



The Racialized Nature of Advanced Placement in Minority White Schools: Context and Outcomes

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Context

The Advanced Placement (AP) Program

- Benefits of participation
- First-year grade point average
- Second-year retention rates

Participating in AP

- Rates vary
- race/ethnicity
- income-level

Minority White Schools

- Larger participation gaps
- Magnet school trends vary

Problem Statement

College Admissions

- School Report
- School Profile

Affirmative Action

- Ending Affirmative Action reduces diversity overall
- Contributing to financial and racial inequality overall

Statement of Purpose

To understand what contributes to AP inequities, to create further equity in the future.

Literature Review

Academic Preparedness

Quantitative researchers have controlled for PSAT/ACT/SAT/state assessments to no avail

Different High School Experiences

Qualitative researchers have noted exclusion from academic spaces and underrecognized ability among Black and Hispanic students

Research Questions

RQ #1: What are the key factors relating to AP access and performance in minority White schools?

RQ #2: How do AP access and performance patterns differ between magnet schools and non-magnet schools and to what extent are they racialized in minority White schools?

RQ #3: How does school context help to understand the ways in which AP patterns differ between magnet and non-magnet schools in minority White schools?

Student Level Behavior Theory

Effectively Maintained Inequality

AP is competitive because it is a valuable status symbol for college admissions

Opportunity Hoarding

Some students advantaged for reasons outside of academic ability

Structures, Policy, and Practice Theory

Racialized Organizations Theory

- Impact the agency of racial groups
- Inequitably distribute resources
- Whiteness credential
- Decouple rules and practices

Minority White Schools

- Can still be designed to privilege Whiteness

Data and Methods – Quantitative Analysis

Case Selection

- Dallas ISD high school students in 2021
- Total Students: 44,352
- Total High Schools: 38
- Racial Breakdown in 2021
 - Black – 20.25%
 - Hispanic – 72.17%
 - Asian – 1.17%
 - White - 1.51%
- Income Level Breakdown
 - Free or Reduced Lunch Qualifying
– 41.36%
- Prolific AP course offerings

Magnet School Focus

- Performing and Visual Arts
- Law
- Health
- Business
- Education
- Career Development
- Science and Engineering
- Talented and Gifted

Data and Methods – RQ1 Regression Analysis

Independent Variables

- Race
- Income-level
- Gender
- Year in high school
- Average grade
- PSAT Score
- Attendance
- The interaction between race and income-level

Dependent Variables

Access

- Student took at least one AP exam (Logistic)
- Number of AP exams student took (OLS)

Performance

- Student passed at least one AP exam (Logistic)
- Number of AP exams passed (OLS)
- Average score on all AP exams (OLS)

	Access	Performance	
	Number of AP exams taken	Number of AP exams passed	Average AP exam score
Black Students	-0.035	-0.629***	-0.723***
Hispanic Students	-0.048	-0.483***	-0.493***
Free or Reduced Lunch Qualifying Students	-0.114	-0.392***	-0.498***
Black and Free or Reduced Lunch Qualifying Students	-0.030	-0.485***	-0.708***
Hispanic and Free or Reduced Lunch Qualifying Students	-0.110	-0.481**	-0.559***

Findings – RQ1 Regression Analysis

Factors Contributing to AP Access and Performance

- Black and Hispanic students have lower rates of AP access and performance than their White and Asian peers
- Lower rates are made worse by income-level for Hispanic students and made slightly better for Black students

Connection to Theory

- Effectively Maintained Inequality present
- Opportunity hoarding suggested

Data and Methods – RQ2 Regression Analysis

Independent Variables

- Race
- Income-level
- Gender
- Year in high school
- Average grade
- PSAT Score
- Attendance
- The interaction between race and income-level

Dependent Variables

Access

- Student took at least one AP exam (Logistic)
- Number of AP exams student took (OLS)

Performance

- Student passed at least one AP exam (Logistic)
- Number of AP exams passed (OLS)
- Average score on all AP exams (OLS)

Groups

- Student level data is divided into two groups: magnet and non-magnet school attendees
- Data is then analyzed for both groups the same way as in RQ1

	Access		Performance			
	Number of AP exams taken (non-magnet)	Number of AP exams taken (magnet)	Number of AP exams passed (non-magnet)	Number of AP exams passed (magnet)	Average AP exam score (non-magnet)	Average AP exam score (magnet)
Black Students	-0.153**	-0.793***	-0.503***	-0.793***	-0.788***	-0.621***
Hispanic Students	-0.173***	-0.450***	-0.387***	-0.450***	-0.511***	-0.421***
Free or Reduced Lunch Qualifying Students	-0.337**	0.058	-0.406**	0.058	-0.580***	-0.245
Black and Free or Reduced Lunch Qualifying Students	-0.136**	-0.631	-0.520***	-0.631	-0.846***	-0.323**
Hispanic and Free or Reduced Lunch Qualifying Students	-0.173**	-0.600	-0.414**	-0.600	-0.569***	-0.502

Findings – RQ2 Regression Analysis

Factors Contributing to AP in Magnet and Non- Magnet Schools

- Black and Hispanic students are disadvantaged in both types of schools
- Black and Hispanic students on average tend to be more disadvantaged in magnet schools
- In non-magnet schools, free or reduced lunch qualifying students tend to be disadvantaged

Connection to Theory

- Effectively Maintained Inequality present, although it appears that gaps are closed regarding free or reduced lunch qualifying students
- Opportunity hoarding suggested

Data and Methods – Interviews

Case Selection

- Inclusion Criteria
 - Work within the district under study for at least one year
 - Be an administrator, principal, assistant principal, counselor, or teacher
- Interview Data:
 - Current school policies
 - Past and current efforts to expand AP
 - Student preferences
 - College-going environment

Interviews

13 interviewees consisting of:

- 3 Administrators
- 3 Principals
- 3 Assistant Principals
- 2 Counselors
- 2 Teachers

Findings – Qualitative Analysis

Informal Mechanisms in Non-Magnet Schools

- AP classes are not always publicized, students might not be aware of options
- AP enrollment is sometimes selected by school faculty
- Students can be enrolled in AP without choosing

Formal Mechanisms in Magnet Schools

- Magnet schools tend to have less student choice as class schedules are often set
- Generally, most of the classes are advanced and students are automatically enrolled

Findings – Qualitative Analysis

Connection to Theory

Racialized Organizations Theory

1. Impact the agency of racial groups
2. Inequitably distribute resources
3. **Whiteness credential**
4. **Decouple rules and practices**

Opportunity Hoarding

1. The decoupling of rules and practice allows opportunity hoarding to be advanced
2. Those with the most knowledge have the greatest chance of taking advantage of the most opportunities

Significance + Future Research

Significance

- Minority White schools can have racialized AP programs that are harmful to non-White students

Future Research

- The presence of other components of racialized organizations
 - Magnet School context and admittance

Suggestions for Practice

Market AP

Pitch the benefits and expectations of AP to students

Inform Parents and Students

Inform parents and students of their options regarding AP and what decisions students might have to make early in their high school career to be involved

More Faculty Voice

Depend less on past coursework and more on faculty voice for AP progression

Thank you!

Further questions can be further directed at:

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