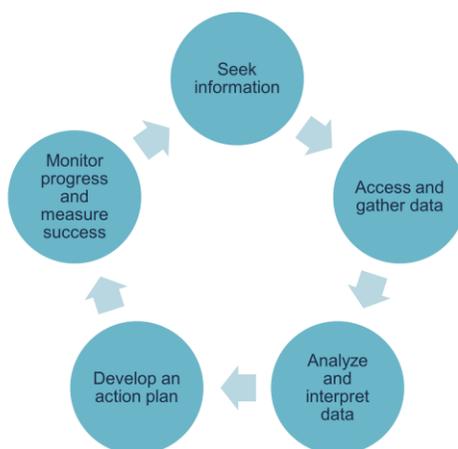


**Increasing equity in access to accelerated learning in Oregon:
A focus on career and technical education dual credit
Note-Taking Sheet
May 24, 2021**

Purpose

This note-taking sheet provides step-by-step guidance for using a systematic data use process (figure 1) to explore questions related to students' participation in accelerated learning (Bocala, Henry, Mundry, & Morgan, 2014; Kekahio & Baker, 2013). During the training, you will use data from REL Northwest to complete activities and answer reflection questions.

Figure 1. Systematic data use process



Step 1: Seek information

This training focuses on identifying and addressing equity gaps in career and technical education (CTE) dual credit courses. The following questions can be answered using the data you will access today:

- *What are the CTE dual credit participation rates of various student groups in Oregon and at my school, district, education service district (ESD), or community college?*
- *Are there differences in participation rates that are related to student characteristics?*

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Step 2: Access and gather data

Activity 1: Use this link to access accelerated learning participation rates:

https://public.tableau.com/profile/sam.riggs#!/vizhome/AcceleratedlearninginOregon_CTETraining/DashboardParticipationRates

Data dashboard steps for table 1:

1. Select the “Composition Indexes” tab on the dashboard
2. Select the academic year “2018/19.”
3. Select entity.
4. Select entity name.
5. Answer the following question: *For 2018/19, what were the composition indexes for CTE dual credit for each student group?*
6. Put your response in the table 1 column labeled “composition index.”

Composition indexes: A composition index is the proportion of the student group in the CTE dual credit population divided by the proportion of the student group in the student population.

- A composition index of **more than one** means the student group is overrepresented because the proportion of the student group in the CTE dual-credit population is MORE than the proportion of the student group in the population.
- A composition index of **one** means the student group is equitably represented because the proportion of the student group in the CTE dual-credit population is the SAME as the proportion of the student group in the population.
- A composition index of **less than one** means the student group is underrepresented because the proportion of the student group in the CTE dual credit population is LESS than the proportion of the student group in the population.

Table 1. Your entity’s CTE dual credit composition indexes, 2018/19

	Composition index	How would you characterize this student group’s representation in CTE dual credit: overrepresented, equitably represented, or underrepresented?
American Indian/Alaska Native		
Asian		
Black		
Hispanic/Latinx		
Multiracial		
Native Hawaiian/Pacific Islander		
White		
Students of color		
Students ever eligible for free or reduced-price lunch (FRPL)		
Students never eligible for FRPL		
Students classified as an English learner in grades K–8 (not grades 9–12)		
Students classified as an English learner in grades 9–12		
Students ever classified as an English learner		
Students never classified as an English learner		
Students who have ever had an individualized education program (IEP)		
Students who have never had an IEP		

Step 3: Analyze and interpret data

Activity 1: Analyze data.

What do you observe? What patterns do you notice? Complete the last column of table 1. Which student groups are underrepresented in CTE dual-credit coursework in your school/district/ESD/community college?

Activity 2: Interpret the data.

What can you infer about the information contained in the data? What are the strengths of your CTE dual-credit enrollment practices? What explanations do you have about the data? What questions did this activity raise?

Activity 3: Specify a challenge related to participation in CTE dual credit.

Which challenge in CTE dual-credit enrollment shall we address? One approach is to identify the student group that is the most underrepresented in CTE dual credit (that is, has the lowest composition index). For example, in the state data for Oregon, students classified as English learners in high school have the lowest composition index (0.40) compared to all other student groups. This means that current English learners are the most underrepresented in CTE dual credit in the state compared to other student groups.

Activity 4: Set a goal.

1. Draft a feasible goal to address your specified challenge. (For example, a SMART goal—specific, measurable, achievable, realistic, and timely—that relates to a specific group could be something like: “By September 2022, current English learner students will be equitably represented in CTE dual credit.”)

Activity 5: Learn how to identify root causes.

The purpose for conducting a root cause analysis is to surface the underlying causes of a problem. Identifying root causes will inform your selection of strategies to address the problem in the next activity. To familiarize yourself with a root cause analysis, please observe as we model each of the steps below.

1. Using the challenge identified above, list potential causes of disproportionate representation in CTE dual credit. For example, what barriers hinder these students from participating in CTE dual credit?
2. Go back, strike through the causes that are not actionable, and cut and paste them into the bottom of the list.
3. Categorize the causes that are actionable.
4. Pick one cause to focus on in a root cause analysis.
5. Why does the cause identified in step 4 occur? Identify one reason for the cause here: _____.
6. What is one reason for the cause in step 5? Write it here _____.
7. What is one reason for the cause in step 6? Write it here: _____.
8. What is one reason for the cause in step 7? Write it here: _____.
9. What is one reason for the cause in step 8? This is your underlying root cause. Write it in the box below:

10. Develop a potential action step to address the underlying root cause identified in step 9. Write it below:

Congratulations, you have conducted a mini-root cause analysis!

Step 4: Develop an action plan

Activity 1: Review research-based approaches.

Review the four strategies for addressing equity gaps in dual-credit, Advanced Placement (AP), and International Baccalaureate (IB) course enrollment on the second page of this infographic:

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/accelerated-learning.pdf>.

- Use focused and intentional communication strategies to convey the academic and financial benefits of enrolling in accelerated learning.
 - Provide opportunities for students to give feedback about their needs and experiences.
 - Provide professional development to counselors and teachers focused on strategies for recognizing personal biases and overcoming them.
 - Broaden eligibility for students to enroll in accelerated learning courses by using multiple measures for assessing academic readiness.
1. After you identify a root cause (as modeled in the previous activity), you will want to consider strategies that address that root cause. You may consider any of the four strategies listed above or come up with an alternative strategy.
 - a. If one of these strategies is relevant to your root cause, what action steps can help you address this cause? Which steps could you take right away? Which could you take next school year?
 - b. If none of these strategies is relevant, what questions do you need to answer to identify other strategies for addressing these equity gaps? Are there other data you can access to answer these questions?

2. Use an action plan template to develop clear actions, assign roles, and set a timeline.

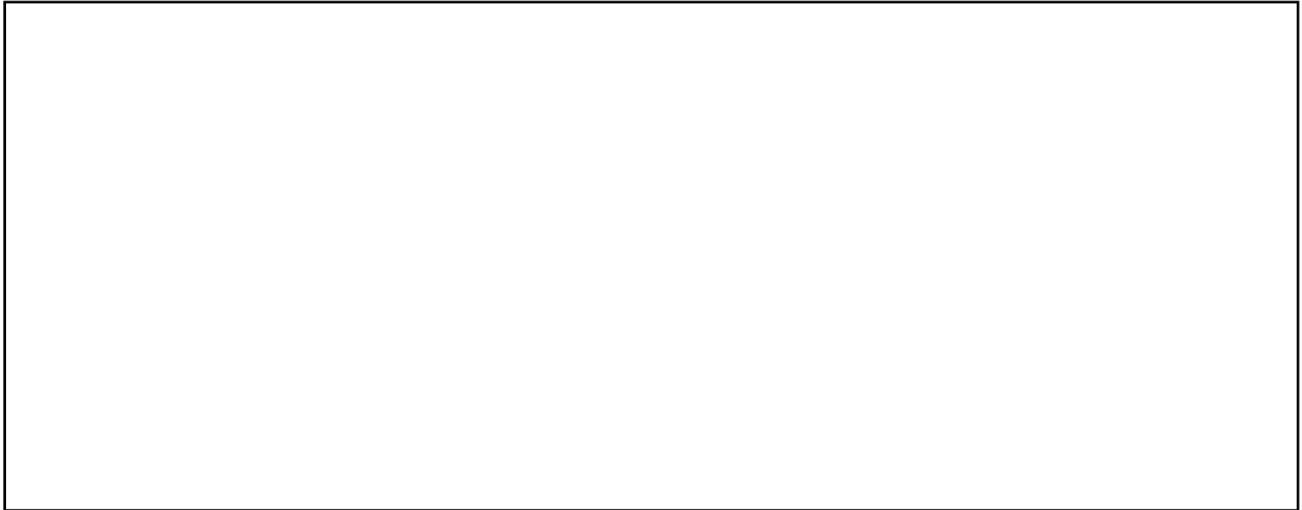
	Action steps	What is needed to do this step?	Who at your site is the person most responsible for this action step?	Who will do it?	By when?	How will we measure progress?
Goal 1 <i>(For example: Increase participation in CTE dual credit courses among current English learner students)</i>						
Goal 2						

Source: Kekahio & Baker, 2013.

Step 5: Monitor progress and measure success (where to begin)

Activity 1: Determine measures for monitoring progress.

1. Pick one of the action steps from the table above. How will you know it was done? Done well? Did it work? What data do you need to answer these questions?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

Glossary of terms

Source: Riggs, Pierson, & Hodara, 2020

Accelerated learning: Accelerated learning refers to various ways to earn college credit while attending high school in Oregon. The public accelerated learning dashboard includes participation rates in any accelerated learning (participation in dual credit, direct enrollment, AP, IB, and/or Regional Promise) and any accelerated learning, excluding Regional Promise (participation in dual credit, direct enrollment, AP, and/or IB).

Advanced Placement (AP) courses: Courses that prepare students for the AP exam. Students may take the exam without taking the course or take the course without taking the exam. College credit is typically available only to those who take the exam and earn a certain score.

Dual credit: Dual credit is high school-based college credit partnerships. There are three types of high school-based college credit partnerships:

- **Dual credit:** Community college or university courses offered at a high school and taught by a high school teacher with traditional certification to teach dual credit (commonly a master's degree in the subject area).
 - Some community college dual credit courses are **CTE dual credit**.
- **Sponsored dual credit:** Community college or university courses offered at a high school and taught by a high school teacher partnering with a sponsoring faculty member at a college or university typically through a professional learning community.
- **Assessment-based learning:** High school courses in which students can earn college credit by demonstrating they have achieved the course learning outcomes on assessments developed in partnership with postsecondary institutions.

Direct enrollment: Community college or university courses that high school students take on the community college or university campus or online, along with college students, taught by a college faculty member. Direct enrollment includes structured programs on college campuses, such as expanded options and early college, as well as direct enrollment by individual students in college courses on a college campus.

English learner status: A student classified as English learner (EL) in K–8 means the student has an indicator of being an EL in any grade in K–8 but was reclassified before high school and does not have an indicator of being EL in grades 9–12. A student classified as EL in grades 9–12 means the student has an indicator of being an EL in any grade in 9–12; some of these students are long-term ELs and have an indicator of being EL in K–8, as well, and others are new ELs and have an indicator of being EL only in grades 9–12. A student ever classified as EL means the student has an indicator of being EL in any grade level at an Oregon public school. A student never classified as EL means the student never had an indicator of being EL in any grade level at an Oregon public school.

Free or reduced-price lunch (FRPL) eligibility: Ever eligible means the student has an indicator of FRPL eligibility in any grade level at an Oregon public school. Never eligible means the student never had an indicator of FRPL eligibility in any grade level at an Oregon public school.

Individualized education program (IEP) status: Student ever received an IEP means the student has received special education services in any grade level at an Oregon public school. Student never received IEP means the student never received special education services in any grade level at an Oregon public school.

International Baccalaureate (IB) courses: Courses that follow the IB curriculum. Students take the exam only after taking the course, but they may take the course without taking the exam. College credit is typically available to only those who take the course and the exam and earn a certain score.

Regional Promise: Courses implemented by Regional Promise grantees. In the 2017–19 grant biennium, Regional Promise consortia classified 72 percent of Regional Promise courses as dual credit, and the remaining 28 percent did not have an accelerated learning type indicated by the consortia. Overall, 7 percent of courses were dually classified as either AP or IB. Of the 72 percent classified as dual credit, 55 percent were traditional dual credit, 26 percent were assessment-based learning, and 19 percent were sponsored dual credit.

Students of color: This is a combined group of all students who did not identify as White.

References

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