Measuring Equity Gaps in Program Participation and Outcomes

October 30, 2017

Ashley Pierson
Education Northwest

- Professional development, technical assistance, evaluation, and research services
- Various topic areas, including postsecondary readiness and success
- Federal contracts
  - Regional Educational Laboratory Northwest
  - Northwest Comprehensive Center
Introductions

- Role
- Organization
- State
Session goals

- Learn how to illustrate your program’s equity gaps in participation and outcomes
  - Basic statistics
  - Data visualizations
What is an equity gap?

- Difference between student groups in multiple aspects of their lives, including school systems
  - Can see gap materialize in various outcomes, like graduation or test scores
- Related to patterns of historical disadvantage
  - Race, ethnicity, language, poverty
Why measure equity gaps?

- Understand if program is meeting goals
  - Is program reaching who we want it to reach?
  - Are there any groups of students left out?
  - Are we perpetuating inequitable systems with our program?

- Provide information to modify program if not meeting goals
  - Outreach to specific groups
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.”
How to measure equity gaps?

**Program:**
- Percentage of students in each group who are program participants
- Does composition of program participants match the population?
  - Percentage of program participants in each group

**Outcome:**
- Percentage of students in each group who have outcome
- Does composition of students with outcome match the population?
  - Percentage of outcome achievers in each group
Regional Promise (RP) background

- State focus on accelerated learning and improved student outcomes
- Allocation for Eastern Promise in 2013
- State “replicated” Eastern Promise through Regional Promise grants
  - 5 sites awarded in 2014-15 academic year
  - 5 sites awarded in 2015-17 biennium
    - 3 continuation sites
    - 2 new sites
Five Regional Promise pillars

- Ensuring equity
- Building college-going culture
- Expanding accelerated college credit
- Fostering cross-sector partnerships
- Developing cross-sector professional learning communities
Regional Promise sites

- Regional focus
- Educational service districts (ESDs) are “backbone” organization
- ESDs, school districts, community colleges, and universities form core partnership
- Community organizations and business community may also participate in partnership
Regional Promise & Eastern Promise sites

Northwest Promise
East County Pathways to College Success

Willamette Promise
Oregon Metro Connects

Connected Lane Pathways
Cascades Commitment

Southern Oregon Promise
Eastern Promise
Accelerated learning

Students taking accelerated courses increased from 2013-14 to 2014-15:

- Regional Promise high schools:
  • 8,503 to 27,720 students
    - 226%

- Non-Regional Promise high schools
  • 17,308 to 31,764 students
    - 84%
Enrollment in rural schools (2014-15)

- **2014-2015**
  - Rural non-RP schools: 18%
  - Rural RP schools: 54%

- **2013-2014**
  - Rural non-RP schools: 13%
  - Rural RP schools: 18%
Accelerated learning equity 2014-15

- Eligible for FRPL: 64% took accelerated learning, 71% of all RP high school students.
- White: 59% took accelerated learning, 56% of all RP high school students.
- Hispanic/Latino: 24% took accelerated learning, 28% of all RP high school students.
- Asian/Pacific Islander: 9% took accelerated learning, 7% of all RP high school students.
- Black: 3% took accelerated learning, 4% of all RP high school students.
- Multiracial: 3% took accelerated learning, 4% of all RP high school students.
- American Indian: 2% took accelerated learning, 2% of all RP high school students.
Accelerated learning composition index

- Eligible for FRPL: 0.9 (2013-14), 0.9 (2014-15)
- Hispanic/Latino: 0.8 (2013-14), 0.9 (2014-15)
- Asian/Pacific Islander: 1.2 (2013-14), 1.3 (2014-15)
- Black: 0.6 (2013-14), 0.7 (2014-15)
- Multiracial: 0.8 (2013-14), 1.0 (2014-15)
- American Indian: 0.6 (2013-14), 0.9 (2014-15)

Ratio of population percentages (accelerated learning to overall)
Participation among FRPL students (2014-15)

- Percentage of students eligible for FRPL

- Took dual credit at community college: 57%
- Took IB exam: 29%
- Took IB course: 44%
- Took AP exam: 41%
- Took AP course: 48%
- Took a Regional Promise course: 71%
- Attended school in Regional Promise consortia: 71%
- All Oregon high school students: 58%
RP equity

- RP closed gaps in participation for historically underserved student groups
- RP courses served higher percentages of students in poverty and students of color than other accelerated course types
Likelihood of graduation & enrollment

- Students who took RP courses were more likely to graduate from high school and enroll in college, controlling for other factors.
- Taking RP courses was related to a 13-percent higher likelihood of graduation among Hispanic and FRPL students.
- RP & FRPL students more likely to enroll in college than non-RP peers.
Practice

Excel file available at:
Group discussion

- Other ways to depict/describe equity gaps
- What has worked for your program?
Closing thoughts

- Any "aha" moments to share?
- Questions?
Contact information

Ashley Pierson, Senior Researcher
Education Northwest
Ashley.Pierson@educationnorthwest.org
@AshleyBPierson
<table>
<thead>
<tr>
<th>Student group</th>
<th>Number of students in program</th>
<th>Number of students in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>425</td>
<td>2521</td>
</tr>
<tr>
<td>Multiracial</td>
<td>384</td>
<td>2152</td>
</tr>
<tr>
<td>White</td>
<td>8500</td>
<td>34558</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>877</td>
<td>4181</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>150</td>
<td>1045</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3753</td>
<td>16972</td>
</tr>
<tr>
<td>Eligible for FRPL</td>
<td>8000</td>
<td>43536</td>
</tr>
</tbody>
</table>

Total number of students in program: 14089
Total number of students in school: 61429

Percentage breakdown within group

**White students have the highest group participation**

- Eligible for FRPL: 18%
- Hispanic/Latino: 22%
- American Indian/Alaska Native: 14%
- Asian/Pacific Islander: 21%
- White: 25%
- Multiracial: 18%
- Black: 17%

Percentage breakdown within program

**White students make up about 60 percent of program participants**

- Eligible for FRPL: 57%
- Hispanic/Latino: 27%
- American Indian/Alaska Native: 1%
- Asian/Pacific Islander: 6%
- White: 60%
Percentage breakdown within school

Students eligible for FRPL make up 71 percent of school population

- Eligible for FRPL: 71%
- Hispanic/Latino: 28%
- American Indian/Alaska Native: 2%
- Asian/Pacific Islander: 7%
- White: 56%
- Multiracial: 4%
- Black: 4%
Take the number of students in program in the group and divide by total number of students in group

Take the number of students in program in the group and divide by total number of students in program

Take the number of students in school in the group and divide by total number of students in school

<table>
<thead>
<tr>
<th>Percentage breakdown within group</th>
<th>Percentage breakdown within program</th>
<th>Percentage breakdown within school</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>18%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>25%</td>
<td>60%</td>
<td>56%</td>
</tr>
<tr>
<td>21%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>14%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>22%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>18%</td>
<td>57%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Within program - within school

FRPL students are underrepresented in our program

<table>
<thead>
<tr>
<th>Composition index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible for FRPL</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
</tr>
</tbody>
</table>

Some groups are underrepresented in our program
The diagram shows the ratio of program participation and school composition across different racial groups. The groups compared are White, Multiracial, and Black.

- White: Ratio of 1.1
- Multiracial: Ratio of 0.8
- Black: Ratio of 0.7

The x-axis represents the ratio scale from 0.0 to 1.0, while the y-axis indicates different racial groups.
**Take the program percentage breakdown and subtract the school percentage breakdown**

**Divide the program percentage breakdown by the school percentage breakdown**

<table>
<thead>
<tr>
<th>Within program - within school</th>
<th>Composition index</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1.1%</td>
<td>0.7</td>
</tr>
<tr>
<td>-0.8%</td>
<td>0.8</td>
</tr>
<tr>
<td>4.1%</td>
<td>1.1</td>
</tr>
<tr>
<td>-0.6%</td>
<td>0.9</td>
</tr>
<tr>
<td>-0.6%</td>
<td>0.6</td>
</tr>
<tr>
<td>-1.0%</td>
<td>1.0</td>
</tr>
<tr>
<td>-14.1%</td>
<td>0.8</td>
</tr>
</tbody>
</table>

1%

10% 15% 20%

*Program and school*
2 1.4

tion
<table>
<thead>
<tr>
<th>Student group</th>
<th>Number of students in program</th>
<th>Number of students in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>425</td>
<td>2521</td>
</tr>
<tr>
<td>Multiracial</td>
<td>384</td>
<td>2152</td>
</tr>
<tr>
<td>White</td>
<td>8500</td>
<td>34558</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>877</td>
<td>4181</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>150</td>
<td>1045</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3753</td>
<td>16972</td>
</tr>
<tr>
<td>Eligible for FRPL</td>
<td>8000</td>
<td>43536</td>
</tr>
</tbody>
</table>

Total number of students in program: 14089
Total number of students in school: 61429

Percentage breakdown within group

**White students have the highest group participation**

Percentage breakdown within program

**White students make up about 60 percent of program participants**
Percentage breakdown within school

Students eligible for FRPL make up percent of school population

- Eligible for FRPL
- Hispanic/Latino
- American Indian/Alaska Native
- Asian/Pacific Islander
- White
- Multiracial
- Black

Percentage of school population in each category.
Take the number of students in program in the group and divide by total number of students in group.

<table>
<thead>
<tr>
<th>Percentage breakdown within group</th>
<th>Percentage breakdown within program</th>
<th>Percentage breakdown within school</th>
</tr>
</thead>
</table>

Within program - within school

FRPL students are underrepresented within program compared to school population

- Eligible for FRPL
- Hispanic/Latino
- American Indian/Alaska Native
- Asian/Pacific Islander
- White
- Multiracial
- Black

Some groups are underrepresented in our program

Composition index
Upper 70

Ratio of program participation and school composition
<table>
<thead>
<tr>
<th>Within program - within school</th>
<th>Composition index</th>
</tr>
</thead>
</table>

- Take the program percentage breakdown and subtract the school percentage breakdown.
- Divide the program percentage breakdown by the school percentage breakdown.

<table>
<thead>
<tr>
<th>10%</th>
<th>15%</th>
<th>20%</th>
</tr>
</thead>
</table>

Within program and school
sition