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Automatic Enrollment in Illinois

Participation and Equity in Dual Credit and Advanced Placement Coursework Before and After the Policy Took Effect

Research Brief

October 2026



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Illinois Workforce & Education Research Collaborative (IWERC)

Suggested Citation

Cashdollar, S., & Bates, M. (2026). *Automatic Enrollment in Illinois: Participation and Equity in Dual Credit and Advanced Placement Coursework Before and After the Policy Took Effect.* Illinois Workforce and Education Research Collaborative (IWERC). https://iwerc.education.illinois.edu/dual-credit/

External Review

To ensure that this report's contents are rigorous, accurate, and useful to educators and policymakers with varying levels of background knowledge, IWERC solicits feedback from experts.

We thank the following reviewers of this report:

- John Fink, Community College Research Center, Teachers College, Columbia University
- Gudelia López, Lopez Strategic Solutions
- Jorge Macias, Latino Policy Forum
- Emily Rusca, Education Systems Center at Northern Illinois University
- Rebecca Vonderlack-Navarro, Latino Policy Forum

Acknowledgements

This project was supported by the Dual Enrollment Research Fund (DERF). We thank DERF for their generous support of this work. We are also grateful to Alex Perry, Policy Advisor at Foresight Law & Policy, for feedback on this study. Thanks to Shereen Beilstein and Sebastian Kiguel from IWERC for their careful reviews.

IWERC is supported by a group of foundations including The Brinson Foundation, CME Group Foundation, Crown Family Philanthropies, Joyce Foundation, Pritzker Traubert Foundation, Robert R. McCormick Foundation, Spencer Foundation, Square One Foundation, Steans Family Foundation, W. Clement & Jessie V. Stone Foundation, and two anonymous donors. We thank them for allowing IWERC to pursue important research questions of interest to the state of Illinois.

About IWERC

The Illinois Workforce and Education Research Collaborative (IWERC) is an education research-practice partnership with the state of Illinois. IWERC works with community partners across the state to research and co-construct solutions to the most pressing issues in the cradle-to-career, education-to-workforce pipeline. IWERC's research spans four sectors: early childhood, K-12, postsecondary, and workforce. Designed to be an independent, objective source of information for the state's education and policy leaders, IWERC is housed within the College of Education at the University of Illinois Urbana-Champaign.

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Abstract

This research brief examines how participation in rigorous coursework among Illinois high school students has changed since the state's automatic enrollment policy went into effect during the 2023-24 (SY24) school year. Using publicly available data from the Illinois Report Card, we show that dual credit (DC) and Advanced Placement (AP) participation increased more in SY24 than in previous years. Increased SY24 participation in Chicago Public Schools (CPS), the state's largest district, accounted for much of the accelerated upward trend, especially for Black students and students with disabilities or Individualized Education Programs (IEPs). However, both in and outside of CPS, Latino students and English learners (ELs) showed higher increases in AP participation in SY24 compared to other years and compared to overrepresented groups, resulting in narrowed Latino and EL participation gaps in AP coursework.

Automatic Enrollment in Illinois

Participation and Equity in Dual Credit and Advanced Placement Coursework Before and After the Policy Took Effect

Introduction

Under the Illinois Education and Workforce Equity Act (Public Act 101-0654, 2021), districts were required beginning in the 2023-24 school year (SY24) to automatically enroll high school students who exceed state standards[1, 2] in English Language Arts (ELA), math, or science in the "next most rigorous level of advanced coursework." The next most rigorous course could be a dual credit (DC) course, an Advanced Placement (AP) course, an International Baccalaureate (IB) course, an honors class, or another district program.[3] Part of the motivation behind the law was a recognition that students have "inequitable access to advanced coursework" across the state.[4] Indeed, previous IWERC research has shown that Black and Latino students, students with Individualized Education Programs (IEPs), English learners (ELs), and low-income students in Illinois are underrepresented in DC, and that participation gaps between these groups and their overrepresented peers grew between SY18 and SY22 (Cashdollar, 2023). State data shows that students from these groups are also underrepresented in AP coursework (Illinois State Board of Education, n.d.).

In this research brief, we examine whether and how participation in DC and AP coursework has changed in the two years since the law went into effect. Our findings provide a descriptive first look at statewide

[1] Districts can determine who exceeds state standards using "the most recent state assessment results" or, for students in grades 10-12, "the results from a locally selected, nationally normed assessment may be used instead of the State assessment if those results are the most recent." Districts use a variety of nationally normed assessments to assess student progress throughout the year. Common assessments include the NWEA-MAP and i-Ready.

[2] The original language of the Education and Workforce Equity Act called for automatic enrollment of any student who "meets or exceeds" state standards. A 2024 amendment (Public Act 103-0743, 2024) limited automatic enrollment to students who exceed state standards and "automatic eligibility" for advanced coursework for students who meet state standards.

[3] According to an amendment to the Act (Public Act 102-0209, 2021), for students entering grade 12, the next most rigorous course must be a DC, AP, or IB course. For students entering grades 9-12, the next most rigorous course could be a DC, AP, or IB course, or it could be an honors class, gifted program, or other district program.

[4] The Act states, "that inequitable access to advanced coursework and enrollment in accelerated placement programs exists between children enrolled in different school districts and even within the same school district and more must be done to eliminate the barriers to access to advanced coursework and enrollment in accelerated placement programs for all children."

participation trends across student groups before and after implementation of the automatic enrollment requirement. While we do not analyze causal relationships between the requirement and subsequent enrollment trends, our findings lay the foundation for future research on the policy's effectiveness at increasing participation overall and especially among underrepresented groups.

Research Questions

1. How did participation in dual credit (DC) and Advanced Placement (AP) coursework change among Illinois students in grades 9-12 after the automatic enrollment requirement went into effect in SY24?
2. How did changes vary by student group, including racial/ethnic groups, students with disabilities, students with Individualized Education Programs (IEPs), English learners (ELs), and low-income students?

Background

DC and AP are types of advanced coursework that provide students with rigorous learning experiences. Though DC and AP both provide students with the opportunity to earn early college credit,[5] they differ in how that credit is earned and applied. DC courses are college courses offered to high school students by an institution of higher education in partnership with the students' school district, and a student who passes the course earns both high school and college credit.[6] AP courses are high school courses with a standardized, college-level curriculum designed by the College Board. Students may earn college credit by earning a sufficiently high score (most commonly, a 3 out of 5 or higher) on the national AP exam associated with their AP course, which is optional to take.[7]

[5] A third type of advanced coursework, International Baccalaureate (IB), can also provide early college credit. However, in SY25 only about 1% of Illinois students in grades 9-12 participated in an IB program, and many districts do not offer IB programs. We limit the scope of this report to types of early college coursework that most districts in Illinois offer.
[6] In Illinois, the partnering institution is most commonly the school district's assigned community college district. The credits earned can be applied toward degrees at that institution, or they can be transferred to another institution of higher education depending on the receiving institution's policies. Under the Illinois Articulation Initiative, DC courses that count toward the state's General Education Core Curriculum (GECC) (including many courses in general education subjects such as in English Language Arts, math, or social studies) must be accepted for transfer credit by all public colleges and universities in Illinois, and they are accepted by many private institutions as well (*Policies and procedures manual for the Illinois Articulation Initiative*, 2020). In Illinois, DC is distinct from dual enrollment, which refers to an arrangement whereby a high school student takes a college course for college credit only.
[7] Institutions of higher education differ in their policies around whether and how credit is applied. While most colleges and universities award credit to students who earn a 3 or higher across subject areas, others set a minimum eligibility score of 4 or 5 for most or all subject areas.

Both DC and AP can have positive impacts on students' postsecondary attainment. Success in DC coursework has been shown to improve college access and persistence (An, 2022), and even students who do not pass DC courses have been found to be more likely to enroll in college than their peers who never enrolled in DC (Howard Terrell et al., 2026). Students who earn AP exam scores that meet college eligibility requirements have higher college GPAs (Godfrey et al., 2014) and are more likely to earn a bachelor's degree than students who do not earn eligible scores (Smith et al., 2017).[8]

Most high schools in Illinois offer both DC and AP coursework, though they vary in how many courses of each type they offer. Student participation in both types of coursework has increased in Illinois in recent years as the state has taken steps to expand access (Illinois Community College Board, 2026; Illinois State Board of Education, n.d.). The Dual Credit Quality Act of 2010 (Public Act 96-194, 2010), amended in 2018 and 2021, includes a number of provisions designed to expand DC eligibility and accommodations. The Postsecondary and Workforce Readiness Act of 2016 allows students to earn College and Career Pathway Endorsements on their high school diplomas by meeting a set of milestones including the attainment of early college credit through coursework such as DC or AP. Additionally, the Illinois state budget includes dedicated funding for both programs. Since 2017 the state has allocated funds to reduce AP exam fees for low-income students. Since 2024, the state has allocated over three million dollars to the Illinois Community College Board for DC grants and administration. The Education and Workforce Equity Act builds on these prior efforts to ensure all qualified students have the opportunity to participate in early college coursework.

Data and Analysis

We used publicly available data from the Illinois Report Card (IRC), which provided statewide DC and AP participation rates and counts for the 2020-21 school year (SY21) through SY25, disaggregated by student race/ethnicity as well as disability, IEP, EL, and low-income status. DC and AP participation rates for each student group are calculated annually as the number of students from the group who participated in any DC or AP courses (respectively) that year divided by the number of all high school students from the group. The IRC also provided participation data by district. To examine the extent to which trends were driven by the state's largest district, Chicago Public Schools (CPS), we complemented our main analysis with one that

[8] Little research has examined the outcomes of students who participate in AP coursework but do not take the exam, which has previously been estimated to make up between 30% and 45% of AP-enrolled students (Warne, 2017). An and Taylor (2019) summarize research comparing the outcomes of DC and AP students, pointing out that studies show mixed results on which type of coursework is most beneficial to students.

subtracted CPS counts from the overall state counts. CPS serves approximately 17% of public school students in Illinois.

Using this data, we report annual rates of participation in rigorous coursework as well as year-over-year changes in participation rates. Our figures display these measures among all students statewide (including CPS) as well as among students only in non-CPS districts. We then break down participation trends by student racial/ethnic group, limiting our analysis to the four largest groups: Asian, Black or African American (hereafter, "Black"), Hispanic or Latino (hereafter, "Latino"), and White. Finally, we break down participation trends by students' disability,[9] IEP, EL, and low-income status. Appendix A contains tables displaying DC participation rates, changes in participation, and participation gaps, while Appendix B contains the same tables for AP.

Findings

When the automatic enrollment requirement went into effect, participation in DC and AP coursework increased at rates higher than previously observed.

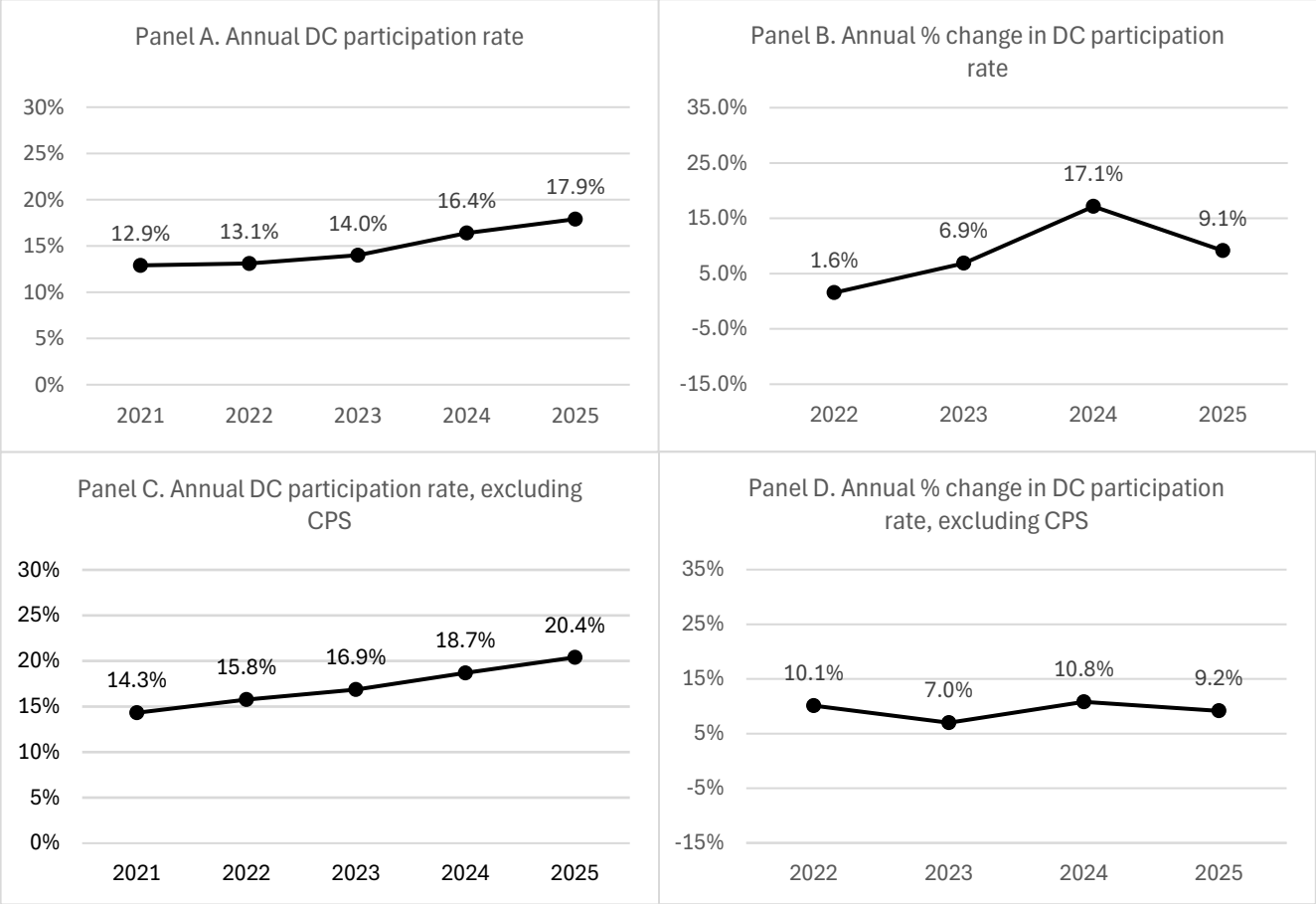
Statewide, DC participation increased each year between SY21 and SY25, as shown in Figure 1, Panel A. Panel B shows year-over-year percent change in participation rate. The greatest increase in participation occurred in SY24, when the participation rate increased by 2.4 percentage points, or 17.1%, compared to SY23. This increase was significantly higher than in the previous two years, which saw increases of 1.6% and 6.9%, respectively.

Outside of Chicago Public Schools (CPS), the average DC participation rate is higher. In this population, we see increases in DC participation each year between SY21 and SY24, with the greatest increase in SY24 (Figure 1, Panels C-D). However, we did not observe a sharp acceleration in SY24 compared to the previous two years. In SY24, DC participation increased by 1.8 percentage points (10.8%), compared to 1.5 percentage points (10.1%) in SY22. Because the SY24 increase excluding CPS was not as dramatic as what we observed

[9] ISBE categorizes students eligible for an Individualized Education Program (IEP) as well as students receiving accommodations and related services under a 504 Plan as students with disabilities (Illinois State Board of Education, 2025). In turn, the "students with disabilities" category used in this report is inclusive of but broader than the "students with IEPs" category.

in the population including CPS, we can conclude CPS drove the large SY24 DC increase statewide (Panels A-B).

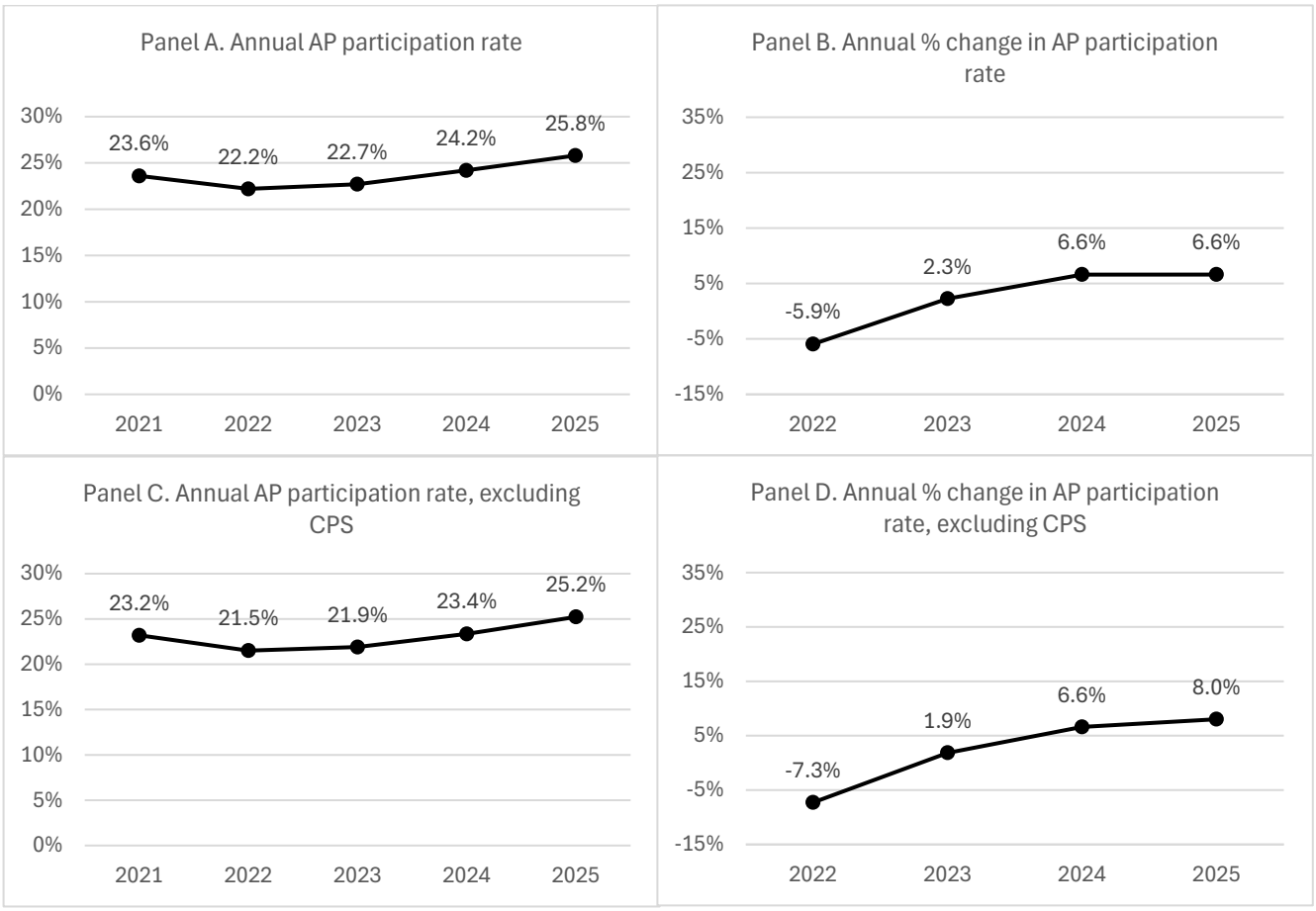
Figure 1. Dual credit participation among all Illinois students in grades 9-12.



Statewide AP participation rates ranged from 6 to 11 percentage points higher than DC rates over the years of the study. AP participation rates are shown in Figure 2. After declining between SY21 and SY22, AP participation increased from SY22 to SY25 (Panel A). Year-over-year percent change in participation was highest in SY24 and SY25, when participation in each of these years increased by 6.6% (1.5 and 1.6 percentage points, respectively), as shown in Panel B. Excluding CPS, the trends look similar, with participation increasing by 1.5 percentage points in SY24 and 1.6 percentage points in SY25 (Panel C), representing increases of 6.6% and 8.0%, respectively (Panel D). We can conclude that across districts

statewide, AP participation increased more in SY24 than in previous years and continued this accelerated growth in SY25.

Figure 2. Advanced Placement participation among all Illinois students in grades 9-12.



Participation rates increased more among Latino students compared to other racial/ethnic groups.

Next, we break down overall participation trends by student race/ethnicity, starting with DC trends. Figure 3, Panel A shows that Asian and White student participation in DC increased statewide in each year between SY21 and SY25, while Latino and Black participation dipped from SY21 to SY22 and then increased from SY22 to SY25. SY24 marked the highest year-over-year increase in participation for all racial/ethnic groups. The percentage point increase in participation in SY24 was highest among Latino students (2.9 percentage points) and lowest among Black students (2.2), with Asian (2.6) and White (2.5) students in between. Given

the lower SY23 rates among Latino and Black students, these percentage point increases represented a 28.4% increase for Latino students and a 25.6% increase for Black students, compared to 15.6% and 13.9% increases for Asian and White students, respectively. In other words, Latino and Black students showed the greatest proportionate increases (i.e. increases based on percent change), as shown in Panel B. These differences in growth have ramifications for participation gaps between under- and overrepresented groups. The participation gap between Latino students and White students, the largest overrepresented race group, shrank by 0.4 percentage points, moving from 7.8 to 7.4 percentage points, between SY23 and SY24. The gap between Black and White students, on the other hand, grew by 0.3 percentage points, going from 9.7 to 10.4 percentage points (see Table A7 for DC participation gaps across groups over time).

When we exclude CPS students from the population, we see that SY24 continued to show the highest increases in DC participation among Latino, Asian, and White students, though these increases were slightly smaller for Latino students (0.6 percentage points smaller) and Asian students (0.3 percentage points smaller) compared to the increases including CPS. Given the smaller growth in Latino participation outside of CPS, the participation gap between Latino and White students grew by 0.2 percentage points among non-CPS students from SY23 to SY24. Black students outside of CPS had greater increases in SY22 (1.3 percentage points, or 11.1% increase) and SY25 (1.3 percentage points, or 9.9% increase) than in SY24 (1.1 percentage points, or 8.1% increase). This means that the large increase in Black student participation in SY24 relative to previous years that we observed statewide (Panels A-B) was driven by CPS. Outside of CPS, the gap between Black and White students grew by 1.5 percentage points.

Figure 3. Dual Credit participation among all Illinois students in grades 9-12, by race/ethnicity.

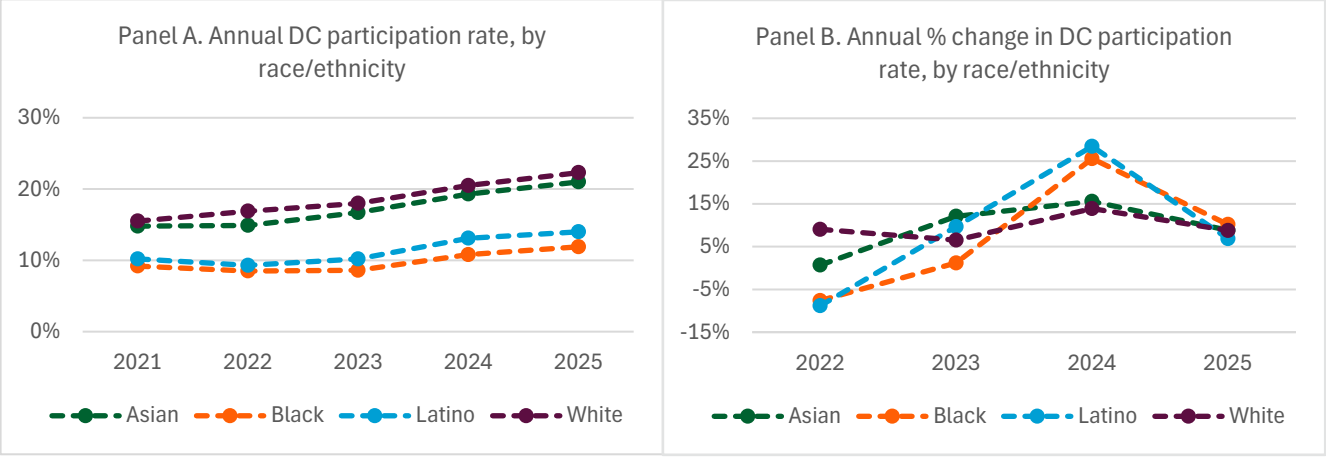
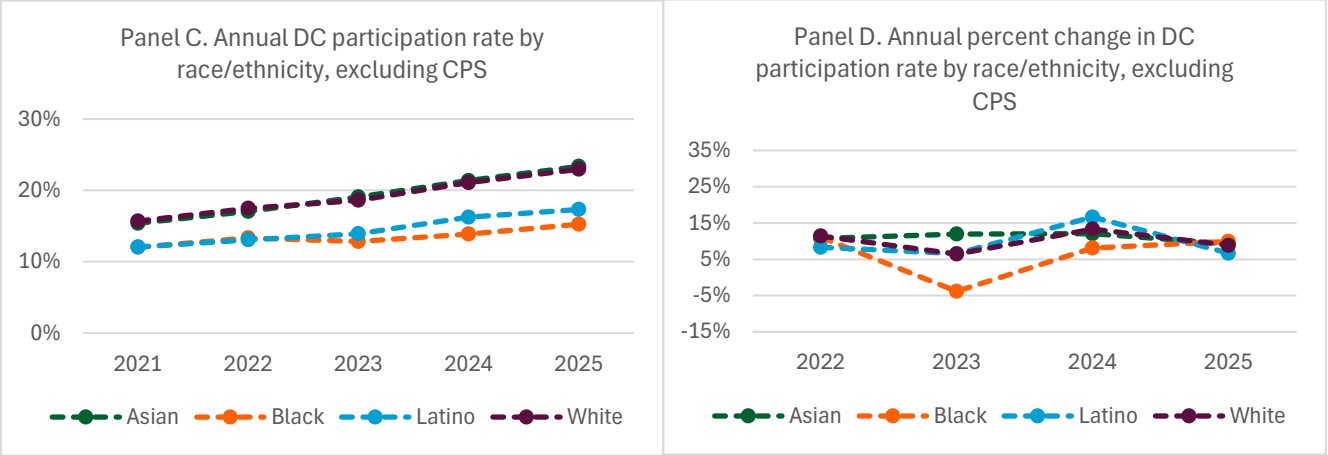


Figure 3. Dual Credit participation among all Illinois students in grades 9-12, by race/ethnicity (*cont.*).

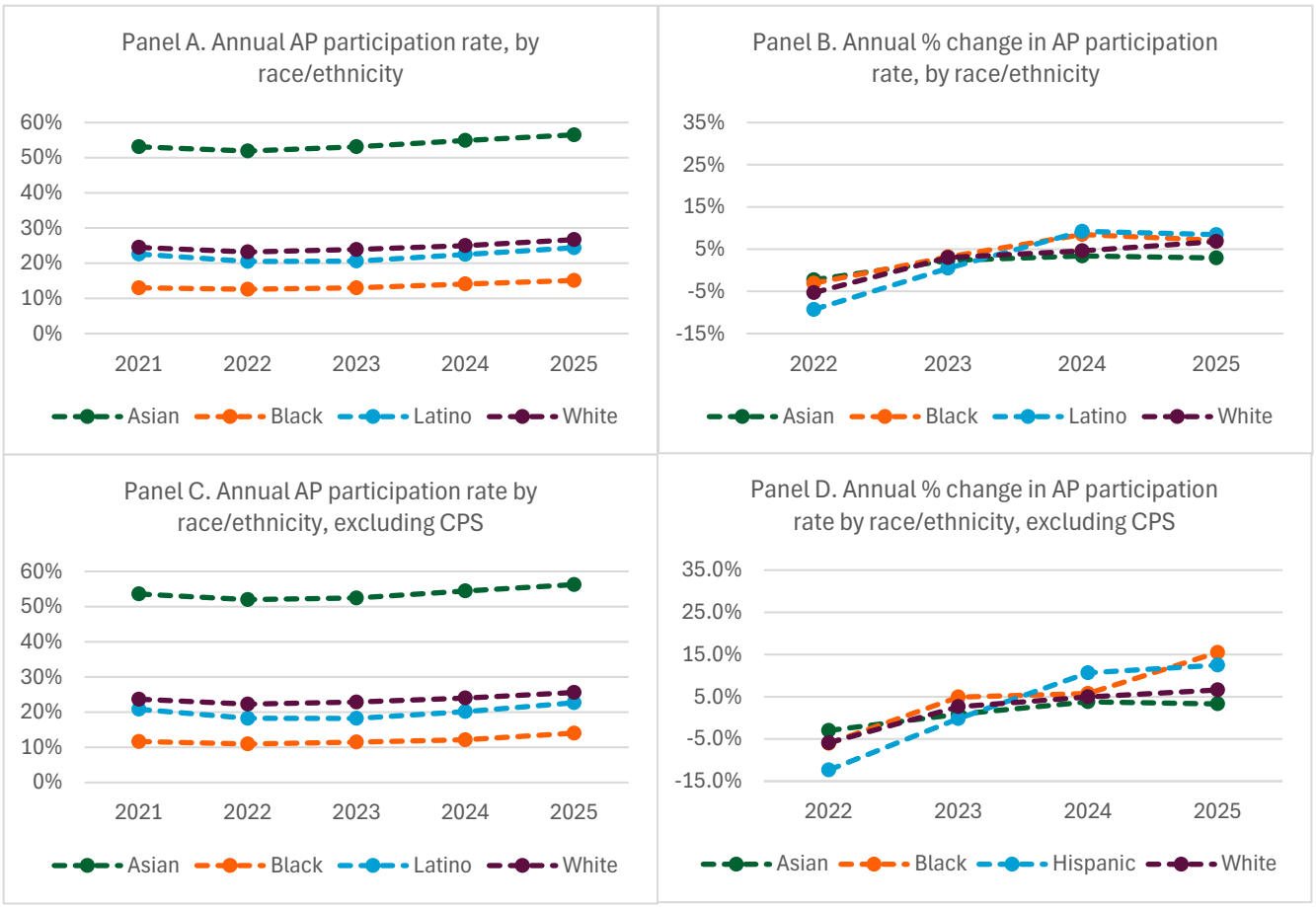


Turning to AP participation across racial/ethnic groups, we see in Figure 4, Panel A that all groups decreased in participation from SY21 to SY22 and increased from SY22 to SY25. For all groups, the participation change in SY24 was more positive than in the two previous years (Figure 4, Panel B). In this year, the Latino student participation rate increased by 1.9 percentage points (9.2%); the Asian student participation rate increased by 1.8 percentage points (3.4%); and the Black and White participation rates each increased by 1.1 percentage points (representing 8.5% and 4.6% increases, respectively). In turn, the AP participation gap between Latino and White students shrank by 0.8 percentage points, from 3.3 percentage points to 2.5, between SY23 and SY24, while the gap between Black and White students was stable at 10.9 percentage points (see Table A5). Like with DC, the lower Latino and Black student participation rates in SY23 meant that these groups had the highest proportionate increases in SY24, as measured by percent change. The gap between Latino and White students continued to decrease in SY25, shrinking by an additional 0.2 percentage points. The resulting gap in SY25 was just 2.3 percentage points, much smaller than the gaps observed for other groups.

In the population excluding CPS (Figure 4, Panels C-D), all racial/ethnic groups continued to show greater increases in SY24 compared to previous years, but the increase among Black students of 0.7 percentage points was smaller than in the population with CPS (1.1 percentage points), resulting in a widened participation gap relative to White students. On the other hand, the Latino participation gap relative to White students outside of CPS narrowed by 0.9 percentage points, slightly more than in the population

including CPS (0.8 percentage points). Black, Latino, and White AP participation rates outside of CPS showed even greater increases in SY25 than in SY24, increasing by 15.5%, 12.5%, and 6.6%, respectively. The higher increases for Black and Latino students resulted in narrower SY25 participation gaps for Black and Latino students relative to White students outside of CPS. The gap for Black students shrank from 11.9 to 11.6 percentage points, while the gap for Latino students shrank from 3.8 to 2.9 percentage points.

Figure 4. Advanced Placement participation among all Illinois students in grades 9-12, by race/ethnicity.



Participation rates increased consistently among English Learners (ELs).

Statewide, students with disabilities, students with IEPs, ELs, and low-income students increased DC participation more in SY24 than they had in previous years, with percentage point increases from SY23 to SY24 ranging from 1.4 among students with IEPs to 2.3 among low-income students (Figure 5, Panel A).

While these student groups' increases were not as large as the average statewide increase of 2.4 percentage points, their lower relative starting points meant that their percent increases in SY24 were larger than the overall percent increase of 17.1%. Instead, relative increases for these groups ranged from 20.9% (students with IEPs) to 35.0% (ELs), as shown in Figure 5, Panel B.

Excluding CPS from the population reveals that, outside of the state's largest district, ELs and low-income students had greater increases in DC participation in SY24 than in previous years (Figure 5, Panel A). ELs matched the statewide average increase of 1.8 percentage points from SY23 to SY24. The low-income student increase was 1.2 percentage points, only slightly higher than their increase in SY22 (1.1 percentage points). Students with disabilities and students with IEPs, on the other hand, had increases as large or larger in SY22 compared to SY24. Outside of CPS, the only group whose DC *percent* increase was highest in SY24 compared to other years was ELs, whose 1.8 percentage point increase represented a change of 21.3%.

From these patterns, we can conclude that the higher statewide increase in the rate of DC participation among students with disabilities, students with IEPs, and low-income students in SY24 compared to previous years was driven mostly or entirely by CPS. The SY24 spike in DC participation among ELs, on the other hand, occurred among ELs both in and outside of CPS.

Figure 5. Dual Credit participation among all Illinois students in grades 9-12, by disability, EL, IEP, and low-income status.

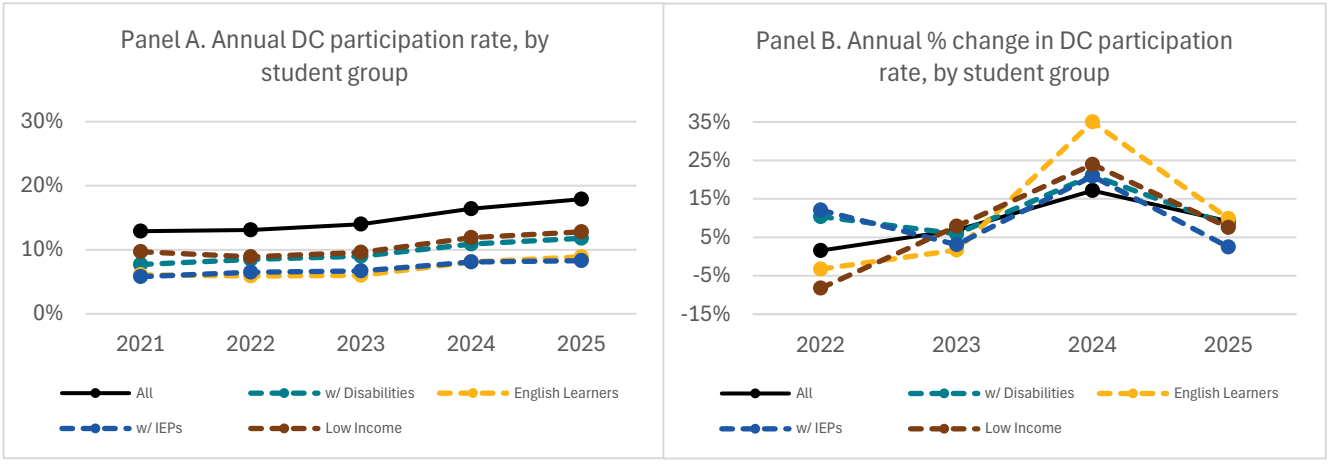
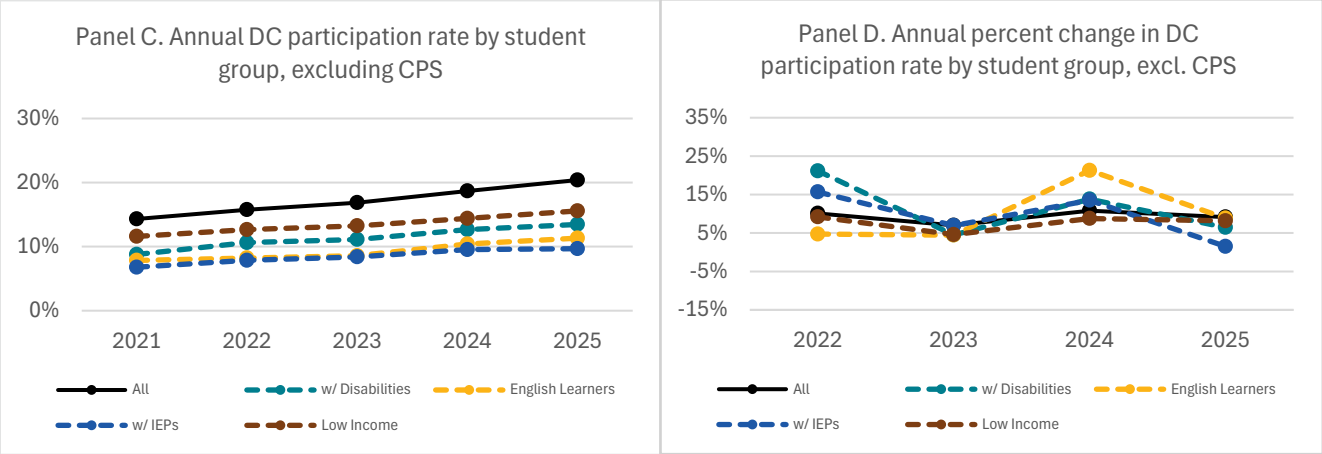


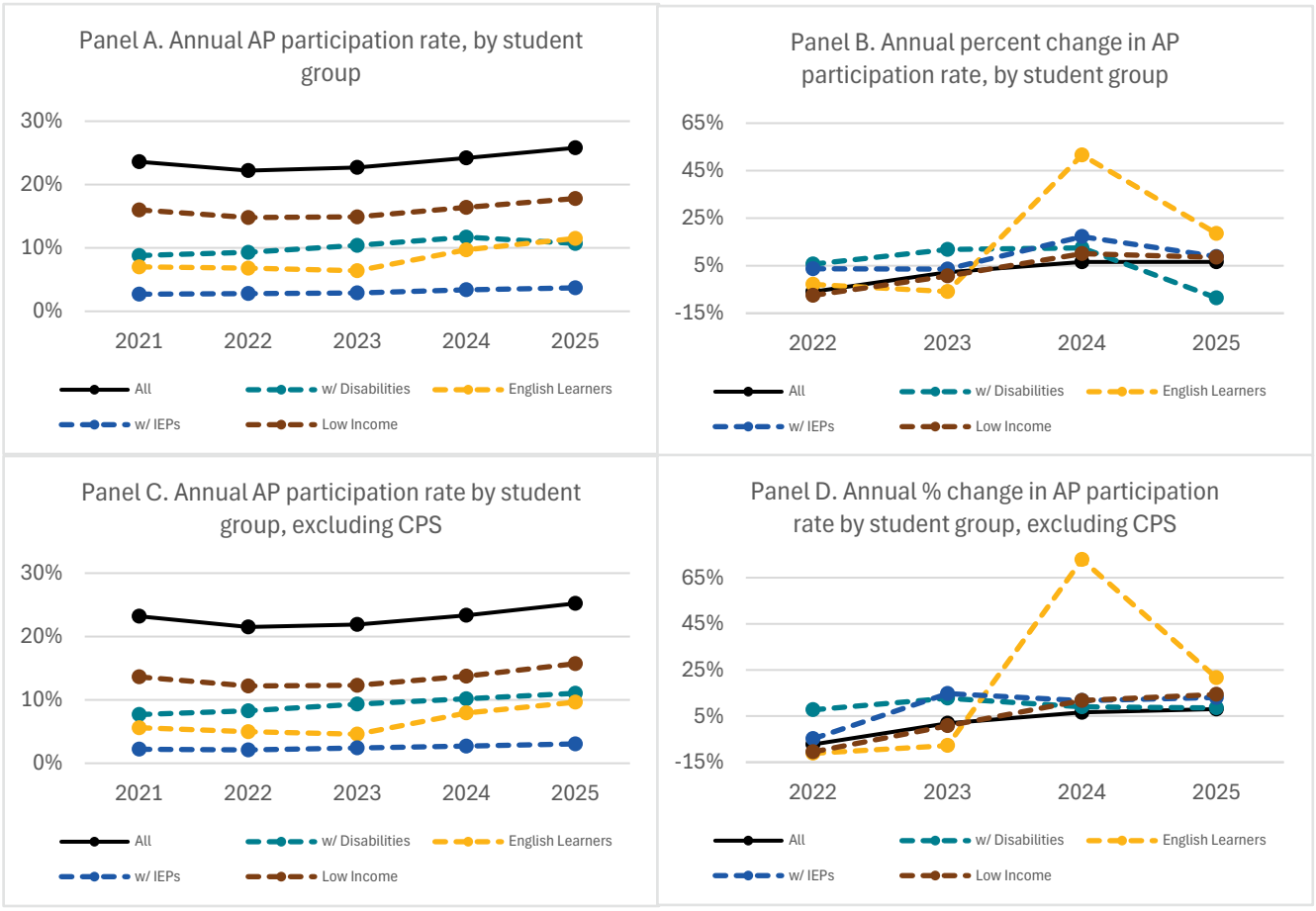
Figure 5. Dual Credit participation among all Illinois students in grades 9-12, by disability, EL, IEP, and low-income status (*cont.*).



AP participation among students with disabilities, students with IEPs, ELs, and low-income students increased more in SY24 than in any other year we observed, ranging from 0.5 percentage points among students with IEPs to 3.3 percentage points among ELs (Figure 6, Panel A). The statewide average increase in SY24 across all students was 1.5 percentage points, an increase matched by low-income students and exceeded by ELs. All of these underrepresented groups showed a higher percent increase in SY24 than the statewide average increase of 6.6%, with the EL increase of 51.6% far exceeding the average (Figure 6, Panel B).

Outside of CPS, ELs and low-income students continued to show greater AP participation increases in SY24 than in the previous two years, with low-income students matching the average student increase of 1.4 percentage points and ELs exceeding the average at 3.3 percentage points, representing a 72.8% increase. Students with disabilities and students with IEPs outside of CPS showed increases as larger or larger in SY23 compared to SY24 (Figure 6, Panels C-D). This means that the statewide participation spikes in SY24 for students with disabilities and students with IEPs (Figure 6, Panels A-B) were driven by CPS, while the increases for ELs and low-income students were distributed among districts statewide.

Figure 6. Advanced Placement participation among all Illinois students in grades 9-12, by disability, EL, IEP, and low-income status.



Interpretations and Next Steps

Rates of participation in DC and AP coursework have been increasing for a number of years in Illinois, making it difficult to disentangle the effect of the state's automatic enrollment policy, first implemented in SY24, from other statewide efforts to increase participation rates. This study uses data from the Illinois Report Card to provide a descriptive first look at changes in participation before and after the policy went into effect, acknowledging that estimating the causal impact of the policy will require more sophisticated methods with more granular data.

Our findings showed that **DC and AP participation rates increased more in SY24, the year that the automatic enrollment policy took effect,** than in the previous two years. The SY24 increases in DC were

driven in part by the influence of the state's largest district, Chicago Public Schools. However, even when we excluded CPS from the population, we found that SY24 stood out for having slightly higher increases in DC and AP participation than previous years. Outside of CPS, AP participation increased even more in SY25 than it did in SY24.

Were the changes in participation equitable?

Statewide, average participation rates in DC and AP coursework increased more in SY24 than in the two previous years for all of the student groups we analyzed. While some of this spike was driven by CPS, even outside of Chicago we observed a SY24 spike for Black students in DC participation, for low-income students in AP participation, and for Latino students and ELs in both types of coursework. However, overrepresented groups also experienced higher SY24 increases in rigorous coursework participation compared to previous years. In turn, **some participation gaps between students from over- and underrepresented groups narrowed, while others were stable or grew.**

In DC coursework, the statewide participation gap between Latino and White students, the largest overrepresented group, narrowed slightly from SY23 to SY24, but this was entirely accounted for by Latino student participation increases in CPS. Outside of CPS, the gap between Latino and White students continued to grow, while the gap between the EL and average student participation rate was stable rather than growing. All other participation gaps in DC, including that between Black and White students, and those between students with disabilities, students with IEPs, and low-income students relative to the overall student population, continued to grow in the populations both including and excluding CPS. While the growth in these gaps was slight, it compounded disparities that were already substantial.

In AP coursework, participation gaps for Latino students and ELs were consistently narrower in SY24 compared to SY23, both including and excluding CPS. AP participation gaps for other groups, including Black students, students with disabilities, students with IEPs, and low-income students, were stable or continued to incrementally grow from SY23 to SY24 in the populations including and excluding CPS. However, outside of CPS, participation gaps for Black students and low-income students shrank slightly the following year, from SY24 to SY25.

Despite the persistence of participation gaps before and after the automatic enrollment policy went into effect, the DC and AP increases among underrepresented groups in SY24 were all *proportionately* larger (as

measured by percent change) than the increases among White students, Asian students, and the average student population. This is in part an artifact of the lower starting points among underrepresented groups. However, we did not consistently observe larger proportionate increases among these groups in other years, suggesting that the automatic enrollment policy may account for higher relative growth among these groups.

We note that the student groups we disaggregated are not mutually exclusive, and in particular there is substantial overlap between the student groups who showed the most growth in rigorous coursework participation in SY24: Latino and EL students. For example, in SY23, 80% of ELs in grades 9-12 were Latino, and about 30% of Latino high school students were ELs. [10] Both the EL and Latino student populations, along with the populations of students with disabilities, students with IEPs, and low-income students, grew during the years of this study. The EL population had by far the greatest increase, growing by 80,134 students (24.8%) across grade levels. These population trends mean that each year of DC or AP participation rate increases for these groups represents more students than in previous years.

Can we attribute SY24 increases in rigorous coursework participation to the automatic enrollment policy?

Based on this analysis, **we do not have sufficient evidence to determine whether the automatic enrollment legislation caused the observed increases in rigorous coursework participation in SY24.** It may be the case that the policy worked as intended, increasing participation overall and especially among students whose aptitudes may otherwise have been overlooked, such EL students. However, the increases we observed could also have been due to some other factor or factors. State legislators, advocates, and educators have been working to increase participation in rigorous coursework for a number of years, as evidenced by the growth in DC and AP participation observed during most years of our data. Any number of policies or programs could have contributed to the accelerated participation increases that we observed in SY24. To isolate the impact of the automatic enrollment policy, we would need to design a causal study. This would be a promising area for future research.[11] Other rich opportunities for future study may include

[10] Based on author analysis of the SY 2022-23 statistical report of English Learners in Illinois (Illinois State Board of Education, 2024) and the Illinois Report Card 2023 dataset.

[11] Usually, policies that involve a test score cutoff, such as the cutoff used to determine if a student "exceeds" state standards, can be analyzed quasi-experimentally with a regression discontinuity design, which compares the outcomes of students just above and just below the cutoff. However, different districts used different nationally-normed tests to determine which students exceeded state standards, and the data they used is not centrally collected at the state level,

regional or district analyses of participation trends as well as qualitative analyses of how districts are implementing the automatic enrollment policy, how implementation varies across the state, and how implementation factors are differentially experienced by different student groups.

making a regression discontinuity design infeasible. Instead, future research could explore the potential to make causal inferences using a method like a treatment-intensity difference-in-differences approach at the district level. This design would identify districts with a low proportion of high-achieving students in rigorous coursework, where achievement groups are determined by district performance on the annual state assessment, and test whether those districts saw a greater increase in participation when the policy took effect than similar districts who already had high participation among high-achieving students.

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Appendix A

Dual Credit Participation

Table A1. Statewide Dual Credit participation rates, by student group

	2021	2022	2023	2024	2025
All students	12.9%	13.1%	14.0%	16.4%	17.9%
Asian	14.8%	14.9%	16.7%	19.3%	21.0%
Black	9.2%	8.5%	8.6%	10.8%	11.9%
Latino	10.2%	9.3%	10.2%	13.1%	14.0%
White	15.5%	16.9%	18.0%	20.5%	22.3%
w/ Disabilities	7.7%	8.5%	9.0%	10.9%	11.8%
English Learners	6.1%	5.9%	6.0%	8.1%	8.9%
w/ IEPs	5.8%	6.5%	6.7%	8.1%	8.3%
Low Income	9.7%	8.9%	9.6%	11.9%	12.8%

Table A2. Dual Credit participation rates, by student group, excluding CPS

	2021	2022	2023	2024	2025
All students	14.3%	15.8%	16.9%	18.7%	20.4%
Asian	15.4%	17.0%	19.1%	21.4%	23.4%
Black	12.0%	13.3%	12.8%	13.9%	15.2%
Latino	12.1%	13.1%	13.9%	16.2%	17.3%
White	15.7%	17.5%	18.6%	21.1%	23.0%
w/ Disabilities	8.8%	10.6%	11.1%	12.6%	13.5%
English Learners	7.8%	8.2%	8.6%	10.4%	11.3%
w/ IEPs	6.8%	7.9%	8.4%	9.5%	9.7%
Low Income	11.6%	12.7%	13.2%	14.4%	15.6%

Table A3. Year-over-year change in statewide Dual Credit participation rates (percentage points)

	2021	2022	2023	2024	2025
All students		0.2	0.9	2.4	1.5
Asian		0.1	1.8	2.6	1.7
Black		-0.7	0.1	2.2	1.1
Latino		-0.9	0.9	2.9	0.9
White		1.4	1.1	2.5	1.8
w/ Disabilities		0.8	0.5	1.9	0.9
English Learners		-0.2	0.1	2.1	0.8
w/ IEPs		0.7	0.2	1.4	0.2
Low Income		-0.8	0.7	2.3	0.9

Table A4. Year-over-year change in Dual Credit participation rates (percentage points), excluding CPS

	2021	2022	2023	2024	2025
All students		1.4	1.1	1.8	1.7
Asian		1.7	2.0	2.3	2.0
Black		1.3	-0.5	1.0	1.4
Latino		1.0	0.9	2.3	1.1
White		1.8	1.1	2.5	1.9
w/ Disabilities		1.9	0.5	1.5	0.8
English Learners		0.4	0.4	1.8	0.9
w/ IEPs		1.1	0.5	1.1	0.1
Low Income		1.1	0.6	1.2	1.2

Table A5. Year-over-year change in statewide Dual Credit participation rates (percent change)

	2021	2022	2023	2024	2025
All students		1.6%	6.9%	17.1%	9.1%
Asian		0.7%	12.1%	15.6%	8.8%
Black		-7.6%	1.2%	25.6%	10.2%
Latino		-8.8%	9.7%	28.4%	6.9%
White		9.0%	6.5%	13.9%	8.8%
w/ Disabilities		10.4%	5.9%	21.1%	8.3%
English Learners		-3.3%	1.7%	35.0%	9.9%
w/ IEPs		12.1%	3.1%	20.9%	2.5%
Low Income		-8.2%	7.9%	24.0%	7.6%

Table A6. Year-over-year change in Dual Credit participation rates (percent change), excluding CPS

	2021	2022	2023	2024	2025
All students		10.1%	7.0%	10.8%	9.2%
Asian		10.8%	12.0%	12.1%	9.3%
Black		11.1%	-3.8%	8.1%	9.9%
Latino		8.3%	6.6%	16.7%	6.7%
White		11.4%	6.4%	13.3%	8.9%
w/ Disabilities		21.2%	4.5%	13.8%	6.4%
English Learners		4.7%	4.4%	21.3%	8.9%
w/ IEPs		15.7%	6.9%	13.5%	1.5%
Low Income		9.2%	4.6%	8.8%	8.2%

Table A7. Statewide gaps in Dual Credit participation (percentage points)

	Gap Relative to White Students				
	2021	2022	2023	2024	2025
Black	-6.3	-8.4	-9.4	-9.7	-10.4
Latino	-5.3	-7.6	-7.8	-7.4	-8.3

	Gap Relative to Statewide Average				
	2021	2022	2023	2024	2025
w/ Disabilities	-5.2	-4.6	-5	-5.5	-6.1
English Learners	-6.8	-7.2	-8	-8.3	-9
w/ IEPs	-7.1	-6.6	-7.3	-8.3	-9.6
Low Income	-3.2	-4.2	-4.4	-4.5	-5.1

Table A8. Gaps in Dual Credit participation (percentage points), excluding CPS

	Gap Relative to White Students				
	2021	2022	2023	2024	2025
Black	-3.7	-4.1	-5.8	-7.2	-7.7
Latino	-3.6	-4.4	-4.7	-4.9	-5.6

	Gap Relative to Statewide Average				
	2021	2022	2023	2024	2025
w/ Disabilities	-5.5	-5.1	-5.8	-6.0	-6.9
English Learners	-6.5	-7.6	-8.3	-8.3	-9.1
w/ IEPs	-7.5	-7.9	-8.5	-9.2	-10.7
Low Income	-2.7	-3.1	-3.6	-4.3	-4.8

Appendix B

Advanced Placement Participation

Table A1. Statewide Advanced Placement participation rates, by student group

	2021	2022	2023	2024	2025
All students	23.6%	22.2%	22.7%	24.2%	25.8%
Asian	53.1%	51.9%	53.1%	54.9%	56.5%
Black	13.0%	12.6%	13.0%	14.1%	15.1%
Latino	22.6%	20.5%	20.6%	22.5%	24.4%
White	24.5%	23.2%	23.9%	25.0%	26.7%
w/ Disabilities	8.8%	9.3%	10.4%	11.7%	10.7%
English Learners	7.0%	6.8%	6.4%	9.7%	11.5%
w/ IEPs	2.7%	2.8%	2.9%	3.4%	3.7%
Low Income	16.0%	14.8%	14.9%	16.4%	17.8%

Table A2. Advanced Placement participation rates, by student group, excluding CPS

	2021	2022	2023	2024	2025
All students	23.2%	21.5%	21.9%	23.4%	25.2%
Asian	53.6%	52.0%	52.5%	54.5%	56.3%
Black	11.7%	10.9%	11.5%	12.1%	14.0%
Latino	20.8%	18.3%	18.2%	20.2%	22.7%
White	23.7%	22.3%	22.9%	24.0%	25.6%
w/ Disabilities	7.7%	8.3%	9.3%	10.2%	11.0%
English Learners	5.6%	5.0%	4.6%	7.9%	9.6%
w/ IEPs	2.2%	2.1%	2.4%	2.7%	3.1%
Low Income	13.6%	12.2%	12.3%	13.7%	15.7%

Table A3. Year-over-year change in statewide Advanced Placement participation rates (percentage points)

	2021	2022	2023	2024	2025
All students		-1.4	0.5	1.5	1.6
Asian		-1.2	1.2	1.8	1.6
Black		-0.4	0.4	1.1	1
Latino		-2.1	0.1	1.9	1.9
White		-1.3	0.7	1.1	1.7
w/ Disabilities		0.5	1.1	1.3	-1
English Learners		-0.2	-0.4	3.3	1.8
w/ IEPs		0.1	0.1	0.5	0.3
Low Income		-1.2	0.1	1.5	1.4

Table A4. Year-over-year change in Advanced Placement participation rates (percentage points), excluding CPS

	2021	2022	2023	2024	2025
All students		-1.7	0.4	1.4	1.9
Asian		-1.6	0.5	2.0	1.8
Black		-0.7	0.5	0.7	1.9
Latino		-2.6	0.0	1.9	2.5
White		-1.4	0.6	1.1	1.6
w/ Disabilities		0.6	1.1	0.8	0.9
English Learners		-0.6	-0.4	3.3	1.7
w/ IEPs		-0.1	0.3	0.3	0.4
Low Income		-1.4	0.1	1.4	2.0

Table A5. Year-over-year change in statewide Advanced Placement participation rates (percent change)

	2021	2022	2023	2024	2025
All students		-5.9%	2.3%	6.6%	6.6%
Asian		-2.3%	2.3%	3.4%	2.9%
Black		-3.1%	3.2%	8.5%	7.1%
Latino		-9.3%	0.5%	9.2%	8.4%
White		-5.3%	3.0%	4.6%	6.8%
w/ Disabilities		5.7%	11.8%	12.5%	-8.5%
English Learners		-2.9%	-5.9%	51.6%	18.6%
w/ IEPs		3.7%	3.6%	17.2%	8.8%
Low Income		-7.5%	0.7%	10.1%	8.5%

Table A6. Year-over-year change in Advanced Placement participation rates (percent change), excluding CPS

	2021	2022	2023	2024	2025
All students		-7.3%	1.9%	6.6%	8.0%
Asian		-3.0%	0.9%	3.8%	3.3%
Black		-6.1%	4.9%	5.8%	15.5%
Latino		-12.4%	-0.2%	10.7%	12.5%
White		-5.9%	2.6%	5.0%	6.6%
w/ Disabilities		7.7%	12.7%	9.0%	8.5%
English Learners		-11.1%	-7.8%	72.8%	21.6%
w/ IEPs		-4.9%	14.7%	11.7%	13.0%
Low Income		-10.5%	0.8%	11.7%	14.4%

Table A7. Statewide gaps in Advanced Placement participation (percentage points)

	Gap Relative to White Students				
	2021	2022	2023	2024	2025
Black	-11.5	-10.6	-10.9	-10.9	-11.6
Latino	-1.9	-2.7	-3.3	-2.5	-2.3

	Gap Relative to Statewide Average				
	2021	2022	2023	2024	2025
w/ Disabilities	-14.8	-12.9	-12.3	-12.5	-15.1
English Learners	-16.6	-15.4	-16.3	-14.5	-14.3
w/ IEPs	-20.9	-19.4	-19.8	-20.8	-22.1
Low Income	-7.6	-7.4	-7.8	-7.8	-8

Table A8. Gaps in Advanced Placement participation (percentage points), excluding CPS

	Gap Relative to White Students				
	2021	2022	2023	2024	2025
Black	-12.0	-11.3	-11.4	-11.9	-11.6
Latino	-2.9	-4.0	-4.7	-3.8	-2.9

	Gap Relative to Statewide Average				
	2021	2022	2023	2024	2025
w/ Disabilities	-15.5	-13.2	-12.6	-13.2	-14.2
English Learners	-17.6	-16.5	-17.3	-15.4	-15.6
w/ IEPs	-21.0	-19.4	-19.5	-20.6	-22.2
Low Income	-9.6	-9.3	-9.6	-9.6	-9.5