



---

# Graduation Pathways Survey Project Year 3

Washington SBE Board Meeting – May 12, 2022

Year 3 Project Overview Presentation



# Intended Presentation Outcomes

Board members should:

1. Gain a high-level overview of the project scope and current status for year three;
2. Have a refreshed understanding of what was learned in years one and two of the project; and
3. Have an opportunity to ask questions and share feedback.



# Key Findings in Years 1 & 2

- Work in year three of the project will be informed by key findings from prior years.
- Specifically, instruments will be designed so as to address the required deliverables of the original RFP, while building upon previous findings.
- Please be aware the following summary of key findings in years 1 & 2 provides a very high level overview. For more detailed findings please refer to the full reports for each year of the project.



# Summary of Year 1 Key Findings

- Students and educators frequently differed in their level of agreement with statements relating to the graduation pathway options.
- A large number of stakeholder felt uninformed about the various graduation pathway options.
- Parents, educators, community members and students expressed positive attitudes towards the availability of multiple pathway options for graduating.
- There is a need for further exploration of emerging themes, such as barriers to offering all pathways and ways to address perceived barriers.
- There is a need to more formally define the intent of the graduation pathway options so that there is a consistent framework for thoughtfully addressing potential changes, including the removal or addition of pathway options.
- Equitable access to graduation pathway options, especially for systemically marginalized student populations, is incredibly important to all stakeholder groups and should be an essential part of research in future years.



# Summary of Year 2 Key Findings

- There is a need to include pathway options that provide students with additional opportunities to develop life and employability skills.
- There is a need to include additional pathway options that provide students with more opportunities for mastery-based learning.
- Changes do need to be made to the existing graduation pathways. Specifically, many educators communicated that more flexibility within the pathways was needed to allow students to explore both academic, personal, and future career interests. They also reported that more flexibility within the CTE pathway was needed in order to offer this as a graduation pathway option and allow students to fully utilize this pathway.
- Graduation requirements in general were cited as an area needing change and data confirms that many stakeholders feel meeting a graduation pathway requirement is not necessary. Lastly, educator stakeholders also indicated changes need to be made to the pathways to address equity in terms of student access to the pathways.





# Summary of Year 2 Key Findings Cont.

- In districts/schools that were not able to offer all of the graduation pathways CTE was most consistently cited as the pathway districts/schools were unable to offer. This is an important finding in light of other data collected indicating that for many students the CTE pathway is the only option they are able to utilize.
- Districts/schools that did not offer the CTE pathway reported that staffing, both numbers and qualification, was the main barrier to offering the CTE pathway. This was especially true for small districts, small schools, ALE schools, remote schools, and alternative learning programs.
- CTE sequences do not always meet the needs of students and this is especially critical since data from years 1 & 2 that the CTE pathway is the only graduation pathway option that some students can utilize to graduate
- A large proportion of students (24%) and parents (36%) were unsure if there was a graduation pathway option that would help them achieve their post high school goals.
- There is lack of alignment between students' post high school goals and access to pathways that support those goals. Specifically, the majority of graduation pathway options support post high school goals that include attending a four year college or university, while there are few pathways that offer meaningful preparation for post high school goals that are focused on attending a two year college, entering the work force, entering a trade or trade related apprenticeship, and/or enlisting in the military.



# Year 3 Deliverables

The workplan for Year 3 reflects both the required deliverables per the original RFP, including additional deliverables added to year three, and the findings from Years 1 & 2.

The finalized workplan includes the following deliverables:

1. District Follow Up Survey (Survey 3)
2. Stakeholder Survey (Survey 4)
3. Focus Groups
4. Stakeholder Interviews
5. Final Report



# Deliverable 1: District Follow Up Survey (Survey 3)

The District Follow Up Survey will gather, at a minimum, district level information (per the original RFP) regarding:

- ◆ Whether changes to the existing graduation pathways should be made and what those changes should be.
- ◆ Barriers school districts have to offering all of the graduation pathways and potential strategies to eliminate or reduce those barriers.
- ◆ Whether all students have equitable access to all of the graduation pathways and, if not, potential strategies to reduce the barriers students may have to accessing all of the graduation pathways.
- ◆ Whether additional graduation pathways should be included and ideas on what those pathways should be.
- ◆ Alignment of pathways to Profile of a Graduate (added to scope of work in YR3).
- ◆ The data collection window will run from early May to the end of the school year.





# Deliverable 2:

## Stakeholder Survey (Survey 4)

The Stakeholder Survey was an additional requirement added for Year 3 and will gather data to address, at a minimum, at minimum, the following:

- ◆ Whether or not additional graduation pathways should be added to the existing graduation pathways.
- ◆ Whether or not modifications should be made to any of the existing pathways.
- ◆ How the High School and Beyond Plan is/was implemented in schools/districts.
- ◆ How the High School and Beyond Plan could be improved to make it a better tool for students planning their post high school lives.
- ◆ How the High School and Beyond Plan could be improved to make it a better tool for students making decisions about courses, graduation pathway options, and other academic and career learning activities.
- ◆ Perceived relevancy of current pathways and how relevancy for students can be increased.
- ◆ Alignment of pathways to Profile of a Graduate.



# Deliverable 3: Focus Groups

- ◆ Focus groups will be open to all stakeholders.
- ◆ These one-hour, semi-directed focus groups will be comprised of no more than 7 people per focus group.
- ◆ There will be four focus groups for educators and parents, and four focus group for students (total of 56 participants).
- ◆ All focus groups will be conducted via Zoom and participants will be asked to sign up in advance.
- ◆ For student focus groups we will work with teachers and/or administrators who are willing to “host” a student focus group during the school day.
- ◆ Focus groups will occur in May and June.



# Deliverable 4:

## Stakeholder Interviews

- ◆ These half-hour Zoom interviews will be conducted one on one at a mutually agreed upon time between the Strobel Consulting interviewer and the stakeholder being interviewed.
- ◆ Interviews will be conducted with 18 people responsible for supervising or hiring at their place of work.
- ◆ Stakeholders will be invited from both small and large businesses, as well as from industries the Washington State Department of Commerce has identified as enhancing the workforce in WA for the 21<sup>st</sup> century.
- ◆ Interviews will occur in the month of June.



# Deliverable 5:

## Final Report

The final report summarizing the findings of Year 3 will include, at a minimum, the following sections:

- ◆ Project background information
- ◆ A section summarizing results from prior years of the project.
- ◆ A section summarizing survey results, including methodology, data analysis, and all results.
- ◆ Key ideas and potential strategies to inform SBE decisions on what to include in its next report to the legislature.
- ◆ To the extent privacy and other data limitations beyond the Consultant's control allow, reported results must be disaggregated along dimensions to be determined by SBE, including, but not limited to, race/ethnicity, sex, gender identity, income, disability, home language, and geography (e.g. urban/rural/eastern Washington/western Washington).

A draft of the final report will be made available to the SBE team 8/22/22, the draft report will be presented to the board on 9/13/22, the SBE team will provide final feedback and edits by 9/27/22 and the report finalized by 9/30/22.



# Questions & Discussion

We look forward to an engaging discussion and answering any questions you may have the High School Graduation Pathway work being done in Year 3 of the project.

You are welcome to email Alisha at [alisha@strobelsconsulting.com](mailto:alisha@strobelsconsulting.com), in advance of the Board meeting with any thoughts, questions, or ideas you would like addressed during the presentation.

Thank you for allowing us to partner with you on this exciting work!





# Thank You!

---

 Strobel Consulting

Alisha Strobel [alisha@strobel-consulting.com](mailto:alisha@strobel-consulting.com)

