

**REGIONAL PROMISE GRANT EVALUATION (2017–2019 BIENNIUM)**

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

The Oregon Department of Education (ODE) began the Regional Promise grant program in 2014-15. The goal of the program is to increase accelerated learning<sup>1</sup> coursetaking across the state and to promote equity in access to these courses. Grants are awarded to regional partnerships that comprise school districts, education service districts, and postsecondary institutions.

This evaluation of the Regional Promise program was conducted by Education Northwest, which drew on multiple data sources to determine the grant’s reach and impact. There are five key findings for this biennium.

## Regional Promise contributed to the expansion of accelerated learning across the state

The percentage of Oregon public high school students attending a Regional Promise school increased from:



The number of Regional Promise courses offered increased from:

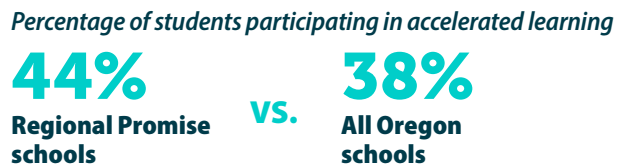


The number of students enrolled in at least one Regional Promise course increased from:



## Students who attended a Regional Promise school were more likely to participate in accelerated learning than students at all Oregon schools

In 2018-19, a larger percentage of students attending a Regional Promise school participated in an accelerated learning course, compared to all Oregon schools.



## Regional Promise schools made progress in closing equity gaps in accelerated learning, but that progress varied by student group

Participation in accelerated learning at Regional Promise schools became more equitable for American Indian/Alaska Native, black, and multiracial students, as well as students who qualified for free or reduced-price lunch or had an individualized education program. Participation in accelerated learning at Regional Promise schools became less equitable for Native Hawaiian/Pacific Islander students and students classified as English learners.<sup>2</sup>

<sup>1</sup> In this context, accelerated learning includes Advanced Placement (AP) and International Baccalaureate (IB) courses, high school-based college credit partnerships (dual credit), and direct college enrollment (direct enrollment) as well as Regional Promise courses. Regional Promise courses—courses that the grantee considers to be supported by the grant—can be dual credit, AP, or IB.

<sup>2</sup> Here, equity is defined as the representation of a student group in the accelerated learning population matching their representation in the student population.

Accelerated learning participation rates were higher among economically disadvantaged students and rural students at Regional Promise schools compared to their counterparts at non-Regional Promise schools.



### Regional Promise helped participating districts and postsecondary institutions build a college-going culture, foster cross-sector partnerships, and develop cross-sector professional learning communities

Over **20,000** students in grades 5-12 participated in college-going culture activities in the 2017–2019 grant biennium.

A total of 184 professional learning communities (PLCs) were formed during the 2017–2019 grant biennium. Of these PLCs, 172 were for teachers and 12 were for counselors. These 184 PLCs covered 76 courses and involved:

**735** High school teachers    **147** Counselors    **94** Faculty members    **23** Postsecondary counselors and administrators

### Participation in accelerated learning and in Regional Promise courses was positively related to high school and college outcomes

Attending a Regional Promise school, taking a Regional Promise course, and taking any accelerated learning course at a Regional Promise school all had a positive relationship to student outcomes.<sup>2</sup> For high school graduation, students who attended a Regional Promise school (regardless of taking any accelerated learning courses) were 5 percentage points more likely to graduate from high school. Those who took a Regional Promise course were 14 percentage points more likely to graduate, and those who took any accelerated learning course were 33 percentage points more likely to graduate.

	Attending a Regional Promise school	Taking a Regional Promise course	Taking any accelerated learning at a Regional Promise school
Percentage point change in probability of <b>high school graduation</b>	<b>+5</b>	<b>+14</b>	<b>+33</b>
Percentage point change in probability of <b>college enrollment (immediate)</b>	<b>+4</b>	<b>+7</b>	<b>+32</b>
Percentage point change in probability of <b>persisting to second year of college</b>	<b>+4</b>	<b>+5</b>	<b>+30</b>

**For full results, see:** Riggs, S., Pierson, A., & Hodara, M. (2020). Expanding accelerated learning in Oregon through cross-sector regional partnerships: Regional Promise grant evaluation (2017–2019 biennium). Portland, OR: Education Northwest. <https://educationnorthwest.org/resources/accelerated-learning-oregon-regional-promise-evaluation>

<sup>2</sup> Results are from regression analysis that used propensity score weighting with covariate adjustment. 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.