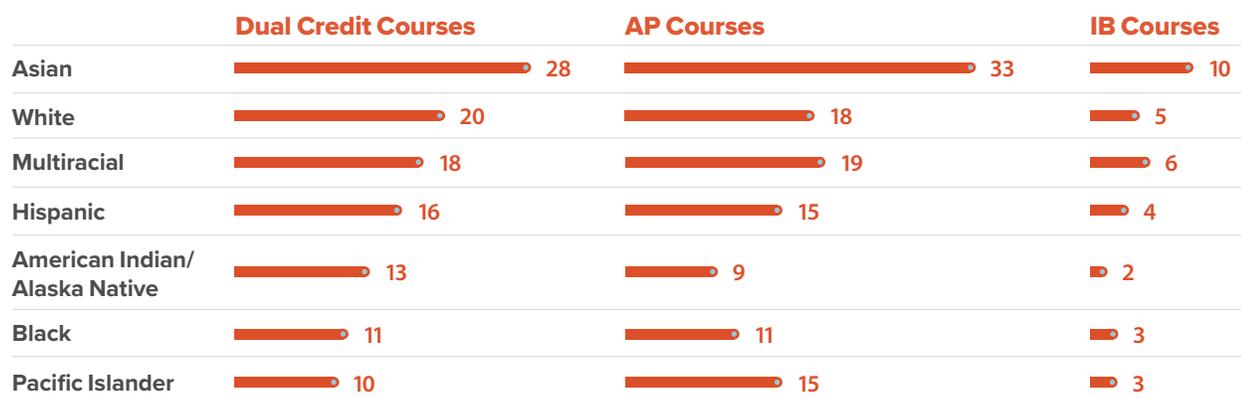


# Increasing equity in access to accelerated learning in Oregon

Accelerated learning is the opportunity to earn college credit while still in high school. This includes dual-credit, Advanced Placement (AP), and International Baccalaureate (IB) programs. In 2017/18, 19 percent of Oregon public high school students took dual credit, 17 percent took AP, and 5 percent took IB. Participation in accelerated learning has increased in Oregon public high schools in recent years, but not for everyone. Asian, White, and multiracial students consistently have higher participation rates in accelerated learning courses compared to Hispanic, American Indian/Alaska Native, Black, and Pacific Islander students. For example, in 2017/18, 28 percent of Asian, 20 percent of White, and 18 percent of multiracial students took dual-credit courses compared to 16 percent of Hispanic, 13 percent of American Indian/Alaska Native, 11 percent of Black, and 10 percent of Pacific Islander students.

Percentage of Oregon public high school students enrolling in accelerated learning courses in 2017/18



# Identify barriers that hinder students from enrolling in accelerated learning

To begin to address equity gaps in dual credit, AP, and IB course enrollment, ask yourself these **critical questions** and discuss them with your team.

- ?** **How can you leverage various partnerships to provide additional student supports in your accelerated learning programs?** Have you considered adding career exposure opportunities, academic advising, access to tutoring, reduced fees, and student exposure to people with similar cultural backgrounds, lived experiences, and interests?
- ?** **What is your high school/program doing to help students of color feel like they belong in accelerated learning courses?** Are your curriculum and career exposure activities culturally inclusive and representative of a broad range of backgrounds and experiences?
- ?** **What informs your awareness of the experiences and unique needs of students of color in relation to accelerated learning opportunities?** Have you asked students for their perspectives and ideas?

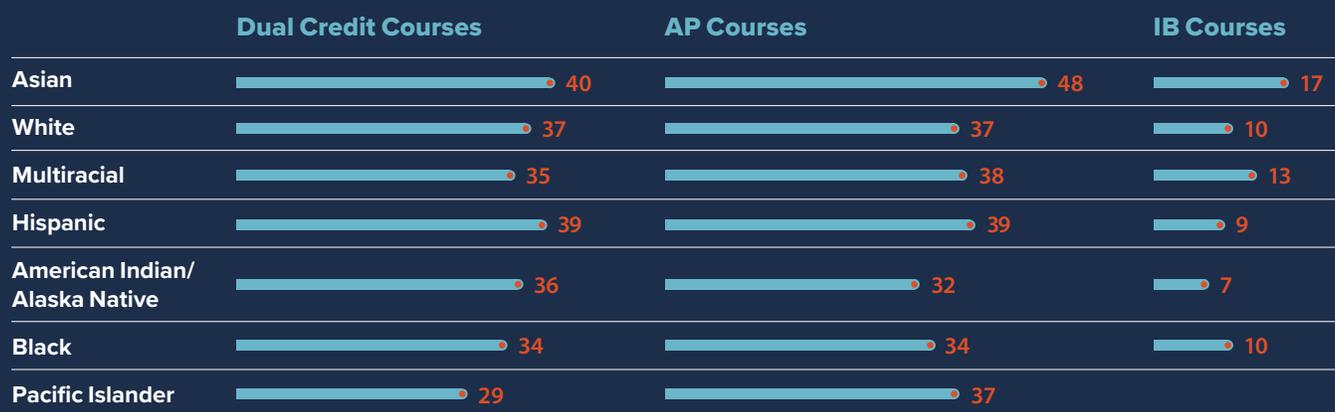
After reflecting on these questions, consider some **targeted strategies** to address equity gaps in dual credit, AP, and IB course enrollment.

- ▶ 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 counselors and teachers 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).

## Participation gaps narrow for high-achieving students

For example, Hispanic high-achieving students (those who scored in the top quartile on the math and reading assessment in high school) participate in dual credit and AP at higher rates than White and multiracial high-achieving students.

Percentage of high-achieving students enrolling in accelerated learning courses in 2017/18



### What can we learn about the recruitment and enrollment of high-achieving students of color in accelerated learning classes that can be applied to all students?

Do high-achieving students hear a different message than students who are not considered high-achieving? If so, why? How easy is it for high-achieving students to access information about course offerings compared to students who are not considered high-achieving?



### Review messaging and recruitment strategies for high-achieving students.

What are some of the high-impact recruitment and support practices that could be modified to communicate a message of invitation, belonging, and support for all students?

Source: Data were drawn from Hodara & Pierson (2018). All data are from the Oregon Department of Education and Higher Education Coordinating Commission. Sample sizes in 2017/18: American Indian/Alaska Native = 4,669; Asian = 7,671; Black = 4,671; Hispanic/Latino = 7,988; Multiracial = 8,448; Pacific Islander = 1,239; White = 115,429. The Pacific Islander percentage is not included in the figure on high-achieving students because the sample size is less than 10 students.

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**For more information contact: [Michelle.Hodara@EducationNorthwest.org](mailto:Michelle.Hodara@EducationNorthwest.org)**

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