

# **Implementing Accessible Advanced Learning for Underserved Populations**

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Pierce County Dual Credit Convening

# **Our Objectives for this Session**

We will discuss strategies and practices for increasing equity and access in dual credit programs.

# How do our expectations impact student performance?

- <http://m.thisamericanlife.org/radio-archives/episode/544/batman?act=0#act-0>
- <http://knkx.org/post/renaissance-beach-kplu-news-special-one-southeast-seattle-e-schools-turnaround>

What implications do the findings of the rat study have for the way we implement Advanced and Dual-Credit programs in schools?

**Less than 1% of diverse public high schools in the US have proportional representation in their AP and IB classes**

**Why is this the case and what can we do about it?**

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# Rainier Beach High School

- 76% Students in low-income households
- 95% Students of Color
- 40% Students speaking a language other than English at home
- 7 state basketball championships in the last 12 years

## **Then: 2011-12**

- 320 students in a building built for 1,200
- 1,600 students in attendance area
- 54% Graduation Rate

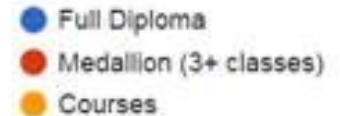
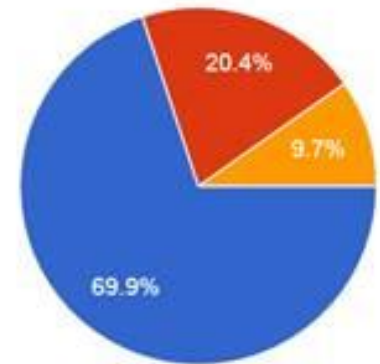
## **Now: 2016-17**

- 700 students (9-12)
- 65 Diploma Candidates (11th and 12th Grade)
- 100 Students taking at least one IB Exam
- 84% Graduation Rate

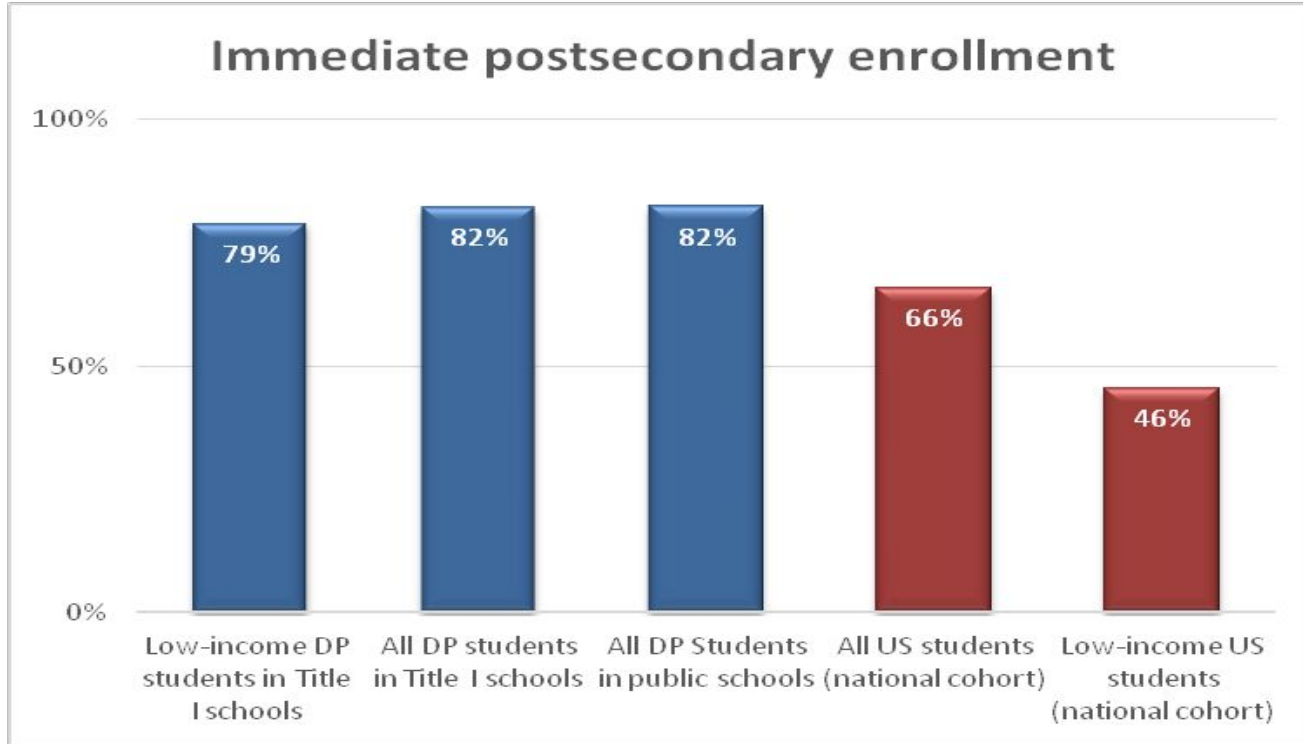
# Demographics and Information about Rainier Beach and IB

	All Respondents	Full DP %	3+ Classes%
African (Somali, Eritrean, Ethiopian, Oromo, Kenyan, Tigrinya, etc.)	16.81%	17.72%	13.04%
African-American	24.78%	21.52%	30.43%
Asian	31.86%	32.91%	34.78%
Hispanic/Latino	8.85%	11.39%	0.00%
Multi Racial	10.62%	10.13%	13.04%
Pacific Islander	6.19%	5.06%	8.70%
White	0.88%	1.27%	0.00%

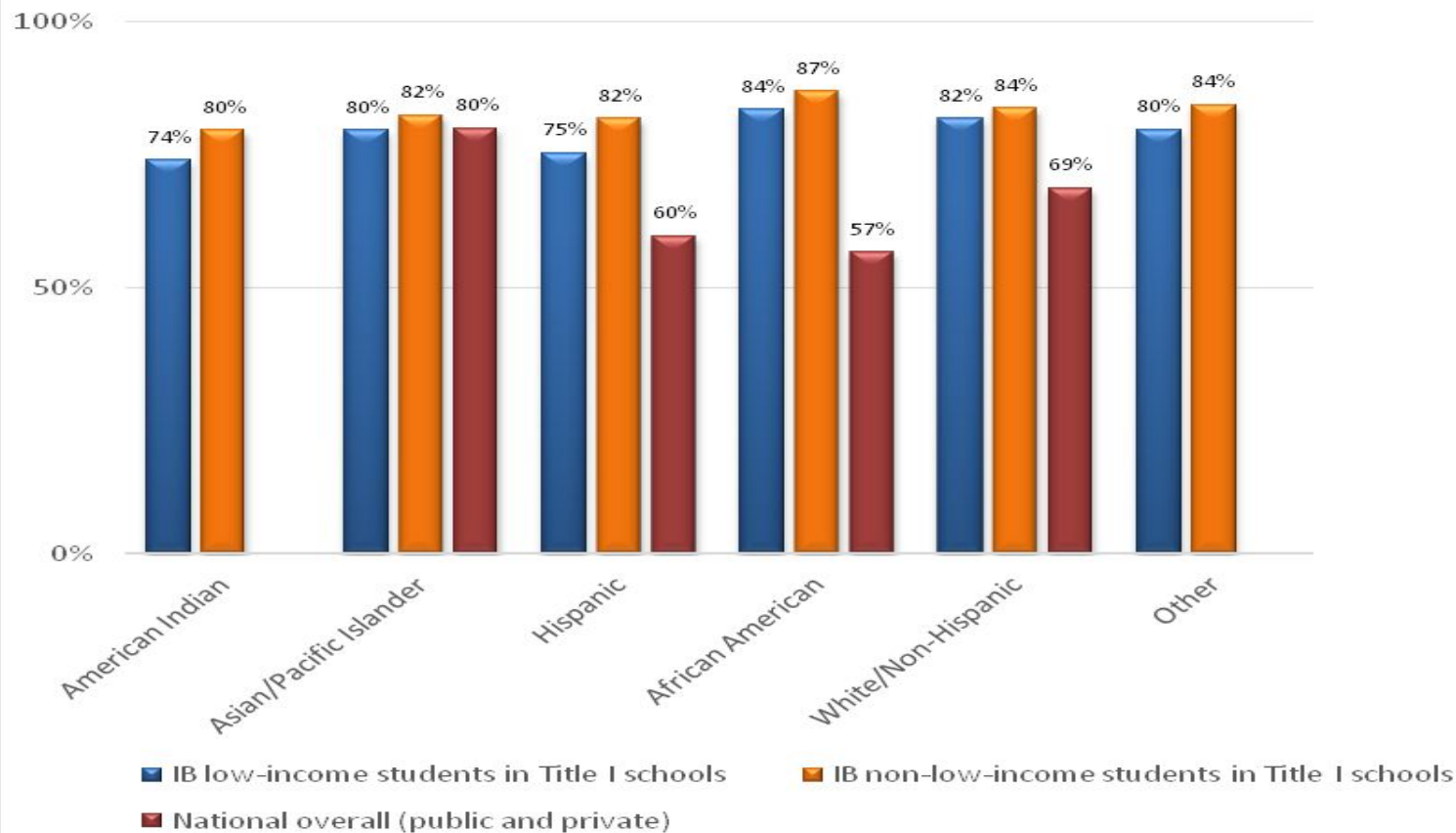
How many IB classes do YOU want next year? (113 responses)



- DP students from Title I schools enroll in college at much higher rates than the national averages.



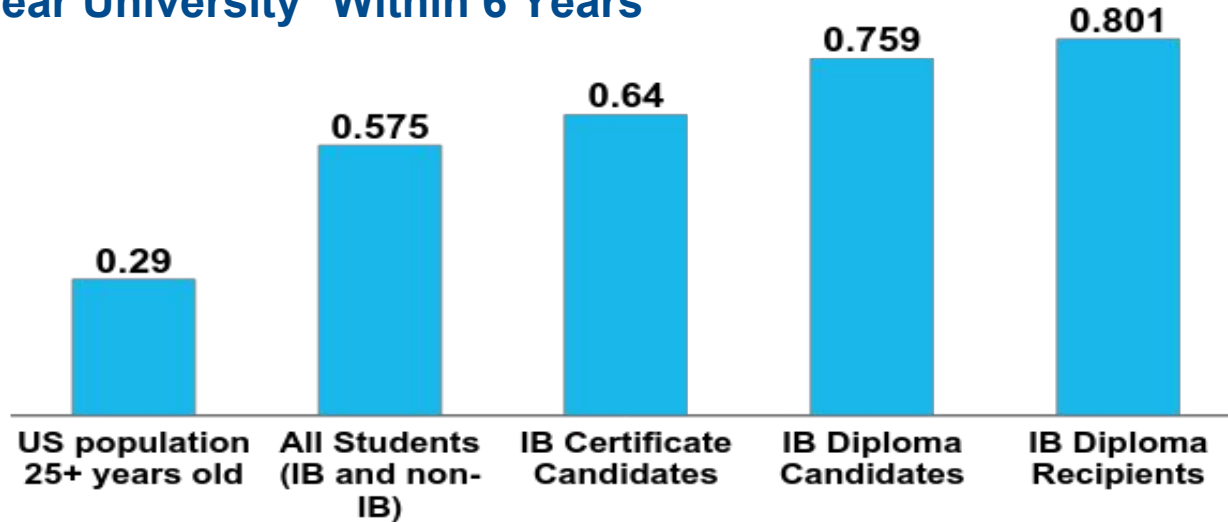
## Immediate postsecondary enrollment by income and race/ethnicity





# University graduation rates

Percentage of Students Graduating from a 4-Year University\* Within 6 Years



*\*Source: US Census, the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse*

**Just putting  
more students in  
Advanced  
Learning or Dual  
Credit classes by  
itself isn't a  
magic solution...**

**Success in serving  
low-income and  
traditionally  
marginalized  
students depends  
on how the  
program is  
implemented**

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# Elements of Successful Implementation

## Knowledgeable and Supportive Leadership

- Leadership understands program requirements and has been trained in equity
- Adequate time and both financial and human resources are dedicated to the program
- Leadership holds and communicates vision of success for every student

## Engaging and Culturally Responsive Curriculum

- Students can see themselves in the curriculum
- Student-centered classrooms
- Inquiry-based instruction

In what ways is your program successful in implementing these elements?

Where is there need for growth?

# Elements of Successful Implementation

## Elimination of Gatekeeping

- Students are actively recruited
- No “testing in”
- Minimized tracking
- Staff consistently spread message that all students can be successful in program

In what ways is your school successful in implementing these elements?

Where is there need for growth?

## Preparation Begins At the Earliest Grade Possible

- 9th and 10th grade teachers are trained in their subject area
- Assessments and curriculum at earlier grades is modeled off of most challenging assessments
- Teachers draw explicit links between what students are doing in earlier grades and how it will prepare students for success in advanced learning.

# Elements of Successful Implementation

## Grading Practices that Support Academic Risk-taking

- “Motivation does not bring success; Success brings motivation”
- Lots of self-assessment and low-stakes assessments
- Grades reflect skills and understanding, not behaviors
- No punitive grading

In what ways is your school successful in implementing these elements?

Where is there need for growth?

## Collaborative Planning/Vertical and Horizontal Alignment of Curriculum

- Time for collaborative planning embedded in teachers’ schedules
- Teachers develop common assessments and examine data to determine coordinated instructional interventions
- Planning happens both in departments and grade-level teams

# Elements of Successful Implementation

## Community and Family Outreach

- Outreach focused on families/community groups least likely to be engaged in school
- Outreach conducted outside of the school in places families already gather (churches, community centers, etc.)
- Involve the community in the school (recruit community mentors for CAS, tutoring)
- Show don't tell

## Collective (student, staff, community) Ownership and Pride in the Program

- Recruit students and community members to lead information sessions
- Distributed leadership (teacher leaders)
- Involve student voice in every level of the program decision-making

In what ways is your school successful in implementing these elements?

Where is there need for growth?

# Elements of Successful Implementation

## Explicit and Intentional Definition of “Rigor”

- End “rigor” mortis
- Quantity of work or quality of work?
- Content-based facts or concepts and skills?
- Factor difficulty of work into grading practices

In what ways is your school successful in implementing these elements?

Where is there need for growth?

## High Levels of Support

- Advisory curriculum?
- Explicitly teach trans-disciplinary (study and socio-emotional) skills
- Tutors
- Social services
- College/career counseling services
- Positive/restorative behavioral interventions