Taking advanced 8th grade (G8) math increases likelihood of taking more advanced math courses later (Spielhagen, 2006)

Advanced math courses in junior high school show higher levels of college readiness (Dougherty et al., 2017)

Growing disparity in the enrollment of advanced placement classes amongst marginalized groups (Conger et al. 2009)

Higher percentages of white and Asian students compared to black and Hispanic in G8 algebra courses (Spielhagen, 2006)

1. Is there bias when evaluating the selection of marginalized eighth grade students for advanced math classes?
2. Are there factors that influence a teacher’s decision when suggesting students for advanced math classes?

Methods

11 districts in rural area of NC
- Longitudinal college access program
- Create a predictive model
  - Examine enrollment & performance in G8 math courses utilizing:
    - Traditional selection measures (e.g. standardized test scores)
    - Student demographic characteristics
- Develop and validate model using 3 years of data (n > 10,500)

Implications

- Bias toward particular demographics of students leads to less access to advanced math classes
- Help schools and teachers identify overlooked students for advanced math courses