A: Studies demonstrate the positive impact of math coursework sequences that put all students through the same courses rather than tracking students based on their perceived ability.

Researchers from Columbia University found the probability of completing advanced math courses and math achievement increased in all groups when middle school students were enrolled in mixed-ability math courses.¹

Figure 1: Increase in % of students participating in de-tracked middle school math courses that took courses beyond Algebra 2 in high school

<table>
<thead>
<tr>
<th>Group</th>
<th>Average achievers</th>
<th>High achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low socioeconomic status</td>
<td>32%</td>
<td>67%</td>
</tr>
<tr>
<td>Black and Latino students</td>
<td>38%</td>
<td>58%</td>
</tr>
</tbody>
</table>


More high achieving middle school students in these mixed ability courses took the AP calculus exam and scored higher than students in tracked courses.

This study of six middle school math classes in New York found that students’ probability of completing advanced math courses beyond Algebra 2 in high school increased across all groups, including high achieving students. Also, the average scores on achievement tests for high achieving students who learned in math courses without tracks, i.e. heterogeneously grouped, were not significantly different than high achieving students’ scores in tracked math courses.

Researchers from Stanford University and Kings College in London found all middle school students performed below their potential when in tracked math courses, both in high tracks and low tracks.²

Students in higher tracks in math were disadvantaged by fast paced lessons and pressure to succeed.
