Please introduce yourself in the chat! List your name, affiliation, and role.

Increasing Equity in Access to Accelerated Learning in Oregon: A Deeper Dive

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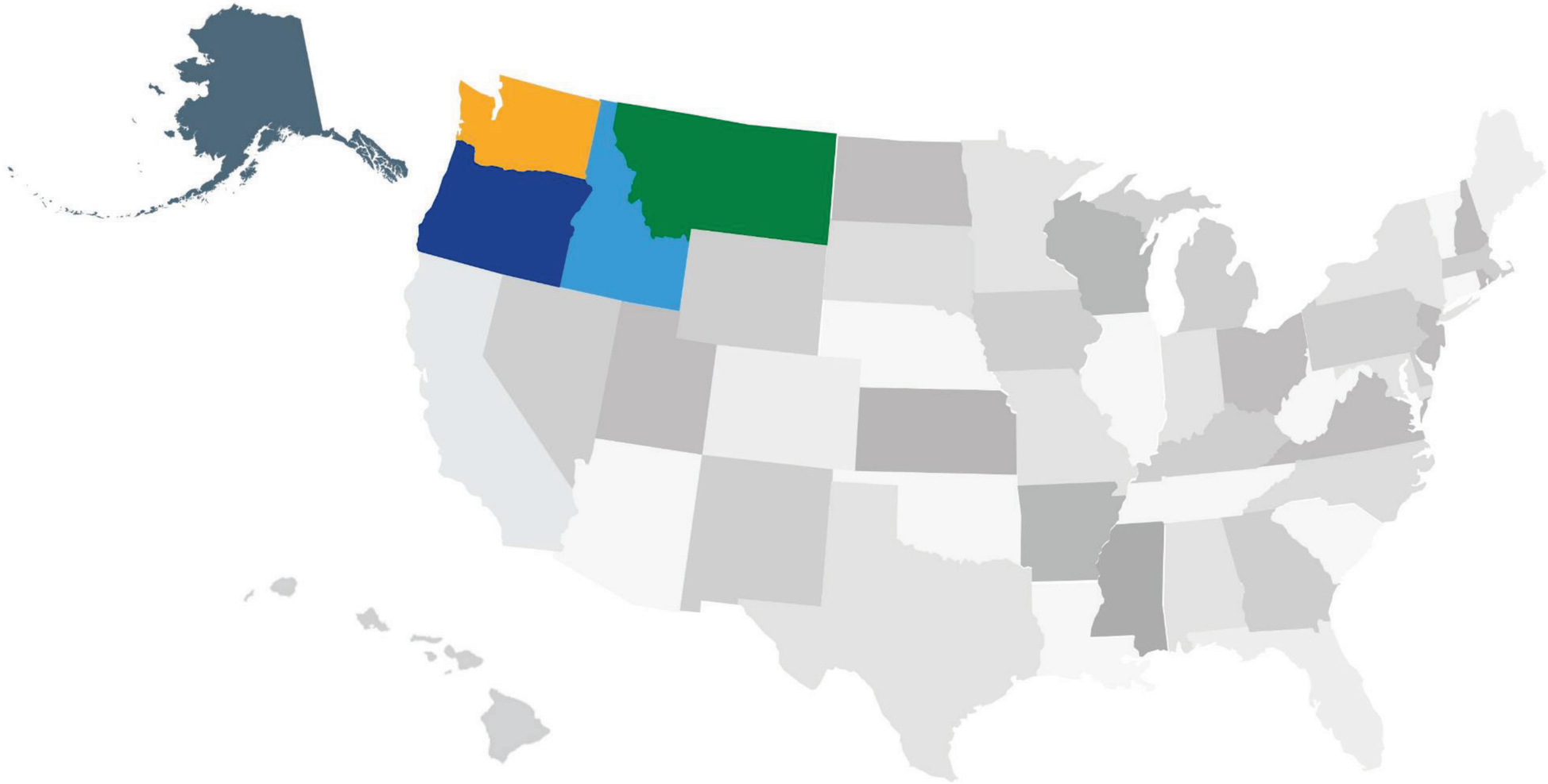
Regional Educational Laboratory (REL) Northwest



Goal and objectives

Goal: Increase participants' capacity to address gaps in accelerated learning course enrollment through training on the analysis of accelerated learning participation rates and the identification of strategies to close gaps

Objective 1. Use additional data on accelerated learning course enrollment to identify participation gaps among groups of students in dual credit, direct enrollment, Advanced Placement, and International Baccalaureate courses at your school, district, or education service district

Objective 2. Analyze data and evidence to support a deeper understanding of factors that may contribute to participation gaps

Objective 3. Learn about evidence-based approaches and strategies to address participation gaps and begin action planning

REL Northwest study of accelerated learning in Oregon

Hodara, M. & Pierson, A. (2018). *Supporting the transition to college: Accelerated learning access, outcomes, and credit transfer in Oregon*. Portland, OR: Education Northwest, Regional Educational Laboratory Northwest. https://eric.ed.gov/?id=ED589159

Infographic link:

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

Agenda

1. Introduction
2. Review Data Inquiry Framework
3. Examine and Gather Data on Revised Data Dashboard
4. Examine and Evaluate Progress in Root Cause Analysis
5. Examine Strategies to Address Participation Gaps and Begin Action Planning
6. Closing

Data Inquiry Framework: A Review

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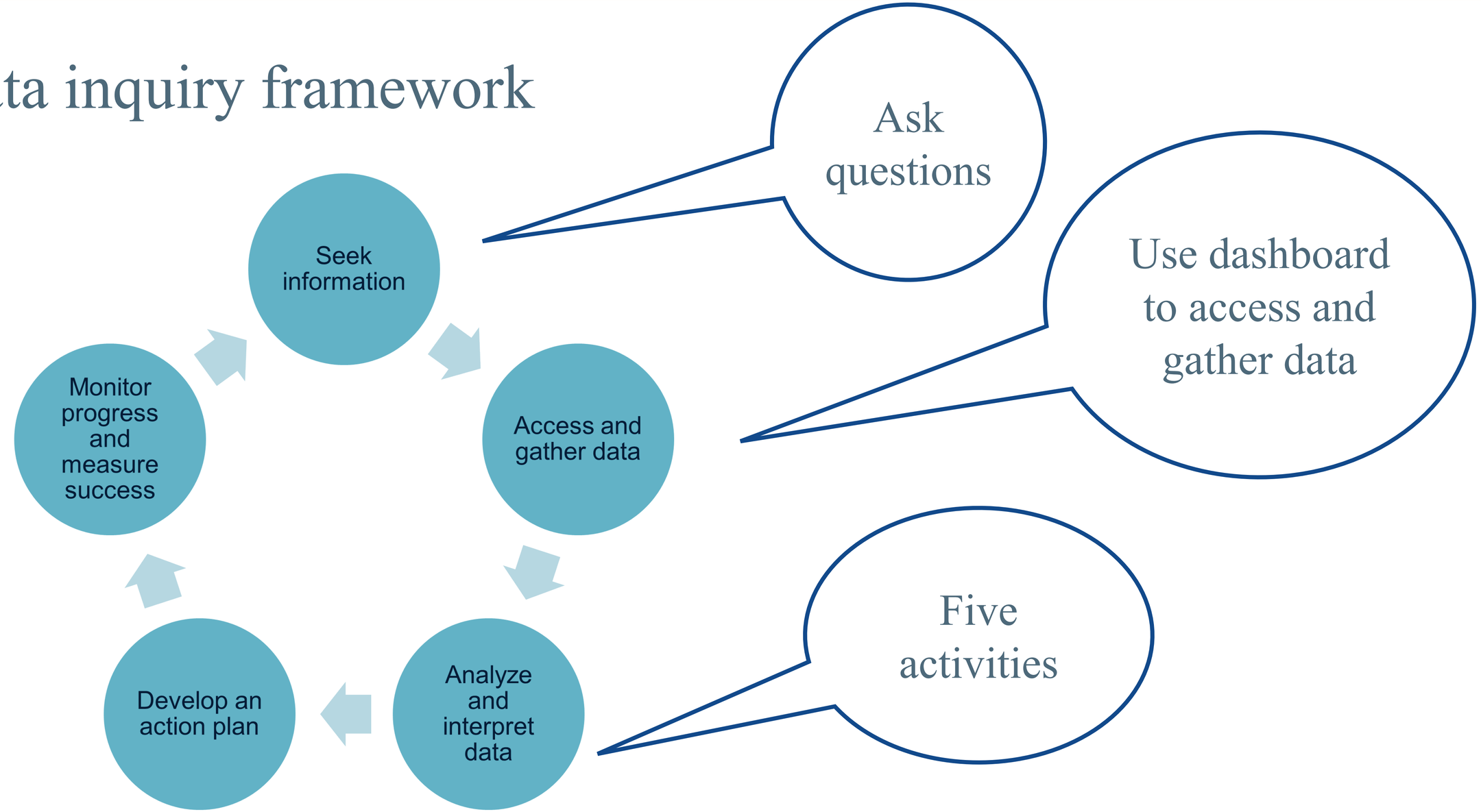
Data inquiry framework

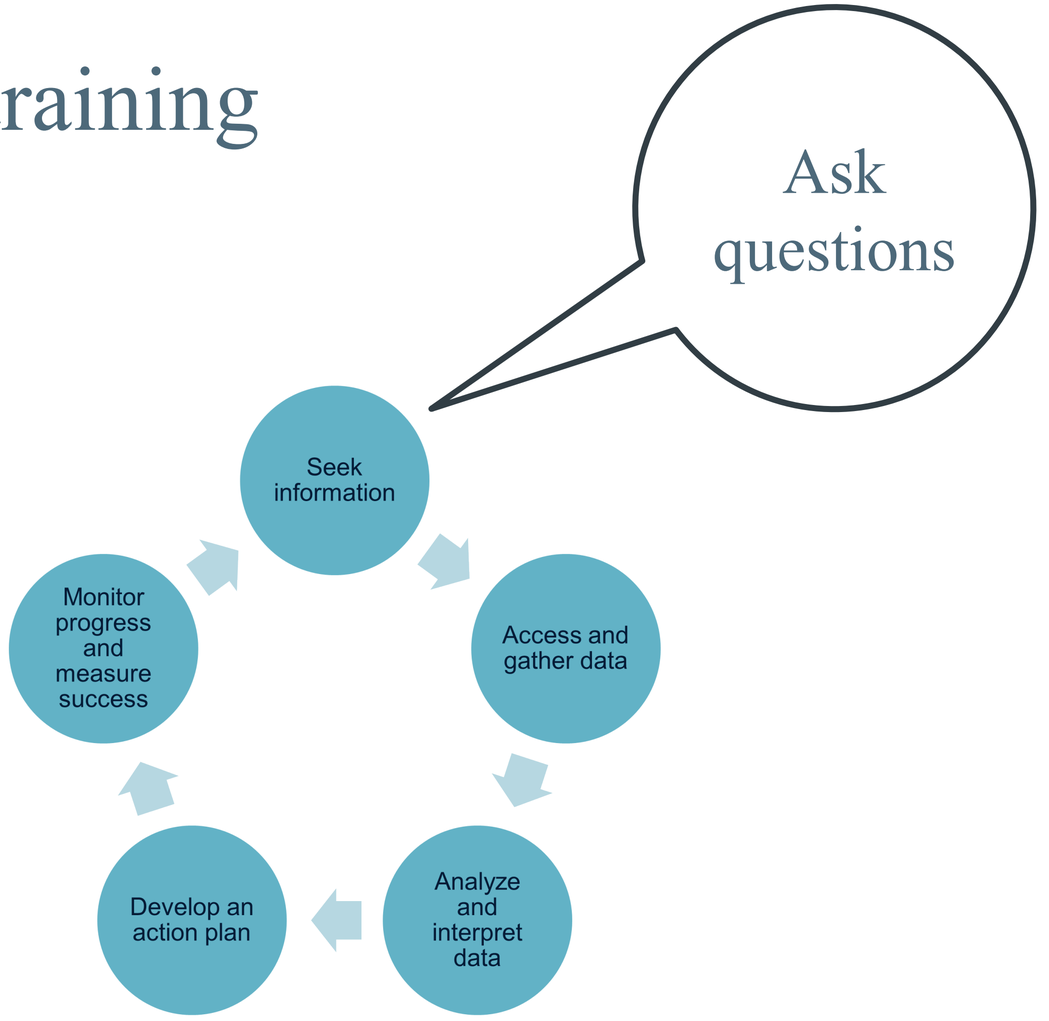


Source: Bocala, et al., 2014; Kekahio & Baker, 2013

Questions for inquiry from previous training

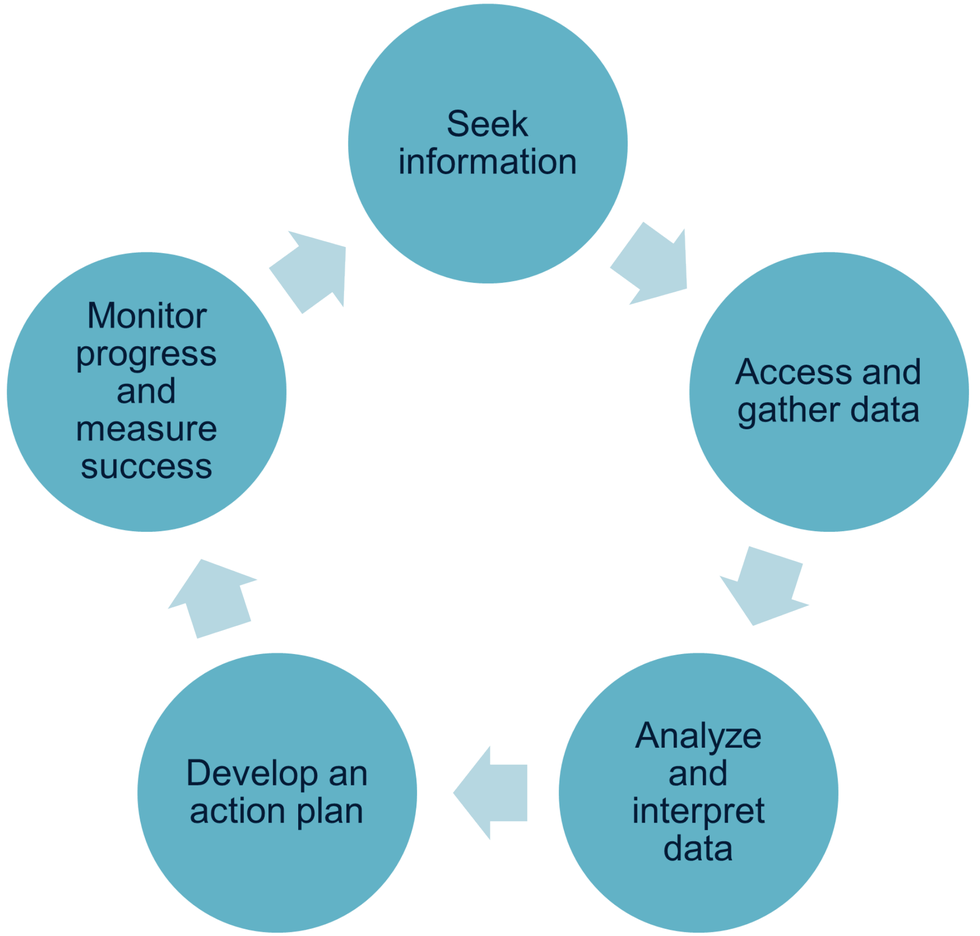
1. What are the accelerated learning participation rates of various student groups in Oregon and at my school/district?

2. Are there differences in participation rates that are related to accelerated learning type or student characteristics?



Source: Bocala et al., 2014

Step 2: Access and gather data



Use dashboard to access and gather data

Source: Bocala, et al., 2014; Kekahio & Baker, 2013

Step 3: Analyze and interpret data (five activities)

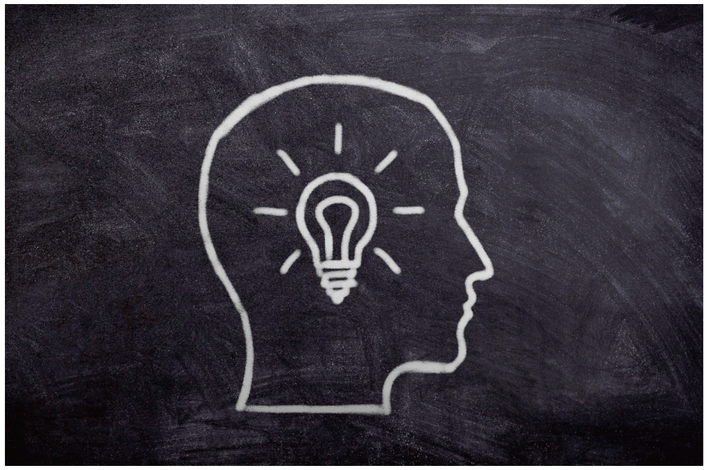
Source: Bocala, et al., 2014; Kekahio & Baker, 2013

Revised Data Dashboard

New Table 6: Your entity's accelerated learning participation by grade-level band, 2018/19

	Dual credit	AP	IB	Direct enrollment
Students in grades 9–10				
Students in grades 11–12				
All students				

Practice Session I: Access and gather additional disaggregated data to identify participation gaps at your school/district/region



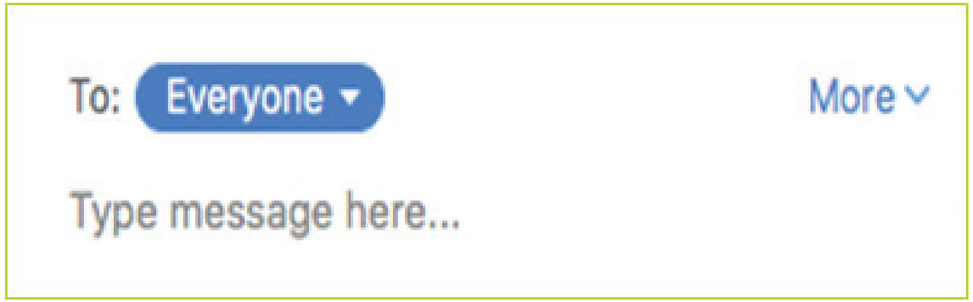
To access your data:

- Select academic year “2018/19.”
- Select entity: “School,” “District,” or “ESD Region”
- Select entity name, e.g., “YOUR SCHOOL NAME.”

1. You have been assigned to separate breakout rooms.
2. We suggest spending 5–10 minutes using the dashboard to complete table 6 (grade level) and, if relevant, table 2 (ESD region) on the note-taking sheet.
3. Spend the next 5 minutes discussing with breakout members whether the additional disaggregation provided important information about participation gaps at your site.
4. Breakouts will end in 15 minutes, and you will return to the whole group.

Share in chat

Which participation gap do you think is most urgent to address?
How did the additional disaggregation affect your thinking?



Root Cause Analysis: Going Deeper

Root cause analysis

Definition:

Root causes are the deepest underlying causes of a problem or outcome that, if resolved, would eliminate or substantially improve the outcome.

Guidelines:

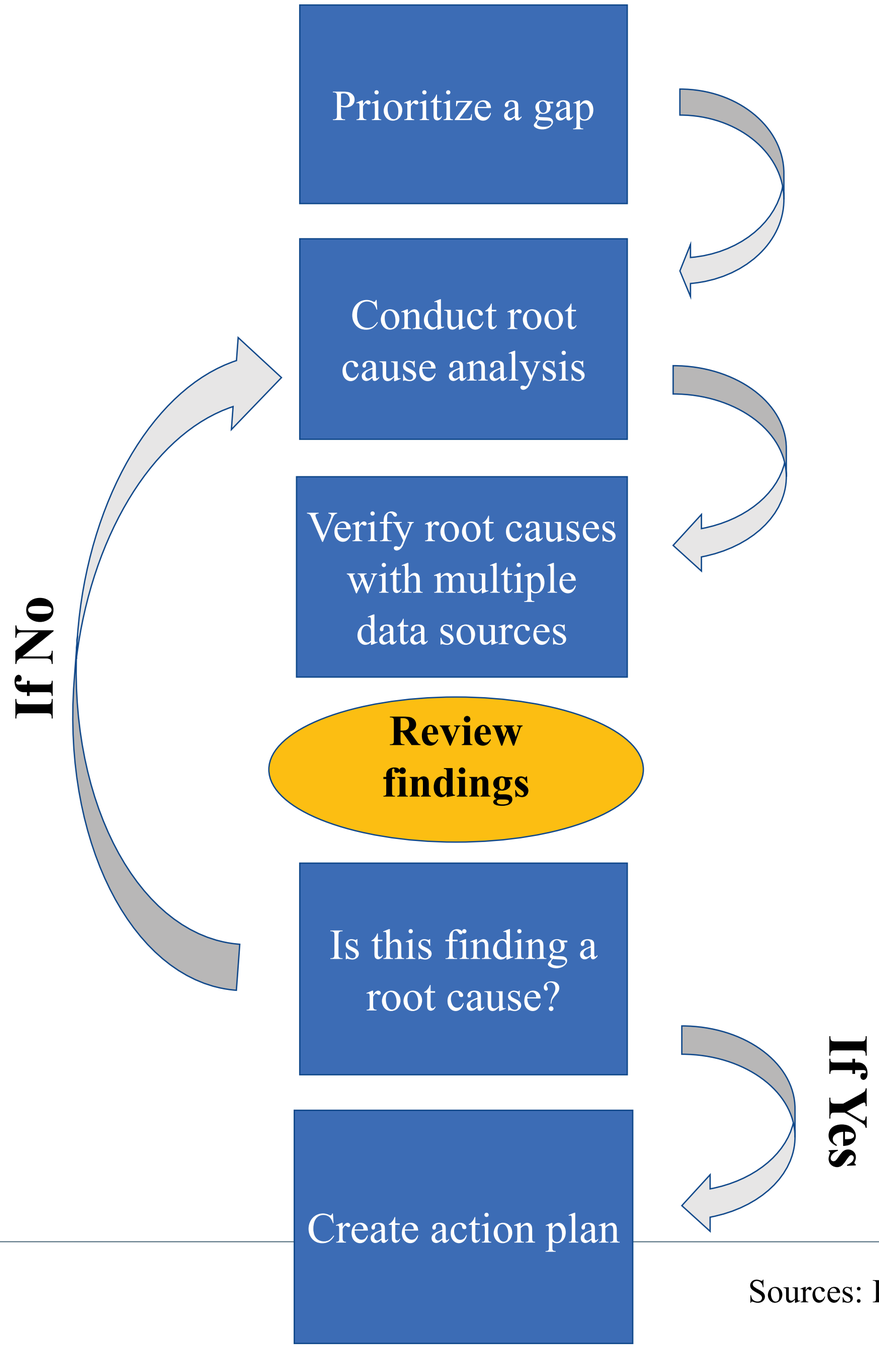
1. Focus on what you/your team can control
2. Distinguish root causes from contributing factors
3. Verify root causes using multiple data sources

Sources: Preuss, 2003; Kekahio & Baker, 2013; Silverstein, 2014

Root Cause Analysis Examples

- Lack of knowledge about the benefits of accelerated learning
- Lack of information about program eligibility including waivers
- Belief that certain students don't belong or will not succeed
- Lack of trust in the school system in general from students

Drilling down



Sources: Kekahio & Baker, 2013; Silverstein, 2014

Overall, 13 percent of students ever eligible for FRPL took AP courses compared with 26 percent of students never eligible

Why? Because AP is not offered as widely in schools that serve lower-income students.

Why? Because staff at schools serving lower-income students perceive a lower demand for these advanced course offerings.

Why? Because fewer students and families at schools serving lower-income communities express interest in taking these courses.

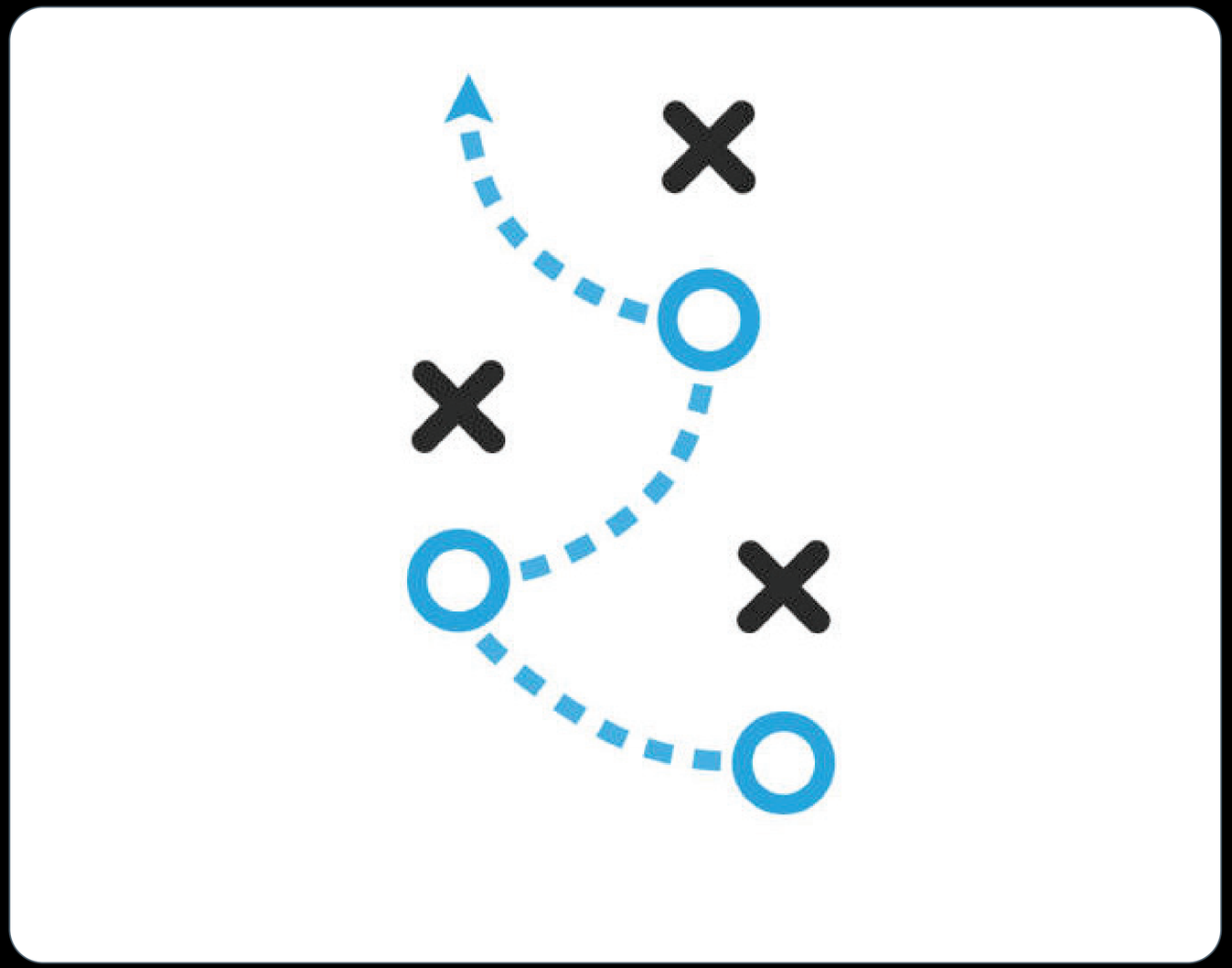
Why? Because too few students and families in schools serving lower-income communities have been informed about the advantages of taking these advanced courses.

Why? Because we have not communicated the advantages of these courses for all students.

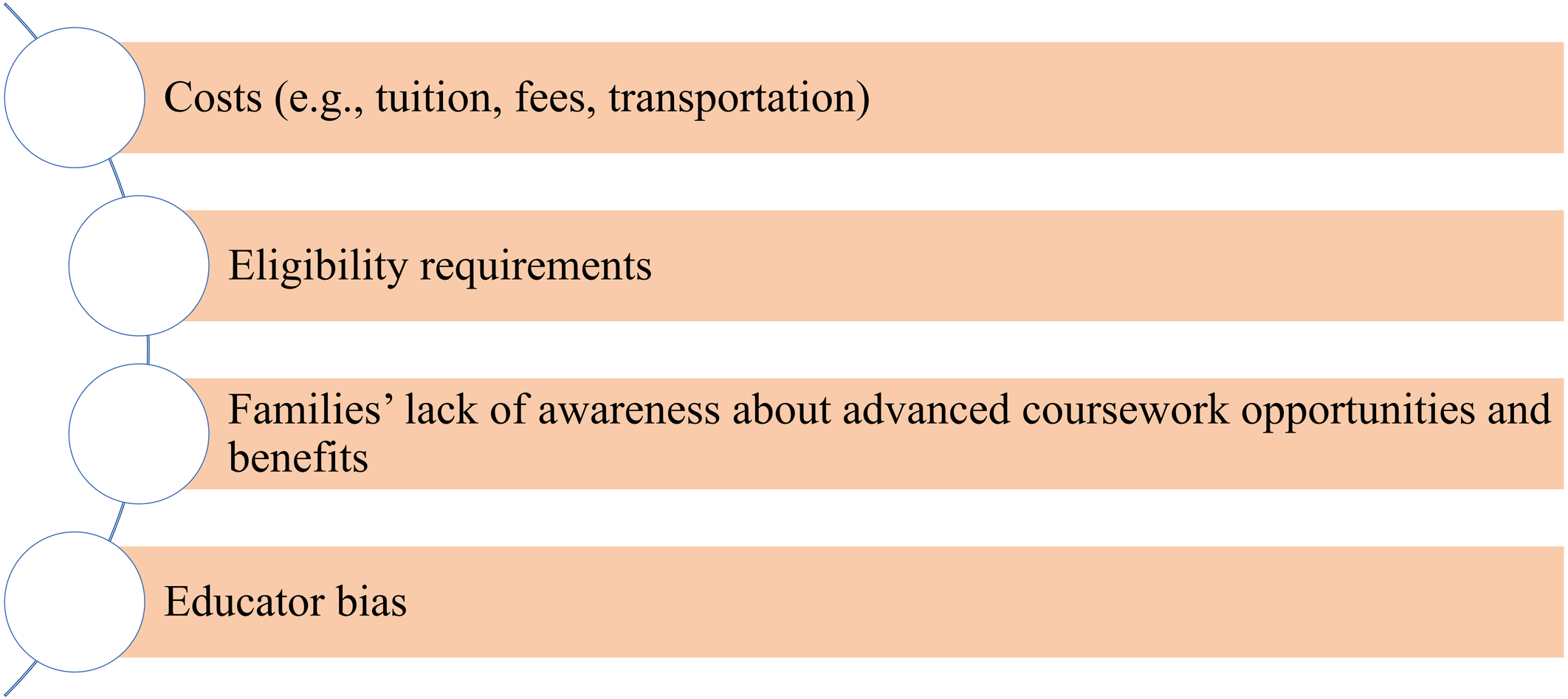
Source: Hodara & Pierson, 2018

Potential Action Step

Develop a plan to communicate the benefits of AP coursework from the start of high school

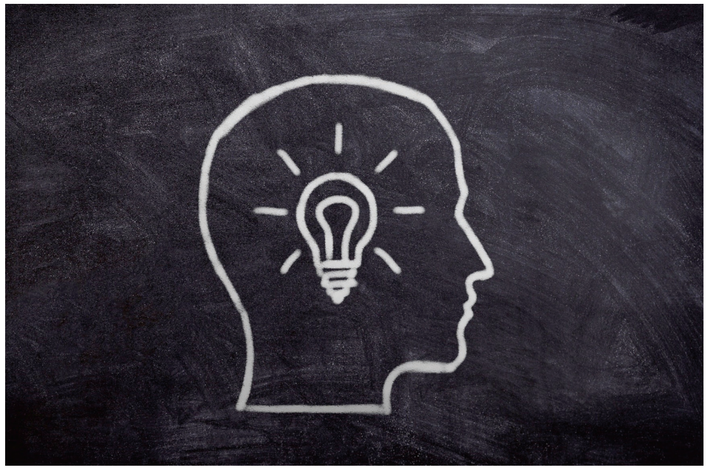


Possible root causes from research



Sources: Patrick et al., 2020; Williams & Perry, 2020; The Education Trust & College in High School Alliance, n.d.; Mehl et al., 2020

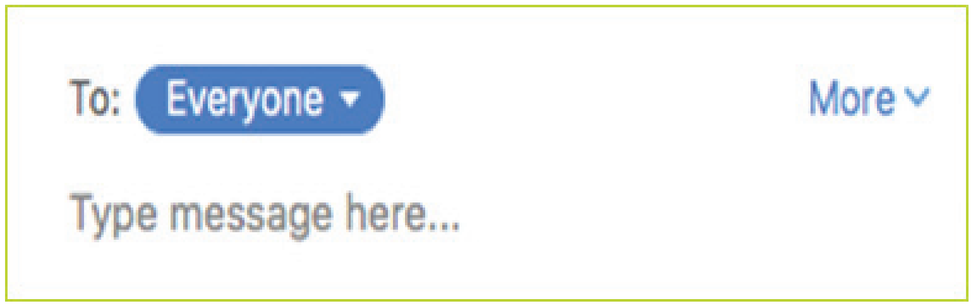
Practice Session II: Review root cause analysis



1. In your breakout rooms, review the root cause analyses you conducted earlier.
2. Determine which explanations need to be verified with additional data; if possible, identify potential data sources and decide how you will collect supporting data.
3. Breakouts will end in 15 minutes, and you will return to the whole group.

Share in chat

Which cause(s) did you identify? Is it based on evidence? How could you verify it with data/information?



Strategies to Address Participation Gaps

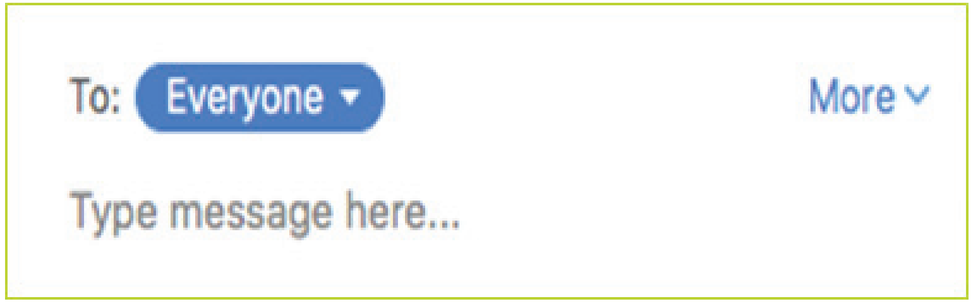
Four strategies to address participation gaps

1. Use focused and intentional communication strategies to convey the academic and financial benefits of enrolling in accelerated learning.
2. Provide opportunities for students to give feedback about their needs and experiences.
3. Provide professional development to counselors and teachers focused on strategies for recognizing personal biases and overcoming them.
4. Broaden eligibility for students to enroll in accelerated learning courses by using multiple measures for assessing academic readiness.

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

Share in chat

What steps has your school, district, college, or state taken (or considered) to address equitable student participation and success in accelerated learning?



Use focused and intentional communication strategies

- All families – and particularly those with first-generation and low-income students and students of color – need access to information on college in high school programs.
- Communication to families must be delivered in their primary languages
- Outreach must be inclusive and differentiated to authentically engage targeted communities

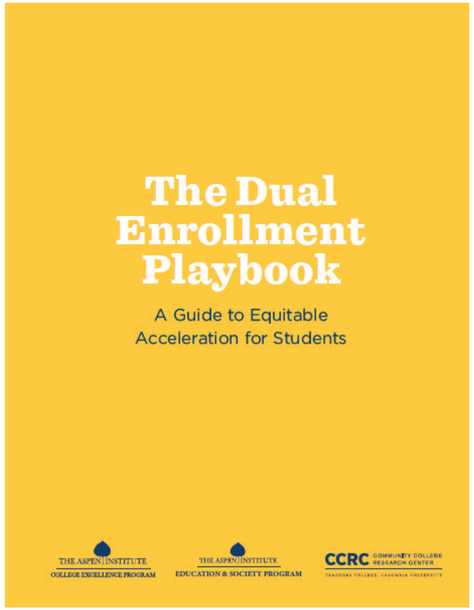
Source: Mehl, et al, 2020; Patrick, et al., 2020

- State and local education agencies should collect information about the barriers different groups of students face to accessing and succeeding in advanced coursework
- Identify students who are eligible for accelerated coursework but have not signed up
- Consider exit interviews to learn more about what promotes equitable access and completion of accelerated coursework and what hinders it

Provide opportunities for students to give feedback

Sources: Mehl et al., 2020; Patrick et al., 2020; The Education Trust, 2019

Broaden eligibility for students to enroll in accelerated learning courses



- Make placement tests more accessible
- Better prepare students for placement tests
- Consider other methods to minimize impact of placement testing
- Create alternative pathways to accelerated learning

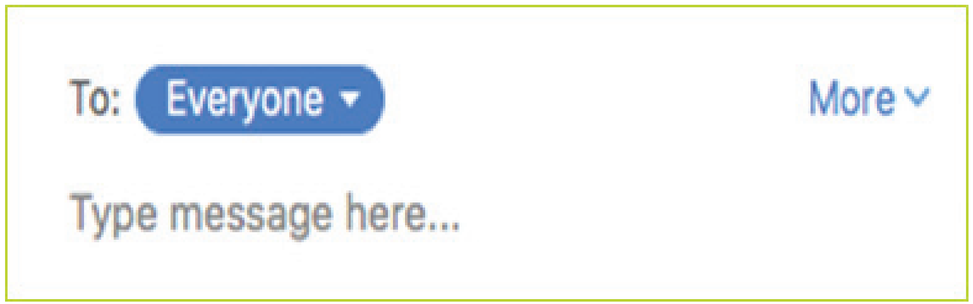
Sources: Mehl et al., 2020; https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/accelerated-learning.pdf

Example from Lane ESD: Provide professional development to counselors and teachers

- Target audience is teachers and administrators
- Focus is broader than ensuring staff recognize and overcome bias
- Participants continue to meet and address problems of practice
- Student voice

Share in chat

How might implicit bias influence who participates in accelerated learning? What would implicit (or explicit) bias look like, and who might be involved?



Implicit bias and accelerated learning

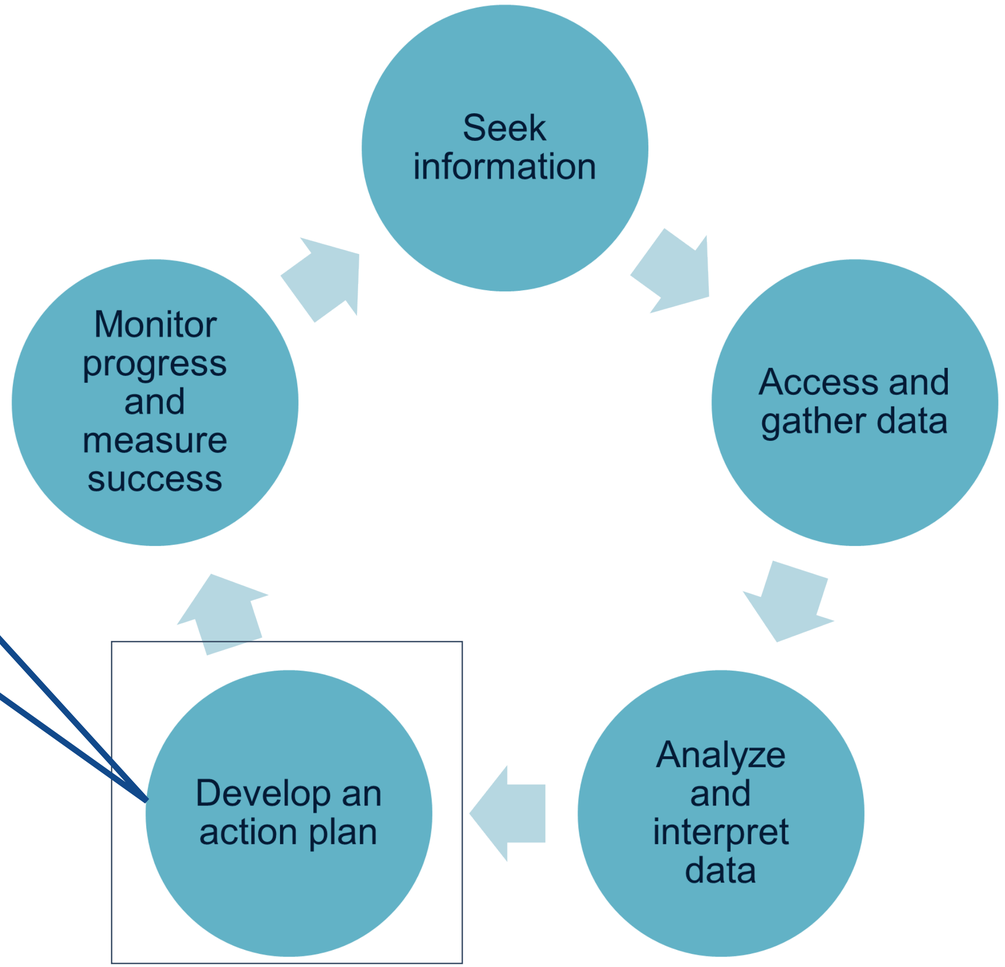
1. All students understand the accelerated learning options at this school.
2. Parents of ____ students are generally satisfied with lower achievement levels.
3. We'll have too many students drop out, and that could hurt our graduation rate.
4. Accelerated learning classes are too difficult for English language learners.
5. I can't spend all my time focused on writing skills when all the content must be covered as well.
6. Students of certain groups will only relate to the historical or contemporary course topics that resemble them demographically.

Adapted from: The Education Trust and College in High School Alliance, n.d.; Carter, et al., 2020

Action Planning

Step 4: Activity 1

Activity 1
(page 10 of note-taking sheet)



Source: Bocala, et al., 2014; Kekahio & Baker, 2013

Developing an action plan: Basic components

- For each action step, the work might include:
    - Who is responsible?
    - When it will start?
    - When it will end?
    - What resources are needed?

Source: Kekahio & Baker, 2013

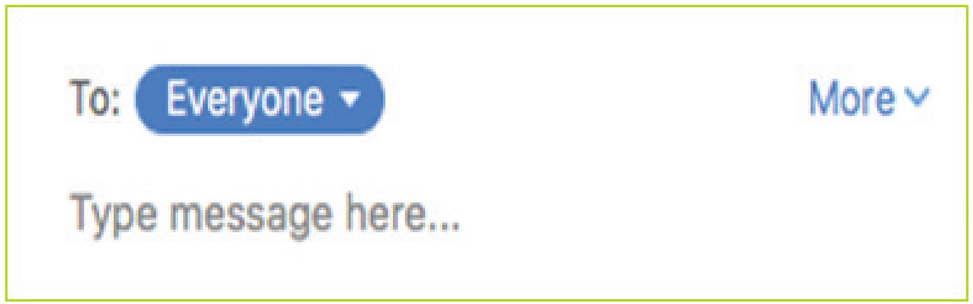
Action plan template (example)

	Action step	What is needed to do this step?	Who at your site is the person most responsible for this step?	Who will do it?	By when?	How will we measure progress?
Goal 1 *(for example, "Increase participation in IB courses among Oregon students eligible for FRPL")*						
Goal 2						

Source: Adapted from Template 6 ("Developing an action plan: Organizing the team for action") in Kekahio & Baker (2013)

Share in chat

What is one plausible action step you might include in your action plan?



Closing

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