



Research Note

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2016-2017 Graduating Students Participating in Advanced Academics by Race and Economic Status

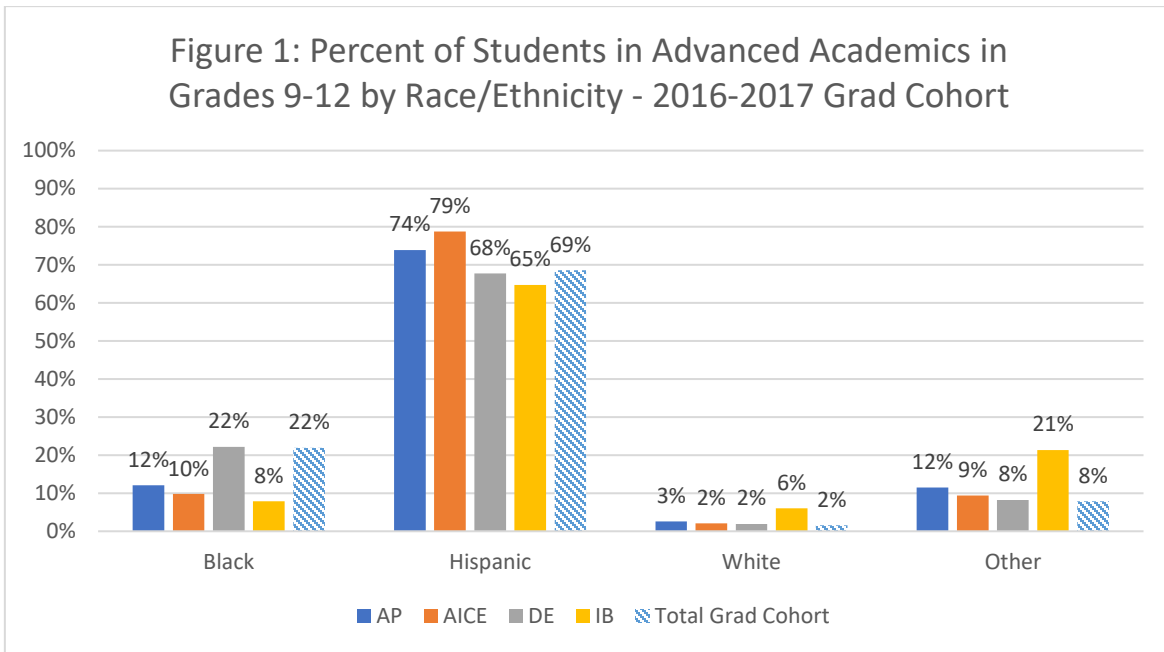
Graduation Cohort

This analysis was conducted on the most recent cohort group of students who started 9th grade in the 2013-2014 academic year and who were expected to graduate in the 2016-2017 academic year. This cohort consisted of 27,106 students. We examined student participation in advanced academic courses, including Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), Dual Enrollment (DE), and International Baccalaureate (IB). If a student took more than one type of advanced academic course, then they were counted for each course type independently.

Comparison by Race/Ethnicity

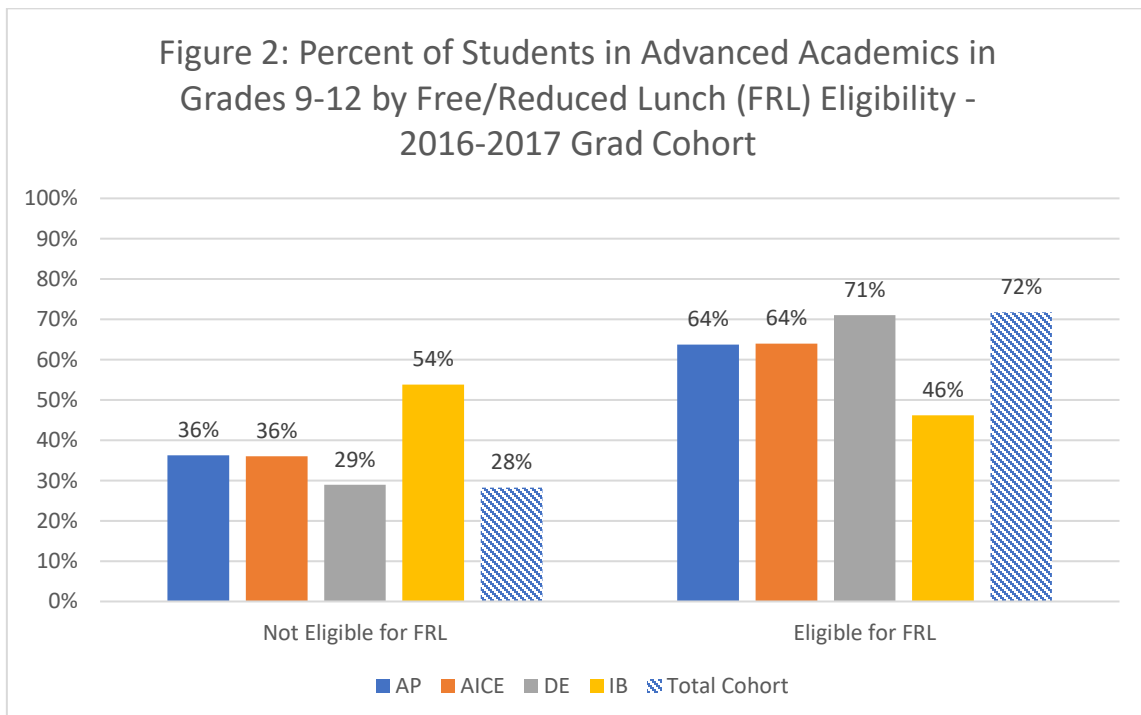
Figure 1 illustrates the percentages of students in the 2016-2017 graduation cohort who participated in each type of advanced academic course, by student race/ethnicity. Students were included if they were ever awarded 2 bonus points in any grade in their high school years. Non-Hispanic Black students were found to have a lower representation of students enrolled in AP, AICE, and IB courses than the cohort as a whole. However, Black Non-Hispanic students were found to have equal representation in DE courses during high school as compared to their representation in the cohort as a whole.

In contrast, Hispanic students were found to be underrepresented in DE and IB courses, while exceeding their representation in AP and AICE courses. Non-Hispanic White students matched or exceeded their representation in all 4 types of advanced academic courses. Students with "Other" ethnicity includes students identified as Asian, American Indian, Native Pacific Islander, and mixed ethnicity. These students exceeded their representation in all advanced academic courses, especially in IB courses. Overall, while Non-Hispanic Black students constitute 22% of the 2016-2017 graduation cohort, these students are the most underrepresented group in advanced academic courses, with the exception of Dual Enrollment.



Comparison by Economic Status

Figure 2 illustrates the percentages of students in the 2016-2017 graduation cohort who participated in each type of advanced academic course, by Free/Reduced Lunch (FRL) eligibility status as of their graduation year in 2016-2017. Students were included if they were ever awarded 2 bonus points in any grade in their high school years. Students who were not eligible for FRL exceeded their representation in all advanced academic courses, especially in IB. In contrast, students eligible for FRL were underrepresented in all advanced academic courses. However, students eligible for FRL were only slightly less represented in Dual Enrollment courses (71%) than in the cohort as a whole (72%).



Sources: Florida Department of Education 2016-2017 Graduation File and M-DCPS Course Files in October and February FTE for each high school year (2013-2014 through 2016-2017).