

REGIONAL PROMISE GRANT EVALUATION (2017–2019 BIENNIUM)

# Expanding Accelerated Learning in Oregon through Cross-Sector Regional Partnerships

*June 2020*

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# About Education Northwest

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Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

This report, which details the results of an evaluation of the 2017–2019 Regional Promise grant program, is submitted at the request of the Oregon Department of Education.

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## Introduction: The Regional Promise Grants

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To achieve state goals in high school graduation and college and career success, Oregon has been expanding its investment in accelerated learning options that give high school students the opportunity to earn college credit (Hodara & Pierson, 2018; Pierson, Hodara, & Luke, 2017). These options include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, high school-based college credit partnerships (such as dual credit), and direct enrollment classes.

One of the state's key investments is the Regional Promise grant program. The program began in the 2014-15 school year with an allocation from the Oregon State Legislature to "replicate" the Eastern Promise model, a program in Eastern Oregon that began in 2012 and received Oregon Department of Education (ODE) funding in 2013. Similar to the Eastern Promise program, Regional Promise seeks to increase the number of high school students completing accelerated learning courses, improve the college-going culture in a given region, increase the number of accelerated learning courses offered to high school students, and increase the number of high school teachers eligible to teach those college-level courses.

To achieve these outcomes, the Regional Promise program is founded on the "five pillars," which were originally developed by the Eastern Promise program:

1. **Equity** – a commitment to ensuring that historically underserved student populations have access to, and enroll in, accelerated college credit opportunities
2. **College-going culture** – a commitment to building a school culture that increases the college-going knowledge of all students and their families
3. **Accelerated college credit** – a commitment to improving and expanding the variety of accelerated learning course offerings in a given region
4. **Cross-sector partnerships** – a commitment to collaboration between school districts, education service districts (ESDs), and postsecondary institutions to achieve program goals
5. **Cross-sector professional learning communities (PLCs)** – a commitment to developing opportunities for faculty and teachers from postsecondary institutions and high schools to come together to establish an appropriate curriculum and shared assessments for dual-credit classes

In regards to accelerated college credit, many of the courses funded by Regional Promise use a sponsored dual-credit model, in which the teacher for the course works with other teachers and a college faculty member in a professional learning community (PLC) structure (see box 1 for more information). This model helps schools offer dual credit even if they do not have teachers with the traditionally required qualification of a master's degree in the content area. In addition to the sponsored dual-credit model, some grant-funded courses use an assessment-based learning (ABL) model. Traditional dual credit, sponsored dual credit, and ABL are all referred

to as dual credit in this report because these types are all categorized as “dual credit” in community college and university data. In addition to dual credit, Regional Promise grants also fund the expansion of opportunities to earn college credit through AP and IB courses.

In this report, “Regional Promise courses” include accelerated learning courses reported by individual consortia.<sup>1</sup> In the 2017–19 grant biennium, Regional Promise consortia classified 72 percent of Regional Promise courses as dual credit while the remaining 28 percent did not have an accelerated learning type indicated by the consortia. Seven percent of courses were dually classified as either AP or IB.<sup>2</sup> 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.

### **Box 1. Oregon’s accelerated learning types**

**Accelerated learning** – Accelerated learning refers to various ways to earn college credit while attending high school in Oregon. This report includes the following types of accelerated learning:

- **High school-based college credit partnerships:** 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 partnering 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.
- **Direct enrollment** – Community college or university courses that high school students take on the community college or university campus or online along with college students 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. This report includes direct enrollment courses as part of “any accelerated learning.”
- **Advanced Placement (AP) courses and exams** – Courses that prepare students for the AP exam. Students may take the exam without taking the course or take the course without taking the exam. College credit is typically only available to those who take the exam and earn a certain score. This report includes data on AP coursetaking and exam-taking as part of “any accelerated learning.”
- **International Baccalaureate (IB) courses and exams** – Courses and exams that follow the IB Curriculum. Students take the exam only after taking the course, but they may take the course without taking the exam. College credit is typically only available to those who take the course and the exam and earn a certain score. This report includes data on IB coursetaking and exam-taking as part of “any accelerated learning.”

Source: Definitions are based in part on those used by the Higher Education Coordinating Commission: <https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-high-school.aspx>. Adapted from Hodara & Pierson, 2018.

<sup>1</sup> Course list data, obtained from Regional Promise consortia, are described in detail in “Evaluating the Regional Promise Grant Program.”

<sup>2</sup> The AP/IB designation is based on the course name and not on the classifications provided by the consortia.

## Regional Promise Consortia

Regional Promise grants are awarded to regional consortia, which include school districts, community colleges, four-year universities, and ESDs. Each consortium uses a slightly different model to achieve success in expanding accelerated learning and a college-going culture in its region (see Pierson & Hodara, 2016; 2018 for more information on the Regional Promise program and the models used by 2014-15 and 2015–17 consortia). Beginning in 2015, the grants were awarded in two-year increments per the legislative budget cycle.

Nine consortia were awarded Regional Promise grants during the 2017–19 grant biennium. Seven consortia received full grants in the amount of \$300,000 each (Cascades Commitment, Clackamas Regional Consortium, East County Pathways to College Success Consortium, Eastern Promise, Northwest Promise, Southern Oregon Promise, and Willamette Promise). Two additional consortia received \$20,000 planning grants (Linn-Benton Lincoln College Career Collaborative and Lane Regional Promise). All nine consortia have been awarded Regional Promise grants for the 2019-21 grant biennium.

The evaluation examines participation in Regional Promise courses, other accelerated learning, and a variety of student outcomes. Table 1 shows the school years in which each consortium that offered accelerated learning courses received funding across the entire 2014–2019 funding period.

*Table 1: Years of Regional Promise funding by consortium*

<b>Consortium</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Cascades Commitment	X	X	X	X	X
Clackamas Regional Consortium				X	X
East County Pathways to College Success		X	X	X	X
Eastern Promise				X	X
Lane Regional Promise				X	X
Linn-Benton Lincoln College Career Collaborative				X	X
Northwest Promise		X	X	X	X
Oregon Metro Connects	X				
Southern Oregon Promise	X	X	X	X	X
Willamette Promise	X	X	X	X	X

Note: Connected Lane Pathways also received funding in the 2014–15 school year but did not offer grant-funded courses.

Source: Authors.

# Evaluating the Regional Promise Grant Program

ODE contracted with Education Northwest to evaluate the 2014-15, 2015-17, and the 2017-19 Regional Promise grants. The Regional Promise evaluation draws on multiple data sources: consortium reports, data from consortia on grant-funded accelerated learning courses, and a variety of administrative data sources to determine the grant's reach and impact.

This report contains the results of the evaluation of the grant program, focusing on the consortia that received funding in the 2017-19 biennium, but including some results from the 2014-15 and 2015-17 grant periods (for full results for earlier years, see Pierson & Hodara, 2016; 2018).

## **Research Questions, Data, and Methods**

### **Research questions**

We organized research questions around the five pillars of the Regional Promise and Eastern Promise programs. Some pillars were addressed by more than one question.

*Pillar 1 – Equity:* Did the Regional Promise grants increase the participation of historically underrepresented students in accelerated learning coursework?

*Pillars 1 & 2 – Equity and college-going culture:* To what extent do the Regional Promise consortia implement college-going culture activities and strategies specifically geared toward historically underrepresented student groups?

*Pillar 2 – College-going culture:* Did the Regional Promise grants increase the number of college-going culture activities available to students, families, and the community as well as the numbers of students participating in these activities?

*Pillar 3 – Expanding accelerated learning:* Did the Regional Promise grants increase the number of students taking accelerated learning and the variety of accelerated learning offerings? How was participation in accelerated learning related to student outcomes such as attendance, graduation, college enrollment, and college success?

*Pillar 4 – Cross-sector partnerships:* Did consortia form stable and sustainable cross-sector partnerships?

*Pillar 5 – PLCs:* Which PLCs were formed and which classes were offered as a result of the Regional Promise grants?

### **Data sources**

This evaluation used multiple sources of data, including administrative data from ODE and data from the consortia themselves (self-reported numbers and narrative from the consortium reports and a list of grant-funded courses). Additional data sources include community college

and four-year university data from the Higher Education Coordinating Commission (HECC), AP data from the College Board, and IB data from IB Americas.

### *Consortium reports and data*

The Education Northwest evaluation team and ODE developed templates that each Regional Promise consortium used to provide interim and final reports to the state. During each grant period detailed in this report (2014-15, 2015-17, and 2017-19), each of the consortia submitted interim and final reports to ODE that described their grant planning efforts, progress, and outcomes. The interim report collected information about early successes and barriers to program implementation as well as the number of teachers and students involved in program activities to date. The final report was submitted at the end of the grant period. This report included data from individual consortia on program successes and challenges and the number of teachers and students participating in program activities. These consortium reports served as data sources for answering selected research questions.

The consortia also submitted a list of the Regional Promise courses they offered each school year. When available, these lists contained the teacher's name, high school name, district name, and course name and number. Additionally, each consortium identified, where possible, which courses would not have existed without grant funding.

In longer-standing consortia, determining which courses could be considered grant-funded became increasingly challenging as accelerated learning overall increased over the same period. Given the challenge of distinguishing Regional Promise grant-funded courses at many consortia, we have shifted the focus of our evaluation to overall accelerated learning courses.

The course list data, provided by Regional Promise consortia, are matched with ODE course roster data to allow us to identify which students took Regional Promise courses. In 2014-15, we were unable to match 134 of 648 individual courses with the ODE course roster data (21 percent). In 2015-16, we did not match 71 of 468 courses (15 percent); in 2016-17, we did not match 34 of 345 courses (10 percent); in 2017-18, we did not match 165 of 682 courses (24 percent); and in 2018-19, we did not match 398 of 1,537 courses (26 percent).

Many of the courses that did not match had some incomplete information or may not have been articulated with a high school class with a clear name (e.g., a math course on a Regional Promise list might be called "tutorial" in ODE, making it difficult to match with confidence). Some discrepancies between consortium course lists and ODE course roster data are due to collapsing what are considered separate courses at the college level into a single course within ODE (e.g., Spanish 101, 102, and 103 are three courses under the Regional Promise records and at a college but correspond to a single ODE/k12 data system Spanish course).

### *Administrative data*

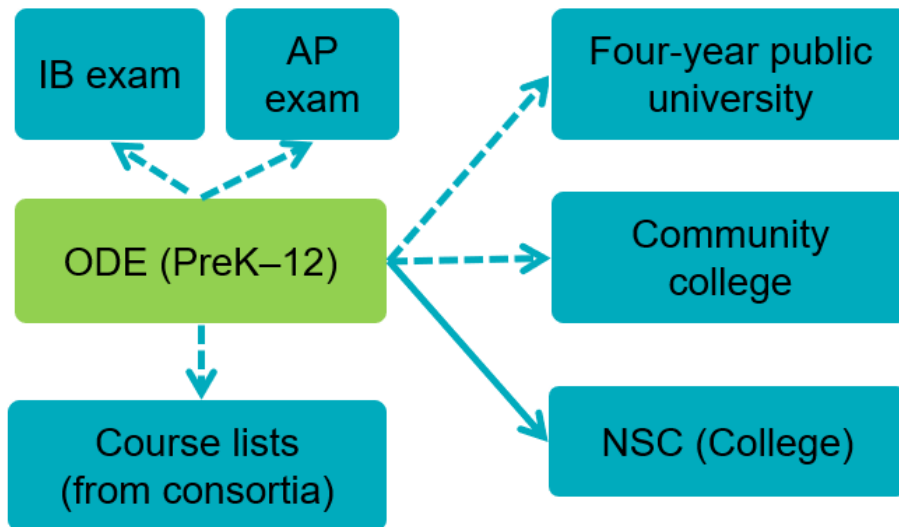
This evaluation used statewide data from ODE on students who attended an Oregon high school and were enrolled in grades 9-12 in the 2013-14 through 2018-19 school years. These data

were linked to the Regional Promise course list data described above. We matched the Regional Promise course lists by course name, teacher name, and high school name so that we could identify Regional Promise courses in the ODE class roster data.

We used four additional data sources for this evaluation. First, we used data from HECC to identify public high school students who participated in dual credit or direct enrollment at an Oregon public college or university. Second, we used data from the College Board on AP exam participation and scores. Third, we used data from IB Americas on IB exam participation and scores.<sup>3</sup> The latter two data sources allowed us to understand AP and IB exam-taking patterns and to compare these to non-Regional Promise dual credit and Regional Promise-funded accelerated learning. Fourth, we used course lists provided by the consortia to identify Regional Promise-funded dual-credit courses.

To link ODE data with HECC, AP, and IB data, the evaluation team used student name, birthdate, and demographic characteristics. To link course lists provided by the consortia to ODE course records, the evaluation team used teacher identification number (when available), teacher name, course name, and school name. Figure 1 displays these data sources, with a dotted line to show where name matching was used to connect them.

Figure 1: Data sources and connections used in this evaluation



NSC = National Student Clearinghouse.  
Source: Pierson & Hodara, 2018.

### Data limitations

We encountered three data issues. First, data quality differed between the data sources in Figure 1. The Regional Promise course lists provided by the consortia did not always have fields that matched the ODE course data, and some consortia had much higher match rates than others. Consortium lists are collected annually, and data quality improved over time as

<sup>3</sup> 2018-19 IB exam data were unavailable at the time of this evaluation.

consortia became more familiar with this data collection. If there is an evaluation of the 2019–21 Regional Promise grants, we plan to continue working with the consortia to address common match issues and ways they can continue to improve their data quality.

Second, there was no common student identification number available across all data sources. We matched data sources using name, race/ethnicity, and birthdate—a method that introduces the possibility of connecting false matches.

Third, some data were not available in certain years. ODE class roster data, which include AP and IB course enrollments, were available for 2014-15 and later years only. IB exam data were unavailable in 2018-19.

### **Analytic methods used to answer the research questions**

To answer questions related to equity, expanding accelerated learning participation, and the outcomes associated with accelerated learning participation (*pillars 1 and 3*), we drew from administrative data. We provide descriptive rates of participation in accelerated learning overall and by student groups.

To answer questions about equity, we used the following student demographic groups:

- Race/ethnicity: American Indian/Alaska Native, Asian, black, Hispanic/Latinx, multiracial, Native Hawaiian/Pacific Islander, and white
- Gender: male or female<sup>4</sup>
- Economically disadvantaged: defined as ever being eligible for free or reduced-price lunch (FRPL) while enrolled in Oregon public schools
- Ever received English learner (EL) services
- Ever having an individualized education program (IEP)

To answer our questions about expanding accelerated learning participation, we examined changes in accelerated learning participation rates by student demographic groups across all years of the Regional Promise grant program (2014-15 to 2018-19).

We conducted descriptive and regression analyses to answer our questions about the outcomes associated with participation in accelerated learning. We began by calculating average attendance rates among high school students in grades 9–12, high school graduation rates for grade 12 students, college enrollment rates for students who graduated from high school, and first-year college credit accumulation and first-year to second-year college persistence rates for students who enrolled in college. We examined variation in these rates by participation in different types of accelerated learning and whether the student attended a Regional Promise school.

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<sup>4</sup> Oregon data first began including nonbinary gender as a category in the 2018-19 school year; we do not include this category in our analysis for that year as the student numbers are too small to report while protecting student privacy.



We then conducted regression analysis to estimate the impact of Regional Promise and accelerated learning participation on student outcomes. We examined the impact of attending a Regional Promise school (but not necessarily taking a Regional Promise course), taking a Regional Promise course at a Regional Promise school, and taking any type of accelerated learning in a Regional Promise school, on the following student outcomes:

- High school attendance
- High school graduation
- College enrollment
- First-year college credit accumulation
- First-year to second-year college persistence

Because students were not randomly assigned to Regional Promise schools or accelerated learning coursework, we lacked true treatment and control groups in the experimental sense. Instead, we relied on a quasi-experimental approach—propensity score weighting with covariate adjustment—to estimate the impacts of Regional Promise and accelerated learning participation on student outcomes. Students who received the “treatment” (i.e., attended a Regional Promise school, took a Regional Promise class at a Regional Promise school, or took accelerated learning at a Regional Promise school) were compared against a weighted control group of students who did not receive the treatment. Untreated student observations were weighted by the inverse probability that they would have received treatment, based on observable student characteristics such as gender; race/ethnicity; eligibility for free or reduced-price lunch; having an individualized education program; classification as an English learner; and middle school discipline, test scores, and attendance. This weighting approach emphasized comparisons between “treated” students and observationally similar “untreated” students.

The approach does not account for unobservable characteristics that may be related to both the decision to participate in accelerated learning and our outcomes of interest. When unobservable characteristics (such as a student’s academic motivation) are positively related to both participation in accelerated learning and the outcomes of interest, our estimates will overstate the true treatment effect.

To answer questions about college-going culture, cross-sector partnerships, and professional learning communities (*pillars 2, 4, and 5*), we relied on individual consortium reports provided to ODE.

## Findings

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### Accelerated Learning in Oregon

We begin our evaluation with an overview of accelerated learning participation in Oregon. We calculated descriptive statistics to demonstrate changes in the share of Oregon public high school students participating in accelerated learning between 2013-14 and 2018-19.

In our most recent year of data (2018-19), 64 percent of all high school students in Oregon attended a Regional Promise school. **Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course.**

This restriction excluded the following number of schools and students from some of the Regional Promise results: in 2014-15, 114 schools in which 306 students took a Regional Promise course; in 2015-16, 84 schools in which 204 students took a Regional Promise course; in 2016-17, 75 schools in which 147 students took a Regional Promise course; in 2017-18, 91 schools in which 321 students took a Regional Promise course; and in 2018-19, 108 schools in which 382 students took a Regional Promise course. The number of students attending a Regional Promise school has more than doubled since the program's inception in 2014-15, when 31 percent of Oregon high school students attended a Regional Promise school.

The share of Oregon students taking Regional Promise courses also continued to increase. In 2018-19, 16 percent of Oregon high school students took a grant-funded or listed Regional Promise course, compared to 12 percent in 2017-18. As noted above, Regional Promise courses can include dual credit (traditional dual credit, assessment-based learning, and sponsored dual credit), AP, and IB courses.

We utilized two definitions to track Regional Promise course-taking behavior: grant-funded courses and listed courses. Under the first definition, we only considered courses that a consortium defined as grant-funded when they submitted their lists of Regional Promise courses. Under the second definition, we included courses that were listed by the consortium but were not confirmed as directly funded by the Regional Promise grants program.

Some consortia submitted course lists with additional accelerated learning coursework that was not directly funded by the grant, while other consortia were unable to determine which courses were grant-funded. The approach of including listed courses, as well as those that were explicitly designated as grant-funded, allows for a more comparable list of courses across consortia. For much of this report, we use the sum of these two counts. This measure is not directly comparable across years due to including listed courses in 2018 and 2019, but it presents a more accurate picture of Regional Promise courses in this evaluation period. We were unable to include listed courses in earlier years due to data limitations.

Participation rates for the other forms of accelerated learning have remained relatively stable. In 2018-19, 17 percent of students took an AP course, 5 percent took an IB course, 17 percent took

dual credit, and 5 percent took direct enrollment. In total, 38 percent of Oregon public high school students participated in some form of accelerated learning in 2018-19.

*Table 2. Share of Oregon public high school students participating in accelerated learning types, by year*

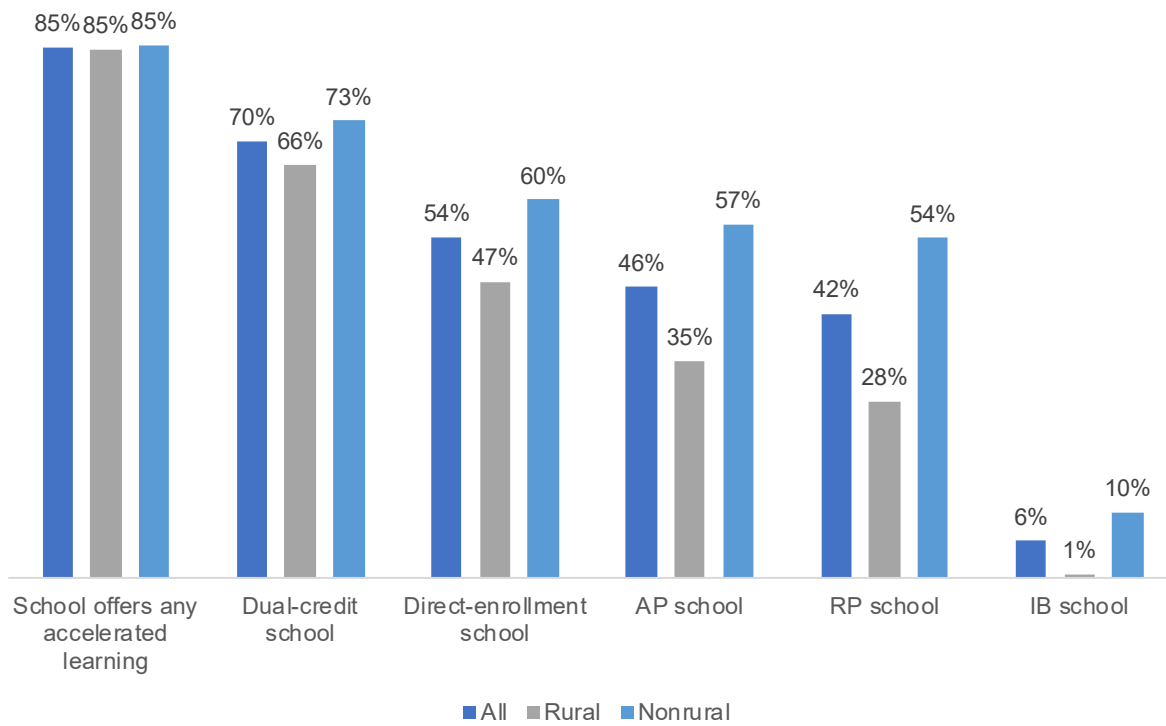
	2014	2015	2016	2017	2018	2019
Attended a Regional Promise school	N/A	31%	22%	35%	49%	64%
Took a Regional Promise course	N/A	8%	6%	6%	12%	16%
Grant-funded	N/A	8%	6%	6%	7%	12%
Listed	N/A	N/A	N/A	N/A	4%	5%
Took an AP course	N/A	14%	15%	16%	17%	17%
Took an AP exam	8%	9%	9%	10%	10%	10%
Passed an AP exam	5%	5%	6%	6%	6%	6%
Took an IB course	N/A	4%	4%	4%	5%	5%
Took an IB exam	1%	1%	1%	1%	1%	N/A
Passed an IB exam	1%	1%	1%	1%	1%	N/A
Took dual credit	15%	17%	18%	19%	19%	17%
Community college	13%	15%	16%	16%	16%	15%
University	2%	3%	3%	4%	4%	4%
Took direct enrollment	4%	5%	5%	4%	4%	5%
Community college	4%	4%	4%	4%	4%	4%
University	0%	0%	0%	0%	1%	1%
<b>Took any accelerated learning course</b>	<b>23%</b>	<b>36%</b>	<b>37%</b>	<b>36%</b>	<b>39%</b>	<b>38%</b>

Note: No data were available for AP and IB courses in 2013-14; no data were available for IB exams in 2018-19; Regional Promise courses were not offered until 2014-15. Sample includes Oregon high school students in grades 9–12: 187,395 in 2013-14; 188,472 in 2014-15; 190,045 in 2015-16; 188,053 in 2016-17; 187,626 in 2017-18; and 187,916 in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course (grant-funded or listed). Regional Promise course-taking rates include students taking courses at any school. Regional Promise “listed courses” are courses provided on consortium course lists that were not funded by the Regional Promise grant. This measure is new in 2017-18 and 2018-19. Regional Promise grant-funded courses are courses provided on consortium course lists that were funded by the Regional Promise grant. This measure is comparable across all years (2013-14 to 2018-19).  
Source: Authors.

To understand how accelerated learning participation rates changed relative to accelerated learning offerings, we examined the share of Oregon public high schools that offered each type of accelerated learning, by year. We defined a school as offering a type of accelerated learning when more than nine students or 9 percent of the student body participated in the specified form of accelerated learning. In 2018-19, we classified 42 percent of Oregon public high schools as Regional Promise schools, 70 percent as dual-credit schools, 54 percent as direct-enrollment schools, 46 percent as AP schools, and 6 percent as IB schools. Using these definitions, we found that 85 percent of schools offered some form of accelerated learning in 2018-19 (figure 2).

We also found important variation between rural and nonrural schools. Whereas rural and nonrural schools were equally likely to offer any form of accelerated learning, each individual type of accelerated learning was more likely at nonrural schools than rural schools.

Figure 2. Share of Oregon public high schools offering accelerated learning in 2018-19, by accelerated learning type and school rurality



Note: Rurality is based on National Center for Education Statistics school locale codes and includes schools in town-distant, town-remote, rural-distant, and rural-remote locales. A school is classified as offering Regional Promise, AP, IB, dual credit, or direct enrollment when more than nine students or 9 percent of the student body took a Regional Promise, AP, IB, dual-credit, or direct-enrollment course. Sample includes Oregon public high schools in 2018-19: 338 total, 156 rural, and 182 nonrural. Source: Authors.

At Regional Promise schools, one quarter of the students took a Regional Promise course. The reach of Regional Promise courses at Regional Promise schools is generally larger than the reach of other accelerated learning types. For example, at AP schools, 22 percent of students took an AP course and 13 percent took an AP exam. At dual-credit schools, 20 percent of students took dual credit. IB schools were the exception: 30 percent of students at IB schools took an IB course (table 3).

*Table 3. Share of Oregon public high school students participating in accelerated learning types at schools offering that type of accelerated learning, by year*

	2014	2015	2016	2017	2018	2019
Took a Regional Promise course	N/A	25%	26%	17%	24%	25%
Grant-funded	N/A	25%	26%	17%	15%	18%
Listed	N/A	N/A	N/A	N/A	9%	7%
Took an AP course	N/A	18%	20%	20%	21%	22%
Took an AP exam	N/A	11%	12%	12%	13%	13%
Passed an AP exam	N/A	7%	7%	7%	8%	8%
Took an IB course	N/A	27%	29%	29%	30%	30%
Took an IB exam	6%	7%	7%	7%	8%	N/A
Passed an IB exam	5%	5%	5%	5%	5%	N/A
Took dual credit	17%	19%	21%	21%	21%	20%
Community college	16%	17%	18%	19%	18%	16%
University	2%	3%	4%	4%	5%	5%
Took direct enrollment	5%	5%	5%	5%	5%	6%
Community college	4%	5%	5%	4%	4%	5%
University	1%	0%	1%	0%	1%	1%

Note: A school is classified as offering Regional Promise, AP, IB, dual credit, or direct enrollment when more than nine students or 9 percent of the student body took a Regional Promise, AP, IB, dual-credit, or direct-enrollment course. Sample includes Oregon public high school students in grades 9–12: 187,395 in 2013-14; 188,472 in 2014-15; 190,045 in 2015-16; 188,053 in 2016-17; 187,626 in 2017-18; and 187,916 in 2018-19.

Source: Authors.

### **Pillar 3: Expanding Accelerated Learning Participation**

#### *Did the Regional Promise grants increase the number of students taking accelerated learning and the variety of accelerated learning offerings?*

Overall, we found that:

- Approximately a quarter of students attending a Regional Promise school took a Regional Promise course (24 percent in 2017-18 and 25 percent in 2018-19).
- Three consortia accounted for more than three-quarters of all Regional Promise enrollments (Willamette Promise, 29 percent; Southern Oregon Promise, 28 percent; and Clackamas Promise, 25 percent).
- Regional Promise enrollments increased sharply at Clackamas Promise (260 in 2017-18 to 7,677 in 2018-19) and East County Pathways for College Success (497 in 2017-18 to 981 in 2018-19).
- A majority of Regional Promise course enrollments were associated with Western Oregon University (28 percent) and Clackamas Community College (25 percent).
- The number of Regional Promise courses offered increased from 492 courses 2017-18 to 751 courses in 2018-19.
- 33 percent of Regional Promise course-takers also registered for dual-credit courses.

In the 2017–19 grant biennium, the Regional Promise program achieved the following:

- Increased the number of accelerated learning courses offered (73 new accelerated learning courses were offered in 43 high schools).
- Increased the number of high schools offering accelerated learning courses (three consortia—Clackamas Regional Consortium, Eastern Promise, and Northwest Promise—facilitated accelerated learning offerings in six high schools that previously did not have these options).
- Increased the number of teachers who were eligible to teach accelerated learning courses due to grant funding (81 teachers were newly eligible).
- Increased the number of high school students enrolled in college success or career exploration courses, many of which provided an opportunity to earn college credit (239 students enrolled in such courses).<sup>5</sup>

Table 4 presents accelerated learning participation statistics for students attending a Regional Promise school. The share of students taking a grant-funded Regional Promise course declined in 2016-17 (from 26 percent to 17 percent) and 2017-18 (to 15 percent) but increased in 2018-19 (to 18 percent).

In 2018-19, 44 percent of students attending a Regional Promise school participated in any accelerated learning class (compared to 38 percent of all Oregon students). Regional Promise courses (grant-funded and listed combined) are the most common way to enroll in accelerated learning, with 25 percent of students at Regional Promise schools taking a course, followed by AP (19 percent) and dual-credit (19 percent) courses.

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<sup>5</sup> The information in this paragraph is from consortium reports submitted to ODE.

*Table 4. Percentage of students in Regional Promise schools participating in accelerated learning types in Oregon, by year*

	2015	2016	2017	2018	2019
Took a Regional Promise course	25%	26%	17%	24%	25%
Grant-funded	25%	26%	17%	15%	18%
Listed	N/A	N/A	N/A	9%	7%
Took an AP course	17%	16%	20%	19%	19%
Took an AP exam	11%	8%	12%	11%	11%
Passed an AP exam	7%	5%	7%	6%	7%
Took an IB course	4%	2%	3%	4%	5%
Took an IB exam	1%	1%	1%	1%	N/A
Passed an IB exam	0%	0%	0%	1%	N/A
Took dual credit	18%	18%	18%	20%	19%
Community college	16%	15%	16%	15%	15%
University	3%	5%	4%	7%	6%
Took direct enrollment	2%	3%	2%	3%	3%
Community college	2%	2%	2%	2%	3%
University	0%	0%	0%	0%	1%
<b>Took any accelerated learning course</b>	<b>48%</b>	<b>46%</b>	<b>41%</b>	<b>46%</b>	<b>44%</b>

Note: Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course (grant-funded or listed). Sample includes Oregon public high school students in grades 9–12 who attended a Regional Promise school that year: 59,084 in 2014-15; 40,911 in 2015-16; 66,455 in 2016-17; 91,356 in 2017-18; and 120,981 in 2018-19.

Source: Authors.

### **Coursetaking by consortia**

In 2018-19, 30,812 students took a Regional Promise course. More than three-quarters of these students took Regional Promise courses through Willamette Promise (29 percent), Southern Oregon Promise (28 percent), and Clackamas Promise (25 percent).



*Table 5. Regional Promise course enrollment by consortium and year*

Consortium	2014-15		2015-16		2016-17		2017-18		2018-19	
	Count	%	Count	%	Count	%	Count	%	Count	%
Cascades Commitment	676	5%	1,340	12%	990	9%	935	4%	947	3%
Clackamas Promise	-	-	-	-	-	-	260	1%	7,677	25%
East County Pathways for College Success	-	-	-	-	1,964	18%	497	2%	981	3%
Eastern Promise	-	-	-	-	-	-	-	-	62	0%
Linn-Benton Lincoln College Career Collaborative	-	-	-	-	-	-	-	-	196	1%
Lane Regional Promise	-	-	-	-	-	-	-	-	571	2%
NW Promise	-	-	-	-	1,972	18%	3,876	18%	2,964	10%
Oregon Metro Connects	5,614	38%	-	-	-	-	-	-	-	-
Southern Oregon Promise	2,436	16%	4,878	45%	907	8%	7,726	35%	8,515	28%
Willamette Promise	6,142	41%	4,743	43%	5,298	48%	8,720	40%	8,899	29%

Note: Sample includes Oregon public high school students in grades 9–12 who took a Regional Promise course at any school: 14,868 in 2014-15; 10,961 in 2015-16; 11,131 in 2016-17; 22,014 in 2017-18; and 30,812 in 2018-19. Both grant-funded and listed courses are included in 2017-18 and 2018-19. The Regional Promise school definition is not applied to provide a complete picture of Regional Promise course enrollments within each consortium. Source: Authors.

### **Postsecondary partners**

In 2018-19, 89 percent of Regional Promise course enrollments were associated with Western Oregon University (28 percent), Clackamas Community College (25 percent), Rogue Community College (14 percent), Oregon Institute of Technology (9 percent), Southern Oregon University (8 percent), and Klamath Community College (5 percent). The remaining 11 percent were associated with Mount Hood Community College, Central Oregon Community College, Lane Community College, Tillamook Bay Community College, Blue Mountain Community College, and Oregon Coast Community College.

*Table 6. Regional Promise course enrollment by postsecondary partner*

Postsecondary partner	2015	2016	2017	2018	2019
Western Oregon University	41%	43%	49%	38%	28%
Clackamas Community College	0%	0%	0%	1%	25%
Rogue Community College	5%	9%	8%	19%	14%
Oregon Institute of Technology	0%	0%	0%	11%	9%
Southern Oregon University	2%	36%	0%	15%	8%
Klamath Community College	9%	0%*	0%*	0%	5%
Mount Hood Community College	12%	0%	15%	2%	3%
Central Oregon Community College	5%	12%	9%	4%	3%
Lane Community College	0%	0%	0%	0%	2%
Tillamook Bay Community College	0%	0%	1%	0%	2%
Blue Mountain Community College	0%	0%	0%	3%	1%
Oregon Coast Community College	0%	0%	0%	0%	1%
Eastern Oregon University	0%	0%	0%	0%	0%
Portland Community College	25%	0%	17%	5%	0%
Portland State University	1%	0%	0%	0%	0%

\*These institutions did not report grant-funded courses in this year but were offering courses as a part of a Regional Promise consortium, which may lead to undercounting Regional Promise courses and, correspondingly, students. Note: Sample includes Oregon public high school students in grades 9–12 who took a Regional Promise course at any school: 14,868 in 2014-15; 10,961 in 2015-16; 10,767 in 2016-17; 22,014 in 2017-18; and 30,812 in 2018-19. Both grant-funded and listed courses are included in 2018 and 2019. The Regional Promise school definition is not applied.

Source: Authors.

At most Oregon community colleges and universities, Regional Promise schools represent the majority of dual-credit enrollments (not restricting to Regional Promise course offerings but including all dual-credit courses; table 7). Only eight institutions had more dual-credit enrollments from non-Regional Promise high schools: Blue Mountain, Clatsop, Columbia Gorge, Linn-Benton, Southern Oregon, Treasure Valley, and Umpqua community colleges, as well as at Eastern Oregon University.<sup>6</sup> At the median institution, 70 percent of dual-credit students attend Regional Promise high schools and 30 percent attend non-Regional Promise high schools.

The fact that the majority of dual-credit enrollments are from students attending Regional Promise high schools demonstrates the power of the partnership model. Once the Regional Promise consortium is formed and the relationships are built and are strengthened by the model, it may be easier for that postsecondary institution to offer more dual-credit courses. Similarly, it is likely that at least some Regional Promise consortia were formed around existing dual-credit enrollment relationships between postsecondary institutions and high schools.

<sup>6</sup> In 2018/19, Eastern Promise included only Oregon teacher pathway courses as Regional Promise grant-funded courses; the larger Eastern Promise program includes many more courses and is not reflected in these data. This impacts the dual-credit enrollment percentages for Blue Mountain Community College and Eastern Oregon University reflected in this section.

Table 7. Dual-credit enrollment at Oregon’s community colleges and universities, by Regional Promise and non-Regional Promise high schools, 2018-19

Primary college	Dual-credit enrollment	Percent of dual-credit enrollment from Regional Promise schools	Percent of dual-credit enrollment from non-Regional Promise schools
Oregon Coast Community College	2,128	99%	1%
Rogue Community College	747	98%	2%
Clackamas Community College	828	97%	3%
Tillamook Bay Community College	342	>95%	<5%
Western Oregon University	770	>95%	<5%
Southern Oregon University	517	93%	7%
Klamath Community College	1,709	89%	11%
University of Oregon	686	89%	11%
Oregon Institute of Technology	139	87%	13%
Portland Community College	1,790	77%	23%
Central Oregon Community College	47	>75%	<25%
Mount Hood Community College	36	>70%	<30%
<b>Median Institution</b>	<b>779</b>	<b>70%</b>	<b>30%</b>
Lane Community College	1,113	70%	30%
Portland State University	3,913	68%	32%
Chemeketa Community College	442	60%	40%
Oregon State University	2,591	53%	47%
Blue Mountain Community College*	1,964	36%	64%
Eastern Oregon University*	751	33%	67%
Clatsop Community College	261	20%	80%
Linn-Benton Community College	4,748	7%	93%
Columbia Gorge Community College	973	<5%	>95%
Southern Oregon Community College	412	<5%	>95%
Treasure Valley Community College	3,161	2%	98%
Umpqua Community College	2,721	1%	99%

\*In 2018/19, Eastern Promise only included Oregon teacher pathway courses as grant-funded (Regional Promise) courses; the larger Eastern Promise program includes many more courses and is not reflected in these data. This impacts the dual-credit enrollment percentages for Blue Mountain Community College and Eastern Oregon University reflected in this table.

Note: Sample includes Oregon public high school students in grades 9–12 who took a dual-credit course in 2018-19. Students are not double counted in this table. If a student enrolled in dual-credit coursework at multiple institutions, their enrollment is only associated with their primary college (i.e., the institution in which they enrolled in the greatest number of dual-credit courses in 2018-19). Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course (grant-funded or listed).

Ranges have been provided to mask exact counts for cells with fewer than 10 students.

Source: Authors.

## Variety of accelerated learning courses

In 2018-19, the Regional Promise consortia offered 751 different courses.<sup>7</sup> Table 8 provides an overview of the number of Regional Promise grant-funded and listed courses offered each year by each consortium. A majority of these courses were with Clackamas Promise (269), Southern Oregon Promise (268), and Willamette Promise (126). These course counts are unique by high school course name and college course name within each consortium and year. For example, if the same biology class were offered at four different high schools by four different teachers in the same consortium during the same year, then it would only be counted once. If that course were offered across multiple consortia in the same year, then it would be counted once per consortium.

*Table 8. Number of different Regional Promise courses by year and consortium*

Consortium	2015	2016	2017	2018	2019
Cascades Commitment	2	3	10	6	7
Clackamas Promise	-	-	-	8	269
East County Pathways to Success	-	-	24	16	15
Eastern Promise	-	-	-	-	1
Lane Regional Promise	-	-	-	-	19
Linn-Benton Lincoln College Career Collaborative	-	-	-	-	2
Northwest Promise	-	-	6	17	44
Oregon Metro Connects	92	-	-	-	-
Southern Oregon Promise	33	88	22	293	268
Willamette Promise	18	114	93	152	126
<b>Total</b>	<b>145</b>	<b>205</b>	<b>155</b>	<b>492</b>	<b>751</b>

Note: Not all courses in this table matched with corresponding ODE courses. Both grant-funded and listed courses are included in 2018 and 2019.

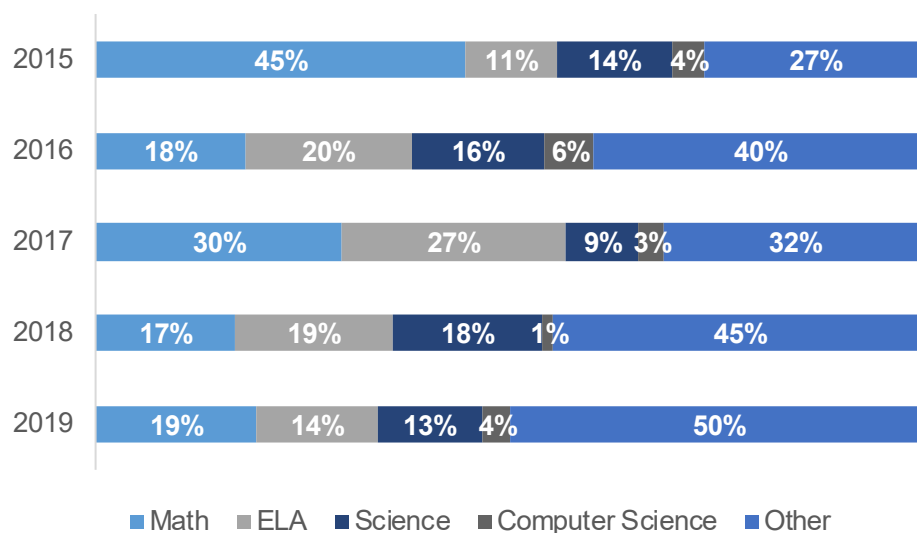
Source: Authors, from Regional Promise consortium reports prior to matching with ODE data.

## Subjects

Regional Promise courses were offered in a variety of subjects. In 2018-19, 41,647 Regional Promise student course enrollments were found in the ODE data, corresponding to the 1,139 different courses that matched. Nineteen percent of all Regional Promise course enrollments were in math, 14 percent in English language arts, 13 percent in science, 4 percent in computer science, and the remaining 50 percent were in other subjects. Other subjects included history and humanities, health care, and language courses.

<sup>7</sup> 72 percent of these courses were classified as dual credit (38 percent traditional dual credit, 19 percent assessment-based learning, and 15 percent sponsored dual credit) and 28 percent were unclassified. Seven percent were dually classified as AP or IB.

Figure 3. Regional Promise coursetaking by subject classification (from ODE data)



Note: Other courses include history/humanities, architecture/construction/engineering, college success/career exploration, health care, and language courses. Both grant-funded and listed courses are included in 2017-18 and 2018-19.

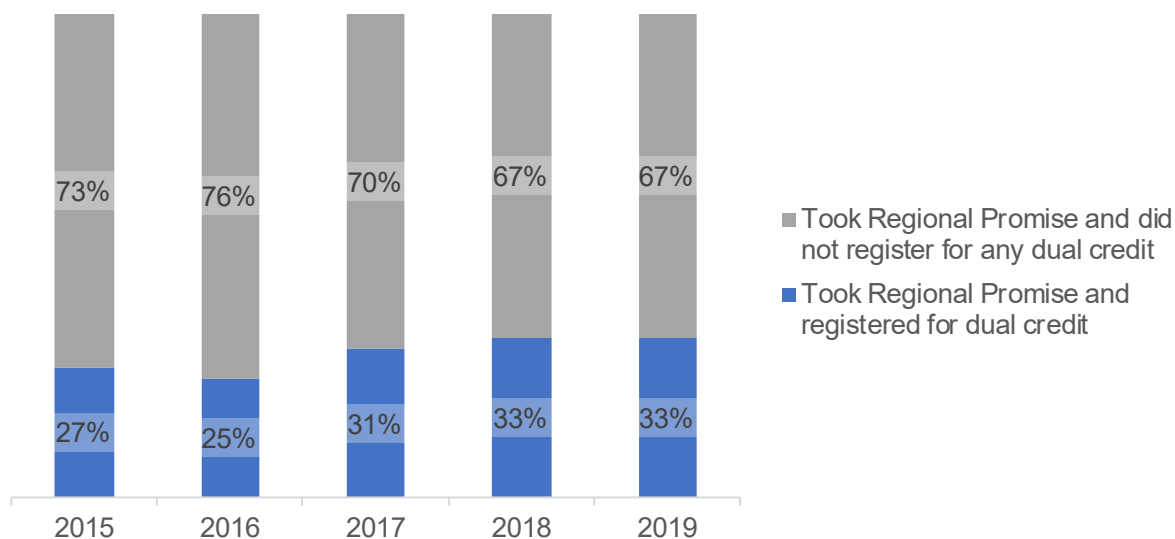
Source: Authors.

### Dual-credit registration

Regional Promise course data provide information on accelerated learning courses that students enroll in, while dual-credit enrollment data only include students who registered for these classes for college credit. Additional students may have taken these courses at their high school but not registered for them with the college. We are unable to determine whether a student registered for credit when they took a Regional Promise course, because we cannot match Regional Promise courses lists with college course rosters. However, we can compare the *number* of Regional Promise courses a student took (if any) against the total number of dual-credit courses the student also took.

Over time, the share of students who took Regional Promise courses at their high school but did not register for any dual-credit courses has gradually declined, from 73 percent in 2014-15 to 67 percent in 2018-19. Of the 33 percent who registered for dual credits in 2018-19, 88 percent registered for at least as many dual-credit courses as Regional Promise courses, and 12 percent registered for fewer dual-credit courses than Regional Promise courses (figure 4).

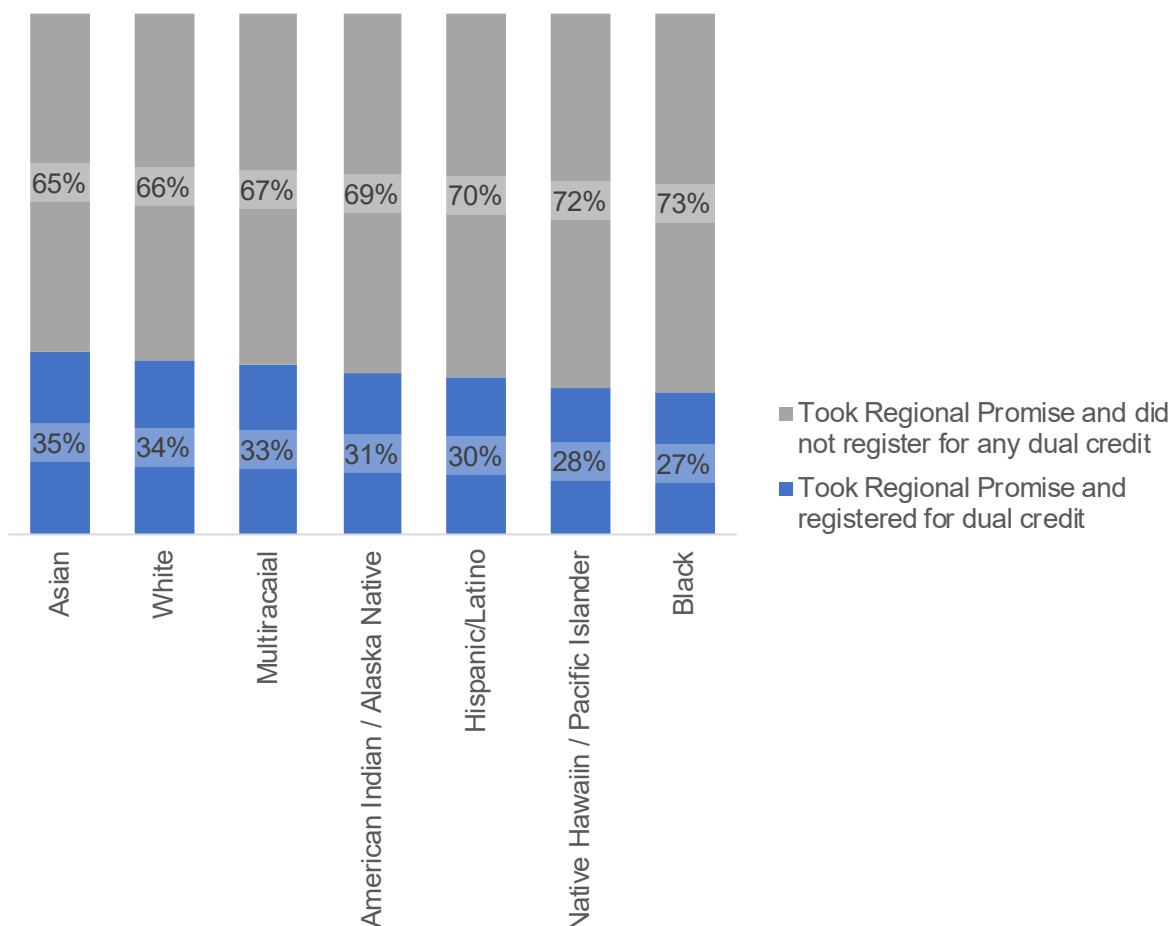
Figure 4. The share of Regional Promise coursetakers who registered for dual credit, 2014-15 to 2018-19



Note: Sample includes Oregon public high school students in grades 9–12 who took a Regional Promise course at any school: 14,868 in 2014-15; 10,961 in 2015-16; 10,767 in 2016-17; 22,014 in 2017-18; and 30,812 in 2018-19. Both grant-funded and listed courses are included in 2018 and 2019. Dual-credit course registration was not matched at the student level to Regional Promise course registration.  
Source: Authors.

In 2018-19, the probability that a student took Regional Promise courses and registered for dual credits varied with the student’s race/ethnicity (figure 5). Asian students were the most likely to take Regional Promise courses and register for dual credits (35 percent probability), while Native Hawaiian/ Pacific Islander and black students were the least likely (28 percent and 27 percent probability, respectively).

Figure 5. The probability of dual-credit registration for Regional Promise coursetakers, by race and ethnicity



Note: Figure reports the marginal probability that a student experienced the outcome after controlling for student grade; student demographics (ever classified as an English learner, classified as an English learner this year, ever eligible for FRPL, ever had an IEP, IEP this year, ever suspended/expelled, changed schools this year, chronically absent this year, race/ethnicity, and gender); academic year; high school rurality; and high school district. Sample includes 30,812 Oregon public high school students in grades 9–12 who took a Regional Promise course in 2018-19.

## Pillar 1: Promoting Equity

*Did the Promise grants increase the participation of historically underrepresented students in accelerated learning coursework?*

Overall, we found that:

- Accelerated learning participation rates continued to be higher for economically disadvantaged and rural students who attended a Regional Promise school, compared to economically disadvantaged and rural students who did not attend a Regional Promise school.



- At Regional Promise schools in 2018-19, more student groups were equitably represented<sup>8</sup> in Regional Promise courses than in overall accelerated learning courses, indicating that Regional Promise courses have lessened the equity gap compared to other types of accelerated learning offered at Regional Promise schools.
- In 2018-19, among 10 student groups who were underrepresented in accelerated learning participation, five achieved more equitable participation at Regional Promise schools and five achieved more equitable participation at non-Regional Promise schools.
  - Since 2016-17, participation in accelerated learning at Regional Promise schools became more equitable for American Indian/Alaska Native, black, multiracial, and male students, as well as students who changed schools, were ever suspended/expelled, ever qualified for free or reduced-price lunch, or ever had an individualized education program.
  - Participation in accelerated learning at Regional Promise schools became less equitable for Native Hawaiian/Pacific Islander students and students who were ever classified as English learners.
- Across all race and ethnicity groups, students were 16 to 19 percentage points more likely to have participated in accelerated learning when they attended a Regional Promise school than had they attended a non-Regional Promise school.

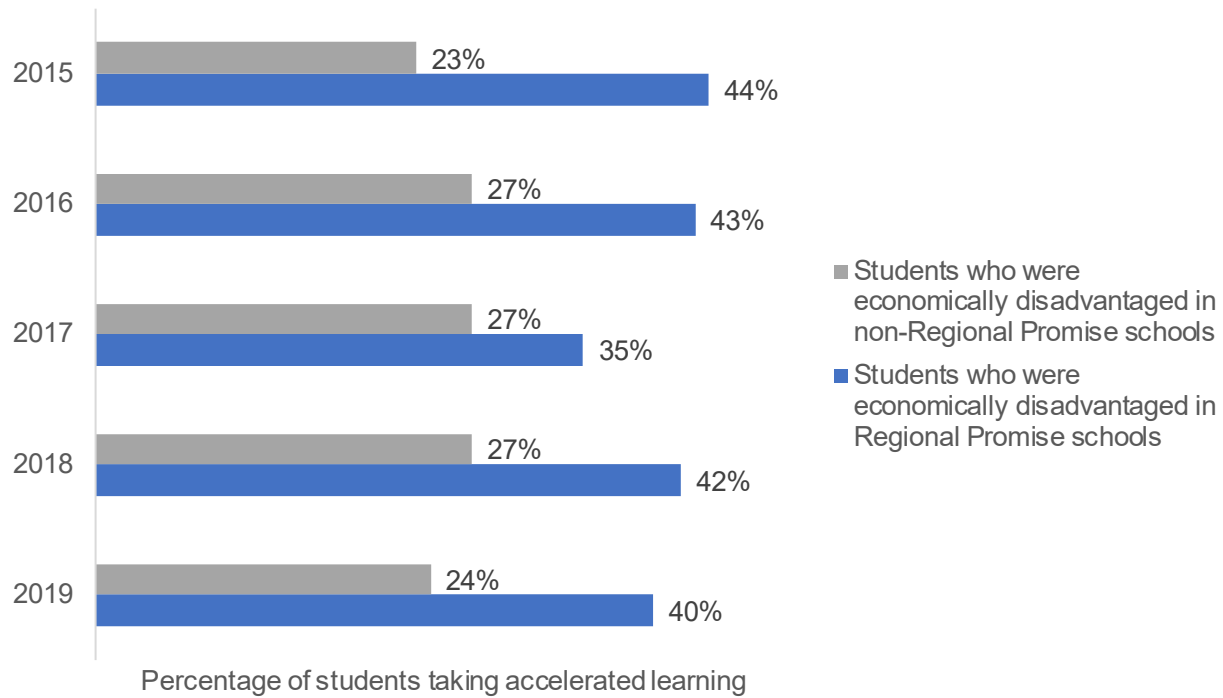
### **Participation among students who were economically disadvantaged**

In each year of the grant, a higher percentage of economically disadvantaged students at Regional Promise schools participated in accelerated learning than their counterparts at non-Regional Promise schools (figure 6).

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<sup>8</sup> A student group is equitably represented in Regional Promise (or accelerated learning) courses when the representation of that student group in the Regional Promise (or accelerated learning) coursetaking population matches their representation in the overall student population.

Figure 6. Percentage of economically disadvantaged students who participated in accelerated learning, by Regional Promise and non-Regional Promise schools

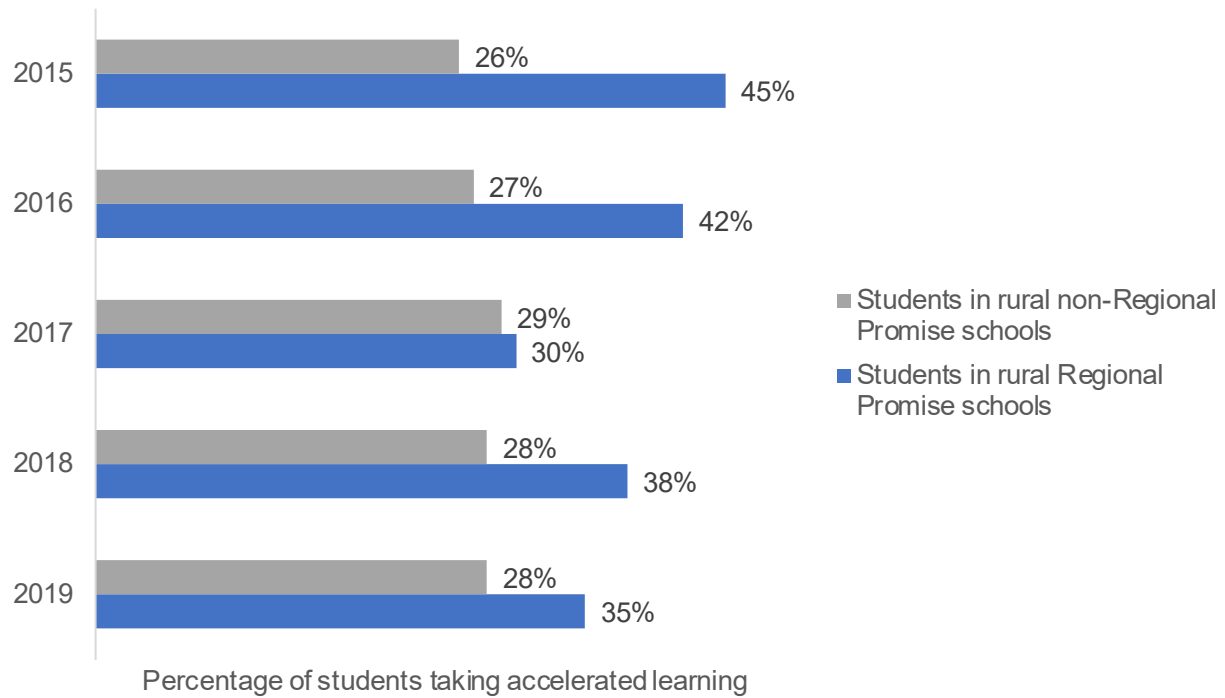


Note: Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course (grant-funded or listed). Economically disadvantaged is defined as having ever been eligible for free or reduced-price lunch during a student’s time in Oregon public schools. Sample includes Oregon public high school students in grades 9–12 who are classified as economically disadvantaged: 130,363 in 2014-15; 132,425 in 2015-16; 131,516 in 2016-17; 131,042 in 2017-18; and 130,615 in 2018-19. Source: Authors.

### Participation among rural students

Accelerated learning participation rates have also been higher at rural Regional Promise schools compared to rural non-Regional Promise schools. Most recently, 35 percent of students attending a rural Regional Promise high school participated in accelerated learning compared to 28 percent of students who attended a rural non-Regional Promise high school (figure 7).

Figure 7. Percentage of students who participated in accelerated learning, by rural Regional Promise and rural non-Regional Promise schools



Note: Rurality is based on National Center for Education Statistics school locale codes and includes schools in town-distant, town-remote, rural-distant, rural-remote. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course (grant-funded or listed). Sample includes Oregon public high school students in grades 9–12 who attend a rural high school: 42,244 in 2014-15; 41,810 in 2015-16; 41,644 in 2016-17; 41,798 in 2017-18; and 41,175 in 2018-19. Source: Authors.

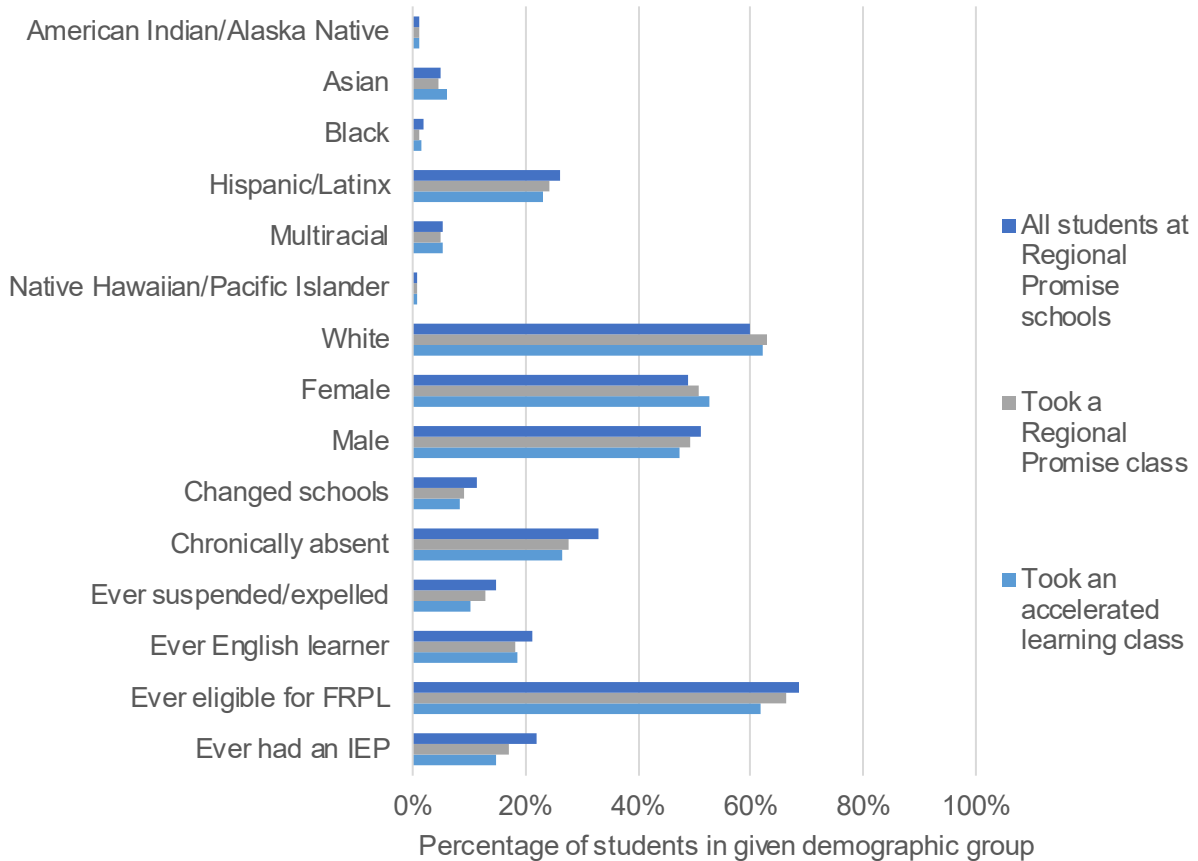
### Participation in Regional Promise courses and accelerated learning at Regional Promise schools

Figure 8 presents demographic characteristics for students who attended Regional Promise high schools in 2018-19. The dark blue bars represent all students at Regional Promise schools, the gray bars represent students at Regional Promise schools who took a Regional Promise class, and the light blue bars represent students at Regional Promise schools who took any accelerated learning. We are interested in the comparison of participation rates for Regional Promise (gray bars) and accelerated learning (light blue bars) coursetaking against the overall student population at Regional Promise schools (dark blue bars).

Students who were Hispanic/Latinx, male, changed schools, were absent more than 10 percent of the time (chronically absent), were ever suspended/expelled, were ever classified as an English learner, ever qualified for free or reduced-price lunch, or ever had an individualized education program were *underrepresented* in the population of students who took a Regional Promise or accelerated learning class. Conversely, Asian, white, and female students were *overrepresented* in these course-taking populations. Regional Promise and accelerated learning participation rates for American Indian/Alaska Native, multiracial, and Native Hawaiian/Pacific

Islander students more closely resembled the overall population of Regional Promise schools, indicating approximately equitable representation for those students.

Figure 8. Demographic characteristics of all Regional Promise high school students in 2018-19

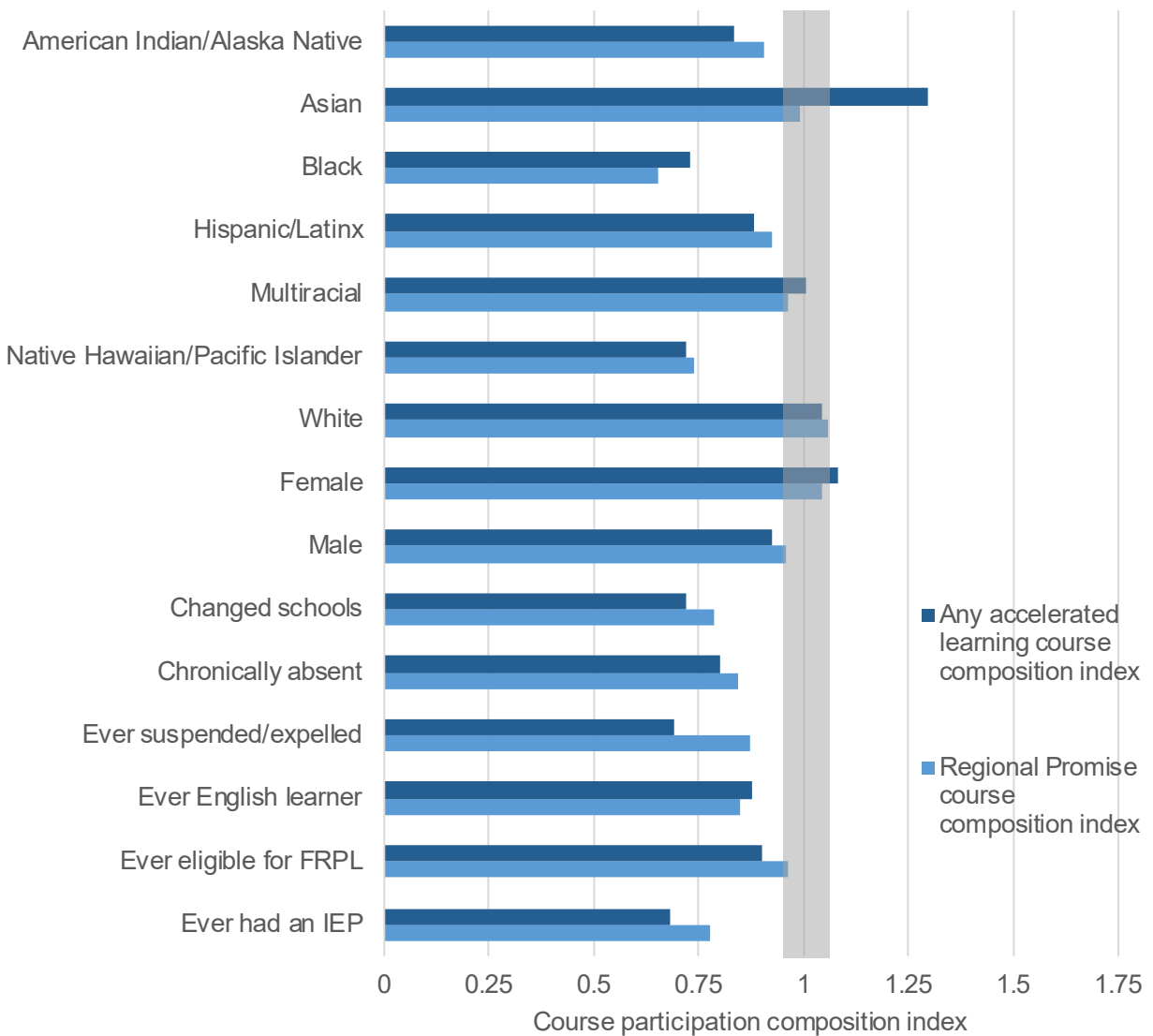


Note: Sample includes 120,981 Oregon public high school students in grades 9–12 in Regional Promise schools in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course.  
Source: Authors.

Examining percentages makes it difficult to detect differences for small student groups. To address this, we calculated a composition index, which is a way to compare whether the proportion of students from a specific student demographic who are taking a Regional Promise class or any accelerated learning mirrors the proportion of students in the overall population. The composition index is calculated as the ratio of the percentage of students who took a Regional Promise class (or the percentage who took an accelerated learning class) divided by the percentage of the group in the overall population. A rate of one indicates that the group is equitably represented. Rates above and below one indicate over or underrepresentation, respectively. Figure 9 displays composition indexes for students who attended a Regional Promise school and took a Regional Promise course (dark blue bar) and students who attended a Regional Promise school and took any accelerated learning (light blue bar).

For many student groups, participation in Regional Promise courses was more equitable than participation in accelerated learning. In 2018-19, Regional Promise coursetakers reached approximately equitable participation for the following student groups: students who ever qualified for free or reduced-price lunch, male, female, multiracial, and Asian. Comparatively, accelerated learning coursetakers only reached an equitable distribution for white and multiracial students at Regional Promise schools. For nearly all student groups, Regional Promise composition indexes were higher than accelerated learning composition indexes. In other words, for most student groups, there was more equitable representation in Regional Promise courses than any accelerated learning type. Asian, black, multiracial, and female students are exceptions.

*Figure 9. Composition indexes for accelerated learning and Regional Promise coursetaking at Regional Promise schools by race and ethnicity and gender, 2018-19*



Note: Gray band indicates approximately equitable composition indices of 0.95 to 1.05.  
 Source: Authors.

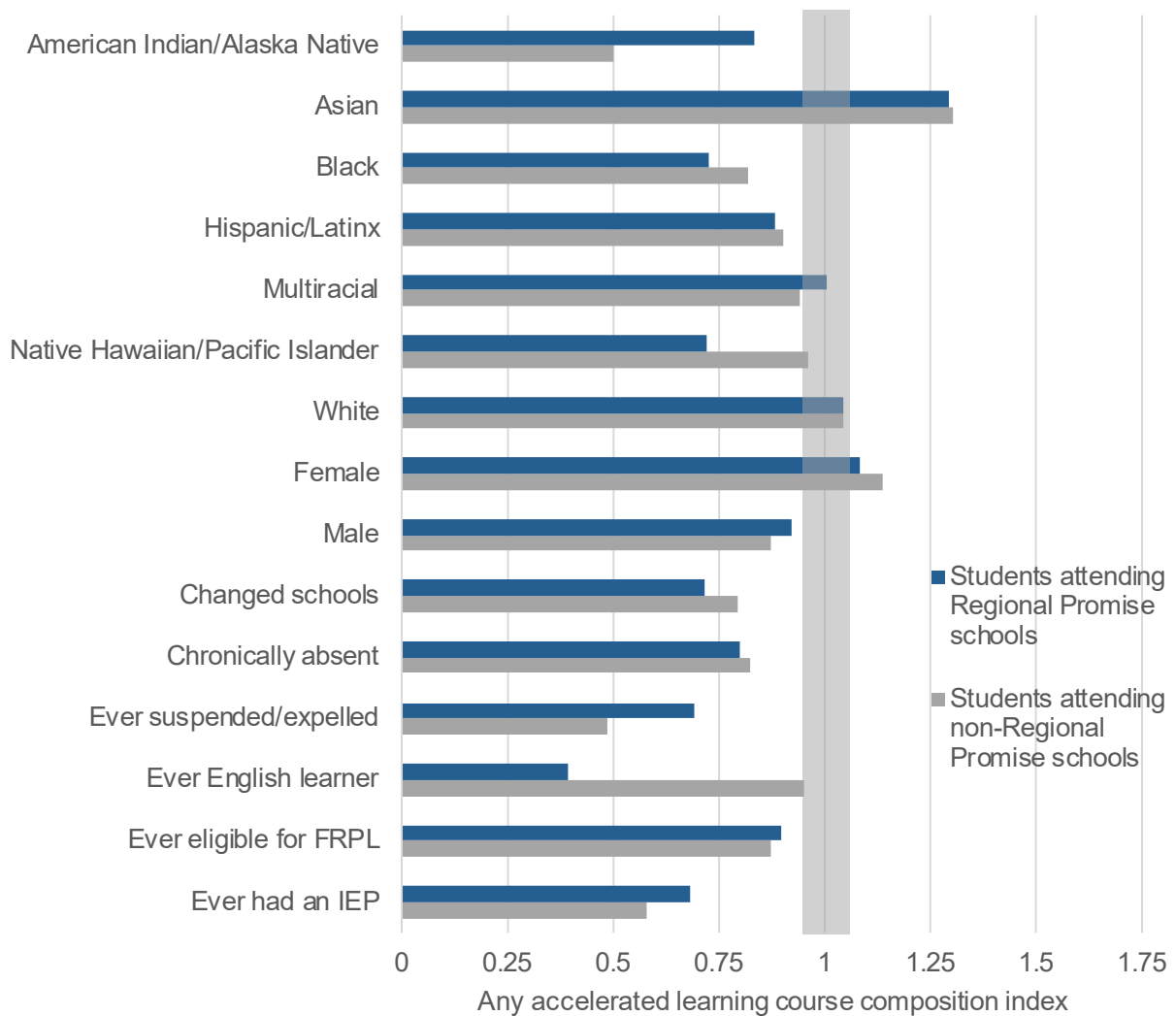
## **Participation in accelerated learning for all Oregon students**

Figure 10 displays composition indexes for accelerated learning participation for students who attended a Regional Promise high school and those who attended a non-Regional Promise high school in 2018-19.

For Regional Promise schools, both white and multiracial student groups reached an approximately equitable participation percentage in 2018-19. At non-Regional Promise schools, white and Native Hawaiian/Pacific Islander student groups, as well as students who were ever classified as English learners, reached approximately equitable participation.

Among the ten student groups that were underrepresented at both Regional Promise and non-Regional Promise schools, five achieved higher composition indexes at Regional Promise schools (American Indian/Alaska Native, male, students who were ever suspended/expelled, students who ever qualified for free or reduced-price lunch, students who ever had an individualized education program) and five achieved higher composition indexes at non-Regional Promise schools (black, Hispanic/Latinx, students who changed schools, students who were absent more than 10 percent of the days that year, and students who were ever classified as an English learner).

Figure 10. Composition indexes for accelerated learning at Regional Promise and non-Regional Promise schools by race, ethnicity and gender, 2018-19



Note: Gray band indicates approximately equitable composition indexes of 0.95 to 1.05. Sample includes 187,916 Oregon public high school students in grades 9–12 in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. Source: Authors.

### Changes over time in accelerated learning participation

Figure 11 displays changes over time in composition indexes for accelerated learning participation at Regional Promise schools. Appendix figures show changes over time for students attending non-Regional Promise schools (figure A2) and all Oregon students (figure A3).

Since 2016-17, the accelerated learning course composition indexes at Regional Promise schools have become more equitable for American Indian/Alaska Native, black, multiracial, and male students, as well as students who changed schools, were ever suspended or expelled, ever qualified for free or reduced-price lunch, or ever had an individualized education program.

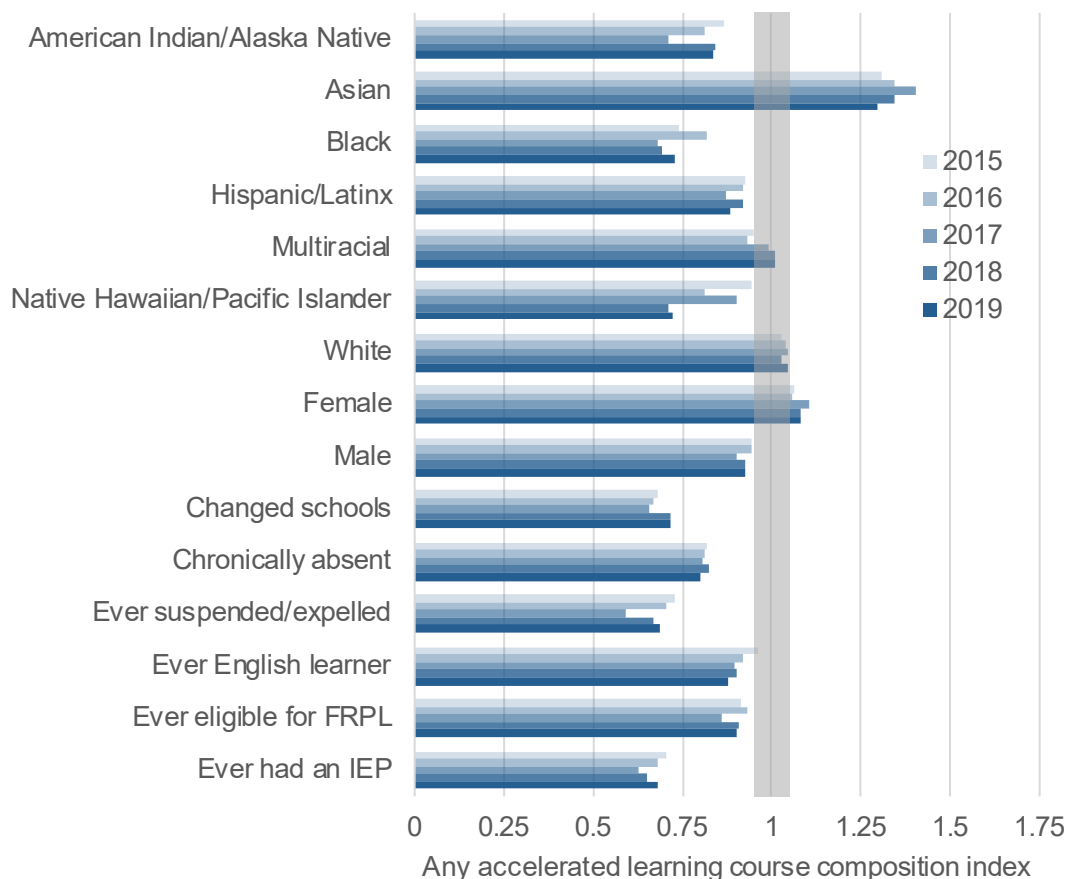
Whereas some student groups experienced gains, accelerated learning participation became less equitable for Native Hawaiian/Pacific Islander students (0.94 in 2014-15 to 0.71 in 2018-19) and students ever classified as English learners (0.96 in 2014-15 to 0.87 in 2018-19) at Regional Promise schools. Conversely, participation in accelerated learning at non-Regional Promise schools became more equitable for Native Hawaiian/Pacific Islander students (0.70 in 2014-15 to 0.92 in 2018-19) and students ever classified as English learners (0.83 in 2014-15 to 0.95 in 2018-19).

Participation in accelerated learning at non-Regional Promise schools also became more equitable for other student groups, including black and Hispanic/Latinx students, students who changed schools, students who ever qualified for free or reduced-price lunch, and students who ever had an individualized education program (see appendix figure A2).

Our discussion of changes in accelerated learning composition indexes does not account for changes in the population of Regional Promise and non-Regional Promise schools. For Cascades Commitment, Southern Oregon Promise, and Willamette Promise — all consortia that have been in existence since 2014-15 — participation in accelerated learning became more equitable for Hispanic/Latinx students. In Cascades Commitment and Willamette Promise, American Indian/Alaska Native students also saw equity gains, while in Southern Oregon Promise and Willamette Promise, participation in accelerated learning became more equitable for black students. Amongst Native Hawaiian/Pacific Islander students, participation in accelerated learning became less equitable in the Willamette Promise consortium. (See appendix figure A1 for composition indexes for all consortia.)



Figure 11. Composition indexes for accelerated learning at Regional Promise schools, 2014-15 to 2018-19

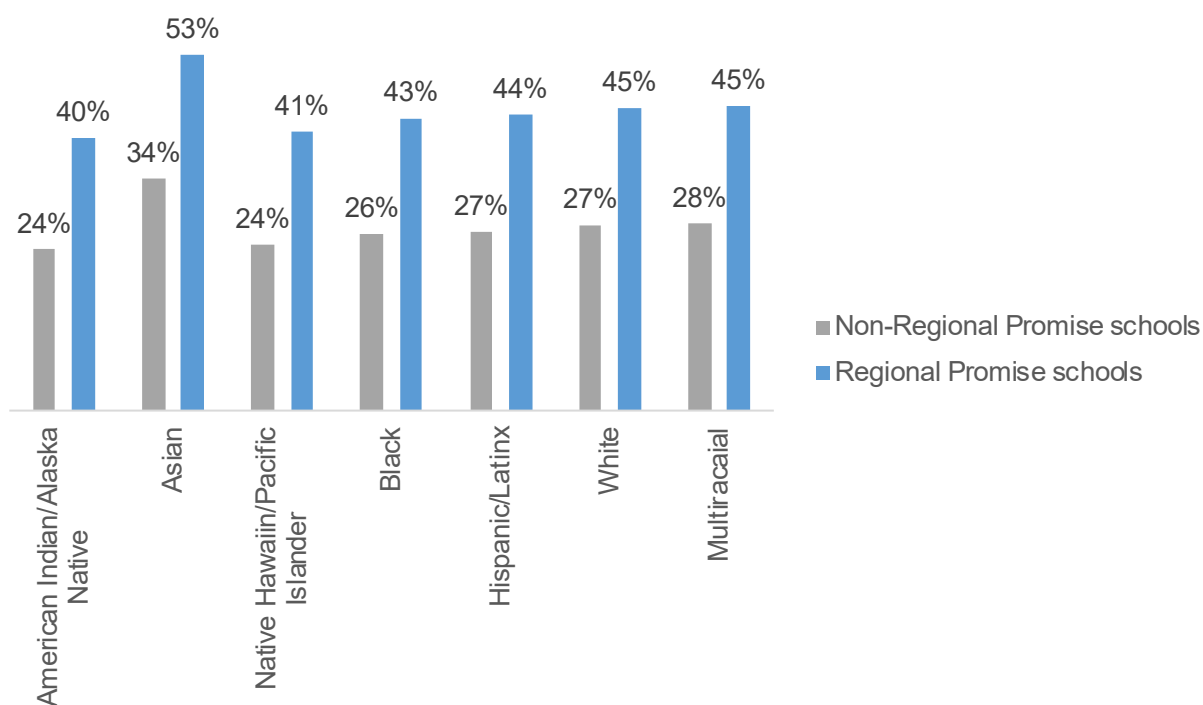


Note: Gray band indicates approximately equitable composition indices of 0.95 to 1.05. Sample includes 378,787 Oregon public high school students in grades 9–12 who attended a Regional Promise school in 2014-15, 2015-16, 2016-17, 2017-18, or 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. Source: Authors.

**Probability of participation in accelerated learning by race and ethnicity**

A separate but related concept to equity of participation is the overall likelihood that a student participates in accelerated learning. In 2018-19, students who attended a Regional Promise school were more likely to participate in accelerated learning than observationally similar students who attended a non-Regional Promise school. Across all race and ethnicity groupings, students were 16 to 19 percentage points more likely to have participated in accelerated learning when they attended a Regional Promise school than when they attended a non-Regional Promise school. Despite these gains, inequities in participation in accelerated learning by race and ethnicity at Regional Promise schools continued to mirror those at non-Regional Promise schools.

Figure 12. Probability of participation in accelerated learning by race and ethnicity, 2018-19



Note: Figure reports the marginal probability that a student experienced the outcome after controlling for student grade; student demographics (ever classified as an English learner, classified as an English learner this year, ever eligible for FRPL, ever had an IEP, IEP this year, ever suspended/expelled, changed schools this year, chronically absent this year, race/ethnicity, and gender); academic year; high school rurality; and high school district. Sample includes 187,916 Oregon public high school students in grades 9–12 in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course.  
Source: Authors.

## Accelerated Learning Participation and Student Outcomes

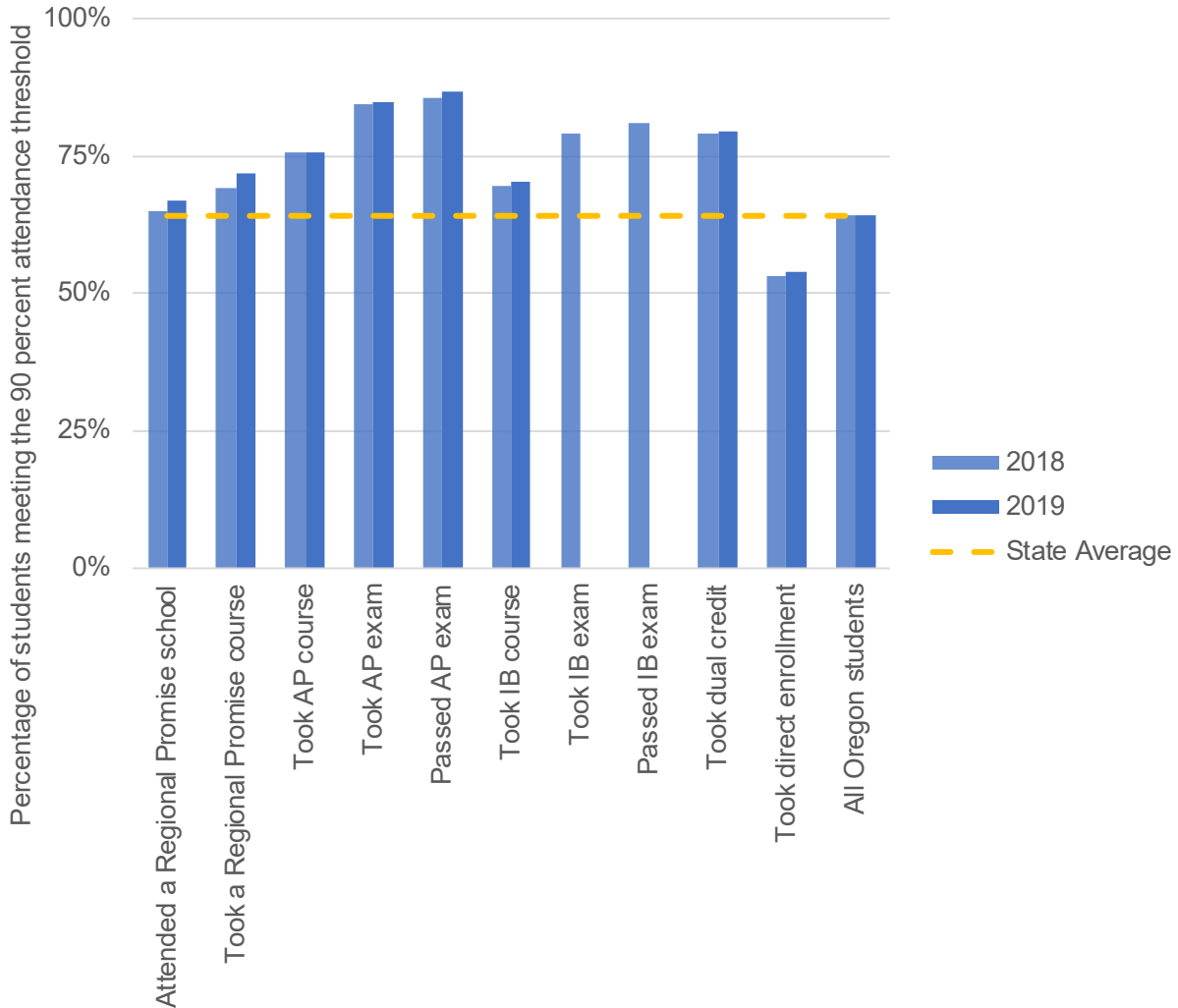
*How was participation in accelerated learning related to student outcomes such as attendance, graduation, college enrollment, and college success?*

We examined the impact of various forms of accelerated learning participation on the following student outcomes: high school attendance, high school graduation, college enrollment, first-year college credit accumulation, and first-year to second-year college persistence. For all outcomes, we estimated descriptive statistics and regression analyses. In regression analyses, we compared students who received the “treatment” (i.e., attended a Regional Promise school, took a Regional Promise class at a Regional Promise school, took accelerated learning at a Regional Promise school) against a control group of observationally similar students. Regression analysis controlled for the following student background characteristics: gender, race/ethnicity, student ever received free or reduced-price lunch, student ever had an individualized education program, student middle school discipline, student middle school attendance, and grade 8 math and reading benchmarks.

## Attendance

In 2018-19, 64 percent of all Oregon students had an average attendance rate of 90 percent or higher. Sixty-seven percent of students who attended a Regional Promise school, and 72 percent who took a Regional Promise course also achieved the attendance threshold. Except for students who took direct-enrollment courses, a larger share of all other accelerated learning participants achieved an average attendance rate of 90 percent or better.

Figure 13. The percentage of students meeting the 90 percent attendance threshold, by type of accelerated learning, 2017-18 and 2018-19



Note: Sample includes 187,626 Oregon public high school students in grades 9–12 in 2017-18 and 187,916 Oregon public high school students in grades 9–12 in 2018-19. No data were available for IB exams in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average for students reaching the attendance threshold in 2018 and 2019.

Source: Authors.

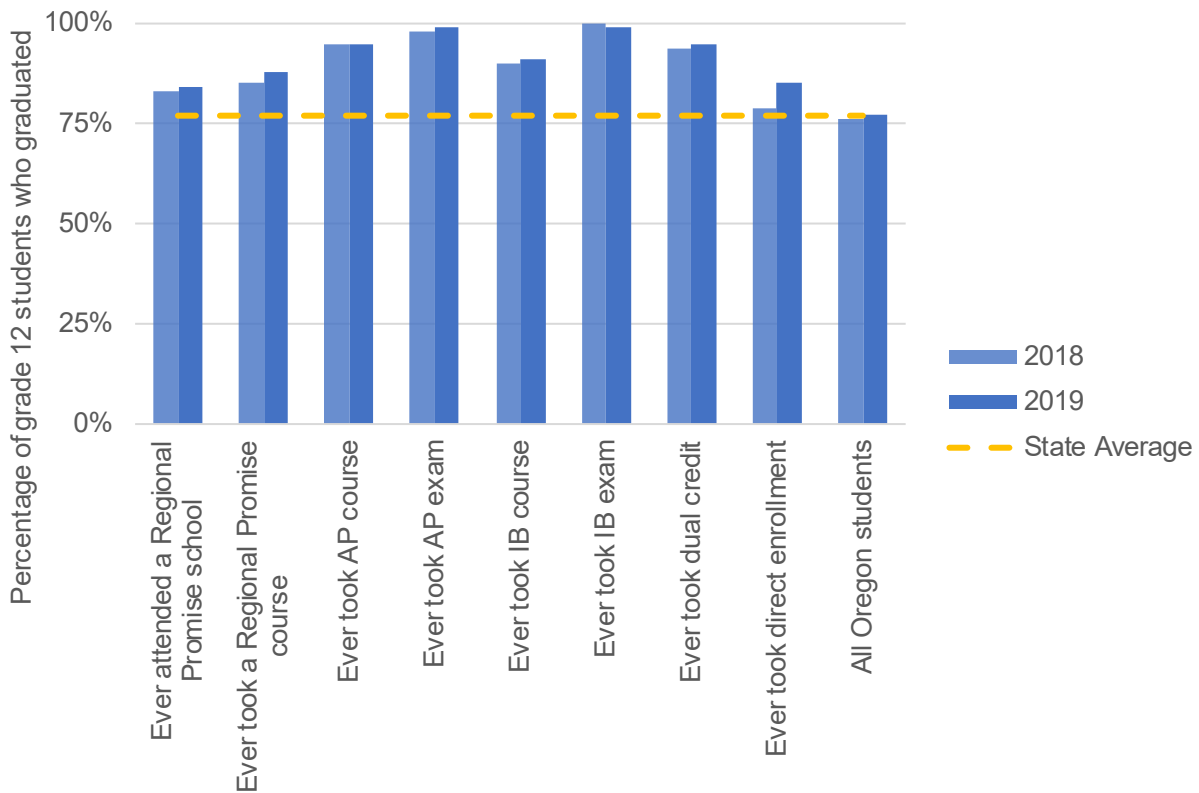
After adjusting for student characteristics, in 2018-19, students who attended a Regional Promise school were 4 percentage points more likely to achieve the 90 percent attendance threshold than students who attended non-Regional Promise schools. Further, amongst

students attending a Regional Promise school, we found that students who took a Regional Promise class and those who took any form of accelerated learning were 7 and 14 percentage points, respectively, more likely to achieve the attendance threshold (see appendix table B1 for full regression results).

### High school graduation

In both 2017-18 and 2018-19, the percentage of grade 12 students who graduated was higher for students who took any of the accelerated learning types than for the overall population of Oregon grade 12 students (figure 14). Further, the graduation rate for grade 12 students who ever attended a Regional Promise high school was also higher than the overall graduation rate.

Figure 14. The percentage of grade 12 students who graduated from high school, by type of accelerated learning, 2017-18 and 2018-19



Note: Sample includes 50,139 Oregon public high school students in grade 12 in 2017-18 and 49,465 Oregon public high school students in grade 12 in 2018-19. No data were available for IB exams in 2018-19. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average for students who were in grade 12 in 2019. Source: Authors.

After adjusting for student characteristics, in 2018-19, grade 12 students who attended a Regional Promise school were 5 percentage points more likely to graduate than their observationally similar counterparts who attended non-Regional Promise schools. Within Regional Promise schools, students who took a Regional Promise course or took any form of

accelerated learning were 14 and 33 percentage points, respectively, more likely to graduate (see appendix table B1 for full regression results).

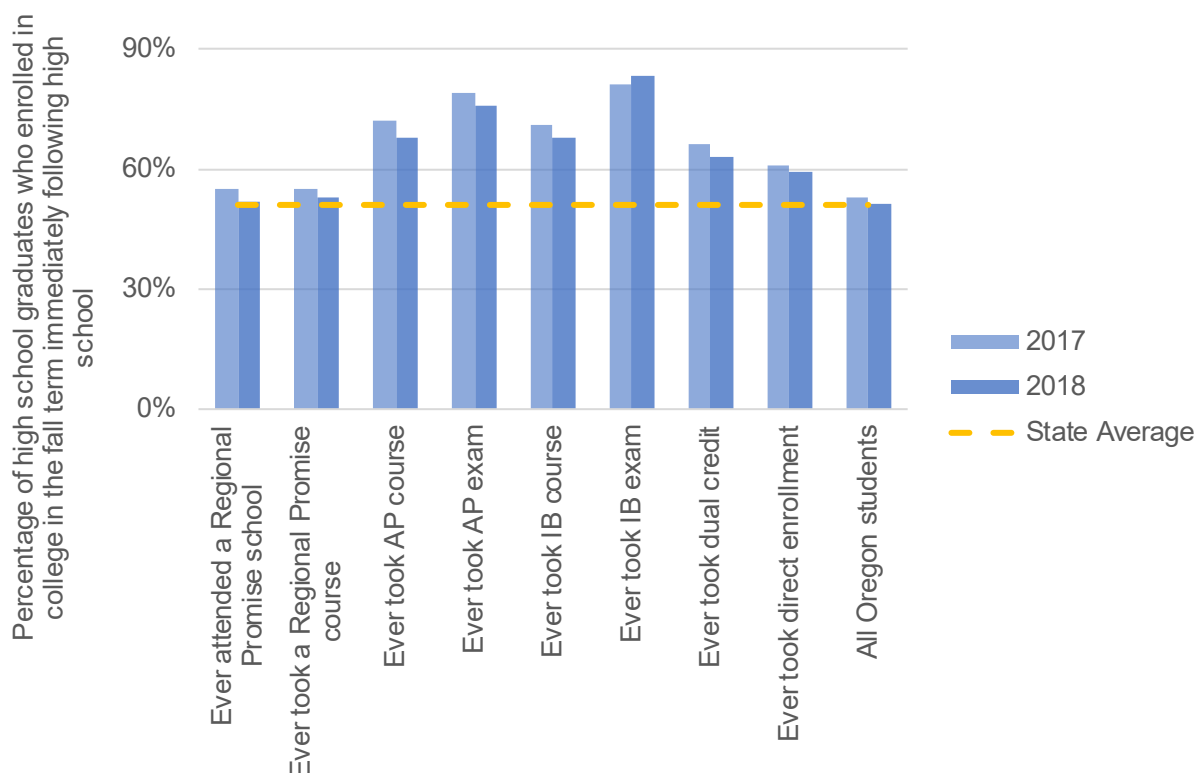
### **College enrollment - Immediate**

Across all Oregon grade 12 students who graduated high school in 2016-17, 53 percent enrolled in college the following fall. Enrollment rates were slightly higher for students who attended a Regional Promise high school (55 percent) or took a Regional Promise course (55 percent). Students who participated in all other forms of accelerated learning—including direct enrollment—were even more likely to immediately enroll in college.

In 2017-18, the immediate college enrollment rates fell across all student groups, with the exception of IB exam takers. Fifty-two percent of graduates who attended a Regional Promise high school and 53 percent who took a Regional Promise course enrolled in college in fall 2017. These rates were still higher than the state average, which decreased to 51 percent.

Across both cohorts, we estimated positive impacts of Regional Promise school attendance and accelerated learning participation on immediate college enrollment. Students who attended a Regional Promise school were 3 (2016-17) and 4 (2017-18) percentage points more likely to immediately enroll in college than observationally similar students who enrolled in non-Regional Promise schools. For students who attended a Regional Promise school, those who took a Regional Promise course were 5 (2016-17) and 7 (2017-18) percentage points more likely to immediately enroll in college. Lastly, students at Regional Promise schools who took any form of accelerated learning were 30 (2016-17) and 32 (2017-18) percentage points more likely to immediately enroll in college than similar students who did not take accelerated learning (see appendix table B2 for full regression results).

Figure 15. Percentage of high school graduates who enrolled in college in the fall term immediately following high school, by type of accelerated learning, 2016-17 and 2017-18



Note: Sample includes 37,325 Oregon public high school students in grade 12 who completed high school in 2016-17 and 37,934 Oregon public high school students in grade 12 who completed high school in 2017-18. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average for students who completed high school in 2018. Source: Authors.

### College enrollment – within 16 months

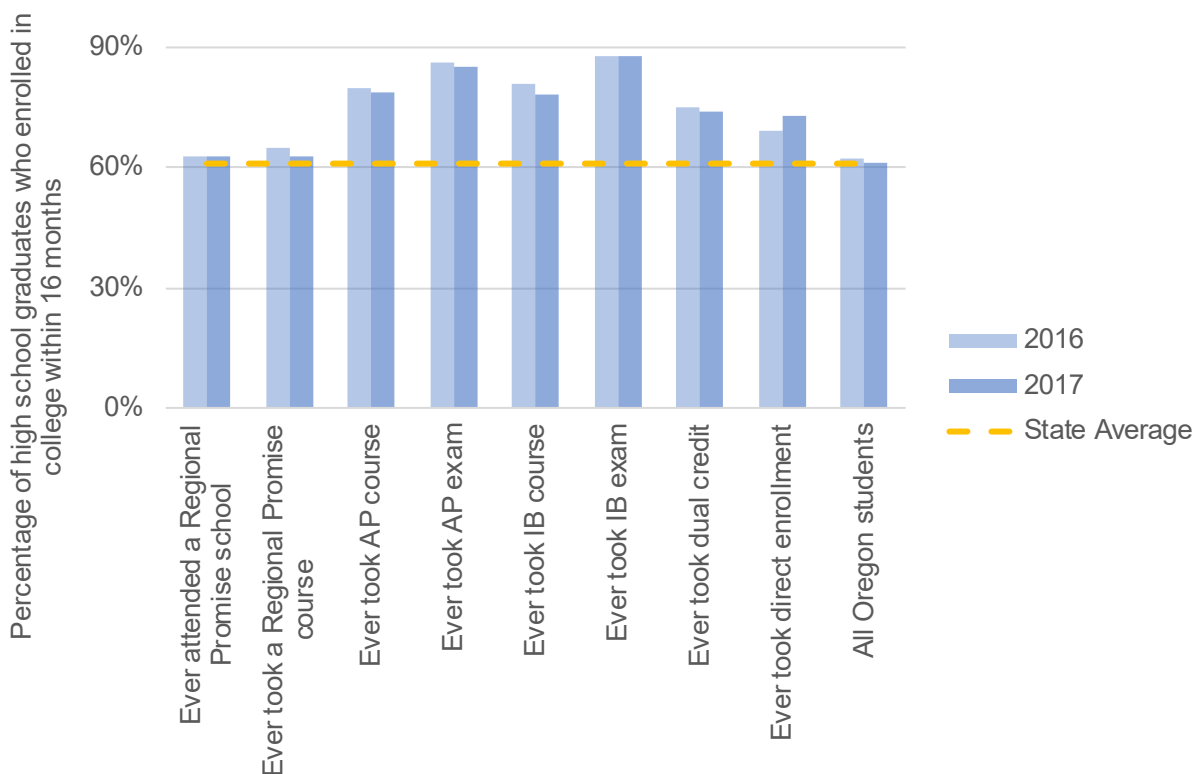
To allow for the possibility of a student taking a gap year between high school graduation and college enrollment, we examined college enrollment patterns for students within 16 months of high school graduation.

For the high school graduating classes of 2015-16 and 2016-17, 62 and 61 percent of all Oregon students, respectively, enrolled in college within 16 months. These rates were slightly higher for students attending a Regional Promise school (63 percent in 2015-16 and 2016-17) as well as those who took a Regional Promise course (65 percent in 2015-16 and 63 percent in 2016-17). Enrollment rates were higher for all other forms of accelerated learning.

After accounting for student characteristics, for the class of 2016-17, we found that high school graduates who had attended a Regional Promise school were 4 percentage points more likely to enroll in college within 16 months than similar students who attended non-Regional Promise high schools. Further, students who attended a Regional Promise school and took a Regional Promise course were 5 percentage points more likely to enroll within 16 months, and those who

took any form of accelerated learning were 32 percentage points more likely to enroll within 16 months (see appendix table B2 for full regression results).

*Figure 16. Percentage of high school graduates who enrolled in college within 16 months of high school graduation, by type of accelerated learning, 2015-16 and 2016-17*



Note: Sample includes 38,132 Oregon public high school students in grade 12 who completed high school in 2015-16 and 37,325 Oregon public high school students in grade 12 who completed high school in 2016-17. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average for students who completed high school in 2017. Source: Authors.

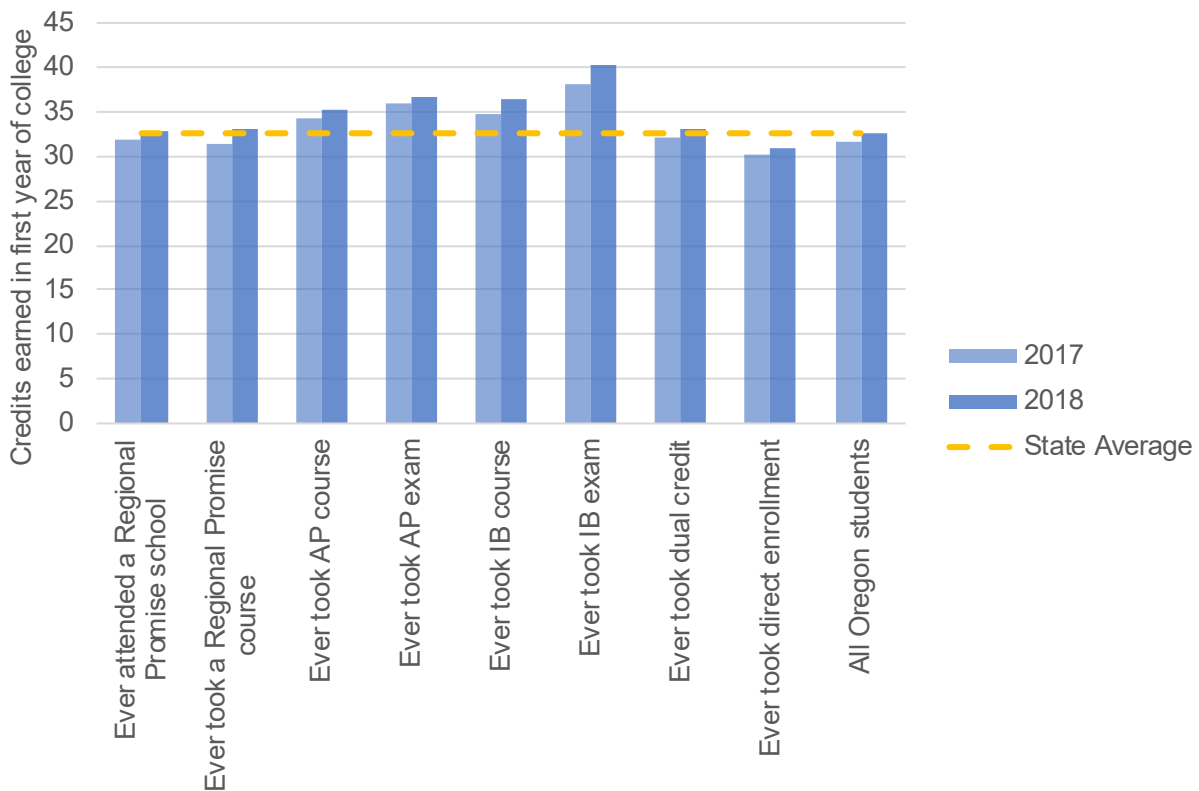
### First-year college credit accumulation

Next, we examined the relationships between attending a Regional Promise school, participating in accelerated learning, and the number of credits a student earned in their first year of college. Oregon public high school students who graduated in 2016-17 and 2017-18 earned an average of 32 and 33 credits, respectively, during their first year at an Oregon community college or university. Credit accumulation was similar for students who attended a Regional Promise high school (32 in 2016-17 and 33 in 2017-18) as well as those who took a Regional Promise course (31 in 2016-17 and 33 in 2017-18). Credit accumulation rates were higher for students who took AP and IB courses and exams.

After adjusting for student characteristics, there was no significant impact of attending a Regional Promise school on first-year credit accumulation for students in the high school graduating classes of 2016-17 and 2017-18. Amongst students who attended a Regional Promise

school, students in the class of 2017-18 who ever took a Regional Promise course were estimated to earn one more credit in their first year, on average, than similar students at Regional Promise schools who did not take a Regional Promise course. There was no significant impact in 2016-17. Students who took accelerated learning at Regional Promise schools earned an estimated 4 (2016-17) and 7 (2017-18) additional credits in their first year of college compared to similar students at Regional Promise schools who did not take accelerated learning (see appendix table B3 for full regression results).

*Figure 17. First-year college credits earned by Oregon public high school students who attended an Oregon community college or university (excludes dual credit or direct enrollment), by type of accelerated learning, 2016-17 and 2017-18*



Note: Sample includes 13,275 and 12,136 students who graduated from an Oregon public high school in 2016-17 and 2017-18, respectively, enrolled in an Oregon community college or university, and completed college credits during their first year of enrollment. First-year credit accumulation excludes any dual- or direct-enrollment credits earned while in high schools. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average for students who graduated high school in 2018. Source: Authors.

### First-year to second-year persistence

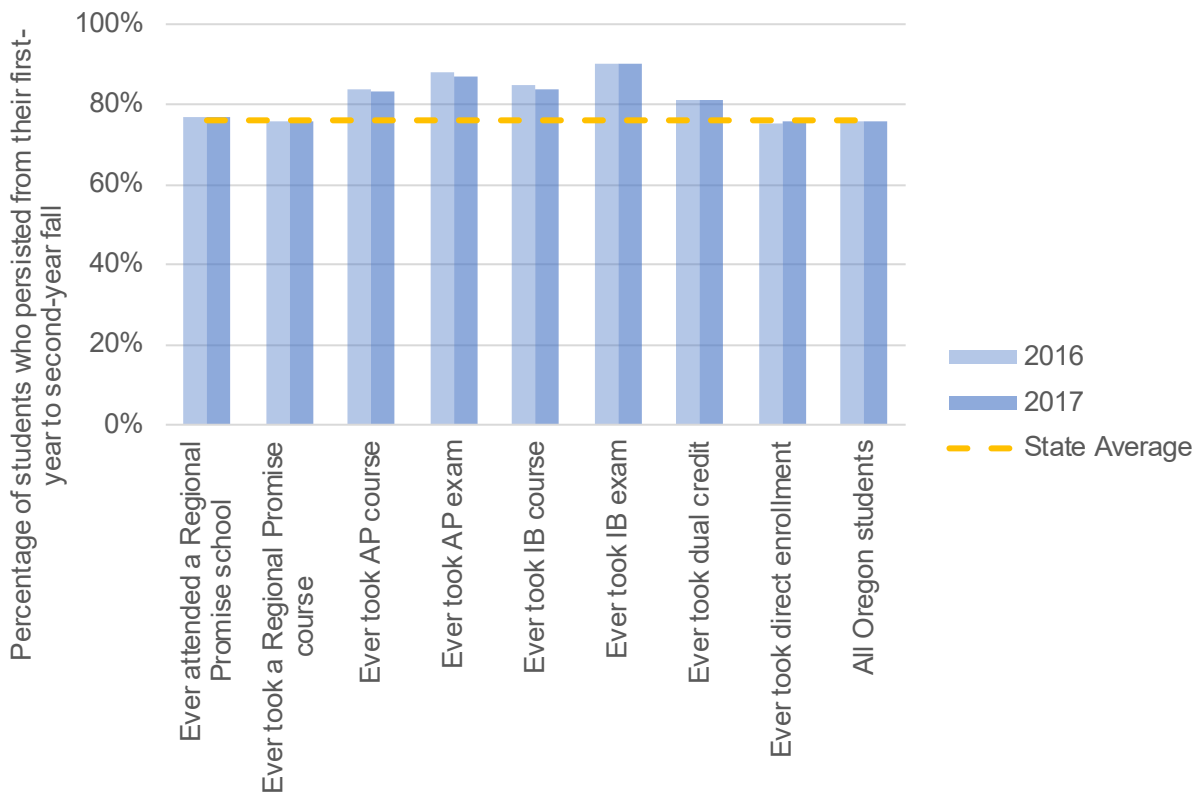
Lastly, we examined the relationships between attending a Regional Promise school, taking a Regional Promise class, and participating in accelerated learning on the probability that a student persisted from their first to second year of college. Seventy-six percent of Oregon public high school graduates from the class of 2016-17 who enrolled in college during the 2017-18 academic year persisted to the fall of 2018. This rate was the same for students who attended a



Regional Promise high school and slightly higher for those who took a Regional Promise course (77 percent). Except for direct enrollment, persistence rates were higher for all other reported forms of accelerated learning.

After adjusting for student characteristics, for the class of 2016-17, students who attended a Regional Promise high school, compared to observationally similar students who attended non-Regional Promise schools, were 4 percentage points more likely to persist to their second year of college. Amongst Regional Promise school students, those who took a Regional Promise course were 5 percentage points more likely to persist, and those who took any form of accelerated learning were 30 percentage points more likely to persist (see appendix table B3 for full regression results).

*Figure 18. Percentage of Oregon community college and university students who enrolled in college immediately after high school and persisted to their second year, by type of accelerated learning taken in high school, 2015-16 and 2016-17*



Note: Sample includes 20,108 Oregon public high school students who enrolled in an Oregon community college or public university in fall 2016, immediately following high school graduation in 2015-16, and 19,905 Oregon public high school students who enrolled in an Oregon community college or public university in fall 2017, immediately following high school graduation in 2016-17. Regional Promise schools are defined as schools in which more than nine students or 9 percent of the student body took a Regional Promise course. The dotted line represents the state average in 2016 and 2017.  
Source: Authors.

## Pillar 2: College-Going Culture

*Did the Regional Promise grants increase the number of college-going culture activities available to students, families, and the community as well as the numbers of students participating in these activities?*

The Regional Promise consortia continued to utilize grant dollars to promote a college- and career-going culture. This was addressed through increased programming for students and through new community partnerships intended to broaden students' awareness of post-graduation college and career opportunities.

Consortia reported the number of participants in college-going culture activities, as well as college and career success classes for high school students. Approximately 537 students in grades 5–8 and 19,263 students in grades 9–12 participated in college-going culture activities funded by the Regional Promise grants. In addition, 17 new college and career success classes were developed and offered during the 2017–19 biennium (table 9).

*Table 9. College-going culture activities by consortia, 2017–19*

Consortium	College-going culture activities		New college success or career exploration classes
	Grades 5–8 participants	Grades 9–12 participants	
Better Together/Cascades Commitment	0	47	0
Clackamas Regional Consortium	38	4,513 <sup>b</sup>	3
East County Pathways	20	382	1
Eastern Promise	0	81	11
Lane Regional Promise	0	1,500	0
Linn-Benton Lincoln College Career Collaborative	150	5,000 <sup>a</sup>	2
Northwest Promise	0	0	0
Southern Oregon Promise	249	240	*
Willamette Promise	80	7,500	0
<b>Total</b>	<b>537</b>	<b>19,263</b>	<b>17</b>

<sup>a</sup>Approximate.

<sup>b</sup>Estimates may double-count students.

\*Estimates not available.

Source: Authors.

Regional Promise funds were used to support a variety of college- and career-going culture activities and initiatives, including visits to college campuses. Cascades Commitment provided funding for non-Advancement Via Individual Determination (AVID), non-dual credit, non-AP students to participate in two or more college visits. Clackamas Regional Consortium provided grants (up to \$2,500) to high schools to support student participation in college visits and other college-going activities. They estimated more than 1,200 students participated in college tours and more than 3,300 participated in college-going events. Eastern Promise supported 81 high

school students from 10 high schools to visit Eastern Oregon University for an Oregon Teacher Pathway preview day.

East County Pathways, in partnership with Mount Hood Community College, continued to host a Manufacturing Day. The event endeavors to educate students about applied technology programs and careers. For the first time, the event was expanded to all high school and middle school students. Previously, only students in grades 11 and 12 were eligible to participate.

Willamette Promise used funds to support teacher participation in the Educator Externship program (a partnership with the Associated General Contractors). The program hopes to increase students' awareness of high-wage, high-demand careers by way of their teachers. In summer 2019, more than 120 high school teachers learned about the local construction and manufacturing industry through experiential learning and job shadowing.

***To what extent do the Regional Promise consortia implement college-going culture activities and strategies specifically geared toward historically underrepresented student groups?***

The Regional Promise consortia continued to focus efforts on promoting equitable access to and success within dual-credit courses. These initiatives centered around direct student supports and staff equity trainings.

Lane Regional Promise's program coordinator targeted outreach to underrepresented students to promote dual-credit opportunities. These efforts included attending Centro Latino Americano's family college information night and the African American student/parent college night at Springfield High School. Willamette Promise hired a bilingual outreach specialist to help Spanish-speaking students and families navigate dual-credit, college, and career opportunities.

Consortia also supported low-income and historically underrepresented students in earning college credits. After a successful pilot in 2018, Clackamas continued to use its Regional Promise grant funds to offer the CTE Summer Camp. The camp is free for students and provides an opportunity to earn college credit and learn about fields such as healthcare, music, film, and welding. The program uses a lottery system to determine participation, and the lottery is weighted to prioritize participation from historically underrepresented students. Northwest Promise waived dual-credit course enrollment fees for 221 students who were eligible for free or reduced-price lunch.

Several consortia also supported staff equity trainings. At Cascades Commitment, staff members from local school districts participated in a weeklong equity training with the Center for Educational Equity. Lane Regional Promise and Linn-Benton Lincoln College Career Collaborative held professional development trainings led by NAPE focused on micromessaging, student self-efficacy, culturally responsive teaching, and problem-based

learning. Southern Oregon Promise offered its first Equity Summit to more than 100 educators and community partners.

#### **Pillar 4: Cross-Sector Partnerships**

##### *Did consortia form stable and sustainable cross-sector partnerships?*

The Regional Promise program relies on cross-sector partnerships to achieve the other four pillars—cross-sector partnerships are necessary for functioning PLCs, expanding a college-going culture, expanding dual credit, and achieving equity in accelerated coursework. Prospective consortia were required to create a cross-sector group of partners to be eligible for the grant, with the participation of school districts, ESDs, and colleges required for each consortium. Some consortia worked with multiple colleges, while others had a wide variety of districts—but all had cross-sector partnerships.

To consider the extent to which consortia form stable and sustainable cross-sector partnerships, we can point to the fact that many consortia have leveraged these partnerships—initially fostered by Regional Promise—to pursue new projects, grants, and activities throughout their regions. Consortia consistently noted that the increased trust and relationships formed through these partnerships were vital to partnering on new joint ventures. For example, the Clackamas Regional Consortium cited its annual high school and college leadership meeting as a new initiative facilitated by existing cross-sector partnerships.

*I've made networking connections with my peers and colleagues around the region, and I'm excited to continue to collaborate with them for the betterment of our students for years to come.*

– AVID coordinator

#### **Pillar 5: Professional Learning Communities and Teachers**

##### *Which PLCs were formed and which classes offered as a result of the Regional Promise grants?*

Supporting the existing PLCs and developing new PLCs remained a central activity for the Regional Promise consortia. Consortia noted increased collaboration in the PLCs between high school teachers and college faculty, and high school teachers remarked upon the usefulness of the PLCs in planning and developing college-level courses. Northwest Promise found that 76 percent of its high school faculty members agreed/strongly agreed that the PLC was a good use of their time. Despite these successes, some college faculty members expressed concern that dual-credit offerings in the high school would adversely affect their college's enrollment. Others worried that the rigor of dual-credit courses did not match that of college courses.

Several consortia provided testimonials from high school teachers and college faculty members involved with the PLCs. The testimonials underscore the usefulness of PLCs during and beyond course planning and development.

*The PLCs have made it easier to access and implement college-level curricula with my diverse group of students. In PLCs, we engage in professional discourse, which helps sharpen our practice and breathe new ideas into our approaches.*

– High school teacher

*I've been teaching now for 12 or 13 years, and these are the most productive PLCs I've been a part of. The faculty and the colleagues are all extremely helpful and open to helping newcomers.*

– High school teacher

*When starting the PLC two years ago, I was a little worried that it would be about me telling high school teachers what we do at our college and having to convince them that they had to do the same thing. Instead, we found that we all worked well together and enjoyed sharing ideas about teaching. There are still differences in what we do at our own schools, but I think that everyone was on board with the idea of prepping students so they will be ready at the next level.*

– College faculty member

### **Professional learning communities formed and teacher, counselor, and faculty participation**

During the 2017–19 biennium, consortium reports documented a total of 184 PLCs (table 10). These PLCs covered 76 courses and involved 735 high school teachers and 117 college faculty members (from community colleges and four-year institutions). Based on these reports, the grants achieved the goal of expanding the number of cross-sector PLCs in Regional Promise high schools.

In addition, six of the consortia formed a total of eight counselor PLCs in 2017-18 and 2018-19. Approximately 147 counselors participated, and 23 college advisors or administrators led the PLCs.

Table 10. Professional learning community, teacher, counselor, and faculty information by consortia, 2017–19

Consortium	Professional learning communities	Courses	High school teachers/counselors participating	College faculty participating
<b>Teacher</b>				
Better Together/Cascades Commitment	3	3	8	5
Clackamas Regional Consortium	2	2	10	8
East County Pathways	6	6	27	8
Eastern Promise	1	1	11	3
Lane Regional Promise	28	4	24	7
Linn-Benton Lincoln College Career Collaborative	6	5	8	9
Northwest Promise	18	18	54	18
Southern Oregon Promise	*	*	*	*
Willamette Promise	108	29	593	36
<i>Teacher subtotal</i>	<i>172</i>	<i>68</i>	<i>735</i>	<i>94</i>
<b>Counselor</b>				
Better Together/Cascades Commitment	2	2	24	2
Clackamas Regional Consortium	1	1	13	6
East County Pathways	1	1	7	0
Eastern Promise	0	0	0	0
Lane Regional Promise	3	1	25	5
Linn-Benton Lincoln College Career Collaborative	2	2	18 <sup>a</sup>	4
Northwest Promise	0	0	0	0
Southern Oregon Promise	*	*	*	*
Willamette Promise	3	1	60	6
<i>Counselor subtotal</i>	<i>12</i>	<i>8</i>	<i>147</i>	<i>23</i>
<b>Total</b>	<b>184</b>	<b>76</b>	<b>882</b>	<b>117</b>

<sup>a</sup> Approximate.

\* Estimates not available.

Source: Authors, from grant reports.

### Classes offered

In the 2017–19 biennium, 492 (2017-18) and 751 (2018-19) courses were offered as a result of the Regional Promise grant. In both 2017-18 and 2018-19, 36 percent were in math, science, or computer science. Nineteen percent (2017-18) and 14 percent (2018-19) were in English language arts, and 45 percent (2017-18) and 50 percent (2018-19) were classified as other. Courses classified as other included architecture/construction/engineering, college success/career exploration, and health care.

# Challenges and Recommendations

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We conclude this evaluation report with a summary of data challenges and recommendations, as well as final thoughts regarding the impact of the Regional Promise program.

## **Data Challenges and Recommendations**

While conducting this evaluation we encountered several data challenges. As we addressed each challenge, we compiled the following list, which includes recommendations for how these issues could be remedied. These recommendations are relevant for ODE, the HECC, Regional Promise consortia, and other state and local agencies that collect public education data.

### **Issue 1: Linking data with no common identifier**

To link individual data sources that did not have a common identifier (e.g., a student identification number), we used an algorithm to identify matches based on student name, birthdate, and demographic characteristics. This “fuzzy matching” introduces errors into the process, as not all students in a dataset will match. For example, we were unable to match a small percentage of students who took the AP exam with ODE student record data, although they were most likely ODE students.

#### *Recommendation*

This issue could be addressed by creating a common identification number for all students in Oregon, whether they are in the K–12 or postsecondary systems. This would assist with matching between ODE and HECC. AP and IB tests could also require students to list their common identification number on their test form; currently, AP and IB data contain some identification numbers, but many values are missing and/or do not match the ODE student identification number.

At a minimum, ODE and HECC would need to develop and agree upon this common identification number. Use of the number by all public education institutions in the state would be helpful for understanding student outcomes across the Oregon public education system.

### **Issue 2: Consortium capacity for data collection**

In some cases, consortia struggled to collect the minimal data requested to conduct this evaluation. On the interim and final reports, ODE requested an approximate number of courses offered, PLCs created, and teachers and students who participated in the program. Occasionally, this took staff members at the Regional Promise consortia a significant amount of time to record, particularly when the information was needed from the high schools and the consortium involved many schools. The information reported was often imprecise and challenging to coordinate across consortia, although it has improved over time.

### ***Recommendation***

For future grants, we recommend that data be submitted to ODE on a term-by-term basis. This would reduce the likelihood that program staff members would need to gather the necessary information from previous terms or years.

### **Issue 3: Lack of data to evaluate all aspects of the program**

This is a common issue in education-related evaluation. For example, having access to student GPA would provide an important measure of student achievement that could be used as an alternative way to identify high- and low-achieving students (besides test scores) and could also be used as an outcome for the program (for example, if GPA increased or decreased after taking Regional Promise courses). Unfortunately, GPA is not collected at the state level but is stored individually by each district.

High school dual-credit course registration data would also be useful for evaluating accelerated learning and many other high school programs. ODE began collecting course roster data in 2013-14 and began sharing those data the following year. The data collection links students with teachers but does not ask districts to identify which courses are accelerated learning courses. Thus, we were unable to determine from the ODE data which dual-credit courses a high school student took, if any. Instead, we had to rely on college data. To mitigate this data issue, Education Northwest created AP and IB flags for the ODE data by analyzing the course name in the roster file and also created a flag to identify Regional Promise courses based on lists the consortia provided.

### ***Recommendation***

Requesting an additional field in the course roster data collection to mark accelerated learning type (e.g., AP, IB, dual credit, sponsored dual credit) would be invaluable for assessing this type of program. Including grades in the course registration file and implementing an annual or term-by-term GPA data collection would also be helpful.

### **Issue 4: Longer timeline needed to fully evaluate the program**

Finally, one of the main issues related to evaluating this—and other—programs for their effect on college outcomes is that many years are needed to allow students to enter college and complete a degree. Unfortunately, by that time, the program may no longer be in existence. For college completion, at least four years from time of enrollment in college (five years from high school graduation) are needed.

For example, for a full evaluation of the Regional Promise program in 2014-15, during which most accelerated learning courses were taken by students in grades 11 and 12, we would have to wait for data from the 2019-20 academic year to see if students who took Regional Promise courses in grade 11 graduated from college four years after finishing high school.



To mitigate this timeline issue, Education Northwest will provide ODE with a data file to flag the Regional Promise courses so that in future years other evaluators would be able to estimate program impact as well.

There is also a lag between the end of an academic year and when student records are finalized and made available to researchers—in some cases, as much as eight months. For example, ODE does not finalize and release graduation data until late January or early February of the year following a student’s graduation. While this data lag gives districts time to correct records and ODE time to validate the data, it delays the evaluation process.

### ***Recommendation***

Continuing the evaluation of the program until impacts on college persistence and graduation can be detected would provide a fuller picture of how these grants have impacted students.

### **Impacts**

Overall, the Regional Promise program has continued incrementally to expand accelerated learning among participating high schools. In 2018-19, 25 percent of students who attended a Regional Promise school took a Regional Promise course and 44 percent participated in any accelerated learning course. Across all race and ethnicity groups, students who attended a Regional Promise school were 16 to 19 percentage points more likely to have participated in any form of accelerated learning than students who attended non-Regional Promise schools.

The Regional Promise program has also made progress in closing equity gaps for certain student groups. Since 2016-17, participation in accelerated learning at Regional Promise schools has become more equitable for American Indian/Alaska Native, black, multiracial, and male students, as well as students who changed schools, were ever suspended/expelled, ever qualified for free or reduced-price lunch, or ever had an individualized education program. Despite these gains, more progress is needed in providing equitable access to accelerated learning. In recent years, participation in accelerated learning at Regional Promise high schools has become less equitable for Native Hawaiian/Pacific Islander students and those who were ever classified as English learners.

The program also continues to increase the number of accelerated learning classes available to students, increase the number of teachers eligible to teach dual-credit courses, and expand cross-sector partnerships. In the 2017-19 biennium, the number of Regional Promise courses offered increased from 492 (2017-18) to 751 (2018-19) and 81 teachers became newly eligible to teach accelerated learning. In 2018-19, Regional Promise course enrollments were associated with nine Oregon community colleges (Blue Mountain, Central, Clackamas, Klamath, Lane, Mt. Hood, Oregon Coast, Rogue, and Tillamook) and three Oregon universities (Western, Oregon Institute of Technology and Southern Oregon).

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## Appendix A: Additional Tables and Figures

### Oregon Public High School Students, Descriptive Statistics and Composition Indexes

Table A1: Oregon public high schools, 2014-15 to 2018-19

Year	Student demographic characteristic	All Oregon public high school students	Took any accelerated learning	Accelerated learning composition index
2015	American Indian/Alaska Native	2%	1%	0.76
2016	American Indian/Alaska Native	2%	1%	0.71
2017	American Indian/Alaska Native	2%	1%	0.66
2018	American Indian/Alaska Native	1%	1%	0.69
2019	American Indian/Alaska Native	1%	1%	0.72
2015	Asian	4%	6%	1.51
2016	Asian	4%	6%	1.45
2017	Asian	4%	6%	1.53
2018	Asian	4%	6%	1.44
2019	Asian	4%	6%	1.35
2015	Black	3%	2%	0.76
2016	Black	3%	2%	0.69
2017	Black	3%	2%	0.71
2018	Black	3%	2%	0.69
2019	Black	2%	2%	0.72
2015	Hispanic/Latinx	22%	19%	0.87
2016	Hispanic/Latinx	23%	19%	0.86
2017	Hispanic/Latinx	23%	20%	0.86
2018	Hispanic/Latinx	24%	22%	0.92
2019	Hispanic/Latinx	24%	22%	0.91
2015	Multiracial	5%	5%	0.97
2016	Multiracial	5%	5%	0.99
2017	Multiracial	5%	5%	1.02
2018	Multiracial	5%	5%	1.00
2019	Multiracial	5%	5%	0.98
2015	Native Hawaiian/Pacific Islander	1%	1%	0.84
2016	Native Hawaiian/Pacific Islander	1%	1%	0.81
2017	Native Hawaiian/Pacific Islander	1%	1%	0.89
2018	Native Hawaiian/Pacific Islander	1%	1%	0.81
2019	Native Hawaiian/Pacific Islander	1%	1%	0.80
2015	White	64%	66%	1.03
2016	White	63%	66%	1.04
2017	White	63%	65%	1.04

Year	Student demographic characteristic	All Oregon public high school students	Took any accelerated learning	Accelerated learning composition index
2018	White	62%	64%	1.02
2019	White	62%	64%	1.03
2015	Female	48%	54%	1.11
2016	Female	48%	53%	1.10
2017	Female	48%	54%	1.12
2018	Female	48%	53%	1.10
2019	Female	49%	53%	1.10
2015	Male	52%	46%	0.90
2016	Male	52%	47%	0.90
2017	Male	52%	46%	0.89
2018	Male	52%	47%	0.91
2019	Male	51%	47%	0.91
2015	Changed schools	12%	7%	0.56
2016	Changed schools	11%	6%	0.55
2017	Changed schools	12%	7%	0.61
2018	Changed schools	13%	9%	0.67
2019	Changed schools	14%	10%	0.71
2015	Chronically absent	32%	25%	0.78
2016	Chronically absent	35%	27%	0.79
2017	Chronically absent	35%	27%	0.78
2018	Chronically absent	36%	29%	0.80
2019	Chronically absent	36%	28%	0.79
2015	Ever suspended/expelled	21%	12%	0.57
2016	Ever suspended/expelled	20%	11%	0.55
2017	Ever suspended/expelled	19%	10%	0.51
2018	Ever suspended/expelled	18%	10%	0.58
2019	Ever suspended/expelled	15%	10%	0.63
2015	Ever English learner	18%	17%	0.94
2016	Ever English learner	18%	17%	0.91
2017	Ever English learner	19%	17%	0.92
2018	Ever English learner	19%	18%	0.95
2019	Ever English learner	19%	17%	0.93
2015	Ever eligible for FRPL	69%	58%	0.84
2016	Ever eligible for FRPL	70%	59%	0.84
2017	Ever eligible for FRPL	70%	58%	0.83
2018	Ever eligible for FRPL	70%	61%	0.87
2019	Ever eligible for FRPL	70%	62%	0.89
2015	Ever had an IEP	24%	14%	0.59
2016	Ever had an IEP	24%	14%	0.58
2017	Ever had an IEP	24%	14%	0.57

Year	Student demographic characteristic	All Oregon public high school students	Took any accelerated learning	Accelerated learning composition index
2018	Ever had an IEP	24%	14%	0.60
2019	Ever had an IEP	24%	15%	0.64

## Regional Promise High School Students, Descriptive Statistics and Composition Indexes

Table A2: Regional Promise high schools, 2014-15 to 2018-19

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2015	American Indian/Alaska Native	2%	2%	2%	1.09	0.87
2016	American Indian/Alaska Native	2%	2%	2%	1.04	0.81
2017	American Indian/Alaska Native	1%	1%	1%	0.89	0.71
2018	American Indian/Alaska Native	1%	1%	1%	0.98	0.84
2019	American Indian/Alaska Native	1%	1%	1%	0.91	0.83
2015	Asian	6%	6%	8%	1.07	1.31
2016	Asian	1%	2%	2%	1.15	1.34
2017	Asian	5%	6%	7%	1.27	1.40
2018	Asian	5%	4%	7%	0.89	1.35
2019	Asian	5%	5%	6%	0.99	1.29
2015	Black	4%	3%	3%	0.83	0.74
2016	Black	1%	1%	1%	1.00	0.82
2017	Black	2%	2%	2%	0.69	0.68
2018	Black	2%	1%	1%	0.64	0.69
2019	Black	2%	1%	1%	0.65	0.73
2015	Hispanic/Latinx	25%	26%	23%	1.04	0.93
2016	Hispanic/Latinx	25%	24%	23%	0.98	0.92
2017	Hispanic/Latinx	27%	26%	23%	0.97	0.87
2018	Hispanic/Latinx	27%	27%	25%	0.97	0.92
2019	Hispanic/Latinx	26%	24%	23%	0.92	0.88
2015	Multiracial	4%	4%	4%	0.87	0.95
2016	Multiracial	4%	4%	4%	0.93	0.93
2017	Multiracial	4%	4%	4%	1.00	0.99
2018	Multiracial	5%	4%	5%	0.90	1.01
2019	Multiracial	5%	5%	5%	0.96	1.01
2015	Native Hawaiian/Pacific Islander	1%	1%	1%	0.99	0.94
2016	Native Hawaiian/Pacific Islander	1%	1%	1%	0.82	0.81
2017	Native Hawaiian/Pacific Islander	1%	1%	1%	1.20	0.90
2018	Native Hawaiian/Pacific Islander	1%	1%	1%	0.69	0.71
2019	Native Hawaiian/Pacific Islander	1%	1%	1%	0.74	0.72
2015	White	59%	58%	60%	0.99	1.03
2016	White	66%	67%	69%	1.01	1.04

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2017	White	59%	59%	62%	1.01	1.05
2018	White	58%	61%	60%	1.05	1.03
2019	White	60%	63%	62%	1.06	1.04
2015	Female	49%	49%	52%	1.00	1.06
2016	Female	49%	49%	51%	1.01	1.06
2017	Female	49%	52%	54%	1.07	1.10
2018	Female	49%	51%	53%	1.05	1.08
2019	Female	49%	51%	53%	1.04	1.08
2015	Male	51%	51%	48%	1.00	0.94
2016	Male	51%	51%	49%	0.99	0.95
2017	Male	51%	48%	46%	0.93	0.90
2018	Male	51%	49%	47%	0.95	0.92
2019	Male	51%	49%	47%	0.96	0.92
2015	Changed schools	10%	9%	7%	0.93	0.68
2016	Changed schools	12%	10%	8%	0.85	0.67
2017	Changed schools	10%	8%	7%	0.82	0.66
2018	Changed schools	11%	10%	8%	0.87	0.72
2019	Changed schools	12%	9%	8%	0.79	0.72
2015	Chronically absent	31%	26%	25%	0.85	0.82
2016	Chronically absent	36%	32%	29%	0.89	0.81
2017	Chronically absent	35%	31%	28%	0.90	0.81
2018	Chronically absent	35%	30%	29%	0.87	0.82
2019	Chronically absent	33%	28%	26%	0.84	0.80
2015	Ever suspended/expelled	20%	19%	15%	0.94	0.73
2016	Ever suspended/expelled	24%	21%	17%	0.87	0.71
2017	Ever suspended/expelled	21%	16%	12%	0.75	0.59
2018	Ever suspended/expelled	18%	15%	12%	0.85	0.67
2019	Ever suspended/expelled	15%	13%	10%	0.87	0.69
2015	Ever English learner	24%	25%	23%	1.05	0.96
2016	Ever English learner	17%	17%	16%	1.00	0.92
2017	Ever English learner	23%	22%	21%	0.96	0.90
2018	Ever English learner	24%	20%	21%	0.84	0.90
2019	Ever English learner	21%	18%	19%	0.85	0.88
2015	Ever eligible for FRPL	73%	73%	67%	0.99	0.92
2016	Ever eligible for FRPL	79%	78%	73%	0.99	0.93
2017	Ever eligible for FRPL	72%	68%	62%	0.95	0.86
2018	Ever eligible for FRPL	70%	71%	64%	1.00	0.91
2019	Ever eligible for FRPL	69%	66%	62%	0.96	0.90
2015	Ever had an IEP	22%	19%	16%	0.85	0.70
2016	Ever had an IEP	23%	18%	16%	0.78	0.68
2017	Ever had an IEP	22%	16%	14%	0.71	0.63
2018	Ever had an IEP	22%	16%	15%	0.73	0.65
2019	Ever had an IEP	22%	17%	15%	0.78	0.68

## Consortium-Level Descriptive Statistics and Composition Indexes

Table A3: Cascades Commitment descriptive statistics and composition indexes, 2014-15 to 2018-19

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2015	American Indian/Alaska Native	6%	9%	5%	1.47	0.75
2016	American Indian/Alaska Native	6%	8%	5%	1.48	0.81
2017	American Indian/Alaska Native	3%	3%	2%	0.78	0.58
2018	American Indian/Alaska Native	4%	6%	3%	1.41	0.86
2019	American Indian/Alaska Native	4%	2%	3%	0.66	0.88
2015	Asian	1%	2%	1%	1.90	1.45
2016	Asian	1%	1%	1%	0.76	1.21
2017	Asian	1%	1%	1%	1.43	1.24
2018	Asian	1%	1%	1%	1.05	1.42
2019	Asian	1%	2%	2%	1.69	1.44
2015	Black	1%	-	1%	-	0.72
2016	Black	1%	-	1%	-	0.71
2017	Black	1%	-	1%	-	0.71
2018	Black	1%	-	0%	-	0.52
2019	Black	1%	-	1%	-	0.83
2015	Hispanic/Latinx	17%	18%	14%	1.12	0.86
2016	Hispanic/Latinx	17%	20%	15%	1.21	0.92
2017	Hispanic/Latinx	15%	12%	13%	0.76	0.83
2018	Hispanic/Latinx	16%	17%	15%	1.06	0.93
2019	Hispanic/Latinx	16%	14%	15%	0.88	0.89
2015	Multiracial	2%	2%	2%	1.31	1.20
2016	Multiracial	3%	2%	3%	0.81	1.01
2017	Multiracial	3%	3%	3%	1.12	0.98
2018	Multiracial	3%	4%	3%	1.18	0.98
2019	Multiracial	3%	3%	3%	0.89	1.03
2015	Native Hawaiian/Pacific Islander	-	-	-	-	-
2016	Native Hawaiian/Pacific Islander	-	-	-	-	-
2017	Native Hawaiian/Pacific Islander	-	-	-	-	-
2018	Native Hawaiian/Pacific Islander	-	-	-	-	-
2019	Native Hawaiian/Pacific Islander	-	-	-	-	-
2015	White	74%	68%	77%	0.92	1.04
2016	White	73%	68%	76%	0.93	1.03
2017	White	77%	81%	81%	1.05	1.05
2018	White	74%	72%	76%	0.97	1.02
2019	White	75%	78%	77%	1.04	1.03

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2015	Female	49%	50%	53%	1.03	1.08
2016	Female	48%	48%	52%	1.01	1.09
2017	Female	48%	54%	56%	1.12	1.15
2018	Female	47%	53%	54%	1.11	1.14
2019	Female	48%	49%	53%	1.02	1.11
2015	Male	51%	50%	47%	0.97	0.92
2016	Male	52%	52%	48%	0.99	0.92
2017	Male	52%	46%	44%	0.89	0.86
2018	Male	53%	47%	46%	0.90	0.87
2019	Male	52%	51%	47%	0.98	0.90
2015	Changed schools	10%	8%	6%	0.78	0.58
2016	Changed schools	11%	11%	8%	0.98	0.68
2017	Changed schools	13%	11%	10%	0.85	0.81
2018	Changed schools	14%	11%	11%	0.76	0.78
2019	Changed schools	15%	10%	10%	0.65	0.71
2015	Chronically absent	35%	33%	31%	0.96	0.90
2016	Chronically absent	38%	42%	36%	1.10	0.95
2017	Chronically absent	33%	31%	31%	0.93	0.93
2018	Chronically absent	33%	28%	29%	0.84	0.88
2019	Chronically absent	34%	26%	25%	0.78	0.74
2015	Ever suspended/expelled	28%	28%	20%	0.98	0.70
2016	Ever suspended/expelled	30%	33%	23%	1.10	0.76
2017	Ever suspended/expelled	26%	14%	14%	0.56	0.55
2018	Ever suspended/expelled	25%	17%	15%	0.70	0.59
2019	Ever suspended/expelled	22%	17%	14%	0.76	0.63
2015	Ever English learner	17%	21%	14%	1.29	0.86
2016	Ever English learner	15%	20%	14%	1.40	0.93
2017	Ever English learner	12%	9%	9%	0.77	0.77
2018	Ever English learner	12%	13%	11%	1.07	0.90
2019	Ever English learner	12%	11%	11%	0.84	0.86
2015	Ever eligible for FRPL	64%	64%	53%	1.00	0.83
2016	Ever eligible for FRPL	69%	73%	60%	1.05	0.86
2017	Ever eligible for FRPL	66%	58%	52%	0.88	0.79
2018	Ever eligible for FRPL	66%	59%	53%	0.89	0.80
2019	Ever eligible for FRPL	66%	58%	53%	0.88	0.81
2015	Ever had an IEP	23%	16%	14%	0.69	0.63
2016	Ever had an IEP	23%	22%	17%	0.92	0.71
2017	Ever had an IEP	23%	14%	13%	0.62	0.57



Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2018	Ever had an IEP	23%	14%	14%	0.61	0.60
2019	Ever had an IEP	22%	13%	13%	0.60	0.58

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A4: Clackamas Promise descriptive statistics and composition indexes, 2017-18 to 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2018	American Indian/Alaska Native	1%	-	1%	-	1.25
2019	American Indian/Alaska Native	0%	0%	0%	1.02	0.96
2018	Asian	8%	4%	13%	0.49	1.62
2019	Asian	6%	6%	7%	1.02	1.20
2018	Black	2%	-	1%	-	0.53
2019	Black	1%	1%	1%	0.80	0.74
2018	Hispanic/Latinx	22%	20%	18%	0.93	0.81
2019	Hispanic/Latinx	16%	17%	15%	1.03	0.94
2018	Multiracial	6%	6%	6%	0.96	1.00
2019	Multiracial	6%	6%	6%	0.97	1.00
2018	Native Hawaiian/Pacific Islander	-	-	-	-	-
2019	Native Hawaiian/Pacific Islander	0%	0%	0%	0.94	0.87
2018	White	62%	70%	62%	1.14	1.00
2019	White	70%	70%	70%	1.00	1.00
2018	Female	48%	18%	51%	0.38	1.07
2019	Female	49%	52%	52%	1.07	1.05
2018	Male	52%	82%	49%	1.56	0.93
2019	Male	51%	48%	48%	0.93	0.95
2018	Changed schools	6%	7%	3%	1.05	0.54
2019	Changed schools	8%	7%	7%	0.83	0.85
2018	Chronically absent	22%	27%	14%	1.21	0.63
2019	Chronically absent	25%	23%	22%	0.93	0.89
2018	Ever suspended/expelled	14%	23%	8%	1.58	0.57
2019	Ever suspended/expelled	10%	8%	8%	0.82	0.74
2018	Ever English learner	25%	25%	25%	1.03	1.01
2019	Ever English learner	15%	16%	15%	1.07	0.99
2018	Ever eligible for FRPL	59%	63%	49%	1.06	0.83
2019	Ever eligible for FRPL	47%	46%	42%	0.99	0.91

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2018	Ever had an IEP	23%	26%	13%	1.14	0.58
2019	Ever had an IEP	20%	16%	15%	0.78	0.74

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A5: East County Pathways for College Success descriptive statistics and composition indexes, 2016-17 to 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2017	Female	49%	56%	56%	1.14	1.14
2018	Female	49%	52%	58%	1.06	1.19
2019	Female	49%	44%	56%	0.89	1.14
2017	Male	51%	44%	44%	0.86	0.87
2018	Male	51%	48%	42%	0.94	0.82
2019	Male	51%	56%	44%	1.11	0.86
2017	American Indian/Alaska Native	1%	1%	1%	0.94	0.82
2018	American Indian/Alaska Native	1%	-	1%	-	0.82
2019	American Indian/Alaska Native	1%	1%	1%	1.39	0.94
2017	Asian	11%	15%	14%	1.39	1.35
2018	Asian	12%	18%	21%	1.46	1.70
2019	Asian	10%	9%	15%	0.95	1.52
2017	Black	7%	5%	4%	0.66	0.62
2018	Black	7%	5%	4%	0.65	0.58
2019	Black	7%	8%	5%	1.04	0.75
2017	Hispanic/Latinx	28%	21%	22%	0.76	0.77
2018	Hispanic/Latinx	30%	27%	24%	0.90	0.80
2019	Hispanic/Latinx	30%	24%	23%	0.81	0.75
2017	Multiracial	5%	6%	5%	1.12	1.01
2018	Multiracial	5%	4%	5%	0.84	1.03
2019	Multiracial	5%	5%	5%	1.02	0.97
2017	Native Hawaiian/Pacific Islander	1%	1%	1%	1.05	0.85
2018	Native Hawaiian/Pacific Islander	2%	-	1%	-	0.64
2019	Native Hawaiian/Pacific Islander	1%	1%	1%	0.98	0.77
2017	White	47%	51%	53%	1.09	1.12
2018	White	42%	43%	43%	1.02	1.02
2019	White	45%	51%	50%	1.13	1.10

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2017	Changed schools	8%	6%	4%	0.66	0.53
2018	Changed schools	10%	7%	5%	0.65	0.48
2019	Changed schools	14%	13%	11%	0.96	0.78
2017	Chronically absent	36%	28%	28%	0.79	0.77
2018	Chronically absent	40%	30%	30%	0.77	0.74
2019	Chronically absent	39%	36%	32%	0.92	0.83
2017	Ever suspended/expelled	22%	13%	12%	0.59	0.53
2018	Ever suspended/expelled	20%	10%	8%	0.48	0.38
2019	Ever suspended/expelled	18%	17%	11%	0.99	0.61
2017	Ever English learner	38%	33%	34%	0.87	0.90
2018	Ever English learner	44%	44%	43%	1.00	0.99
2019	Ever English learner	38%	30%	34%	0.80	0.90
2017	Ever eligible for FRPL	80%	71%	69%	0.89	0.87
2018	Ever eligible for FRPL	85%	80%	77%	0.95	0.91
2019	Ever eligible for FRPL	82%	74%	73%	0.91	0.90
2017	Ever had an IEP	20%	12%	12%	0.58	0.61
2018	Ever had an IEP	21%	11%	9%	0.56	0.46
2019	Ever had an IEP	20%	18%	13%	0.89	0.63

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A6: Eastern Promise descriptive statistics and composition indexes, 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	American Indian/Alaska Native	2%	-	2%	-	0.70
2019	Asian	1%	-	1%	-	1.51
2019	Black	-	-	-	-	-
2019	Hispanic/Latinx	34%	28%	26%	0.83	0.78
2019	Multiracial	4%	-	3%	-	0.79
2019	Native Hawaiian/Pacific Islander	-	-	-	-	-
2019	White	58%	72%	66%	1.24	1.13
2019	Female	50%	84%	63%	1.69	1.27
2019	Male	50%	-	37%	-	0.73
2019	Changed schools	8%	-	4%	-	0.49
2019	Chronically absent	33%	26%	20%	0.78	0.62
2019	Ever suspended/expelled	19%	-	7%	-	0.34

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	Ever English learner	23%	23%	18%	1.02	0.79
2019	Ever eligible for FRPL	77%	67%	66%	0.87	0.85
2019	Ever had an IEP	23%	-	11%	-	0.47

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A7: Lane Regional Promise descriptive statistics and composition indexes, 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	American Indian/Alaska Native	2%	-	1%	-	0.74
2019	Asian	3%	3%	4%	1.31	1.40
2019	Black	2%	-	1%	-	0.75
2019	Hispanic/Latinx	20%	18%	18%	0.92	0.91
2019	Multiracial	8%	8%	8%	1.07	1.08
2019	Native Hawaiian/Pacific Islander	-	-	-	-	-
2019	White	66%	67%	67%	1.01	1.02
2019	Female	48%	47%	54%	0.96	1.12
2019	Male	52%	53%	46%	1.04	0.89
2019	Changed schools	15%	15%	11%	1.00	0.70
2019	Chronically absent	29%	25%	20%	0.86	0.68
2019	Ever suspended/expelled	11%	8%	6%	0.73	0.55
2019	Ever English learner	10%	10%	10%	0.98	0.96
2019	Ever eligible for FRPL	72%	70%	62%	0.97	0.86
2019	Ever had an IEP	24%	18%	16%	0.76	0.66

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A8: Linn-Benton Lincoln College Career Collaborative descriptive statistics and composition indexes, 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	American Indian/Alaska Native	6%	8%	5%	1.29	0.85
2019	Asian	-	-	-	-	-
2019	Black	-	-	-	-	-
2019	Hispanic/Latinx	25%	16%	18%	0.64	0.74

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	Multiracial	7%	8%	8%	1.14	1.14
2019	Native Hawaiian/Pacific Islander	-	-	-	-	-
2019	White	61%	66%	66%	1.09	1.09
2019	Female	49%	59%	58%	1.22	1.19
2019	Male	51%	41%	42%	0.80	0.82
2019	Changed schools	11%	12%	10%	1.16	0.90
2019	Chronically absent	41%	46%	34%	1.13	0.82
2019	Ever suspended/expelled	17%	16%	12%	0.94	0.71
2019	Ever English learner	14%	6%	7%	0.44	0.53
2019	Ever eligible for FRPL	100%	100%	100%	1.00	1.00
2019	Ever had an IEP	24%	18%	15%	0.75	0.64

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A9: Northwest Promise descriptive statistics and composition indexes, 2016-17 to 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2017	American Indian/Alaska Native	1%	1%	0%	0.74	0.71
2018	American Indian/Alaska Native	0%	0%	0%	0.84	0.84
2019	American Indian/Alaska Native	1%	0%	1%	0.84	0.96
2017	Asian	9%	14%	13%	1.53	1.39
2018	Asian	8%	8%	10%	0.96	1.26
2019	Asian	8%	5%	9%	0.67	1.10
2017	Black	2%	2%	2%	0.90	0.85
2018	Black	3%	2%	2%	0.86	0.84
2019	Black	2%	2%	2%	0.74	0.79
2017	Hispanic/Latinx	27%	26%	23%	0.96	0.85
2018	Hispanic/Latinx	27%	29%	23%	1.09	0.86
2019	Hispanic/Latinx	27%	26%	23%	0.99	0.84
2017	Multiracial	5%	5%	5%	0.94	0.98
2018	Multiracial	6%	5%	6%	0.85	1.05
2019	Multiracial	6%	6%	6%	0.95	0.99
2017	Native Hawaiian/Pacific Islander	1%	1%	1%	0.74	0.82
2018	Native Hawaiian/Pacific Islander	1%	1%	1%	0.72	0.76
2019	Native Hawaiian/Pacific Islander	1%	1%	1%	0.66	0.60
2017	White	55%	52%	56%	0.94	1.02

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2018	White	55%	55%	57%	0.99	1.04
2019	White	55%	60%	60%	1.08	1.08
2017	Female	48%	48%	52%	0.99	1.07
2018	Female	49%	51%	52%	1.06	1.07
2019	Female	48%	52%	53%	1.08	1.10
2017	Male	52%	52%	48%	1.01	0.93
2018	Male	51%	49%	48%	0.94	0.93
2019	Male	52%	48%	47%	0.93	0.90
2017	Changed schools	7%	6%	5%	0.88	0.69
2018	Changed schools	8%	8%	6%	0.94	0.71
2019	Changed schools	8%	8%	5%	0.99	0.65
2017	Chronically absent	27%	26%	24%	0.94	0.89
2018	Chronically absent	31%	31%	28%	0.99	0.89
2019	Chronically absent	32%	35%	29%	1.09	0.92
2017	Ever suspended/expelled	13%	10%	7%	0.76	0.57
2018	Ever suspended/expelled	11%	9%	7%	0.82	0.61
2019	Ever suspended/expelled	9%	9%	6%	1.04	0.65
2017	Ever English learner	23%	25%	21%	1.06	0.90
2018	Ever English learner	25%	25%	21%	1.01	0.87
2019	Ever English learner	24%	21%	20%	0.86	0.82
2017	Ever eligible for FRPL	54%	48%	44%	0.89	0.82
2018	Ever eligible for FRPL	54%	55%	47%	1.03	0.87
2019	Ever eligible for FRPL	52%	53%	45%	1.00	0.86
2017	Ever had an IEP	20%	15%	12%	0.72	0.61
2018	Ever had an IEP	21%	16%	14%	0.77	0.65
2019	Ever had an IEP	20%	16%	13%	0.78	0.62

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

*Table A10: Southern Oregon Promise descriptive statistics and composition indexes, 2014-15 to 2018-19*

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2015	American Indian/Alaska Native	3%	4%	3%	1.36	1.07
2016	American Indian/Alaska Native	1%	1%	1%	0.76	0.79
2017	American Indian/Alaska Native	1%	-	1%	-	0.63
2018	American Indian/Alaska Native	2%	1%	2%	0.87	0.93

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	American Indian/Alaska Native	2%	2%	2%	1.02	0.93
2015	Asian	2%	2%	2%	0.97	1.25
2016	Asian	1%	1%	2%	1.06	1.31
2017	Asian	1%	2%	2%	1.31	1.52
2018	Asian	1%	1%	1%	1.08	1.16
2019	Asian	1%	1%	1%	1.14	1.19
2015	Black	1%	1%	1%	0.67	0.75
2016	Black	1%	1%	1%	1.05	0.83
2017	Black	1%	2%	1%	1.53	0.76
2018	Black	1%	1%	1%	0.92	0.84
2019	Black	1%	1%	1%	1.03	1.01
2015	Hispanic/Latinx	18%	19%	17%	1.06	0.93
2016	Hispanic/Latinx	18%	21%	19%	1.19	1.07
2017	Hispanic/Latinx	22%	17%	18%	0.77	0.82
2018	Hispanic/Latinx	20%	21%	20%	1.01	0.99
2019	Hispanic/Latinx	22%	22%	21%	1.01	0.97
2015	Multiracial	5%	4%	5%	0.97	1.03
2016	Multiracial	5%	4%	4%	0.82	0.90
2017	Multiracial	4%	4%	4%	0.97	0.97
2018	Multiracial	5%	5%	5%	1.00	0.99
2019	Multiracial	5%	5%	5%	1.00	1.01
2015	Native Hawaiian/Pacific Islander	0%	1%	0%	1.38	1.06
2016	Native Hawaiian/Pacific Islander	0%	1%	1%	1.16	1.10
2017	Native Hawaiian/Pacific Islander	1%	-	0%	-	0.81
2018	Native Hawaiian/Pacific Islander	0%	1%	0%	1.09	1.06
2019	Native Hawaiian/Pacific Islander	0%	1%	0%	1.21	1.08
2015	White	72%	70%	72%	0.98	1.01
2016	White	73%	71%	72%	0.97	0.99
2017	White	70%	75%	74%	1.07	1.06
2018	White	70%	70%	71%	1.00	1.00
2019	White	69%	68%	70%	0.99	1.01
2015	Female	49%	50%	53%	1.01	1.09
2016	Female	50%	50%	52%	1.01	1.04
2017	Female	49%	54%	55%	1.11	1.11
2018	Female	49%	49%	51%	1.01	1.04
2019	Female	48%	48%	49%	0.98	1.02
2015	Male	51%	50%	47%	0.99	0.92
2016	Male	50%	50%	48%	0.99	0.96



Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2017	Male	51%	46%	45%	0.90	0.89
2018	Male	51%	51%	49%	0.99	0.96
2019	Male	52%	52%	51%	1.01	0.98
2015	Changed schools	11%	10%	7%	0.94	0.63
2016	Changed schools	12%	10%	9%	0.86	0.73
2017	Changed schools	10%	9%	7%	0.93	0.67
2018	Changed schools	12%	11%	10%	0.91	0.85
2019	Changed schools	12%	11%	10%	0.91	0.83
2015	Chronically absent	33%	22%	24%	0.67	0.72
2016	Chronically absent	34%	33%	29%	0.99	0.85
2017	Chronically absent	30%	24%	20%	0.79	0.65
2018	Chronically absent	32%	30%	29%	0.96	0.92
2019	Chronically absent	29%	27%	25%	0.94	0.87
2015	Ever suspended/expelled	25%	22%	18%	0.88	0.73
2016	Ever suspended/expelled	22%	20%	17%	0.93	0.78
2017	Ever suspended/expelled	22%	17%	13%	0.78	0.58
2018	Ever suspended/expelled	23%	21%	20%	0.92	0.86
2019	Ever suspended/expelled	20%	20%	18%	0.97	0.89
2015	Ever English learner	10%	12%	11%	1.18	1.01
2016	Ever English learner	10%	13%	11%	1.36	1.19
2017	Ever English learner	13%	9%	11%	0.69	0.84
2018	Ever English learner	11%	11%	11%	1.04	1.02
2019	Ever English learner	11%	11%	11%	1.02	0.98
2015	Ever eligible for FRPL	82%	76%	76%	0.93	0.92
2016	Ever eligible for FRPL	81%	85%	80%	1.05	0.99
2017	Ever eligible for FRPL	82%	74%	76%	0.90	0.92
2018	Ever eligible for FRPL	84%	87%	84%	1.03	1.00
2019	Ever eligible for FRPL	86%	87%	85%	1.02	0.99
2015	Ever had an IEP	21%	17%	15%	0.81	0.71
2016	Ever had an IEP	21%	16%	15%	0.79	0.70
2017	Ever had an IEP	20%	15%	12%	0.76	0.63
2018	Ever had an IEP	21%	18%	17%	0.85	0.81
2019	Ever had an IEP	22%	21%	19%	0.95	0.88

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.



Table A11: Willamette Promise descriptive statistics and composition indexes, 2014-15 to 2018-19

Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2015	American Indian/Alaska Native	1%	2%	1%	1.08	0.93
2016	American Indian/Alaska Native	2%	1%	1%	0.90	0.74
2017	American Indian/Alaska Native	1%	2%	1%	1.07	0.89
2018	American Indian/Alaska Native	1%	1%	1%	0.87	0.78
2019	American Indian/Alaska Native	1%	1%	1%	0.98	0.82
2015	Asian	2%	1%	2%	0.83	1.16
2016	Asian	2%	2%	2%	1.32	1.42
2017	Asian	2%	2%	2%	1.11	1.41
2018	Asian	4%	6%	6%	1.53	1.60
2019	Asian	4%	7%	7%	1.62	1.65
2015	Black	1%	1%	1%	0.69	0.80
2016	Black	1%	1%	1%	1.01	0.85
2017	Black	1%	1%	1%	0.66	0.76
2018	Black	1%	1%	1%	0.99	0.92
2019	Black	1%	1%	1%	0.92	0.87
2015	Hispanic/Latinx	28%	26%	25%	0.92	0.89
2016	Hispanic/Latinx	33%	29%	29%	0.88	0.88
2017	Hispanic/Latinx	33%	32%	31%	0.96	0.94
2018	Hispanic/Latinx	33%	31%	32%	0.96	0.98
2019	Hispanic/Latinx	33%	33%	32%	1.02	0.98
2015	Multiracial	3%	2%	2%	0.84	0.89
2016	Multiracial	4%	4%	3%	1.05	0.95
2017	Multiracial	4%	4%	4%	0.96	0.97
2018	Multiracial	5%	4%	4%	0.85	0.98
2019	Multiracial	5%	4%	5%	0.87	0.97
2015	Native Hawaiian/Pacific Islander	1%	0%	1%	0.80	0.96
2016	Native Hawaiian/Pacific Islander	1%	1%	1%	0.70	0.71
2017	Native Hawaiian/Pacific Islander	1%	2%	1%	1.17	0.97
2018	Native Hawaiian/Pacific Islander	1%	1%	1%	0.69	0.70
2019	Native Hawaiian/Pacific Islander	1%	1%	1%	0.78	0.76
2015	White	65%	68%	68%	1.05	1.05
2016	White	58%	62%	63%	1.07	1.08
2017	White	57%	59%	59%	1.03	1.04
2018	White	56%	56%	55%	1.01	0.99
2019	White	55%	53%	54%	0.96	0.98
2015	Female	49%	50%	52%	1.02	1.06
2016	Female	48%	48%	51%	1.00	1.05
2017	Female	48%	52%	53%	1.07	1.09
2018	Female	49%	53%	53%	1.09	1.09

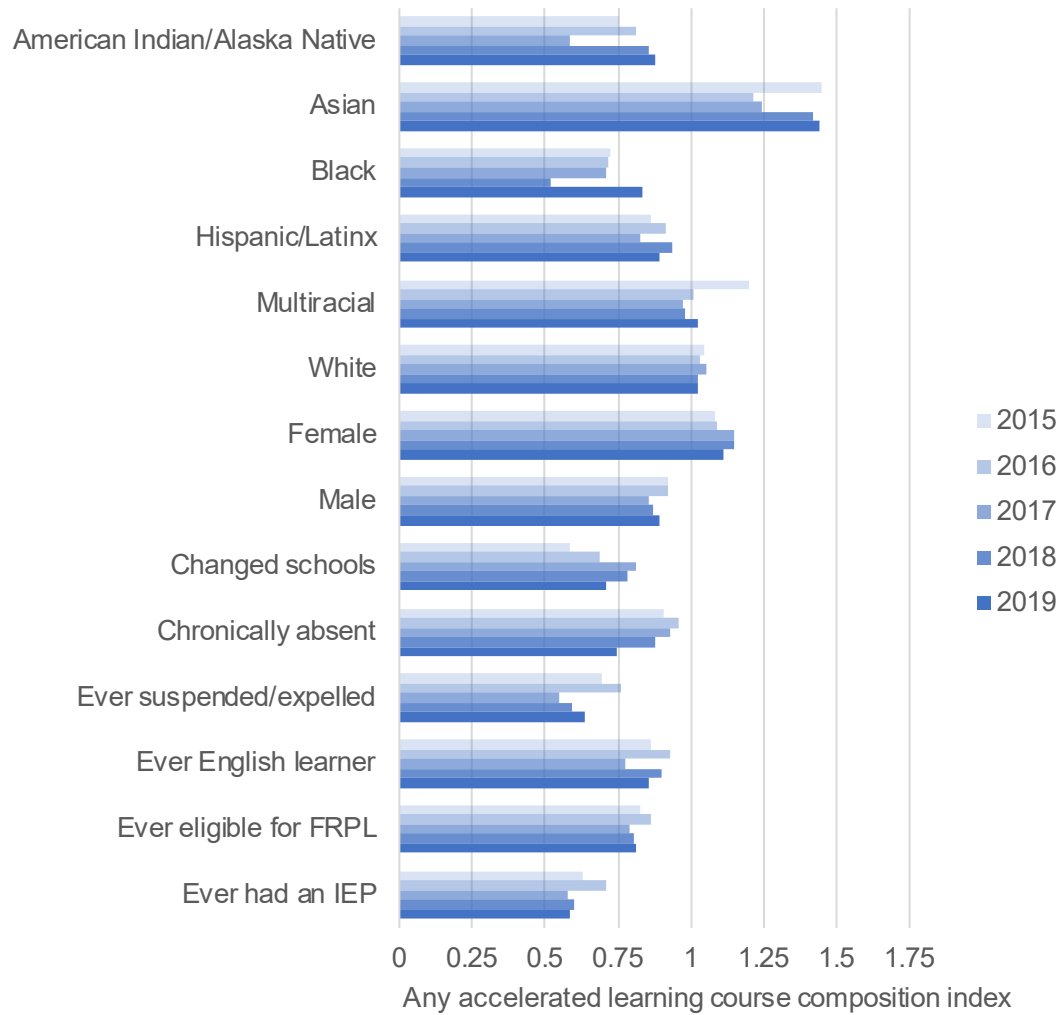
Year	Student demographic characteristic	All high school students in Regional Promise schools	Took Regional Promise course	Took any accelerated learning	Regional Promise course composition index	Any accelerated learning course composition index
2019	Female	49%	53%	53%	1.09	1.09
2015	Male	51%	50%	48%	0.98	0.94
2016	Male	52%	52%	49%	1.00	0.95
2017	Male	52%	48%	47%	0.94	0.92
2018	Male	51%	47%	47%	0.92	0.92
2019	Male	51%	47%	47%	0.92	0.92
2015	Changed schools	9%	9%	7%	1.01	0.76
2016	Changed schools	13%	10%	8%	0.80	0.62
2017	Changed schools	13%	10%	8%	0.76	0.65
2018	Changed schools	12%	9%	8%	0.77	0.69
2019	Changed schools	13%	9%	9%	0.72	0.67
2015	Chronically absent	27%	24%	22%	0.89	0.82
2016	Chronically absent	37%	28%	28%	0.75	0.74
2017	Chronically absent	42%	36%	33%	0.87	0.80
2018	Chronically absent	39%	30%	31%	0.78	0.79
2019	Chronically absent	37%	30%	29%	0.81	0.78
2015	Ever suspended/expelled	22%	21%	17%	0.96	0.78
2016	Ever suspended/expelled	24%	18%	15%	0.75	0.63
2017	Ever suspended/expelled	22%	19%	15%	0.84	0.69
2018	Ever suspended/expelled	18%	13%	11%	0.71	0.63
2019	Ever suspended/expelled	15%	11%	9%	0.71	0.59
2015	Ever English learner	20%	19%	18%	0.93	0.89
2016	Ever English learner	23%	20%	20%	0.84	0.85
2017	Ever English learner	24%	22%	22%	0.95	0.94
2018	Ever English learner	25%	24%	25%	0.98	1.00
2019	Ever English learner	25%	26%	25%	1.03	1.00
2015	Ever eligible for FRPL	74%	71%	69%	0.97	0.94
2016	Ever eligible for FRPL	79%	73%	72%	0.91	0.91
2017	Ever eligible for FRPL	77%	75%	70%	0.97	0.91
2018	Ever eligible for FRPL	72%	64%	64%	0.89	0.89
2019	Ever eligible for FRPL	72%	66%	64%	0.92	0.88
2015	Ever had an IEP	23%	20%	17%	0.86	0.72
2016	Ever had an IEP	25%	18%	16%	0.74	0.66
2017	Ever had an IEP	25%	18%	16%	0.72	0.67
2018	Ever had an IEP	24%	16%	15%	0.66	0.62
2019	Ever had an IEP	24%	16%	14%	0.66	0.61

Note: Data have been suppressed when the cell size is less than 10. 0 percent only appears due to rounding and not due to a cell size of 0.

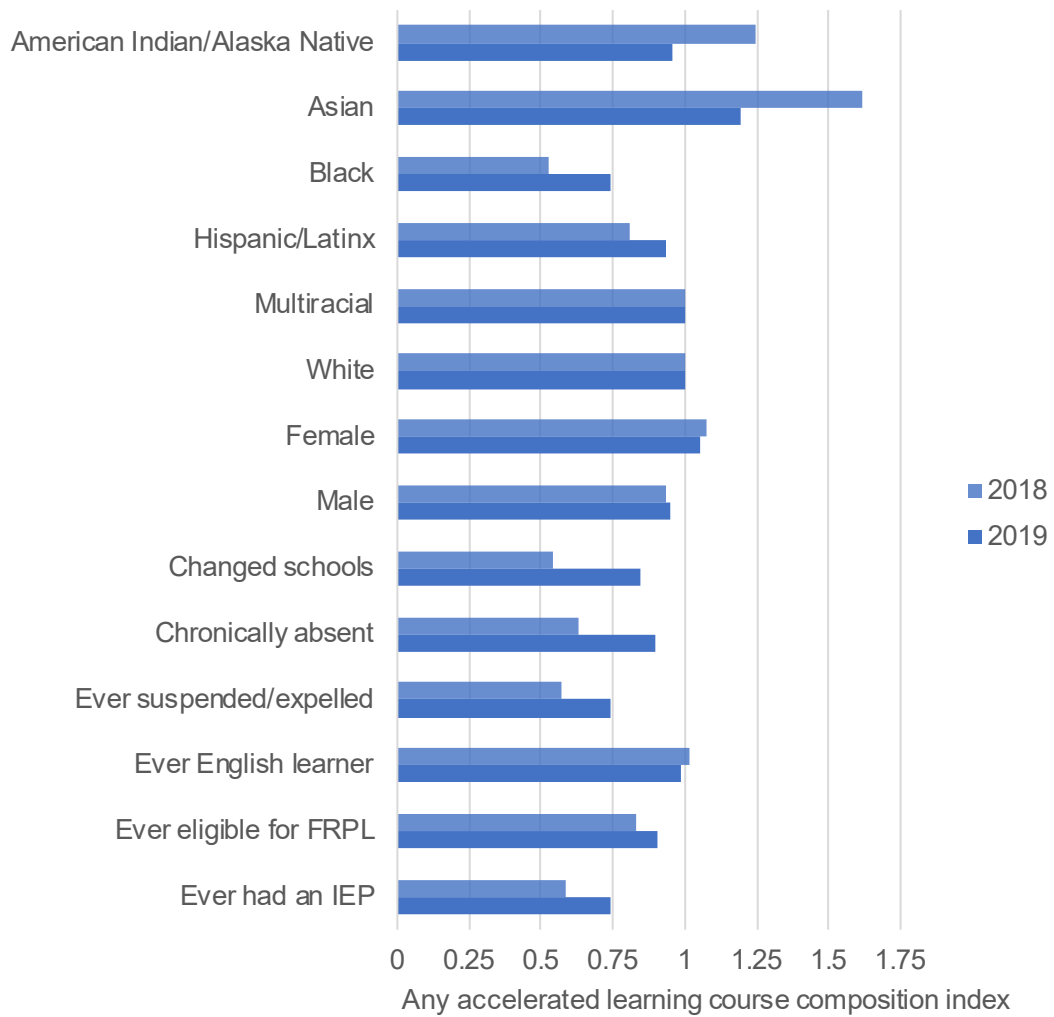
## Composition indexes

Figure A1: Course composition indexes for accelerated learning by Regional Promise consortia, all available years

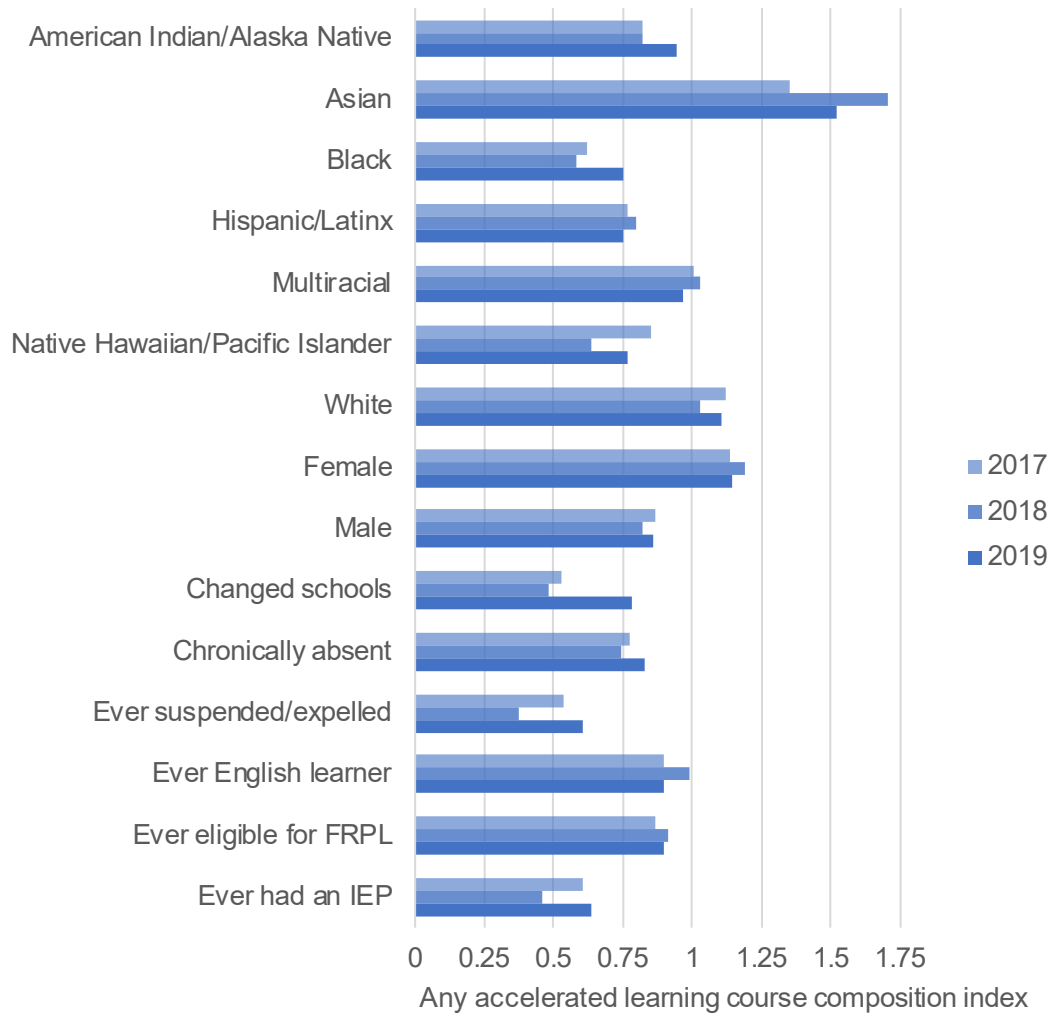
### Cascades Commitment composition index, 2014-15 to 2018-19



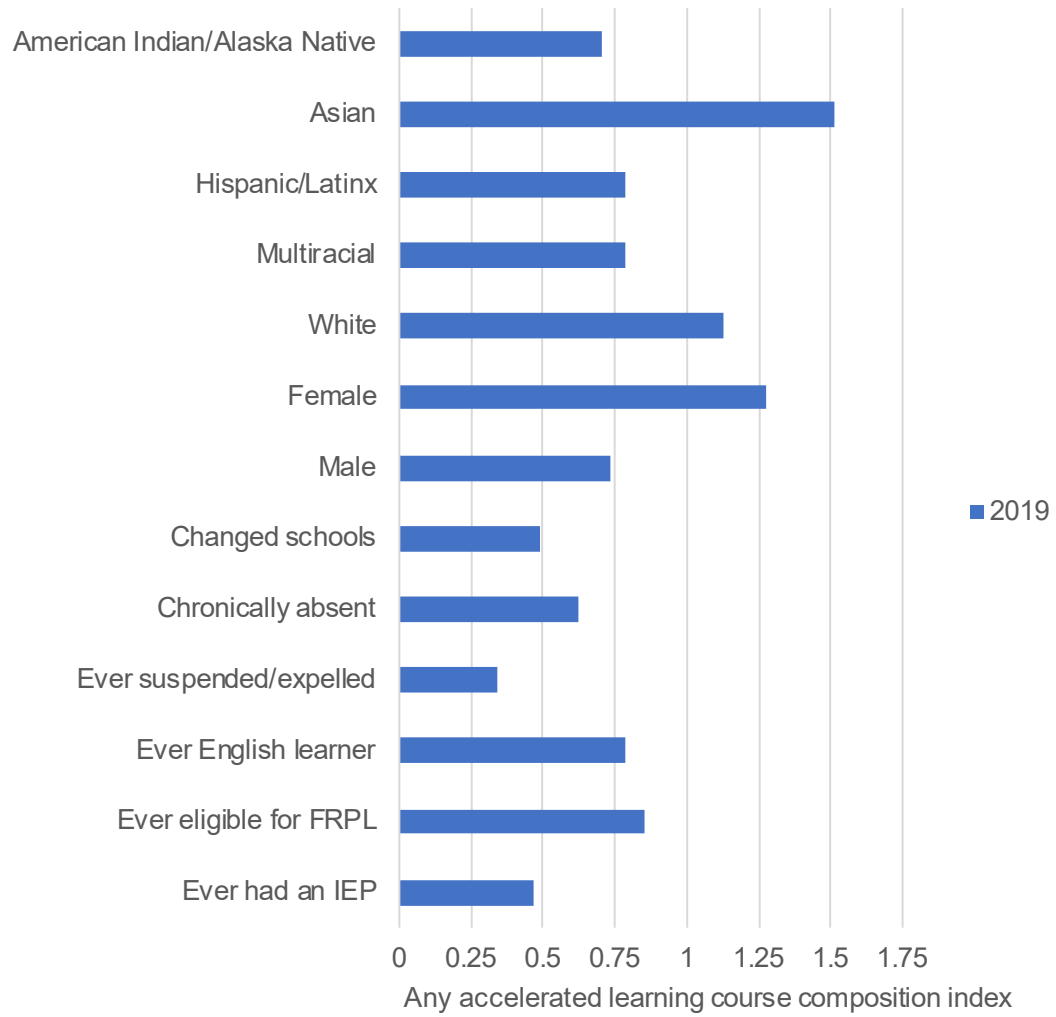
**Clackamas Promise composition index, 2017-18 to 2018-19**



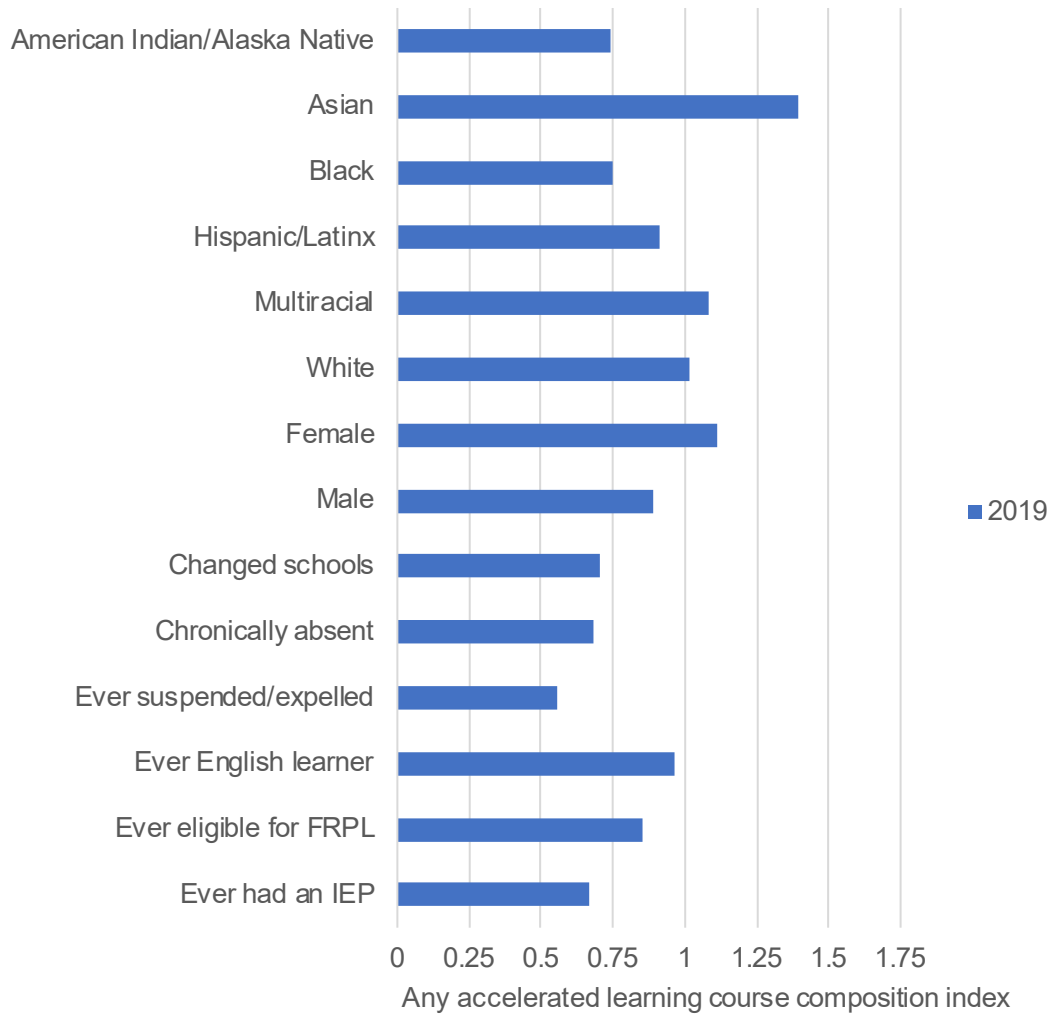
**East County Pathways for College Success composition index, 2016-17 to 2018-19**



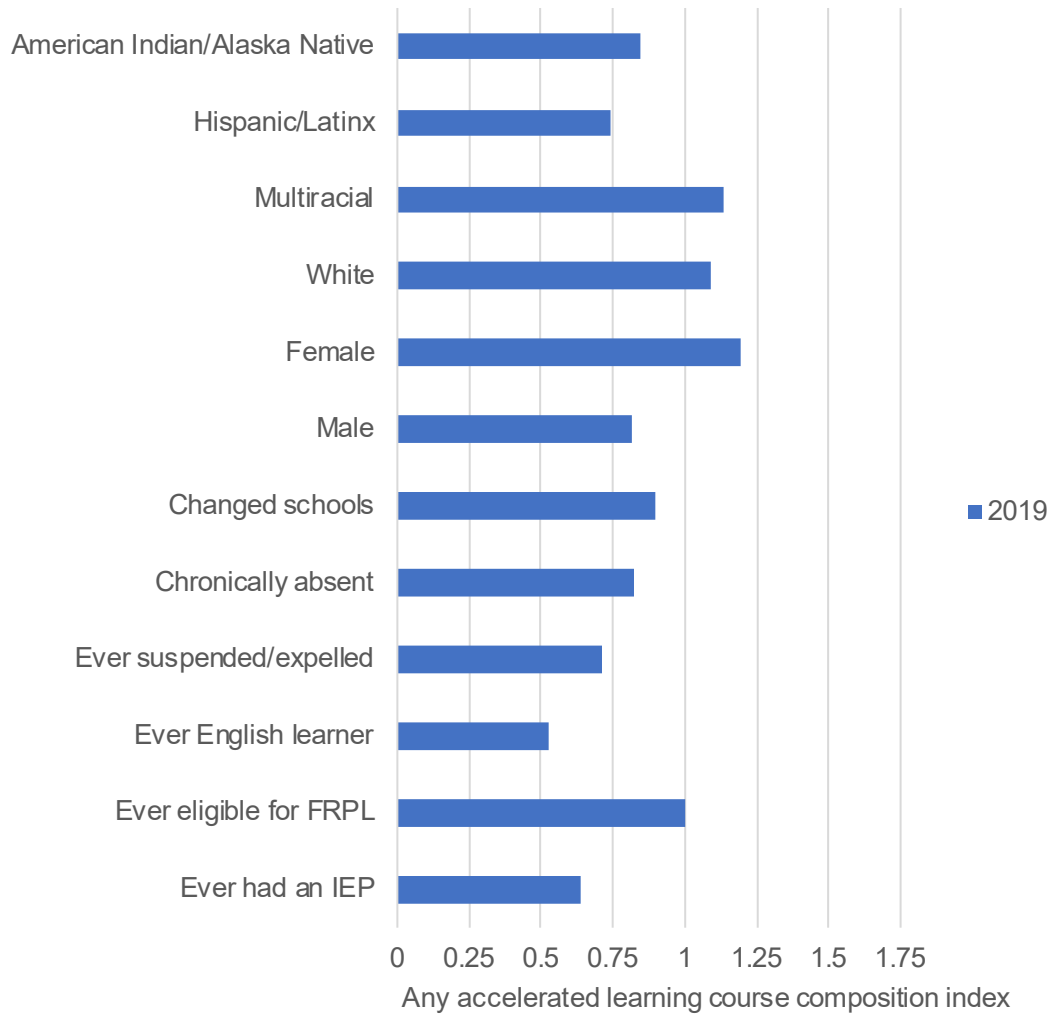
### Eastern Promise composition index, 2018-19



### Lane Regional Promise composition index, 2018-19

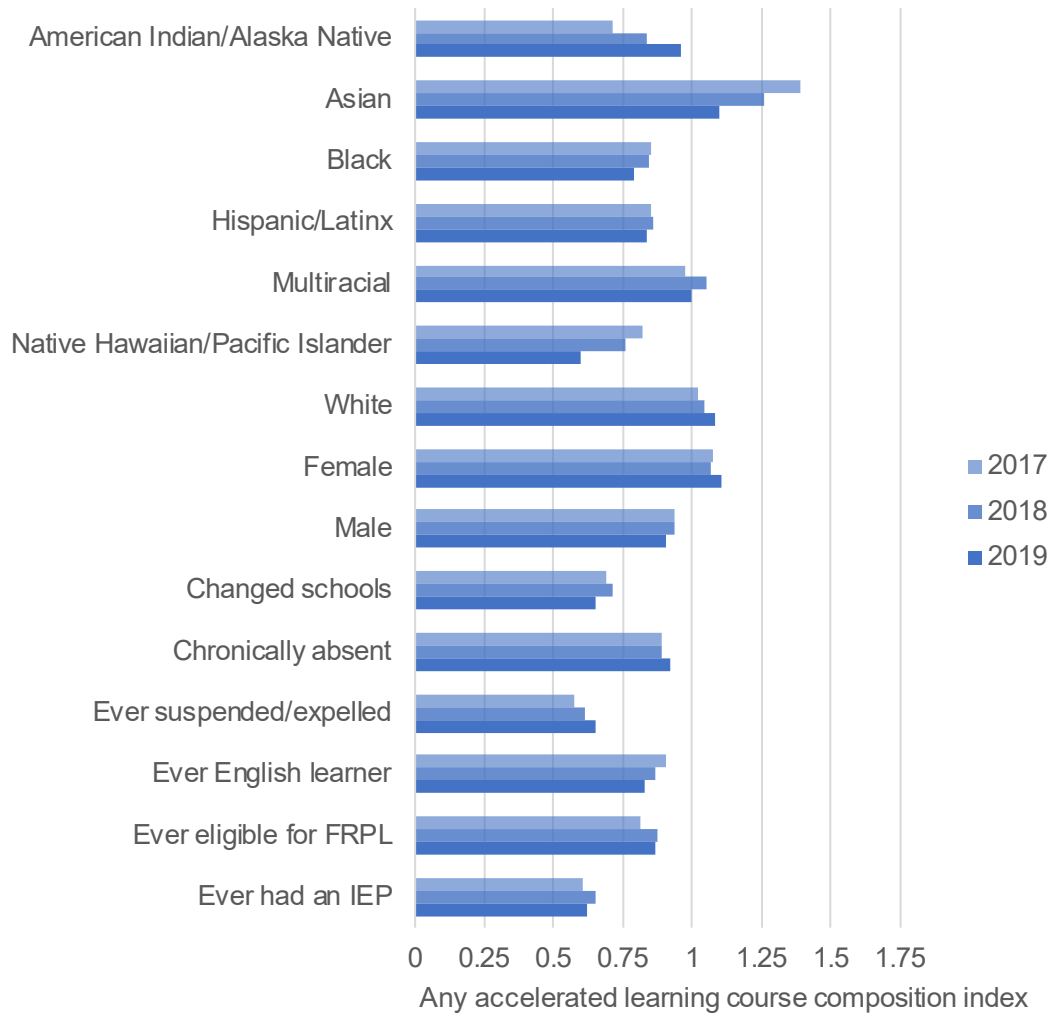


**Linn-Benton Lincoln College Career Collaborative composition index, 2018-19**

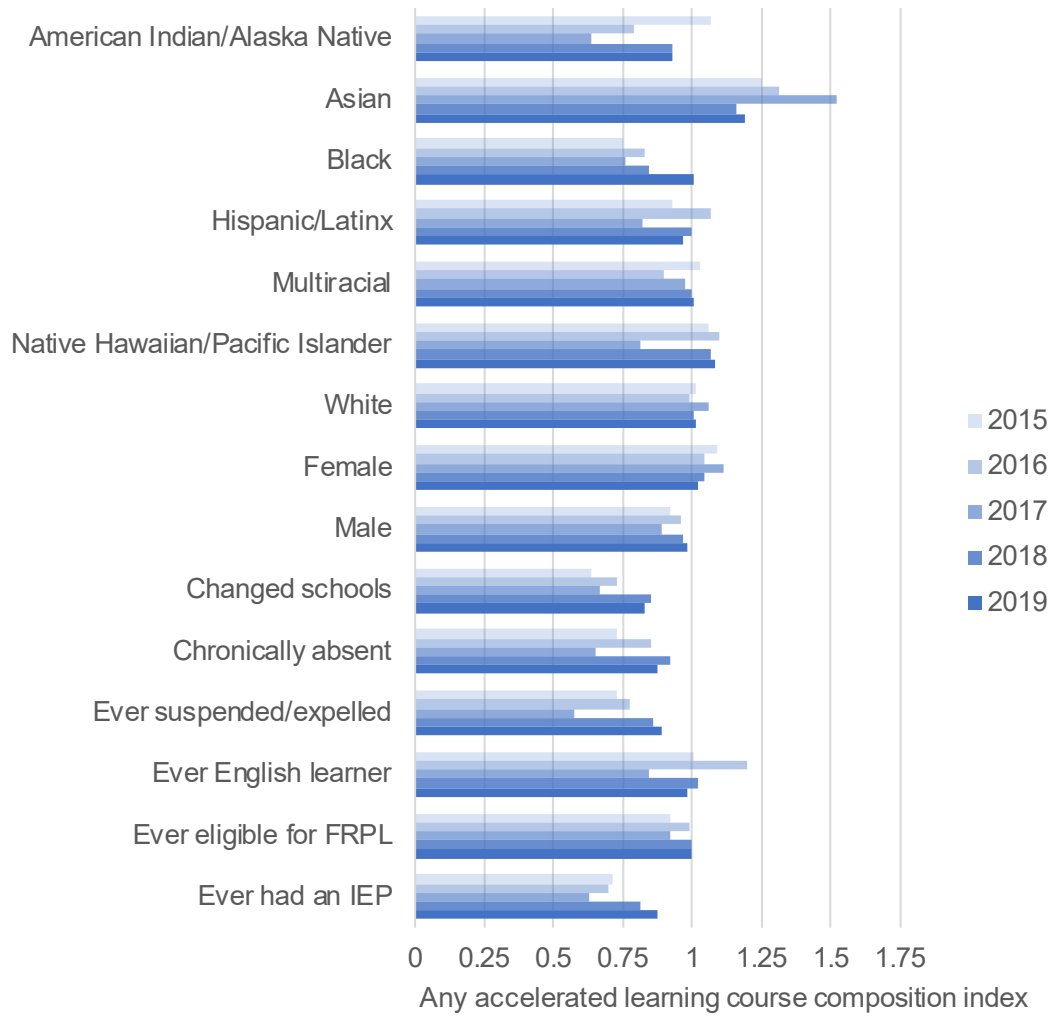




**Northwest Promise composition index, 2016-17 to 2018-19**



**Southern Oregon Promise composition index, 2014-15 to 2018-19**



**Willamette Promise composition index, 2014-15 to 2018-19**

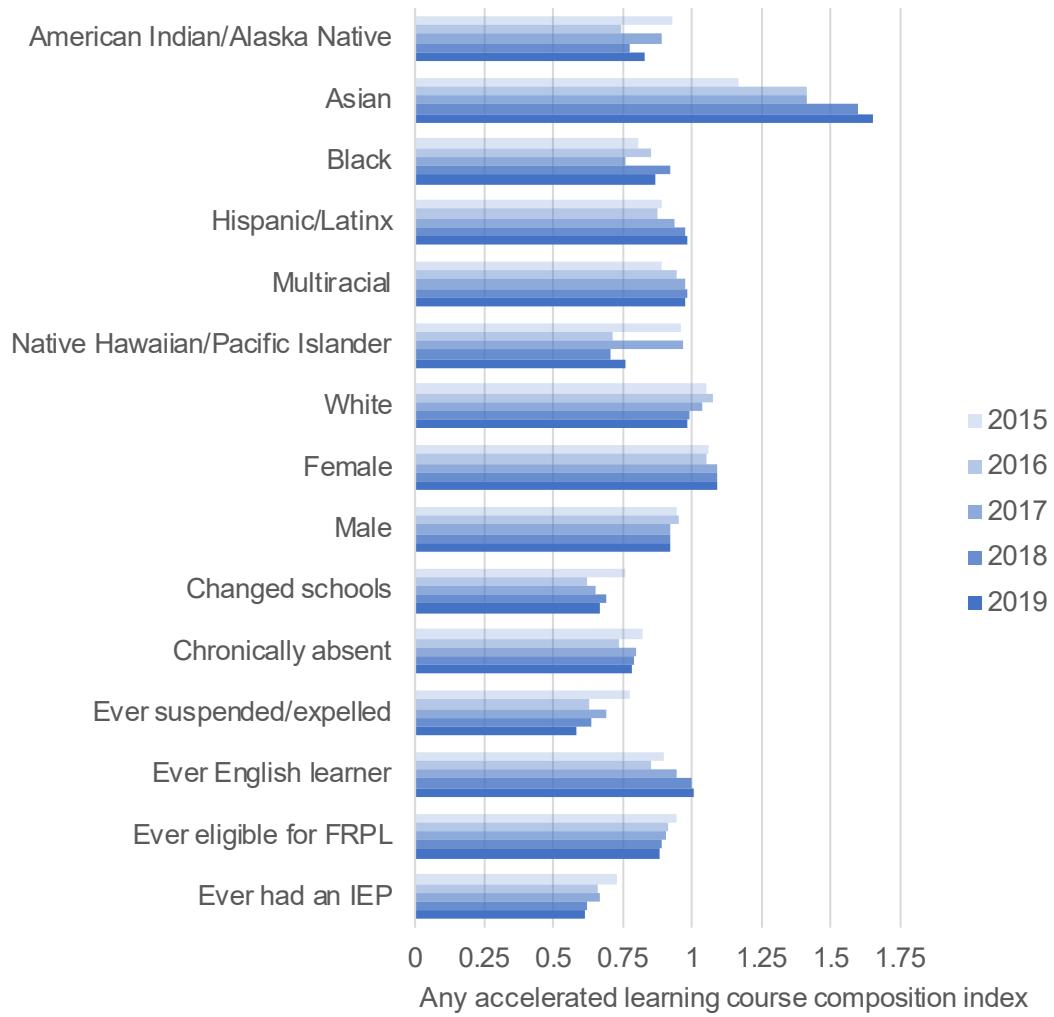
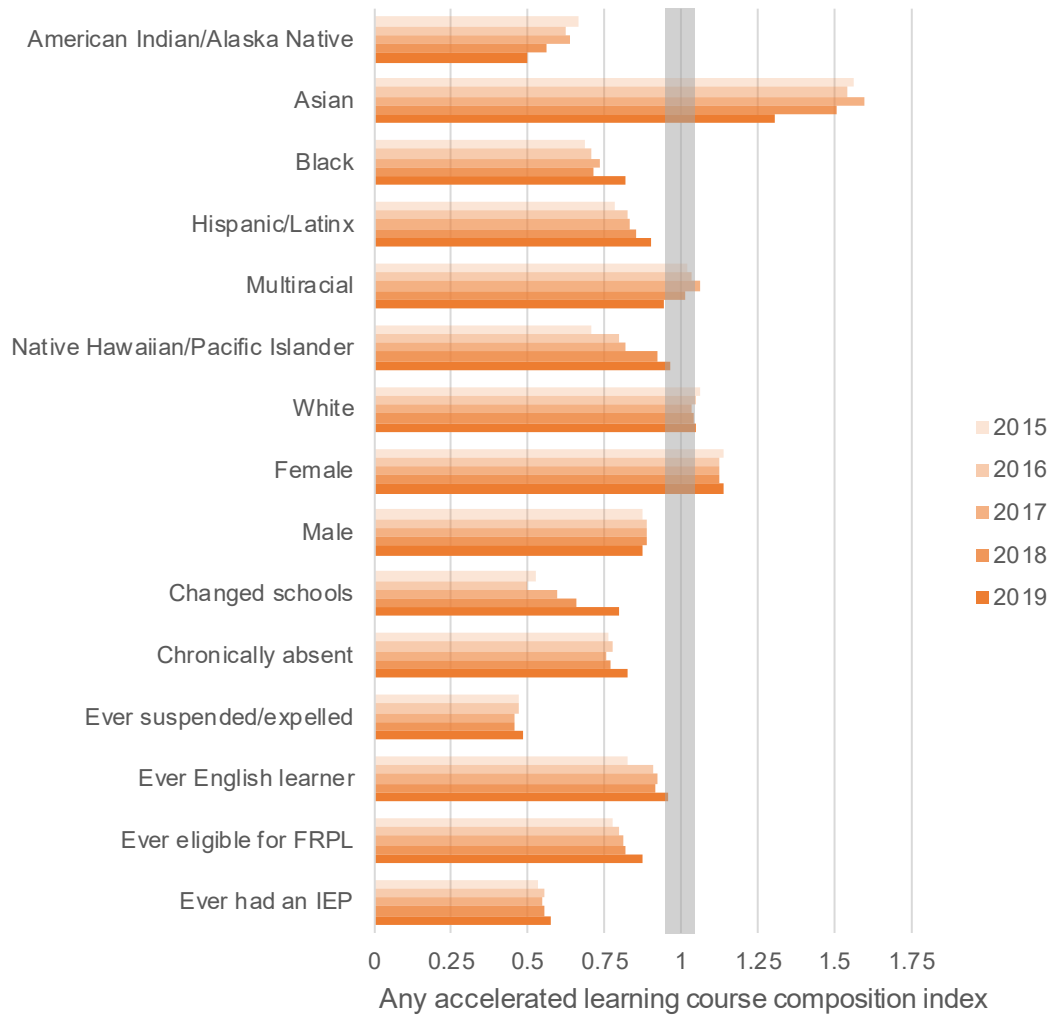
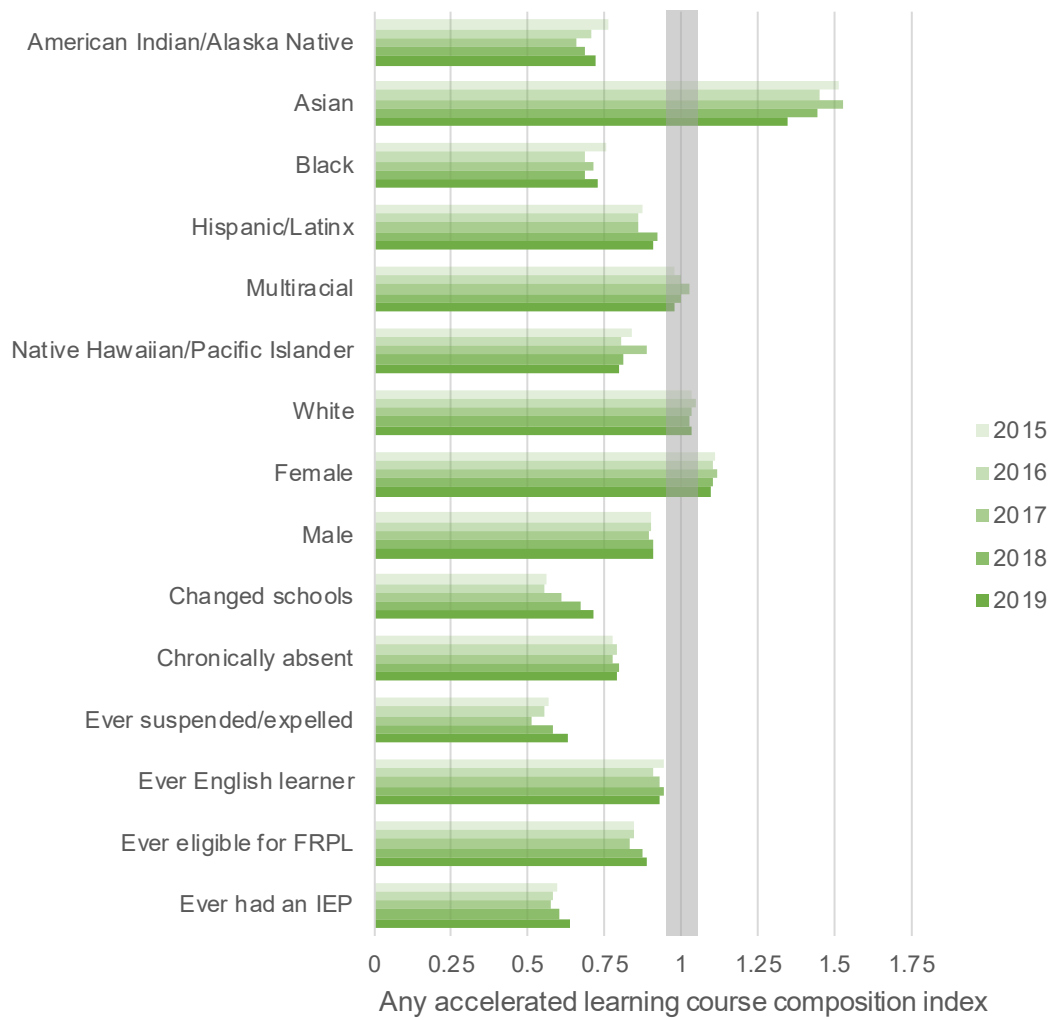


Figure A2: Composition indexes for accelerated learning participation at non-Regional Promise schools, 2014-15 to 2018-19



Note: Gray band indicates approximately equitable composition indexes of 0.95 to 1.05.  
 Sample includes 563,325 Oregon public high school students in grades 9–12 who attended a non-Regional Promise high school in 2014-15, 2015-16, 2016-17, 2017-18, or 2018-19.  
 Source: Authors.

Figure A3: Composition indexes for accelerated learning participation, all Oregon public high school students, 2014-15 to 2018-19



Note: Gray band indicates approximately equitable composition indices of 0.95 to 1.05. Sample includes 942,112 Oregon public high school students in grades 9–12 in 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19. Source: Authors.

## Appendix B: Impact Study Results

Table B1: Regression results for attendance rate and high school graduation

	Attendance rate > 90 percent			Graduated high school		
<b>Class of 2016-17</b>	1	2	3	4	5	6
Ever took Regional Promise course		0.024*** (0.005)			0.086*** (0.004)	
Ever took accelerated learning course			0.121*** (0.007)			0.300*** (0.006)
Ever attended Regional Promise school	0.062*** (0.004)			0.054*** (0.004)		
<b>Total observations</b>	<b>49,748</b>	<b>34,936</b>	<b>34,935</b>	<b>49,748</b>	<b>34,936</b>	<b>34,935</b>
<b>Class of 2017-18</b>	7	8	9	10	11	12
Ever took Regional Promise course		0.045*** (0.005)			0.108*** (0.004)	
Ever took accelerated learning course			0.122*** (0.007)			0.310*** (0.007)
Ever attended Regional Promise school	0.039*** (0.004)			0.055*** (0.004)		
<b>Total observations</b>	<b>49,720</b>	<b>35,206</b>	<b>35,210</b>	<b>49,720</b>	<b>35,206</b>	<b>35,210</b>
<b>Class of 2018-19</b>	13	14	15	16	17	18
Ever took Regional Promise course		0.072*** (0.005)			0.142*** (0.004)	
Ever took accelerated learning course			0.135*** (0.008)			0.332*** (0.007)
Ever attended Regional Promise school	0.039*** (0.005)			0.052*** (0.004)		
<b>Total observations</b>	<b>49,846</b>	<b>35,244</b>	<b>35,260</b>	<b>49,846</b>	<b>35,244</b>	<b>35,260</b>

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

Note: The method used is propensity score weighting with covariate adjustment. The table displays average marginal effects from logistic regression models. Marginal effects are the percentage point difference in the predicted probability of achieving an outcome. Robust standard errors are in parentheses. All models include controls for gender, race/ethnicity, student ever received free or reduced-price lunch, student ever had an individualized education program, student middle school discipline, student middle school attendance, and grade 8 math and reading benchmarks.

Source: Authors.

Table B2: Regression results for college enrollment

	College enrollment (immediate)			College enrollment (16 months)		
	19	20	21	22	23	24
<b>Class of 2016-17</b>						
Ever took Regional Promise course		0.053*** (0.006)			0.054*** (0.006)	
Ever took accelerated learning course			0.302*** (0.006)			0.315*** (0.006)
Ever attended Regional Promise school	0.033*** (0.005)			0.039*** (0.005)		
Total observations	49,748	34,936	34,935	49,748	34,936	34,935
<b>Class of 2017-18</b>						
Ever took Regional Promise course		0.066*** (0.005)				
Ever took accelerated learning course			0.315*** (0.006)			
Ever attended Regional Promise school	0.036*** (0.004)					
Total observations	49,720	35,206	35,210			

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

Note: The method used is propensity score weighting with covariate adjustment. The table displays average marginal effects from logistic regression models. Marginal effects are the percentage point difference in the predicted probability of achieving an outcome. Robust standard errors are in parentheses. All models include controls for gender, race/ethnicity, student ever received free or reduced-price lunch, student ever had an individualized education program, student middle school discipline, student middle school attendance, and grade 8 math and reading benchmarks.

Source: Authors.

Table B3: Regression results for college persistence and credit accumulation

	First- to second-year persistence			First-year credit accumulation		
	28	29	30	31	32	33
<b>Class of 2016-17</b>						
Ever took Regional Promise course		0.045*** (0.006)			-0.031 (0.306)	
Ever took accelerated learning course			0.295*** (0.005)			3.696*** (0.851)
Ever attended Regional Promise school	0.036*** (0.004)			-0.092 (0.267)		
Total observations	49,748	34,936	34,935	14,090	10,214	10,190
<b>Class of 2017-18</b>						
Ever took Regional Promise course					0.752** (0.288)	
Ever took accelerated learning course						6.732*** (1.020)
Ever attended Regional Promise school				0.320 (0.271)		
Total observations				12,765	9,263	9,246

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ .

Note: The method used is propensity score weighting with covariate adjustment. The table displays average marginal effects from logistic regression (outcome is first to second-year persistence) and OLS regression models (outcome is first-year credit accumulation). Marginal effects are the percentage point difference in the predicted probability of achieving an outcome. Robust standard errors are in parentheses. All models include controls for gender, race/ethnicity, student ever received free or reduced-price lunch, student ever had an individualized education program, student middle school discipline, student middle school attendance, and grade 8 math and reading benchmarks.

Source: Authors.



## Appendix C: Accelerated Learning Participation by High School

Table C1: Accelerated learning participation at Oregon public high schools, 2018-19

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
1079	2215	Imbler Charter School	Imbler SD 11	88	84%	*	*	*
4226	1924	Clackamas Middle College	North Clackamas SD 12	306	69%	26%	*	*
3365	2214	North Powder Charter School	North Powder SD 8J	92	55%	*	*	*
572	2086	Creswell High School	Creswell SD 40	366	54%	*	32%	*
4638	2243	Health & Science School	Beaverton SD 48J	367	51%	11%	8%	*
1075	2213	Union High School	Union SD 5	117	49%	*	*	*
1089	2220	Wallowa High School	Wallowa SD 12	63	48%	*	*	*
1193	2244	Sherwood High School	Sherwood SD 88J	1691	47%	3%	30%	*
455	2055	Hidden Valley High School	Three Rivers/Josephine County SD	603	46%	2%	16%	*
3349	2009	Prairie City School	Prairie City SD 4	60	45%	*	*	*
1234	2256	McMinnville High School	McMinnville SD 40	2214	44%	5%	24%	*
4818	1925	Renaissance Public Academy	Molalla River SD 35	34	44%	*	*	*
4542	2146	Woodburn Academy of Art, Science and Technology	Woodburn SD 103	430	43%	*	*	26%

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
538	2082	Sheldon High School	Eugene SD 4J	1435	43%	1%	13%	11%
779	2144	St Paul High School	St Paul SD 45	93	41%	*	23%	*
539	2082	South Eugene High School	Eugene SD 4J	1506	41%	7%	26%	18%
15	1897	Pine Eagle Charter School	Pine Eagle SD 61	68	37%	*	15%	*
820	2147	Riverside Junior/Senior High School	Morrow SD 1	273	37%	15%	9%	*
794	2145	John F Kennedy High School	Mt Angel SD 91	181	36%	*	28%	*
704	2110	Nyssa High School	Nyssa SD 26	375	35%	4%	*	*
323	2005	Arlington Community Charter School	Arlington SD 3	43	35%	*	*	*
4545	2056	EagleRidge High School	Klamath Falls City Schools	199	35%	*	*	*
3566	2088	Kalapuya High School	Bethel SD 52	110	35%	*	*	*
331	2008	Grant Union Junior/Senior High School	John Day SD 3	178	34%	6%	*	*
699	2108	Ontario High School	Ontario SD 8C	684	34%	3%	*	*
818	2147	Heppner Junior/Senior High School	Morrow SD 1	121	34%	*	*	*
486	2057	Lost River High School	Klamath County SD	151	34%	*	*	*
713	2116	Vale High School	Vale SD 84	276	33%	*	*	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
140	1929	Canby High School	Canby SD 86	1418	32%	2%	11%	*
4802	1928	Clackamas Academy of Industrial Sciences	Oregon City SD 62	152	32%	44%	*	*
610	2096	Siuslaw High School	Siuslaw SD 97J	425	32%	*	5%	*
3402	2229	Dufur School	Dufur SD 29	112	32%	*	*	*
602	2093	Oakridge High School	Oakridge SD 76	142	32%	*	26%	*
138	1931	Gladstone High School	Gladstone SD 115	655	32%	*	15%	*
604	2094	Mohawk High School	Marcola SD 79J	86	31%	*	*	*
540	2082	Churchill High School	Eugene SD 4J	1128	31%	2%	25%	7%
1056	2208	Weston-McEwen High School	Athena-Weston SD 29RJ	186	31%	6%	35%	*
1017	2197	Tillamook High School	Tillamook SD 9	700	31%	4%	9%	*
487	2056	Klamath Union High School	Klamath Falls City Schools	628	30%	5%	5%	*
62	1923	Lakeridge High School	Lake Oswego SD 7J	1177	30%	1%	37%	*
726	2141	North Marion High School	North Marion SD 15	629	30%	*	*	*
1061	2209	Stanfield Secondary School	Stanfield SD 61	146	30%	10%	*	*
457	2055	North Valley High School	Three Rivers/Josephine County SD	475	30%	*	19%	*
536	2082	North Eugene High School	Eugene SD 4J	984	30%	9%	*	37%

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
1022	2198	Neah-Kah-Nie High School	Neah-Kah-Nie SD 56	226	30%	*	17%	*
560	2083	Springfield High School	Springfield SD 19	1408	29%	3%	8%	2%
2728	2257	Sheridan Japanese School	Sheridan SD 48J	34	29%	*	*	*
1083	2217	Elgin High School	Elgin SD 23	109	29%	*	*	*
146	1933	Astoria Senior High School	Astoria SD 1	600	29%	7%	12%	*
1146	2242	Tigard High School	Tigard-Tualatin SD 23J	1855	29%	2%	6%	28%
580	2087	Cottage Grove High School	South Lane SD 45J3	779	29%	2%	14%	*
3433	2203	Echo School	Echo SD 5	76	29%	*	*	*
40	1901	Corvallis High School	Corvallis SD 509J	1255	29%	7%	25%	*
3364	2201	Helix School	Helix SD 1	49	29%	29%	*	*
812	2138	Silverton High School	Silver Falls SD 4J	1352	28%	1%	14%	*
229	1973	Pacific High School	Port Orford-Langlois SD 2CJ	61	28%	*	*	*
237	1974	Brookings-Harbor High School	Brookings-Harbor SD 17C	510	28%	*	11%	*
597	2091	Junction City High School	Junction City SD 69	578	28%	*	12%	*
708	2113	Adrian High School	Adrian SD 61	102	27%	*	*	*
359	2014	Burns High School	Hamey County SD 3	234	27%	6%	11%	*
1289	2061	North Lake School	North Lake SD 14	92	27%	*	*	*
374	2039	Phoenix High School	Phoenix-Talent SD 4	659	27%	*	27%	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
482	2057	Bonanza Junior/Senior High School	Klamath County SD	111	27%	*	*	*
209	1966	North Bend Senior High School	North Bend SD 13	813	26%	11%	11%	*
649	2100	West Albany High School	Greater Albany Public SD 8J	1286	26%	9%	35%	*
688	2101	Lebanon High School	Lebanon Community SD 9	1222	26%	7%	30%	*
4592	2186	Corbett School	Corbett SD 39	381	26%	8%	95%	*
1087	2219	Joseph Charter School	Joseph SD 6	77	26%	*	*	*
297	1996	North Douglas High School	North Douglas SD 22	82	26%	24%	*	*
85	1924	Clackamas High School	North Clackamas SD 12	2588	25%	2%	22%	*
1028	2202	Pilot Rock High School	Pilot Rock SD 2	111	25%	*	*	*
201	1965	Marshfield Senior High School	Coos Bay SD 9	770	25%	7%	9%	*
1073	2212	La Grande High School	La Grande SD 1	667	25%	2%	16%	*
252	1976	Mountain View Senior High School	Bend-LaPine Administrative SD 1	1424	25%	6%	32%	*
442	2054	Grants Pass High School	Grants Pass SD 7	1942	25%	2%	14%	*
4609	3477	Three Lakes High School	ODE YCEP District	72	25%	42%	*	*
174	1946	Rainier Jr/Sr High School	Rainier SD 13	293	25%	*	*	*
967	2185	Centennial High School	Centennial SD 28J	1726	25%	1%	34%	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
1320	2243	Westview High School	Beaverton SD 48J	2580	24%	9%	35%	*
225	1970	Crook County High School	Crook County SD	759	24%	9%	25%	*
1188	2243	Sunset High School	Beaverton SD 48J	2195	24%	6%	3%	44%
485	2057	Henley High School	Klamath County SD	675	24%	4%	5%	*
239	1972	Gold Beach High School	Central Curry SD 1	170	24%	6%	18%	*
8	1894	Baker High School	Baker SD 5J	453	24%	9%	10%	*
1301	2242	Tualatin High School	Tigard-Tualatin SD 23J	1988	24%	2%	10%	22%
369	2024	Hood River Valley High School	Hood River County SD	1379	24%	2%	30%	*
285	1992	Glide High School	Glide SD 12	218	23%	17%	*	*
423	2048	South Medford High School	Medford SD 549C	1843	23%	1%	29%	*
51	1922	West Linn High School	West Linn-Wilsonville SD 3J	1873	23%	2%	48%	*
118	1928	Oregon City Senior High School	Oregon City SD 62	1989	23%	9%	26%	*
502	2081	Pleasant Hill High School	Pleasant Hill SD 1	352	23%	*	17%	*
142	1925	Molalla High School	Molalla River SD 35	749	23%	3%	14%	*
1033	2204	Umatilla High School	Umatilla SD 6R	413	23%	21%	*	*
218	1969	Bandon Senior High School	Bandon SD 54	210	22%	*	12%	*
1345	2188	Riverdale High School	Riverdale SD 51J	243	22%	9%	6%	*
594	2090	McKenzie River Community School	McKenzie SD 68	68	22%	*	*	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
588	2088	Willamette High School	Bethel SD 52	1551	22%	2%	10%	17%
310	2001	Reedsport Community Charter School	Reedsport SD 105	244	22%	*	14%	*
1323	1922	Wilsonville High School	West Linn-Wilsonville SD 3J	1231	22%	1%	45%	*
104	1927	Colton High School	Colton SD 53	194	22%	*	12%	*
215	1968	Myrtle Point High School	Myrtle Point SD 41	135	21%	*	17%	*
401	2044	Rogue River Junior/Senior High	Rogue River SD 35	236	21%	6%	22%	*
381	2041	Ashland High School	Ashland SD 5	1027	21%	1%	27%	*
3378	2192	Perrydale School	Perrydale SD 21	100	21%	*	*	*
492	2059	Lakeview Senior High School	Lake County SD 7	239	21%	5%	*	*
4018	2239	Liberty High School	Hillsboro SD 1J	1568	21%	8%	36%	*
484	2057	Gilchrist Junior/Senior High School	Klamath County SD	53	21%	*	*	*
629	2097	Toledo Senior High School	Lincoln County SD	217	21%	*	*	*
561	2083	Thurston High School	Springfield SD 19	1326	21%	3%	17%	*
987	2183	Sam Barlow High School	Gresham-Barlow SD 10J	1635	21%	*	23%	*
293	1994	South Umpqua High School	South Umpqua SD 19	393	21%	7%	7%	*
4557	2042	Crater Academy of Health and Public Services	Central Point SD 6	441	20%	5%	11%	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
185	1948	St Helens High School	St Helens SD 502	871	20%	*	10%	*
630	2097	Waldport High School	Lincoln County SD	203	20%	*	11%	*
488	2057	Mazama High School	Klamath County SD	713	20%	3%	3%	*
424	2048	North Medford High School	Medford SD 549C	1678	20%	2%	30%	*
913	2180	Jefferson High School	Portland SD 1J	653	20%	38%	*	*
4559	2042	Crater School of Business Innovation and Science	Central Point SD 6	444	20%	*	14%	*
3434	2216	Cove Charter School	Cove SD 15	108	19%	*	*	*
1124	2240	Banks High School	Banks SD 13	389	19%	*	11%	*
983	2187	David Douglas High School	David Douglas SD 40	3046	19%	*	10%	*
4468	2097	Siletz Valley Early College Academy	Lincoln County SD	78	19%	*	*	*
1187	2243	Beaverton High School	Beaverton SD 48J	1708	19%	4%	28%	*
1134	2241	Forest Grove High School	Forest Grove SD 15	1926	19%	*	38%	*
4541	2146	Wellness, Business and Sports School	Woodburn SD 103	427	19%	*	41%	*
1101	4131	The Dalles-Wahtonka High School	North Wasco County SD 21	832	18%	*	21%	*
650	2100	South Albany High School	Greater Albany Public SD 8J	1418	18%	7%	26%	*



School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
1314	2243	School of Science & Technology	Beaverton SD 48J	165	18%	14%	66%	*
1238	2251	Yamhill Carlton High School	Yamhill Carlton SD 1	281	18%	5%	*	*
912	2180	Grant High School	Portland SD 1J	1654	18%	1%	40%	*
4440	2083	Academy of Arts and Academics	Springfield SD 19	263	18%	5%	*	4%
931	2181	Parkrose High School	Parkrose SD 3	985	18%	2%	41%	*
3463	2142	West Salem High School	Salem-Keizer SD 24J	1740	18%	1%	28%	*
1052	2207	Pendleton High School	Pendleton SD 16	850	18%	11%	9%	*
87	1924	Putnam High School	North Clackamas SD 12	1184	18%	2%	*	24%
592	2089	Crow Middle/High School	Crow-Applegate-Lorane SD 66	91	18%	*	*	*
689	2099	Harrisburg High School	Harrisburg SD 7J	262	18%	*	10%	*
141	1926	Sandy High School	Oregon Trail SD 46	1424	17%	2%	26%	*
1195	2245	Gaston Jr/Sr High School	Gaston SD 511J	203	17%	*	22%	*
809	2143	Stayton High School	North Santiam SD 29J	738	17%	*	7%	*
906	2180	Benson Polytechnic High School	Portland SD 1J	1027	17%	1%	23%	*
43	1898	Monroe High School	Monroe SD 1J	119	17%	*	*	*
41	1901	Crescent Valley High School	Corvallis SD 509J	993	17%	8%	24%	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
358	2023	Crane Union High School	Harney County Union High SD 1J	67	16%	*	*	*
1368	2239	Century High School	Hillsboro SD 1J	1582	16%	*	38%	*
683	2104	Santiam Junior/Senior High School	Santiam Canyon SD 129J	169	16%	*	9%	*
1305	2243	Community School	Beaverton SD 48J	157	16%	20%	*	*
191	1964	Coquille Junior Senior High	Coquille SD 8	221	16%	9%	*	*
483	2057	Chiloquin High School	Klamath County SD	83	16%	12%	*	*
599	2092	Lowell Junior/Senior High School	Lowell SD 71	141	16%	*	33%	*
4369	1924	Milwaukie Academy of the Arts	North Clackamas SD 12	303	16%	6%	24%	*
3348	1993	Days Creek Charter School	Douglas County SD 15	78	15%	17%	*	*
774	2142	Sprague High School	Salem-Keizer SD 24J	1718	15%	1%	37%	*
1186	2243	Aloha High School	Beaverton SD 48J	1996	15%	4%	40%	*
811	2139	Cascade Senior High School	Cascade SD 5	704	15%	*	23%	*
817	2147	Irrigon Junior/Senior High School	Morrow SD 1	236	15%	*	9%	15%
321	2003	Sutherlin High School	Sutherlin SD 130	371	15%	17%	*	*
2783	2243	Southridge High School	Beaverton SD 48J	1544	15%	5%	7%	28%

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
4740	2183	Metro East Web Academy	Gresham-Barlow SD 10J	594	15%	22%	15%	*
456	2055	Illinois Valley High School	Three Rivers/Josephine County SD	349	15%	*	12%	*
678	2103	Scio High School	Scio SD 95	233	15%	6%	*	*
915	2180	Madison High School	Portland SD 1J	1161	14%	8%	30%	*
723	2140	Jefferson High School	Jefferson SD 14J	261	14%	*	*	*
627	2097	Newport High School	Lincoln County SD	678	14%	3%	*	18%
280	1991	Roseburg High School	Douglas County SD 4	1521	14%	9%	11%	*
157	1936	Warrenton High School	Warrenton-Hammond SD 30	286	14%	12%	*	*
168	1945	Clatskanie Middle/High School	Clatskanie SD 6J	238	14%	*	*	*
1064	2205	McLoughlin High School	Milton-Freewater Unified SD 7	556	14%	*	11%	*
1200	2239	Glencoe High School	Hillsboro SD 1J	1515	14%	*	32%	*
22	1900	Philomath High School	Philomath SD 17J	501	14%	11%	9%	*
986	2183	Gresham High School	Gresham-Barlow SD 10J	1510	14%	*	2%	38%
1367	2185	Centennial Park School	Centennial SD 28J	167	13%	6%	*	*
1091	2221	Enterprise High School	Enterprise SD 21	153	13%	7%	18%	*
669	2102	Sweet Home High School	Sweet Home SD 55	728	13%	*	6%	*

School code	District code	Name of school	Name of school district	Number of students in grades 9 to 12	Percent of students who took dual-credit course	Percent of students who took direct-enrollment course	Percent of students who took Advanced Placement (AP) course	Percent of students who took International Baccalaureate (IB) course
426	2050	Culver High School	Culver SD 4	208	13%	13%	17%	*
1212	2253	Dayton High School	Dayton SD 8	335	13%	4%	*	*
434	2053	Madras High School	Jefferson County SD 509J	672	13%	11%	7%	4%
5058	1977	Ridgeview High School	Redmond SD 2J	948	13%	9%	21%	*
86	1924	Milwaukie High School	North Clackamas SD 12	851	13%	*	12%	*
772	2142	McNary High School	Salem-Keizer SD 24J	2059	13%	1%	25%	7%
1294	1978	Sisters High School	Sisters SD 6	466	12%	14%	22%	*
995	2190	Dallas High School	Dallas SD	908	12%	6%	8%	*
773	2142	North Salem High School	Salem-Keizer SD 24J	1855	12%	1%	27%	*
162	1944	Scappoose High School	Scappoose SD 1J	733	12%	*	16%	*
61	1923	Lake Oswego Senior High School	Lake Oswego SD 7J	1307	12%	3%	33%	*
316	2002	Douglas High School	Winston-Dillard SD 116	395	11%	8%	*	*
268	1990	Oakland High School	Oakland SD 1	206	11%	14%	*	*
4223	1924	Clackamas Web Academy	North Clackamas SD 12	323	11%	20%	*	*
922	2180	Wilson High School	Portland SD 1J	1546	11%	3%	41%	*
4821	2048	Logos Public Charter School	Medford SD 549C	317	11%	38%	*	*
1023	2199	Nestucca High School	Nestucca Valley SD 101J	160	11%	20%	*	*
3577	2183	Springwater Trail High School	Gresham-Barlow SD 10J	194	10%	12%	*	*

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3247	2039	Armadillo Technical Institute	Phoenix-Talent SD 4	99	10%	*	*	*
1226	2255	Willamina High School	Willamina SD 30J	271	10%	*	*	*
4561	2042	Crater Renaissance Academy	Central Point SD 6	432	10%	*	15%	*
397	2043	Eagle Point High School	Eagle Point SD 9	1070	9%	*	18%	*
771	2142	McKay High School	Salem-Keizer SD 24J	2480	9%	2%	25%	6%
1002	2191	Central High School	Central SD 13J	1021	9%	3%	22%	*
4540	2146	Academy of International Studies (at Woodburn)	Woodburn SD 103	314	9%	*	*	32%
957	2182	Reynolds High School	Reynolds SD 7	2591	9%	4%	10%	*
1791	2087	Al Kennedy High School	South Lane SD 45J3	113	9%	*	*	*
911	2180	Franklin High School	Portland SD 1J	1870	9%	2%	39%	*
178	1947	Vernonia High School	Vernonia SD 47J	182	8%	*	*	*
1040	2206	Hermiston High School	Hermiston SD 8	1715	8%	*	18%	*
628	2097	Taft High School	Lincoln County SD	487	8%	2%	3%	*
154	1935	Seaside High School	Seaside SD 10	491	8%	*	*	*
135	1930	Estacada High School	Estacada SD 108	496	8%	4%	11%	*
918	2180	Roosevelt High School	Portland SD 1J	1043	8%	11%	19%	*

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169	2262	Knappa High School	Knappa SD 4	140	8%	*	15%	24%
567	2084	Elmira High School	Fern Ridge SD 28J	390	7%	6%	14%	*
1222	2254	Newberg Senior High School	Newberg SD 29J	1615	7%	1%	27%	*
263	1977	Redmond High School	Redmond SD 2J	1041	7%	10%	13%	*
251	1976	Bend Senior High School	Bend-LaPine Administrative SD 1	1751	7%	4%	12%	25%
4543	2146	Woodburn Arts and Communications Academy	Woodburn SD 103	378	7%	*	*	23%
775	2142	South Salem High School	Salem-Keizer SD 24J	1919	6%	*	*	31%
3554	2048	Central Medford High School	Medford SD 549C	250	6%	*	*	*
253	1976	LaPine Senior High School	Bend-LaPine Administrative SD 1	445	6%	7%	7%	*
1210	2252	Amity High School	Amity SD 4J	252	6%	*	7%	*
3216	1976	Summit High School	Bend-LaPine Administrative SD 1	1571	6%	9%	33%	*
5381	2243	Mountainside High School	Beaverton SD 48J	1432	5%	2%	1%	27%
808	2137	Gervais High School	Gervais SD 1	298	5%	11%	*	*
1237	2257	Sheridan High School	Sheridan SD 48J	257	5%	*	*	*
4399	2104	Oregon Connections Academy	Santiam Canyon SD 129J	2598	4%	1%	5%	1%

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1304	2243	Arts and Communication Magnet Academy	Beaverton SD 48J	359	4%	*	49%	*
1201	2239	Hillsboro High School	Hillsboro SD 1J	1293	4%	1%	*	28%
4729	1977	Redmond Proficiency Academy	Redmond SD 2J	603	3%	4%	28%	*
4474	2243	International School of Beaverton	Beaverton SD 48J	391	3%	6%	*	38%
914	2180	Lincoln High School	Portland SD 1J	1730	1%	4%	*	54%
17	1899	Alsea High School	Alsea SD 7J	154	*	*	*	*
4505	2252	Eola Hills Charter School	Amity SD 4J	31	*	*	*	*
4759	1894	Baker Early College	Baker SD 5J	336	*	81%	*	*
4728	1894	Baker Web Academy	Baker SD 5J	771	*	13%	*	*
3493	1894	EAGLE CAP Innovative HS	Baker SD 5J	22	*	*	*	*
1338	1976	Marshall High School	Bend-LaPine Administrative SD 1	163	*	6%	*	*
5428	1976	Realms High School	Bend-LaPine Administrative SD 1	86	*	*	*	*
5429	1976	Skyline High School	Bend-LaPine Administrative SD 1	84	*	*	*	*
3401	2095	Triangle Lake Charter School	Blachly SD 90	58	*	19%	*	*
3347	1896	Burnt River School	Burnt River SD 30J	37	*	*	*	*
406	2046	Butte Falls Charter School	Butte Falls SD 91	68	*	*	*	*

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3400	1995	Camas Valley School	Camas Valley SD 21J	62	*	18%	*	*
5380	2139	Cascade Opportunity Center	Cascade SD 5	77	*	*	*	*
687	2105	Central Linn High School	Central Linn SD 552	229	*	6%	*	*
326	2006	Condon High School	Condon SD 25J	38	*	*	*	*
3227	1965	Destinations Academy	Coos Bay SD 9	123	*	*	*	*
4079	1965	Resource Link Charter School	Coos Bay SD 9	56	*	*	*	*
4857	1964	Winter Lakes School	Coquille SD 8	304	*	8%	*	*
4392	1970	Pioneer Secondary Alternative High School	Crook County SD	81	*	*	*	*
3353	2011	Dayville School	Dayville SD 16J	12	*	*	*	*
4391	1991	Phoenix School	Douglas County SD 4	221	*	9%	*	*
5398	1991	Rose School	Douglas County SD 4	55	*	*	*	*
5251	2043	Crater Lake Charter Academy	Eagle Point SD 9	160	*	11%	*	*
4378	2043	URCEO-Upper Rogue Center for Educational Opportunities	Eagle Point SD 9	67	*	*	*	*
302	1998	Elkton Charter School	Elkton SD 34	85	*	12%	*	*
4760	1930	Summit Community College High School	Estacada SD 108	251	*	12%	*	*



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4670	1930	Summit Learning Charter	Estacada SD 108	599	*	50%	*	*
537	2082	Eugene Education Options	Eugene SD 4J	293	*	*	8%	*
4041	2082	Network Charter School	Eugene SD 4J	122	*	*	*	*
1861	2082	Twin River Charter School	Eugene SD 4J	42	*	*	*	*
1006	2193	Falls City High School	Falls City SD 57	84	*	*	*	*
4045	2084	West Lane Technology Learning Center	Fern Ridge SD 28J	107	*	*	*	*
1205	2248	Fossil Charter School	Fossil SD 21J	16	*	*	*	*
4702	2020	Silvies River Charter School	Frenchglen SD 16	56	*	*	*	*
5392	2137	Frontier Charter Academy	Gervais SD 1	85	*	*	*	*
4024	2137	Samuel Brown Academy	Gervais SD 1	33	*	*	*	*
307	2000	Glendale High School	Glendale SD 77	106	*	*	29%	*
3950	2100	Albany Options School	Greater Albany Public SD 8J	195	*	15%	*	*
5446	2015	Oregon Family School	Harney County SD 4	50	*	20%	*	*
3362	2114	Harper Charter School	Harper SD 66	42	*	*	*	*
4973	2239	Hillsboro Online Academy	Hillsboro SD 1J	94	*	11%	*	*
3351	1895	Huntington School	Huntington SD 16J	41	*	*	*	*

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3363	3997	Ione Community Charter School	Ione SD R2	65	*	*	*	*
5359	2053	Bridges High School	Jefferson County SD 509J	160	*	*	*	*
3352	1934	Jewell School	Jewell SD 8	49	*	*	*	*
712	2107	Jordan Valley High School	Jordan Valley SD 3	26	*	*	*	*
4848	2057	Falcon Heights Academy	Klamath County SD	127	*	*	*	*
5355	2056	Klamath Learning Center	Klamath Falls City Schools	127	*	*	*	*
3361	2097	Eddyville Charter School	Lincoln County SD	50	*	*	*	*
3240	2097	Lincoln City Career Technical High School	Lincoln County SD	61	*	*	*	*
3366	2012	Long Creek School	Long Creek SD 17	19	*	*	*	*
5349	2092	Bridge Charter Academy	Lowell SD 71	63	*	22%	*	*
569	2085	Mapleton Jr/Sr High School	Mapleton SD 32	60	*	*	*	*
5444	2094	TEACH-NW	Marcola SD 79J	57	*	*	*	*
5441	2249	Destinations Career Academy of Oregon	Mitchell SD 55	74	*	*	*	*
5150	2249	Insight School of Oregon Painted Hills	Mitchell SD 55	385	*	*	*	*
3404	2249	Mitchell School	Mitchell SD 55	23	*	*	*	*
3350	2010	Monument School	Monument SD 8	21	*	*	*	*
5433	2147	Morrow Education Center	Morrow SD 1	44	*	*	*	*

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4690	1966	Oregon Virtual Academy	North Bend SD 13	886	*	4%	*	*
4004	1924	New Urban High School	North Clackamas SD 12	161	*	*	*	*
5250	4131	Wahtonka Community School	North Wasco County SD 21	84	*	12%	*	*
2258	3477	Monroe School	ODE YCEP District	28	*	*	*	*
2260	3477	Newbridge High School	ODE YCEP District	112	*	13%	*	*
2386	3477	RiverBend High School	ODE YCEP District	16	*	75%	*	*
2388	3477	Riverside High School	ODE YCEP District	16	*	*	*	*
4588	3477	Trask River High School	ODE YCEP District	44	*	*	*	*
1828	3477	William P Lord High School	ODE YCEP District	185	*	8%	*	*
4585	1928	Alliance Charter Academy	Oregon City SD 62	150	*	35%	*	*
2735	1928	Oregon City Service Learning Academy	Oregon City SD 62	203	*	12%	*	*
4040	2336	Four Rivers Community School	Oregon Department of Education	64	*	50%	30%	*
4820	1926	Oregon Trail Academy	Oregon Trail SD 46	33	*	*	*	100%
3360	2060	Paisley School	Paisley SD 11	35	*	*	*	*
4116	2207	Hawthorne Middle/High School	Pendleton SD 16	75	*	*	*	*
4202	2207	Nixyaawii Community School	Pendleton SD 16	81	*	*	*	*

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3440	1900	Kings Valley Charter School	Philomath SD 17J	52	*	*	94%	*
4507	2180	Alliance High School	Portland SD 1J	278	*	14%	*	*
909	2180	Cleveland High School	Portland SD 1J	1663	*	2%	*	57%
916	2180	Metropolitan Learning Center	Portland SD 1J	95	*	*	*	*
3616	2180	Trillium	Portland SD 1J	57	*	*	*	*
211	1967	Powers High School	Powers SD 31	24	*	*	*	*
3356	2045	Prospect Charter School	Prospect SD 59	62	*	*	*	*
4234	1946	North Columbia Academy	Rainier SD 13	41	*	*	*	*
1343	2182	Reynolds Learning Academy	Reynolds SD 7	245	*	*	*	*
305	1999	Riddle High School	Riddle SD 70	110	*	15%	*	*
4856	2044	Rivers Edge Academy Charter School	Rogue River SD 35	107	*	23%	*	*
5443	2044	South Valley Academy	Rogue River SD 35	32	*	*	*	*
4589	2142	Early College High School	Salem-Keizer SD 24J	195	*	47%	*	*
4596	2142	Roberts High School	Salem-Keizer SD 24J	773	*	3%	*	*
5061	2103	Oregon Virtual Education - West	Scio SD 95	44	*	*	*	*
4833	2257	Sheridan AllPrep Academy	Sheridan SD 48J	121	*	*	*	*

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1010	2195	Sherman Junior/Senior High School	Sherman County SD	83	*	16%	*	*
4555	2087	Academy for Character Education	South Lane SD 45J3	35	*	*	34%	*
4395	2087	Childs Way Charter School	South Lane SD 45J3	42	*	*	*	*
1109	2225	South Wasco County High School	South Wasco County SD 1	78	*	*	*	*
3403	2247	Spray School	Spray SD 1	25	*	*	*	*
1354	2083	Gateways High School	Springfield SD 19	127	*	*	*	*
4058	2083	Willamette Leadership Academy	Springfield SD 19	150	*	*	15%	*
2716	1948	Columbia County Education Campus	St Helens SD 502	88	*	*	*	*
5357	2003	Sutherlin Valley Online Academy	Sutherlin SD 130	48	*	*	*	*
2714	2242	Durham Center	Tigard-Tualatin SD 23J	188	*	*	*	*
3432	2210	Ukiah School	Ukiah SD 80R	23	*	*	*	*
4773	1922	Arts and Technology High School	West Linn-Wilsonville SD 3J	107	*	*	*	*
5201	2002	Dillard Alternative High School	Winston-Dillard SD 116	47	*	*	*	*
4544	2146	Woodburn Success	Woodburn SD 103	32	*	*	*	*
300	1997	Yoncalla High School	Yoncalla SD 32	109	*	14%	*	*

\* Fewer than 10 students at this school were reported as taking this form of accelerated learning; exact percentage suppressed for privacy.