

Expanding Accelerated Learning in Oregon:

**REGIONAL PROMISE GRANT EVALUATION
(2015–2017 BIENNIUM)**

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About Education Northwest

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 2015–2017 Regional Promise grants, is submitted at the request of the Oregon Department of Education.

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Introduction: The Regional Promise Grants

To achieve state goals in high school graduation and college and career success, the state has been expanding its investment in accelerated learning options that give high school students the opportunity to earn college credit (Pierson, Hodara, & Luke, 2017). These options include Advanced Placement (AP) courses; International Baccalaureate (IB) courses; and high school-based college credit partnerships (such as dual credit) and direct enrollment classes. Within the state, dual credit refers to classes that articulated with a public university or college and taken at the high school, while direct enrollment refers to classes taken at the college by high school students (see box 1 for more information).

The Regional Promise grants 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. This model seeks to increase the number of high school students completing college 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.

Many of the accelerated learning 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), Advanced Placement, or International Baccalaureate model.

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 college credit course offerings in a given region
4. **Cross-sector partnerships** – a commitment to collaboration between school districts, education service districts, and postsecondary institutions to achieve program goals
5. **Cross-sector 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

Box 1. Oregon 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. These courses are all categorized as “dual credit” in higher education course transcript data. Thus, it is impossible to report on each of these types separately, and the report uses the term “dual credit” to refer to all three types of high school-based college credit. Additionally, the study authors only had access to data on students who registered for these classes for college credit (with the exception of Regional Promise courses); additional students may have taken these courses at their high school but not registered for them with the college. The three types of high school-based college credit partnerships are:
 - **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 that prepare students for the IB 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 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, in press.

Regional Promise Consortia

Regional Promise grants are awarded to regional consortia, which include school districts, community colleges, four-year universities, and education service districts. Each consortium uses a slightly different model to achieve success in expanding dual credit and a college-going culture in its region (see Pierson & Hodara, 2016 for more information on the Regional Promise program and the models used by 2014–15 grantees).

Seven consortia were awarded Regional Promise grants during the 2014–15 academic year and during the 2015–2017 biennium (see figure 1 and table 1).

Figure 1. Location of Regional Promise consortia (2014–15 and 2015–2017 grants) and Eastern Promise



Note: Blue markers indicate sites that received a 2015–2017 grant; gray markers indicate sites that received a 2014–15 grant. Black markers indicate sites that received both 2014–15 and 2015–2017 grants. Light gray lines indicate county borders.
Source: Authors.

Table 1. Regional Promise consortia funded by ODE in 2014–15 and 2015–2017

Consortium	Years active	Funding received	Lead organization	Partners	Counties served
Cascades Commitment	2014–15* 2015–16* 2016–17* 2017–18* 2018–19*	\$445,000 (2014–15) \$569,314 (2015–17)	High Desert ESD	<ul style="list-style-type: none"> Oregon State University- Cascades Campus Central Oregon Community College High Desert ESD 6 school districts 	Crook Deschutes Jefferson
Connected Lane Pathways	2014–15	\$250,000 (2014–15)	Lane ESD	<ul style="list-style-type: none"> 16 school districts Lane Community College University of Oregon 	Lane
East County Pathways to College Success	2015–16* 2016–17* 2017–18* 2018–19*	\$573,709 (2015–17)	Mount Hood Community College	<ul style="list-style-type: none"> Portland State University Mount Hood Community College Multnomah ESD 6 school districts 	Multnomah
Northwest Promise	2015–16 2016–17* 2017–18* 2018–19*	\$585,659 (2015–17)	Northwest Regional ESD	<ul style="list-style-type: none"> Portland State University Portland Community College Clatsop Community College Tillamook Bay Community College 	Clatsop Columbia Tillamook Washington

Consortium	Years active	Funding received	Lead organization	Partners	Counties served
				<ul style="list-style-type: none"> • Oregon Institute of Technology • 20 school districts 	
Oregon Metro Connects	2014–15*	\$445,000 (2014–15)	Portland Community College	<ul style="list-style-type: none"> • Mount Hood Community College • Portland State University • Multnomah ESD • 9 school districts 	Multnomah Washington
Southern Oregon Promise	2014–15* 2015–16* 2016–17* 2017–18* 2018–19*	\$250,000 (2014–15) \$585,659 (2015–17)	Southern Oregon ESD	<ul style="list-style-type: none"> • Lake ESD • Oregon Institute of Technology • Southern Oregon University • Klamath Community College • Rogue Community College • 14 school districts 	Jackson Josephine Klamath Lake
Willamette Promise	2014–15* 2015–16* 2016–17* 2017–18 2018–19	\$500,000 (2014–15) \$585,659 (2015–17)	Willamette ESD	<ul style="list-style-type: none"> • Western Oregon University • Corban University • Oregon Institute of Technology • 40 school districts 	Clatsop Columbia Lane Marion Multnomah Polk Tillamook Washington Yamhill

*indicates grant-funded courses were offered in that year.

Note: The Oregon State Legislature approved additional funding for the Regional Promise program for the 2015–2017 biennium, with the original five Regional Promise grantees eligible for continuation funding. Willamette Promise shifted its postsecondary partnerships between the 2014–15 and 2015–2017 grants; the 2015–2017 partnerships are reflected in this table. Willamette Promise partnered with 39 districts in 2015–16 and 40 districts in 2016–17, in addition to one ESD-operated school. Corban University is a partner in Willamette Promise but no Regional Promise-funded course credits are articulated through that university. In the 2017–19 biennium, Willamette Promise is not using grant funds for courses and Portland State University is no longer a partner with East County Pathways. Oregon Metro Connects and Connected Lane Pathways are no longer in existence, although some Oregon Metro Connects schools are now part of the Northwest Promise and the East County Pathways to College Success, which were new consortia for the 2015–2017 grant cycle.

Source: Authors, from grant applications and communications with grant managers.

Grant-funded courses

This evaluation examines participation in grant-funded courses as well as the relationship between students' participation in grant-funded courses and a variety of student outcomes. Table 2 shows the individual school years in which each consortium received funding, across the entire 2014–2017 funding period. Connected Lane Pathways did not offer grant-funded courses; that consortium focused on college-going culture activities.

Table 2. Years of Regional Promise grant-funded courses by consortium

Consortia	2014–15	2015–16	2016–17
Oregon Metro Connects	X		
Cascades Commitment	X	X	X
Southern Oregon Promise	X	X	X
Willamette Promise	X	X	X
East County Pathways to College Success			X
Northwest Promise			X

Source: Authors.

2017–2019 biennium

Regional Promise funding was approved for the 2017–2019 biennium and grants were awarded to nine consortia. All five of the 2015–2017 grantees received a 2017–2019 grant (Cascades Commitment, East County Pathways, Northwest Promise, Southern Oregon Promise, and Willamette Promise). Eastern Promise (the site of the original model) also received a 2017–2019 grant along with a new consortium, the Clackamas Regional Consortium. Two consortia received a smaller planning grant: Mid-Valley Mid-Coast Regional Promise (with Linn-Benton Community College serving as the backbone organization) and Lane Regional Promise Collaborative (with Lane ESD serving as the backbone).

Evaluating the Regional Promise Grant Program

Education Northwest, a nonprofit organization based in Portland, Oregon, contracted with ODE to evaluate the 2014–2015 and the 2015–2017 Regional Promise grants. Education Northwest and ODE developed templates that grantees used to provide reports to the state. Education Northwest summarized the information contained in the grantee reports for ODE.

Education Northwest gathered data from each of the five sites regarding the grant-funded courses they offered. We also conducted a quantitative analysis using a variety of available 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 sites that continued their funding into the 2015–2017 biennium, but including some results from 2014–2015 (for full 2014–2015 results, see Pierson & Hodara, 2016).

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.

1. *Pillar 1 – Equity*: Did the Regional Promise grants increase the participation of historically underrepresented students in accelerated learning coursework?
2. *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?
3. *Pillar 3 – Expanding accelerated learning participation*: Did the Regional Promise grants increase the number of students taking accelerated learning courses as well as the variety of accelerated learning offerings (including career and technical education)?
4. *Pillar 3 – Expanding accelerated learning participation*: What was the impact of the Regional Promise grants on attendance, high school graduation, and college enrollment?
5. *Pillar 4 – Cross-sector partnerships*: Did consortia form stable and sustainable cross-sector partnerships?
6. *Pillar 5 – PLCs*: Which PLCs were formed and which classes were offered as a result of the Regional Promise grants?
7. *Pillar 5 – PLCs*: Did consortia increase the number of teachers eligible to teach college credit courses in their high schools?

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 grantee

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.

Grantee reports and data

During each grant period detailed in this report (2014–2015 or 2015–2017), each of the grantee sites submitted initial, interim, and final reports describing grant planning, progress, and outcomes to ODE. The initial report focused on grantees' plans for the program. 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 and collected data from sites on program successes and challenges and the number of teachers and students participating in program activities. These grantee reports served as data sources for answering selected research questions.

The consortia also submitted a list of the grant-funded 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.

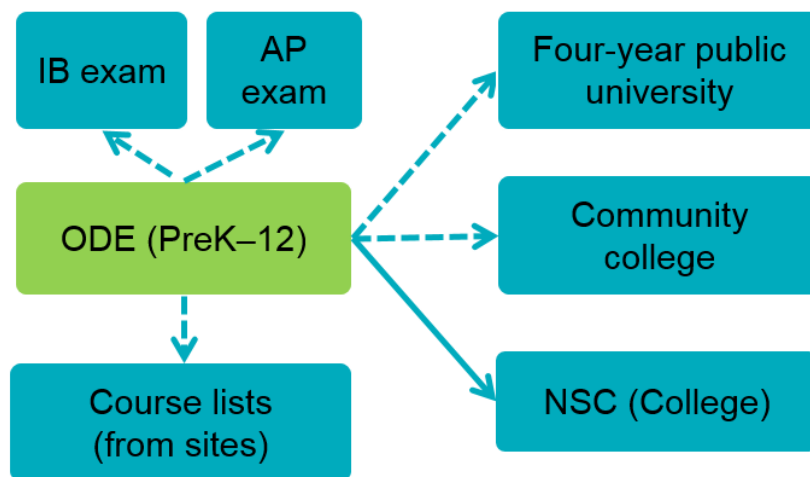
Administrative data

This evaluation used statewide data from ODE on students who attended an Oregon high school and were enrolled in grades 9–12 in the 2013–2014 through 2016–2017 school years. These data were linked to the grant-funded course data described above. We matched the Regional Promise course lists by course name, teacher name, and high school name so that we could identify grant-funded courses in the ODE class roster data.

We used three 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. 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 dual credit.

To link ODE data with HECC, AP, and IB data, the evaluation team used student name, birthdate, and demographic characteristics. Figure 2 displays these data sources, with a dotted line to show where name matching was used to connect them.

Figure 2. Data sources and connections used in this evaluation



Source: Authors.

Data limitations

We encountered three data issues. First, data quality differed between the data sources. The Regional Promise course lists provided by the sites did not always have fields that matched the ODE course data, and some sites had much higher match rates than others. Site lists are collected annually, and while data quality improved over time as sites became more familiar with this data collection, we plan to work with the grantee sites to discuss 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 and birthdate, a method that introduces the possibility of connecting false matches. For this report, we re-matched the 2014–2015 course lists, and the results reported here may differ from those presented in prior years due to this refinement of the matching process.

Third, some data were not available in certain years. ODE class roster data were available for 2014–2015 and later years only. As a result, we cannot identify AP or IB course enrollments in 2013–2014.

Analytic methods used to answer the research questions

To answer research questions on college-going culture, cross-sector partnerships, and professional learning communities (*pillars 2, 4, and 5*), we summarized information provided by grantee reports to ODE.

To answer questions about equity and expanding accelerated learning (*pillars 1 and 3*), we relied mainly on administrative data. We provide descriptive rates of participation in accelerated learning overall and by student groups.

To answer questions about equity, we focused on the following demographics:

- Economically disadvantaged – defined as ever eligible for free or reduced-price lunch (FRPL)
- Ever received English learner (EL) services
- Ever had an individualized education program (IEP)
- Race/ethnicity (American Indian, Asian, Black, Hispanic/Latino, Multiracial, Pacific Islander, and White)
- Gender

To answer our research question about expanding accelerated learning, we examined average attendance rates among high school students in grades 9–12 in 2016–2017, graduation rates among grade 12 students in 2016–2017, and college enrollment in fall 2017 among grade 12 graduates in 2016–2017. For each of these outcomes, we calculated rates for all students, students who ever attended a Regional Promise school, and students who ever participated in various accelerated learning types. The attendance outcome is defined as students attending 90 percent or more of school days, which is a common indicator that a student is on track for high school graduation, while under 90 percent is considered chronic absenteeism (Hein, Smerdon, & Sambolt, 2013).

In addition to calculating descriptive outcomes, we conducted regression analysis to understand the impact of Regional Promise on student outcomes. The analysis focused on students in the class of 2016–2017 (that is, students who were in grade 9 in 2013–2014), some of whom were exposed to Regional Promise for up to three years. We examined the impact on attendance, graduation, and college enrollment of:

- Taking a Regional Promise course in a Regional Promise school
- Taking any accelerated learning type in a Regional Promise school
- Attending a Regional Promise school (but not necessarily taking a course)
- The percentage of students in a school who took a Regional Promise course (as a measure of the reach of the grant)

For each analysis, we conducted propensity score matching. We constructed a matched comparison group of students who were similar to Regional Promise course participants, accelerated learning participants, and students enrolled at a high school with Regional Promise courses. The characteristics of students in the groups that received the intervention (called the “treatment” group) and matched comparison groups are displayed in table A3 in appendix A, which demonstrates that the matched students are similar across observable characteristics that are highly related to participation in Regional Promise courses and accelerated learning in general. These characteristics include gender; race/ethnicity; economic disadvantage; participation in the migrant education program; having an IEP; and middle school discipline, test scores, and attendance.

After matching, we conducted regression analysis that accounted for these background characteristics so that we could isolate the contribution of Regional Promise on student outcomes. Full regression results are displayed in table A4 in appendix A and summarized in the findings section.

Findings

The following section provides results for each of the five pillars. Prior to examining the results for each pillar, we calculated basic descriptive statistics for students participating in different accelerated learning types across the state to understand the landscape of accelerated learning (table 3).

In the most recent year for which we have data (2016–17), 35 percent of all students in Oregon attended a Regional Promise school. **Our definition of a Regional Promise school is one in which more than nine students or more than nine 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 2014–2015, 112 schools in which 307 students took a Regional Promise course; in 2015–2016, 84 schools in which 204 students took a Regional Promise course; and in 2016–2017, 73 schools in which 147 students took a Regional Promise course.

In 2016–2017, across all schools, six percent of students in the state took a Regional Promise course. Taking dual credit was the most popular form of accelerated learning across the state, represented by 18 percent of students, followed by AP coursetaking, with 16 percent of students.

Table 3. Percentage of students participating in accelerated learning types, by year

	2013–14	2014–15	2015–16	2016–17
Attended school in a Regional Promise consortium	N/A	31%	22%	35%
Took a Regional Promise course	N/A	8%	6%	6%
Took an AP course	No data	14%	15%	16%
Took an AP exam	8%	9%	9%	9%
Took an IB course	No data	4%	4%	4%
Took an IB exam	1%	1%	1%	1%
Took dual credit	15%	17%	18%	18%
Community college	13%	15%	16%	16%
University	2%	3%	3%	3%
Took direct enrollment	5%	5%	5%	4%
Community college	4%	4%	4%	4%
University	1%	<1%	1%	<1%

Note: No data were available for AP and IB courses in 2013–14; Regional Promise courses were not offered until 2014–15. Sample includes Oregon public high school students in grades 9–12: 187,414 students in 2013–14; 188,502 students in 2014–15; 190,080 students in 2015–16; and 188,136 students in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course. Regional Promise coursetaking rates include students taking courses at any school. Source: Authors.

Pillars 1 & 3: Equity and Expanding Accelerated Learning Participation

In the 2015–2017 biennium, 89 new grant-funded courses were offered at 59 high schools, 87 teachers were newly able to offer dual credit through Regional Promise, and 11 different college success/career exploration classes were offered.

Each site worked to expand accelerated learning offerings throughout the grants. Cascades Commitment, for example, held the first AP Institute of the Cascades in August 2017 to train Oregon teachers in offering AP classes—the first of its kind in Oregon. In total, 134 teachers registered for 10 course options. These AP courses are expected to be offered in the 2017–2018 school year.

Equity was an explicit focus for the sites throughout the grant. Better Together, the larger collective impact initiative in central Oregon, of which Cascades Commitment is one program, has a Latino Success Initiative that aims to build a pipeline of education supports for Latino students and families and to increase the diversity and cultural competency of school personnel.

Number of students taking accelerated learning

Within the Regional Promise consortia, Regional Promise coursetaking was lower in 2016–2017 (17 percent of students) than in the previous two years (26 percent of students in 2015–2016 and 25 percent in 2014–2015). Most Regional Promise coursetaking consisted of students taking a dual-credit course. This makes sense given that in 2016–2017, 86 percent of grant-funded courses were dual credit and 14 percent were AP/IB.

The most popular accelerated learning program has changed in Regional Promise schools. In 2016–2017, within Regional Promise schools, the most popular form of accelerated learning was AP courses, followed by dual credit and then Regional Promise courses. In contrast in 2014–2015 and 2015–2016, the most popular form of accelerated learning was Regional Promise courses, followed by dual credit and then AP (table 4).

Table 4. Percentage of students in Regional Promise schools participating in accelerated learning types in Oregon, 2014–15 to 2016–17

	2014–15	2015–16	2016–17
Took a Regional Promise course	25%	26%	17%
Dual credit	24%	25%	15%
AP/IB	1%	2%	2%
College success course*	1%	<1%	<1%
Took an AP course	17%	16%	20%
Took an AP exam	11%	8%	11%
Took an IB course	4%	2%	3%
Took an IB exam	1%	1%	1%
Took dual credit	18%	18%	18%
Community college	16%	15%	16%
University	2%	3%	2%
Took direct enrollment	2%	3%	2%
Community college	2%	2%	2%
University	<1%	<1%	<1%

*Only includes college success courses that are articulated with a college course for potential credit (and that matched to an ODE course record).

Note: Sample includes Oregon public high school students in grades 9–12 in Regional Promise schools: 59,087 in 2014–15; 40,913 in 2015–16; and 66,465 in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course.

Source: Authors.

Coursetaking by consortia

In 2016–2017, nearly half of Regional Promise coursetaking students (48%) took a course through Willamette Promise, while 18 percent took a course through East County Pathways, 18 percent took a course through Northwest Promise, 9 percent took a course through Cascades Commitment, and 8 percent took a course through Southern Oregon Promise (table 5).

Table 5. Regional Promise course enrollment by consortia and year

Consortium	2014–15		2015–16		2016–17	
	Number of students	Percent	Number of students	Percent	Number of students	Percent
Cascades Commitment	676	5%	1,340	12%	990	9%
East County Pathways to College Success	0	0%	0	0%	1,964	18%
Northwest Promise	0	0%	0	0%	1,973	18%
Oregon Metro Connects	5,614	38%	0	0%	0	0%
Southern Oregon Promise	2,436	16%	4,878	45%	908	8%
Willamette Promise	6,142	41%	4,743	43%	5,299	48%
Total	14,868	100%	10,961	100%	11,134	100%

Note: Sample includes Oregon public high school students in grades 9–12 who took a Regional Promise course at any school. (We did not apply the Regional Promise school definition here.)

Source: Authors.

Postsecondary partners

Of all the postsecondary partner colleges in which grant-funded courses were offered in 2016–2017, Western Oregon University (49 percent) and Portland Community College (18 percent) had the largest student enrollment from Regional Promise courses, followed by Mount Hood Community College (15 percent), Central Oregon Community College (9 percent), Rogue Community College (8 percent), and Tillamook Bay Community College (0.8 percent; table 6).

Table 6. Regional Promise course enrollment by postsecondary partner

Postsecondary partner	2014–15		2015–16		2016–17	
	Count	Percent	Count	Percent	Count	Percent
Western Oregon University	6,142	41%	4,743	43%	5,299	49%
Portland Community College	3,723	25%	0	0%	1,882	18%
Mount Hood Community College	1,750	12%	0	0%	1,600	15%
Klamath Community College	1,354	9%	0*	0%	0*	0%
Central Oregon Community College	676	5%	1,335	12%	990	9%
Rogue Community College	729	5%	933	9%	908	8%
Southern Oregon University	353	2%	3,950	36%	0*	0%
Portland State University	141	1%	0	0%	0	0%
Tillamook Bay Community College	0	0%	0	0%	91	0.8%
Total	14,868	100%	10,961	100%	10,770	100%

*These institutions did not report grant-funded courses in this year but were offering courses as 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 in who took a Regional Promise course at any school. (We did not apply the Regional Promise school definition here.) Source: Authors.

Variety of accelerated learning courses

Regional Promise consortia offered several courses each year through the different consortia and college partners (see table 7 for a breakdown of courses in each consortium and appendix B for a more detailed list of courses in 2016–2017).

Table 7. Number of different Regional Promise grant-funded courses by year and consortium

Regional Promise consortium	Number of courses		
	2015	2016	2017
Cascades Commitment	3	3	10
East County Pathways to College Success	N/A	N/A	24
Northwest Promise	N/A	N/A	6
Oregon Metro Connects	98	N/A	N/A
Southern Oregon Promise	38	88	22
Willamette Promise	18	114	93
Total	157	205	155

Note: Not all courses in this table matched with corresponding ODE courses. Source: Authors.

In 2015, there were 157 different courses offered across four consortia; in 2016 there were 205 courses offered across three consortia; and in 2017 there were 155 courses offered across five consortia. This course count is by high school course name and college course name within each consortium, and thus it double counts courses offered by different consortia (e.g., Writing 121 is offered at multiple consortia and is counted as one course for each consortium).

The course list provided by the Regional Promise consortia matched to all but 134 individual courses in the ODE course roster data in 2014–2015 (of 648 courses, for 21 percent). In 2015–2016, we did not match 71 of 468 courses (15 percent) and in 2016–2017 we did not match 34 of 345 courses (10 percent). This linking between site-provided lists and ODE data allowed us to determine which students took the Regional Promise courses.

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 site 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 Spanish course).

Types of classes

According to the sites, many courses were offered through PLCs (sponsored dual credit), but grant funding was also used for other types of courses such as AP or IB courses, college success courses, senior inquiry courses, or dual credit taught by an eligible teacher not in a PLC (dual credit). All courses through Willamette Promise articulated with Western Oregon University are considered ABL courses. For this evaluation, all these course types were considered grant-funded courses and were included in quantitative analyses if they matched with a corresponding high school course in the ODE data.

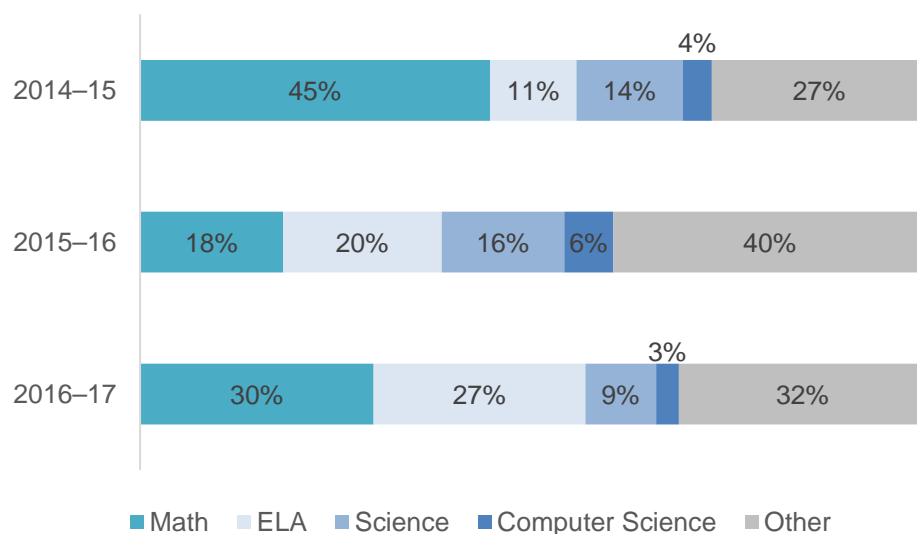
Twelve college success courses were offered in 2014–2015 through Oregon Metro Connects and 14 were offered in 2016–2017 through Southern Oregon Promise and East County Pathways to College Success. These courses included advancement via individual determination (AVID), stress management, scholarship writing, career planning, and academic success strategies. Grant funding supported 14 AP or IB courses in 2014–2015 (from Oregon Metro Connects), 30 in 2015–2016 (from Southern Oregon Promise and Willamette Promise), and 48 in 2016–2017 (from Cascades Commitment, East County Pathways to College Success, and Willamette Promise). We identified AP or IB courses from the matched data from ODE.

Subjects

Accelerated learning courses were offered in a variety of subjects, by multiple teachers and in multiple schools. In 2016–2017, a total of 12,991 Regional Promise student course enrollments were found in the ODE data corresponding to the 311 different courses that matched. Thirty percent of all 2016–2017 Regional Promise course enrollments were for math classes, while

English language arts formed 27 percent, science 9 percent, computer science a scant 3 percent, and other subjects 32 percent (figure 3). These “other” subjects included health, speech/communications, and Spanish language instruction.

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 classes.

Source: Authors.

In 2016–2017, career and technical education (CTE) courses were offered in the following subjects:

- Health (e.g., first aid, anatomy, medical terminology)
- Graphic design (e.g., electronic publishing, digital imaging)
- Computer science (e.g., computer skills, applications)

Expanding accelerated learning to historically underserved students

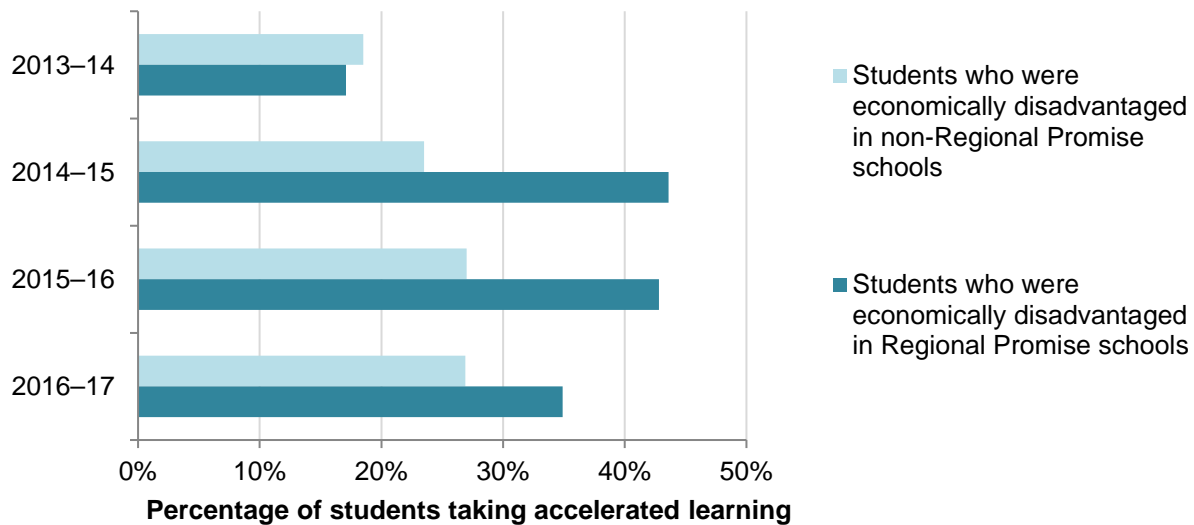
Overall, we found that:

- Students who were economically disadvantaged in Regional Promise schools participated in accelerated learning at higher rates than their counterparts in non-Regional Promise schools across all years of the grant.
- Students in rural Regional Promise schools have higher accelerated learning participation rates than students in rural non-Regional Promise schools across all years of the grant.
- Regional Promise courses tend to reach more students from historically underrepresented groups than accelerated learning courses in general.
- Within Regional Promise schools, in the first two years of the grant, the Regional Promise coursetaking student population tended to mirror the school population, but this was not the case in 2016–2017, and access to accelerated learning varied across consortia.

Participation among students who were economically disadvantaged

A slightly higher percentage of economically disadvantaged students participated in accelerated learning in 2013–2014 in non-Regional Promise schools compared to schools that would later have Regional Promise courses. This relationship was reversed with the introduction of Regional Promise. In each year of the grant, a higher percentage of economically disadvantaged students participated in accelerated learning at Regional Promise high schools in that year than in non-Regional Promise high schools (figure 4).

Figure 4. Regional Promise schools had a higher percentage of students who were economically disadvantaged participating in accelerated learning, 2014–15, 2015–16, and 2016–17



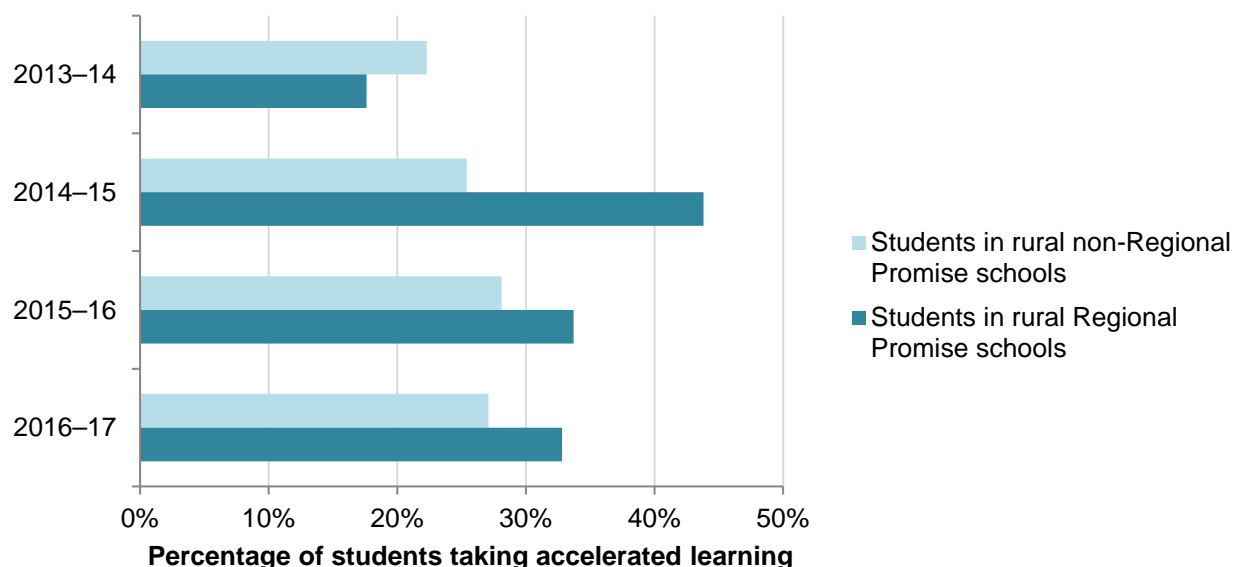
Note: In 2013–14, Regional Promise schools were defined as schools that in later years ever had more than nine students or nine percent of the student body take a Regional Promise course. In 2014–15 through 2016–17, Regional Promise schools were defined as schools in which more than nine students or nine percent of the student body took a Regional Promise courses in that year. Accelerated learning rates were lower in 2013–14 due to lack of AP and IB course data, as well as the increase in accelerated learning in 2014–15 due to Regional Promise. Economically disadvantaged is defined as having ever been eligible for free or reduced-price lunch during a students' time in Oregon public schools.

Source: Authors.

Participation among rural students

Similarly, a higher percentage of students participated in accelerated learning in 2013–2014 in non-Regional Promise rural schools compared to rural schools that would later have Regional Promise courses. Again, this relationship was reversed under Regional Promise: In each year of the grant, a higher percentage of students participated in accelerated learning at Regional Promise rural high schools than in non-Regional Promise rural high schools (figure 5).

Figure 5. Students in rural Regional Promise schools participated in accelerated learning at higher rates than students in rural non-Regional Promise schools, 2014–15, 2015–16, and 2016–17



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. In 2013–14, Regional Promise schools were defined as schools that in later years ever had more than nine students or nine percent of the student body take a Regional Promise course. In 2014–15–2016–17, Regional Promise schools were defined as schools in which more than nine students or nine percent of the student body took a Regional Promise grant-funded course in that year. Accelerated learning rates were lower in 2013–14 due to lack of AP and IB course data, as well as the increase in accelerated learning in 2014–15 due to Regional Promise.

Source: Authors.

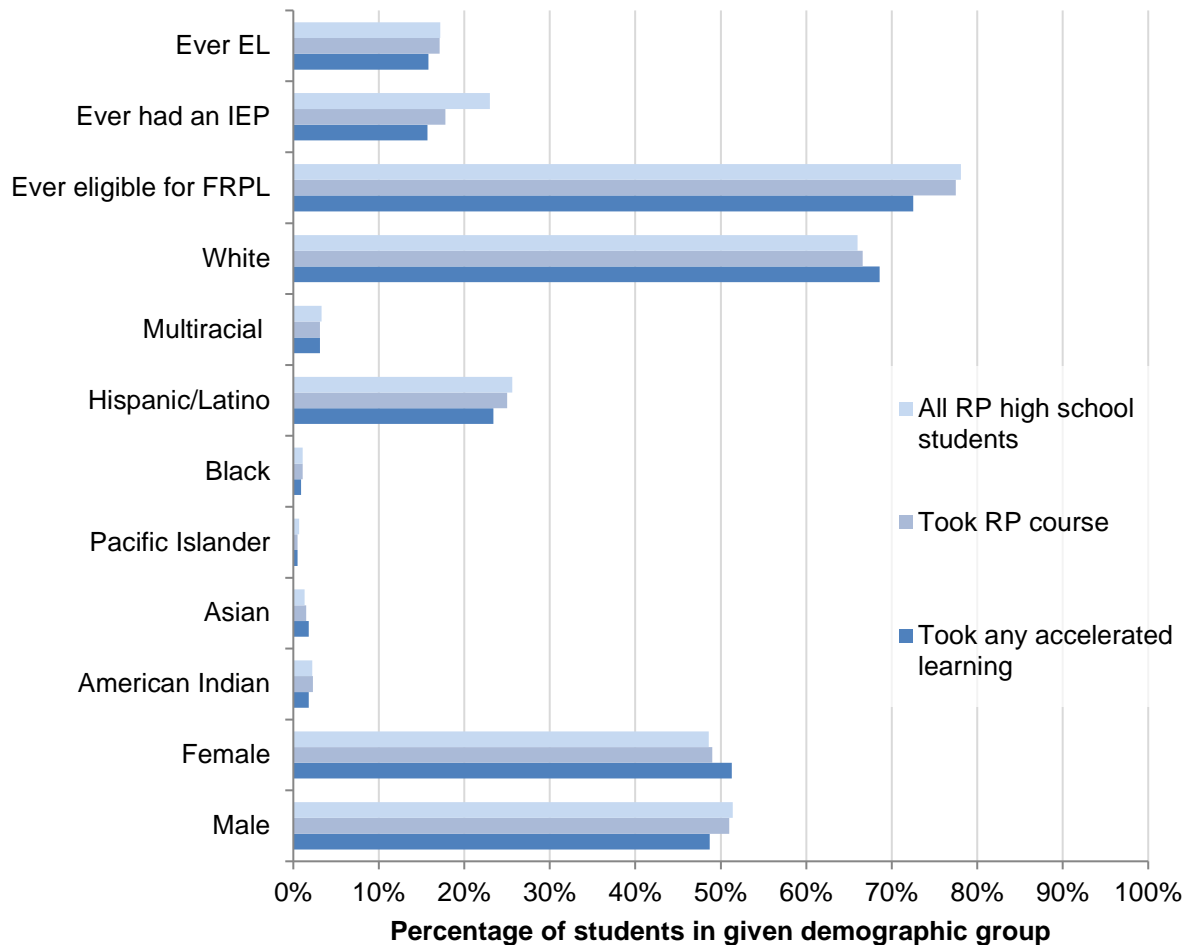
Participation in Regional Promise courses and accelerated learning at Regional Promise schools

The Regional Promise high school population and coursetaking population tend to be more similar than the Regional Promise high school population and accelerated learning population. This is apparent in Figures 6 and 7 by comparing how the light blue (Regional Promise school population) and medium blue (Regional Promise course population) bars are closer together than the light blue and dark blue (accelerated learning course population) bars. This may be due in part to the fact that Regional Promise coursetaking captures students who take dual credit regardless of whether they register for college credit. It may also be due in part to the explicit focus of the program on expanding access to historically underrepresented groups.

Regional Promise had a broader reach to historically underrepresented students in 2014–2015 and 2015–2016 than in 2016–2017. This may be due to schools offering fewer Regional Promise courses in 2016–2017, which means there was less access to these courses, particularly among historically underrepresented student groups. Results for 2015–2016 and 2016–2017 are displayed in the body of the report—see figures 6-9—and results for 2014–2015 are in appendix A in figures A1-A3.)

In 2015–2016, students who enrolled in Regional Promise courses at their high school were demographically similar for most characteristics to the overall high school student body in Regional Promise schools (figure 6). One exception is that Regional Promise courses served a smaller percentage of students who had an IEP than the overall student body in Regional Promise high schools (a difference of 5 percent). All other differences were zero or less than one percent. In contrast to the Regional Promise coursetaking population, accelerated learning participants were more advantaged than the overall school population.

Figure 6. Demographic characteristics of all Regional Promise high school students and students who took a Regional Promise course were similar in 2015–16



Note: Sample includes 40,913 Oregon public high school students in grades 9–12 in Regional Promise schools in 2015–16. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course.
Source: Authors.

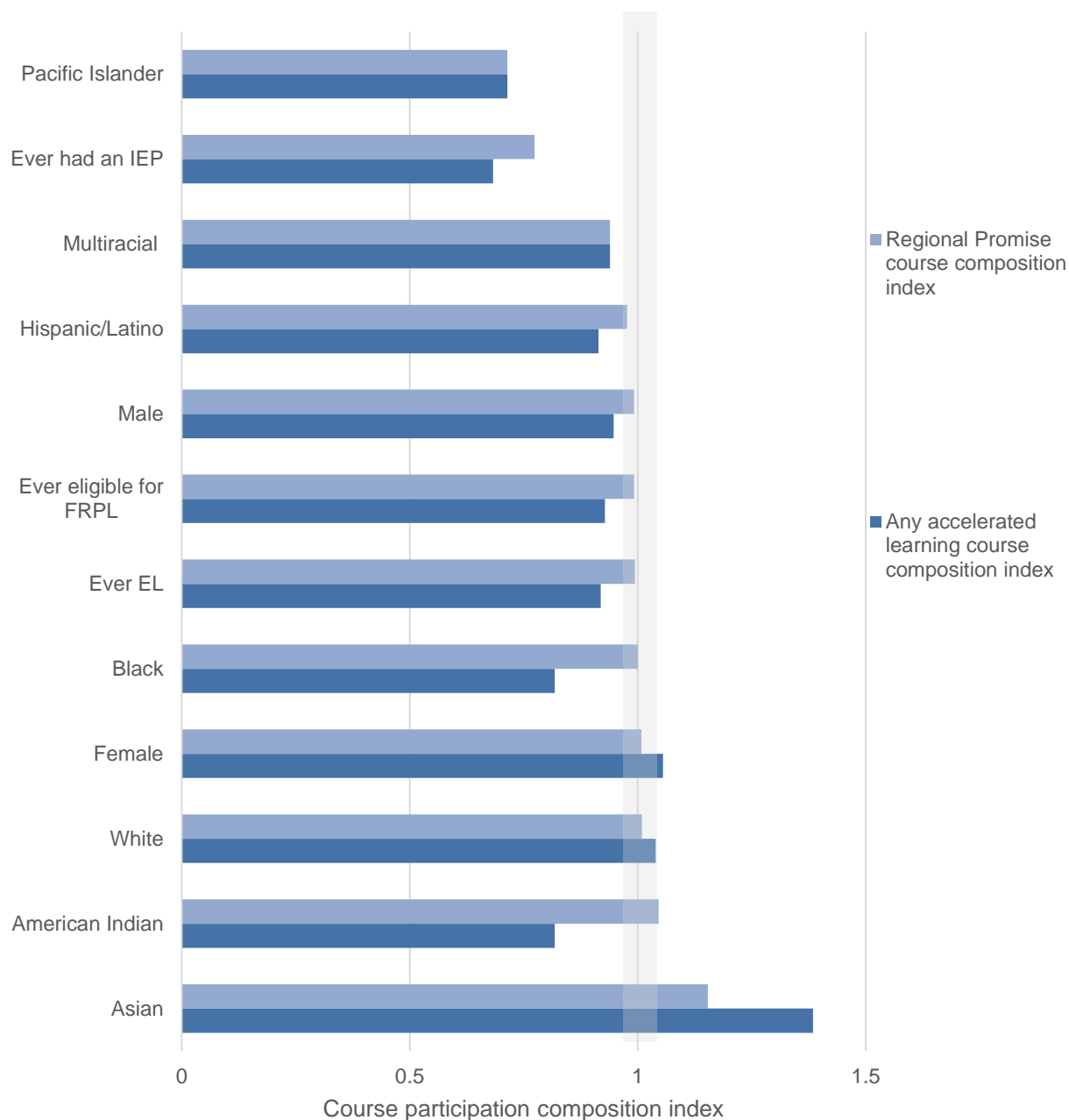
Examining percentages masks differences for small student groups, however. To remedy this, we calculated a composition index, which is a way to compare whether the proportion of students from a certain group who are taking accelerated learning mirrors the proportion of students in the overall population. The composition index is a ratio of the percentage of the accelerated learning population in each group divided by the percentage of that group in the overall population. A ratio of one indicates that group is equitably represented, while rates

above one indicate overrepresentation and rates below one indicate underrepresentation. Using a composition index allows for examination of equity gaps for groups that make up small percentages of the overall population (such as American Indian and black students in Oregon). With small populations, it can be hard to detect gaps (or changes in gaps) using percentage point differences over time.

Compared to the student body at Regional Promise schools in 2015–2016, Regional Promise courses reached an approximately equitable proportion of the population (a composition index of 0.95 to 1.05) in the following groups: American Indian, white, female, black, ever English learner, ever economically disadvantaged, male, and Hispanic/Latino (figure 7). All of these student groups were underrepresented in the accelerated learning population, except white and female students. Only Asian students were overrepresented in Regional Promise courses, with a composition index of 1.15.

Some student groups, however, were underrepresented in the Regional Promise course population. Compared to the student body at Regional Promise schools in 2015–2016, students who ever had an IEP and multiracial and Pacific Islander students were underrepresented in Regional Promise courses (figure 7). All these groups were also underrepresented in the accelerated learning population to the same or a greater degree.

Figure 7. Eight student groups had a composition index close to 1, indicating approximately equitable representation in Regional Promise courses, 2015–16

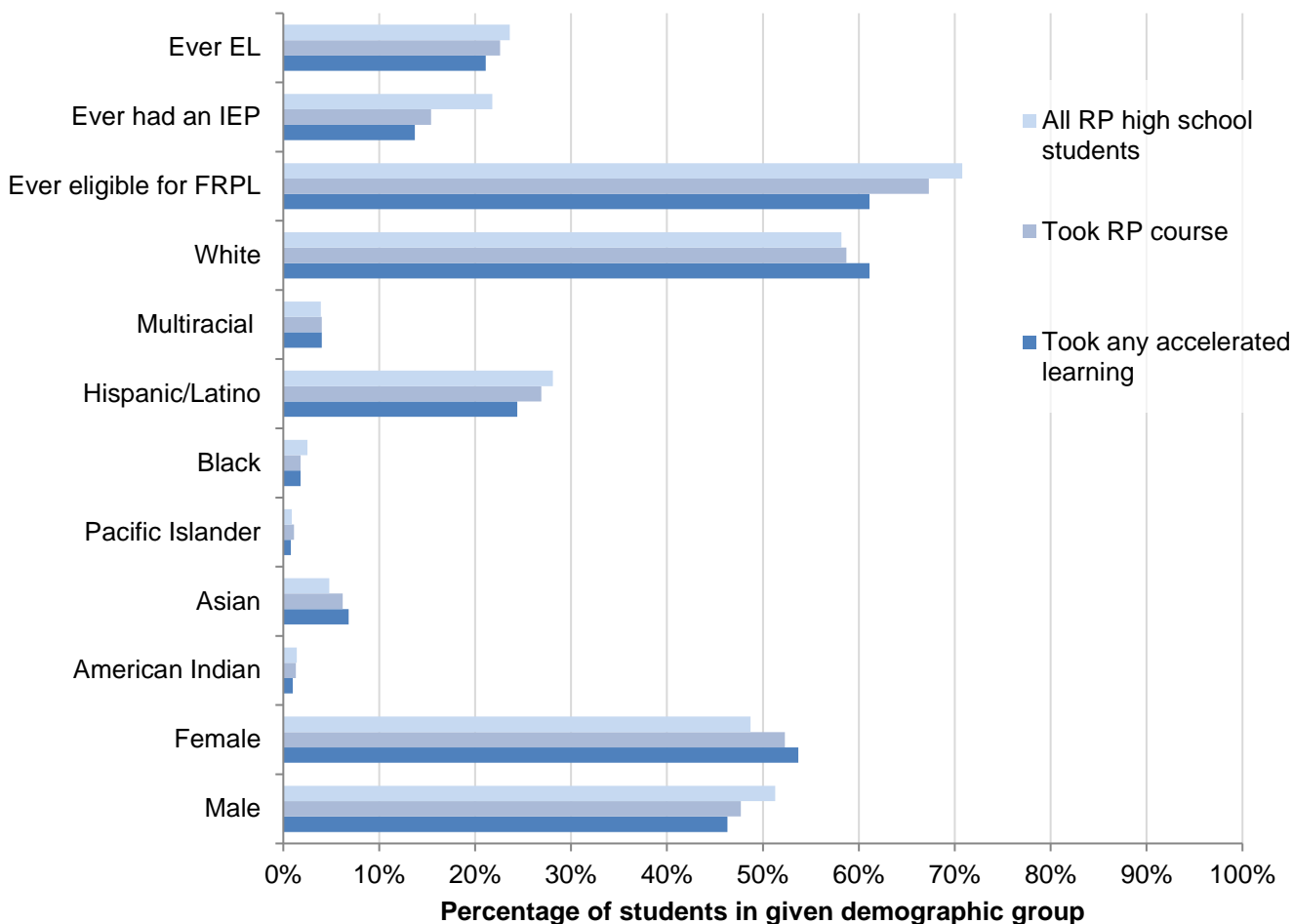


Note: Grey band indicates approximately equitable composition indices of 0.95 to 1.05.
 Source: Authors.

We observed the same pattern regarding the large representation of historically underrepresented students in Regional Promise courses in 2014–2015 (see results in appendix A) and 2015–2016, but not in 2016–2017. In 2016–2017, students who enrolled in Regional Promise courses tended to be more advantaged than the overall high school student body in Regional Promise schools (figure 8). Similarly, accelerated learning participants were more advantaged than the overall school population. For example, 71 percent of the Regional Promise

student body, 67 percent of the Regional Promise coursetaking population, and 61 percent of the accelerated learning population was ever economically disadvantaged.

Figure 8. Demographic characteristics of all Regional Promise high school students and students who took a Regional Promise course were different in 2016–17



Note: Sample includes 66,465 Oregon public high school students in grades 9–12 in Regional Promise schools in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course.

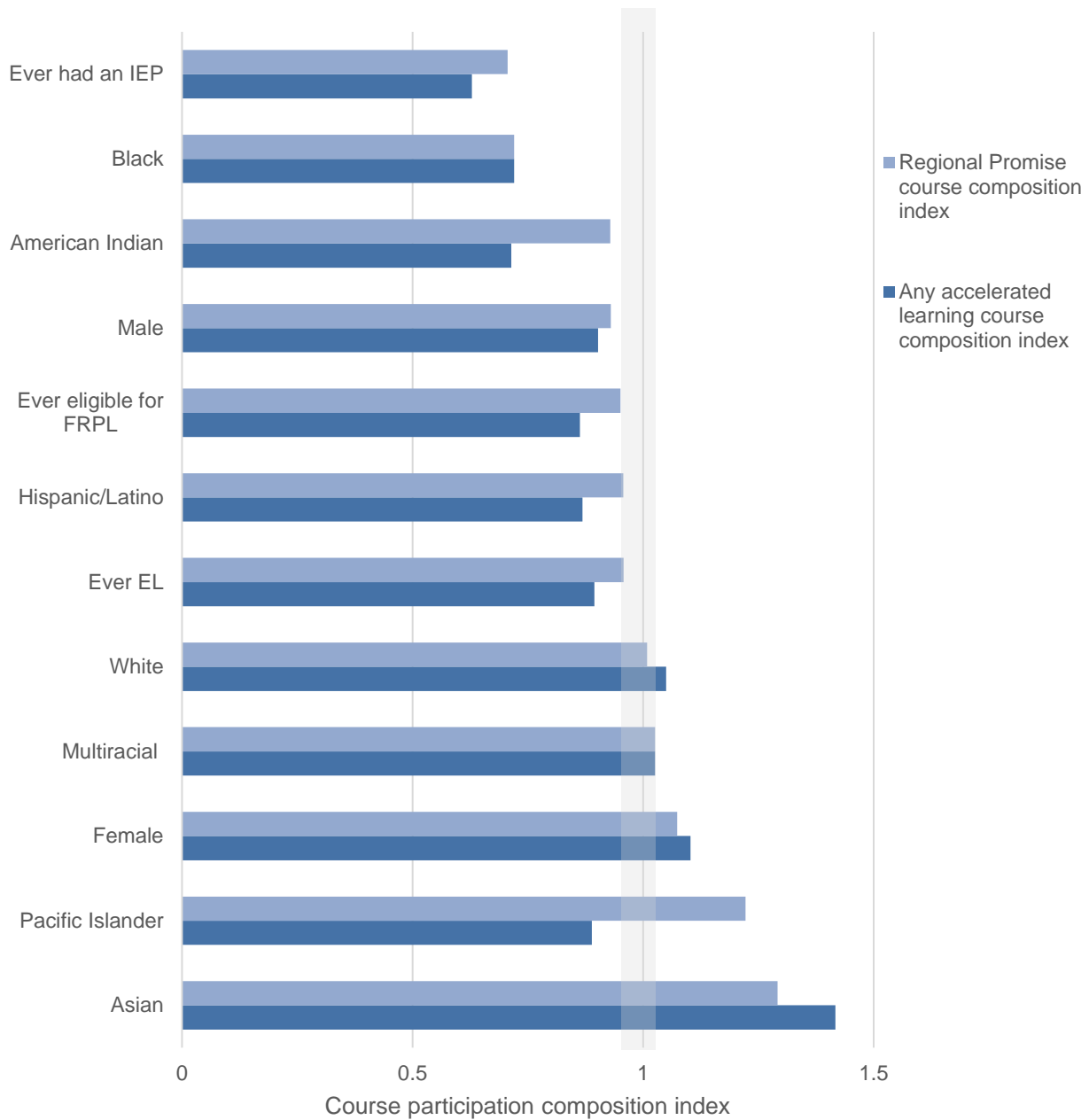
Source: Authors.

Examining the composition index, compared to the student body at Regional Promise schools in 2016–2017, Regional Promise courses reached the same proportion of students who were multiracial, white, ever English learner, Hispanic/Latino, and ever economically disadvantaged (all with composition indices of 0.95 to 1.05). Compared to the prior year, white, ever English learner, Hispanic/Latino, and ever economically disadvantaged students had similar composition indices. However, American Indian, black, and male students became underrepresented (with a composition index of less than 0.95) and female students became overrepresented—all of these groups had been at equity in the prior year.

In 2016–2017, four student groups (ever had an IEP, black, American Indian, and male) were underrepresented in the Regional Promise course population, suggesting the need for more

targeted outreach moving forward (figure 9). All these student groups were also underrepresented in the accelerated learning population to the same or a greater degree.

Figure 9. Five student groups had a composition index close to 1, indicating approximately equitable representation in Regional Promise courses, 2016–17



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

Results by consortium illustrate that equitable access to Regional Promise courses and accelerated learning courses varied across sites (see table A2 and figure A4 in appendix A). For the most part, historically underrepresented groups appeared to have greater access to Regional

Promise courses versus any accelerated learning type. However, for many consortia, few to no historically underrepresented groups were equitably represented in the Regional Promise course population. This suggests areas of growth in the next biennium and opportunities to share strategies across consortia.

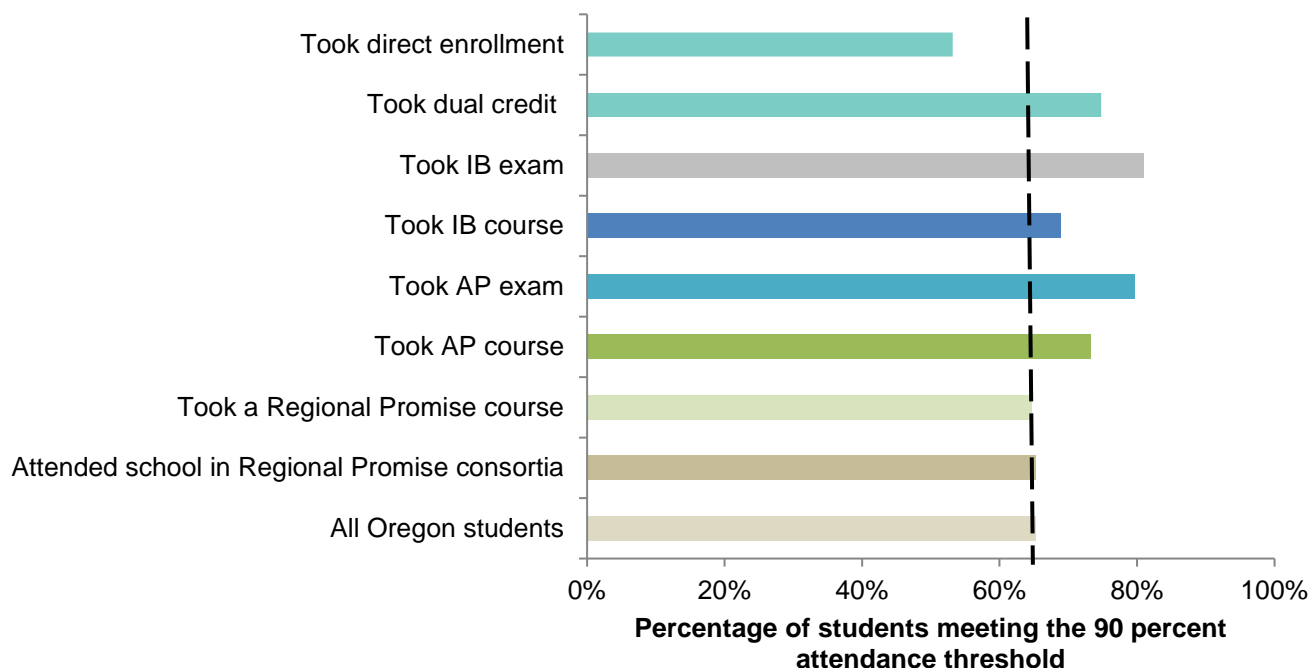
Accelerated learning participation and student outcomes

We examined the relationship between accelerated learning participation and the student outcomes of attendance, high school graduation, and college enrollment. We also analyzed the relationship between participation and college grade point average (GPA) and credits accumulated among students who attended an Oregon community college or university in the term immediately after high school, but the results were not statistically significant (results not shown). Many Regional Promise students have not had much time in college to earn grades and accrue credits; we will explore these student outcomes further in the 2017–2019 biennium report when students have had more time in college.

Attendance

Sixty-five percent of all Oregon students had an average attendance rate of 90 percent or higher in 2016–2017 (see dotted line in figure 10). Similarly, 65 percent of students who took a Regional Promise course and 65 percent of students who attended a Regional Promise school met this attendance threshold (figure 10). A higher proportion of all other accelerated learning participants, except direct enrollment participants, had an average attendance rate of at least 90 percent.

Figure 10. The proportion of students meeting the 90 percent attendance threshold was similar among all Oregon students, students in Regional Promise schools, and students who took a Regional Promise course in 2016–17



Note: Sample includes 188,136 Oregon public high school students in grades 9-12 in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course. The dotted line indicates the state average.

Source: Authors.

While descriptive outcomes do not show higher attendance outcomes among Regional Promise schools and students, Regional Promise is linked to higher attendance for participants compared to a matched comparison group of non-participants. When examining impacts on the class of 2016–2017 who attended Regional Promise schools, compared to similar students, Regional Promise participants were about five percentage points more likely and accelerated learning participants were 14 percentage points more likely to have an average annual attendance rate of 90 percent or higher (see table A4 in appendix A).

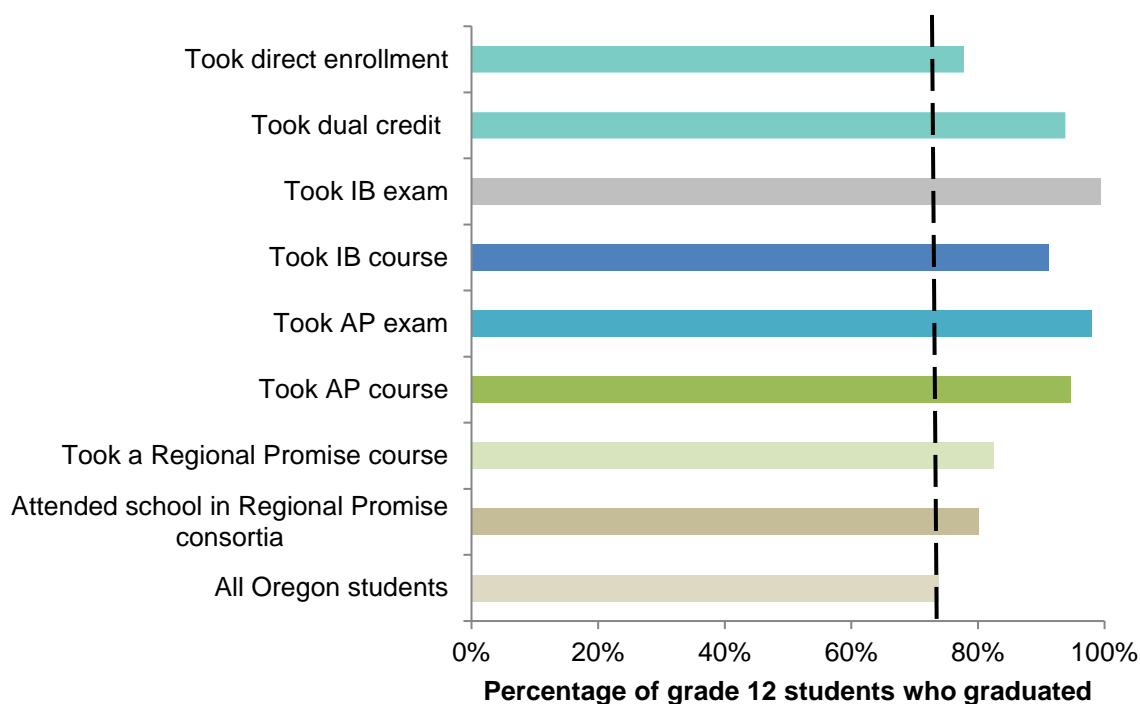
Attending a Regional Promise school versus not attending a Regional Promise school did not have an impact on attendance between similar students. However, for each percentage point increase in the rate of students taking Regional Promise courses in a school, students were seven percentage points more likely to achieve the 90 percent attendance threshold compared to similar students in the class of 2016–2017 who did not attend a Regional Promise school. For example, in a high school in which 15 percent of students enrolled in a Regional Promise course, expanding course opportunities to have 16 percent of students enrolled in a Regional Promise course is associated with each student in that school being seven percentage points more likely to have a 90 percent or above attendance rate—whether the student takes a Regional Promise course themselves or not. The finding suggests that the reach or “saturation” of Regional Promise accelerated learning programs (i.e., the percentage of students at a school taking a

Regional Promise course) is more important for high school success than simply having at least one course in the school.

High school graduation

The percentage of grade 12 students who graduated was higher for students who took any of the accelerated learning types (including Regional Promise) than the overall Oregon high school population in 2016–2017 (figure 11). Students who attended Regional Promise schools also had a higher graduation rate than the overall population. The dotted black line displays the marker for where the graduation rate for all Oregon students lies relative to the students who took any one of the accelerated learning options. Given that Regional Promise served a demographically different group of students (see table A1 in appendix A), the relatively lower graduation rate of Regional Promise participants compared to other forms of accelerated learning is not surprising. However, Regional Promise participants still had a higher grade 12 graduation rate than the overall state rate.

Figure 11. A higher proportion of grade 12 students in Regional Promise schools and students who took a Regional Promise course completed high school in 2016–17 compared to the statewide average



Note: The percent of grade 12 students who graduated does not refer to the four-year cohort rate and will not match published rates from ODE. This percentage takes the total number of grade 12 students who graduated in 2016–17 over the total number of students who were in grade 12 in that school year. Sample includes 50,565 Oregon public high school students in grade 12 in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course.

Source: Authors.

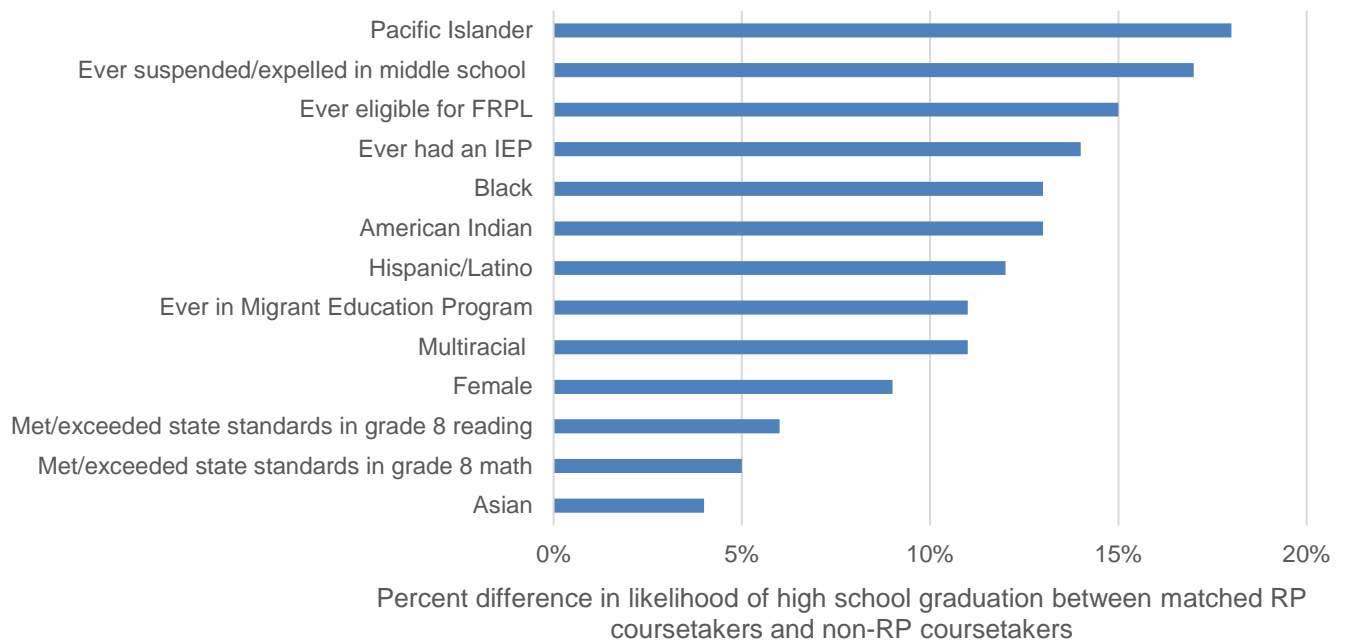
When examining impacts on the class of 2016–17 who attended Regional Promise schools, compared to similar students, Regional Promise participants were 11 percentage points more likely to graduate from high school and accelerated learning participants were 36 percentage

points more likely to graduate (see table A4 in appendix A). The contribution of Regional Promise to student attendance may have led to positive effects on high school graduation as we know that attendance is a key predictor of the likelihood of graduating from high school.

Compared to similar students in the class of 2016–2017 who did not attend a Regional Promise school, students who attended a Regional Promise school were about two percentage points more likely to graduate from high school (regardless of whether they took a course themselves), and for each percentage point increase in the rate of students taking Regional Promise courses in a school, students were 17 percentage points more likely to graduate.

While, on average, Regional Promise course-takers were 11 percentage points more likely to graduate from high school than similar students in Regional Promise schools who did not take a Regional Promise course, the impact of Regional Promise courses varied across groups. We examined the percentage point difference in high school graduation among students who took a Regional Promise course and the matched comparison group of non-participants in Regional Promise schools. This analysis highlights the groups that appear to benefit the most from Regional Promise (figure 12).

Figure 12. The difference in the predicted high school graduation rate between matched Regional Promise coursetakers and non-Regional Promise coursetakers in Regional Promise schools ranged from 4 to 18 percent, 2016–17

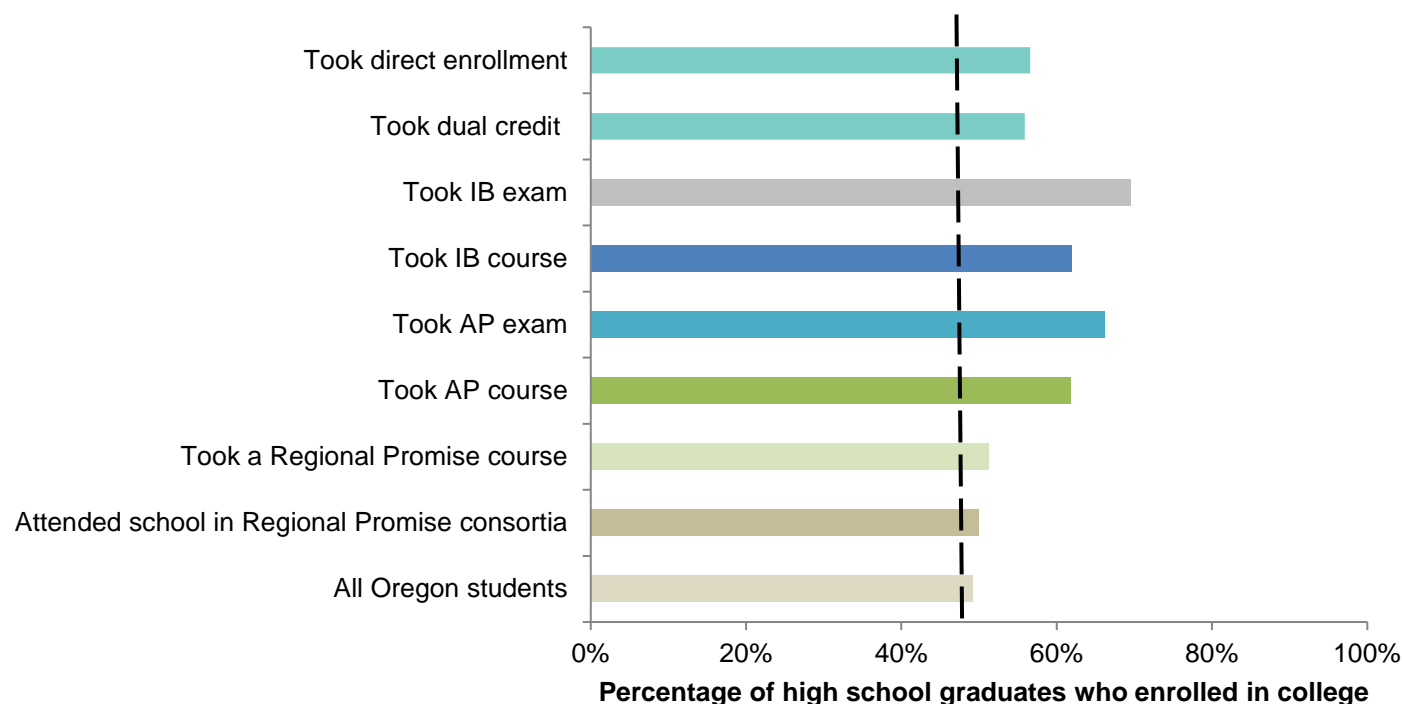


Note: Findings based on propensity score weighting with covariate adjustment. The figure displays percentage point difference in predicted high school graduation rate for students who participated in Regional Promise course and matched students from the same group who did not participate in Regional Promise.
Source: Authors.

College enrollment

Among grade 12 students who graduated in 2016–2017, 49 percent entered college in fall 2017 (figure 13). Half of the students in Regional Promise schools and 51 percent of Regional Promise coursetakers enrolled in college compared to rates of 56 to 70 percent among other accelerated learning types. This lower rate of Regional Promise student enrollment could reflect that Regional Promise coursetaking is a marker of enrolling in the course at the high school and does not reflect registering for credit at a college.

Figure 13. A slightly higher proportion of high school graduates in Regional Promise schools and students who took a Regional Promise course enrolled in college in fall 2017 compared to the statewide average



Note: Sample includes 37,321 Oregon public high school students in grades 12 who completed high school in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise course.
Source: Authors.

Among students in the class of 2016–2017 who attended Regional Promise schools, compared to similar students, Regional Promise participants were nine percentage points more likely to immediately enroll in college and accelerated learning participants were 27 percentage points more likely to immediately enroll in college. Compared to similar students in non-Regional Promise schools, students who attended a Regional Promise school were about two percentage points more likely to enroll in college immediately after high school. However, the rate at which students participated in Regional Promise courses had no impact on college enrollment. This finding suggests that the reach of Regional Promise coursetaking is important for high school success but not for college access, and simply having at least one course in the school signals that the school may be improving its college-going culture through other grant activities.

Pillar 2: College-Going Culture

Overall, Regional Promise sites reported teacher, principal, and district staff excitement about the potentially transformative nature of building a college-going culture. Sites reported that increasing accelerated learning had a secondary effect on college-going culture—the increase in accelerated learning courses seemed to increase student interest and motivation to attend college.

Grantees reported the number of participants in college-going culture activities, as well as college and career success classes for high school students (table 8). Approximately 5,428 students in grades 5–8 and 26,567 students in high school participated in college-going culture activities funded by the Regional Promise grants. In addition, 11 new college and career success classes were developed and offered during the 2015–2017 biennium (table 8).



Willamette Promise College and Career Fair

Photo credit: Willamette Promise.

Table 8. College-going culture activities by consortium, 2015–2017

Consortium	College-going culture activities		New college success or career exploration classes
	Grade 5–8 participants	Grade 9–12 participants	
Cascades Commitment	169	110	0
East County Pathways	120	1,022*	7
Northwest Promise	0	1,000 ^a	0
Southern Oregon Promise	1,139	14,435	4
Willamette Promise	1,000	10,000 ^a	0
Total	5,428	26,567	11

^aApproximate.

*Of these, 215 were first-time college students participating in a program for new students.

Note: Southern Oregon Promise did not provide an estimate of numbers from Klamath County and thus their numbers are likely higher than listed here. New college success or career exploration classes includes, but is not limited to, classes that are articulated with a college course for potential credit.

Source: Authors, from grant reports.

Regional Promise sites worked toward increasing college-going culture through a variety of activities, promotional events, and materials. AVID has been implemented at multiple sites through support of Regional Promise grant funds, and in some sites (such as East County

Pathways), was articulated with a college success course for dual credit. Other activities have included college information days and campus visits.

For example, during the 2015–2017 biennium, Cascades Commitment implemented AVID in two additional sites in their region (they had implemented AVID at other sites in the first year of the grant). Principals met monthly to discuss AVID implementation, AVID tutors attended four training sessions, and AVID elective teachers and coordinators attended two full-day trainings.

Through Better Together, Cascades Commitment is involved in the 8+9 Project, which provides free programming to students entering high school to help smooth their transition. This program has expanded its reach each year.

Through Regional Promise, Cascades Commitment has also been able to expand its Juntos program, which is a six-week college preparation program providing information and resources in Spanish to students and families, from high schoolers to middle schoolers. Another program for Latino high school students that has been expanded through the grant is AVANZA.

These students engaged in public speaking and presenting, team-building, and school visits where they got to experience a college campus. In addition to the great opportunities this program [AVANZA] has provided, it also allowed our students to earn college credit and participate in a summer program to further prepare them for college.

– Testimonial from Regional Promise high school

Pillar 4: 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 grantees were required to create a cross-sector group of partners to be eligible for the grant, with the participation of school districts, education service districts, 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.

When considering whether these cross-sector partnerships were stable and sustainable, we can turn to the fact that three of the original consortia worked together to successfully apply for the 2015–2017 Regional Promise grants and again for the 2017–2019 grants. The two new sites for 2015–2017, East County Pathways and Northwest Promise, also successfully applied for a continuation grant in the 2017–2019 biennium.

These relationships continue to open doors for a variety of programs and ventures throughout Central Oregon.

– Cascades Commitment

These partnerships have also laid the foundation for expansion of a variety of programs and efforts and for the financial stability of the program. For example, Better Together (Cascades Commitment) reported building a data system to integrate data from regional partners/districts to help evaluate regional collective initiatives. Cascades Commitment also worked with regional higher education partners to offer an AP Institute that is expected to continue and that will serve as a source of revenue for the program. Another initiative from Cascades Commitment that demonstrates strong cross-sector partnerships was a series of three meetings held in the spring of 2017 with regional high school and college writing faculty, proposed by college faculty. The series was co-organized by a COCC faculty member and a local high school teacher to develop relationships between area teachers and faculty at COCC and OSU-Cascades, map student learning outcomes to align coursework, create shared understanding about teaching reading and writing, and establish regular meetings of the group.



Cascades Commitment AP Institute
Photo credit: Cascades Commitment.

Pillar 5: Professional Learning Communities and Teachers

A core activity for the Regional Promise sites was the continued development of PLCs composed of high school teachers and college faculty members. Site PLCs worked on course alignment and the development of foundational plans/progressions for accelerated learning courses. An additional common undertaking of PLCs was to align course curriculum and assessment through collaborative development and scoring.

Many sites provided testimonials from teachers and PLC leaders (college faculty) regarding the PLCs. Teachers reported feeling supported through working with colleagues in their discipline at other schools, but also highlighted the amount of work and commitment that the PLCs require to be successful. Some college faculty members expressed skepticism at the rigor of high school courses offered through this method, but others had positive experiences.

Working collaboratively with these wonderful high school teachers on the work we all believe in so passionately is incredibly rewarding. It has transformed my own relationship with my work, helped me to continue to grow as a teacher, and given me a sense of purpose as I move forward.

– PLC lead (End of Summer Institute)

PLCs formed and teacher eligibility

During the 2015–2017 biennium, grantee reports documented a total of 146 formed PLCs (table 9). These PLCs covered 86 courses and involved 604 high school teachers and 144 postsecondary faculty members (from community colleges and four-year institutions). Approximately 87 high school teachers were newly qualified to teach accelerated learning through the grant-funded PLCs. Based on these reports, the grants achieved the goal of expanding the number of cross-sector PLCs and the number of eligible teachers in Regional Promise high schools.

In addition, all consortia had counselor PLCs—36 total were formed across the five sites in 2015–16 and 2016–17. Approximately 270 counselors participated, with 34 college advisors or administrators leading the PLCs.

Table 9. PLC, teacher, counselor, and faculty information by consortium, 2015–2017

Consortium	PLCs	Courses	High school teachers/ counselors participating	College faculty/advisors participating	Newly- qualified accelerated learning teachers/ counselors
Teacher/Faculty					
Cascades Commitment	9	6	76	10	35
East County Pathways	7	13	16	31	19
Northwest Promise	8	12	66	17	33
Southern Oregon Promise	30 ^a	30 ^a	149	36	*
Willamette Promise	92	23	297	50	*
<i>Teacher subtotal</i>	<i>146</i>	<i>84</i>	<i>604</i>	<i>144</i>	<i>87</i>
Counselor/Advisors					
Cascades Commitment	1	N/A	29	0	N/A
East County Pathways	1	1	11	1	N/A
Northwest Promise	1	1	9	0	N/A
Southern Oregon Promise	29	N/A	124	33	N/A
Willamette Promise	4	0	100	0	N/A
<i>Counselor subtotal</i>	<i>36</i>	<i>2</i>	<i>273</i>	<i>34</i>	<i>N/A</i>
Total	182	86	877	178	87

*Estimates unavailable.

^aApproximate.

Source: Authors, from grant reports.

Challenges and Recommendations

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

Implementation Challenges

During the 2015–2017 biennium, grantees reported fewer challenges than in the first year of the grant. Sustainable funding for the programs—without ODE grant funds—continues to be a challenge, although some sites have found ways to provide at least some funding beyond the grant (e.g., Cascades Commitment’s AP Institute). Increasing the grant period to two school years (rather than the initial grant of a single school year) seemed to provide the two new sites with an explicit planning year, allowing for a more coordinated launch and more time to build and invest in cross-sector partnerships.

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 to ODE, the Office of Community Colleges and Workforce Development (CCWD), Regional Promise grantees, and other state and local agencies that collect data on how these issues could be avoided.

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 given 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 are most likely ODE students.

Recommendation

One solution to this issue would be to have 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 CCWD. 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.

ODE and HECC would need to, at a minimum, 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 through the Oregon public education system.

Issue 2: Grantee data collection

In some cases, grantees 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. In some cases, this took staff members at the Regional Promise sites 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 sites, 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 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 2013–2014, and the data became of high enough quality to share in 2014–2015. 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 what, if any, dual-credit courses a high school student took. Instead, we had to rely on college data. To mitigate this data issue, Education Northwest created AP and IB flags by analyzing the course name in the roster file and created a flag to identify Regional Promise courses based on lists the sites 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 program

Finally, one of the main issues with evaluating this program and others to examine the 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 2014–2015, during which mostly grade 11 and grade 12 students took courses, we would have to wait for data from the 2019–2020 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 provided 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 gives ODE time to validate the data, it adds time to 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 and Future Evaluation Work

Overall, the Regional Promise program has continued to achieve its goals in the second grant period. The program has increased the number of accelerated learning classes available to students, expanded accelerated learning enrollment for all students, increased the number of teachers eligible to teach dual-credit courses, and reached historically underserved populations in greater numbers than traditional dual-credit programs (although there are still equity gains to be made).

The success of the Regional Promise program in the longer term—understanding its impact on college persistence and completion—will be possible to estimate until additional years of data are available. Education Northwest will evaluate the grants in the 2017–2019 biennium and continue to examine impacts from those who participated in earlier grant cycles.

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- Pierson, A., Hodara, M., & Luke, J. (2017). *Earning college credits in high school: Options, participation, and outcomes for Oregon students* (REL 2017-216). Retrieved from U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest website: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=433>

Appendix A: Additional Tables and Figures

Student Demographic Characteristics, 2014–15 to 2016–17

Table A1. Student demographic characteristics in Oregon high schools, in Regional Promise high schools, and among Regional Promise course-takers

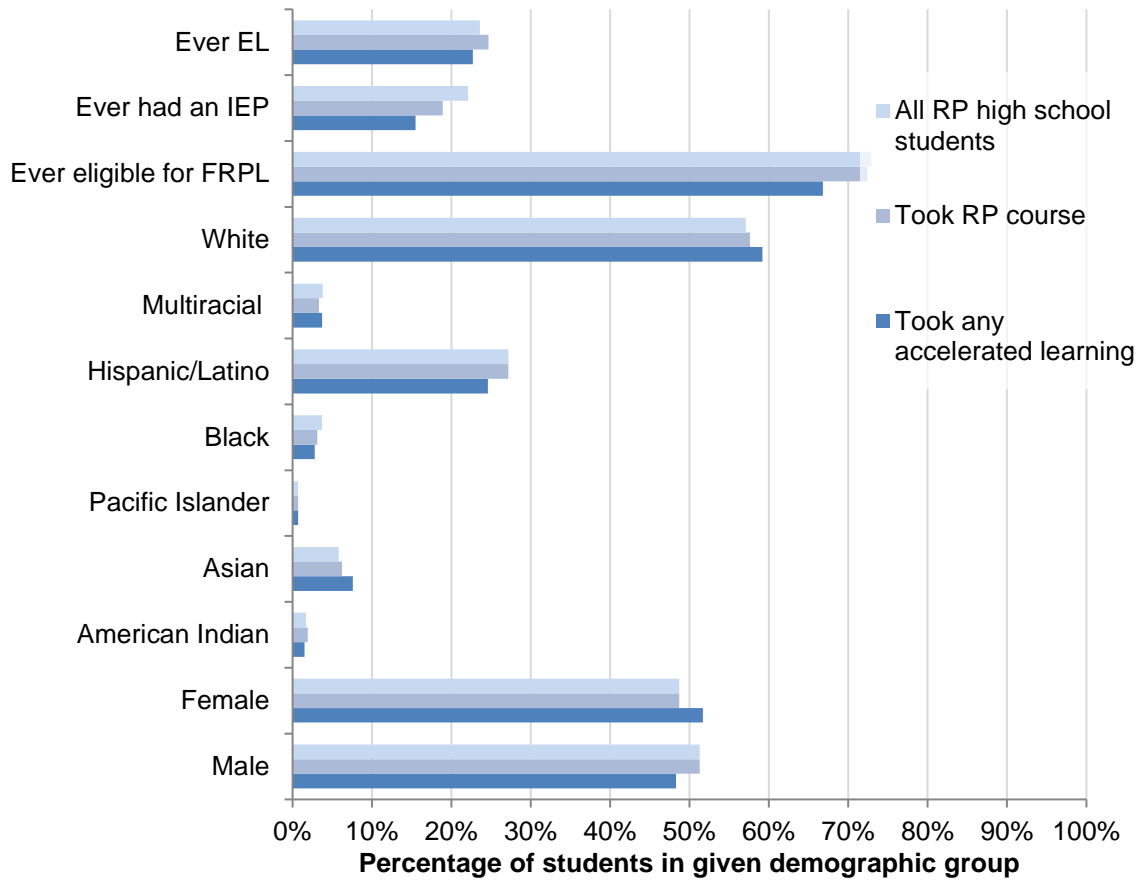
Student demographic characteristic	2014–15			2015–16			2016–17		
	All Oregon high school students	All RP high school students	All RP course-takers	All Oregon high school students	All RP high school students	All RP course-takers	All Oregon high school students	All RP high school students	All RP course-takers
Male	52%	51%	51%	52%	51%	51%	52%	51%	48%
Female	48%	49%	49%	48%	49%	49%	48%	49%	52%
American Indian	2%	2%	2%	2%	2%	2%	2%	1%	1%
Asian	4%	6%	6%	4%	1%	2%	4%	5%	6%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%	1%	1%
Black	3%	4%	3%	3%	1%	1%	3%	3%	2%
Hispanic/Latino	23%	27%	27%	24%	26%	25%	24%	28%	27%
Multiracial	4%	4%	3%	5%	3%	3%	5%	4%	4%
White	64%	57%	58%	63%	66%	67%	63%	58%	59%
Ever eligible for FRPL	69%	73%	72%	69%	78%	78%	69%	71%	67%
Ever had an IEP	24%	22%	19%	24%	23%	18%	24%	22%	15%
Ever EL	18%	24%	25%	18%	17%	17%	19%	24%	23%

Note: Sample includes Oregon public high school students in grades 9–12: 187,414 students in 2013–14; 188,502 in 2014–15; 190,080 in 2015–16; and 188,136 in 2016–17. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise grant-funded course.

Source: Authors.

Equity Results, 2014–15

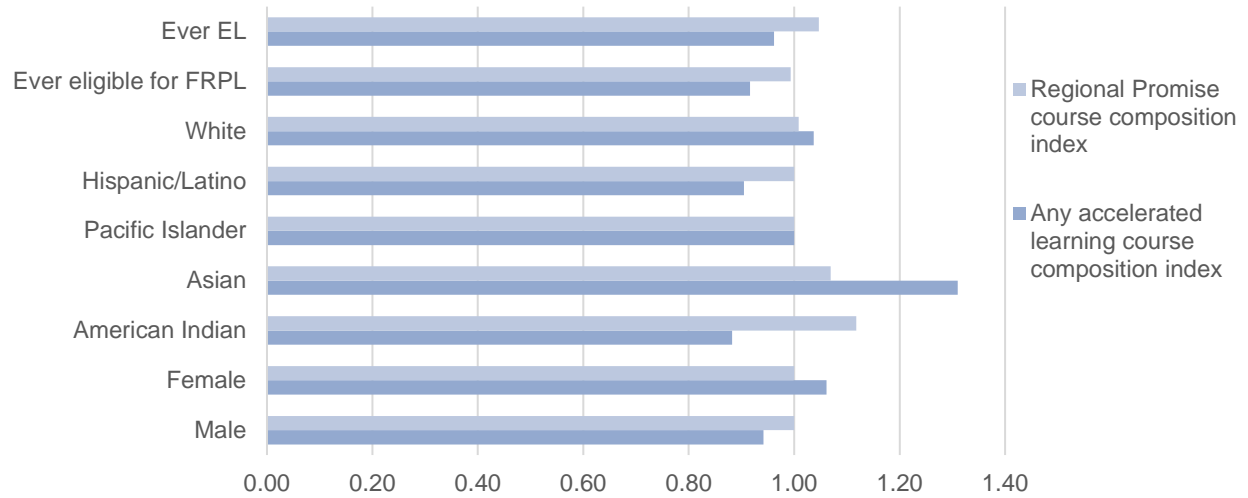
Figure A1. Demographic characteristics of all Regional Promise high school students and students who took a Regional Promise course were similar in 2014–15



Note: Sample includes 59,087 Oregon public high school students in grades 9–12 in Regional Promise schools in 2014–15. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise grant-funded course.

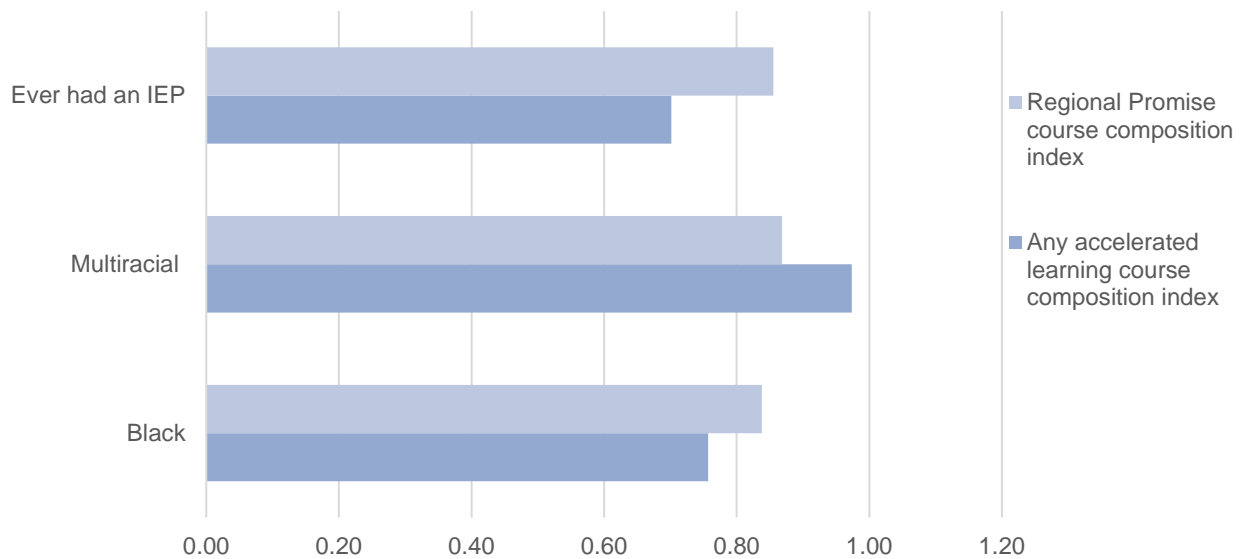
Source: Authors.

Figure A2. Some groups had a composition index of 1 or greater indicating equal or overrepresentation in Regional Promise courses, 2014–15



Source: Authors.

Figure A3. Some groups had a composition index of less than 1 indicating underrepresentation in Regional Promise courses, 2014–15



Source: Authors.

Equity Results by Consortium, 2016–17

Table A2. Student demographic characteristics in Regional Promise high schools, among accelerated learning coursetakers and Regional Promise coursetakers in Regional Promise high schools, 2014–15

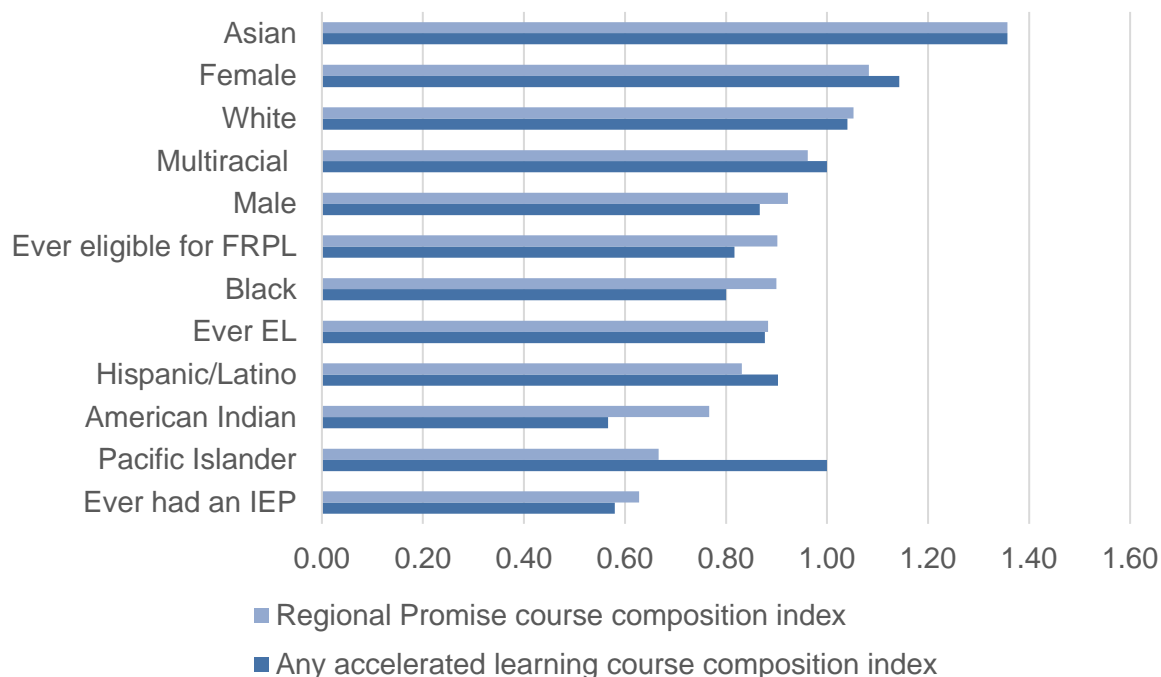
	All high school students in Regional Promise schools	Took any accelerated learning	Took Regional Promise course	Any accelerated learning course composition index	Regional Promise course composition index
Cascades Commitment					
Male	52%	45%	48%	0.87	0.92
Female	48%	55%	52%	1.14	1.08
American Indian	3%	2%	2%	0.57	0.77
Asian	1%	2%	2%	1.36	1.36
Pacific Islander	0%	0%	0%	1.00	0.67
Black	1%	1%	1%	0.80	0.90
Hispanic/Latino	20%	18%	16%	0.90	0.83
Multiracial	3%	3%	3%	1.00	0.96
White	72%	75%	76%	1.04	1.05
Ever eligible for FRPL	66%	54%	60%	0.82	0.90
Ever had an IEP	23%	13%	15%	0.58	0.63
Ever EL	15%	14%	14%	0.88	0.88
East County Pathways to College Success					
Male	51%	46%	46%	0.89	0.90
Female	49%	55%	54%	1.12	1.10
American Indian	1%	1%	1%	0.88	0.88
Asian	11%	16%	16%	1.43	1.47
Pacific Islander	1%	1%	1%	0.80	0.90
Black	6%	4%	4%	0.63	0.63
Hispanic/Latino	31%	25%	25%	0.81	0.81
Multiracial	5%	5%	5%	1.02	1.06
White	46%	49%	49%	1.07	1.06
Ever eligible for FRPL	70%	58%	61%	0.83	0.87
Ever had an IEP	20%	12%	11%	0.58	0.57
Ever EL	33%	30%	30%	0.90	0.90
Northwest Promise					
Male	51%	48%	50%	0.94	0.99
Female	49%	52%	50%	1.07	1.01
American Indian	1%	1%	1%	0.71	0.86
Asian	8%	11%	12%	1.49	1.53
Pacific Islander	1%	1%	1%	0.86	0.86
Black	2%	2%	2%	0.87	0.91
Hispanic/Latino	26%	24%	26%	0.90	0.99
Multiracial	5%	5%	5%	1.00	1.00
White	58%	57%	54%	0.99	0.94
Ever eligible for FRPL	58%	47%	52%	0.82	0.90
Ever had an IEP	21%	13%	15%	0.61	0.74
Ever EL	21%	21%	23%	0.99	1.09
Southern Oregon Promise					

	All high school students in Regional Promise schools	Took any accelerated learning	Took Regional Promise course	Any accelerated learning course composition index	Regional Promise course composition index
Male	50%	45%	46%	0.90	0.92
Female	50%	55%	54%	1.10	1.08
American Indian	1%	1%	1%	0.64	0.64
Asian	1%	2%	2%	1.54	1.23
Pacific Islander	1%	0%	0%	0.80	0.80
Black	1%	1%	2%	0.92	1.62
Hispanic/Latino	20%	17%	16%	0.87	0.81
Multiracial	4%	4%	3%	0.95	0.86
White	72%	75%	76%	1.04	1.05
Ever eligible for FRPL	79%	73%	73%	0.92	0.92
Ever had an IEP	21%	12%	16%	0.60	0.75
Ever EL	11%	10%	8%	0.93	0.72
Willamette Promise					
Male	51%	46%	48%	0.90	0.93
Female	49%	54%	52%	1.11	1.07
American Indian	1%	1%	2%	0.86	1.14
Asian	2%	3%	3%	1.42	1.38
Pacific Islander	1%	1%	2%	1.00	1.25
Black	1%	1%	1%	0.79	0.71
Hispanic/Latino	30%	28%	31%	0.93	1.03
Multiracial	4%	3%	4%	0.97	1.00
White	60%	62%	58%	1.03	0.97
Ever eligible for FRPL	75%	67%	74%	0.90	0.99
Ever had an IEP	24%	16%	17%	0.65	0.71
Ever EL	23%	22%	24%	0.96	1.05

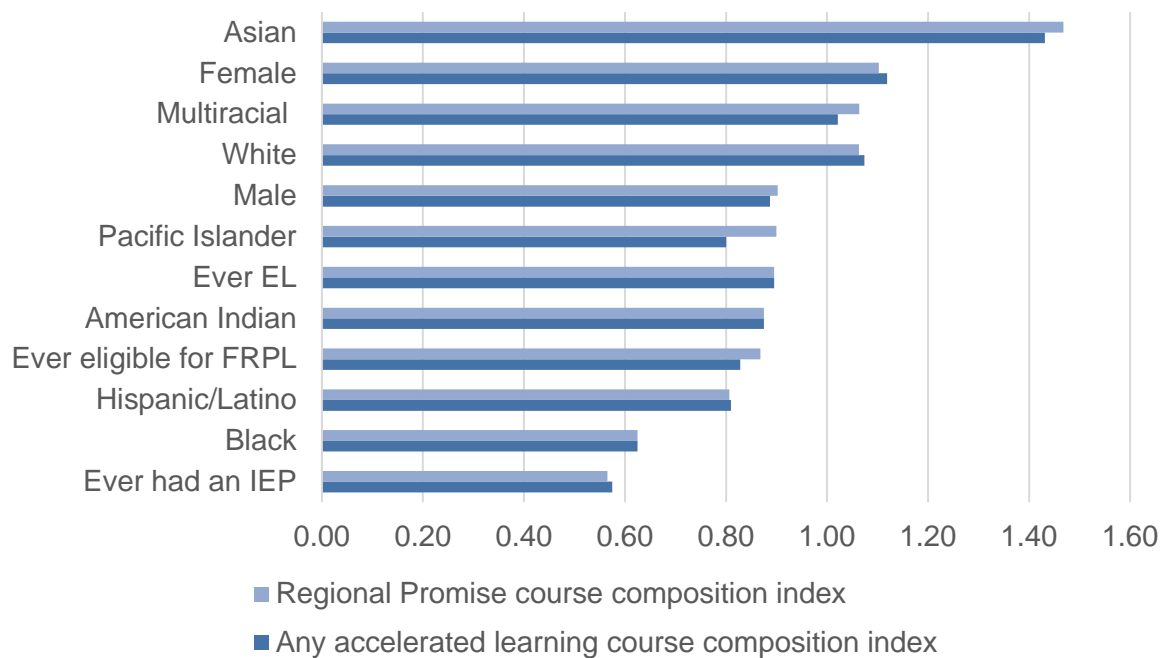
Note: Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise grant-funded course. In 2016–17, Cascades Commitment Regional Promise schools served 10,741 students; East County Pathways to College Success Regional Promise schools served 20,425 students; Northwest Promise Regional Promise schools served 18,684 students; Southern Oregon Promise Regional Promise schools served 11,513 students; and Willamette Promise Regional Promise schools served 27,296 students. Source: Authors.

Figure A4. Equitable access to Regional Promise courses and accelerated learning courses varied across consortia in 2016–17

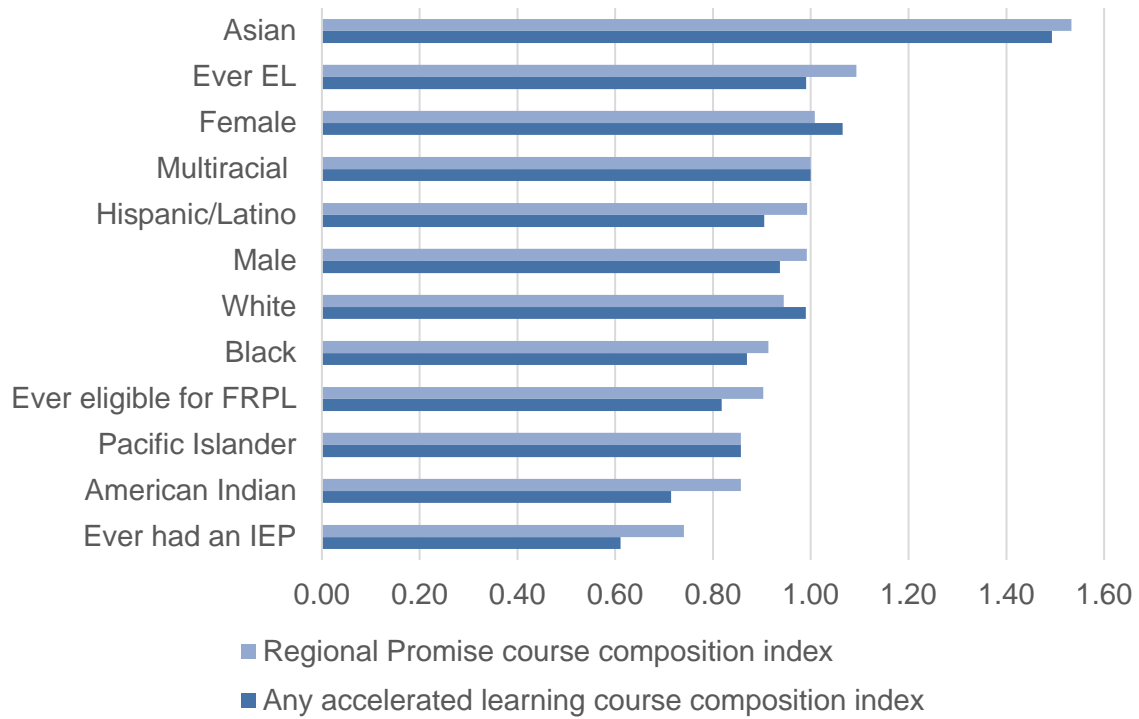
Cascades Commitment composition index, 2016–17



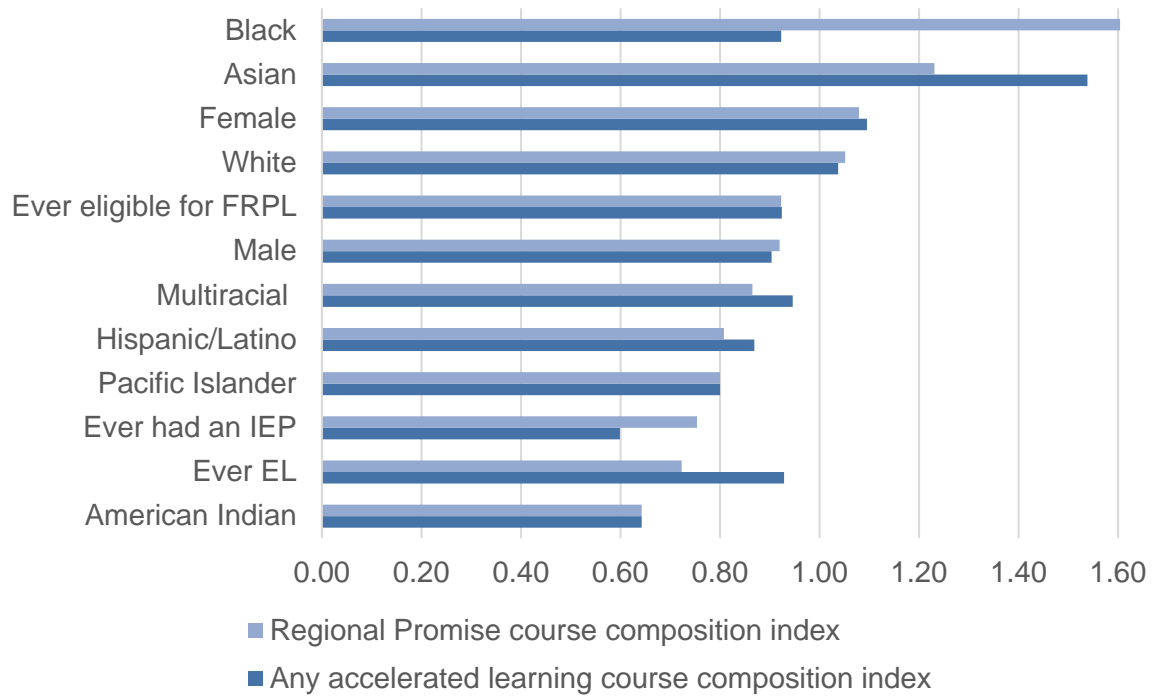
East County Pathways to College Success composition index, 2016–17



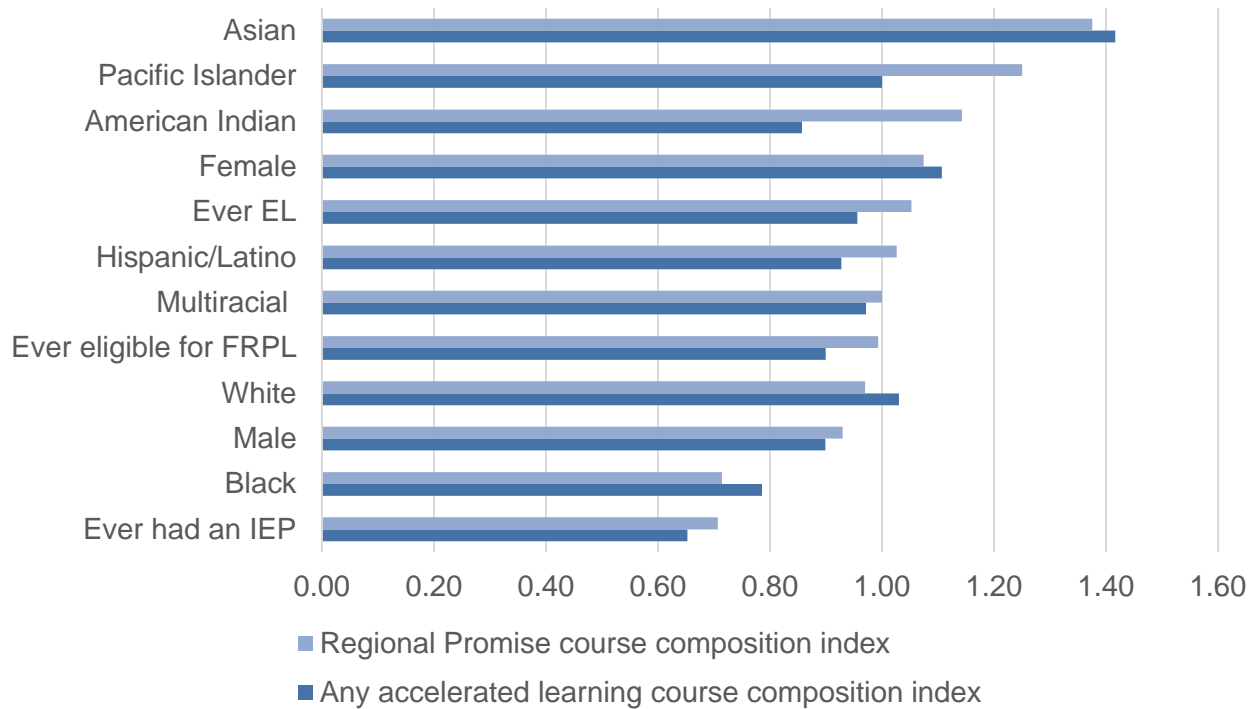
Northwest Promise composition index, 2016–17



Southern Oregon Promise composition index, 2016–17



Willamette Promise composition index, 2016–17



Note: The composition index is a way to compare whether the proportion of students taking accelerated learning from a certain group mirrors the proportion of students in the overall population. The composition index is a ratio of the percentage of the accelerated learning population in each group divided by the percentage of that group in the overall population. A ratio of 1 indicates that group is equitably represented, while rates above 1 indicate overrepresentation and rates below 1 indicate underrepresentation. Regional Promise schools are defined as schools in which more than nine students or nine percent of the student body took a Regional Promise grant-funded course. In 2016–17, Cascades Commitment Regional Promise schools served 10,741 students; East County Pathways to College Success Regional Promise schools served 20,425 students; Northwest Promise Regional Promise schools served 18,684 students; Southern Oregon Promise Regional Promise schools served 11,513 students; and Willamette Promise Regional Promise schools served 27,296 students.

Source: Authors.

Detailed Results from the Impact Analysis

Table A3. Characteristics of treatment students and matched comparison group

	Took Regional Promise course at Regional Promise school	Did not take Regional Promise course at Regional Promise school	Took accelerated learning course in Regional Promise school	Did not take accelerated learning course in Regional Promise school	Attended Regional Promise school	Did not attend Regional Promise school
Female	49%	50%	51%	49%	48%	48%
Asian	4%	4%	5%	6%	4%	4%
American Indian	2%	2%	2%	2%	2%	2%
Black	2%	2%	2%	2%	3%	3%
Hispanic/Latino	28%	28%	26%	28%	27%	28%
Multiracial	3%	3%	4%	3%	4%	4%
Pacific Islander	1%	1%	1%	1%	1%	1%
Ever eligible for FRPL	76%	75%	69%	70%	74%	74%
Ever had an IEP	19%	19%	17%	17%	23%	23%
Ever in migrant education program	7%	6%	5%	6%	5%	6%
Ever suspended/expelled in middle school	21%	20%	18%	19%	23%	23%
Met/exceeded state standards in grade 8 math	65%	66%	69%	69%	59%	58%
Met/exceeded state standards in grade 8 reading	66%	66%	70%	70%	61%	60%
Attendance rate above 90% in middle school	84%	84%	84%	84%	79%	77%

Note: The authors used propensity score matching to identify students in each sample with a similar propensity, or likelihood, to participate in the treatment based on background characteristics. All differences are statistically insignificant meaning they are no different than zero.

Source: Authors.

Table A4. Results of regression analysis

	Attendance rate above 90%				Graduated from HS				Enrolled in college			
Student took Regional Promise course at Regional Promise school	0.049*** (0.007)				0.110*** (0.005)				0.090*** (0.008)			
Student took accelerated learning course at Regional Promise school		0.143*** (0.010)				0.358*** (0.010)				0.272*** (0.009)		
Student attended Regional Promise school			0.001 (0.007)				0.017** (0.006)				0.018** (0.007)	
Percentage of students taking Regional Promise course at student's school				0.071** (0.028)				0.169*** (0.028)				0.004 (0.028)
Female	-0.065*** (0.007)	-0.070*** (0.011)	-0.064*** (0.007)	-0.064*** (0.007)	0.019*** (0.005)	-0.024* (0.012)	0.020** (0.007)	0.020** (0.007)	0.080*** (0.008)	0.032** (0.010)	0.063*** (0.007)	0.063*** (0.007)
Asian	0.122*** (0.015)	0.094** (0.034)	0.117*** (0.020)	0.117*** (0.020)	0.057*** (0.012)	-0.094* (0.048)	0.002 (0.024)	0.002 (0.024)	0.114*** (0.021)	0.039 (0.035)	0.077*** (0.023)	0.078*** (0.023)
American Indian	-0.060* (0.028)	-0.071 (0.044)	-0.068** (0.025)	-0.069** (0.025)	-0.039 (0.022)	-0.033 (0.034)	-0.074*** (0.022)	-0.077*** (0.023)	-0.079** (0.030)	-0.029 (0.043)	-0.087*** (0.025)	-0.086*** (0.025)
Black	0.013 (0.021)	0.004 (0.029)	-0.015 (0.023)	-0.015 (0.023)	0.019 (0.014)	-0.045 (0.031)	0.032 (0.018)	0.032 (0.018)	0.102*** (0.026)	0.046 (0.027)	0.047 (0.027)	0.047 (0.027)
Hispanic/Latino	-0.023** (0.009)	-0.011 (0.013)	0.006 (0.010)	0.006 (0.010)	0.016* (0.006)	0.009 (0.013)	0.003 (0.009)	0.003 (0.009)	0.038*** (0.010)	0.036** (0.014)	0.037*** (0.011)	0.037*** (0.011)
Multiracial	0.007 (0.018)	-0.028 (0.026)	-0.005 (0.016)	-0.005 (0.016)	0.013 (0.014)	0.018 (0.024)	0.033* (0.013)	0.033* (0.013)	0.053* (0.021)	0.056* (0.025)	0.024 (0.017)	0.024 (0.017)
Pacific Islander	-0.034 (0.039)	-0.101* (0.049)	0.025 (0.057)	0.025 (0.057)	-0.018 (0.028)	-0.056 (0.052)	0.033 (0.044)	0.034 (0.044)	-0.020 (0.044)	-0.044 (0.040)	-0.079 (0.046)	-0.079 (0.046)
Ever FRPL	-0.128*** (0.008)	-0.133*** (0.012)	-0.159*** (0.007)	-0.159*** (0.007)	-0.124*** (0.005)	-0.092*** (0.014)	-0.146*** (0.007)	-0.147*** (0.007)	-0.183*** (0.009)	-0.144*** (0.013)	-0.176*** (0.008)	-0.176*** (0.008)
Ever had an IEP	-0.001 (0.009)	0.012 (0.010)	-0.005 (0.008)	-0.005 (0.008)	-0.008 (0.007)	0.017 (0.010)	-0.013 (0.008)	-0.013 (0.008)	-0.056*** (0.010)	-0.026* (0.011)	-0.048*** (0.009)	-0.048*** (0.009)
Ever in migrant education program	-0.012 (0.015)	-0.114*** (0.026)	0.013 (0.015)	0.013 (0.015)	0.027** (0.010)	0.018 (0.025)	0.082*** (0.011)	0.082*** (0.011)	0.008 (0.018)	-0.018 (0.023)	0.020 (0.018)	0.020 (0.018)
Ever had a discipline incident in middle school	-0.163*** (0.009)	-0.142*** (0.011)	-0.181*** (0.010)	-0.181*** (0.010)	-0.149*** (0.008)	-0.136*** (0.012)	-0.171*** (0.009)	-0.172*** (0.009)	-0.144*** (0.009)	-0.095*** (0.010)	-0.136*** (0.009)	-0.136*** (0.009)
Math test meets or exceeds in grade 8	0.037*** (0.009)	0.019 (0.010)	0.073*** (0.009)	0.073*** (0.009)	0.106*** (0.007)	0.100*** (0.011)	0.134*** (0.008)	0.134*** (0.008)	0.130*** (0.009)	0.100*** (0.010)	0.134*** (0.009)	0.133*** (0.009)
Read test meets or exceeds in grade 8	-0.006 (0.009)	-0.038*** (0.010)	-0.026** (0.009)	-0.026** (0.009)	0.059*** (0.007)	0.006 (0.011)	0.073*** (0.008)	0.074*** (0.008)	0.083*** (0.009)	0.039*** (0.010)	0.089*** (0.009)	0.089*** (0.009)

Attendance rate 90% or higher in middle school	(0.009)	(0.010)	(0.009)	(0.009)	(0.007)	(0.011)	(0.008)	(0.008)	(0.010)	(0.011)	(0.009)	(0.009)
	0.335***	0.330***	0.328***	0.328***	0.197***	0.220***	0.251***	0.250***	0.117***	0.095***	0.146***	0.146***
	(0.010)	(0.010)	(0.009)	(0.009)	(0.009)	(0.012)	(0.009)	(0.009)	(0.010)	(0.010)	(0.008)	(0.008)
Observations	21,635	21,636	45,628	45,628	21,635	21,636	45,628	45,628	21,635	21,636	45,628	45,628

Note: The method used here is propensity score weighting with covariate adjustment. The table displays 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. *p<0.05, **p<0.01, ***p<0.001.

Source: Authors.

Appendix B: Regional Promise Courses

This appendix includes all 2016–2017 Regional Promise courses listed by the grantee sites; not all courses on this list matched with a corresponding high school course as listed by ODE.¹

Year	RP site	High school course name	College course name
2017	CC	AP language and composition	English composition
2017	CC	AP U.S. history	19th century U.S. history
2017	CC	AP U.S. history	20th century U.S. history
2017	CC	college algebra	college algebra
2017	CC	college algebra	trigonometry
2017	CC	college composition ii	English composition
2017	CC	college trigonometry	trigonometry
2017	CC	precalculus	college algebra
2017	CC	precalculus	trigonometry
2017	CC	writing workshop 2	English composition
2017	ECP	AP English language and composition	English composition
2017	ECP	AP English language and composition	English composition: critical thinking
2017	ECP	AP statistics	statistics i
2017	ECP	AP statistics	statistics ii
2017	ECP	AP U.S. history	U.S. history: 1840–1917
2017	ECP	AP U.S. history	U.S. history: 1910–present
2017	ECP	AP U.S. history	U.S. history: pre-colonial–1840
2017	ECP	avid	college success
2017	ECP	avid 12	college success
2017	ECP	calculus	calculus i: differential calculus
2017	ECP	calculus	calculus ii: integral calculus
2017	ECP	calculus iii IB standard level year 2	calculus i: differential calculus
2017	ECP	calculus iii IB standard level year 2	calculus ii: integral calculus
2017	ECP	college English	English composition
2017	ECP	college English	English composition: critical thinking
2017	ECP	college prep 12\English composition	English composition
2017	ECP	college prep 12\English composition: critical thinking	English composition: critical thinking
2017	ECP	contemporary mathematics	introduction to contemporary mathematics
2017	ECP	IB math studies	introduction to contemporary mathematics
2017	ECP	introduction to contemporary mathematics	introduction to contemporary

¹ For a more detailed course list, please contact the authors at Ashley.Pierson@educationnorthwest.org and Michelle.Hodara@educationnorthwest.org.

mathematics

2017	ECP	precalculus	pre-calculus i: elementary functions
2017	ECP	precalculus	pre-calculus ii: trigonometry/geometry
2017	ECP	precalculus i	pre-calculus i: elementary functions
2017	ECP	precalculus ii	pre-calculus ii: trigonometry/geometry
2017	NWP	college Spanish year 1	first year Spanish - first term
2017	NWP	college Spanish year 1	first year Spanish - second term
2017	NWP	college Spanish year 1	first year Spanish - third term
2017	NWP	college writing	English composition
2017	NWP	precalculus	college algebra
2017	NWP	precalculus	elementary functions
2017	SOP	advanced digital imaging	digital imaging (photoshop)
2017	SOP	applied algebra ii	applied algebra ii
2017	SOP	cardiopulmonary resuscitation (cpr)	cpr
2017	SOP	career development	career development
2017	SOP	career exploration	decision making
2017	SOP	careers in health care	exploring careers in health care
2017	SOP	computer illustration	computer illustration
2017	SOP	concepts in computing i	concepts in computing i
2017	SOP	decision making	decision making
2017	SOP	digital graphics design	digital graphics design
2017	SOP	digital imaging photoshop	digital imaging (photoshop)
2017	SOP	electronic publishing applications i	electronic publishing applications i
2017	SOP	electronic publishing i	electronic publishing i
2017	SOP	elementary anatomy and physiology i w/ lab	elementary anatomy and physiology i w/lab
2017	SOP	emergency first aid	emergency first aid
2017	SOP	exploring careers in health care	exploring careers in health care
2017	SOP	finding the money scholarship writing	finding the money: scholarship writing
2017	SOP	first aid/cpr	first aid/cpr
2017	SOP	fundamentals of public speaking	fundamentals of public speaking
2017	SOP	medical terminology introduction	medical terminology: introduction
2017	SOP	Spanish	intro to Spanish
2017	SOP	wilderness first aid	wilderness first aid
2017	WP	accelerated algebra	elementary algebra
2017	WP	accelerated algebra	intermediate algebra
2017	WP	advanced biology	general biology
2017	WP	advanced English 11 a	college writing
2017	WP	advanced English 11 a	college writing 1
2017	WP	advanced English 11 b	college writing 2
2017	WP	advanced English 12	college writing
2017	WP	advanced English 12	college writing 1

2017	WP	advanced English 12	college writing 2
2017	WP	advanced la 4	college writing
2017	WP	advanced la 4	college writing 1
2017	WP	advanced la 4	college writing 2
2017	WP	advanced psychology	general psychology
2017	WP	advanced U.S. history	economic geography
2017	WP	algebra 2	intermediate algebra
2017	WP	algebra 2 ab	intermediate algebra
2017	WP	AP biology	general biology
2017	WP	AP biology ab	general biology
2017	WP	AP chemistry	prep chemistry
2017	WP	AP English	college writing
2017	WP	AP English	college writing 1
2017	WP	AP English lit comp	college writing
2017	WP	AP English lit comp	college writing 1
2017	WP	AP human geography	economic geography
2017	WP	AP psychology	general psychology
2017	WP	AP Spanish	first and second year Spanish
2017	WP	AP Spanish language	first and second year Spanish
2017	WP	biology 1 ab	general biology
2017	WP	biology 2	general biology
2017	WP	biology 2 ab	general biology
2017	WP	biology 3	general biology
2017	WP	biology ab	general biology
2017	WP	chemistry	prep chemistry
2017	WP	chemistry	prep chemistry
2017	WP	chemistry ab	general chemistry
2017	WP	chemistry ab	prep chemistry
2017	WP	college algebra	college algebra
2017	WP	college chemistry	prep chemistry
2017	WP	college writing	college writing
2017	WP	college writing	college writing
2017	WP	college writing	college writing 1
2017	WP	college writing	college writing
2017	WP	college writing 1	college writing 1
2017	WP	college writing 2	college writing 2
2017	WP	college writing i	college writing i
2017	WP	computer applications	computer applications
2017	WP	computer skills 1	computer applications
2017	WP	computer skills 2	computer applications
2017	WP	contemporary world issues	economic geography

2017	WP	economic geography	economic geography
2017	WP	elementary algebra	elementary algebra
2017	WP	elementary functions	elementary functions
2017	WP	English 11 comp	intro to public speaking
2017	WP	English 11 lit	intro to public speaking
2017	WP	English 12	college writing
2017	WP	English 12	college writing 1
2017	WP	English 12	intro to public speaking
2017	WP	first and second year Spanish	first and second year Spanish
2017	WP	general biology	general biology
2017	WP	general psychology	general psychology
2017	WP	heritage Spanish iv	first and second year Spanish
2017	WP	human geography	economic geography
2017	WP	IB chemistry	prep chemistry
2017	WP	IB Spanish	first and second year Spanish
2017	WP	intermediate algebra	intermediate algebra
2017	WP	intro to computer science	intro to computer science
2017	WP	intro to public speaking	intro to public speaking
2017	WP	language arts 4	college writing
2017	WP	language arts 4	college writing 1
2017	WP	language arts 4	college writing 2
2017	WP	precalculus	college algebra
2017	WP	precalculus	elementary functions
2017	WP	precalculus a	college algebra
2017	WP	precalculus b	elementary functions
2017	WP	prep chemistry	prep chemistry
2017	WP	psychology	general psychology
2017	WP	psychology i	general psychology
2017	WP	psychology ii	general psychology
2017	WP	Spanish 1	first and second year first and second year Spanish
2017	WP	Spanish 1	first and second year Spanish
2017	WP	Spanish 1 ab	first and second year Spanish
2017	WP	Spanish 2	first and second year first and second year Spanish
2017	WP	Spanish 2	first and second year Spanish
2017	WP	Spanish 2 ab	first and second year Spanish
2017	WP	Spanish 3	first and second year Spanish
2017	WP	Spanish 3 ab	first and second year Spanish
2017	WP	Spanish 4	first and second year Spanish
2017	WP	Spanish 4 ab	first and second year Spanish
2017	WP	Spanish 5	first and second year Spanish

2017	WP	Spanish 5 ab	first and second year Spanish
2017	WP	Spanish i	first and second year Spanish
2017	WP	Spanish ii	first and second year Spanish
2017	WP	trigonometry	elementary functions