

**The influence of ability tracking on the performances of minority learners in the
American school system**

The development of an equally beneficial and efficient teaching and learning system implies the application of multiple educational theories and methods. One method that had become prominent throughout the years is ability tracking. Based on this method, elementary and middle-school students are grouped into levels that are designated to presumably suit their skill according to developmental stages in a particular subject. Students are guided during the school years by the school system, teachers, counselors and specific guidelines. However, if the advisement available to them is biased, the students' placement to particular ability tracks can be detrimental to their future. Low-socioeconomic status and minority students are often at a disadvantage when they are in a school with tracked levels defined as low-, middle-, and high-tracked courses. Several educational research studies determined that African American, Latino, Native American, and other minorities are disproportionately assigned to lower ability tracks as early as the first grade. The present paper will analyze the implications of tracking procedures upon the achievements in mathematics for both minority groups and mainstream students. The minority-mainstream achievement gap has a significant impact on the professional accomplishments of the students and their future endeavors.