

# SB 736 Legislative Report

Study Identifying How to Increase Access to Advanced Instruction in the Public Schools of the State

September 2024



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## Executive Summary

In 2023, the Oregon State Legislature passed Senate Bill 736, which tasked the Oregon Department of Education (ODE) with conducting a comprehensive study on enhancing access to advanced instruction in public schools.

Previous [departmental reports on accelerated learning programs](#) in Oregon have highlighted their remarkable growth and numerous benefits. These programs allow students to delve deeper into academic subjects, foster critical thinking skills, and accelerate their learning pace. Despite these positive developments, significant disparities in access and participation remain. Students from underserved groups, such as those from low-income families, rural and remote students, racial and ethnic minorities, and students with disabilities, are often underrepresented in accelerated learning programs.

Legislative initiatives such as [HB 2263](#) (2019 session) have aimed to address these disparities by providing some funding for programs that increase opportunities for accelerated college credit. The [High School Success](#) Fund enacted by Measure 98 also creates a dedicated source for targeted funding for investments to improve student progress toward graduation beginning with Grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. However, equitable access to accelerated learning programs begins with high leverage instructional practices for all students beginning in kindergarten. Merely offering the classes at the secondary level doesn't mean students were effectively and equitably prepared to be successful in advanced learning classes during their elementary and middle school years. The successful implementation of these early education initiatives has been hampered by a lack of adequate funding. It is crucial to secure sustainable funding sources to ensure equitable access to accelerated learning opportunities for all students.

Equitable access to accelerated learning programs is essential for supporting students' successful transition into post-secondary education and careers. These programs provide students with the academic rigor and skills necessary to excel in college and the workforce. Moreover, they can help close achievement gaps and create a more level playing field for all students.

The benefits of accelerated learning programs [are well-documented](#). Students in these programs typically achieve higher test scores, have higher college acceptance rates, and earn higher incomes than their peers. They are also more likely to graduate from college and pursue advanced degrees.

The disparities in access and participation in accelerated learning programs are a matter of social justice. The consequences of these disparities are significant. Students who are denied access to accelerated learning programs miss out on opportunities to develop their academic potential, gain advanced skills, and prepare for college and careers. This can lead to lower educational attainment, reduced job opportunities, and diminished social mobility.

All students, regardless of their background, should have the opportunity to reach their full potential.

The High School Success Initiative (HSS; established as part of Measure 98 in 2016) seeks to remove barriers and broaden access to advanced coursework so that all students may benefit. HSS funding may be used to expand access to college-level opportunities. Additionally, one of the four eligibility areas identified in statute concerns equitable access to advanced coursework. In 2023, ODE published an updated eligibility rubric laying out expected and recommended practices in this area, including providing early counseling and encouragement to all students, removing barriers and adding supports for advanced coursework, and working to create a positive and welcoming culture for all students. Additionally, HSS maintains the expectation that grantees should leverage their data systems to identify disparities in access, conduct outreach to identify and remove barriers to advanced coursework enrollment, and have a plan to move towards equal representation. Courses should be assigned without barriers, bias, consideration of previous academic outcomes, or reliance on teacher recommendations.

HSS recipients reported a range of activities in 2021-23 aimed at increasing access to advanced coursework (college-level opportunities). Some of these activities included:

- Culturally sustaining and trauma-informed professional development for AP/IB teachers around creating a sense of belonging and support for focal student groups.
- Partnerships to increase interaction and provide role models and guidance from college students to high school students.
- Employing graduation coaches and counselors to support students in selecting and successfully completing college-level coursework.
- Employing or contracting for data analysis to identify disparities in access at the local level.
- Funding students to take college-level coursework in partnership with local community colleges or universities.
- Training and employing additional AP/IB teachers or supporting existing teachers to become AP/IB certified.
- Extended school day supports to provide students with accessible help in completing college-level coursework, aligned with student schedules and availability.
- Expanding accessible on-ramps to advanced coursework.
- Identifying and eliminating barriers to access, including fees.

Addressing the disparities in access to and participation in accelerated learning programs requires a comprehensive approach that includes:

1. Expanding funding for these programs to make them more affordable for families from all socioeconomic backgrounds.
2. Providing outreach and support to families and students to raise awareness of accelerated learning programs and assisting with the application process.
3. Implementing policies and practices to eliminate bias and discrimination in the selection of students for these programs.

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4. Ensuring that accelerated learning programs are designed to be inclusive and responsive to the needs of all students, regardless of their background or ability.
5. Instituting targeted efforts for remote and rural schools to increase qualified staffing levels, expand the quantity of courses and CTE programs of study offered and provide additional classroom space.

By taking these steps, we can create a more just and equitable education system that provides all students with the opportunity to reach their full potential.

## **SB 736 Legislative Report: Study Identifying How to Increase Access to Advanced Instruction in the Public Schools of the State**

### **Background and Purpose of Report**

In 2023, the Oregon State Legislature passed [Senate Bill 736](#), which requires the Oregon Department of Education (ODE) to conduct a study to identify how to increase access to advanced instruction in the public schools of the state.

The bill stipulates that “the department shall submit a report in the manner provided by ORS 192.245, and may include recommendations for legislation, to the interim committees of the Legislative Assembly related to education no later than September 15, 2024.”

This report will provide information and recommendations relating to increasing access to advanced instruction in the state's public schools.

### **Summary of Existing Reports and Laws**

The existing literature on increasing access to advanced instruction in the public schools of the state of Oregon is limited. However, some evidence suggests providing students with access to advanced instruction can lead to improved academic outcomes.

### **Accelerated learning access, outcomes, and credit transfer in Oregon**

For example, [REL Northwest \(2018\)](#) found that students who participated in advanced learning programs were more likely to graduate from high school and enroll in college.

REL Northwest defined accelerated learning as types of programs that allow students to earn college credit while still in high school. In Oregon, there are several different types of accelerated learning programs, including dual enrollment, direct enrollment, and International Baccalaureate (IB) and Advanced Placement (AP) courses. REL Northwest found that participation in accelerated learning was growing in Oregon, with more than 20,000 students participating in 2015-16.

REL Northwest also found that students who participate in accelerated learning were more likely to graduate from high school, enroll in college, and persist in college than students who do not participate in accelerated learning.

Finally, REL Northwest found that students who participate in accelerated learning are more likely to transfer their college credits to a four-year college.

REL Northwest recommended a number of paths for Oregon to continue to support the growth of accelerated learning, including:

- Increasing funding for accelerated learning programs
- Providing more training and support for teachers who teach accelerated learning courses

- Expanding the availability of accelerated learning courses to more students
- Making it easier for students to transfer their college credits

Overall, REL Northwest found that accelerated learning is a promising approach to helping students succeed in college. It is important to acknowledge that the accelerated learning definitions used by REL do not align with accelerated rates of learning for TAG students as TAG definitions do not include college credit opportunities.

**Table 1: Percentage of students participating in various forms of accelerated learning, by grade level 2013-14 to 2015-16**

Type of Learning	2013-14	2014-15	2015-16
<b>Any Accelerated Learning</b>	22.8	31.1	32.8
<b>Dual Credit</b>	14.9	16.8	18.3
Community College Dual Credit	13.5	15.1	16.2
CTE Dual Credit	5.9	6.1	6.3
University Dual Credit	2	2.6	3.2
<b>Direct Enrollment</b>	4.5	4.6	4.8
Community College Direct Enrollment	4	4.2	4.3
University Direct Enrollment	0.5	0.4	0.5
<b>AP Exam</b>	8	8.8	9.2
<b>AP Course</b>	N/A	13.8	15.1
<b>IB Course</b>	N/A	4.1	4.3

*Source: REL Northwest analysis of data from the Oregon Department of Education, Higher Education Coordinating Commission, and College Board*

### Accelerated Learning in Oregon: Access and Impact

[HECC \(2019\)](#) analyzed two fundamental aspects of accelerated learning in Oregon and includes answers to the questions posed by HB 4053 (2018) in these analyses.

Specifically, the report asked:

- Who has access to accelerated learning, and how has this changed over time?
- What is the impact of accelerated learning on postsecondary outcomes such as college-going rates, transferability of credits, time to completion, and financial cost?

The HECC report focuses on accelerated learning programs that are

- High school-based college credit partnerships,
- Advanced Placement,
- International Baccalaureate, and
- A category referred to as “undifferentiated college credit,” which may include any of the first three kinds of programs or another kind of program but is not clearly recorded.

The report examined high school-based partnerships (in which students earn credit from an Oregon community college or public university in a program based at their high school) in the greatest depth, as these programs are most common and data on them are most available.

The report's findings include the following:

- Accelerated learning programs and enrollment have increased over time.
- Students from all backgrounds participate in these and other kinds of accelerated learning, but many in historically underserved groups appear to be underrepresented.
- Participation in accelerated learning appears related to students' college-going rates.
- Students who do continue their education bring substantial credit into public universities and community colleges, and nearly all of this credit is accepted by the receiving institution.
- Students entering public universities with at least ten accelerated learning credits completed their bachelor's degrees sooner, by one-half year, than students who entered with fewer than ten credits.

**Table 2: Oregon public high school twelfth graders, AP test takers, and HS-based partnerships with community colleges, and public universities, by race/ethnicity and gender, 2018-19.**

Student Group	Percent of Twelfth Graders	Percent of AP Test Takers	Percent of Students Earning Community College Credit	Percent of Students Earning Public University Credit
Asian	4.5%	11.4%	4.9%	7.0%
Black	2.6%	1.3%	1.4%	1.2%
Hispanic	22.7%	16.1%	17.4%	19.9%
American Indian or Alaskan Native	1.5%	0.3%	1.0%	1.0%
Native Hawaiian or Pacific Islander	0.7%	0.3%	0.5%	0.5%
Multiracial	5.9%	6.3%	5.1%	3.5%
White	61.9%	63.1%	54.4%	52.9%
Not Reported		1.3%	15.3%	14.1%
Male	48.0%	55.0%	55.5%	58.80%
Female	52.0%	45.0%	44.50%	41.20%

*Source: HECC analysis of Oregon Department of Education, 2019; College Board, 2019; HECC Office of Research and Data.*

HECC found that accelerated learning, as it exists today in Oregon, appears to be both beneficial for those enrolled and inequitable for which students gain these benefits. The report recommended that expanded opportunities to access these benefits be pursued, and that programmatic investments be made to design programs to be more available to students underrepresented in higher education and to further align accelerated learning opportunities with general education requirements.



## Participation in College-Level Coursework

[ODE \(Mar 2022\)](#) studied Oregon student access to various options for college-level coursework, including:

- participating in Advanced Placement (AP) or International Baccalaureate (IB) courses offered by their high school;
- participating in a dual credit program offered in collaboration between their high school and a college or university;
- enrolling directly in a college/university class while in high school via programs such as expanded options or early college.

ODE found that disparities exist related to students' access to and participation in college-level opportunities.

### Rural Availability of AP and IB Courses

AP courses are significantly more prevalent than IB courses in Oregon schools, both in terms of the number of students taking them, and in terms of the number of schools offering at least one course. In 2018-19, 178 schools reported offering AP courses, compared to only 34 schools reporting IB courses. Most districts that offered IB in at least one school also offered AP courses. Students in more rural districts were much less likely to have access to IB coursework, and somewhat less likely to have access to AP coursework. Many rural schools are making the conscious decision to shift AP programs away from district provided courses to local college partnerships because

- AP teacher training requirements increase the difficulty of staffing in areas that already face serious teacher staffing challenges
- AP examination fees may be prohibitive as students have to pay to take the test
- AP credit isn't guaranteed, but is conditional upon exam performance level and specific college transfer credit policies

Therefore, lower levels of district-provided AP and IB opportunities are not necessarily a deficit/lack of opportunity for students in districts intentionally following a policy of partnership with local higher education partners.

### Benefits to Advanced Coursework

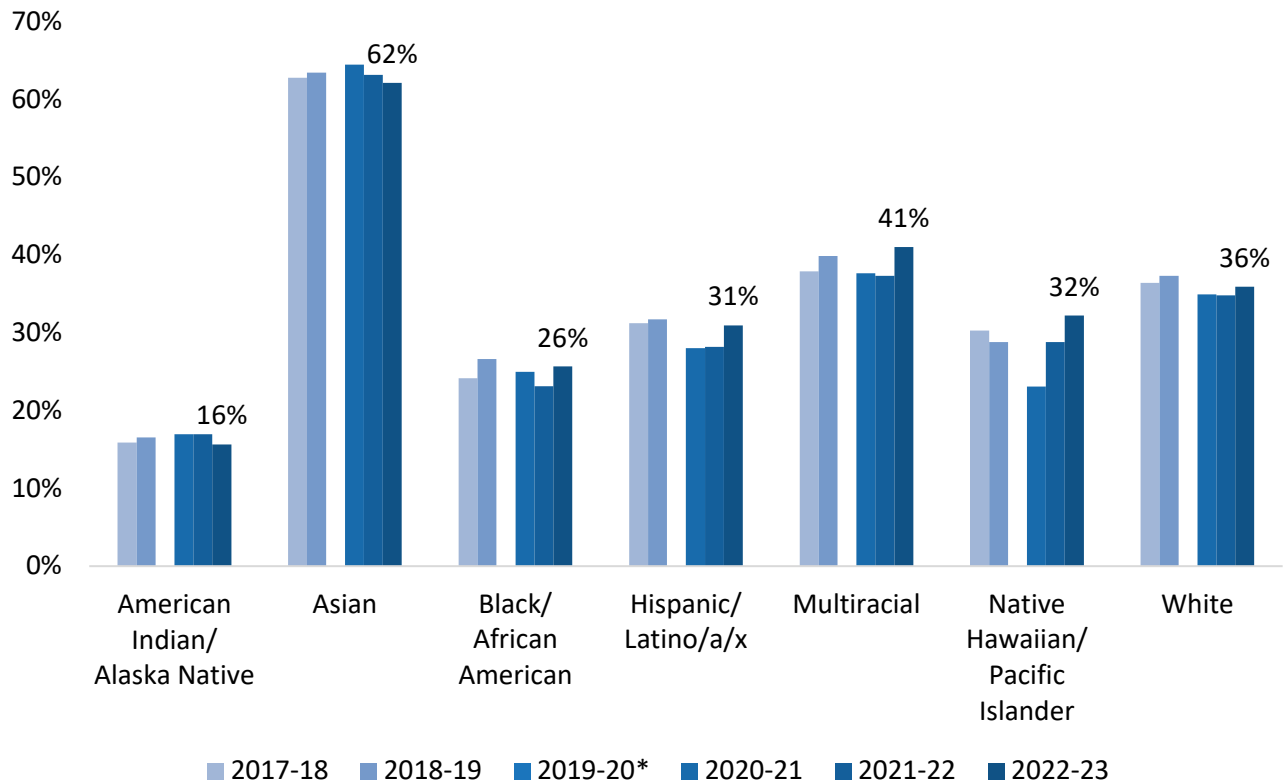
Research has found that additional AP credits are associated with several beneficial outcomes for students who continue to college or university. Some of the associated outcomes may represent the higher degree of access to AP coursework among urban/suburban and affluent students; however, many of the outcomes likely reflect the impacts of the AP credit attainment itself. These include finishing college earlier, increased likelihood of enrolling in graduate school, and increased access to advanced math and science courses during college.

### Racial and Ethnic Disparities in Advanced Coursework Participation

Because of these many benefits, it is important for all students in Oregon to have access to opportunities to earn college credit while in high school. As in many arenas, racial disparities in course participation exist. Among IB courses, there is evidence of improvement in representation for some groups, such as Black/African American students, whose participation rate has increased 68% between 2014-15 and 2020-21, from 5% of students to almost 9% of students participating in IB coursework in 11th or 12th grade. Hispanic/Latino/a students and Native Hawaiian/Pacific Islander students have seen smaller, but still substantial, growth in the rates at which they enroll in IB coursework. While enrollment does not necessarily lead to earning credit, it is an important intermediary indicator.

**Figure 1: AP and IB Course Enrollment Rates**

11th and 12th Grade



\*2019-20 data are unavailable due to disruptions to data collection caused by the onset of the COVID-19 pandemic  
 Supplemental data for this figure available in [Appendix: Supplemental Data Tables](#)

In 2019, the Oregon State Legislature passed House Bill 2263, which requires the Oregon Department of Education (ODE), in coordination with the Higher Education Coordinating Commission (HECC), to administer grants for three programs:

1. Accelerated College Credit Planning Partnership Grant Program
2. Accelerated College Credit Partnership Enhancement Grant Program
3. Accelerated College Credit Instructor Grant Program.

### **Accelerated College Credit Grant Programs: Results of HB 2263 Grant Implementation**

This report [[ODE \(Dec 2022\)](#)] was a legislative study providing information about the grant activities resulting from HB 2263. The Accelerated College Credit Grant Programs were created by HB 2263 in 2019 to provide funding for programs that increase opportunities for students to earn accelerated college credit. The programs were to be administered jointly by the Oregon Department of Education (ODE) and the Higher Education Coordinating Commission (HECC).

However, the programs have not been implemented due to a lack of funding. The initial delay in making funds available to grantees was coupled with the disruptions caused by the COVID-19 crisis. These events had a significant impact on the effectiveness of these programs.

ODE, HECC, and program partners believe in the mission of the policy and funding proposals represented by the passage of HB 2263. However, the lack of resources, including funding and a shortage of qualified AP-certified teachers, has prevented the intended implementation of many of the goals of this legislation.

Creating equitable opportunities for all students to access Accelerated Learning is critical to supporting and preparing students for their transition into career and college. Participation in Accelerated Learning has been shown to support the key education outcomes of graduation, college enrollment, and college persistence.

The grant programs could be an important tool to achieving equitable access to Accelerated Learning for all Oregon students.

### **Accelerated College Credit Transferability: HB 4053 (2018) Legislative Report**

[CEdO \(2018\)](#) summarized information about accelerated learning credits students earned in high school and the transfer of (where applicable) those credits to all 17 community colleges and seven public universities in Oregon for the 2017-18 school year.

The 2018 report found that the majority of students with accelerated college credits had their credits accepted at Oregon's 17 community colleges and seven public universities.

Most of these students had graduated from the state's high schools located in or near population centers, were white and female, and had most of their credits accepted at Oregon public universities.

Students who attempted to transfer credits from accelerated college credit programs to Oregon public postsecondary institutions of education came from all the state's high schools. Most of these credits came from students who attended the state's public high schools with the largest enrollments (e.g., Barlow, Beaverton, Gresham, and Sheldon).

When looking at the specific types of accelerated college credits Oregon high school students transferred to the state's public community colleges and universities in the 2017-18 school year, most of those credits (70% to 90%) came from high school-based college credit partnerships.

Overall, the report found that accelerated college credit programs are a valuable tool for students who want to earn college credits while still in high school. The report also highlights the need for continued work to ensure that all students have access to these programs and that their credits are accepted by colleges and universities.

## Data Story

We consulted with subject-matter experts, including ODE's Accelerated Learning Specialist and ODE's Talented and Gifted Instruction Specialist, whose contributions deeply informed this report.

### Disparities in Access to Accelerated Coursework

Students have access to various options for college-level coursework, including:

- Participating in Advanced Placement (AP) or International Baccalaureate (IB) courses offered by their high school.
- Participating in a dual credit program offered in collaboration between their high school and a college or university.
- Enrolling directly in a college/university class while in high school via programs such as expanded options or early college.

The options available to each student depend in large part on the programming offered by their school or district, and on the level of cooperation between their school or district and local institutions of higher education. Availability for individual students may also hinge on placement and scheduling decisions made at the local level.

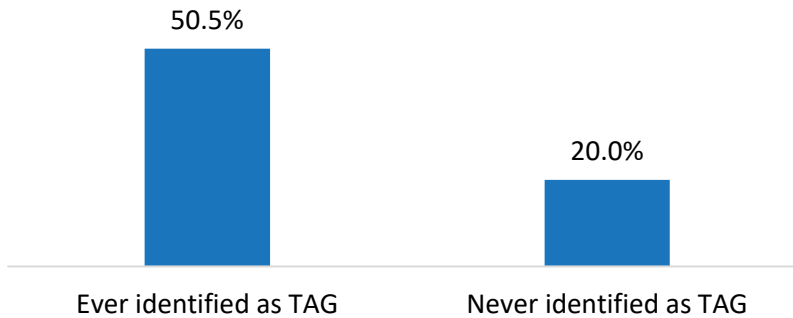
### On-ramps to accessing Accelerated Coursework

Historically, students identified for Talented and Gifted (TAG) instruction have been disproportionately represented in accelerated coursework. As shown in the graph below, in 2018-19,<sup>1</sup> high school students with a history of TAG identification were 2.5 times as likely to enroll in AP or IB coursework as their classmates who had never been identified as TAG.

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<sup>1</sup> The Class Roster data collection, which is the source of ODE's course-taking data, was cancelled in 2019-20 in response to the COVID pandemic. This report uses data from 2018-19 or earlier to minimize the impact of this missing data.

**Figure 2: Rates of Enrollment in AP or IB Coursework**  
 Enrollment in 2018-19, among students in grades 9-12



These disparities continue to compound across high school. By the end of their fourth year in high school, 79% of students who had ever been identified as TAG<sup>2</sup> had taken at least one AP or IB course, compared to only 38% of students who had never been identified as TAG.

Similar disparities are seen in rates of accessing college coursework in high school, though these rates are believed to be an underestimate of true rates of access, since ODE data does not consistently capture students pursuing dual credit, or those taking college coursework in combination with other enrollment types. By the end of their fourth year in high school, 5% of students who had ever been identified as TAG<sup>3</sup> had been reported in college coursework<sup>4</sup>, compared with only 3% of students who had never been identified as TAG.

The High School Success Initiative (HSS; established as part of Measure 98 in 2016) seeks to remove barriers and broaden access to advanced coursework so that all students may benefit. One of the four eligibility areas identified in statute concerns equitable access to advanced coursework. In 2023, ODE published an [updated eligibility rubric](#) laying out expected and recommended practices in this area, including providing early counseling and encouragement to all students, removing barriers and adding supports for advanced coursework, and working to create a positive and welcoming culture for all students. Additionally, HSS maintains the expectation that grantees should leverage their data systems to identify disparities in access, conduct outreach to identify and remove barriers to advanced coursework enrollment, and have a plan to move towards equal representation. Courses should be assigned without barriers, bias, consideration of previous academic outcomes, or reliance on teacher recommendations.

HSS recipients reported a range of activities in 2021-23 aimed at increasing access to advanced coursework (college-level opportunities). Some of these activities included:

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<sup>2</sup> Using the cohort of students entering high school for the first time in 2015-16; rates for previous cohort are nearly identical.

<sup>3</sup> Same cohort as above.

<sup>4</sup> Expanded Options, Post-graduate Scholars, or Other College Coursework. More information on how this data is collected is available in the [Cumulative ADM Manual](#).

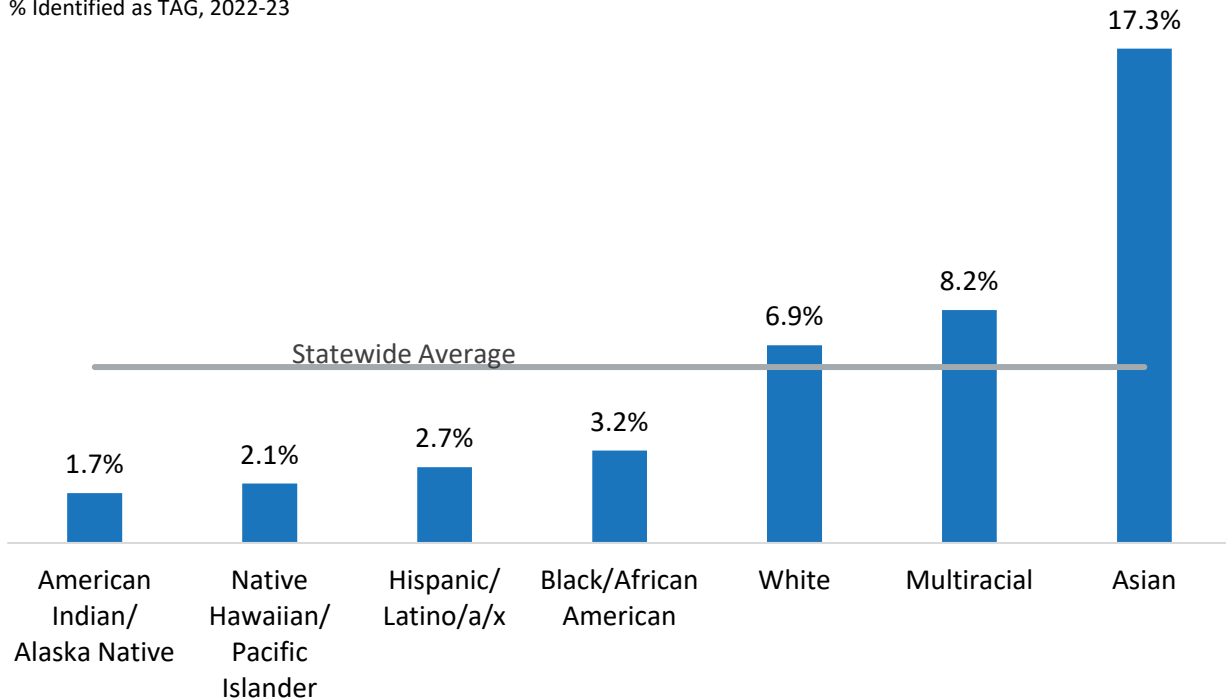
- Culturally sustaining and trauma-informed professional development for AP/IB teachers around creating a sense of belonging and support for focal student groups.
- Partnerships to increase interaction and provide role models and guidance from college students to high school students.
- Employing graduation coaches and counselors to support students in selecting and successfully completing college-level coursework.
- Employing or contracting for data analysis to identify disparities in access at the local level.
- Funding students to take college-level coursework in partnership with local community colleges or universities.
- Training and employing additional AP/IB teachers or supporting existing teachers to become AP/IB certified.
- Extended school day supports to provide students with accessible help in completing college-level coursework, aligned with student schedules and availability.
- Expanding accessible on-ramps to advanced coursework.
- Identifying and eliminating barriers to access, including fees.

### **TAG Disparities**

There are well-documented racial inequities in TAG identification. In 2022-23, 6.2% of all students were identified as TAG, but rates varied dramatically by student group. American Indian/Alaska Native students were 72% less likely to be identified; Black/African American and Hispanic/Latino/a/x students were around half as likely to be identified, and Native Hawaiian/Pacific Islander students were 66% less likely to be identified, compared to students overall. Students with disabilities (served through an IEP) were also substantially underrepresented in TAG identification.

**Figure 3: Significant Racial Disparities Exist in TAG Identification Rates**

% Identified as TAG, 2022-23



In 2018-19, students who were identified as economically disadvantaged were about 70% less likely to be identified as TAG, compared to students who were not identified as economically disadvantaged. 10.8% of students who were not identified as economically disadvantaged were identified as TAG, compared to only 3.3% of economically disadvantaged students.

Given that early TAG identification is a major pathway to advanced coursework, these disparities are likely contributing to later disparities in advanced coursework access.

### **Equitable Access to Advanced Coursework**

Equitable access to advanced coursework is the idea that all students, regardless of their background or circumstances, should have both the opportunity to take challenging courses that will prepare them for college and careers and be at a minimum proportionally enrolled in challenging courses. This is important because it ensures that all students have the chance to reach their full potential. When students have access to advanced coursework, they are more likely to graduate from high school and go on to college. They are also more likely to earn higher salaries and have better job prospects.

There are many reasons why equitable access to advanced coursework is important.

First, it allows students to develop the skills and knowledge they need to succeed in college and careers. Advanced coursework challenges students to think critically and solve problems. It also exposes them to new ideas and concepts. These experiences can help students develop the skills they need to be successful in college and in the workforce.

Second, equitable access to advanced coursework helps to close the achievement gap. Students from low-income families and students of color are less likely to take advanced coursework than their peers from higher-income families and white students. This is a problem because it means that these students are not getting the same opportunities to succeed in college and careers. Equitable access to advanced coursework can help to close the achievement gap by giving all students the opportunity to take challenging courses.

Third, equitable access to advanced coursework helps to promote social mobility. Students who take advanced coursework are more likely to graduate from high school and go on to college. They are also more likely to earn higher salaries and have better job prospects. This means that equitable access to advanced coursework can help students from low-income families and students of color to move up the economic ladder.

In conclusion, equitable access to advanced coursework is important because it ensures that all students have the chance to reach their full potential. It also helps to close the achievement gap and promote social mobility.

## Strategies to Address Equity Gaps

The following are some targeted strategies that can be used to address equity gaps in dual credit, AP, and IB course enrollment:

- **Use focused and intentional communication strategies to convey the academic and financial benefits of enrolling in accelerated learning, as well as its costs and participation requirements, and make this information readily available to students and families.** Provide clear examples of how accelerated learning can benefit students, whether they are preparing for college or a career after high school graduation.
- **Provide opportunities for students to give feedback about their needs and experiences.** For students who take an accelerated learning course, create a brief exit survey to find out how they learned about the course, the level of support they received in deciding to enroll, from whom they received the support, their experience in meeting requirements to enroll in the course, and their feelings of belonging in accelerated learning classes in their school. Create a similar survey for students who did not enroll in accelerated learning courses.
- **Provide professional development to educators focused on strategies for recognizing personal biases and overcoming them.** Using facilitators or equity coaches, build courageous spaces in which to explore and discuss these challenging issues.
- **Broaden eligibility for students to enroll in accelerated learning courses by using multiple measures for assessing academic readiness.** By considering a broader range of student assets and educational experiences, a multiple-measures approach is both a more inclusive and a more accurate way to evaluate a student's ability to meet course requirements. In addition to grades and cumulative grade point averages, these measures could include counselor or teacher recommendation; completion of prerequisite courses; a student's demonstrated proficiency in



the targeted subject, even if they are not proficient in other subjects; or a demonstrated supplemental support team (e.g., participation in AVID, TRIO, or other student support programming that provides academic resources and support).

Addressing the disparities in access and participation in accelerated learning programs requires a comprehensive approach that includes:

1. Expanding funding for these programs to make them more affordable for families from all socioeconomic backgrounds.
2. Providing outreach and support to families and students to raise awareness of accelerated learning programs and assistance with the application process.
3. Implementing policies and practices to eliminate bias and discrimination in the selection of students for these programs.
4. Ensuring that accelerated learning programs are designed to be inclusive and responsive to the needs of all students, regardless of their background or ability.
5. Instituting targeted efforts for remote and rural schools to increase qualified staffing levels, expand the quantity of courses and CTE programs of study offered and provide additional classroom space.

By taking these steps, we can create a more just and equitable education system that provides all students with the opportunity to reach their full potential.

## Citations

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**Appendix: Supplemental Data Tables****Data for Figure 1: AP and IB Course Enrollment Rates**

11th and 12th Grade

<b>School Year</b>	<b>Race/Ethnicity</b>	<b>% Enrolled in at least one AP course</b>	<b>% Enrolled in at least one IB course</b>	<b>% Enrolled in at least one AP or IB course</b>
2017-18	American Indian/Alaska Native	13%	3%	16%
2018-19	American Indian/Alaska Native	14%	4%	17%
2020-21	American Indian/Alaska Native	14%	4%	17%
2021-22	American Indian/Alaska Native	13%	4%	17%
2022-23	American Indian/Alaska Native	13%	3%	16%
2017-18	Asian	47%	17%	63%
2018-19	Asian	46%	19%	63%
2020-21	Asian	43%	23%	64%
2021-22	Asian	41%	23%	63%
2022-23	Asian	42%	22%	62%
2017-18	Black/African American	17%	7%	24%
2018-19	Black/African American	19%	8%	27%
2020-21	Black/African American	16%	9%	25%
2021-22	Black/African American	15%	9%	23%
2022-23	Black/African American	18%	8%	26%
2017-18	Hispanic/Latino/a/x	23%	9%	31%
2018-19	Hispanic/Latino/a/x	23%	9%	32%
2020-21	Hispanic/Latino/a/x	19%	9%	28%
2021-22	Hispanic/Latino/a/x	18%	11%	28%
2022-23	Hispanic/Latino/a/x	20%	12%	31%
2017-18	Multiracial	28%	11%	38%
2018-19	Multiracial	29%	12%	40%
2020-21	Multiracial	26%	12%	38%
2021-22	Multiracial	24%	14%	37%
2022-23	Multiracial	27%	15%	41%
2017-18	Native Hawaiian/Pacific Islander	24%	6%	30%
2018-19	Native Hawaiian/Pacific Islander	22%	7%	29%
2020-21	Native Hawaiian/Pacific Islander	15%	8%	23%
2021-22	Native Hawaiian/Pacific Islander	18%	12%	29%
2022-23	Native Hawaiian/Pacific Islander	19%	14%	32%
2017-18	White	28%	9%	36%
2018-19	White	29%	10%	37%
2020-21	White	26%	10%	35%
2021-22	White	25%	10%	35%
2022-23	White	27%	10%	36%