

Should We Wait to Detrack?

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Roadmap

- **Why low-track classes can't work**
- **There is a high-track advantage**
- **Schools should give that advantage to all**
- **Data showing the possibilities**

Why Low-Track Classes Can't Work

- **Inequitable placement practices resulting in disproportionate numbers of low-income and minority students.**

(Black, 1992; Braddock & Dawkins, 1993; Burris, 2003; Hallinan, 1992; Heubert & Hauser, 1999; Lucas, 1999; Lucas & Gamoran, 1993; Oakes et al., 1990; Slavin & Braddock, 1993; Vanfossen, Jones, & Spade, 1987; Yonezawa et al., 2002).

- **Less qualified teachers more likely to be assigned.**

(Ball, 1981; Dornbusch, 1994; Finley, 1984; Rosenbaum, 1976; Oakes, 1991; Oakes et al, 1990; Talbert, 1990).

- **Low expectations, more time spent on behavioral management issues, less time on academics.**

(Berends, 1991; Bigelow 1993; Gamoran and Nystrand, 1990; Gilbert & Yerrick, 2001; Oakes, 1985).

- **Teacher and student skills and motivation deteriorate over time.**

(Berends, 1991; Finley, 1984).

Why Low-Track Classes Can't Work

The preponderance of high track/low track studies show that:

•High track: Classes associated with higher student achievement

Argys, Rees, & Brewer (1996); Hoffer (1992); Kerckhoff (1986), Hoffer (1992) and Goff (1995)

•Low track: Depress student achievement and the achievement gap between low and high achieving students widens over time.

Gamoran & Mare, 1989, Kerckhoff (1986), Heubert & Hauser, 1999; Hoffer (1992), Vanfossen, Jones and Spade (1987).

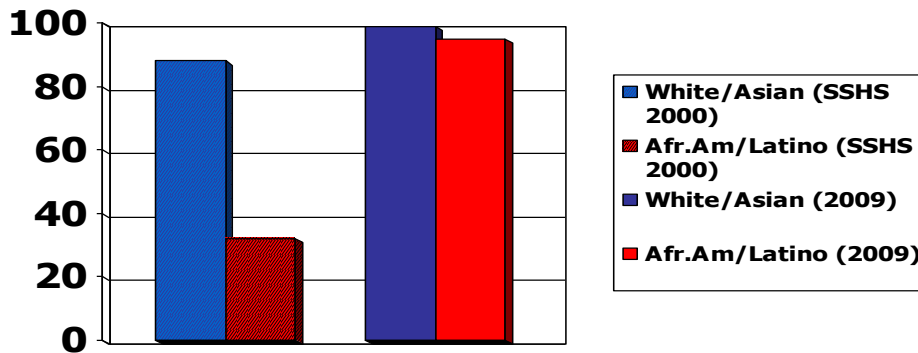
Why Students Benefit from Higher-Track Classes

High-track classrooms have benefits:

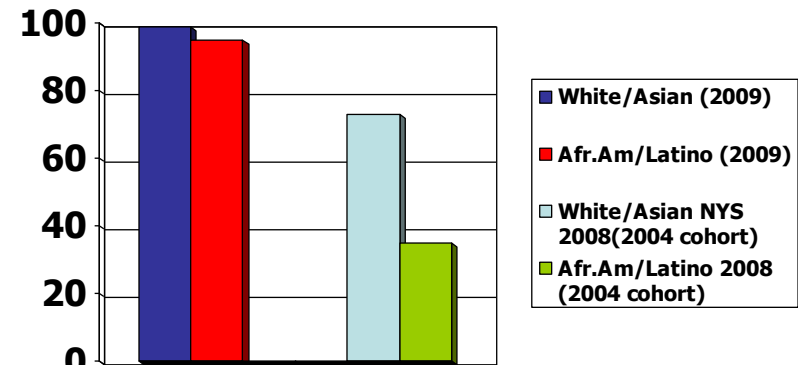
- 1. Challenging and engaging curriculum and instruction**
- 2. Academic classroom culture**
- 3. Superior resources (e.g., teachers).**

- Argys, Rees, & Brewer (1996). Lower-achieving student in highest track has predicted score of 52.76; if in the lowest, 39.75. Higher-achiever in highest track has predicted score of 87.50; second lowest track, 78.44. (Table 4B, p. 637)
- Mason, Schroeter, Combs, & Washington (1992). Average achievers in high-track classes did better, higher achievers' scores were stable. Average achievers went on to take more high level math courses.
- White, et al. (1996). Low-achieving C+ students had the greatest success if they were “misplaced” in a high-track course.

Keeping the high-track advantage without tracking

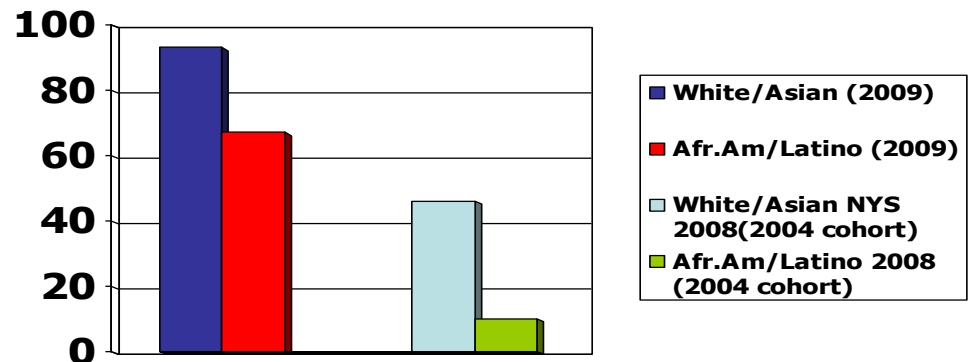


**South Side: 2000 vs. 2009
Regents Diploma Rates
(21% minority; 13% FRPL)**

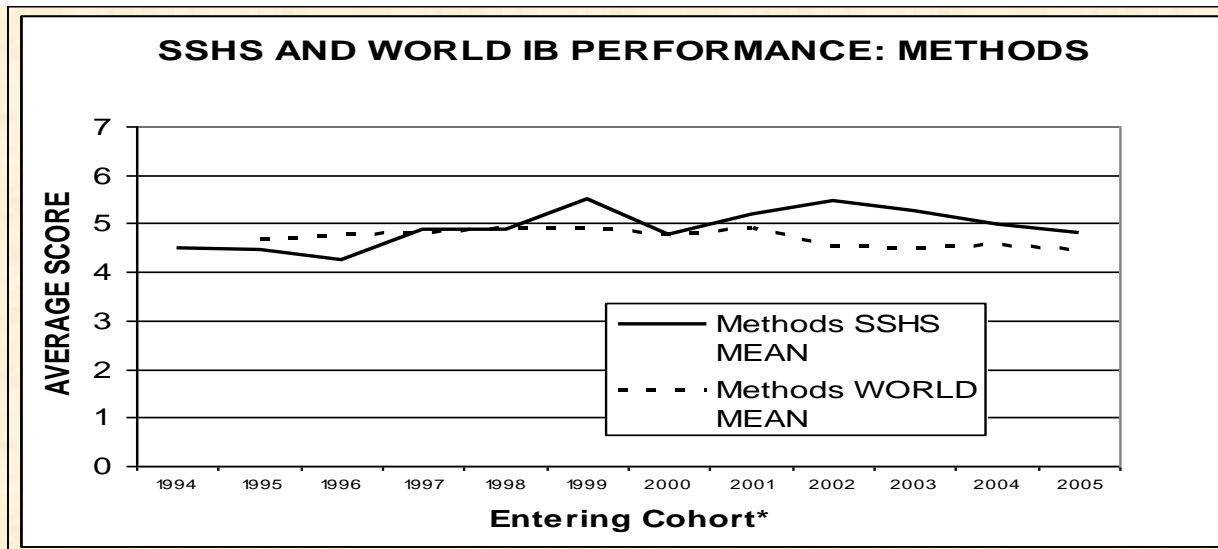
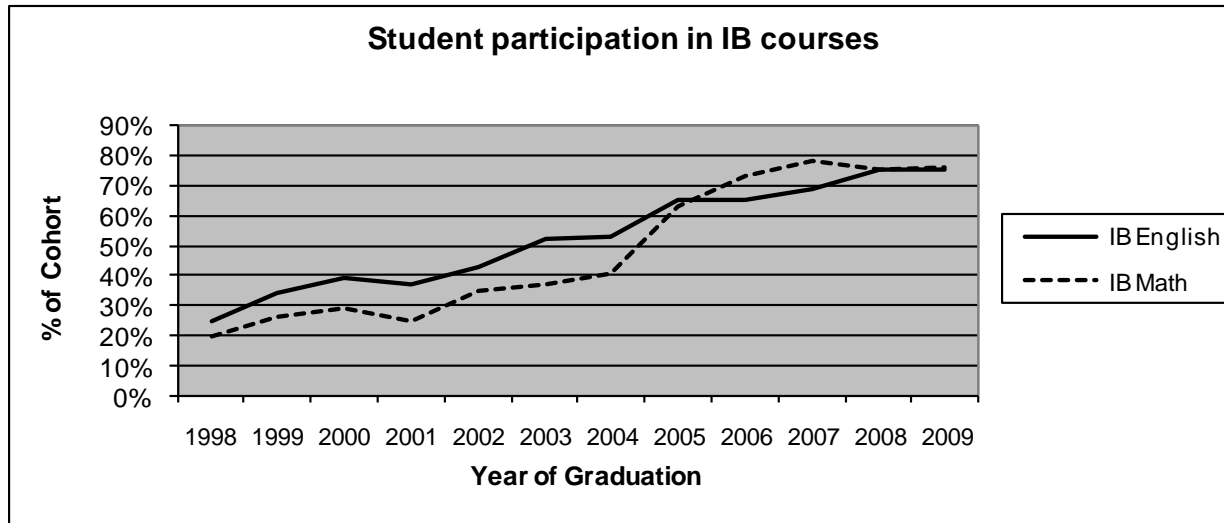


SSHS vs. NYS

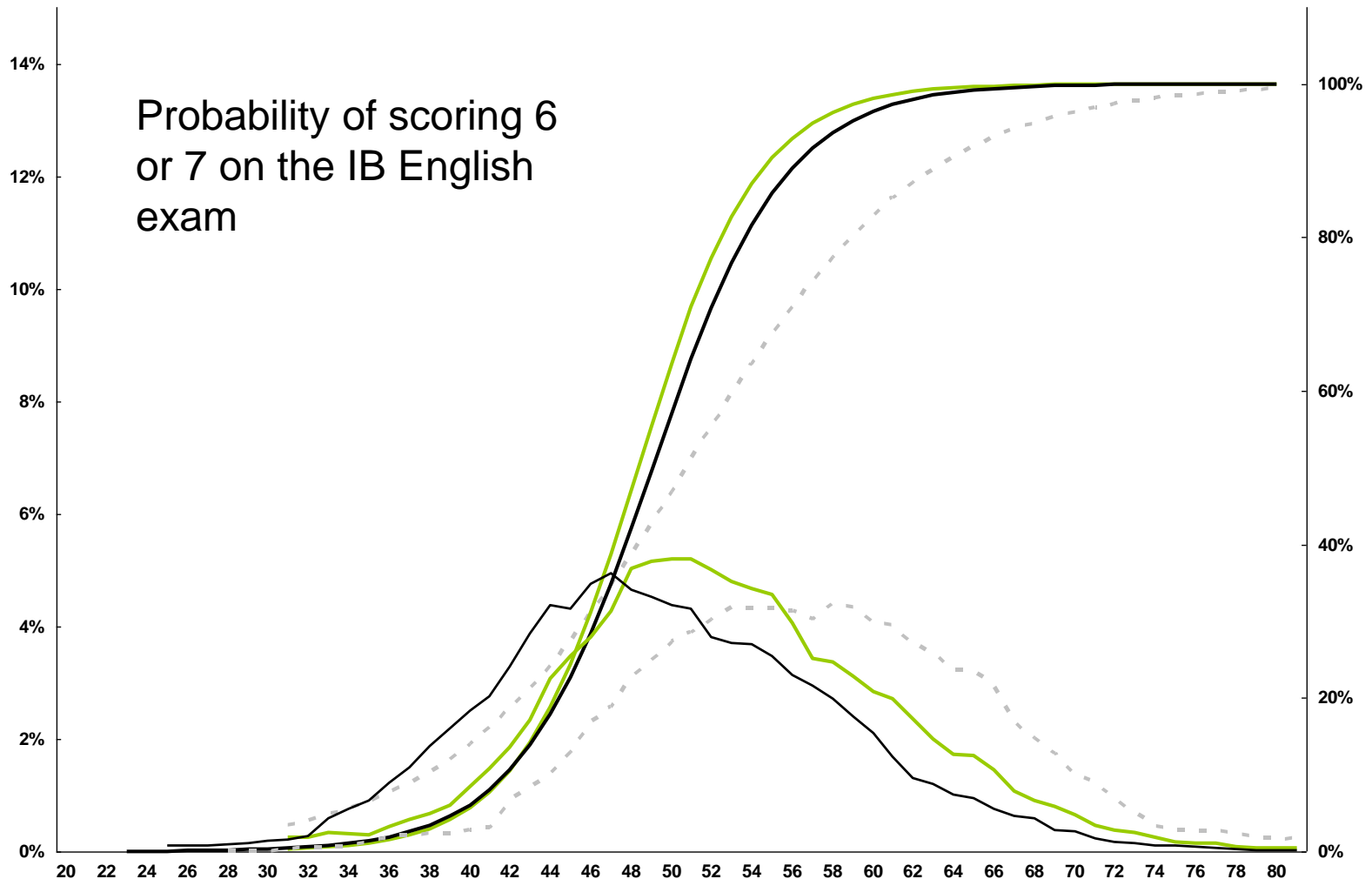
**Regents Diploma with
Advanced Designation
(SSHS vs. NYS)**



Keeping the high-track advantage without tracking



What about the highest achievers?



Detracked public high schools that serve all students well

- **Williamsburg Prep HS: NYC small public school**
 - 54% Latino, 36% Black, 90% FRPL
 - rated in the top 1% of all NYC high schools
 - US News and World Report's Bronze list
- **Preuss School: San Diego Public Charter**
 - 59% Latino, 13% Black 85% FRPL
 - AP participant passing rate: 73.4%. AP participation rate: 100%
 - Newsweek "top 100". US News and World Report's Gold List
- **South Side HS: Open enrollment NYS public**
 - 11% Latino, 10% Black 13% FRPL
 - IB participant passing rate: 92.4%. IB participation rate: 83%
 - Newsweek "top 100". US News and World Report's Gold List