



Accelerated Learning

TARGETED INDICATORS

STUDENT ENGAGEMENT

ATTENDANCE



OREGON EXAMPLE

Corbett School District is in a small rural district of approximately 1,200 students across grades K-12 with about 30 percent of Corbett students meeting economically disadvantaged criteria. In Corbett High School, an “AP for All” school, faculty and administrators enable students to realize their full potential by focusing on academically rigorous courses. With values that promote access for all, limits for none, Corbett school staff members believe that limiting a student in high school limits the future of that student. Corbett maintains an open enrollment policy for all its courses, and the academic potential of each student is encouraged in each subject.

WHY WAS THE STRATEGY CHOSEN?

The Corbett High School curriculum is built around the College Board’s AP program because Corbett staff find the AP learning standards are rigorous and deep in content knowledge. Corbett’s AP courses are carefully designed to stretch students’ thinking and engage their minds. This means every student enrolled is given the opportunity to work with big ideas and achieve their fullest potential.

DESCRIPTION OF THE STRATEGY

In Oregon, there are many types of Accelerated Learning opportunities: Advanced Placement (AP), International Baccalaureate (IB) classes, dual credit, sponsored dual credit, assessment-based college credit programs and opportunities for high school students to take courses on college campuses. These programs are designed to boost college access and college and career readiness and often involve partnerships between high school teachers and college faculty.

Students participating in accelerated learning are usually starting on a pathway to a college degree or certificate. Partnerships aim to provide bridges that support and encourage a college-going culture and increase college access and academic achievement. Early college credit can smooth the transition into a college or university by enabling high school students to master college content and better prepare for postsecondary expectations. Earning college credit while in high school may help students avoid being placed in remedial education classes and instead help them to enroll directly in credit bearing classes when they begin college.

Best practices in creating equitable participation and success in early college credit programs include:

- Focusing on creating strong vertical alignment from middle school through college level courses to prepare more students to participate in postsecondary opportunities.
- Including strong student guidance systems on how college courses fit into individual students’ education plans.
- Leveraging additional academic supports to help students be successful in the more challenging atmosphere of the college course lead to improved participation and success.



EVIDENCE THE STRATEGY IS EFFECTIVE

Participating in college-level courses while in high school is correlated with many positive outcomes for students. Studies show that students taking two college or college-level courses while in high school are more likely to graduate from high school, enroll in college and complete a college degree (Karp et al, 2007). Higher attendance rates in high school are also associated with participation in college level courses. The benefits of graduating high school with college credit are often more pronounced for low income students (Education Northwest, 2015). Some models of Accelerated Learning, such as Early and Middle College high schools, use a whole-school approach to specifically target low income students or other groups of students typically underrepresented in post-secondary education. These whole school approaches to college level course taking have documented successes in helping all of their students stay in and graduate from high school, and enroll in and complete college degrees (Berger et al 2013, 2014).

FUNDING OF THE STRATEGY

Schools can use the High School and College Career Readiness Act funding, AP/IB test fee funds, state school funds, and other grants. Many colleges subsidize these partnerships as well by offering deeply discounted tuition for high school students. The Corbett Education Foundation with generous community donors and regular fundraising, provided an additional 44 college scholarships in 2016 so that students can count on and benefit from financial support when they enroll in college.

THE STRATEGY IS WORKING IN OREGON

Accelerated Learning programs offer high school students challenging courses while in high school. Participation in these courses is correlated with higher graduation success, increased college enrollment and improved college success. Corbett High School provides:

- Ongoing professional development of college-level course instructors to ensure alignment with college courses.
- Vertical alignment of college level courses down through middle school to ensure all students are building the skills and knowledge necessary to participate in college courses later on.
- Strong communication about the culture of high expectations and the belief that all students are capable of success.
- Targeted outreach to students and families from historically underrepresented groups about the benefits of college.
- Creation of culturally responsive and inclusive teaching practices and focus on higher order critical thinking.

Put together, vertical alignment, guidance systems and academic supports yield better outcomes for students. Corbett's 95 percent high school graduation rate puts it in the top 10 percent among Oregon high schools. Over 72 percent of their students enroll in college; well above the statewide average of just under 60 percent.

For more information, visit www.oregon.gov/ode.

LINKS TO RESOURCES FOR IMPLEMENTATION AND FURTHER RESEARCH

Berger, A., L. Turk-Bicakci, M. Garet, J. Knudson, and G. Hoshen. 2014. *Early College, Continued Success: Early College High School Initiative Impact Study*. Washington, DC: American Institutes for Research.

Berger, A., L. Turk-Bicakci, M. Garet, M. Song, J. Knudson, C. Haxton, K. Zeiser, G. Hoshen, J. Ford, J. Stephan, K. Keating, and L. Cassidy. 2013. *Early College, Early Success: Early College High School Initiative Impact Study*. Washington, DC: American Institutes for Research.

Building Early Colleges

<http://www.jff.org/initiatives/early-college-designs/design-features>

Middle College National Consortium

<http://mcnc.us/>

CONTACT INFORMATION FOR QUESTIONS

Randy Trani, Ed.D., Supt. Corbett Schools

35800 Historic Columbia River Highway

Corbett, OR 97019

503 261-4201