

# Willamette Promise 2015- 2016 Annual Report



**Western Oregon**  
UNIVERSITY

**tri**  
at Western Oregon University

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Willamette Promise Annual Report  
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## Executive Summary

The Willamette Promise (WP) gives high school students the opportunity to earn up to a year of college credit and complete career and technical courses before high school graduation. This two-year continuation grant was awarded to Willamette Educational Service District after successfully executing the Willamette Promise, a one-year Eastern Promise expansion grant. The WP completed its first year of the grant cycle and was able to successfully accomplish the goals established for this first year. A total of 1,819 students passed at least one WP course and earned college credit\*, which exceeded the goal of 1,216 as stated in the grant proposal. The number of underrepresented students, 648, exceeded the goal of 442. Courses were offered in eight subject areas: Biology, Chemistry, Communication, Computer Science, Math, Psychology, Spanish, and Writing. Finally, approximately 10,000 students participated in college- and career-going culture events, far exceeding the goal of 1,800.

Access to college credit increased significantly with Northwest Educational Service District (NWESD) and Multnomah Education Service District (MESD) being included by Willamette Education Service District (WESD) in the grant. The Willamette Promise grew from involving 20 school districts to including 40 school districts. Similarly, the number of teachers involved grew from 115 high school teachers in 2014–15 to 231 in 2015–16. An estimated 180,000 students had access to dual credit courses, an increase of approximately 100,000 students.

Within the WESD, rural schools' access to college credit is increased significantly. In six of the 10 rural school districts, WP offered the only access to the college courses offered through the Willamette Promise. In one rural school, WP courses were the only access to college credit.

As in the prior year, these findings continue to support the need for additional ways in which students, particularly from underrepresented and/or rural communities, can access college courses. The Willamette Promise continues to provide a college course delivery model that has demonstrated rigor and capacity to adapt to some of the limitations found within school districts.

This report is an evaluation of the implementation and continuation of the Willamette Promise program including: student characteristics, matriculation to

college/university, the processes of the PLCs, and the development of a college-going and career-ready culture.

The following key findings are based on students who passed WP courses:

- This past year, 1,819 high school students from 40 school districts earned 10,494 college credits.
- Of the 1,819 students, 829 students received grades in two or more classes.
- 829 students received WP grades in both 2014–15 and 2015–16.
- Of those 1,819 students, 39% represented students of diverse ethnicities.
- Approximately 45% of students who earned college credit\*\* were economically disadvantaged.
- Nineteen higher education faculty and 231 high school teachers collaborated through Professional Learning Communities (PLCs) to provide 19 proficiency-based classes.
- In six out of 10 rural WESD school districts, WP offered the only access to core college credit courses.
- Of those WP high school students who graduated last year, 71% attended a college or university for at least one term.
- The major reason identified by students for taking WP courses was for college credit.
- According to WP Course Evaluations, 67% of students indicated their WP course was very difficult to somewhat difficult when compared to their other high school courses.
- The majority (81%) of WP students would recommend the course to another student.
- Over 7,700 students participated in college- and career-going events during the academic year.
- 4,036 WP seniors completed FAFSA applications in 2015–16.
- In 2015–16, three new proficiency courses were designed: Math 112, Psychology 202, and Geography 106.

\*Will vary based on student registration for grade.

\*\*Students who passed proficiency assessments and are eligible to transcribe Western Oregon University credits.



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## **Willamette Promise Program**

### **Introduction**

The Willamette Promise (WP) is an Eastern Promise Expansion grant funded through the Chief Education Office (CEdO) and the Oregon Department of Education (ODE). The grant was initially awarded to Willamette Education Service District (WESD) in April 2014. In fall of 2015, WESD was awarded a Promise Continuation Grant to support the regional education and collaboration efforts. As a result, in 2015–16 the Willamette Promise expanded its collaboration to include two other education service districts, Northwest ESD and Multnomah ESD. With this expansion, Willamette Promise was composed of 40 school districts: two from the Multnomah Region, 20 from the Northwest Region and 20 from the Willamette Region. Collaborators with WESD in this project included Western Oregon University, Oregon Tech, Corban University, the South Metro Salem STEM Partnership, the Willamette Regional Achievement Collaborative, and GEAR UP.

Since June 2014, The Research Institute (TRI) at Western Oregon University (WOU) has been contracted by Willamette Education Services District (WESD) to evaluate the Willamette Promise project.

### **Background**

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 Model (OTM) courses before graduation from high school, (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 partners who support of students through the transition from high school to college and careers is moving us towards a true P-20 system in Oregon.

The Willamette Promise has a strong commitment to inclusivity and meeting the needs of racially and economically diverse student populations. Overall, the program reaches over 180,000 students. In the WESD school districts alone, 59% are eligible for

free/reduced price lunch, 43% are students of color, 28% are Limited English Proficient, and 14% are students with disabilities.

In 2014, the WP identified key college feeder courses: General Biology 101, General Biology 102, Introductory General Chemistry 104 and 150, Composition-Exposition 121, Argument/Research 122, Math: Introduction to Contemporary Mathematics 95, College Algebra 111, Public Speaking COMM 111, and First and Second Year Spanish SP 101–203, as courses that could be layered on to many high school math, English, speech, and Spanish classes to reach as many underrepresented students as possible. In 2015, General Psychology PSY 202, was added as a course offering.

The WP established three goals for 2015–16: (1) increase the total number of students who pass Willamette Promise proficiency courses by 100% from 608 in 2014–15 to 1,216 in 2015–16; (2) increase the total number of underrepresented students who pass Willamette Promise proficiency courses by 100% from 221 underrepresented students in 2014–15 to 442 underrepresented students in 2015–16, and (3) increase the total number of students who participate in college- and career-going culture by 200% from 600 participants to 1,800 participants in 2015–16.

### **About this Report**

This report focuses on data collected and analyzed during the 2015–16 academic year. Much of the data collected in this report is descriptive data that assists in the understanding of the experiences of teachers, university faculty, and students involved in the Willamette Promise. Last year, data collection from the Professional Learning Communities (PLCs) was challenged by low response rates, this year with the implementation of exit surveys administered on paper at the end of the PLC meetings, the participation rates significantly improved. Gathering data from the Trades Day events this past year has been a challenge. The logistics of having the surveys returned from freshmen campus visits and juniors in Mock Interviews was very poor. Data from sophomores in the Career Exploration sessions was much more productive. However, participation counts and data gathered all indicate that this aspect of the WP efforts was a success.

A mixed methods research design was used to evaluate the WP grant. Methods in this design were complementary in their ability to elaborate on the results from one method

to another, providing a much more elaborate understanding of the findings. This evaluation included faculty interviews, observation, and survey administration.

Continued analysis of WP's past and present will continue throughout the coming year. Students' promotion, attendance graduation, and matriculation to college or university will be followed. Comparisons of graduation rates of WP, WP students eligible for Free or Reduced Lunch, and WP students who enrolled in college or university will be compared to those students who did not participate in WP courses.

### **End of Year Findings**

By the end of June, all grades from students taking WP courses were submitted to the registrar at Western Oregon University (WOU). The participation of WP students exceeded the goals set by the grant. A total of 1,819 students passed at least one WP course.\*\* To date, 1,104 (60%) 2015–16 students have registered and have requested their grades be placed in a transcript. Table 1 shows student representation by sex, race, and ethnicity.

\*\*Students who passed proficiency assessments and are eligible to transcribe Western Oregon University credits.

## Willamette Promise 2015–16

### End of Year Data Findings

In July, all grades from students taking WP courses were submitted to the registrar at Western Oregon University (WOU). The participation of students in WP was impressive. Of those 1,819 students who have taken at least one WP course and have received a passing grade (A, B, C, P), 124 received grades both in 2014–15 and 2015–16. A total of 856 students received a grade for two or more classes. The total credit hours students earned in 2015-16 were 10,494, compared to 3,641 in 2014–15. Table 1 shows student representation by sex, race, and ethnicity.

**Table 1**  
**Student Characteristics (N=1819)**

	Characteristics	Count	Percent
Sex (n=1802)	Female	1044	58%
	Male	758	42%
Ethnicity (n=1801)	White	1101	61%
	Hispanic	568	31%
	Multi-racial	63	3%
	Asian	53	3%
	American Indian/Alaskan Native	7	<1%
	Black/African American	5	<1%
	Native Hawaiian/Pacific Islander	5	<1%

Table 2 highlights comparison demographic characteristics for the Willamette Educational Service District (WESD) in general and those high school students who participate in the Willamette Promise. Those students participating in the WP are representative of those in the WESD in general.

**Table 2**  
**Comparison of WP Students (n=1180) and WESD Student Characteristics (N=~84,000)**

Ethnicity	Overall Count of WP Students		WESD Grades 9–12	
	Count	Percent %	Count	Percent %
White (non-Hispanic)	712	60%	57%	57%
Hispanic	405	34%	34%	34%
Multiracial	36	3%	4%	4%
Asian	27	2%	3%	3%

American Indian/Alaska Native	5	<1%	1%
Native Hawaiian/Pacific Islander	4	<1%	3%
Black/African American	2	<1%	1%

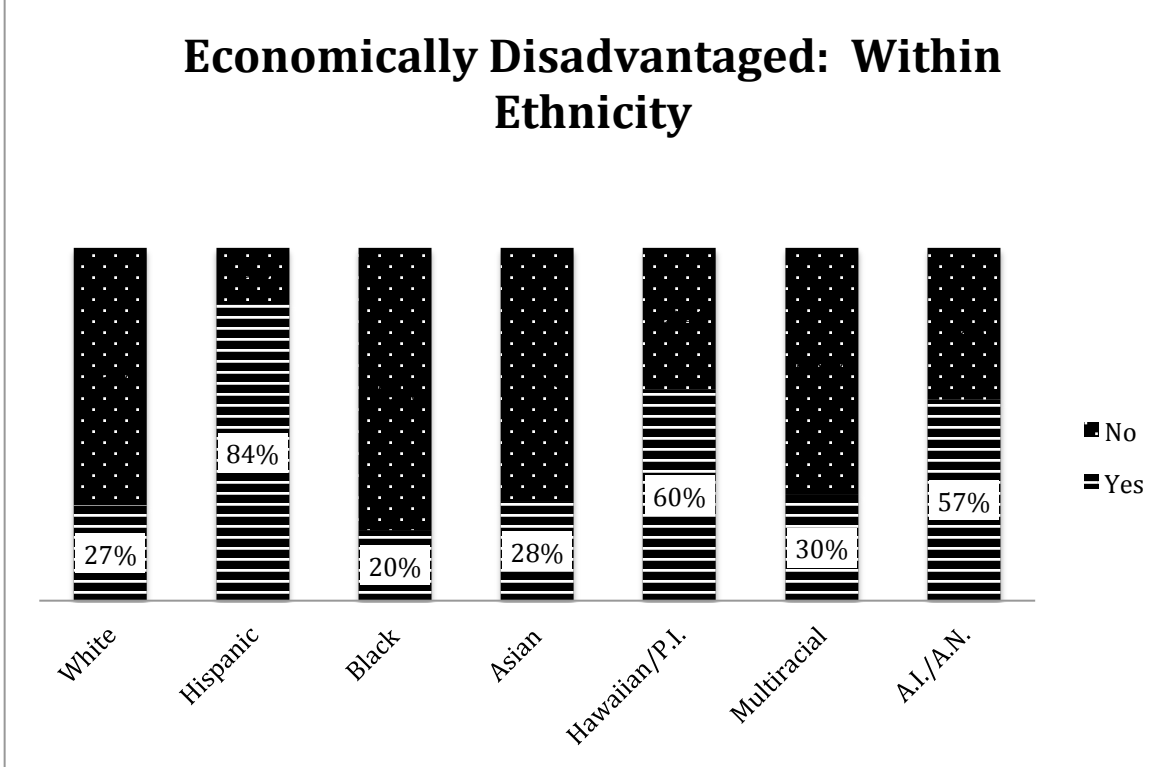
Students who are eligible for Free or Reduced Lunch are considered economically disadvantaged. Overall, approximately 45% of WP students are considered economically disadvantaged. Of those students who are classified as economically disadvantaged, the racial/ethnic representation is highlighted in Table 3. Overall, almost 60% (59%) of Hispanic/Latino students and 36% of white students are economically disadvantaged.

**Table 3**  
**Economically Disadvantaged by Ethnicity (N=824)\***

Race/Ethnicity	Percent %
Hispanic	59% (n=482)
White	36% (n=300)
Multi-racial	2% (n=19)
Asian	2% (n=15)
Black	<1% (n=1)
Hawaiian/Pacific Islander	<1% (n=3)
American Indian	<1% (n=4)
<b>Overall Percent of Economically Disadvantaged Students</b>	<b>45%</b>

Figure 1 contains information on economically disadvantaged students within their ethnicity. These data provide a greater understanding of economic challenges within ethnic groups of students. For example, 84% of Hispanic students qualify as economically disadvantaged compared to 27% of white students. Overall, 45% of WP students qualify as economically disadvantaged (see Table 3 above).

**Figure 1**  
**Economically Disadvantaged Students Within Ethnicity (N=1799)**



Additional demographic information on students is reflected in Table 4.

Interestingly, 248 (14%) of the students passing at least one WP course were students identified as chronically absent. A generally accepted definition of chronic absenteeism is missing 10% or more of school days annually.<sup>1</sup> In Oregon, one in five students is absent from school 10% or more of the school year. As cited in the Chief Education Office's *Chronic Absenteeism Report*, both students of color and low-income students have high levels of absenteeism. The data highlights this point well: Of the 248 students who are chronically absent, approximately 64% the chronically absent students are economically disadvantaged, 69% are female, and 47% are ethnically diverse.

**Table 4**  
**Additional demographic characteristics (N=1801)**

	Count	Percent %
Free or Reduced Lunch	824	45%
Chronically Absent	248	14%
Limited English	18	1%

Further analysis was conducted on the types of courses chronically absent students passed (see Table 5 below). Similar to last year, the majority of classes were Spanish courses. Other courses such as WR 121, WR 115 and CS 124 had higher enrollment than the previous year. As chronic absenteeism has become more of a focus over the last year at the state level, the reasons have begun to be theorized into three different categories: cannot go reasons (bullying, health, transportation, and family issues), aversions (academic struggles, poor school climate, weak parent engagement, etc.), and do not go reasons (family does not consider it important, need to support family, etc.).<sup>2</sup> While the WP does not have direct control over these potential reasons for chronic absenteeism, it does help create a college-going culture within the schools and an opportunity for disadvantaged students to experience college-level course success and be a part of the college-going culture of their school.

**Table 5**  
**Courses Passed by Chronically Absent Students (n=224)**

Class	n	Percent %	Class	n	Percent%
SP 201	62	25%	COM 111	10	4%
SP 202	55	22%	CH104	11	4%
SP 102	42	17%	PSY 201	9	4%
SP 103	40	16%	MTH 95	7	3%
WR 121	36	15%	CH 150	5	2%
SP 101	24	10%	MTH 111	6	2%
WR 115	18	7%	BIO 101	1	<1%
CS 124	17	7%	MTH 70	2	<1%
SP 203	16	6%			

Students successfully completing WP courses ranged from 9<sup>th</sup>–12<sup>th</sup> grade (Table 6). The largest percentage of students passing classes was 11<sup>th</sup> graders (34%) followed by 12<sup>th</sup> graders (27%).

**Table 6**  
**Distribution of Students Passing WP Courses by Grade Level (N=1801)**

Grade Level	n	Percent%
9 <sup>th</sup> Grade	191	11%
10 <sup>th</sup> Grade	500	28%
11 <sup>th</sup> Grade	617	34%
12 <sup>th</sup> Grade	493	27%



There are 40 school districts participating in the Willamette Promise (Table 7). All but three school districts (Beaverton, Falls City, and Seaside) had at least one student pass a WP class. Of the 40 school districts, 20 are categorized as rural by ODE. Rural school districts accounted for 21% of students who passed at least one class.

**Table 7**  
**Students Passing WP Classes by School District (N=1819)**

School District	n	School District	n
Amity*	38	NW Regional ESD	1
Banks*	20	North Marion*	2
Cascade	24	North Santiam (Stayton)	61
Central	43	NW Regional ESD	1
Clatskanie*	9	Perrydale*	13
Corbett*	7	Rainer*	10
Dallas	93	Riverdale	30
Dayton*	4	Salem-Keizer	405
Forest Grove	72	Sheridan*	22
Gaston*	18	Sherwood	96
Gervais*	27	Silver Falls	89
Hillsboro	143	St. Helens	99
Jefferson	23	St. Paul*	48
Jewell*	6	Tigard-Tualatin	20
Knappa*	13	Tillamook*	21
Mt. Angel-John F. Kennedy	6	Vernonia*	28
McMinnville	127	Willamina*	12
Neah Kah Nie*	37	Woodburn	91
Nestucca Valley*	19	Yamhill Carlton*	41
<b>Total</b>			<b>1819</b>

\*Rural School Districts

Table 8 highlights the number of students who passed each WP class. The classes with the largest number of students passing included SP 102 (n=402), SP 201 (n=316), SP 103 (n=288) and WR 121 (n=273). It was highly anticipated that these classes would have

some of the largest numbers of students participating in them, as the Spanish courses have a large percentage of core college credits.

**Table 8**  
**Number of Students Passing by Course (N=1819)**

Course	n	WESD	NW ESD	MESD
Biology 101	36	22	14	
Biology 102	27	16	11	
Chemistry 104	162	29	110	21
Chemistry 150	35	30	5	
Communications 111	29	22	7	
Computer Science 124	97	61	25	10
Math 70	*	*	*	*
Math 95	126	100	26	
Math 111	86	69	17	
Psychology	51	38	5	7
Spanish 101	250	147	101	
Spanish 102	402	217	181	
Spanish 103	288	152	133	
Spanish 201	316	195	117	
Spanish 202	250	183	65	
Spanish 203	67	62	5	
Writing 115	67	49	18	
Writing 121	273	238	32	
Writing 122	70	54	16	
<b>Total</b>	<b>2648</b>	<b>1684</b>	<b>888</b>	<b>38</b>

\*numbers too small to report out by ESD.

The following table (Table 9) contains the analysis of the grade distribution of students' course grades. Approximately 62% of students received an A and 27% received a B, while only 10% students earned a C. Students in Biology 101 and 102 had were able to receive P/NP grades. Students have the opportunity to select to receive a "college" grade in the WP course in which they are enrolled. It is very likely that many students who would have received a C decided not to pursue college credit. The overall grade point average for the WP 2015-16 cohort was 3.47.

**Table 9**  
**Grade Distribution of Students Passing WP Courses (N=2648)**

Grade	n	Percentage
A	1635	62%
B	708	27%
C	275	10%
P	30	

Table 10 highlights the number of students passing classes by ESD. Willamette ESD (WESD), the largest of the ESDs participating, had the largest number of students passing classes. This is the second year of the WP for WESD. Northwest ESD, in their first year with WP, had 18 school districts participating in WP and represented 34% of students passing at least one course. Multnomah ESD had two school districts participating in the WP this past year, and represented 2% of students passing at least one course.

**Table 10**  
**Number of Students Passing at Least One Class by ESD (N=1813)**

<b>ESD</b>	<b>n</b>	<b>Percent</b>
WESD	1166	64%
NWESD	610	34%
MESD	37	2%

Oregon, like many areas in the nation, is challenged by rural education attainment. While many rural areas in Oregon are moving away from traditional industries such as agriculture and timber, many have not redesigned their infrastructure needs with the education and skill requirements for jobs that require higher levels of education. A recent study (Pierson et al., 2015) found that rural students are less likely than their non-rural counterparts to enroll in postsecondary education and to persist to the second year of college, regardless of their previous achievement levels. With 50% of the Willamette ESD WP schools residing in rural areas, access to college-going and career-ready courses becomes increasingly important for the lifelong success of these students.

Table 11 provides a comparison of WP offerings and comparable College Credit Now (CCN) offerings and other dual credit opportunities within school districts. Information regarding dual credit opportunities was readily available for WESD, while information for NWESD and MESD was not readily available. A summary for WESD will be reported out here; data for the other ESDs as they are is shared below. There are 10 rural districts within the WESD. In six out of 10 of those schools (60%), WP provided the only opportunity for access to college credit courses within the school district. In the three school districts offering both WP and CCN courses, only two school districts, Willamina and Amity, experienced overlap of course offerings.

**Table 11****Comparison of WP Courses to Comparable CCN Courses by Rural Districts**

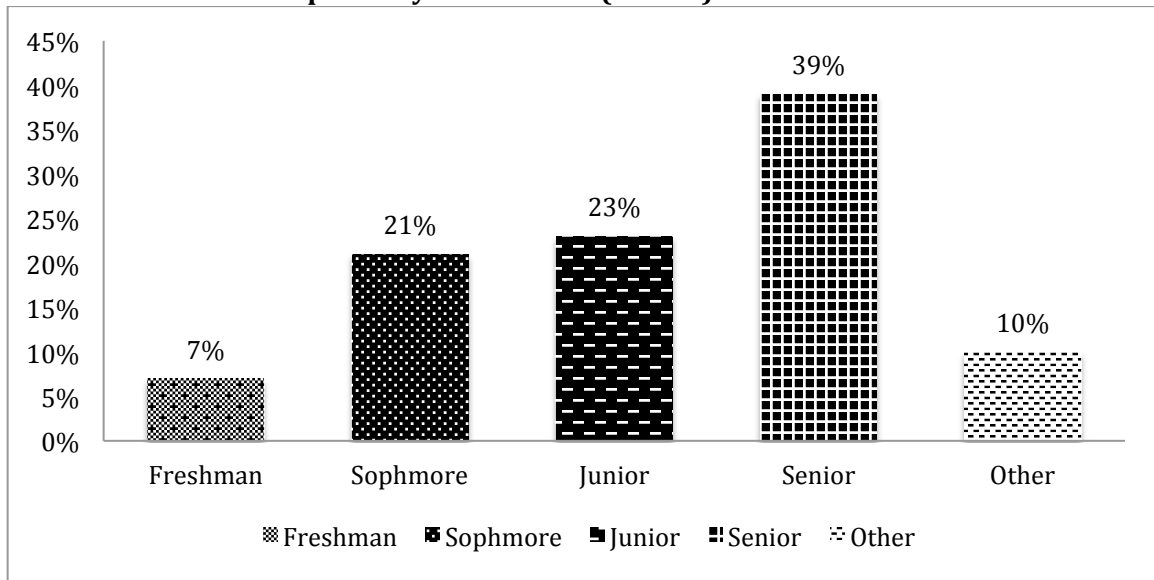
<b>WP Rural School District</b>	<b>WP Course Offered</b>	<b>CCN Courses by District</b>
<b>Amity*</b>	SP, WR 115/121/122	MTH 111, 112, WR 121, 122
<b>Banks</b>	SP, CH 104, BIO 101/102	BIO 101,102
<b>Clatskanie</b>	WR 115/121/122	No information available
<b>Corbett</b>	WR 1115/121/122, MTH 70/95/111, BIO 101/102, SP, PSY 201/202	WR 121, 122, BIO 211, 212, 103, SP 101,102, 103
<b>Dayton*</b>	CH 104, BIO101/102	MTH 111, 112, WR 121, WR 122
<b>Falls City*</b>	MTH 111, BIO 101/102	No CCN courses offered
<b>Gaston</b>	CH 104, BIO 101/102, MTH 70/95	No cross listings
<b>Gervais*</b>	WR 115/121/122 SP, MTH 70/95/111	No cross listings
<b>Jewell</b>	WR 115/121/122. MTH 111, BIO 101/102, SP, PSY 201/202, CS 124	No information available
<b>Knappa</b>	WR 115/121/122, MTH 70/95/111	No information available
<b>Neah-Kah-Nie</b>	CS 124, WR115/121/122, MTH 70/95/111, BIO 101/102, CH 104, SP	No information available
<b>Nestucca</b>	WR 115/121/122, CHS 124, CH 104	No information available
<b>North Marion*</b>	MTH 70/95	WR 115, WR 121, WR 122, MTH 111, MTH 112
<b>Perrydale*</b>	BIO 101/102, Com 111	No cross listings
<b>Rainer</b>	WR 115/121/122, CH 104, BIO 101/102	No information available
<b>Seaside</b>	BIO 101/102	
<b>Sheridan*</b>	CS 124, COM 111, WR 115/121/122, MTH 70/95/111, BIO 101/102	No cross listings
<b>St. Paul*</b>	SP, CH 104, WR 115/121/122	No cross listings
<b>Tillamook</b>	SP	No cross listings
<b>Vernonia</b>	MTH 70/95/111, BIO 101/102, WR 115/121/122, CH 104, SP	No cross listings
<b>Willamina*</b>	SP, MTH 70/95/111	MTH 111, MTH 112
<b>Yamhill-Carlton*</b>	MTH 70/95/111, WR 115/121/122	No cross listings

\*Willamette ESD

## Course Evaluations

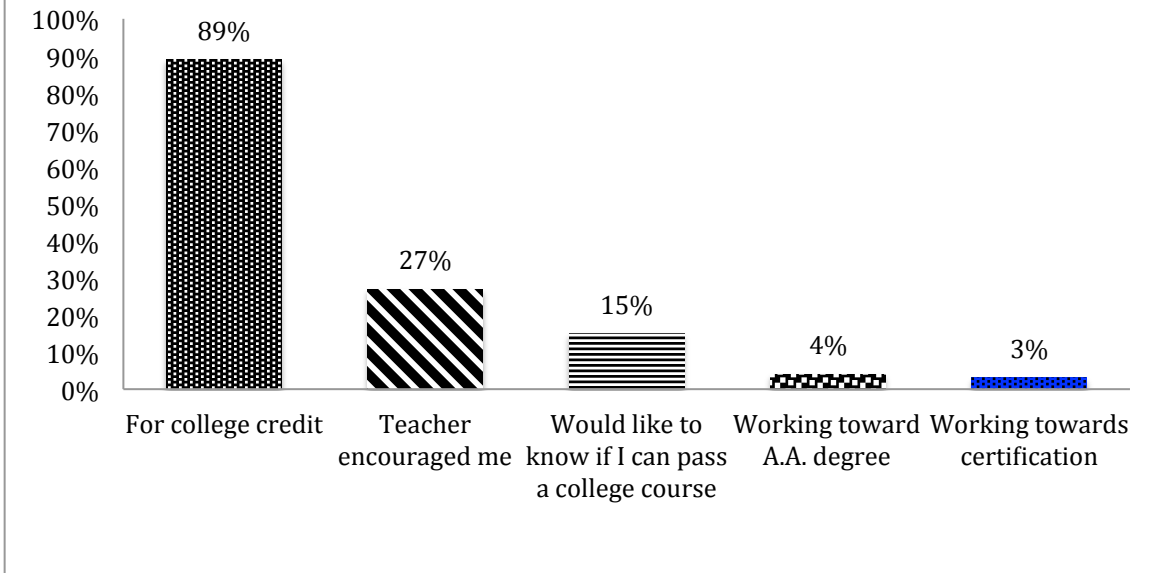
At the end of the academic year, a WP course evaluation was sent to each student who had completed a WP course within the past year. The course evaluation was structured to closely resemble the course evaluations used at WOU. The participation rate of the course evaluation was very low, approximately 9%. One of the main reasons the response rate was so low could be the course evaluation being sent out the last two weeks students were in school. The percent of responses based on grade level are highlighted in Figure 2 below.

**Figure 2**  
**Course Evaluation Response by Grade Level (N=156)**



Students were asked to provide the reason(s) that best described why they took a WP course. The most common reason was that students wanted college credit (89%). Figure 3 highlights the responses below.

**Figure 3**  
Reason(s) for taking WP Course



Students were asked to compare the rigor of the WP course(s) compared to other high school courses. As anticipated, the majority of students indicated that WP courses were very difficult to somewhat more difficult than their other high school courses (see Figure 4 below).

**Figure 4**  
Rigor of WP Course Compared to Other High School Courses

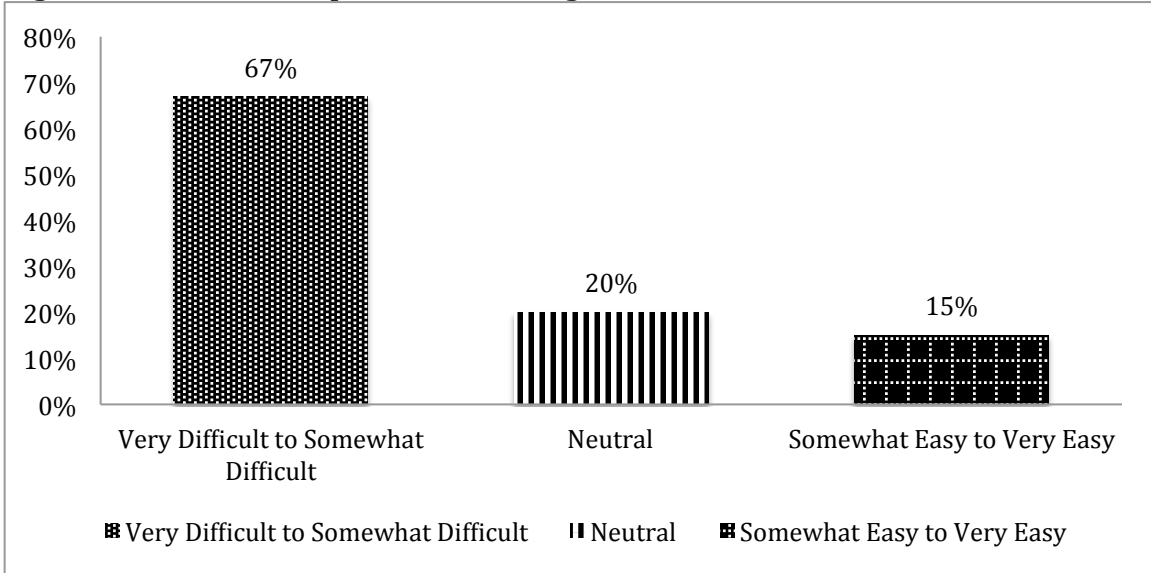


Table 13 highlights comparisons between the aggregated WP Course evaluations and aggregated WOU course evaluations for undergraduate 100–199 level courses offered in the College of Liberal Arts. The WOU comparison was chosen as it represents the college from which the WP courses and faculty leads reside, and the 100–199 level courses most closely parallel those courses provided through WP. The WP course evaluation was replicated from the WOU course comparison with the exception of one question regarding availability of office hours. The degree to which WP and WOU students agree on the course evaluation questions was comparable. Most differences were very small. The largest difference was “The instructor communicates well,” a 9 percentage point difference, followed by “I would recommend this class to another student” at a 7 percentage point difference.

**Table 12**  
**Course Evaluation Comparisons (WP N=155 and WOU N=375)**

Question	WP Strongly Agree/Agree	WOU Strongly Agree/Agree
The instructor was effective at teaching the subject matter in this course.	84%	78%
Class time was used effectively.	72%	78%
Concepts were presented in ways that helped me learn.	72%	74%
Assignments contributed to my learning.	75%	77%
The instructor responded respectfully to students' questions and viewpoints.	88%	83%
The instructor communicates well.	84%	75%
The grading criteria for this course were clearly defined.	77%	81%
The instructor provided timely feedback to me.	78%	83%
I would recommend this course to another student.	81%	74%

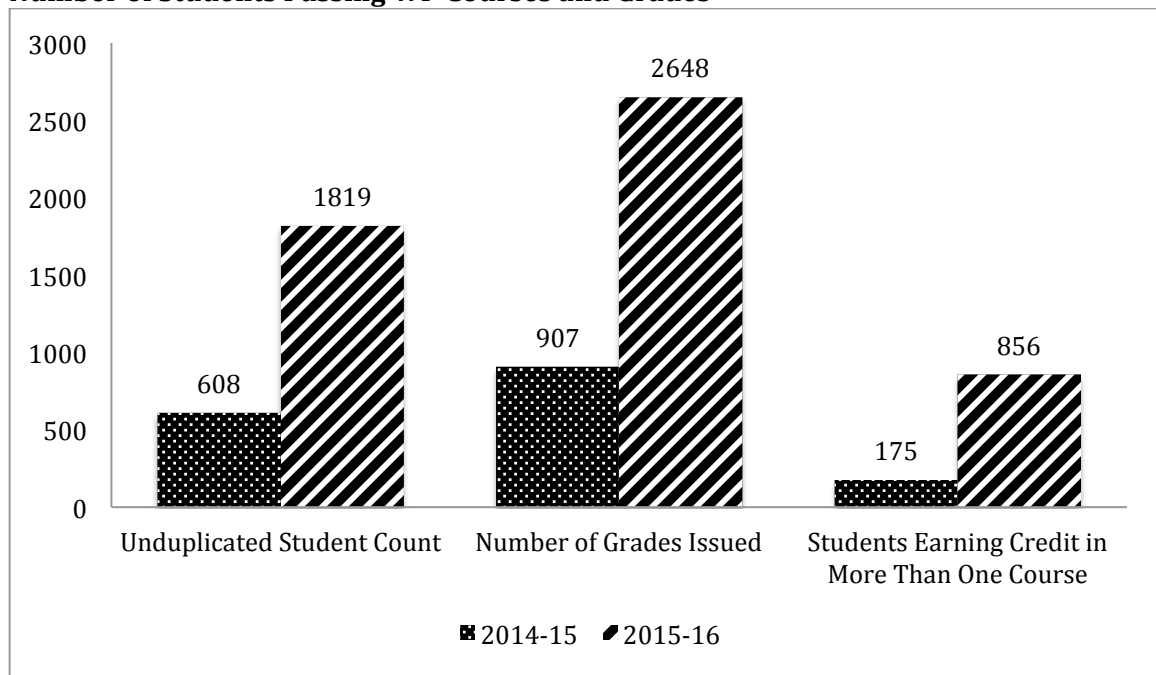
## WP Key Comparisons 2014–15 and 2015–16

### Outcome 2015–16

**Goal 1: Increase the total number of students who pass Willamette Promise Proficiency courses by 100% from 608 to 1,216 in 2015–16.**

**Goal: Met.** As Figure 5 shows, the Willamette Promise had a significant increase in the number of students passing courses. There was a 200% increase in the number of students who passed at least one course, a 188% increase in the number of grades, and a 389% increase in the number of students earning credit in two or more courses.

**Figure 5**  
**Number of Students Passing WP Courses and Grades**

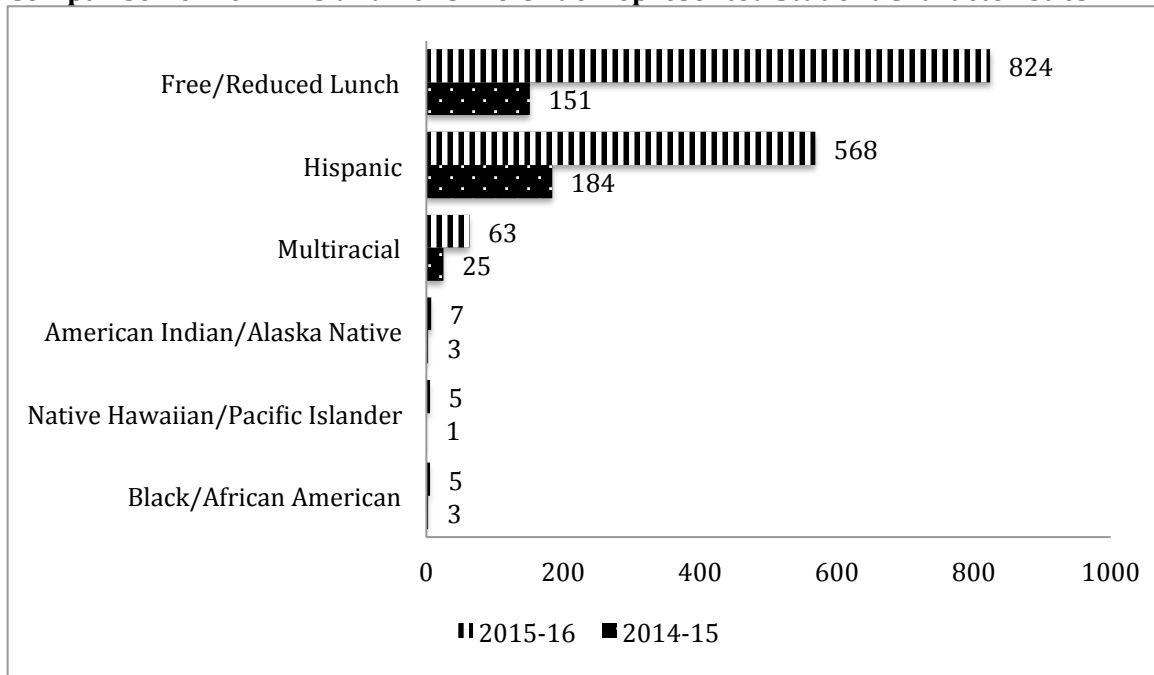


**Goal 2: Increase the total number of underrepresented students who pass Willamette Promise proficiency courses by 100% from 221 underrepresented students to in 2014–15 to 442 underrepresented students in 2015–16.**

**Goal: Met.** Representation of underrepresent students in WP courses far surpassed the goal. A total of 509 ethnically underrepresented and 824 economically disadvantaged students passed WP courses in 2015–16. This represents a 200% increase in underrepresented students and a 445% increase in the number of economically disadvantaged students.



**Figure 6**  
**Comparison of 2014-15 and 2015-16 Underrepresented Student Characteristics**



**Goal 3:** Increase the total number of students who participate in college- and career-going culture 200% from 600 participants to 1,800 participants in 2015-16.

**Goal: Met.** This past year over 7,700 students participated in college- and career-going events. Throughout the year eight high schools, (1) Woodburn, (2) Jefferson-Gervais, (3) Cascade-Stayton, (4) Central, (5) Yamhill Carlton, (6) Dallas, (7) Sprague, and (8) St. Helens, either hosted or co-hosted a *Build Oregon Expo*. These events featured an expo with trade exhibitions which included students having access to big equipment such as front loaders, tractors, and excavators. Examples of the types of businesses represented included various types of construction, engineering, electronics, heating and cooling systems, power and electric companies, pavement, culinary institutes, railroad institutes, hospitality services, art institutes, armed services, travel, and a variety of community colleges.

In addition to the trade exhibits, each site provided freshmen the opportunity to do site visitations at several colleges and universities. Woodburn, Gervais, Jefferson, Stayton, Cascade, Amity, Perrydale, Sheridan, and Yamhill Carlton high schools provided an opportunity for every 9<sup>th</sup> grader (freshman) to make a college visit. Students had the

opportunity to visit one or two of the following schools: Western Oregon University, Oregon State University, Corban University, Oregon Tech-Wilsonville, Linfield, Portland State University, and Northwest College of Construction. Students' ability to attend a specific college or university varied by which high school they attended.

Opportunities for sophomores (10<sup>th</sup> graders) involved career exploration sessions provided by community colleges. Overall, approximately 3,500 students attended these sessions, which included information from five categories: Construction, Applied Technology and Horticulture, Medical (Dental Assisting & Hygiene, Medical Assisting, Hemodialysis, and Pharmacy), Business/Computers, Visual Communications, and Human Services. Each session lasted 45 minutes, with students each selecting three sessions to attend (see Table 13).

**Table 13**  
**Career Exploration Sessions Evaluation (n=2774)**

	Excellent	Good	Average	Poor
Clarity of the information	52%	41%	6%	<1%
Usefulness of content	47%	43%	9%	1%
Overall rating of information	51%	41%	8%	1%
Organization of session	51%	40%	8%	1%
Communication skills of the presenter	57%	35%	7%	<1%
Overall quality of the presentation	55%	36%	8%	<1%

Evaluations for these sessions showed strong agreement (80% strongly agreed/agreed) that these sessions did the following:

- Increased awareness about career opportunities
- Increased knowledge about career and technical opportunities
- Increased awareness of their career pathway

For those in the 11<sup>th</sup> grade, in addition to attending the expo, students had the opportunity to practice their job acquisition skills with professionals. Students had assistance developing resumes, had those resumes reviewed, and practiced their interviewing skills with professionals from the community. Approximately 120 businesses supported the mock interviews. Students also received training on filling out both employment and college applications.

Activities for seniors varied for each of the sites, and were determined by the high schools. Programs the high schools provided included speakers, workshops, etc.

**Willamette Promise  
2014–15 WP Student College Matriculation**

In 2014–15, 203 high school graduates, all seniors, received college credit through the Willamette Promise program. Of those, 149 students attended at least one term of college or university beginning in the fall, winter or spring terms or semesters.

- 73% attended at least one term of college
- 86% attended public institutions
- 60% attended two-year colleges
- 40% attended four-year universities and colleges

Of those attending college, approximately 30% were identified as economically disadvantaged during high school. This is lower than the 46% of economically disadvantaged 12<sup>th</sup> graders who passed WP courses last year.

Consistent with trends in higher education, a larger proportion of females attended college (NCES, 2014). Nationally, female students make up 56% of the total undergraduate population; the proportion of WP female students who attended college was 68%, higher than the national trends (see Table 14 below).

**Table 14  
Attendance by Gender (N=149)**

	<b>n</b>	<b>Percent%</b>
Female	102	68%
Male	47	32%

Table 15 highlights the students that attended college by ethnicity. A large proportion of those students who completed WP courses in 12<sup>th</sup> grade enrolled in a college or university. Last year, 71% of White and 80% of Hispanic WP students enrolled in a college/university.

**Table 15  
College/University Attendance by Ethnicity (N=203)**

Ethnicity	WP 12 <sup>th</sup> Graders 2014–15	College Attendees 2015–16	Percent Attending College
	n	n	
White	144	102	71%
Hispanic/Latino	49	39	80%
Multi-racial	4	3	75%
Black/African American	3	2	66%
Asian	2	2	100%
American Indian/Alaska Native	1	1	100%

The parents' educational background of those students who attended a college or university is highlighted in Table 16 below. Approximately 32% of those students who attended college self-reported their parents had not attended college.

**Table 16**  
**College Students Parents' Education Level (N=145)**

Parents' Education	Frequency	Percent
Some High School	9	<1%
High School Diploma	28	31%
GED	6	<1%
Certificate or Licensure	3	<1%
Associate's Degree	9	<1%
Bachelor's Degree	23	25%
Master's Degree	12	13%
Doctorate	1	<1%

Of those students who attended a college/university, 26 (17%) were from rural schools (Table 17 below).

**Table 17**  
**Attendance by High School (N=149)**

High School	n	Percent
Silverton High School	64	43%
Jefferson High School	14	9%
<b>Yamhill Carlton High School*</b>	9	6%
Century High School	8	5%
Dallas High School	8	5%
<b>Sheridan High School*</b>	8	5%
Central High School	7	5%
<b>Gervais High School*</b>	7	5%
Stayton High School	6	4%
Cascade High School	1	<1%
McMinnville High School	5	5%
McNary High School	5	3%
St. Paul High School	2	1%
Hillsboro High School	1	<1%
Parkrose High School	1	<1%
<b>Willamina High School*</b>	1	<1%
<b>Total</b>	<b>149</b>	<b>100%</b>

\*Rural School

As highlighted in Table 18, Willamette Promise students attended 28 different colleges and universities. The overwhelming majority of students (87%) attended a public

college or university. Over half (60%) of students attended a two-year college, and approximately 50% of students attended Chemeketa Community College alone.

**Table 18**  
**College/University Attendance (N=149)**

College/University	n	%	College/University	n	%
Chemeketa CC	74	50%	Southern Oregon Un	1	<1
Oregon State Univ.	15	10%	SW Oregon CC	1	<1
Univ. of Oregon	8	5%	The Art Institute of Portland.	1	<1
Western Oregon University	7	5%	Willamette Univ.	1	<1
Portland C.C.	6	4%	Brigham Young University*	1	<1
Corban Univ.	5	3%	BYU-Idaho Falls*	1	<1
George Fox	5	3%	Cal-Poly *	1	<1
Portland State	4	3%	CSU-Bakersfield*	1	<1
Univ. of Portland	3	2%	Dean College*	1	<1
Linn-Benton CC	3	2%	N. Wyoming CC*	1	<1
Clackamas C.C.	2	1%	Seattle Pacific University*	1	<1
Lane C.C.	1	<1	Texas Woman's College*	1	<1
Lewis & Clark	1	<1	University of Kansas*	1	<1
Linfield	1	<1			
Oregon Tech	1	<1	Total	149	100%

\*out of state IHE

In 2014–15, 46 12<sup>th</sup> graders met the criteria for being economically disadvantaged. Of those, 40 (87%) enrolled in a college or university for at least one term or more (Table 19 below).

**Table 19**  
**Economically Disadvantaged Students (N=140)**

	n	Percent
Yes	40	29%
No	100	71%

## Professional Learning Communities

A key to the success of the Willamette Promise is the Professional Learning Communities (PLCs), a hybrid model of PLCs composed of high school and higher education faculty. All of the eight (Biology, Chemistry, Communications, Computer Science, Math, Psychology, Spanish, and Writing) PLCs have developed proficiency-based assessment rubrics for each of the core courses. The number of courses taught within each PLC varied. For example, Spanish had a total of six classes, Writing three, and Communications one.

The evaluation of the PLCs included both observational and survey methods throughout the year. The following are the results of the End of Year PLC survey.

The Willamette Promise was composed of three educational services districts (ESDs), Willamette ESD, Northwest ESD, and Multnomah ESD. Overall, 63% of PLC teachers were new to WP this past year (46% WESD, 91% NWESD, 100% MESD). The continued increase in the number of new teachers for Willamette ESD in its second year is a testimony to the increased interest and support for the WP (see Table 20 below).

**Table 20**  
**Educational Service District PLC Involvement**

<b>ESD</b>	<b>Number</b>	<b>Percent</b>
Willamette ESD	72	56%
Northwest ESD	34	27%
MESD	7	6%

Table 21 highlights the average number of meetings that PLC members attended (3). The majority of the survey participants attended all or most of the PLC meetings held throughout the year. Meeting attendance ranged from attending one PLC meeting to five, with 60 PLC members reporting attending four or more meetings. Those individuals who attended four or more meetings are very likely to have attended the virtual PLC meetings that were conducted throughout the year.

**Table 21**  
**How many PLC meetings have you attended?**

Number of PLC Meetings Attended	Response	Percent
1	4	3%
2	16	13%
3	44	35%
4	48	38%
5 or more	13	10%

The End of the Year PLC survey was only administered to high school teachers. A survey of higher ed. faculty was conducted separately. Most significant from the PLC End of Year surveys was the high agreement with “Our PLC members engage in dialogue that reflects a respect for diverse ideas and opinions” (94%). Two items were in the mid to high 80% range: “Our PLC is actively involved in creating high expectations that serve to increase student achievement” (88%) and “We have established proficiencies we want student to achieve” (87%). There are two statements that fell below an 80% threshold range: “I am satisfied with the amount of time there was for learning-focused collaboration (78%), and “We have established proficiencies we want each student to achieve” (74%). In the latter two statements, there is an opportunity in the coming year to have a greater focus on learning-focused collaborations within the PLCs. Regarding the establishment of proficiencies that measure achievement, there are some PLC members who are not quite as satisfied with the assessments (some of that comes from not being involved in their development during the previous year) and others who do not completely agree with some of the assessments for a variety of reasons (see Table 22).

**Table 22**  
**PLC Collaboration (N=127)**

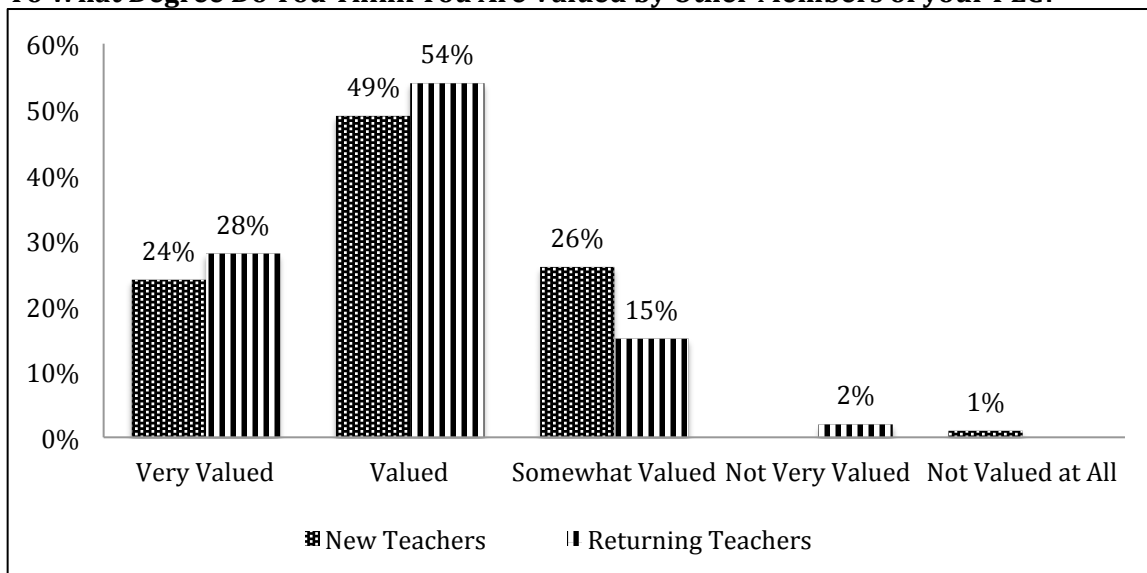
Item	Strongly Agree/ Agree	Neither Agree or Disagree	Disagree/ Strongly Disagree
Our PLC members engage in dialogue that reflects a respect for diverse ideas and opinions.	94%	3%	3%
Our PLC is actively involved in creating high expectations that serve to increase student achievement.	88%	10%	2%
I am satisfied with the amount of time there is for learning-focused collaboration at the PLC	78%	14%	8%

meetings.			
The course proficiencies are effectively measured by the assessments and rubrics.	74%	20%	6%
We have established proficiencies we want each student to achieve.	87%	9%	5%

*Feeling Valued as PLC Members*

Figure 7 summarizes the degree to which new and returning members of the PLCs feel valued. By the end of year, 76% of teachers reported feeling very valued or valued compared to 73% at mid-year. Some of what could account for similarity in the perception of feeling valued could be attributed the mentorship that the returning PLC members provided, which was probably able to provide a greater sense of comfort and belonging.

**Figure 7**  
**To What Degree Do You Think You Are Valued by Other Members of your PLC?**





*Building a College- and Career-Going Culture*

As Figure 8 is consistent with last year's findings, there was strong overall agreement that in today's schools it is important to build a college- and career-going culture among students and families.

**Figure 8**  
**Percentage of Teachers Who Believe Building a College- and Career-Going Culture Among Students and Families is Important (N=125)**

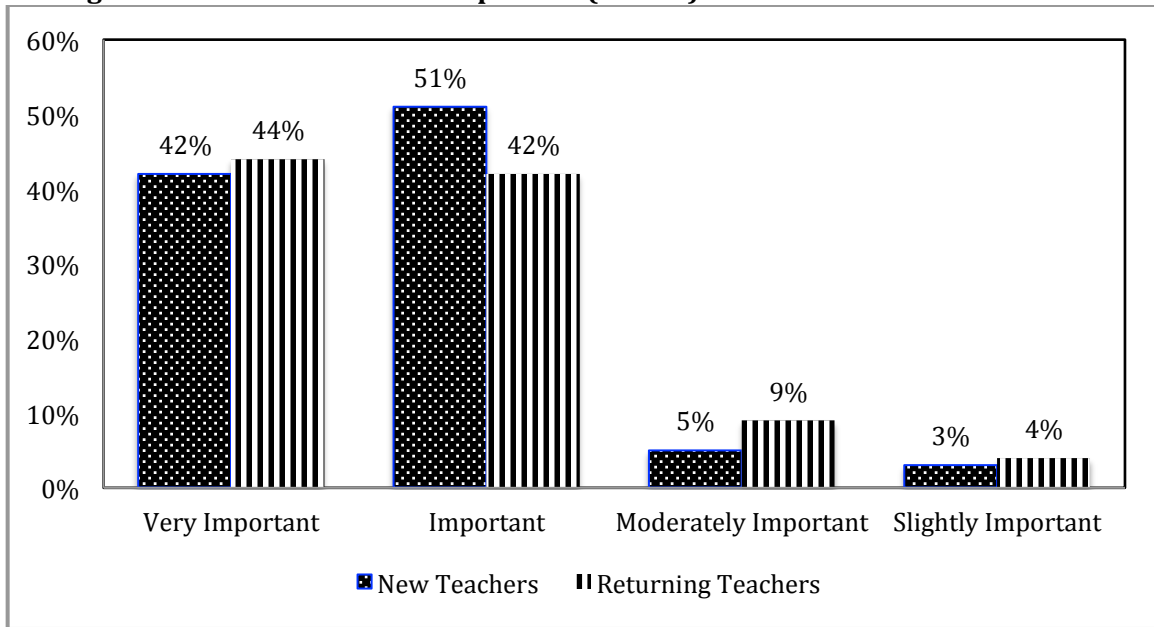
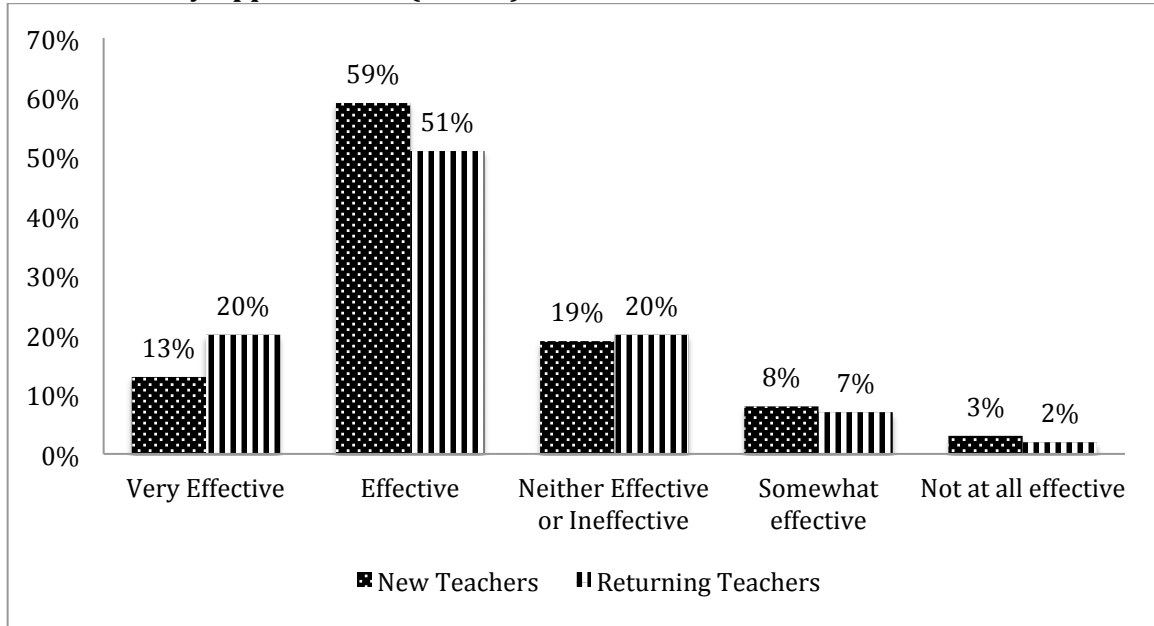


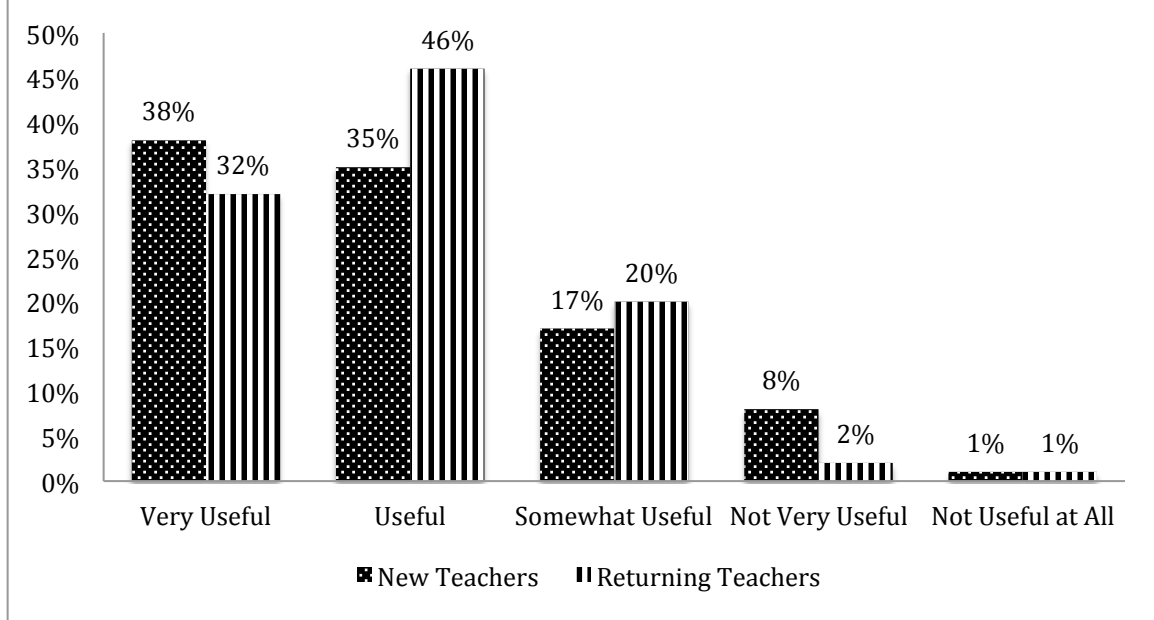
Figure 9 highlights that the majority of PLC members believe WP courses are effective in encouraging high school students to seek postsecondary opportunities.

**Figure 9**  
**Percentage of WP Teachers who Believe WP Proficiency Courses Encourage Postsecondary Opportunities (N=125)**



Three-quarters (75%) of teachers felt that the PLCs were either useful or very useful in helping develop materials needed to implement their proficiency course. Many of the discussions in each of the PLCs were focused on teachers sharing teaching strategies and refining rubrics to be used in the classroom. Often, returning teachers were able to share their experiences from the previous year and help guide the work of the PLCs (see Figure 10 below).

**Figure 10**  
**Usefulness of PLC Meetings (N=125)**



PLC members were asked to rank benefits that resulted from their involvement in Willamette Promise. The top three overall reported benefits resulting from involvement in PLCs are in Table 23. Consistent with last year, the ability of students to have access to college credit ranked number one. The opportunity to collaborate with colleagues and higher ed. faculty are consistent with many of the comments from high school teachers throughout the year.

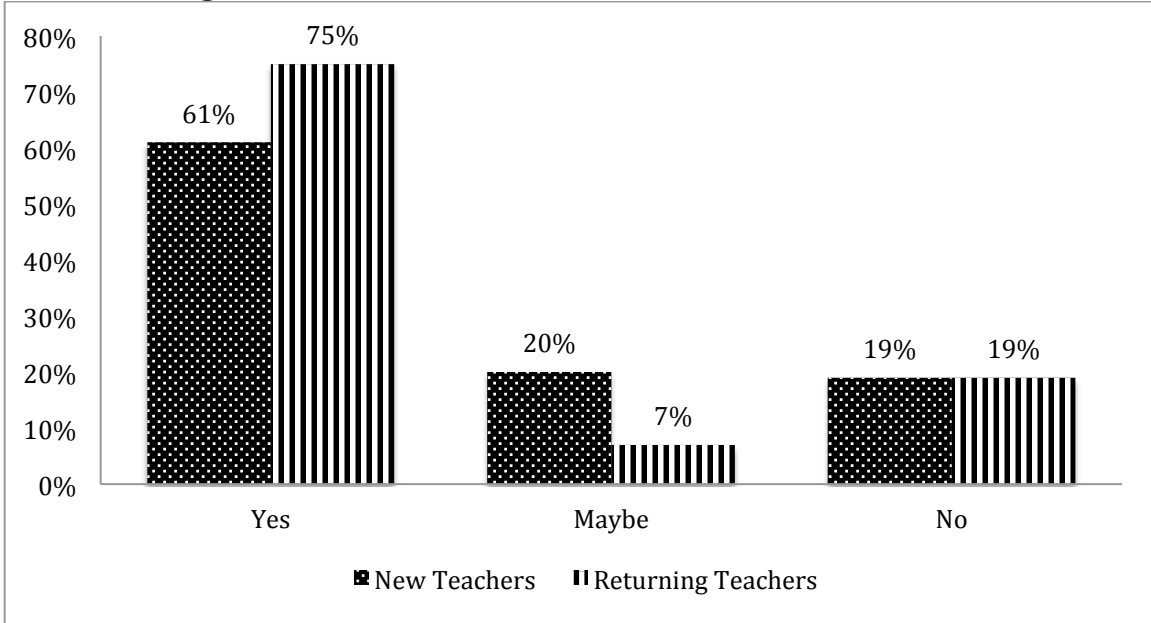
**Table 23**  
**Benefit of WP Involvement Ranking**

<b>Benefit</b>	<b>Ranking</b>
Student’s ability to access college credit.	1
Opportunity to collaborate with colleagues in my field.	2
Opportunity to collaborate with higher ed. faculty.	3

Figure 11 below summarizes the intention of the teachers planning on returning to WP in 2016–17. The majority of both new and returning teachers (66%) are planning on returning next year. As expected, approximately 69% from WESD, 63% from NWESD, and 43% of those from Multnomah ESD. The most common reason for those either indicating “maybe” or no they were “not returning” included: (1) their district working with NW

Promise next year, (2) not teaching the course next year, or (3) the cost of the program to schools (i.e. cost of substitute teachers)

**Figure 11**  
**Intention of High School Teachers to Return Next Year**



## Willamette Promise Goals

At the onset of the continuation grant, the Willamette Promise established goals for the two-year grant period. The goals included the following:

- 1) Improve opportunities and funding of services to historically underrepresented students.
- 2) Foster a college-going culture within WP school districts.
- 3) Provide a variety of accelerated college credit opportunities.
- 4) Demonstrate strong cross-sector collaboration with Educational Service Districts, School Districts, and Postsecondary Institutions.
- 5) Create and expand cross-sector Professional Learning Opportunities.

### **A. Goal 1: Improve opportunities and funding of services to historically underrepresented students.**

1.1 Establish a WP Student Advisory Board, comprised of 10 high school student representatives.

**Status:** On track for 2016–17 implementation.

1.2: Establishment of a PLC for Students with Disabilities.

**Status:** Several preliminary meetings were held in 2015–16. Implementation of Students with Disabilities PLC is scheduled for Fall 2016.

1.3: PLCs will incorporate material on unconscious bias into their professional development curriculum.

**Status:** Implementation 2016–17.

### **B. Goal 2: Foster a College-Going Culture within WP school districts.**

2.1 Each school district will complete a GEAR UP Promise Site Agreement.

**Status:** While schools districts cannot be required to sign a GEAR UP site agreement, the following 8 school districts signed a site agreement:

- Gaston Junior/Senior High School,
- Gervais High School
- Jefferson High School,
- Neah-Kah-Nie High School
- Perrydale High School
- Sprague High School
- St. Helens High School
- Woodburn High School

2.2 Each school district will develop an Oregon GEAR UP & Career Readiness roadmap to the WP Coordinator.

**Status:** Eight school districts completed the readiness road map. The roadmaps were turned in to Oregon GEAR UP.

2.3 Increase the number of students with the expectation of attending postsecondary education.

**Status:** Implementation 2016–17.

2.4 Increase the number of opportunities available for students to explore career options through career fairs, job shadows, internships and other career-related learning experiences.

**Status:** As previously highlighted earlier, over 7,700 students participated in college- and career-going events (see page 25).

2.5 Increase the number seniors submitting FAFSAs.

**Status:** According to the data provided by *Federal Student Aid*, 4,036 students at Willamette Promise high schools completed FAFSA applications in 2015–16. Data for the 2014–15 academic year were not available; therefore, this information establishes the baseline that will be followed throughout the duration of the grant (see Table 24 below).

**Table 24**  
**Number of FAFSA Completed in 2015–16 Academic Year by High School**

School	# of Completed FAFSA	School	# of Completed FAFSA	School	# of Completed FAFSA	School	# of Completed FAFSA
Amity	25	Gervais	38	Rainier	23	Tigard	264
Banks	56	Hillsboro	168	Riverdale	41	Tualatin	223
Beaverton	183	Hillsboro-Century	204	Salem-McKay	204	Tillamook	67
Cascade	79	Jefferson	68	S. McNary	218	Vernonia	23
Central	112	Jewell	<5	S. South	214	Willamina	20
Clatskanie	21	Knappa	15	S. Sprague	195	Woodburn	23
Corbett	49	John F. Kennedy	15	S. West	201	Yamhill-Carlton	34
Dallas	95	McMinnville	249	Seaside	54		
Dayton	34	Neah-Kah-Nie	18	Sheridan	6		
Falls City	<5	N. Marion	65	Sherwood	214		
F. Grove	208	N. Santiam	76	Silverton	131		
Gaston	13	Perrydale	11	St. Helens	69		

2.6 Each school district will participate in College Application Week (CAW).

**Status:** The following 22 school districts participated in CAW last fall.

Amity	McMinnville
Banks	Neah-Kah-Nie
Beaverton	Perrydale
Cascade	Sheridan
Central	St. Paul
Dallas	Stayton
Dayton	Tillamook
Falls City	Willamina
Gervais	Woodburn
John F. Kennedy	Yamhill-Carlton
Hillsboro	

**C. Goal 3: Provide all students with a variety of accelerated learning options.**

3.1 PLCs comprised of faculty and teachers from all partners, design and develop new proficiency-based courses including Math 112, Math 251, History 201, 202, 203, Psychology 202 and Geography 106.

**Status:** In 2015–16, three new proficiency courses (Math 112, Psychology 202 and Geography 106) were designed and Psychology 202 was also offered in schools.

3.2 PLCs, comprised of faculty and teachers from all partners, design and develop an online course for calculus (Math 251).

**Status:** Design and development to begin in 2016–17.

3.3 Partner districts incorporate proficiency-based dual credit model into their accelerated learning options.

**Status:** All but three schools (Beaverton, N. Marion, and Seaside) offered three or more core courses (see Table 25).

**Table 25**  
**Course Offerings by School District**

School District	Course Offerings	School District	Course Offerings
Amity*	SP, WR 115/121/122	Perrydale*	BIO 101/102, COM 111
Banks*	SP, CH 104, BIO 101/102	Rainier*	WR 115/121/122, CH 104, BIO 101/102
Cascade	SP, MTH 111, CS 124, PSY 201/202, CH 104, BI101/102	Riverdale	SP, CS 124, MTH 70/95/111, CH 104

Central	WR 155/121/122	Salem-Keizer-CTEC	WR 115/121/122, MTH 70/95/111
Clatskanie*	WR 115/121/122	Salem-Keizer-McKay	SP, MTH 70/95/111
Corbett*	WR 115/121/122, MTH 70/95/111, BIO 101/102, SP, PSY 201/202	Salem-Keizer- McNary	SP, PSY 201/202, WR 115/121/122
Dallas	WR 115/121/122, MTH 70/95/111, BIO 101/102, SP, PSY 201/202, CH 104	Salem-Keizer-North	MTH 70/95/111, COM 111, SP, CH 104, WR 115/121/122
Dayton*	CH 104, BIO 101/102	Salem-Keizer-South	CS 124, MTH 70/95, PSY 201/202
Falls City*	MATH 111, BIO 101/102	Salem-Keizer- Sprague	WWR 115/121/122, MTH 70/95, SP, PSY 201/202, CH 104, COM 111, CS 124
Forest Grove	WR 115/121/122, MTH 70/95/111, BIO 101/102, SP, PSY 201/202, CH 104	Salem-Keizer-West	MTH 70/95/111
Gaston*	CH 104, BIO 101/102, MTH 70/95	Seaside	BIO 101/102
Gervais*	WR 115, 121/122, SP, MTH 70/95/111	Sheridan*	CS 124, COM 111, WR 115/121/122, MTH 70/95/111, SP, BIO 101/102
Hillsboro-Century	CS 124, MTH 111, WR 115/1221/122	Sherwood	SP, WR 115/121/122
Hillsboro-Hillsboro	SP, COM 111, MTH 111	Silver Falls	MTH 70/95/111, BIO 101/102
Jefferson	WR115/121/122, BIO 101/102, SP, CH 104	St. Helens	BIO 101/102, CH 104, MTH 70/95/111, SP COM 111
Jewell*	WR 115/121/122, MTH 111, BIO 101/102, SP, PSY 201/202, CS 124	St. Paul*	SP, CH 104, WR 115/121/122
Knappa*	WR 115/121/122, MTH 70/95/111	Tigard-Tualatin- Tigard	CH 104
John F. Kennedy-Mt. Angel	SP, MTH 111	Tigard-Tualatin	PSY 201/202



McMinnville	SP, BIO 101/102, COM 111, WR 115/121/122	Tillamook*	SP
Neah Kah Nie*	CS 124, WR 115/121/122, MTH 70/95/11, BIO 101/102, CH 104, SP	Vernonia*	MTH 70/95/111, BIO 101/102, WR 115/121/122, CH 104, SP
Nestucca Valley*	WR 115/121/122, CS 124, CH 104	Willamina*	SP, MTH 70/95/111
<b>North Marion*</b>	MTH 70/95	Woodburn	SP, CH 104, PSY 201/202, WR 115/121/122, SP COM 111
North Santiam (Stayton)	WR 115/1221/122, MTH 70/95/111, BIO 101/102, SP, PSY 201/202, CH 104	Yamhill Carlton*	MTH 70/95/111, WR 115/121/122

\*Rural School

**D. Goal 4: Demonstrate strong cross-sector collaboration with Education Service Districts, School Districts, and Postsecondary Institutions.**

4.1 MOUs for each partner school districts with Corban, Oregon Tech and Western Oregon University clearly describe the articulation of the credits.

**Status:** Met.

4.2 Membership of the Advisory Board will be comprised of partner school district Superintendents and high-level representatives from Corban, Oregon Tech, and Western Oregon University.

**Status:** Met.

4.3 At least twice, a year school administrator’s meeting will be convened.

**Status:** Met.

**E. Goal 5: Create and expand cross-sector Professional Learning Communities.**

5.1 New PLCs will be established for the new proficiency-based courses in Math 112, Math 251, History 201, 202, 203, Psychology 202, and Geography 106.

**Status:** PLCs for newly established courses, Psychology 202 and Geography 106.

5.2 Each PLC will convene in person three times per year.

**Status:** Met.

5.3 Designated Virtual PLC check-ins between high school teachers and faculty will be available three times a year.

**Status:** Met.

5.4 PLC professional development and pedagogy will be measured throughout the year.

**Status:** Throughout the course of the year the following PLC surveys were conducted:

1. WP Summer Institute Survey
1. Fall PLC Exit Surveys
2. Fall Virtual PLC Survey
3. Mid-Year PLC Survey
4. End-of-Year PLC Survey
5. University/College Faculty End-of-Year Interviews

## Conclusion

The Willamette Promise, in the first year of a two-year grant cycle, successfully accomplished the ambitious goals established for the first year of the grant. In 2015–16, WP expanded from its original 20 school districts within the Willamette Education Service District to a total of 40 school districts from Northwest Education Service District and Multnomah Education Service District. With that expansion, the number of high school teachers involved grew from 115 to 231. A total of 1,819 students passed at least one WP course and earned college credit\*, which exceeded the goal of 1,216. The number of underrepresented students, 648, exceeded the goal of 442, a 100% increase from 2014–15. Courses were offered in eight subject areas: Biology, Chemistry, Communication, Computer Science, Math, Psychology, Spanish and Writing. Three additional courses were developed during 2015–16 and will be offered in 2016–17: Math 112, Computer Science 160, and Geography 106.

Willamette Promise continues to offer access to college credit for rural students. For 60% of rural schools within the WESD, Willamette Promise offers the only access to college credit. Of those rural students earning WP credit, 53% were economically disadvantaged. In two schools, 100% of those earning WP credit were economically disadvantaged. The opportunity for WP to provide rural schools with access to college credit and a college-going culture cannot be overstated.

The Professional Learning Communities composed of both high school and college/university faculty continue to be a key to the success of the Willamette Promise. Unlike most PLCs that only involve high school teachers, WP is unique in that the PLC is a collaborative effort between college/university faculty and high school teachers. Given the significant increase in the number of new teachers this past year, the overall satisfaction within the PLCs remained high. High school teachers continue to cite having the opportunity to not only collaborate with their colleagues in their field but also higher education faculty as a benefit of their involvement in the WP.

Much of the work within the PLCs this past year focused on the refinement of the rubrics and assessments. Several of the PLCs were able to integrate more professional development into the meeting time, while other PLCs needed to devote more time to

refining assessments and rubrics. PLC are still looking for more opportunities for learning-focused collaboration.

There were 149 2014–15 WP students that attended college for at least one term post graduation. Of those, 60% attended a two-year college and 40% a four-year college or university. Approximately 80% of Hispanic WP students and 71% of White enrolled in a college/university. Half (50%) of the students who attended a college or university, enrolled in Chemeketa Community College. Only 9 of the 149 (6%) students went out of state. In 2014–15, 46 12<sup>th</sup> graders met the criteria for being economically disadvantaged; of those, 40% enrolled in a college or university for at least one term.

The development of the college-going and career-ready culture was an important component of the WP this past year. Oregon high schools' must be able to meet the workforce needs in high-wage and high-demand jobs. As Oregon's workforce is aging out in many trade, agricultural, and construction jobs, WP is well poised to assist schools in helping direct high school students to these occupations.

WP provided *Build Oregon* events at eight high schools throughout the academic year to expose students to career opportunities post high school. WP partnered with business, industry, labor, and colleges and universities to provide students with an opportunity to explore career and education after graduation.

As part of the day, an estimated 7,700 students participated in day-long *Build Oregon* events throughout the school year. Each of these events generated a high level of engagement between business, trade, industry, and education representatives. Working on a heavy machinery simulator, working with drones, and working a backhoe or front loaders were but a few of the activities in which students were able to participate. Additionally, over 3,500 10<sup>th</sup> grade students were involved in career exploration sessions which included information from five categories: Construction, Applied Technology and Horticulture, Medical, Business and Computers, and Visual Communications and Human Services.

The Counseling/Advising PLC met three times during this past year. These meetings involved partnerships with GEAR UP, AVID, and ASPIRE; information sharing and event planning, including College Application Week; strategies for increasing student FAFSA application; and advising and information sharing from college and universities.

Willamette Promise provides an opportunity for high schools to become more engaging, rigorous, and relevant for students. This past year, the WP provided access to core college courses and exposure to career opportunities that afforded thousands of students the opportunity to explore the possibilities for their future. As Oregon schools are challenged by retention and graduation rates in secondary schools, helping students see the relevance of their course work and helping students discover their career aspirations moves students down the path of success. WP is laying the foundation for this work by collaborating with Oregon schools to provide opportunities for youth to learn about careers and involve them in rigorous, relevant, and engaging classes and experiences that will help smooth their transition to postsecondary success.

### **Recommendations**

The following are recommendations for the Willamette Promise to consider:

1. Develop a system to track and monitor enrollment of students in each class.
2. Develop a method to track those students who:
  - a) do not pass their class(es).
  - b) select not to transcript their grades.

As the program continues to expand and receive scrutiny, this will become more important.

3. The work of the PLCs needs to broaden the scope and offer more professional development opportunities for its members.
4. Administer course evaluations in a timely manner, rather than just at the end of the academic year.
5. Develop a system that will allow comparisons of WP students to non-WP students.
  - a) Attendance
  - b) GPA
  - c) Test scores
  - d) Graduation rates
  - e) Drop-out rates
  - f) College/community college attendance
  - g) College persistence and degree obtainment
  - h) Rural school district analysis
- 6) Develop a system to track the level of teacher participation and retention.

## **Appendices**

## Appendix A

1. Institute of Education Science. (2016). "Undergraduate Enrollment." National Center for Educational Statistics. Retrieved from:  
[http://nces.ed.gov/programs/coe/indicator\\_cha.asp](http://nces.ed.gov/programs/coe/indicator_cha.asp)
2. Oregon Department of Education. Oregon Report Card 2014-15. School and District Report Cards. Retrieved from <http://www.ode.state.or.us/search/results/?id=116>
3. Pierson, A., & Hanson, H. (2015). "Comparing postsecondary enrollment and persistence among rural and nonrural students in Oregon." (REL 2015-076). Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>
4. Stevens, C., & Kim-Gervey, C. (2016). "Chronic Absenteeism Report." Chief Education Office. [www.education.oregon.gov](http://www.education.oregon.gov).
5. U.S. Department of Education. (2016). "FAFSA Completion by High School and Public School District." Federal Student Aid. Retrieved from:  
<https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school>

Appendix B  
List of Data Sources

1. Build Oregon Session Survey Data
2. National Center for Education Sciences Data
3. National Student Clearinghouse Data for Oregon Willamette Promise Graduates
4. Oregon Department of Education (ODE) Student Data
5. Oregon Department of Education (ODE) District Report Cards
6. Professional Learning Community (PLC) End of Year Survey
7. U.S. Department of Education, Oregon FAFSA Oregon