

Compelling Data to Increase HS Access to College Credits

Prepared for Senate Education Committee

February 24, 2015

Only 6% Increase in Oregon Dual Credits Earned by High School Students 2009 – 2013

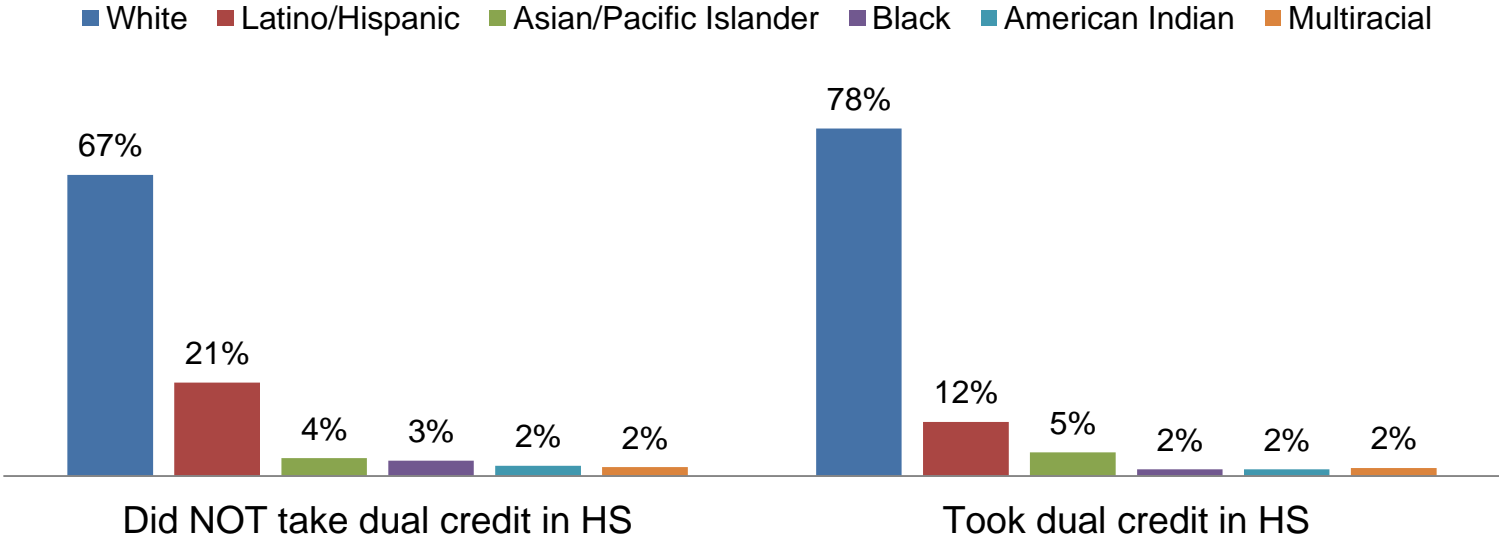


Notes on Sample of REL Northwest Data Analysis: Oregon public high school students who started grade 9 in 2005/06 to 2009/10 academic years, tracked from fall 2005 to spring 2013.

REL Northwest is funded by the U.S. Department of Education under contract number ED-IES-12-C-0003. Although the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

Students of color almost 50% less likely than white students to be enrolled in Oregon DC courses

Race/ethnicity of students who did not take dual credit compared to race/ethnicity of students who took dual credit

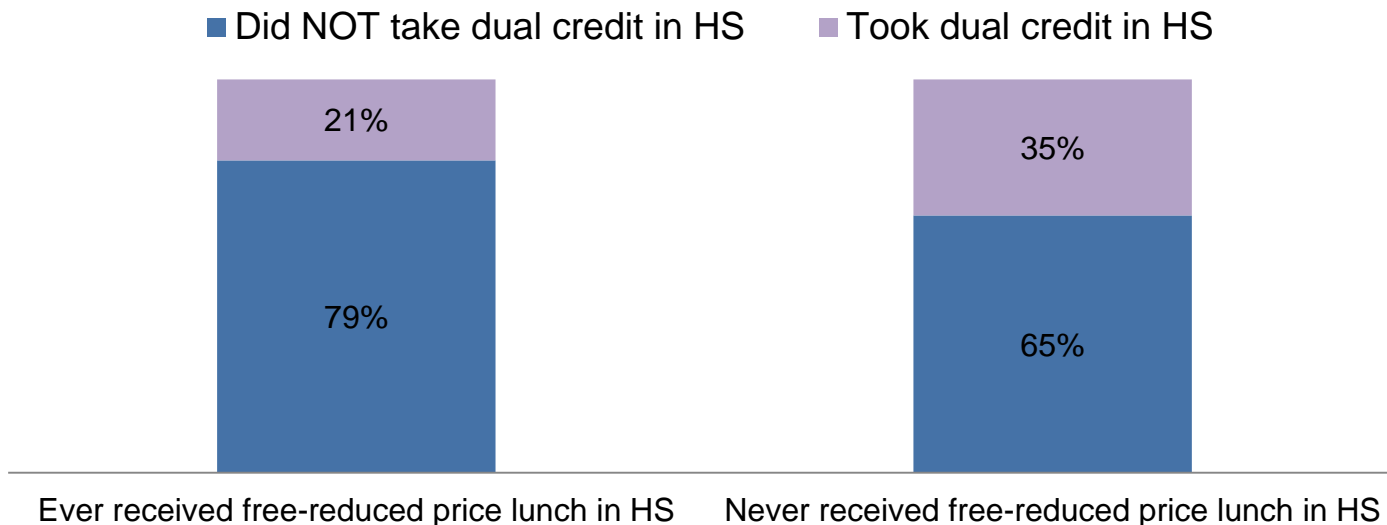


Notes on Sample of REL Northwest Data Analysis: Oregon public high school students who started grade 9 in 2005/06 to 2009/10 academic years, tracked from fall 2005 to spring 2013.

REL Northwest is funded by the U.S. Department of Education under contract number ED-IES-12-C-0003. Although the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

Students on Free Reduced Price Lunch less likely to be enrolled in Oregon DC courses

By FRPL status, proportion who did not take dual credit vs took dual credit

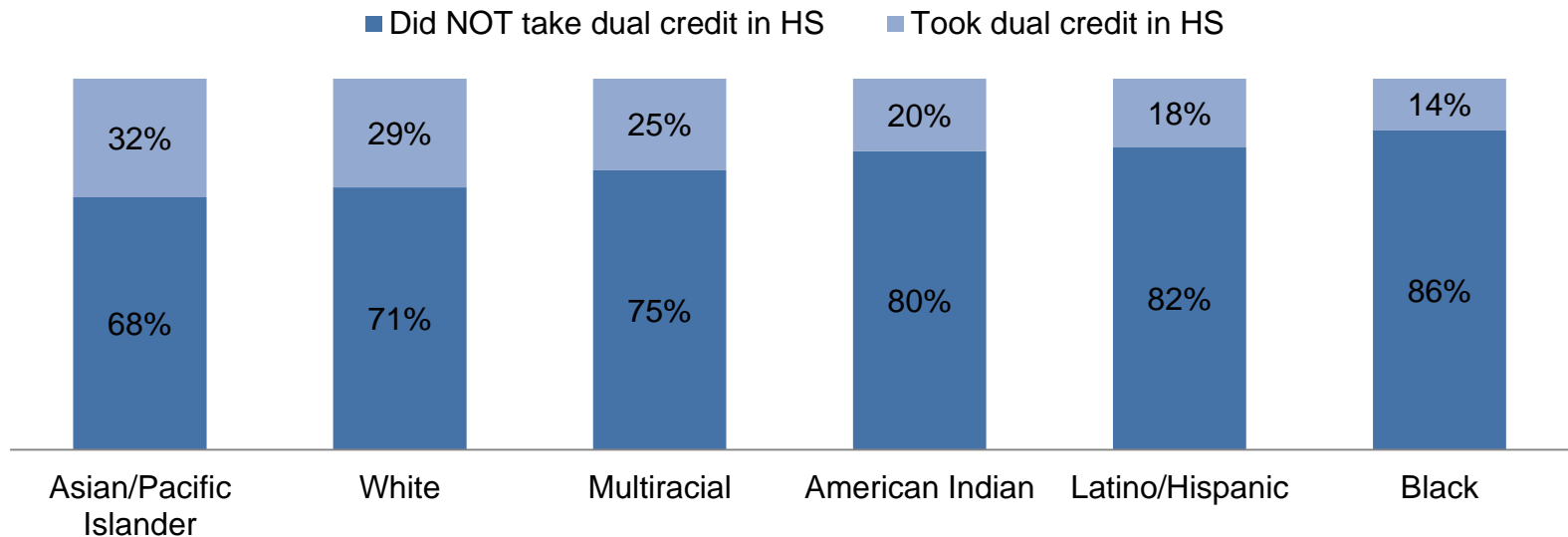


Notes on Sample of REL Northwest Data Analysis: Oregon public high school students who started grade 9 in 2005/06 to 2009/10 academic years, tracked from fall 2005 to spring 2013.

REL Northwest is funded by the U.S. Department of Education under contract number ED-IES-12-C-0003. Although the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

Most students of color less likely than white students to be enrolled in Oregon DC courses

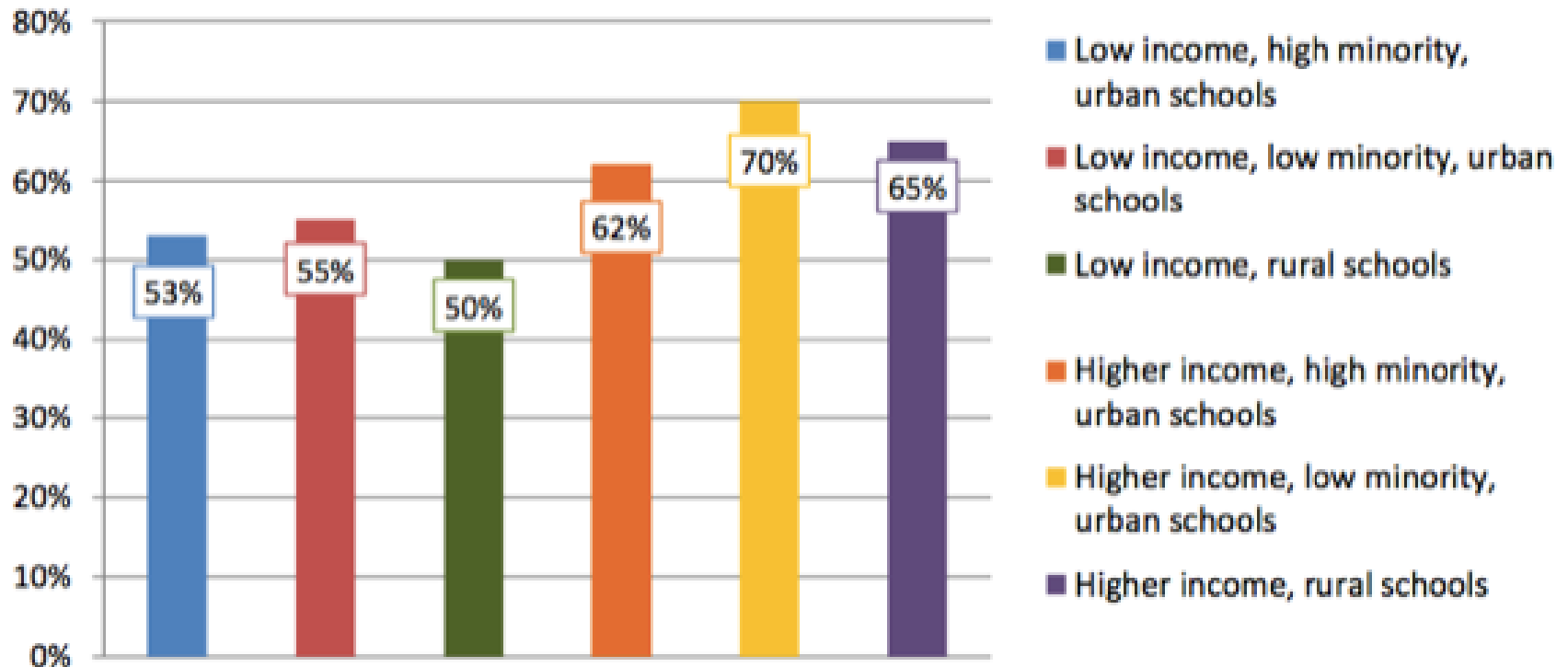
For each racial/ethnic group, proportion who did not take dual credit vs took dual credit



Notes on Sample of REL Northwest Data Analysis: Oregon public high school students who started grade 9 in 2005/06 to 2009/10 academic years, tracked from fall 2005 to spring 2013.

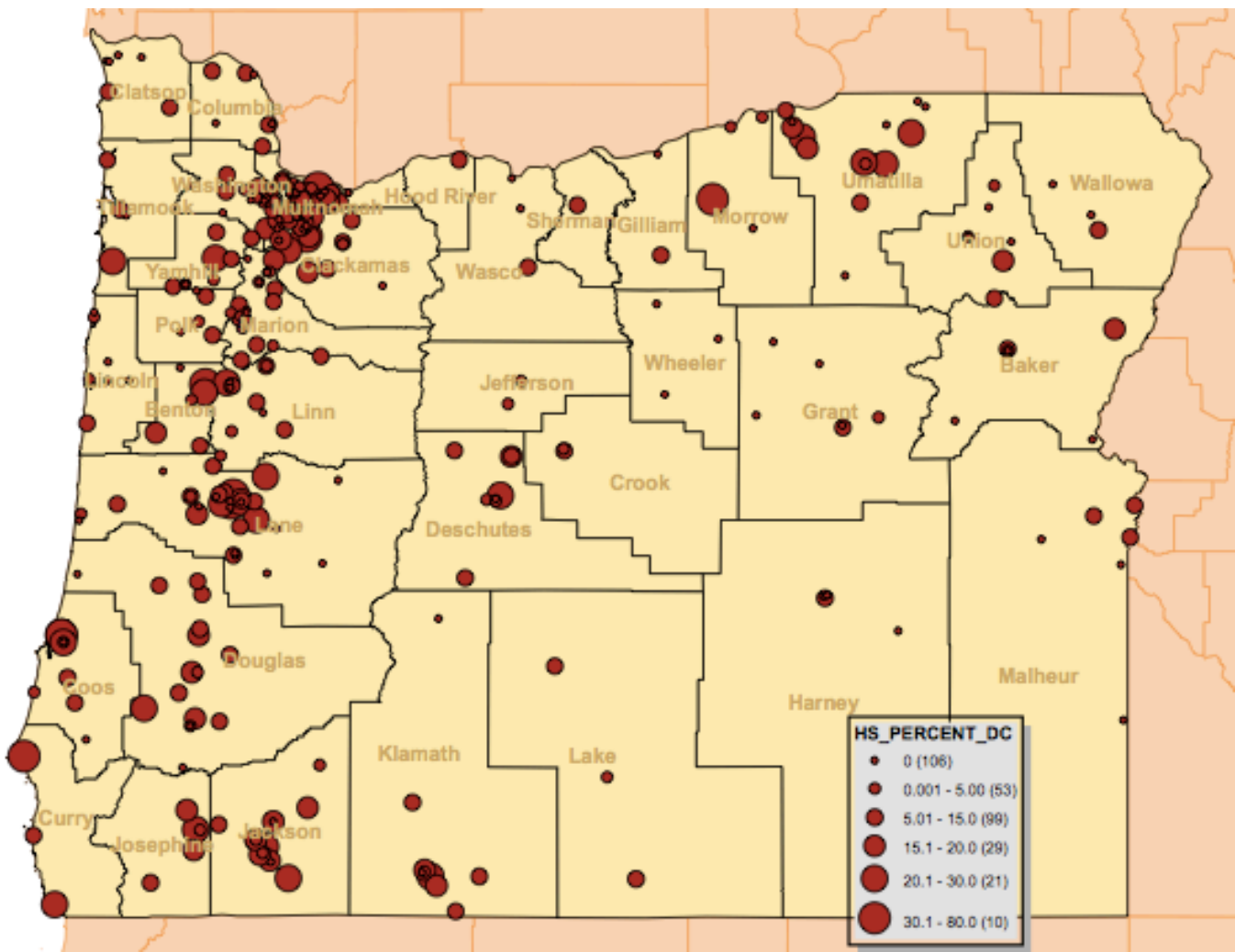
REL Northwest is funded by the U.S. Department of Education under contract number ED-IES-12-C-0003. Although the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

Low Income Rural Students Least Likely to Enroll in College First Fall After High School Graduation (2012)



Source: [National Student Clearinghouse Research Center – High School Benchmarks Report Fall 2013](#)

2014 Percentage of HSs offering Dual Credit Courses



Source: Preliminary OUS Data from Dual Credit Report received from Bob Kieran(Feb 2014).