Retention Strategies for Adult Educators Part 2

REL Southeast, in partnership with
the Institute for the Professional Development of Adult Educators, and the Florida Department of Education

IES Institute of Education Sciences

Acknowledgement and disclaimer

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Session Goals

1. Discuss strategy selected for implementation
2. Consider classes and timeline for implementation
3. Select assessment to measure implementation
4. Begin drafting a plan for implementation

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	**Nature of Inquiry**
Quigley (2000)	Literature review
Addressing negative attitudes toward education	
Starting intake, orientation, and instruction with student goal setting and matching students to classes and classwork based on their needs	

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	Nature of Inquiry
Quigley (1997)	Literature review and qualitative study
Providing evidence for the link between adult learner persistence and previous schooling experiences	
Underscoring the importance of the first three weeks of student participation in the program	

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	Nature of Inquiry
Beder (1991)	Literature review
Assisting students to understand the cost-benefit analysis of program participation and persistence	
Aligning program services with learner motivations and life contexts	

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	Nature of Inquiry
Meder (2000)	Quasi-experimental study
Engaging learners in discussion of motivational issues	

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	Nature of Inquiry
Cuban (2003)	Case studies
Adapting program curriculum and schedules to the needs and interests of students	

A Review of Retention and Persistence in Adult Education

Adult Education persistence research suggests that practices aligned with the following key findings may support Adult Education program retention (Comings, 2009):

Researcher	**Nature of Inquiry**
Tracy-Mumford (1994)	Literature review
Outlining key characteristics of persistence plan that supports students and informs instruction	

A Review of Retention and Persistence in Adult Education

Research points toward a few markers of success in Adult Education programs that may help increase retention:

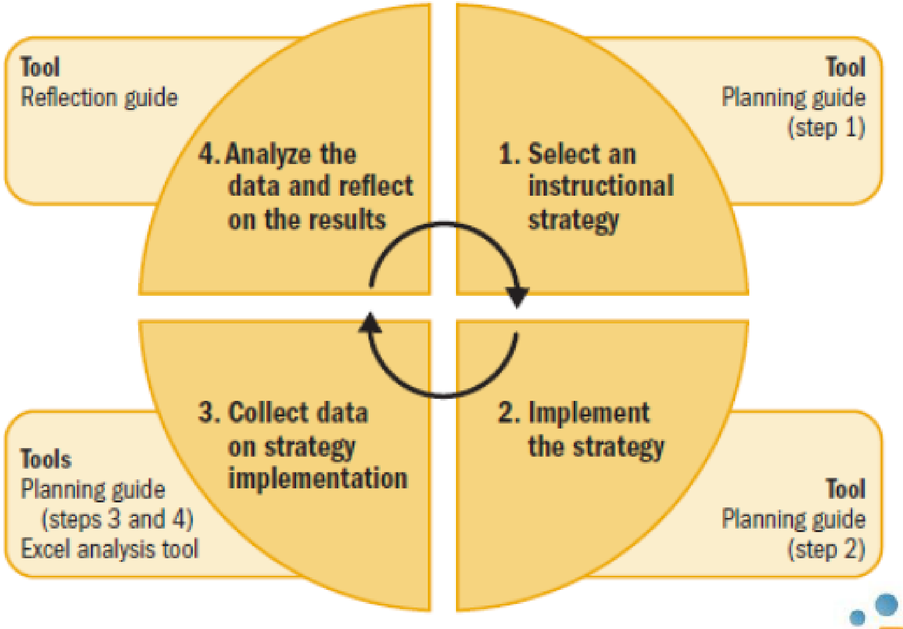
Researcher	Nature of Inquiry
Tighe et al. (2013)	Mixed methods
Teacher knowledge and implementation of evidence-based instructional strategies	

Strategies for Supporting Adult Education Program Retention

- Starting at intake, orientation, and instruction with student goal setting and matching students to classes and classwork based on their needs
- Teachers establish relationships with students, especially in the first three weeks of participation in the program
- Teachers help students understand the cost-benefit of program participation and persistence
- Students are engaged in discussions of their motivations for being enrolled in the program
- The curriculum and schedules match the needs and interests of the students
- Teachers develop a persistence plan with students that supports students and informs instruction
- Teachers implement evidence-based instructional practices

The Instructional Improvement Cycle Toolkit

- Three tools for teachers to implement an instructional improvement cycle to test a strategy



Source: Authors' compilation.

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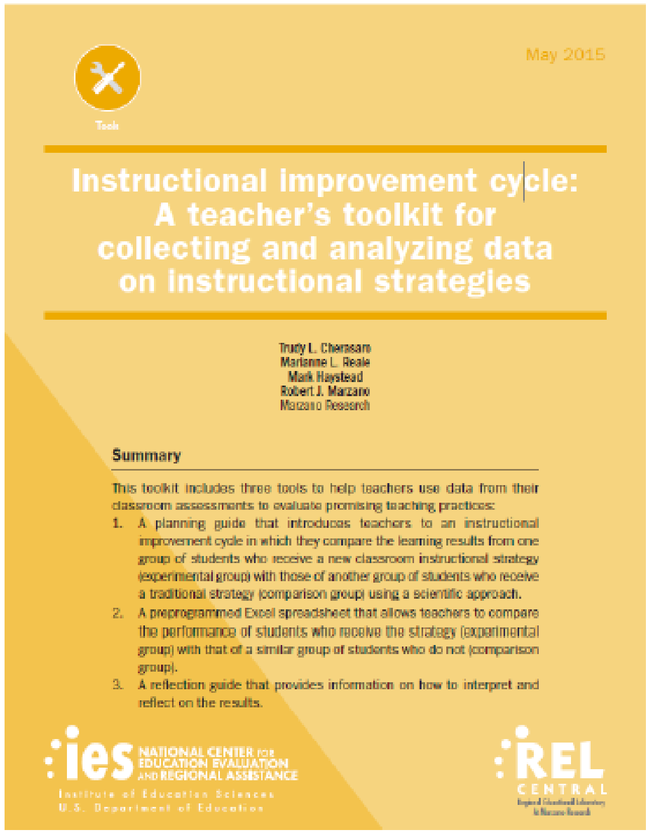
Where do I get the toolkit?



- Toolkit available at:

  http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015080

- Excel Analysis Tool and word version of planning guide and reflection guide:

  https://www.relcentral.org/tools/tools-2-2/

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Planning Guide

- Step-by-step instructions and worksheets
  - Select strategy
  - Select classes
  - Select assessment
  - Plan for implementation

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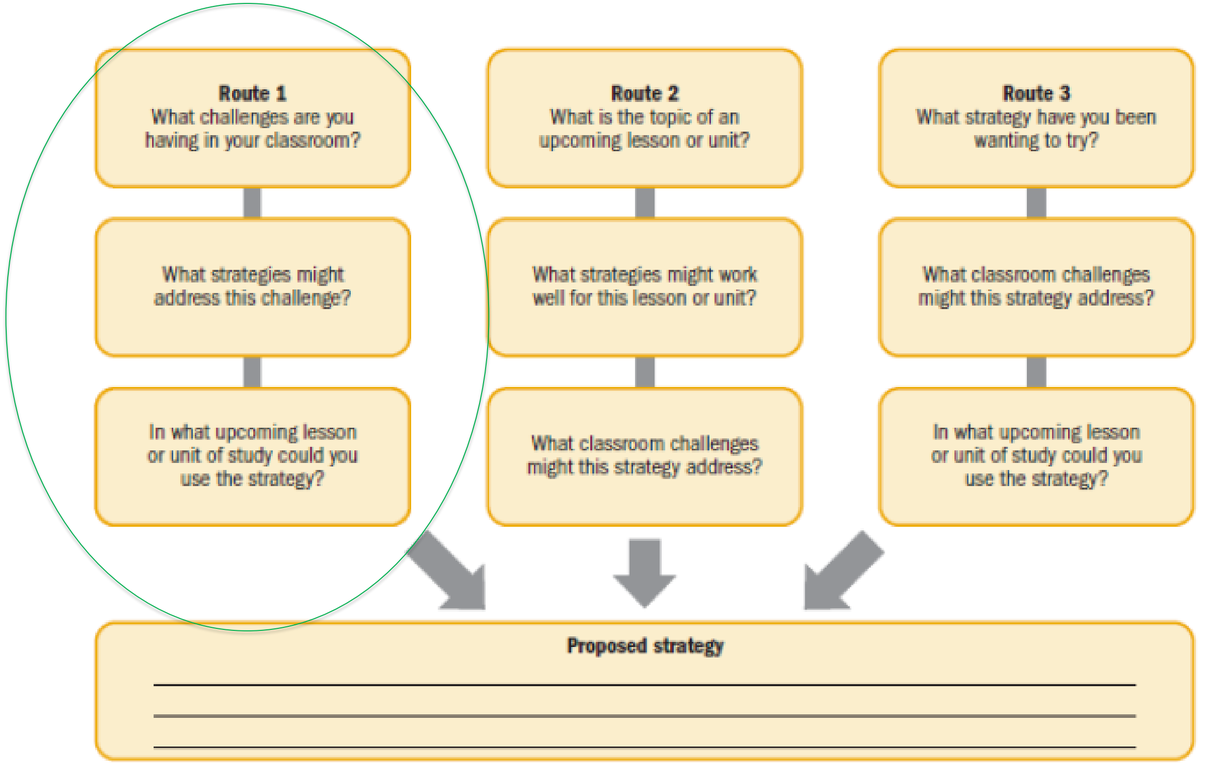
Planning Guide

– Select strategy



Source: Authors' adaptation of the roadmap provided by Jill Johnson, Education Service Unit 6, Milford, Nebraska.

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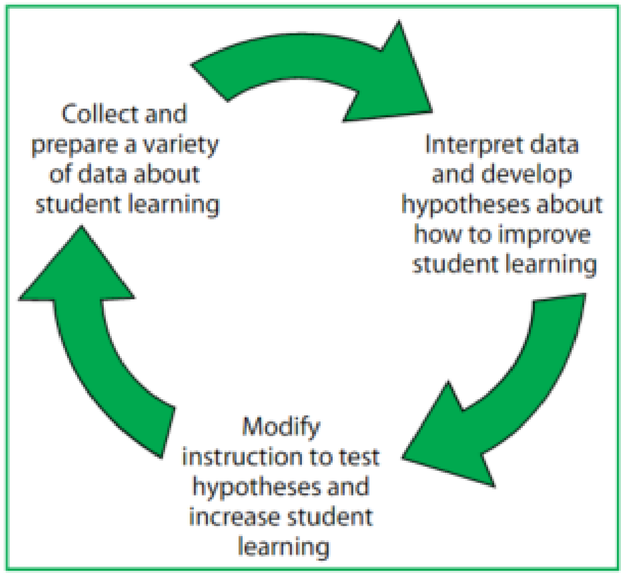
Instructional improvement cycle toolkit Part 1: Planning guide, Route 1, Step 1

From IES/WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision Making

Recommendation 1. Make data part of an ongoing cycle of instructional improvement

- ☐ Collect and prepare a variety of data about student learning.
- ☐ Interpret data and develop hypotheses about how to improve student learning.
- ☐ Modify instruction to test hypotheses and increase student learning.

Figure 1. Data use cycle



Why Assess?

We want to…

- Find out
  - "Formative"
    - Universal screening
- Keep track
  - Interim
    - Progress monitoring
- Make sure
  - Summative (outcome)
    - Assign grades
    - Standards are met

Instructional improvement cycle toolkit Part 1: Planning guide, Route 1, Step 1

Using and analyzing data to identify classroom challenges/needs

Small group discussion/sharing:

How might you use and analyze data to determine students' needs and measure students' progress and outcomes for the strategy that you have selected?

Think about how you intend to use and analyze data for this project. Type your responses in the chat box.

Instructional improvement cycle toolkit Part 1: Planning guide, Route 1, Step 2

Selecting evidence-based strategies to address challenges/needs

Small group discussion/sharing:

Which of the strategies appear most useful for supporting retention with your students?

What barriers might exist in using the strategy you have selected to increase retention rates?

Implementing the strategy

- Determining timelines/curricular alignment for implementation
- Considerations for experimental and comparison groups
  - Single teacher – multiple classes or small groups
  - Multiple teachers (nearest neighbor)
  - Random assignment or baseline equivalence

Planning Guide

– Select classes

Worksheet I-2. Class description

Class 1: experimental group (the group for which the strategy will be used)
Number of students
Course name or subject[a]
Topic[a]
Grade[a]
Demographics (for example, percentage of students eligible for the school lunch program, special education students, or English learner students)
Lesson or unit learning goals (that is, what do you want students to know and be able to do at the end of the unit)[a]
Target strategy tested (for example, advanced organizers or exit slips)
Other strategies used, if any (for example, standard strategies you are using, such as discussion)
Class 2: comparison group (the group for which the strategy will not be used)
Number of students
Course name or subject[a]
Topic[a]
Grade[a]
Demographics
Lesson or unit learning goals[a]
Strategies used (that is, standard strategies you are using, such as discussion)

a. Must be the same for both groups.

Source: Authors' compilation.

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Planning Guide

– Select assessment

Learning objective	Number of questions in the content assessment
1.	
2.	
3.	

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Planning Guide

– Plan for implementation

Questions to consider
What is the name of the lesson or unit?
What dates will you teach the lesson or unit?
What date will you administer the pre-test?
What date will you administer the post-test?
How often will you use the strategy (for example, daily, after each reading passage)?
How much time will you allot for implementing the strategy each time it is used (for example, 10 minutes in groups, 15 minutes of problem solving)?

Source: Authors' compilation.

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Instructional improvement cycle toolkit Part 1: Planning guide, Route 1, Step 3

Participant reflection on strategy implementation

What do you need to consider about planning/timelines for implementing your strategy in this project?

Instructional improvement cycle toolkit Part 2: Excel analysis tool, Step 1

Using pre-test data to check for baseline equivalence in experimental and comparison groups

Excel Analysis Tool

- Preprogrammed Excel spreadsheet
- Compares the performance of students who receive the strategy (experimental group) to students who do not (comparison group)
- Produces three results
  - Baseline equivalence
  - Confidence in effect size
  - Effect size

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Your ID (fill out here) _____

Strategy (fil out here) _____

Date (fill out here) _____

Note: The results will not be displayed until you enter all student data (pretest and posttest for both experimental and comparison groups).

Student Data

Directions

Keep a list of the students that you assign to each ID to align their pre- and posttest data

Type in pretest percent-correct data (that is, the number of points earned or questions correct divided by the number of points or questions possible) for Control and Experimental Groups

Type in posttest percent-correct data (that is, the number of points earned or questions correct divided by the number of points or questions possible) for Control and Experimental Groups

Student ID	Pre- Experimental	Post - Experimental	Pre- Comparison	Post - Comparison
1	23	57	21	57
2	24	64	21	64
3	25	89	34	89
4	26	99	54	99
5	27	100	37	100
6	28	24	66	24
7	28	35	23	35
8	29	36	29	36
9	30	57	30	57
10				
11				
12				
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22				

Results

Baseline equivalence determines whether groups had significant differences in achievement before you implemented your strategy.

The confidence is the certainity of the effect related to an estimate of the range of the effect size if repeated samples were taken. If the range crosses zero there is not much certainity that this effect would hold true in other samples.

Effect size shows differences in average scores between the comparison and experimental group.

Is there baseline equivalence?	Confidence in the effect size?	Effect Size
No - Select different groups for comparison	No	-0.01

Refer to the *Reflection guide* for additional information about how to interpret the results.

Instructional improvement cycle toolkit Part 2: Excel analysis tool, Step 2

Post-test data entry and analysis and determination of effect sizes

Interpreting results

NOTE: When compared to business-as-usual control groups, significant positive impacts are very rare.

Statistical significance

- *p*-value < .05 significant
- Effect size (Hedges' *g from the Excel tool*)
- WWC designates ES > 0.25 and p-value > .05 as substantively important
- Conventional practice for interpreting effect sizes (Cohen, 1988)
  - 0.20 small
  - 0.50 moderate
  - 0.80 large

Instructional improvement cycle toolkit Part 2: Excel analysis tool, Steps 1 and 2

- Participant reflection on data collection and analysis

Using the chat box, please rate your level of comfort with Excel using “0 to 5”

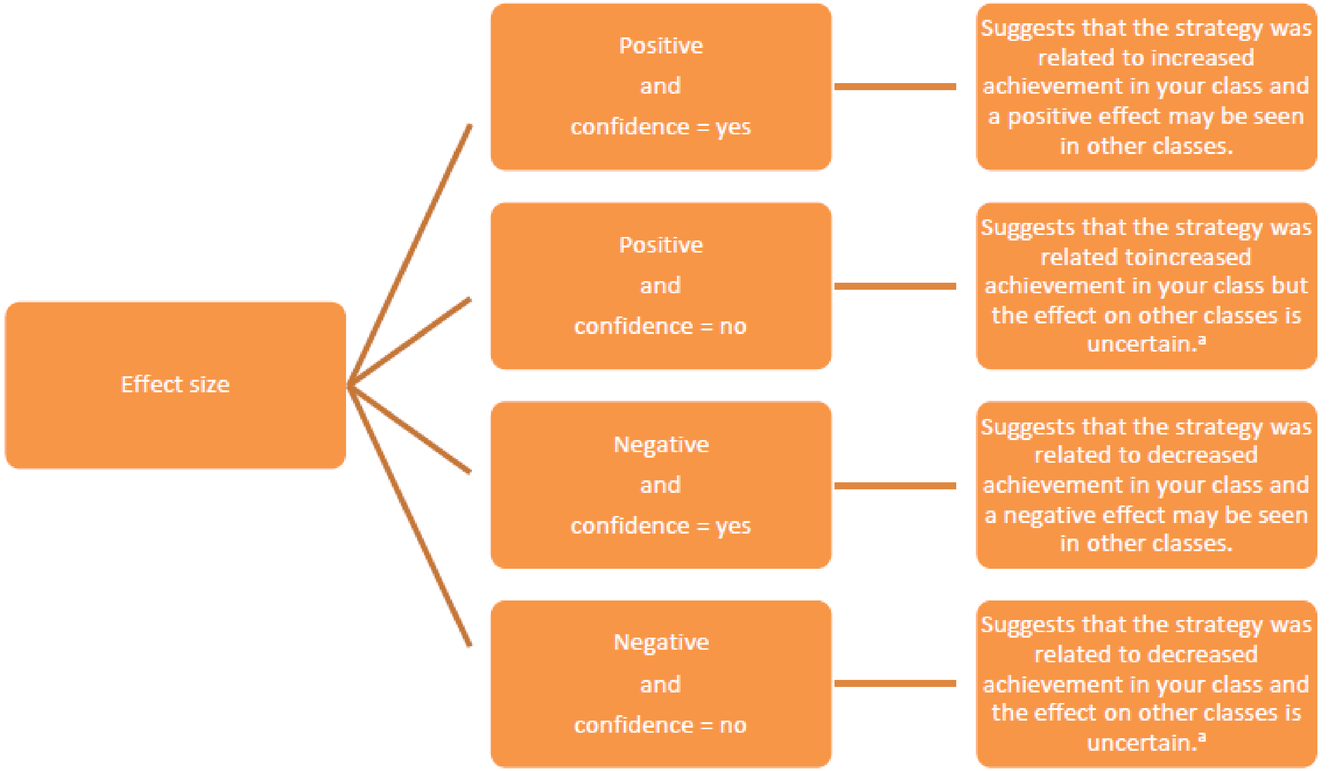
If you rated your level of comfort at 4/5, please share how you might use this spreadsheet.

Instructional improvement cycle toolkit Part 3: Reflection guide

How to interpret and reflect on the results

Reflection guide

- How to interpret and reflect on the results



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Reflection guide

- Reflection questions to help teachers consider
  - Results
  - Implementation
  - Characteristics of the assessment
  - Next steps

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Discussion

- How did teachers use the results?
  - What challenges did teachers face in implementing the process and how were those challenges addressed?
- How does the district use the results?
  - What challenges did the district face in involving teachers in this process and how were those challenges addressed?

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Instructional improvement cycle toolkit Part 3: Reflection guide

Determining when and how to scale up intervention efforts
Determining when to make adjustments

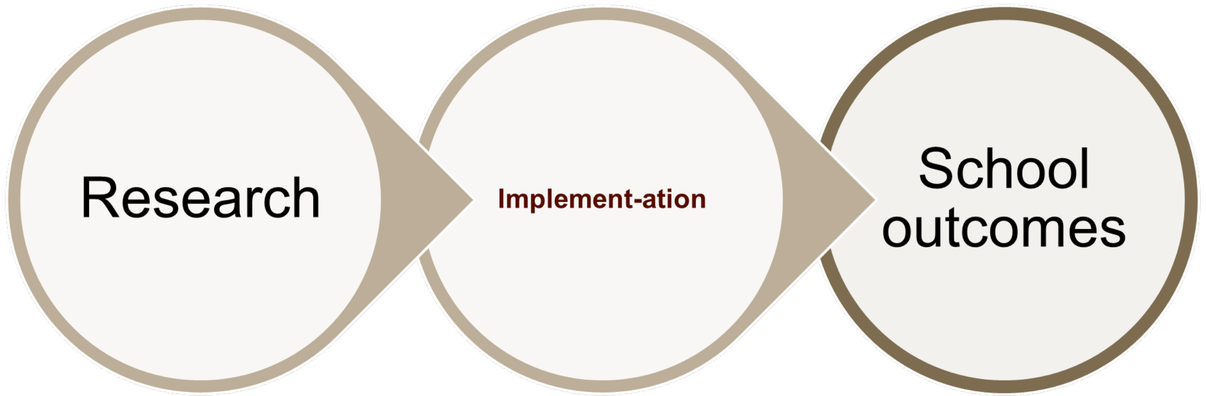
Determining Effectiveness

Feasibility

- Amount of training and expertise for training needed
- Cost and time efficiency
- Ongoing coaching/mentoring
- Systems level support (Fixsen et al. 2005)
- Competition with other initiatives

Acceptability

Turnover



Questions for future investigation

If positive effects:

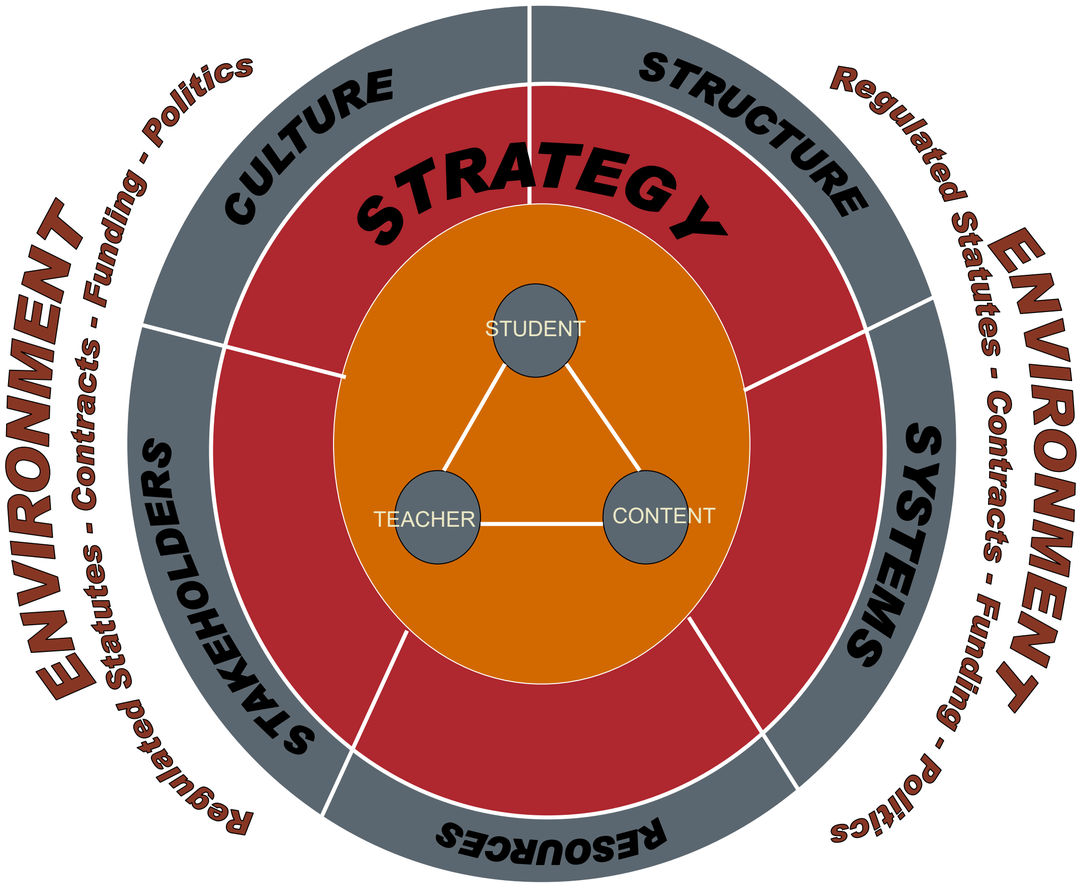
- [ ] Replicate with 1 additional sample (for WWC rating of ‘positive effect’
- [ ] If possible, replicate in multiple settings and with diverse populations
- [ ] Scale up to additional grade levels, student subgroups, teachers, content
- [ ] Identify the supports needed to sustain or supplement the effects

If mixed or null effects:

- [ ] Availability & intensity of PD, teacher participation, student attendance & engagement
- [ ] Investigate moderating variables
- [ ] Investigate system barriers

Continuous improvement is a systematic undertaking

National Implementation Research Network
http://nirn.fpg.unc.edu/



(Elmore, 2004)

Instructional improvement cycle toolkit Part 3: Reflection guide

Participant reflection on determining and interpreting results

Describe ongoing reflective process during the project

What questions do you have about using ongoing reflection to make adjustments during your project?

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