Overview

This report provides a portrait of the Willamette Promise (WP) participation rates and trends across the 2014-2015, 2015-2016 and 2016-17 school years. WP participation by demographic characteristics such as race/ethnicity, gender, economically disadvantaged, and chronically absent status is explored throughout this report.

Why Accelerated Learning?

Dual credit programs allow students to earn high school and college credit simultaneously. Students who earn college credit in high school are more likely to have a smoother transition between high school and college, graduate, enroll in college, and complete college degrees. An individual’s educational attainment is important because an individual’s level of education is linked to better employment opportunities, lifelong earning potential, prosperity, and health. Research strongly supports a wide range of benefits resulting from increased access to college level work for students in high school that includes:

- Improved high school graduation and completion;
- Reduced need for remedial education during the first year of college;
- Improved postsecondary articulation, success and persistence, particularly for first generation college students;
- Increased confidence in the ability to do college level course work;
- Reduced the length of time for students to graduate;
- Increased likelihood of lower-income and first generation students earning a postsecondary degree;
- Improve understanding of college expectations for students and their families.

Why the Willamette Promise?

In 2011, the state of Oregon enacted legislation that created one of the highest reaching state goals for education in the nation. Oregon has set its educational achievement goal as: by 2025, 40 % of Oregonians will have earned a four-year degree or higher, 40 % will have earned an associate’s degree.

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or post-secondary certificate, and the remaining 20% at least a high school diploma. A goal of a 90% high school graduation rate by 2025 has also been established.

In the same 2011-12 school year, Oregon spent $9,400 per student. The United States average was $10,648. The average graduation rate for the US was approximately 81%, while Oregon tied for the fourth lowest public school graduation rate of 68%. In Oregon, the following groups of students had graduation rates lower than the state average: American Indians and Alaska Natives, Blacks, Hispanics, students with Limited English, students with disabilities, and low income students. In 2012-13, a statewide initiative was developed and placed on the ballot. With its passage, Measure 98 required the Oregon Legislature to distribute at least $800 per high school student each year for establishing or expanding career and technical education programs, college-level educational opportunities and dropout prevention strategies.

In 2013 the Oregon Legislature established an Accelerated Learning Committee through the passage of SB 222. The charge of this committee was to examine methods to encourage and enable students to obtain college credits while still in high school. The Accelerated Learning Committee identified the following barriers:

- Uneven college course offerings in high school settings and participation by all student groups across the state;
- More opportunities for students who may not view themselves as “college-going” to try out college level course work and become college and career ready either in their home schools or college campuses;
- Uneven and unstable funding models for accelerated learning models that shortchange supports and quality assurances;
- Inadequate numbers of qualified instructors able to teach college courses in high schools.  

In the same year, with the passing of HB 3232, funding was approved that included appropriations of $3 million to assist with accelerated college credit programs; and $5 million for consortiums of school districts and postsecondary institutions to support flexible and innovative ways of providing accelerated credits and developmental education. It is these legislative acts and conversations at the state level that lay the ground work for the creation of the Willamette Promise.

The Willamette Promise began in 2014 as an Eastern Promise Expansion Grant funded through the Oregon Education Investment Board and the Oregon Department of Education. The Willamette Promise was founded on a deep commitment to meeting the needs of racially and economically diverse student populations. The long term vision of the WP partnership is fourfold: 1) provide all high school students the opportunity to complete up to 45 credits of the Oregon Transfer Module (OTM) courses before graduation; 2) empower all students to envision postsecondary and career success by strengthening the college-going culture in our communities; 3) provide high school students with opportunities that align with Career and Technical Education (CTE) programs that lead to career pathways; and 4) build a robust infrastructure of professionally rewarding cross-sector relationships among educators and diverse

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partners who support students through the transition from high school to college and careers, thus moving Oregon towards a true P-20 system.

The basis of the WP is to honor students and educators by acknowledging that the work they do together must be engaging and meaningful for both. Through its Professional Learning Communities (PLCs) the WP connects high school teachers with university faculty to focus on what a student must know and be able to do to receive college credit. Through this interchange, 23 assessment-based and four sponsored dual credit courses have been developed by 201 teachers and 21 university faculty.

**The WP is the only dual credit program in Oregon in which a student’s work is assessed by more than one teacher to ensure fidelity to the assessment rubric.**

Since this vision was established, 4147 students have earned 23,965 credits in 23 courses in 41 school districts.

**Data and Methodology**

This report uses data gathered over a three-year period (2014-2017) to analyze the Willamette Promise. Additional data was obtained from the Oregon Department of Education (to verify student demographics) and the National Student Clearinghouse (NSC) (to determine college-going behavior). No individual or identifiable data are included in this report. The Center for Education Innovation, Education and Research (CEIER) analyzed data using descriptive statistics such as averages and percentages.

**Key Findings**

This report provides a three-year review of the Willamette Promise from its beginnings in 2014-15 through its third year (2016-17). The following four sections summarize the key findings of the project, and provide the organization for the remainder of this report.

**Willamette Promise Retrospective**

- The retrospective analysis of the WP shows substantial growth from 20 districts in 2014-15, to 40 districts in 2015-16, and a slight increase to 41 districts in 2016-17.

- The number of rural school districts participating in the WP has remained fairly even when compared to non-rural school districts.

- Over the three year span, WP students earned 23,750 credits.

- Most students take one or two WP courses a year.

- The most popular WP courses are 1st year Spanish and Writing courses.
• In 2014-15 only 25% of students earned credit in a STEM course, by 2016-17 the percentage jumped to 39% earning STEM credits.

• Chemistry is the most common STEM course students elect to take.

• The number of courses offered through the WP expanded from 226 in 2014-15 to 419 in 2016-17.

Willamette Promise Contribution to High School Success

• The number of WP students earning credit increased 195% from 2014-15 to 2016-17.

• Approximately one quarter of WP students earned credit in two or more WP courses.

• The courses with the largest increases in enrollment over the past three years were Chemistry, Communications and Biology.

• The average annual attendance rate for WP students was 94.3% compared to the state average of 90.3%. However, approximately 15% of WP students were identified as chronically absent.

• The most common courses taken by chronically absent students were first year Spanish, Writing and second year Spanish.

• Approximately two-thirds of WP high school graduates attended at least one term of college or university after completing high school.

• Females were more likely than male WP graduates to attend college or university.

• Approximately half of economically disadvantaged WP students attended college or university post-graduation.

Willamette Promise Contribution to the Equity Lens

• Over the past three years, on average 33% of students earning credit came from rural school districts, and a small percent (2%) were English Language Learners.

• White/Asian students were more likely than Hispanic/Latino and Other Race students to take WP courses.

• Females were more likely than males to take WP courses.

• Students from higher socioeconomic backgrounds (those not eligible for FRPM) were more likely than FRPM-eligible students to take WP courses.
• Approximately 84% of Hispanic/Latino students earning WP credit were economically disadvantaged, compared to 38% of White/Asian students.

• Of the students in rural communities, 33% were economically disadvantaged compared to 45% of students in non-rural communities.

Willamette Promise Professional Learning Communities (PLCs)

• Approximately 200 teachers are actively involved in teaching WP courses.

• 86% of WP teachers have a Masters or Doctorate degree.

• Willamette Promise teachers have on average 12 years of teaching experience.

• PLCs are actively involved in creating high expectations that increase student achievement.

• Each PLC has established course proficiencies to measure student achievement.

• PLC members strongly believe that building a college and career-going culture among students and families is important.

• Over two-thirds of teachers believe that the WP courses are effective in encouraging post-secondary opportunities among students.
# Willamette Promise Retrospective Brief

Since its inception the Willamette Promise (WP) has continued to grow and expand both the types and numbers of courses offered, as well as increase the number of school districts participating. Consistent throughout the years, WP has been committed to offering Core Content area courses to high school students. Offering courses that satisfy college Core Content courses while in high school enables students to enter college with more transferable credits and graduate sooner from college. During the 2014-15 school year, the Willamette Promise included only those schools from the Willamette Education Service District. In years 2015-16 and 2016-17 the Willamette Promise’s growth was the result of a partnership with Northwest Regional Education Service District (NWRESD), Multnomah Education Service District (MESD), and Lane Education Service District (LESD).

Figure 1. School District Participation (2014-15 through 2016-17)

The number of rural and non-rural school districts participating in the WP over the 3-year period was fairly even, with more rural schools participating each year than non-rural. In 2014-15, 11 of the 20 school districts were rural, 2015-16 22 of the 40 districts were rural and in 2016-17, 22 of the 41 were rural. While over the three year period, there was some change in the districts that participated in the WP, but overall the number of rural districts continued to increase.
In addition to the expansion of districts, the number of total credits earned increased substantially in years two and three. As a result of a change in policy regarding the number of credits in Spanish courses a student could earn in a year (i.e., two courses compared to no limit in previous years), the count of total credits earned decreased by 1,083 credits. The two Spanish courses per year limit was to protect students from earning too many course credits, which could in turn jeopardize students’ access to financial aid in the future.

The table below indicates the number of courses individual students have taken each year. Across all years, most students (62%) took only one WP per year and another one-third (33%) took two classes. In addition, 9 % of students have taken WP courses over two years, and a small percentage (less than 1%) took courses over all three years.
Figure 4. Number of Courses Students Earn Credit In by Year

Figure 5 shows the percent of students taking courses in each content area across the three years. The parenthetical number indicates the number of courses offered in the area. The top four content areas chosen by students were Writing, 1st year Spanish, 2nd year Spanish, and Chemistry. The number of students earning credits in Chemistry has increased each year. In 2014-15 a total of 23 students earned credit in Chemistry, 2015-16 162 and in 2016-17, 356. While this may seem surprising, it is, in part, due to the dedication of one university instructor who has made a point of providing students opportunities to make visits to the college campus chemistry lab, provided high school teachers access to college equipment, and who took a sabbatical to write an online chemistry book for the high school course.
The WP offers a wide variety of STEM courses: Biology, Chemistry, Computer Science, Math and Geography. The most popular STEM courses were Chemistry 104/150, followed by Math 70/95 and Math 111/112.

Over the course of three years, the percentage of student taking STEM courses has increased. In 2014-15, approximately 25% of students earned credit in STEM courses. In 2016-17, the percentage increased to 39%. Much of this increase can be attributed to the significant increase in the number of students...
earning credits in chemistry, while much of the credits earned in other courses remained constant over the three year period (Figure 7).

**Figure 7. Percentage of Students Earning STEM Credit over Three Years**

![Percentage of Students Earning STEM Credit over Three Years](image)

Across the three years of the WP, there has been a significant increase in the number of teachers participating and the number of courses offered. Between years 2014-15 and 2016-17 there was an 85% increase in the number of courses offered to students through the WP. While the number of courses offered grew, it should be noted that the number of university faculty remained the same. Much of the growth in the number of courses offered can be attributed to the expansion of the WP with the inclusion of NWRESD and MESD in 2015-16, and the pilot of Lane ESD in 2016-17.

**Figure 8. Number of Teachers, Courses Offered and Faculty from 2014-15, 2015-17 & 2016-17**

![Number of Teachers, Courses Taught, and Faculty](image)

Approximately 75% of high school teachers have a Masters or Doctorate degree (see Figure 9). On average, WP teachers have 12 years teaching experience.
Figure 9. Highest Degree Attainment of WP High School Teachers

WP High School Teachers' Highest Degree Attainment
2014-15 through 2016-17

- Bachelors Degree: 7%
- Bachelors Degree + Hours: 7%
- Masters/Doctorate: 86%
Brief #2
Willamette Promise’s Contribution to High School Success

WP High School Success

Through the Willamette Promise, access to college credit has increased significantly for many students throughout the central and northern Willamette Valley. The growth in the Willamette Promise Accelerated Learning opportunity can be attributed to the increase in the number of school districts outside of the Willamette ESD. In 2015-16, Northwest Regional ESD and Multnomah Regional ESD created a partnership with the WP. Again in 2016-17, Lane ESD piloted the WP. Below is a heat map displaying the reach of the WP in the central and northern portion of Oregon.

Figure 10. Distribution of Rural, Non-rural Willamette Promise School Districts

As a result of this growth, the number of students earning WP credits increased 1,192 or 195% from 2014-15 through 2016-17. Approximately, one quarter of students earned credit in two or more WP courses.
Figure 12 presents the subject areas and the percentage of students earning credit in those courses each year. Four courses, Psychology 202, Math 112, Geography 106, and Computer Science 160 were only offered in 2016-17, therefore 100% of credits earned were during 2016-17. This table illustrates growth patterns or trends in the courses. Chemistry 104 experienced a tremendous increase in students earning credits: in 2014-15 a total of 23 students earned credit in Chemistry, in 2015-16 162 did so, and in 2016-17, the number more than doubled to 356. Communications was another course that experienced an increase in the number of students earning credit. These increases can be attributed to several strategies implemented by teachers and higher education faculty. For chemistry, the higher education faculty leader provided loaner chemistry lab equipment for those high schools where lab equipment is not readily available, developed an open-access chemistry online book while on a sabbatical for all WP teachers to use, and has provided access for high school teachers and their students to the chemistry lab on the Western Oregon University campus. Communication teachers and higher education faculty have found that Communications 111 requirements and learning outcomes can be overlaid onto several high school language arts courses outside of formal communication courses.
Although the Most Popular in the First Year, Math 95, Spanish 101 and Spanish 203 Were the Least Taken Courses in 2016-2017

- PSY 202
- MTH 112
- GEOG 106
- CS 160
- CH 104
- COM 111
- PSY 201
- CS 124
- CH 150
- BI 102
- BI 101
- WR 115
- WR 122
- WR 121
- SPAN 103D
- SPAN 201D
- SPAN 202D
- MTH 111
- MTH 070
- SPAN 102D
- MTH 095
- SPAN 101D
- SPAN 203D

The Center for Education Innovation, Evaluation & Research
The Willamette Education Service District
Who Participated in WP courses?

Figure 13 below shows the percentages of students in each grade earning WP credit. The most common grade in school for students to earn credit in WP courses is in the 11th grade, followed closely by 10th grade.

Figure 13. Grade Levels of Students Earning Credit

<table>
<thead>
<tr>
<th>Grade</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>33.7%</td>
<td>27.4%</td>
<td>26.9%</td>
</tr>
<tr>
<td>11</td>
<td>38.3%</td>
<td>34.3%</td>
<td>33.1%</td>
</tr>
<tr>
<td>10</td>
<td>20.7%</td>
<td>27.8%</td>
<td>29.8%</td>
</tr>
<tr>
<td>9</td>
<td>7.3%</td>
<td>10.6%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

High School Attendance/Chronically Absent

Average annual attendance rate for WP students was 94.3% compared to the state average of 90.8% for grades 9-12 in the last two academic years (2015-16, 2016-17). Unfortunately, Oregon’s absenteeism rates have been found to be one of the worst in the nation. Absenteeism rates for school districts participating in the WP range between 7% and 29%. During 2014-15, 2015-16 and 2016-17 the absenteeism rates ranged from 24.5 in 2014-15 to 28% of Oregon’s high school students missing 10% or more of the school year. Approximately 15% of WP students were chronically absent.

Table 1. Chronically Absent Student Characteristics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>CA</th>
<th>% of Total</th>
<th>% of CA</th>
<th>% w/i Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/White</td>
<td>2740</td>
<td>377</td>
<td>66%</td>
<td>62%</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1184</td>
<td>208</td>
<td>29%</td>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td>Other Races</td>
<td>203</td>
<td>20</td>
<td>5%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4127</td>
<td>605</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Consistent with Oregon’s chronic absenteeism data, the largest portion of absenteeism (in blue below) was seen in 12th graders, followed by 11th graders. There was very little difference in absenteeism rates between female and male students. Among chronically absent students, the most common courses students earned credit in were first year Spanish 26%, Writing 24%, second year Spanish 22%, and Chemistry 14%.
College Matriculation

Embedded in the mission of the Willamette Promise is its deep commitment to the success of Oregon’s 40/40/20 goal. Obtaining a college level degree is important as obtaining a college degree leads to better employment opportunities, economic stability, and well-being. High school graduates who pursue postsecondary opportunities are tracked using the National Student Clearinghouse data base.

In both years, WP students continued their education after high school at a higher rate than the state averages. In 2014-15, 57.4% of Oregon graduates attended a two or four year school within 16 months of graduation compared to 73% of WP students and in 2015-16 the state percent was 59.4, compared to 63% of WP high school graduates.
Table 2. College Matriculation of WP Credit Earners by Type of College

<table>
<thead>
<tr>
<th>College Type</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 1 term or semester</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Public College University</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Private College</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>2 Year College</td>
<td>60%</td>
<td>51%</td>
</tr>
<tr>
<td>4 Year College</td>
<td>40%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Nationally and in Oregon, women continue to outpace males in college and universities. For WP students, the trend in college attendance is no different. Females continue to attend college at higher rates than their male counterparts.

Table 3. Matriculation by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>102</td>
<td>68%</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
<td>32%</td>
</tr>
</tbody>
</table>

Figure 15 shows the percent of economically disadvantaged and chronically absent who attended at least one term or semester of college. On average, 51% of economically disadvantaged students attended at least one term or semester of college/university. While data on chronically absent students was not collected in 2014-15, 16% of the chronically absent attended a college or university.
The Higher Education Coordinating Commission provided a report entitled *Spring 2017 Assessment Based Learning (ABL) Transcription and Transfer Brief*. This report conducted an analysis of assessment-based learning and incoming students’ college readiness and ability to succeed in higher education. The report highlighted several findings:

1. Willamette Promise students are no worse off academically than the overall entering freshman class, in fact, perform slightly better. In 2016, former WP students (freshmen) at Oregon State University had a 3.23 GPA, while the overall OSU freshmen comparison GPA was 3.05. This pattern holds true for former WP students (freshmen) who attended UO (3.11 vs. 2.95) and Oregon Tech (3.22 vs. 2.92).

2. The overall high school GPA of former WP students was higher than the general entering freshmen at OSU (3.84 vs. 3.64), Oregon Tech (3.73 vs. 3.48) and UO (3.73 vs. 3.58) respectively.

3. In each instance, former freshmen WP students average credits earned during a term, OSU (13.0 vs. 12.1), UO (14.0 vs. 13.5), and Oregon Tech (14.4 vs. 12.1).

A strong commitment to inclusivity and meeting the needs of ethnically and economically diverse student populations has been central to the mission and vision of the Willamette Promise. On average over the past three years, 33% of credit earners came from rural school districts, 39% were economically disadvantaged, 15% were chronically absent, and a small percentage, 2%, were English Language Learners.

In the graph below, the length of the bar represents the percent of students in each category (percentages indicated on the vertical axis). The number of English Language Learners almost tripled from the first to the third year. The percent of students who were chronically absent and taking courses has continued to rise.

**Figure 16. WP Student Characteristics**

The figure below highlights WP students by ethnicity. While making gains in the 2015-16, Hispanic students dropped by 130 students (9%) in 2016-17. For the purposes of this analysis, White and Asian students were aggregated together as White and Asian populations do not meet the categorization of under-represented populations. Due to the small number students who identify as Black, American Indian, Native Alaskan, and Native Hawaiian or Pacific Islander’s the category of “Other Races” was used to protect the identity of these students.
Figure 17. Student Characteristics by Year

The composition index below shows the proportion of students who earned WP credit relative to the overall student population within WP school districts. A composition index is used to determine if a particular group is over- or under-represented in proportion to their representation in the total school district population. The composition index, where equity is equal to 1.0 (shown as the black line), further demonstrates equity gaps in the over-and under-representation of student groups. Overrepresentation in WP participation was shown among student groups to the right of the black equity line, in this case White and Hispanic students. Underrepresentation in student groups is shown to the left of the black equity line. Economically disadvantaged students are consistently under-represented in earning WP credit.

Figure 18. WP Student Composition Index 2014-2017

Oregon, like many areas in the nation, is challenged by rural education attainment. The WP offers rural school districts access to college credit courses. Close to half of the school districts partnering with the
WP are from rural areas. For many of those school districts, the WP provides the only access to core college courses and the chance for students to experience the “expected rigor” of earning college credit.

**Figure 19. Rural and Non-Rural School District Participation by Year**

Approximately one-third (33%) of students who earned WP credit over the past three years came from rural school districts (Figure 20).

**Figure 20. Rural Students Earning WP Credit by Year**

Of those rural students earning credit, one-third were economically disadvantaged, and 16% were chronically absent, a similar rate as their non-rural comparators at 14%. The most common courses rural students earned credit in were Writing (34%), first year Spanish (18%), and second year Spanish (16%).
Economically Disadvantaged

Students who are eligible for Free and Reduced Price Meals are reported to ODE as economically disadvantaged. The proportion of economically disadvantaged students earning credit in WP was approximately 41% for all three years. Figure 21 compares the percent of economically disadvantaged students who earned credit in the WP program to the percent of economically disadvantaged students in their school district and in the state. Each year economically disadvantaged students were underrepresented in credits earned. The largest difference was 17% in 2014-15 and the smallest difference was a 4% difference in 2016-17. Differences in school districts participating each year contributes to the fluctuations in WP school district differences.

**Figure 21. Comparison of Economically Disadvantaged WP Students to District and State Averages**

Further analysis by ethnicity highlights the economic disparity between Whites/Asians and Hispanic/Latinos. Approximately, 84% of Hispanic/Latino students who earned WP credit were economically disadvantaged, compared to 23% of White/Asian students and 31% of Other Races historically underrepresented students (Figure 22).

**Figure 22. Economically Disadvantaged by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>ED</th>
<th>% of Total</th>
<th>% of ED</th>
<th>% w/i Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/White</td>
<td>2749</td>
<td>643</td>
<td>66%</td>
<td>38%</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1188</td>
<td>997</td>
<td>29%</td>
<td>59%</td>
<td>84%</td>
</tr>
<tr>
<td>Other Races</td>
<td>204</td>
<td>64</td>
<td>5%</td>
<td>4%</td>
<td>31%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4142</td>
<td>1704</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Economic disparity patterns were consistent all three years, i.e., 85%, 85%, and 82% respectively for Hispanic/Latinos in contrast to 23%, 27%, and 20% of White/Asians students.

Figure 23 below highlights the proportion of students who were economically disadvantaged within rural and non-rural school districts. Comparatively, the statewide the average of high school students who qualified for Free and Reduced Price Meals was 45%.

**Figure 23. Percent of Economically Disadvantaged within Rural and Non-rural Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Non-rural</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Gender**

Similar to other students earning dual credit in Oregon, female students are more likely than males to earn WP credit.

**Figure 24. Percentage of Credit Earned by Gender**

The Rate of Credit Earned By Gender has Remained Steady with 20% More Females taking Classes
While females earn more credit overall in WP courses, males earned more credits in STEM courses than females across all three years.

**Figure 25. STEM Courses by Gender**

![STEM Courses by Gender](image)

The gender gap in students earning credit was similar within each racial/ethnic group with a 16-17 percentage point difference between male and female students over 2014/15 and 2016/17. Female students across ethnic groups earned WP credit at similar rates, with a less than 1% difference between each of the ethnic/racial groups.

**Figure 26. WP Credits Earned by Race/Ethnicity and Gender**

![WP Credits Earned by Race/Ethnicity and Gender](image)
Figure 27 highlights percentage of students earning credit in STEM courses by ethnicity. Across all of the STEM courses White/Asian students were the largest portion of students earning credit.

**Figure 27. STEM Courses by Ethnicity**
A key to the success of the Willamette Promise (WP) are the Professional Learning Communities (PLCs). The WP utilizes a hybrid model of PLCs composed of high school and higher education faculty. The PLCs meet four times a year for professional development which includes: rubric development, calibrating grading standards for student work, cross-scoring, and collaborative learning experiences. Originally, the WP began with 7 PLCs (Biology, Chemistry, Communications, Computer Science, Math, Spanish, and Writing) organized by courses offered through the program. Since then the number of PLCs has increased to ten. In addition to the original PLCs, Psychology, Geography and Math 70/95 were added to the course offerings. The PLCs have developed proficiency-based assessment rubrics for each of the course.

The number of teachers grew over the past three years. In 2014-15, the WP involved 114 teachers by 2016-17, the number grew to 201. This growth in teacher numbers corresponds to the increase in the number of courses being offered.

High school teachers in the Willamette Promise program are not required to have a master’s degree, but need to have taught in their subject area for at least three years. However, over the past years, 86% of teachers have a Masters or Doctorate degree.

Figure 28. WP High School Teachers Highest Degree Attainment
PLC member’s level of engagement and commitment to the goals of the WP are essential. Key aspects of PLC involvement were consistently measured over a period of three years. The pillars of the PLC are: established proficiencies, creating high expectations that serve to increase student achievement, engaging in respectful dialogue, rubrics, satisfaction with the amount of time for learning focused collaboration, and having adequate time to review sample papers. The level of agreement throughout each of these pillars was high (Figure 29).

**Figure 29. Professional Learning Community Pillars**

<table>
<thead>
<tr>
<th>PLC Pillars</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established Proficiencies</td>
<td>89%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>High Expectations</td>
<td>88%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Respectful Dialogue</td>
<td>83%</td>
<td>69%</td>
<td>78%</td>
</tr>
<tr>
<td>Review Rubrics</td>
<td>86%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Learning Focused Collaborations</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Over the past five years, there has been an increased emphasis within the state to provide students opportunities to explore not only college pathways but career and technical pathways for success within our high schools. Among the PLC teachers there is strong agreement that it is important to build a college and career going culture among students and families.

**Figure 30. Teachers Who Believe a College & Career-Going Culture among Students is Important**

<table>
<thead>
<tr>
<th>Building a Career &amp; College Going Culture</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>94%</td>
<td>90%</td>
<td>89%</td>
</tr>
</tbody>
</table>
A key component the WP is the belief that the program is effective in encouraging all students to pursue a postsecondary education if they so desire. Figure 31 illustrates the PLC teachers belief that WP courses are very effective/effective in encouraging high school students to seek postsecondary opportunities.

**Figure 31. WP Teachers Who Believe WP Proficiency Courses Encourage Postsecondary Opportunities**

During the first two years of the program, a large portion of the teachers were new. During 2014-15 all of the Willamette Promise teachers were new to the program. In 2015-16, the WP expanded its breadth with the inclusion of two additional Education Service Districts, the Northwest Regional ESD, and the Multnomah ESD. As a result, 63% of the WP teachers were new in 2015-16 and in 2016-17, with the addition Lane ESD, 35% of the teachers were new to the WP.

Beginning in 2015-16, teachers were asked about their intention to return each year. In 2015-16, two-thirds of teachers indicated their intention to return and in 2016-17 close to three-quarters of teachers indicated they would return. The most common reasons cited for not returning to the WP was the teacher would not be teaching the course the following year, the teacher was changing schools, or their district was no longer participating in the WP.

“I value the collaboration and commitment to student equity and success.”

- PLC Teacher
Figure 32. Percent of Teachers Who Intend to Return Annually

Intention to Return Next Year

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>68%</td>
<td>73%</td>
</tr>
</tbody>
</table>

2015-16

2016-17