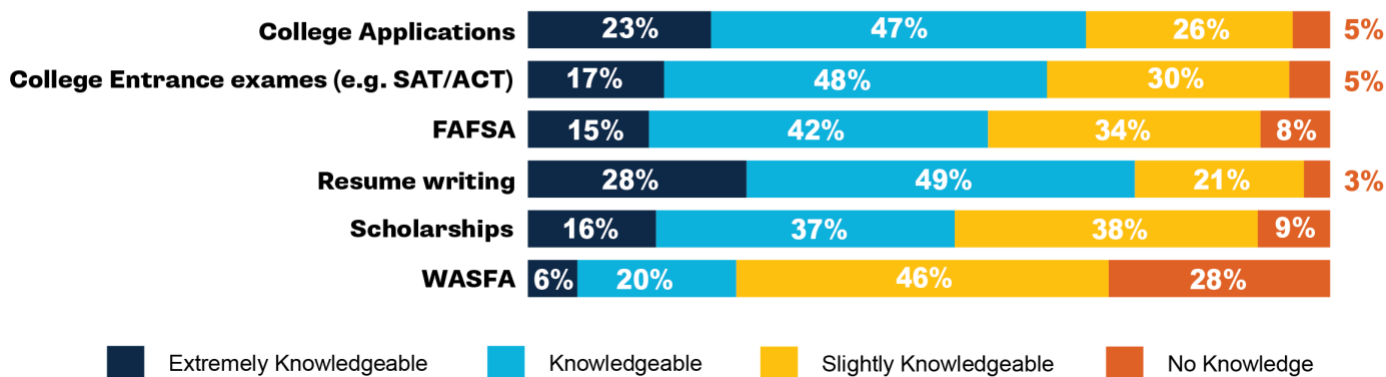
"**Professional development** that is aimed at preparing Advisory teachers to know all of the **Career Pathways** and **what classes and number of credits** are required for each pathway, including dual credit courses."

## Student experience: I am familiar with the various dual credit opportunities in my school.



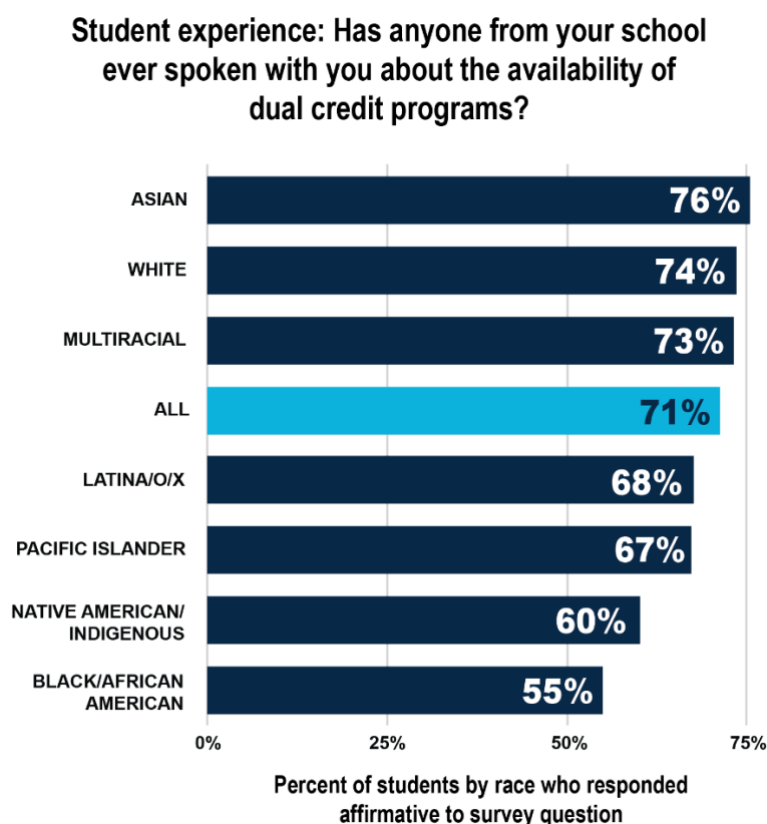
- Washington Pathways group results also indicate a need for educators' increased knowledge of financial aid and scholarships. We learned that 57% of educators were knowledgeable about the Free Application for Federal Student Aid (FAFSA) application and that only 26% of educators had knowledge about the Washington Application for State Financial Aid (WASFA) application. Additionally, gleaned from the data we learned that 53% of educators were knowledgeable about scholarships.

## How much do you know about College Applications & Support?



- We learned from that the Washington Pathways Group that Latinx, Black, and Indigenous students were underrepresented in accessing dual credit information. For instance, only 55% of Black students reported that they were given information about any type of dual credit program. In contrast, 73.5% of

White and 75.5% of Asian students reported having been provided information about dual credit programs.



### Student Empathy Interviews

At Eisenhower High School we interviewed a group of key students to better understand student experiences, postsecondary plans, barriers, and opportunities for expanding dual credit access and completion.

[Student Interview Protocol - English](#)  
[Student Interview Protocol - Spanish](#)

Here is another source on [Designing Empathy Interviews](#) from OSPI.

### Analysis: Student Empathy Interviews

The analysis of the student data provided validation for the survey results, deepened the team's understanding of barriers and opportunities, and provided actionable suggestions from students.

### Eisenhower High School student interview data

#### Examples

“..when you're working with regular classes, they're talking more about like high school what's happening then, and you don't really hear much about like college, but when you're doing dual credit, it's all about college, you're getting college credit and stuff. So [teachers] were like constantly like pushing you and telling you about like ways that they can help, like with your college applications and all this, like they help you more.”

—Latinx, Female, 11<sup>th</sup> grader

“If I had a magic wand, I would just ask them (staff) to help me, like **put me in more automotive classes**, more engineering everything, because it's more helpful for me to know more knowledge about automotives and everything for my career.”

—Latinx/Native, Male, 10<sup>th</sup> grader

## STEP 6: PUTTING YOUR DATA TO WORK

### Data-Driven Changes in Practice

#### Eisenhower High School

By looking across high school enrollment patterns and postsecondary data, it was clear that Eisenhower students who enrolled in dual credit matriculated and completed their postsecondary pathways at a greater rate than students not taking any dual credit coursework. To increase access to dual credit course taking, and as a result of this project, the Eisenhower team planned and began implementing the following changes in practice for the next school year:

- **Staff Professional Development** — Based on staff feedback through surveys and conversations, the College and Career Director will provide ongoing support to staff as well as a dedicated half-day of professional development regarding different dual credit options and how to best support students in accessing those opportunities. This support will include comprehensive professional development related to implementation of the High School and Beyond Plan.
- **Dual Credit Events** — Based on student feedback that their peers were a significant influence on both their knowledge of and interest in dual credit, there will be student-led information sessions (led by 11th and 12th graders) to inform younger students about dual credit options. Informational sessions on dual credit programs will also be provided to students and their families in English and Spanish.
- **Advisory Period Changes** — With several students sharing that they needed more guidance and information on postsecondary options from the onset (e.g., freshman and sophomore year), the Eisenhower team is planning on overhauling their advisory period curriculum for all grade levels to include college and career readiness lesson plans for each student every week throughout the year.
- **Partnership with Middle Schools** — Building on previous partnerships with local middle schools, the College and Career Director will hold dual credit informational sessions at feeder middle schools and will advise middle school students on how these programs can factor into their postsecondary planning.
- **Expanding the Master Schedule** — The school administration plans to expand the number of dual credit offerings in their master schedule to increase the number of students, from all demographics, enrolling in dual credit courses. The administration will review some recently offered honors classes for potential development into College in the High School courses, especially among math offerings.
- **Spotlighting Staff** — As a way to hype and promote dual credit programs at Eisenhower High School, school leaders are spotlighting teachers and the different types of dual credit courses they teach. This will be done via flyers shared on social media, parentsquare, and other communication avenues.
- **Family Focus Groups** — The school administration, with the support of Washington STEM, has designed weekly virtual parent group sessions to co-develop a set of dual credit recommendations.

#### Washington Pathways Group

After analyzing quantitative and qualitative survey data for each school, we created individual Tableau dashboards for each partner and walked them through their specific findings. School staff had time to digest and process their practices that were supporting all students or creating differential preparation for postsecondary readiness. Based on their data needs, our Washington STEM team helped them each think of next steps for deepening and adding nuance to the understanding of their findings:

- **Follow-up interviews** — Several schools indicated wanting to conduct follow-up interviews with students to learn how they can support their postsecondary readiness.

- **Course-taking patterns** — Systems-level partners wanted to dig deeper into their dual credit course-taking patterns to learn about overrepresentation or underrepresentation based on student demographics.
- **Suite of dual credit resources** —Examine co-developing a suite of dual credit resources for advertising and promoting dual credit via multimodal means.
- **Family feedback** – Since families were not part of their inquiry, several partners are exploring focus groups as an approach to receive direct feedback from families on the types of postsecondary supports and information they are receiving (or not receiving) from their schools.
- **Second round of surveys** — All schools indicated interest in following up with another round of staff and student surveying in a year from the initial project to assess the impact of their implementations and other data-driven changes.

## WASHINGTON STEM: STRENGTHENING AND EXTENDING OUR PRACTICES FOR SYSTEMS-LEVEL CHANGE

We continue to strengthen our practice for educational justice and are committed to evolving and reimagining systems structures, disrupting the status quo, and deploying solutions that help bring about equity, we do that by:

- **Holding systems accountable.** Always looking at student outcome data alongside systems input data (and increasingly, student experience)
- **Scaling and evolving.** Building leadership capacity to lead the work; seek feedback and continuous improvement
- **Seeing the bigger picture.** Issues in dual credit cannot be separated from overall postsecondary awareness and readiness
- **Changing adult mindsets.** Systems change requires changing adult mindsets through relationships, data, learning together

These efforts can lead to policy recommendations for broader systemic change. Most recently, our research and advocacy efforts have supported a statewide policy win related to dual credit data and reporting, via [HB 1867](#), that indicates the state's longitudinal data system agency must provide transparent, disaggregated data on dual credit course enrollment, completion, and credit translation for all students across Washington. In the next iteration of this project Washington STEM will work with STEM Networks and high school teams in the 2022-2023 school year, layering in additional elements of postsecondary readiness, including financial aid awareness and completion.