Racialized Tracking in the United States: Black Students and Trends in Advanced Math Enrollment

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Abstract: Both scholars and educators have become increasingly concerned with the pervasive under-enrollment of Black youth in advanced math courses and tracks, a phenomenon known as racialized tracking. While there is a growing body of research documenting students’ educational experiences within racially-tracked schools, only a handful of quantitative studies have examined broader patterns of racialized tracking, none of them on a national scale. This study draws on analyses of racialized tracking in U.S. public schools using Civil Rights data. In this talk, Dr. Irizarry will discuss contemporary patterns of racialized tracking in advanced mathematics for Black youth and discuss associated factors. She will also briefly touch on challenges of quantifying the study of racialized tracking.

Bio: Dr. Yasmiyn Irizarry is an Assistant Professor of African and African Diaspora Studies and Faculty Affiliate in the Population Research Center at The University of Texas at Austin. She is a quantitative sociologist by training, who uses critical quantitative methods to examine factors that produce and reinforce social inequality. Her research focuses on (1) racial inequality in elementary and high school contexts, with a focus on STEM trajectories, (2) racial identity and the quantitative measurement of race, and (3) social attitudes, prejudice, and discrimination. Irizarry has received funding from the AERA grants program, the Bill and Melinda Gates Foundation, and the Ford Foundation. Her research has appeared in such places as Educational Researcher, Social Science Quarterly, Social Science Research, and Sociology of Race and Ethnicity, and been featured in Education Week, the Washington Post, and Scientific American.