

# Eastern Promise Program Results

April 2016 [www.eastern-promise.org](http://www.eastern-promise.org)



*Through Eastern Promise, Edy Hernandez graduated with 48 BMCC/EOU college credits from Stanfield Secondary School. Edy plans to finish his 2-year AAOT degree at Blue Mountain Community College and then transfer to an Oregon university.*



## Introduction

Eastern Promise (EP) is a program in eastern Oregon schools that creates opportunities for high school students to participate in college-level courses and encourages a college-going culture from 5th grade through high school.

## Saturation of students taking

### Eastern Promise courses

Saturation is the percentage of 11th/12th graders in EP schools who have taken a dual credit or Credit by Proficiency (CBP) course.

**Bottom Line:** More high school students are taking CBP courses each year. Dual credit also continues to grow. 36 percent of eastern Oregon 11th and 12th grade students took a dual credit or CBP course.

*For the graphs in #1 through #4 below, "EP Students" refers to students who took a CBP course in 11th/12th grade (not including Dual Credit).*

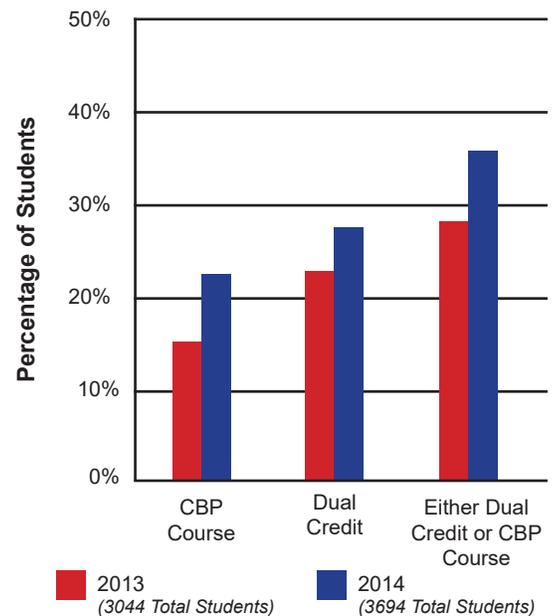
## 1. Narrowing the Opportunity Gap

The opportunity gap is the disparity in access to quality schools and the resources needed for all children to be academically successful.

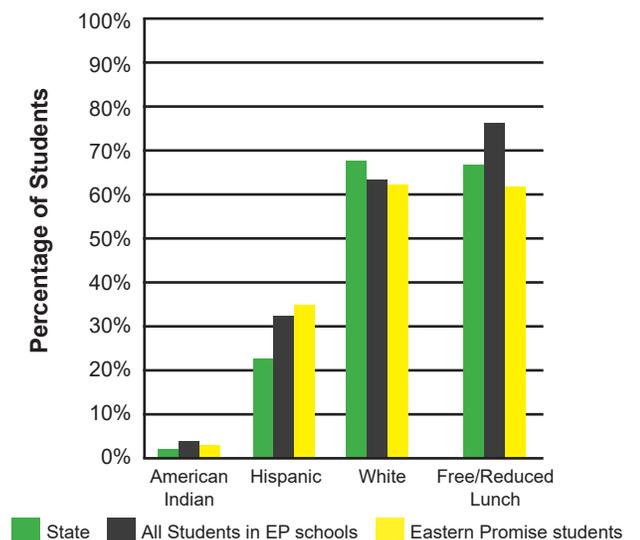
For EP students, the opportunity gap has been reduced significantly for certain demographic groups. In 2014 it was closed for Hispanic students and negligible for American Indian students and Free/Reduced Lunch students.

**Bottom Line:** Under-represented students are accessing CBP college credit in a comparable proportion to their overall demographic.

**Saturation of Students Taking College Courses**



**Demographic Comparison**



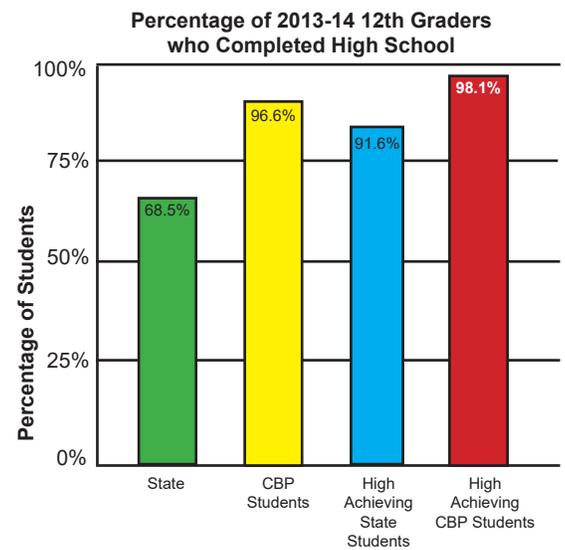
## 2. High School Completion

High School completion rate is the percentage of 12th grade students who earn a regular diploma by the end of their 12th grade year.

*(High-achieving means students who scored in the top quartile of standardized testing at some point in their testing history.)*

**Bottom Line:** Students who took CBP courses had a higher completion rate than the state completion rate and a higher completion rate than the high-achieving state students' completion rate.

One teacher said,  
*"It has greatly helped me to focus and align the materials I teach with the college standards."*

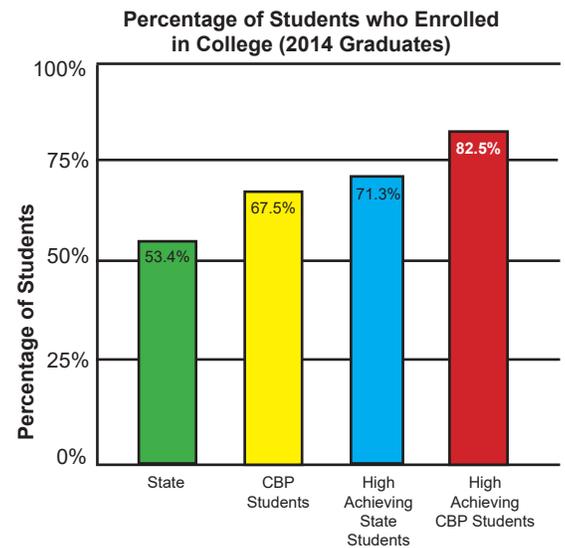


## 3. College Enrollment

College enrollment means high school students who graduated in 2014 and enrolled in college by April 2015.

**Bottom Line:** Students who took CBP courses in high school enrolled in college at a higher rate than the state enrollment rate. High-achieving EP students enrolled in college at a higher rate than high-achieving state students.

One college PLC leader said,  
*"Participation in this PLC has affected the way I teach college courses because it has made me re-examine not only what I teach, but how I teach it in relation to student outcomes. It's made me drop less effective teaching strategies and adapt to more effective ones."*



## 4. College Persistence

College persistence indicates students who stayed in college from the first year of enrollment to the second (fall term of first year to fall term of the second year).

**Bottom Line:** Early results for college persistence indicate that students who took CBP courses in high school stay in college at a high rate.

