

# EQUITY GOAL & PUBLIC REPORTING

*States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.*

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This is one of six components that states need to be mindful of to build policy for college in high school programs like dual enrollment, concurrent enrollment, and early college high school that includes equity and quality as a priority. To learn more, see the full report *Unlocking Potential: A State Policy Roadmap for Equity & Quality in College in High School Programs*.



Clay color	Function
Yellow-Green	Boundary Cell that the cell membrane.
White	Fluid that cells are stuck in.
Blue	makes water to cell.
Light Green	Central center of cell.
Red/Red-Red	Power source that has things that feed.
Yellow	



**WHY THIS MATTERS** | *Being intentional about closing equity gaps, accurately measuring them, and being held publicly accountable to close the gaps is fundamental to unlocking the promise of college in high school programs.*



## Setting a Statewide Equity Goal

Setting equity goals for college in high school programs is a foundational strategy for ensuring that policy is developed with the intent of closing access and attainment gaps. Equity goals can help a state concentrate efforts on strategies that will ensure that participation in college in high school programs matches the demographic, economic, and geographic makeup of the state's high school student population. Setting statewide equity goals is an essential step in the process for states to center the conversation on increasing access and improving outcomes for various student subgroups, including but not limited to low-income students, students of color, rural students, students with disabilities, and other student groups that are underrepresented in higher education.



## Setting a Statewide Equity Goal

### FOUNDATIONAL POLICY

#### ► Make Equity a Priority

The state clarifies through policy that college in high school programs are intended to serve all students, broadly referencing students who are underrepresented in these programs or in higher education. In some way, the state's policy explicitly highlights the goal of equity of access, participation, and success in its broad strategic plans for education.

**Example** — *The state of Montana's Higher Education Guidance for Dual Enrollment stipulates equity of access as a priority. According to the guidance, "equality of access to dual enrollment programs should be assured through outreach efforts and tuition assistance to targeted populations—e.g., rural students, low-income students, minority students."*<sup>1</sup>

#### ► Include in Postsecondary Attainment Goals

If the state has a statewide postsecondary attainment goal that includes closing equity gaps, it includes the state's college in high school programs within the postsecondary programs that are captured as part of the goal.<sup>2</sup>

### ADVANCED POLICY

#### ► Adopt an Explicit Goal

The state adopts an explicit equity goal of improving participation and outcomes in college in high school programs for underrepresented students, which should include at least the subgroups required by The Every Student Succeeds Act (ESSA). The goal includes, or puts a state substantially on the path towards, closing equity gaps for access and success within a time frame that balances ambition with feasibility. The state tracks and reports progress against the goal on an annual basis.

#### ► Connect to Other State Goals

The state ensures that its goals for college in high school programs are connected to larger statewide goals and strategic plans for college readiness and college and career success, and that those goals are shared between secondary, postsecondary, and workforce systems.

### EXCEPTIONAL POLICY

#### ► Adopt Explicit Subgroup Targets

The state adopts specific targets for each underrepresented subgroup to ensure that progress against an equity goal is made by all subgroups, and not just over-performance by one such group.



## Data Collection, Reporting & Accountability

Policy cannot be deployed to address equity gaps until those gaps are properly understood and tracked. Disaggregated data regarding access and completion of college in high school programs is critical for equity goals to be meaningful and for specific policy solutions to be targeted towards student populations in need. Under ESSA, high schools must report annual data on students taking accelerated coursework to earn postsecondary credit, disaggregated by the ESSA-identified student subgroups.<sup>3</sup> States should go further than what ESSA requires in order to build data, reporting, and accountability systems that fully track and disaggregate data related to college in high school programs at the school level, include information on low-income student participation and outcomes, and make that information transparent and understandable to students, families, educators, and communities.



## Data Collection, Reporting & Accountability

### FOUNDATIONAL POLICY

#### ► Be ESSA Compliant

The state meets the data reporting requirements established under ESSA and mandates regular and clear, disaggregated public reporting on college in high school participation and success at the state and local level, including for low-income students.<sup>4</sup>

**Example** – Iowa,<sup>5</sup> Minnesota,<sup>6</sup> Ohio,<sup>7</sup> and Washington<sup>8</sup> produce annual dual enrollment reports with disaggregated data. Washington and Minnesota provide comparable data across multiple advanced coursework models.

#### ► Report Teacher Workforce Demographics

The state collects and publicly reports disaggregated data on the race/ ethnicity demographics of instructors delivering college in high school courses.

### ADVANCED POLICY

#### ► Report Usable, Disaggregated Data

The state provides disaggregated user-friendly data on college in high school access and success for all student demographics groups at the school, as well as state and district levels. To the extent possible, data is also disaggregated by different types of college in high school program and intensity of course taking. This data is publicly accessible to students, families, educators and communities.

**Example** – Washington has an online data dashboard of participation in accelerated learning by school/district. Data on participation in college in high school programs is disaggregated in a number of ways, including by type of advanced coursework, gender, race, income status, English language learners, students with disabilities, homeless students, and students with disabilities.<sup>9</sup>

#### ► Include in ESSA Indicators

College in high school programs are used as an indicator of success in the state's high school accountability system, and are constructed to balance access, participation, and outcomes.

**Example** – Louisiana's Strength of Diploma indicator, included in its ESSA accountability system, assigns increasing points to incentivize completion, with the greatest amount of points for associate's degree completion.<sup>10</sup>

### EXCEPTIONAL POLICY

#### ► Provide Tools to Support Local Data Uses

The state provides tools and supports to local districts to use data to identify participation gaps and drive interventions.

**Example** – Washington contracted the Northwest REL to prepare a toolkit for district leaders to use to analyze data and identify barriers to achieving equity in dual credit programs, conducted webinars on equity, and workshops on serving rural schools.<sup>11</sup>



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# REFERENCES

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- 1 Montana University System, Operational Guidelines for Dual Enrollment and Other Secondary-Postsecondary Credit Opportunities, 2010
- 2 30 states already have postsecondary attainment goals that explicitly include closing racial equity gaps or improving outcomes for students of color, see Tiffany Jones and Katie Berger, "Aiming for Equity: A Guide for Statewide Attainment Goals for Racial Equity Advocates," The Education Trust, January 2019
- 3 College in High School Alliance, How to Scale College in High School: A State Policy Guide for Implementing Dual Enrollment and Early College Designs Under the Every Student Succeeds Act, 2017
- 4 Low-income students are not one of the ESSA subgroups, but are a critical population of students who can benefit from college in high school programs, and so data systems addressing college in high school programs should also include data collection and reporting for low-income students as well.
- 5 Iowa Department of Education Division of Community Colleges and Workforce Protection, The Annual Condition of Iowa's Community Colleges, 2017
- 6 Minnesota Department of Education, Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment and Postsecondary Enrollment Options Programs, 2017
- 7 Ohio Department of Education & Ohio Department of Higher Education, College Credit Plus Annual Report 2017–2018, 2018
- 8 Washington Student Achievement Council, Dual Credit Report, 2016
- 9 Office of Superintendent of Public Instruction, Washington State Report Card
- 10 State of Louisiana, Louisiana's Elementary and Secondary Education Plan Pursuant to the Federal Every Student Succeeds Act (ESSA), 2017
- 11 Northwest Comprehensive Center, Dual Credit System Improvement Guide, Education Northwest, 2018