

DASHBOARD TRAINING

Accelerated learning and career and technical education

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OREGON
DEPARTMENT OF
EDUCATION



Agenda

- Accelerated learning dashboard
 - Introduction and overview
 - Q&A
- Break
- Career and technical education (CTE) dashboard
 - Introduction and overview
 - Q&A
- Closing



Context | Oregon's equity lens

“We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention, and investment.”

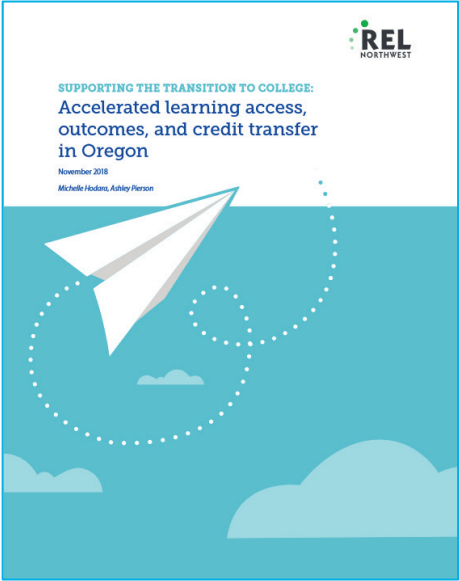
Source: Higher Education Coordinating Commission, n.d.



Context | Accelerated Learning and CTE in Oregon

Study of accelerated learning in Oregon

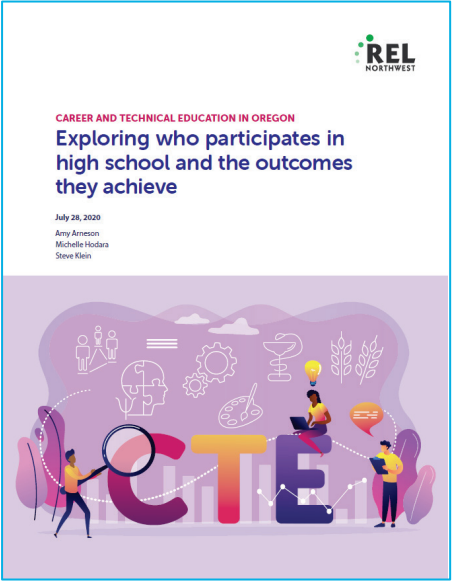
We found that one in three Oregon public high school students participated in accelerated learning in 2015/16. However, equity gaps remain.



Source: Hodara & Pierson, 2018

Study of CTE in Oregon

We found gaps in participation, concentration, and program retention rates by gender, race/ethnicity, special education status, English learner status, and socioeconomic status. These gaps were especially pronounced in some career areas.



Source: Arneson et al., 2020



RESOURCES

Accelerated Learning and Career and Technical Education in Oregon

May 2022



<https://educationnorthwest.org/resources/accelerated-learning-and-career-and-technical-education-oregon>



Accelerated learning dashboard



Oregon accelerated learning dashboard

Participation	Composition indexes	Outcomes	Longitudinal
Explore annual rates of participation in accelerated learning	Compare the population of students who take accelerated learning with the overall student population	Examine high school and college outcomes for students who participated in accelerated learning compared to those who did not	Analyze changes in participation rates, composition indexes, and outcomes over time



Oregon accelerated learning dashboard *(continued)*

Academic year: 2016/17, 2017/18, 2018/19, 2019/20, 2020/21, combined

Entity: State, community college, education service district (ESD), district, school

Student grade: Grades 9–12, grades 9 and 10, grades 11 and 12

Type of accelerated learning: Advanced Placement,* direct enrollment, dual credit, dual credit CTE, International Baccalaureate,* and Regional Promise**

Student demographic characteristics: English language learner (ELL), gender, individualized education program (IEP), and eligibility for free or reduced-price lunch (FRPL)***

* Advanced Placement and International Baccalaureate data are unavailable for 2019/20.

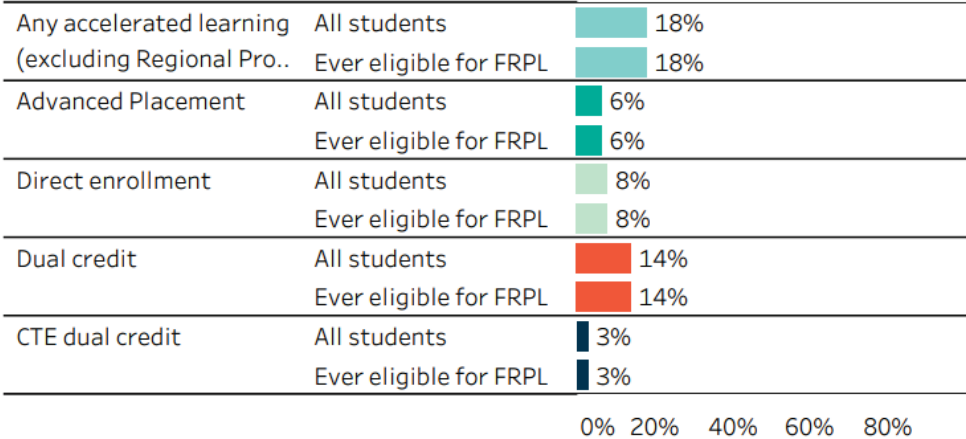
** The last year of the Regional Promise program is 2018/19.

*** In some schools and districts, all students are classified as eligible for free or reduced-price lunch (regardless of financial need) based on the Community Eligibility Provision (CEP).



Data limitation: Free or Reduced-Price Lunch

- In some schools and districts, all students are classified as eligible for free or reduced-price lunch (regardless of financial need) based on the Community Eligibility Provision (CEP).*
- Disaggregation by FRPL eligibility will not be possible in these instances.



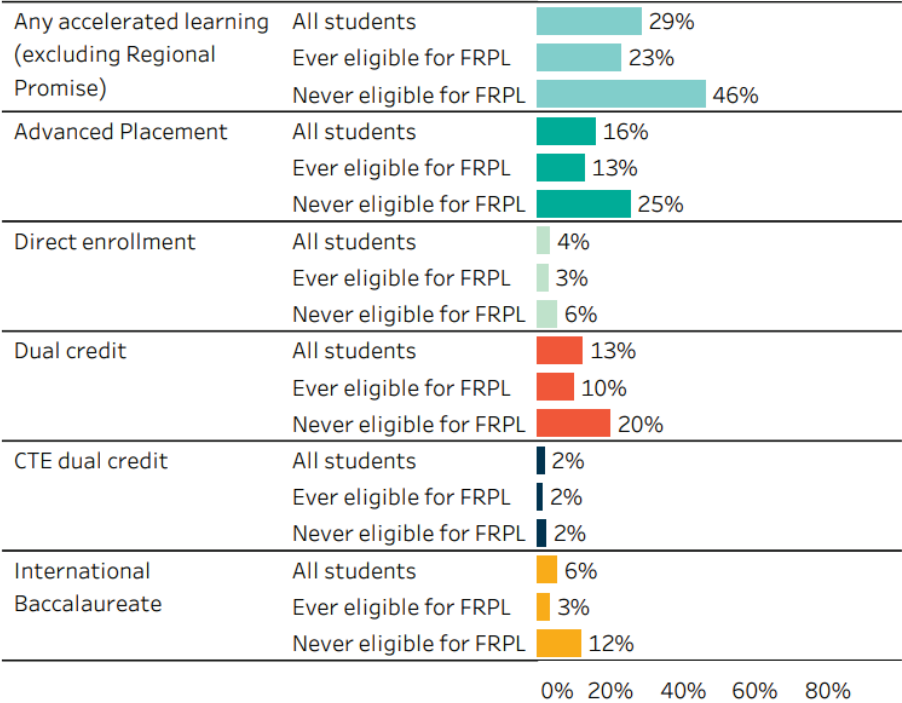
Caption: Horizontal bar graph displays the percentage of Coos Bay SD 9 students in grades 9-12 who participated in accelerated learning during 2020/21 by student eligibility for FRPL. The percentages will not sum to 100. Hover over individual bars in the figure to display help text.

* <https://www.oregon.gov/ode/students-and-family/childnutrition/SNP/Pages/Special-Provisions.aspx>



Examine accelerated learning participation rates for students in grades 9–12 in Oregon in 2020/21

- 1. **Entity:** State
- 2. **Entity name:** Oregon
- 3. **Academic year:** 2020/21
- 4. **Student grade:** Grades 9–12
- 5. **FRPL:** All students, ever eligible, never eligible

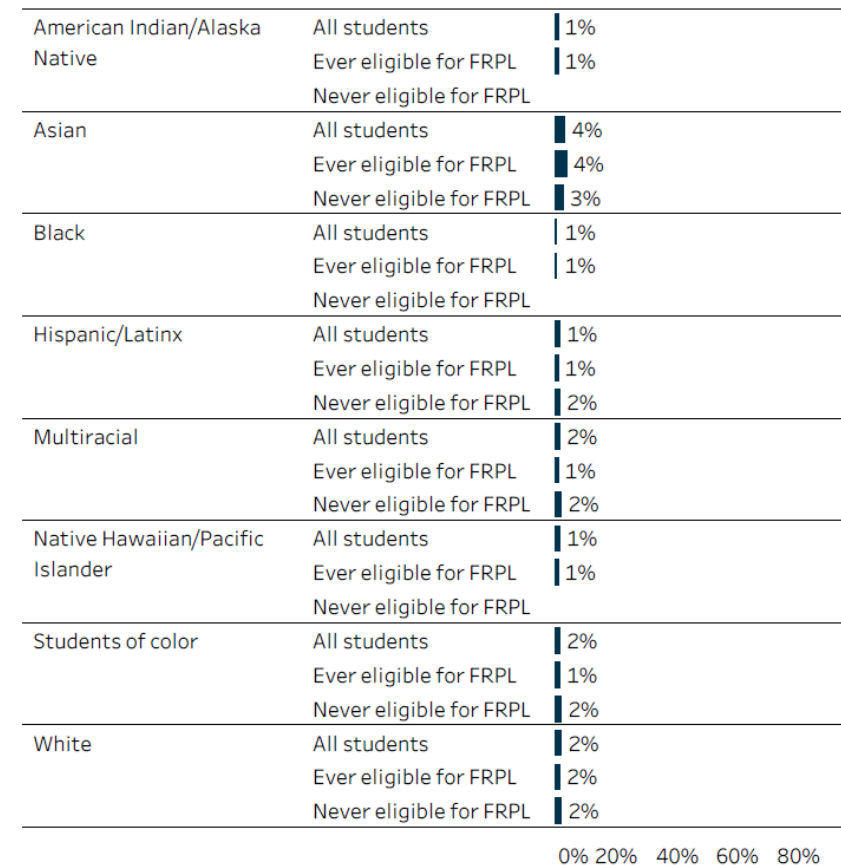


Caption: Horizontal bar graph displays the percentage of Oregon students in grades 9-12 who participated in accelerated learning during 2020/21 by student eligibility for FRPL. The percentages will not sum to 100. Hover over individual bars in the figure to display help text.



Examine CTE dual credit participation rates for students in grades 9–12 in Oregon in 2020/21 by student race and ethnicity

1. **Entity:** State
2. **Entity name:** Oregon
3. **Academic year:** 2020/21
4. **Student grade:** Grades 9–12
5. **FRPL:** All students, ever eligible, never eligible
6. **Compare by:** Race/Ethnicity
7. **Type of accelerated learning:** CTE dual credit



Caption: Horizontal bar graph displays the percentage of Oregon students in grades 9-12 who participated in dual credit CTE during 2020/21 by student eligibility for FRPL and race/ethnicity. **These percentages will not sum to 100.** Hover over individual bars in the figure to display more information.



Composition indexes: What are they? Why use them?

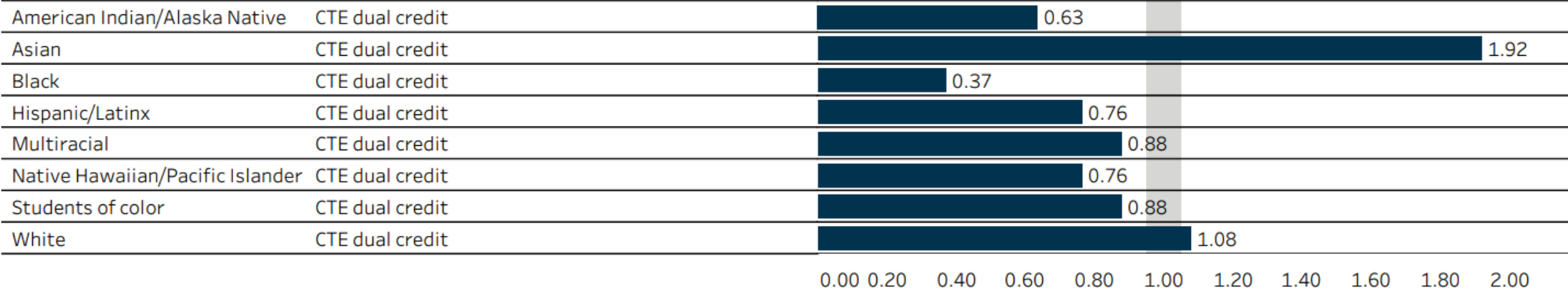
- Composition indexes provide an approach to understanding a group's representation in a population regardless of group size
- A composition index is the proportion of the student group in the CTE dual credit population divided by the proportion of the student group in the student population

$$\frac{0.81\% \text{ of CTE dual credit coursetakers are American Indian/Alaska Native in 2020/21}}{1.28\% \text{ of all high school students are American Indian/Alaska Native in 2020/21}} = 0.63$$

- Composition index ≈ 1 \rightarrow Student group is equitably represented
- Composition index < 1 \rightarrow Student group is underrepresented
- Composition index > 1 \rightarrow Student group is overrepresented



Examine composition indexes for students in grades 9–12 in Oregon in 2020/21

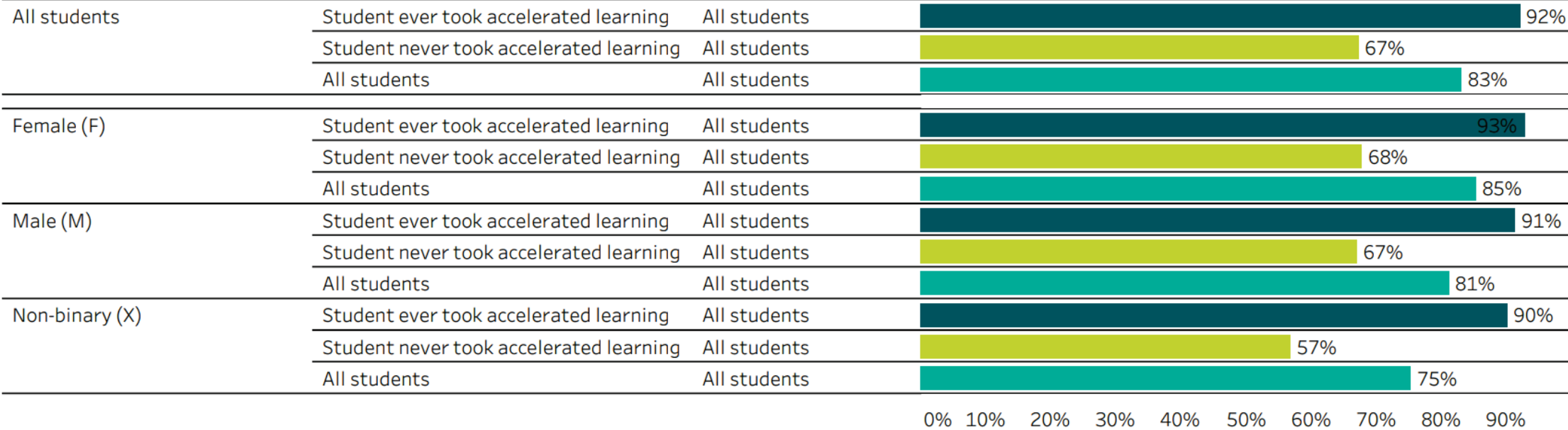


Caption: Horizontal bar graph that displays composition indexes for 9th-12th grade students in Oregon during the 2020/21 academic year by race/ethnicity. A composition index is equal to the percentage of students in the given accelerated learning course-taking population (e.g., Advanced Placement, dual credit) who identify as a given student group (the numerator), divided by the percentage of students in the overall population who identify as that student group (the denominator). **Hover over individual bars in the figure to display more information.**

- 1. Entity:** State | **2. Entity name:** Oregon | **3. Academic year:** 2020/21 |
- 4. Compare by:** Race/Ethnicity | **5. Select type(s) of accelerated learning:** CTE dual credit



Outcomes: Explore high school graduation by participation in accelerated learning

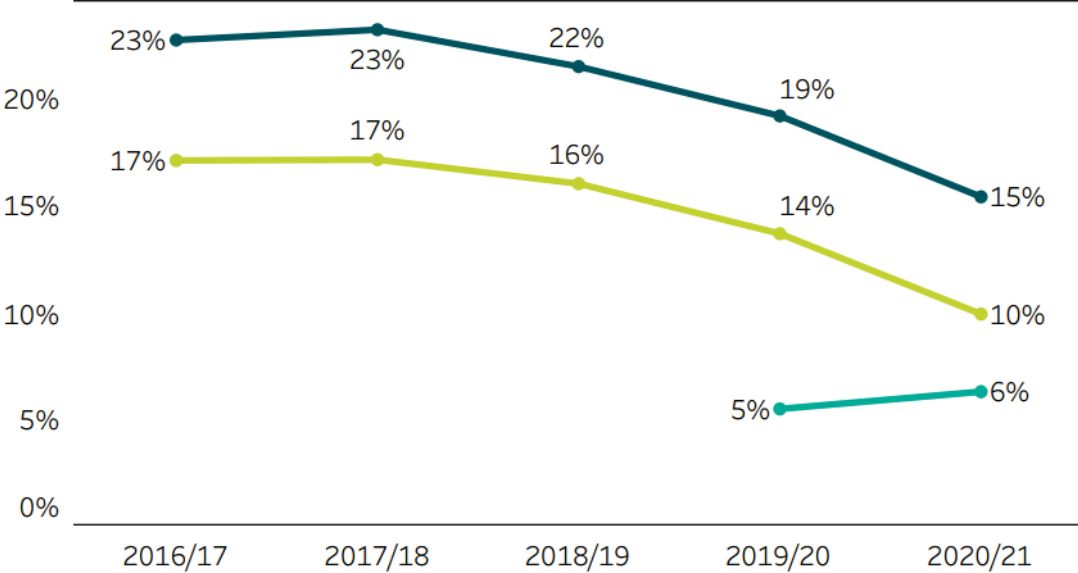


Caption: Horizontal bar graph displays the percentage of grade 12 students in Oregon who graduated high school in 2020/21, by student participation in accelerated learning during high school and gender. **Hover over individual bars in the figure to display more information.**

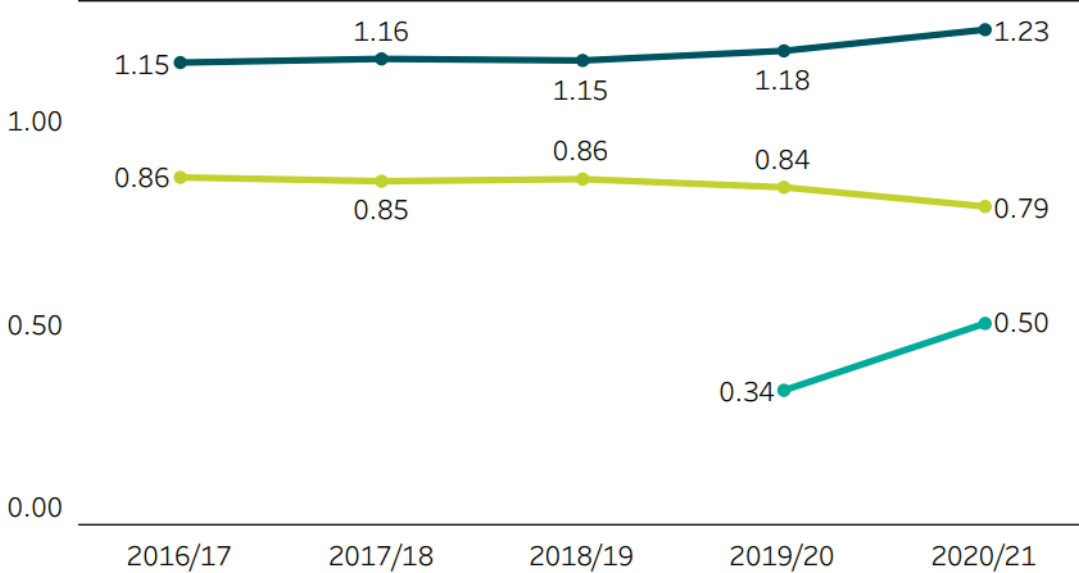
- 1. Entity:** State | **2. Entity name:** Oregon | **3. Outcome:** High school graduation |
- 4. Academic year of grade 12 enrollment:** 2019/20 | **5. Compare by:** Gender |
- 6. FRPL:** All students



Longitudinal: Explore changes in participation rate and composition index for dual credit



Caption: Line graph displays changes in the percentage of Oregon students in grades 9–12 who participated in dual credit since 2016/17.



Caption: Line graph displays changes in the composition index for Oregon students in grades 9–12 who participated in dual credit since 2016/17.

- 1. Entity: State | 2. Entity name: Oregon | 3. Type of accelerated learning: Dual credit |
- 4. Compare by: Gender



*What questions do you have
about the accelerated learning
dashboard and its use?*



Break



Career and technical education dashboard



The CTE participation explorer dashboard

Annual Participation

Explore annual rates of program participation

- Annual “snapshot”
- Includes all high school students (grades 9–12)

Cohort Participation

Explore rates of CTE program participation and retention for high school graduates

- Includes only high school graduates

Equity Exploration

Explore program participation and retention for graduates among career areas and student groups

- Data displays designed to identify equity gaps



The CTE participation explorer dashboard *(continued)*

Choose how you want to explore the data

1. Choose the year or years

- 2015/16
- 2016/17
- 2017/18
- 2019/20
- 2020/21
- combined*

2. Choose the entity

- District
- Region (Consortium)
- State

3. Choose the student groups you want to compare

- ELL status
- FRPL status**
- Gender
- Grade level***
- IEP status
- Race/Ethnicity

4. Choose the learning area you want to view****

- All areas combined
- Ag. Food and Natural Resource Systems
- Arts, Information and Communication
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems



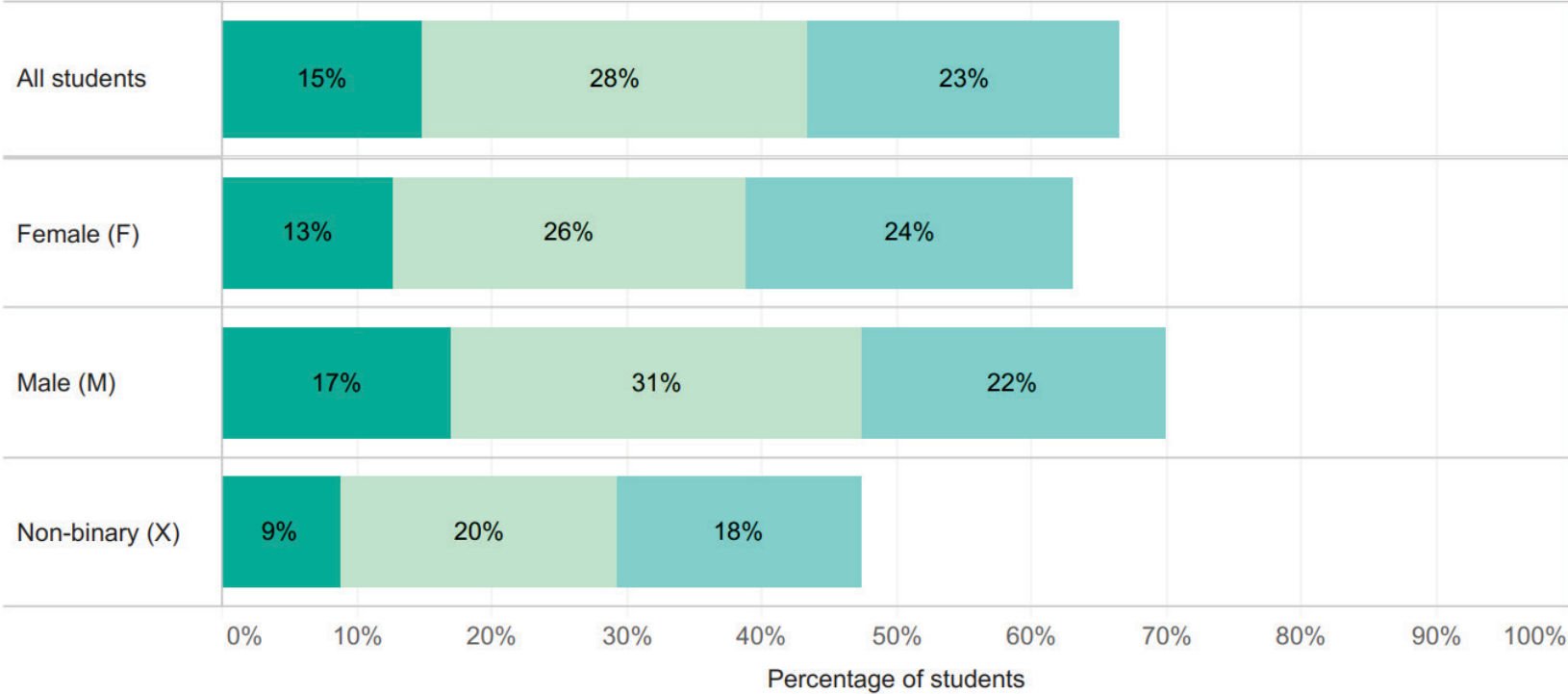
* Combined years not available on annual participation tab

** In some schools and districts, all students are classified as eligible for free or reduced-price lunch (regardless of financial need) based on the Community Eligibility Provision (CEP).

*** Grade level not available on cohort and equity tabs

**** Not available on equity tab, as, all learning areas are automatically displayed

Annual participation



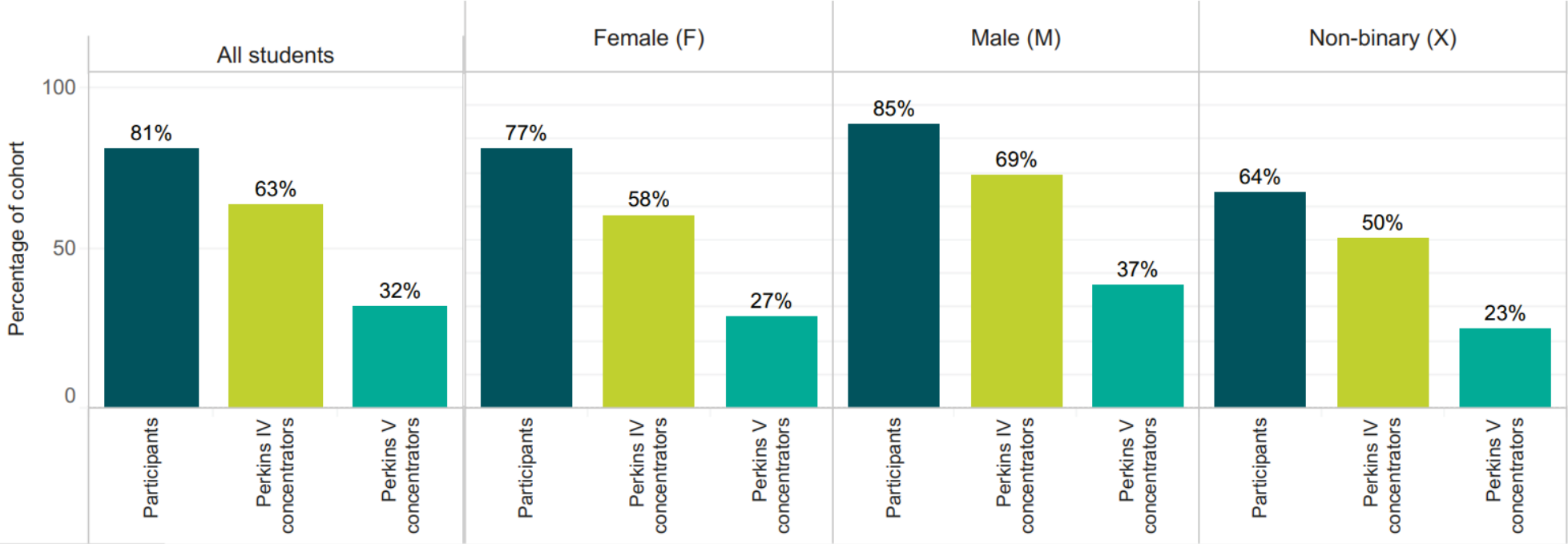
School year: 2020/21
Entity: State
Entity name: Oregon
Compare by: Gender
Learning area: All areas combined

Caption: A horizontal partitioned bar chart showing the highest participation category rates for Oregon (State) in all areas combined for all students and for student groups defined by Gender for the 2020/21 school year.

- Participants who did not concentrate earned at least 0.5 but fewer than 1.0 credit.
- Perkins IV concentrators who did not reach Perkins V concentrator status earned at least 1.0 but fewer than 2.0 credits.
- Perkins V concentrators earned 2.0 or more credits in a program of study.



Cohort participation



Retention to Perkins IV concentrator rate	79%	75%	82%	79%
Retention to Perkins V concentrator rate	39%	35%	43%	36%

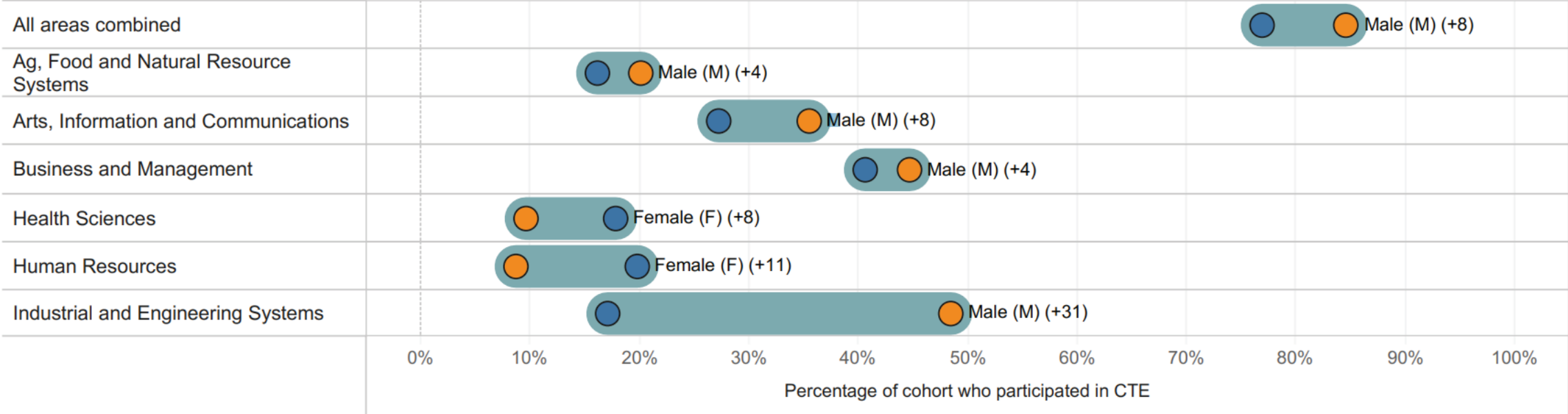
Caption: A vertical grouped bar chart showing the participation category rates and a table providing CTE program retention rates for the selections made in the filters above.

School year: 2020/21 | **Entity:** State | **Entity name:** Oregon | **Compare by:** Gender |

Learning area: All areas combined



Equity analysis: CTE program participation



Caption: A barbell chart highlighting gaps in the rate selected above for student groups selected in the filters above.

School year: 2020/21 | **Entity:** State | **Entity name:** Oregon | **Compare by:** Gender |
Groups to plot: Female (F); Male (M)



*What questions do you have
about the CTE dashboard and
its use?*



Closing

- Part two of the training series, **Strategies to Support Access and Engagement in Accelerated Learning and Career and Technical Education Courses**, will be offered on Wednesday, October 12, 3:30 to 5:00 pm
- In preparation, please explore the data and identify a disparity you would like to focus on during the second training.
- Questions about using the dashboard? Contact Sam Riggs at Sam.Riggs@ednw.org



Contact us

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