

# DOWNLOAD PDF TRACKING THE ACHIEVEMENT GAP SAMUEL R. LUCAS AND ADAM GAMORAN

## Chapter 1 : Bridging the achievement gap - University of Manitoba Libraries

*Keynote Addresses. Lucas Curriculum Vitae, 4 Lucas, Samuel R., and Adam Gamoran. "Tracking and the Achievement Gap," pp. in Bridging the Achievement.*

Alexander, Karl and Martha Cook. A Surprise Ending to a Familiar Story. Gamoran, Adam and Robert Mare. Compensation, Reinforcement, or Neutrality? Readings in the sociology of education, pp. Ability Grouping in Elementary Schools. Lleras, Christy and George Farkas. Oakes, Jeannie, Adam Gamoran, and R. Opportunities, Outcomes, and Meanings. American Educational Research Association. In G Keating ed. Convention Convention is an application service for managing large or small academic conferences, annual meetings, and other types of events! Submission - Custom fields, multiple submission types, tracks, audio visual, multiple upload formats, automatic conversion to pdf. Review - Peer Review, Bulk reviewer assignment, bulk emails, ranking, z-score statistics, and multiple worksheets! Reports - Many standard and custom reports generated while you wait. Print programs with participant indexes, event grids, and more! Scheduling - Flexible and convenient grid scheduling within rooms and buildings. Conflict checking and advanced filtering. Communication - Bulk email tools to help your administrators send reminders and responses. Use form letters, a message center, and much more! Management - Search tools, duplicate people management, editing tools, submission transfers, many tools to manage a variety of conference management headaches!

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## Chapter 2 : Bridging the achievement gap ( edition) | Open Library

*ABSTRACT. This paper reassesses Gamoran and Mare's () claim that the net black-white achievement gap is smaller under current tracking systems than it would be in the absence of tracking.*

Congratulations to the following newly elected section officers: Department of Education, second only to Secretary Riley in that Department. He will speak about educational reform and equality. Saturday, August 22 Hallinan, University of Notre Dame Speaker: Smith, Acting Deputy Secretary U. Section on Sociology of Education. Moving beyond High School: Cotter, Union College; Joan M. Who Gets Hurt the Most? Wojtkiewicz and Elaine M. Urban Japanese High Schools at Work. Brinton, University of Chicago Discussion: Jerry Jacobs, University of Pennsylvania Curriculum and Forms of Capital Friday, August 21, Adam Gamoran, University of Wisconsin, Madison Vincent College Peggy G. Spade, Lehigh University Stephen B. Plank and Will J. How and Why Do Siblings Matter? Gray, and David A. Sanders, and Laurel A. Effects on High School Academic Success 6. Croninger, University of Maryland; and Valerie E. Explaining the Parent Involvement Effect? Talbert, Stanford University Nettie E. What Does It Look Like? How Does It Work? Transition through First-Year Calculus in the University Niches and the Multidimensionality of Advantage Morgan, Harvard University Adolescent Sociometricians: Revisiting a Classic Argument Gender Gap Comparisons from to Vicki L. Determinants at the Person and Person-Course Levels The Re-engagement of Dropouts Some Evidence from Australia How Faculty Allocate Their Time Changing Patterns of Status and Race Relations. Jordi Comas and Murray Milner Jr. Willie, Harvard University Other sessions of interest to section members: Social Inequality in Schooling. Emerging Perspectives - Saturday, 2: Interpreting Students and Teachers - Sunday, 8: Romo - Sunday, Education and Educational Policy: Sociology and School Reform - Sunday, 2: Education in the Third World - Monday, 8: Politics and Policies - Monday, 8: Inequality and the Enhancement of Literacy - Monday, Communities, Schools, and Capital - Monday, Multiple Dimensions of Educational Outcomes - Monday, 2: Taking the Measure of Quality - Monday, 4: The College seeks a distinguished senior scholar who will hold a tenured position in an appropriate department and who is expected to provide intellectual and academic leadership in attracting to the College a cluster of scholars with a shared research interest. The appointment will commence with the academic year. Applicants must have a record of outstanding scholarship in an appropriate humanities or social science discipline and a record of effective teaching. Routine administrative duties for the African- American program will be the responsibility of an assistant director, but prior administrative experience is considered an asset. Submit a letter of application, a curriculum vitae, and the names including addresses, fax numbers and phone numbers of six references to: Proposals on topics related to any aspect of the sociology of education are welcome and will be peer-reviewed. Please forward proposals, in standard AERA format, to:

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## Chapter 3 : Bridging the achievement gap (eBook, ) [racedaydvl.com]

Lucas, Samuel R., Gamoran, Adam. *"Track Assignment and the Black-White Test Score Gap: Divergent and Convergent Evidence from and Sophomores"*.

May 93 RQ 31p. These findings contradict suspicions that tracking systems create more Black-White inequality than would occur without them. However, a weakness of one study supporting this view was its reliance on self-reporting by students concerning track location. Results showed that neither Blacks nor Hispanics were more likely to be assigned to the college track than they were when tracking was indicated by self-reports. Compared to Whites, Blacks were more likely to erroneously regard their programs as college-preparatory than were Whites, and less likely to erroneously describe their programs as noncollege-bound. When the course-based indicator and self-reports are both included as predictors of mathematics achievement, only the former indicator implies that tracking has no impact on net racial differences in achievement. However, because race is correlated with socioeconomic status and prior achievement, tracking tends to magnify gross racial differences in achievement. Eight tables are attached. This paper was prepared at the Center on Organization and Restructuring of Schools, supported by the U. The opinions expressed in this publication are those of the author s and do not necessarily reflect the views of the supporting agencies. Our analyses using High School and Beyond data show that when the course-based indicator is used, neither blacks nor Hispanics exhibit the advantage in the probability of assignment to the college track that appeared when tracking was indicated by self-reports. Compared to whites, blacks are more likely to "erroneously" regard their programs as college-preparatory than are whites, and less likely to "erroneously" describe their programs as noncollege-bound. When the course-based indicator and self-reports are both included as predictors of mathematics achievement, only the course-based indicator yields significant effects, and using the course-based indicator implies that tracking has no impact on net racial differences in achievement. However, because race is correlated with socioeconomic status and prior achievement, which are significant predictors of track assignment, tracking tends to magnify gross racial differences in achievement. A recent study of curriculum tracking in U. This finding led to the startling conclusion that current tracking systems produce less net black-white inequality than would obtain in the absence of tracking. The finding is not restricted to a single study or data set; rather, it has appeared repeatedly in national and regional survey studies Alexander, Cook, and McDill, ; Alexander and Cook, ; Rosenbaum, ; Wolfle, Given its possible importance, the finding deserves close scrutiny. Because tracking was measured by asking students what program they were in, one may question whether the assignment pattern favoring blacks reflected differences in the actual curricula followed by blacks and whites, or resulted instead from differences in how blacks and whites perceive their curricular programs. We explain the conceptual as well as statistical implications of using varied tracking indicators, and show that Gamoran and Mare overstated the advantages of tracking for blacks. Finally, we explore the implications of tracking for both net and gross achievement inequality among racial and ethnic groups. High Schools The survey question typically used in American studies assumes that high school tracking has a fairly simple tripartite structure, consisting of academic or college-preparatory, general, and Lucas and Gamoran, page 4 vocational programs. For example, the High School and Beyond survey Jones et al. Although this structure may have been prevalent at one time see Conant , by the s it appears that most high schools did not have such clearly marked tracks. The word "tracking" was generally avoided, and students tended to be divided on a subject-by- subject basis instead of for all subjects at once Oakes, ; Moore and Davenport, ; Oakes, Gamoran, and Page, In , all four school systems had a rigid tracking process in which most students were assigned to a track that defined all of their courses. Subsequently, such formal tracks were abolished, but the reality of tracking has been preserved in many schools through a variety of mechanisms pp. Thus, it seems that both the formal labels and the programmatic assignment procedures of high school tracking have largely been discarded. Because students are not formally divided into tracks, it is

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not clear what basis they use to decide which category best describes their high school programs. One obvious possibility is that students who think they are going to college describe their program as "college-preparatory," whereas those who have not thought about college call their program "general". With respect to race differences in track assignment, black students may be more likely to describe their programs as academic because, other things being equal, they are more likely to anticipate entering college. This notion is supported by previous work showing higher educational plans among blacks as compared with whites of similar achievement and family background Wolfe, Tracking as measured by self-reports has been shown to exert one of the strongest and longest-lasting school-related influences on long-term educational attainment see Gamoran and Berends, , for a review. Hence, it seems unwise to dismiss self-reports as "merely" perceptual. Instead, we suggest that student-reported track indicators may tap the social-psychological dimension of tracking. Writers have claimed that tracking affects achievement in part because it differentiates students in their attitudes toward school and their values toward education. Students located in high-status positions tend to accept the demands of schooling as legitimate and conform, whereas students in the lower ranks more often turn away from academic work Lacey, ; Ball, ; Abraham, To the extent that track effects operate by leading some students to work hard in the courses they take while leading others away from academic aspirations, self-reported data appear to be useful indicators. At the same time, self-reports are weaker measures of the structural dimension of tracking. As a system for dividing students into organizational subunits, tracking physically separates groups of students from one another, and this structural differentiation has implications for educational outcomes. Observers have reported that students attending different courses are exposed to different instructional regimes, with high-track students learning more complex material at a faster pace, from teachers who are more enthusiastic and who spend more time preparing Keddie, ; Rosenbaum, ; Ball, ; Finley, ; Oakes, ; Gamoran and Nystrand, Moreover, students located in different curricular programs tend to form different friendship networks, which may affect their attitudes toward schooling and their aspirations for Lucas and Gamoran, page 6 the future Hauser, Sewell, and Alwin, Given the absence of formal labels, asking students which categories best describe their curricular programs provides an imprecise measure of such structural differentiation. Thus, we maintain that tracking has different dimensions which may be variously perceived see further Gamoran and Berends, Our approach contrasts with that of Rosenbaum who, in comparing track reports from students and school personnel, termed the former "perceived track" and the latter "actual track. Course-based Indicators of Track Positions A more precise way of identifying the structural aspects of tracking is by examining the courses in which students have enrolled Lucas, Typically, high schools offer courses at a variety of levels, such as honors, regular, and remedial. In some subjects, students are also differentiated by their rate of progress through curricular sequences Gareth and DeLany, In math, for example, ninth graders may be divided among geometry, algebra, pre-algebra, and basic math. In tenth grade, those who have taken geometry may be admitted to algebra II, while those who have completed algebra enroll in geometry, and so on. By the end of four years, students who started farther up the ladder have had the opportunity to progress farther Gareth and DeLany, Little is known about the impact of race and ethnicity on course enrollment. In a sample from Wisconsin, Hauser, Sewell, and Alwin derived tracking indicators from coursework data, but did not examine racial or ethnic differences. Controlling for prior achievement, black students were more likely than Lucas and Gamoran, page 7 whites to take general math the lowest level , but were also more likely to be found in advanced math the highest level , with not taking math as the reference category. There were no marked differences comparing Hispanics and non-Hispanic whites in either subject. In a recent report, Oakes argued that black and Hispanic students have less access than others to high-status math and science courses such as calculus and physics. No national study has examined probabilities of course enrollment for students from different racial and ethnic groups whose family backgrounds and initial achievement levels are similar. Rather than viewing one measure as "true" and the other as "false," we maintain that the two are jointly determined, and thus we simultaneously assess their determination and their implications for outcomes. Although Gamoran and Mare took into account the racial and ethnic compositions

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of the schools in their sample, they did not deal with this issue explicitly. Hence, in this study we take special note of the importance of the demographic compositions of schools for understanding race and ethnic differences in assignment patterns. Our analyses rely on data from students who were sophomores in , drawing on the base-year survey, the first-follow-up, and the transcript survey Jones et al. Initially about 30, students were included in the sample, but transcript data were gathered for a random subsample of nearly 16, cases. We use the 12, cases with non-missing data for the two measures of track location and twelfth grade mathematics achievement. We collapsed the responses into two categories: Our focus on the dichotomy is warranted for several reasons. We used course-based indicators of track positions CBIs which were constructed from transcript data. The categorization is based on course titles and descriptions. CBIs classify some courses differently depending on when they were taken; for example, algebra 1 is coded regular college in grades nine and ten but junior college in grades eleven and twelve. Students who took more than one course in the same subject in a given year are scored according to the course that ended later in the year, or that took the longest time if they ended simultaneously, or according to the higher-ranked course if all else was equal. We use a summary version of the CBI based on courses taken in ninth and tenth grade. The summary CBI counts students as belonging to the college-preparatory track if they were enrolled in regular or elite college courses in math, English, and two of the other three subjects science, social studies, and foreign language. Further details on the creation of the course-based indicators are provided by Lucas Table 1 presents a cross-tabulation of the self-reported and course-based indicators, showing that about seventy percent of the students are placed in the same categories by the two schemes. Means and standard deviations for track locations as well as for other variables are provided in the appendix. Background and Achievement Data Background data are drawn from student questionnaires. Blacks, Hispanics, and other non-whites are indicated by three dummy variables. Sex is coded 1 for males, 0 for females. Prior achievement is assessed with tests administered in the spring of the sophomore year in six subjects: As reported by Heyns and Hilton , the tests vary in their reliability, ranging from. Gamoran and Mare found that controlling for all six tests substantially reduced the impact of selection bias in the analysis of track effects. The same tests were administered in the spring of the senior year , and we focus on Lucas and Gamoran, page 10 the senior-year math test as an outcome variable when we assess the implications of tracking for achievement inequality. The math test is the most reliable and the most sensitive to school-related influences see further Lee and Bryk, In addition, examining math scores allows us to compare our results with those of Gamoran and Mare School composition was indicated by aggregate measures of mean SES, and mean tenth grade math achievement, as well as principal reports of the percentage of black students, percentage of Hispanic students, and percentage of sophomores in the college track. The aggregate measures were constructed using the full base-year sample, which included a random sample of up to 36 sophomores in each school. We substituted mean values when data were missing, and for every variable with missing data we created a binary variable as a control for missing data. The appendix lists the percentage of missing cases for all of the variables. Methods We first construct a four-category variable from the two-way cross-classification of self-reported track and CBI. Next we address possible race and ethnic differences in the probability of college-track assignment, and the implications of such differences for achievement. We begin by estimating probit models to address whether the substantive finding of greater black probability of college-track assignment is invariant to the measure of track location. We norm the probit models by setting the variance of the dependent variable to equal one, rather than setting the error variance equal to one, in order to facilitate comparison of full and reduced models of track assignment Winship and Mare, In these models, we first assess the effects of student characteristics alone, and then consider whether apparent student-level effects actually reflect in Lucas and Gamoran, page 11 part the composition of schools attended by different types of students. To investigate the effects of track placement on achievement, we use ordinary least squares OLS regression to model the net association of the self-report and course-based indicators with twelfth grade mathematics achievement. Several writers have commented that standard errors generated by HSB analyses are understated, because the clustering of students

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within schools in the sample means that cases within schools are not independent of one another e. For all results we provide adjusted standard errors. We do so only to ease the presentation of results. As mentioned earlier, we do not claim that the CBI is correct and the self-reports are incorrect. The CBI may be a better measure of track location for some purposes, but it is not invariably correct. Table 2 reveals that this pattern holds for whites, and to a lesser degree for Hispanics, but the relation is somewhat different for blacks, who show a slightly greater tendency to "over-report" than "under-report"

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## Chapter 4 : About | William T. Grant Foundation

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Essays in Sociology, New York: Oxford University Press, Pine Forge Press, chs. Blau and Otis D. Read Alejandro Portes, "Social Capital: George Farkas, Robert P. Grobe, Daniel Sheehan, and Yuan Shuan. Changes in Educational Opportunities in Thirteen Countries. Changing Educational Attainment in Thirteen Countries. Also in Arum and Beattie Reader. L37] Sunhwa Lee and Mary C. Brinton, "Elite Education and Social Capital: Read William Julius Wilson. The State of the Union, Vol. Ainsworth-Darnell and Douglas B. Central American Immigrants in U. Steele and Joshua Aronson. Accomodation and Resistance among Chinese American Students. The Politics and Culture of Educational Achievement. The Agony of Education: Black Students at White Colleges and Universities. The Shape of the River: Jerry Jacobs, "Gender and Academic Specialties: Meyer and David P. Creighton, "Bureaucratization without Centralization: Changes in the Organizational System of U. The Evolving Relationship of School and State. Teacher types, workplace controls, and the Organization of schools. Sociology of Education, 70, Read Caroline Hodges Persell. Handbook of Research in the Sociology of Education. Public Schools and Privatization. Twentieth Century Fund Press. Lee, and Peter Blakeley Holland. Catholic Schools and the Common Good. Clune and John F. Choice and Control in American Education, Vol. The Theory of Choice and Control in Education. Thomas James and Henry M. Institutions and Organizations pp. Public vs private schools: A conjoint system of cultural capital transmission. Compensation, Reinforcement or Neutrality? Lee and Anthony S. Vanfossen, and Margaret E. Stratification and Mobility in American High Schools. Light, and Jason A. Lesssons from Skill Grouping and Class Size. For the abstract go to: Pine Forge Press, ch. Principled Conflict," in Arum and Beattie Reader. Meyer, and Suk-Ying Wong. World Models and National Curricula, Elizabeth Cohen , "On the Sociology of the Classroom. Strategies for the Heterogeneous Classroom. Teachers College Press, Columbia University. Working for Equity in Heterogeneous Classrooms: Sociological Theory in Practice. Teachers College Press, School Knowledge for the Masses: Read David Tyack and Larry Cuban. Selection from Tinkering Toward Utopia: A Century of Public School Reform.

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## Chapter 5 : Race and Track Assignment in Public School | Mark Berends - racedaydvl.com

*In two other studies, Adam Gamoran and colleagues sought to determine the extent to which differences within and between schools contribute to the literacy achievement gap. They found that differences within schools (tracking) accounted for more of the achievement gap than differences between schools.*

It is seen as a way to narrow the range of performance and motivation in a group of students, thereby making teaching easier and preventing less able students from "holding back" those with greater academic talent. However, as concern over test scores, dropout rates, and related social ills has grown, tracking has become increasingly controversial. Opponents of the practice have argued that tracking stigmatizes students who are consigned to low-track classes with less experienced teachers, fewer resources, and lower expectations. Moreover, the detrackers maintain that average and even above-average students do not derive substantial academic benefits from being grouped together. In her book, *Crossing the Tracks: If this is true, the policy prescription is very clear: Everyone will gain, and no one will lose.* Our purpose here is not to pour cold water on detracking efforts or to argue that detracking is necessarily bad policy. Rather, we want to challenge the view that tracking can be ended with little or no cost. First, we revisit the previous research on the effects of tracking on student academic achievement and find remarkably little support for detracking efforts. Second, we present some findings of our own, based on analyses of nationally representative data and using current statistical techniques. Our estimates suggest that, while public high school students in low-track math classes do worse on standardized tests than they would have done had they been in an untracked class, students in high-track classes actually perform better academically. This suggests a less clear-cut policy prescription. How Widespread Is Tracking? Tracking is a pervasive phenomenon in American secondary schools. Most of these students were resurveyed in the 10th and 12th grades in and The survey contains a range of questions dealing with student academic performance, family background, attitudes, and school experiences. Teachers, administrators, and parents were also surveyed. Indeed, NELS is unique in that it allows researchers to link a student with a particular class and teacher in a given subject area mathematics, science, English, or social studies. Eighth- and 10th-grade teachers were asked about a number of classroom characteristics, including whether the class each student attended was composed of students of above-average, average, below-average, or widely differing heterogeneous achievement levels relative to other students in the school. Using the descriptive statistics from these responses and adjusting them for the particular composition of the NELS sample enables us to obtain nationally representative estimates of the extent of tracking. The percentages of students who were in classes in other subjects that teachers considered to be heterogeneously grouped were The figures for heterogeneous grouping in other subjects were One of the major reasons that tracking has become unpopular has less to do with the outcomes the practice generates than with the types of students who tend to be assigned to the different tracks. A major concern is that tracking is used to segregate gate students on the basis of class and race, as well as ability. A great deal of research search has been devoted to investigating whether family background is an important determinant of track placement. First, of the studies examined by Slavin, many 13 were unpublished dissertations, which, of course, were not subjected to independent peer review. Second, of the experimental studies, most used small samples, often taken from a single school. Third, of the nonexperimental studies, none used nationally representative data. Finally, with only one exception, all the studies examined were done prior to Furthermore, the conventional wisdom that tracking does not have beneficial effects on student achievement has been undermined in more recent nonexperimental research that was based on large-scale data sets and that used more sophisticated statistical models. Typically, experimental studies are poorly designed, there is a desperate need for systematic, independent evaluations of detracking experiments, but rarely are these carried out. Nonexperimental studies have, until recently, suffered from inadequate data. Student performance is related to a host of observable and many unobservable and perhaps unmeasurable individual, family, teacher, school, and community

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characteristics. If statistical models ignore some of these important factors, then biased results are likely. Early quantitative studies tended to suffer from this problem. Two issues are worth highlighting. First, all previous research has failed to take account of the fact that observable teacher characteristics and other educational inputs, such as class size, vary across tracks. There is evidence to suggest that lower-track classes tend to be assigned to the least qualified teachers and, in general, tend to receive less than their share of educational resources. Similarly, upper-level classes seem to receive a disproportionately large share of resources. Second, since assignment to tracks is made at least in part on the basis of prior ability, any real attempt to measure the effect of tracking itself must disentangle the influence of tracking from the process of assignment. This is obviously difficult to do. It is likely that factors that researchers cannot observe exist to get around this problem, only the most recent studies have used them. The research was funded by the National Center for Education Statistics and focused on public school students, academic achievement as measured by standardized test scores in mathematics. One drawback to much of the previous work in this area is the use of student self-reports in order to measure track placement. In fact, our data confirmed the proposition that high-track classes received more educational resources than low-track classes. Our statistical models took into account what statisticians call "sample selection bias" If there are unobserved student or school characteristics that affect both achievement and track placement, then any association between achievement and tracking may stem from these characteristics. Finally, we used the estimates of our achievement models to calculate the predicted test score for each individual in our sample had he or she been placed in each of the four tracks, and we found that tracking was an important determinant of student achievement. For example, if our entire sample had been placed in heterogeneous classes, the average test score was predicted to be The average 10th-grade mathematics score associated with the placement of all students in average classes was predicted to be Placement in a below-average math class, as compared to a heterogeneous one, was associated with a decrease in achievement of approximately five percentage points. Placement in an above-average math class was associated with an achievement increase of roughly the same magnitude. And placement in an average class was associated with an increase of somewhat less than two percentage points. Although students in lower tracks would realize achievement gains by being placed in a heterogeneous class, this gain would be at the expense of students placed in higher - level tracks. Our estimates imply that detracking all students currently enrolled in homogenous classes would produce a net 1. Our study, which, used nationally representative survey data and statistical models that control for both track assignment and classroom characteristics, clearly suggests that this is not the case. However, our analysis should not be interpreted as an argument against detracking as part of an education reform program. For example, tracking may affect such educational outcomes as self-esteem, dropout rate, and the likelihood of going to college, and our results need to be considered with this limitation in mind. In addition, "detracking" is not a monolithic strategy, the way in which detracking is carried out may well be as important as the policy itself. Furthermore, it is worth stressing again that it is not only our own work that suggests a more complex picture, several other recent analyses have come to similar conclusions. While our research, which we believe uses better data and improved statistical techniques than previous efforts, suggests that there may be a small overall gain in efficiency associated with ability grouping, it also raises an equity issue- tracking clearly exacerbates the achievement gap between low- and high-ability students. It would seem, then, that policy makers are left with a difficult choice. There is clearly a case for detracking on equity grounds, however, as a result, students currently in upper-track classes may suffer major losses in achievement test scores. Braddock and Robert E. Anne Wheelock, *Crossing the Tracks*. Department of Education, In particular, these descriptive statistics are adjusted using NCES population weights that are specifically designed to enable researchers to generalize from the NELS sample to the U. More detailed descriptive statistics on the extent of tracking and detailed breakdowns by race, ethnicity, and socioeconomic status can be found in Daniel I. Argys, and Dominic J. Brewer, "Tracking in the United States: See Jeannie Oakes, *Multiplying Inequalities*: RAND Corporation, , p. Recent work in this area includes Aage B. Plenum Press, , pp. Compensation,

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Reinforcement, or Neutrality? For similar data on eighth-graders, see Jomills H. Braddock and Marvin P. Dawkins, "Ability Grouping, Aspirations, and Attainments: In our own statistical analyses, in which we hold student ability and other factors constant, we find that socioeconomic status continues to play a major role in track placement. However, race is generally not a statistically significant predictor of track assignment when other factors are controlled. Gamoran and Mare, op. The technical details of the study and its finding may be found in Laura M. Rees, and Dominic J. Department of Education, Washington, D. Although test scores in other subject areas are available in NELS, much of the recent work examining track assignment and the effect of tracking on student achievement has been focused on mathematics scores. In addition, it has been argued that family background is the primary determinant of verbal ability, whereas schools play a greater role in such areas as math and science. See, for example, George F. Specifically, teachers were asked, "Which of the following best describes the achievement level of the eighth- 10th- graders in this class compared with the average eighth- 10th- grade student in the school- Higher achievement levels, average achievement levels, lower achievement levels, or widely differing achievement levels-., Of course, one cannot assume that every teacher in the sample interpreted this question in exactly the same manner. However, this was the only method of distinguishing between heterogeneous and tracked classes, and other research has relied on similar tracking measures see Oakes, *Multiplying Inequalities*-. There is also evidence that teacher perceptions with regard to the homogeneity of classes closely correspond to information provided by school administrators see Robert E. The results for this measure may be found in Argys, Rees, and Brewer, op. See, for example, Gamoran and Mare, op cit. Student perceptions of track placement have been shown to be unreliable. The results changed substantially. For a discussion of the conceptual and methodological problems associated with this approach, see Eric Hanushek, "Conceptual and Empirical Issues in the Estimation of Education Production Functions," *Journal of Human Resources*, vol. Ehrenberg and Dominic J. Goldhaber, and Dominic J. Students in the NELS data were tested in the spring of their eighth- and 10th-grade years.

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## Chapter 6 : Document Listing

*Lucas Tracking Inequality: Stratification and Mobility in American High Schools Lucas, Samuel R., and Adam Gamoran. "Tracking and the Achievement Gap." Pp. in Bridging the Achievement Gap, edited by John Chubb and Tom Loveless.*

About 75 section members were in attendance. The meeting began at 1: He appreciated the responsiveness of all those whom he contacted requesting help with various functions and activities. He added his congratulations to those who received awards, including Jeanne Ballantine, Maureen Hallinan, and graduate students: Jennifer Booher-Jennings, Jennifer C. Lee, and Jeremy Staff. He introduced and welcomed the new section officers and council members, including Jim Rosenbaum, incoming chair, and George Farkas, incoming secretary-treasurer; and Doug Downey and Ricardo Stanton Salazar, the new members of Council. Kevin also thanked other section members who served in various capacities during the past year: Gary Dworkin; Newsletter Editor: Dan McFarland and Rebecca Sandefur. While minority membership makes up 20 percent of ASA, 10 percent of the section is minority. William distributed the survey through various listservs SOE, Racial and Ethnic Minorities, and Race, Gender, and Class and received 32 responses, 22 from section members. The distribution of responses was approximately 60 percent Latino, 20 percent Asian, and 20 percent African American. The four main reasons the respondents gave for the lack of participation are: Overall, there is a perception that the section is not welcoming of scholars of color. William recommended that the section be more aggressive in recruiting of sociologists of color; offer more sessions focused on issues of race and ethnicity; provide more effective mentoring; sponsor another professional development seminar; and partner with other sections where scholars of color are more visible. The cost of additional section memberships could be a factor. Special sessions are more readily available than thematic or plenary sessions. It is important to be specific. How many individuals will be recruited and by what means? Kevin Dougherty added that the incoming chairs of the Sections on Racial and Ethnic Minorities and Race, Gender, and Class have expressed considerable interest in working with the Sociology of Education Section on issues of common interest, including joint plenary, thematic, and special sessions. David Kinney 3 Helen Marks gave the secretary-treasurer report. They collaborated very closely with Roz Mickelson who served as the ASA program organizer for education. Based on the many fine proposals that were submitted this year, Roz requested extra sessions from ASA and was given 11, giving the committee an ample amount with which to work. In reviewing proposals, the committee gave preference to complete papers, original analyses, centrality of topic to SOE, interest to SOE members, and interesting, new findings. Katherine and David recommend: Since the membership initiative began in the early s, the section membership has grown from members. The initial goal set for membership at that time was The section membership reached as of July, and will probably reach by the end of September. The Section includes student members. Gary emphasized the importance of efforts to sustain the level of student memberships. During the coming year, Gary plans to work toward raising the membership to Carl suggests that the website might be enhanced through such means as: He invited feedback on these ideas. Future funding is now an issue in that whether NCES will continue its sponsorship of web services is questionable. Currently, Tom issues the newsletter in December and July. If the volume of news and submissions warranted it, another issue would be possible. Tom raised the issue of whether the section should publish a hard copy of the newsletter. Although no vote was taken, a visible consensus suggested that the electronic edition would generally be sufficient. Accepted manuscripts numbered 29; rejected, 38; not appropriate, 16; and revise and resubmit, The acceptance rate is The average decision time is 12 weeks. Follow-up plans under consideration include a conference before the ASA meeting in Philadelphia, a special issue of Sociology of Education , and an edited volume. George Farkas seconded the motion. The membership approved the recommendation unanimously. Currently, the sections are limited to three awards, but a request for a change could be considered by the SOE council and ultimately brought to the committee on

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sections. It was noted, however, that the Section only sponsors two awards at this time the Willard Waller award and the David Stevenson award so there is room to add another award. This suggestion was warmly received. Jim took the podium, but, in view of the hour with the mini-conference about to start, said he would forego remarks and moved to adjourn. Respectfully submitted, Helen M. The nature of the award rotates on a three-year cycle. The Willard Waller award is for a career of distinguished scholarship. The distinguished career award is given to an individual whose scholarly contributions over the years have advanced the study of education within the field of sociology. With over publications and seven edited books, she is a prolific scholar who can be compared to few in terms of contribution to the field of sociology of education and sociology in general. Currently the William P. Department of Education grant to examine instructional practices in public and private elementary and secondary schools. Bridging the conceptual with its methodological applications, she has also written several principal pieces on modeling and measuring social networks and the measurement of track affects on achievement. A gifted teacher and mentor, she has placed her students in universities and colleges throughout the U. As the director of her Center, she has provided support for multiple postdoctoral students and created several new positions in sociology of education at Notre Dame. An institutional builder, she has helped to establish sociology of education as a prominent specialization in the sociology department and attracted some of the finest young scholars working in this area today. She is widely recognized as a leading sociologist and has taken a leadership role in education. Elected to the National Academy of Education and Vice President for Fellows, she has been involved in the selection of Spencer pre-doctoral grantees and the National Academy of Education postdoctoral fellows. The recipient of multiple scholarly awards and research grants, Dr. Hallinan has been a role model for the members of the section. In all aspects of her work, whether in research, teaching, or service, she has achieved prominence and international acclaim. These awards have been made in recognition of her present work, but also on the accumulation of knowledge she has made to the discipline and the field of sociology of education. Recent work on race and social norms reflect her interest in delving underneath the formal social structure of schools and classrooms into the mechanisms of stratification and how they operate through teachers, parents, and neighborhoods. Obtaining her own data set and linking it to the comprehensive neighborhood study of Sampson and Raudenbush, this study of public and private schools and their neighborhood contexts may be her most important work to date. Fortunately the sociology of education section of ASA has a number of very distinguished scholars. Many fine SOE scholars were nominated. Choosing the recipients of the award was especially difficult since so many papers were of very high quality, an indication of the great vitality and diversity of research being done by young scholars in Sociology of Education. After much deliberation, the Committee concluded that two papers were so exceptional that they both warranted recognition. This is precisely the type of provocative and timely sociological scholarship that should be shared with policy makers. Equally effective and thoughtful is "When Work Matters: These scholars have made important contributions to Sociology of Education by authoring two terrific papers that the Committee believes will be highly influential. Already there is talk of spreading similar accountability efforts to higher education in the next re-authorization of the Higher Education Act. And of course state governments have been busily pursuing accountability requirements for K and higher education for years now. A logical progression of the standards movement initiated in by A Nation at Risk and in federal legislation under Presidents G. Bush America and W. Given the importance of NCLB, it is imperative that policy makers, educators, and parents have objective, data-driven analyses to guide their decisionmaking. Unfortunately, the discussion of NCLB has too often been rhetorical, lacking in data about the law and its effect. Moreover, that discussion has been dominated by educational psychology and economics, to the detriment of the issues and findings that sociology would illuminate. Unlike the UK and other nations with centralized national control of educational policy, the U. Board in and Swann v. However, the federal government did not begin to set educational standards until the s, specifically with America and Goals The No Child Left Behind Act, which was passed as part of the reauthorization of the Elementary and Secondary Act, for the first time set specific national standards for

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schools and their students and penalties for not meeting these standards. Although states are still able to set their own curriculum and assessment standards, states that do not comply with the federal standards are ineligible for millions of dollars in federal Title I monies for disadvantaged students, as well as other federal educational aid. NCLB requires all states to have yearly assessments for all students in the K grades. Schools are required to have yearly report cards on the percentage of students who are proficient in core subjects such as mathematics and reading, with these data disaggregated by race, ethnicity, gender, socio-economic status, and disability. Schools must demonstrate annual yearly progress for the entire school as well as for each of the disaggregated subgroups. If a school does not demonstrate annual yearly progress for three years it is labeled low performing. It is then subject to restructuring, reconstitution, and replacement of teachers and administrators, and its students are eligible to transfer to a public school of their choice in either their own district or a neighboring district if that district agrees to take them. Schools will not be able to hide low achievement by disadvantaged students behind higher achievement by advantaged children. However, critics from both the academic and political worlds argue that the bill does not provide sufficient funds to improve failing schools and, more importantly, is heavy on punishment and light on means to build school capacity. Assessment experts argue that, since the types of tests and definitions of adequate yearly progress vary by state, there is no uniform definition of proficiency. In addition, since the assessments are based on a zero-sum definition of proficiency rather than a value-added one, schools whose students show significant progress but are still below proficiency are labeled as failures rather than rewarded for their progress. Finally, more radical critics argue that NCLB fails to acknowledge the social and economic sources of unequal educational achievement and is a backdoor to publicly funded school vouchers and the dismantling of public education in the U. NCLB embodies several features that most sociologists see as desirable: And as a discipline, sociology has much to say about key concerns of No Child Left Behind:

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## Chapter 7 : Sociology of Education Newsletter - Summer 04

*This study examined the links among students' effort, tracking, and students' achievement. It found that students in higher tracks exert substantially more effort than do students in lower tracks. These differences in effort are largely explained by differences in prior effort and achievement, as well as students' experiences in their classes.*

Center on English Learning and Achievement Tracking and the Literacy Achievement Gap Despite many efforts by educators and policymakers across the last several decades, achievement gaps between groups of students stubbornly persist. Since the s, the National Assessment of Educational Progress NAEP has periodically surveyed student achievement across the country at ages 9, 13, and From , reading performance for year-olds showed a persistent, although slightly narrowing, gap between White and Black students. From , the gap between Hispanic and White students narrowed, then widened again. The legislation requires that states and districts not only assess all students annually from grades , but also that they disaggregate the results to show adequate yearly progress for their total student population as well as for different demographic groups. In the last several years, CELA researchers have examined the effects of all of these potential sources of inequality on literacy achievement. They found that differences within schools tracking accounted for more of the achievement gap than differences between schools. In a new research brief being prepared by Gamoran, he discusses the results of both studies and concludes that tracking appears to not only perpetuate but exacerbate the gap. Family background information came from student and parent questionnaires. Thus the NELS provides data for many students over an extended period of time, but it does not connect students to their particular classes nor offer evidence of instruction other than that provided in teacher and student reports. The CELA study, which measured literacy achievement, analyzed student writing samples administered in fall and spring of one academic year. School staff identified the track levels and provided information about classroom discussion on surveys. Classroom observations provided evidence of the extent and nature of such discussion. Students completed a questionnaire about how often they completed their reading and writing assignments and provided family background information. Each state involved four classrooms, one each middle and high school, urban and suburban. Approximately four classes in each school participated, with sixty-four classes providing enough data for analysis. Although looking at a smaller sample over a shorter time than NELS, the CELA study offered richer data on classroom instruction and connected students to their classes. Together the studies provide a representative national sample while helping us understand the classroom experiences of individual students. Given the generally close correlation between student track assignments and SES, he was careful to consider both student prior achievement and SES in conducting his analyses. Both data sets show higher achievement growth over time for students from economically advantaged families. The student and teacher reports of NELS reveal differing amounts of emphasis on understanding, analytical writing, and grammar in the different tracks, with the higher tracks emphasizing understanding and analytic writing and the lower tracks emphasizing grammar. On the NELS reading tests, instruction characterized by more emphasis on understanding and analytical writing is associated with higher gains; instruction that emphasizes grammar is associated with reduced achievement. Thus instruction in the higher tracks privileges greater achievement gains. The gap between higher and lower track students in the CELA study widened over the school year. Implications As related in the sidebar to this article, overall a key finding of the CELA study is that literacy gains are greater in classrooms where students engage in dialogue with their teacher and each other as they build ever deeper and broader understandings or envisionments. These conversations are critical to student learning, but it is also critical that conversations be about important topics and challenging subject matter. The three elements of quality instruction are tightly interrelated. Both high quality instruction and high academic demands are significantly related to gains in achievement. In an earlier study, Gamoran and colleagues found that the content of teacher and student questions that generate genuine discussion are different in the different tracks: In higher tracks, questions focus more on the literature

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the class is reading; in lower tracks, questions that generate discussion are frequently about matters not closely related to the curriculum. And since instruction differs between the tracks in ways that privilege the higher track students, the overall effect is to widen the achievement gap between high and low performing students over time. Her book *Literacy in American Lives* examines the sponsorship of literacy outside formal schooling. The book has just received two prestigious national honors see page 7. For additional information see: *Structure, Processes and Outcomes*. Eliot Werner Publications; and *W. American Educational Research Journal*, 32,

### Chapter 8 : Bridging the achievement gap in SearchWorks catalog

*[and others] --Schools that work / Abigail Thernstrom, Stephan Thernstrom --High achievement in mathematics: lessons from three Los Angeles elementary schools / David Klein --Tracking and the achievement gap / Samuel R. Lucas, Adam Gamoran --The role of federal resources in closing the achievement gap / Ann Flanagan, David Grissmer.*