

Using the Oregon Accelerated Learning Dashboard

This document provides supplemental information for the Oregon accelerated learning dashboard. The dashboard was [developed by Education Northwest](#) under a contract from the Oregon Department of Education.

This dashboard is based on analyses initially performed for the report [*Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfer in Oregon*](#), published in 2018 by Regional Education Laboratory Northwest, which was then administered by Education Northwest. An [accompanying infographic](#) for the report is also available.

Term Definitions

This section provides definitions for terms used throughout the dashboard.

Types of Accelerated Learning Definitions

These terms appear on the Participation and Composition Indexes tabs and the related displays on the Longitudinal tab. The definitions are adapted from [*Expanding Accelerated Learning in Oregon Through Cross-Sector Regional Partnerships: Regional Promise Grant Evaluation \(2017-2019 Biennium\)*](#).

- **Advanced Placement:** Courses that prepare students for the Advanced Placement exam. Students may take the exam without taking the course or take the course without taking the exam. College credit is typically available only to those who take the exam and earn a certain score.
- **Direct enrollment:** Community college or university courses that high school students take on the community college/university campus or online alongside college students and taught by a college faculty member. Direct enrollment includes structured programs on college campuses, such as expanded options and early college, as well as direct enrollment by individual students in college courses on a college campus.

- **Dual credit:** Dual credit is a high school-based college credit partnership. There are three types of high school-based college credit partnerships:
 - *Dual credit:* Community college or university courses offered at a high school and taught by a high school teacher with traditional certification to teach dual credit (commonly a master's degree in the subject area).
 - *Sponsored dual credit:* Community college or university courses offered at a high school and taught by a high school teacher who partners with a sponsoring faculty member at a college or university, typically through a professional learning community.
 - *Assessment-based learning:* High school courses in which students can earn college credit by demonstrating they have achieved the course learning outcomes on assessments developed in partnership with postsecondary institutions.
- **Dual credit CTE:** Dual credit courses (as described above) that are coded as career and technical education (CTE) courses taught by an instructor at a high school (includes CTE preparatory, apprenticeship, or supplementary dual credit courses) from an Oregon community college.
- **International Baccalaureate:** Courses that follow the International Baccalaureate curriculum. Students take the exam only after taking the course, but they may take the course without taking the exam. College credit is typically available only to those who take the course and the exam and earn a certain score.
- **Regional Promise:** Courses implemented by Regional Promise grantees. In the 2017–19 grant biennium, Regional Promise consortia classified 72 percent of Regional Promise courses as dual credit, and the remaining 28 percent did not have an accelerated learning type indicated by the consortia. Overall, 7 percent of courses were dually classified as either Advanced Placement or International Baccalaureate. Of the 72 percent classified as dual credit, 55 percent were traditional dual credit, 26 percent were assessment-based learning, and 19 percent were sponsored dual credit. More information about the Regional Promise program is available online.

Participation in Accelerated Learning Definitions

These terms appear on the Outcomes tab and the related display on the Longitudinal tab.

- **All students:** Category includes all grade 12 students in the defined entity, student group, and academic year.
- **Student ever took accelerated learning:** Category includes all grade 12 students in the defined entity, student group, and academic year who ever enrolled in any type of accelerated learning (including Advanced Placement, dual credit, direct enrollment, International Baccalaureate, or Regional Promise) while enrolled in grades 9 through 12.

- **Student never took accelerated learning:** Category includes all grade 12 students in the defined entity, student group, and academic year who never enrolled in any type of accelerated learning (including Advanced Placement, dual credit, direct enrollment, International Baccalaureate, or Regional Promise) while enrolled in grades 9 through 12.

Note: Advanced Placement and International Baccalaureate data are not available for the academic year 2019/20, though these courses were still offered. As a result, a student whose only experience with accelerated learning during grades 9 through 12 was in Advanced Placement or International Baccalaureate during the 2019/20 academic year will erroneously be included in the “student never took accelerated learning” category.

Student Group Definitions

These terms appear on the Participation, Composition Indexes, Outcomes, and Longitudinal tabs.

English Language Learner (ELL) Status

- **Student classified as an English learner in K–8 (not 9–12):** The student has an indicator of being an English learner in any grade in K–8 but was reclassified before high school and does not have an indicator of being an English learner in grades 9–12.
- **Student classified as an English learner in 9–12:** The student has an indicator of being an English learner in any grade in 9–12. Some of these students are long-term English learners and have an indicator of being an English learner in K–8, as well. Others are new English learners and have an indicator of being an English learner only in grades 9–12.
- **Student ever classified as an English learner:** The student has an indicator of being an English learner in any grade level at an Oregon public school.
- **Student never classified as an English learner:** The student has no indicator of being an English learner in any grade level at an Oregon public school.

Free or Reduced-Price Lunch (FRPL) Eligibility

- **Student ever eligible for free or reduced-price lunch (FRPL):** The student has an indicator of FRPL eligibility *prior to the 2019/20 academic year** in any grade level at an Oregon public school.
- **Student never eligible for free or reduced-price lunch (FRPL):** The student never has an indicator of FRPL eligibility *prior to the 2019/20 academic year** in any grade level at an Oregon public school.

***Note:** In some schools and districts, all students are classified as eligible for free or reduced-price lunch (regardless of financial need) based on the Community Eligibility Provision (CEP). Due to an increase in schools and districts qualifying under the CEP during the 2019/20 through 2021/22 academic years, student-level FRPL data from these years are not included in the calculation of whether a student was ever eligible for FRPL. More information about

this program, including a list of participating schools and districts, is available on the [ODE website](#). Please contact Sam Riggs, sam.riggs@ednw.org, and Kristidel McGregor, kristidel.mcgregor@ode.oregon.gov, with any questions about the program and the data presented in this dashboard.

Gender

Gender values reflect what was reported to ODE during the selected academic year and may change over time for an individual student.

Individualized Education Program (IEP) Status

- **Student ever received IEP:** The student received special education services in any grade level at an Oregon public school.
- **Student never received IEP:** The student never received special education services in any grade level at an Oregon public school.

Race/Ethnicity

Race/ethnicity values reflect what was reported to ODE during the selected academic year and may change over time for an individual student.

- **Students of color:** This is a combined group of all students who did not identify as white.

Outcome Definitions

These terms appear on the Outcomes tab and the related display on the Longitudinal tab.

- **High school graduation:** (All grade 12 students who graduated high school during the academic year [graduation includes regular and modified high school diplomas]) / (All grade 12 students)
- **Immediate college enrollment:** (All grade 12 students who graduated high school during the academic year and enrolled in college in the fall term immediately following high school graduation) / (All grade 12 students who graduated high school during the academic year)
- **16-month college enrollment:** (All grade 12 students who graduated high school during the academic year and enrolled in college within 16 months following high school graduation) / (All grade 12 students who graduated high school during the academic year)
- **Enrollment in developmental education at any Oregon public community college or university:** (All grade 12 students who graduated high school during the academic year and enrolled in developmental education coursework at an Oregon public community college or university in the year immediately following high school graduation) / (All grade 12 students who graduated high school during the academic year and enrolled in an Oregon public community college or university in the year immediately following high school graduation)

- **Enrollment in developmental education at any Oregon public community college:** (All grade 12 students who graduated high school during the academic year and enrolled in developmental education coursework at an Oregon public community college in the year immediately following high school graduation) / (All grade 12 students who graduated high school during the academic year and enrolled in an Oregon public community college in the year immediately following high school graduation)
- **Enrollment in developmental education at any Oregon public university:** (All grade 12 students who graduated high school during the academic year and enrolled in developmental education coursework at an Oregon public university in the year immediately following high school graduation) / (All grade 12 students who graduated high school during the academic year and enrolled in an Oregon public university in the year immediately following high school graduation)
- **College persistence (immediate enrollment):** (All grade 12 students who graduated high school during the academic year, enrolled in college in the fall term immediately following high school graduation, and persisted to the fall term of their second year of college) / (All grade 12 students who graduated high school during the academic year and enrolled in college in the fall term immediately following high school graduation)
- **College persistence (16-month enrollment):** (All grade 12 students who graduated high school during the academic year, enrolled in college within 16 months following high school graduation, and persisted to the fall term of their second year of college) / (All grade 12 students who graduated high school during the academic year and enrolled in college within 16 months following high school graduation)

Note: College enrollment and persistence outcomes are determined by student record in the National Student Clearinghouse data. Approximately 99 percent of domestic postsecondary institutions report data to National Student Clearinghouse.

Data Sources

The data for this dashboard were provided by the Oregon Department of Education (ODE), Oregon's Higher Education Coordinating Commission (HECC), and the National Student Clearinghouse (NSC). Information about the ODE data collections can be found at <https://www.ode.state.or.us/apps/CollectionCatalog>.

Student demographic and graduation data are derived from ODE collections.

- **ODE cumulative average daily membership (ADM), 2004/05 through 2021/22.**
 - District membership was determined by the school in which a student was enrolled the longest (in calendar days, not school days) during the relevant academic year.

- Student demographics (gender, race/ethnicity, and grade level) and other characteristics (ELL status, FRPL status, and IEP status).
- Though school/district membership from 2016/17 and after is reflected in the dashboard, earlier ADM records were used to determine the ELL, FRPL, and IEP categories described above, which require data prior to high school.
- **ODE graduation**, 2016/17 through 2021/22.
 - Graduation is defined by a student earning a regular or modified diploma.

Student participation in accelerated learning data are derived from three sources.

- **ODE class roster data** identify public high school students who participated in Advanced Placement and International Baccalaureate courses while enrolled in an Oregon public high school, 2016/17 through 2018/19 and 2020/21 through 2021/22. Advanced Placement and International Baccalaureate data are not available for 2019/20.
- **HECC data** identify public high school students who participated in dual credit or direct enrollment at an Oregon public college or university while enrolled in an Oregon public high school, 2016/17 through 2021/22.
- **Regional Promise grantees' data** identify students who participated in Regional Promise courses while enrolled in an Oregon public high school, 2016/17 through 2018/19.

Note: Advanced Placement and International Baccalaureate data are not available for the 2019/20 academic year. The last academic year of the Regional Promise grant program is 2018/19.

Student outcomes data are derived from two sources.

- **HECC data** identify public high school student enrollment in developmental education coursework at Oregon public colleges and universities in the year following a student's high school graduation, 2016/17 through 2021/22.
- **NSC data** identify student enrollment and persistence in colleges and universities nationwide, 2016/17 through 2021/22.

Suppression

The rates for any group of fewer than 10 is suppressed (not shown) on the dashboard. To prevent back-calculation of suppressed results, group Ns are not included in the dashboard.

Frequently Asked Questions

Why is there missing data for my entity for certain years and/or student groups?

To protect student privacy, analyses on groups fewer than 10 are suppressed (not shown).

TIP: If your entity is small, select the combined academic year (e.g., 2018/19 through 2021/22 on the Participation tab). This approach pools multiple years of student data, and often the Ns are large enough to be shown. Additionally, if you are viewing school-level data, change the entity to District or ESD to increase the sample size.

Why are there districts missing on the map of Oregon on the Overview tab and/or from the list of districts on the Participation, Composition Indexes, Outcomes, and Longitudinal tabs?

Data for that district may be suppressed (see missing data FAQ) or may not exist. This is the case for districts that do not serve grades 9–12 (elementary districts that are PK or K–5 or 8).

Why don't I see data for students who were never eligible for free or reduced-price lunch in my entity?

In some schools and districts, all students are classified as eligible for free or reduced-price lunch (regardless of financial need) based on the Community Eligibility Provision (CEP). More information about this program, including a list of participating schools and districts, is available on the [ODE website](#). Please contact Sam Riggs, sam.riggs@ednw.org, and Kristidel McGregor, kristidel.mcgregor@ode.oregon.gov, with any questions about the program and the data presented in this dashboard.