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Closing the Achievement Gap

In this volume prominent scholars, experts in their respective fields and highly skilled in the research they conduct, address educational and reading research from varied perspectives and address what it will take to close the achievement gap—with specific attention to reading. The achievement gap is redefined as a level at which all groups can compete economically in our society and have the literacy tools and habits needed for a good life. Bringing valuable theoretical frameworks and in-depth analytical approaches to interpretation of data, the contributors examine factors that contribute to student achievement inside the school but which are also heavily influenced by out-of-school factors—such as poverty and economics, ethnicity and culture, family and community stratifications, and approaches to measurement of achievement. These out-of-school factors present possibilities for new policies and practice. The overarching theme is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem. The breadth and depth of perspectives and content in this volume and its conceptualization of the achievement gap are a significant contribution to the field.

The Red Pencil

In "Excellence Gaps in Education," Jonathan A. Plucker and Scott J. Peters shine a spotlight on excellence gaps the achievement gaps among subgroups of students performing at the highest levels of achievement. They argue that these significant gaps reflect the existence of a persistent talent underclass in the United States among African American, Hispanic, Native American, and poor students, resulting in an incalculable loss of potential among our fastest-growing populations. Drawing

on the latest research and a wide range of national and international data, "Excellence Gaps in Education" has the potential for changing our national conversation about equity and excellence and bringing fresh attention to the needs of high-potential students from underrepresented backgrounds. As a school administrator charged with developing programs for gifted and talented students I am painfully aware of the limited understanding school personnel have regarding the advanced learning needs of this population of students. All school administrators should read this book, especially those needing research-based support for their efforts advocating for academically advanced students. Dina Brulles, director of gifted education, Paradise Valley Unified School District, Arizona Plucker and Peters present a clear road map for leaders in education to increase equity and eliminate excellence gaps based on solid research. M. Rene Islas, executive director, National Association for Gifted Children ""Excellence Gaps in Education" is a must read for all who are interested in the education of high-potential students. The book will be an eye opener for many as they read about the extremely low percentages of children from lower-income backgrounds and children from African-American and Hispanic families who are achieving at advanced levels." Julia Link Roberts, Mahurin Professor of Gifted Studies, Western Kentucky University Jonathan A. Plucker is the Julian C. Stanley Professor of Talent Development at Johns Hopkins University, with a joint appointment at the university's Center for Talented Youth and School of Education. Scott J. Peters is an associate professor of educational foundations at the University of Wisconsin Whitewater. "

The Future of Children: Spring 2005

The attainment gap between disadvantaged pupils and their peers is one of the most insidious social injustices in the developed world. It is a significant factor in the growing inequality of our societies and persists across time and nations. For this reason, narrowing the gap is a top priority for governments and policymakers, and an issue that all schools must tackle. Written by a leading expert in the field of inclusion, *Narrowing the Attainment Gap* is designed to support school leaders in understanding and reducing the attainment gap in the context of their setting. Drawing on research and his own extensive experience in leading a team that has worked with over 1,000 schools, Daniel Sobel examines the real issues behind the attainment gap and the barriers schools face when trying to narrow it. The book provides a unique approach with hands-on, practical guidance to enable every school leader to develop their own bespoke solutions to meet the needs of their community. Case studies and examples illustrate how these interventions can be put into practice and the impact they can have, while template resources help schools demonstrate to stakeholders the change they are driving at an individual, cohort and whole-school level.

Unfinished Business

"Unless we believe that those who have more are inherently superior to those who have less, we should be troubled by the fact that patterns of achievement are often fairly predictable, particularly with respect to students' race and class." In *Creating the Opportunity to Learn*, Wade Boykin and Pedro Noguera help navigate the turbid waters of evidence-based methodologies and chart a course toward

closing (and eliminating) the academic achievement gap. Turning a critical eye to current and recent research, the authors present a comprehensive view of the achievement gap and advocate for strategies that contribute to the success of all children. Boykin and Noguera maintain that it is possible to close the achievement gap by abandoning failed strategies, learning from successful schools, and simply doing more of what the research shows is most effective. Success is founded on equity, but equity involves more than simply ensuring students have equal access to education; equity also entails a focus on outcomes and results. If we want to bring about significant improvements in those outcomes, we have to do more to address the context in which learning takes place. In short, we must create schools where a child's race or class is no longer a predictor for how well he or she might perform.

Pivotal Moments

This long-awaited, solution-oriented book helps readers understand how inequality is organized in our public educational system. A four-component developmental model provides a policy-oriented framework that takes into account how children are socialized in and out of schools. Given an educational system that produces unequal opportunities for student learning, closing the gap requires thinking out of a box and the current conglomeration of social and economic policies. A multi-level strategy that aims for all to be educated at grade-level through a coordinated national strategy is presented to eliminate educational inequality. This is a «must read», controversial book that offers educators and policy-makers a fundamental understanding of how the achievement gap can be eliminated at the population level.

Narrowing the Attainment Gap: A handbook for schools

An all-in-one guide to academic, behavioral, and community solutions! This edition features effect sizes, 20+ new strategies, and more. Varying levels of personal, social, and material resources can create specific challenges for students, as well as for schools and communities. Educators are key: Teachers are integral to the lives of under-resourced young people who can and will achieve success if we understand them and understand how to guide and teach them. Research-Based Strategies helps us do all that and more. You choose the academic, behavioral, or community concern or challenge. The book takes you quickly through more than 75 research-based strategies, their explanations, and associated research citations.

Student Mobility

A Practice-based Model of STEM Teaching

Toward Excellence with Equity shares reasons why racial achievement gaps are a major concern in education, stressing how specific school policies, practices, and social processes can reduce these achievement gaps and boost equity.

Change Leadership

The Future of Children is a new semiannual publication that provides research and analysis to promote effective policies and programs for children. This first issue focuses on "School Readiness: Closing Racial and Ethnic Gaps." For more than 30 years, researchers have seen white children outperform black and other minority children in tests of reading and math skills. Though there is evidence that the gap has narrowed somewhat, the very persistence of this "racial and ethnic gap" remains a source of considerable concern for academics, policy professionals and parents. The ethnic and racial gaps appear to reach back to the preschool years. When children reach the school door, minority children exhibit lower school readiness skills, at least those measured by standardized tests, than their white counterparts. From that point forward, the achievement gap only widens. If policy professionals are to address this disparity in academic achievement (and the consequent disparity in later opportunity), the racial and ethnic gap must be examined in the very earliest years, before students begin school with embedded inequalities. This volume critically summarizes the research on the origin and trajectory of the racial and ethnic gap in the early years from several theoretical perspectives. In particular, research is analyzed to determine when these differences start to emerge, in what areas they appear, what factors contribute to their development by the time children enter grade school and what are the long term effects. Contents: Introducing the Issue of Test Score Ethnic and Racial Disparities, Jeanne Brooks-Gunn, Sara McLanahan, and Cecilia Elena Rouse Identifying Racial and Ethnic Differences in School Readiness, Donald Rock and Jack Stenner Test Score Gaps: The Contribution of Family and Neighborhood Characteristics, Greg Duncan and Katherine Magnuson Genetic Differences and School Readiness, William T. Dickens Neuroscience Perspectives on Disparities in School Readiness, Kim Noble, B. J. Casey, and Nim Tottenham Low Birth Weight and School Readiness, Nancy Reichman The Impact of Health on School Readiness, Janet Currie Parenting, Jeanne Brooks-Gunn and Lisa Markman Childcare and Early Education, Katherine Magnuson and Jane Waldfogel

The Black-White Test Score Gap

Community colleges enroll half of the nation's undergraduates. Yet only 40 percent of entrants complete an undergraduate degree in six years. Redesigning America's Community Colleges explains how two-year colleges can increase their students' success rate quickly and at less cost, through a program of guided pathways to completion.

The Knowledge Gap

Looks at why students in high-poverty schools struggle with literacy achievement, details what specific factors promote success, and provides recommendations for enriching the classroom environment at different grade levels.

Urban School Leadership

Contemporary public policy assumes that the achievement gap between black and

white students could be closed if only schools would do a better job. According to Richard Rothstein, "Closing the gaps between lower-class and middle-class children requires social and economic reform as well as school improvement. Unfortunately, the trend is to shift most of the burden to schools, as if they alone can eradicate poverty and inequality." In this book, Rothstein points the way toward social and economic reforms that would give all children a more equal chance to succeed in school. This book features: a summary of numerous studies linking school achievement to health care quality, nutrition, childrearing styles, housing stability, parental economic security, and more ; a look at erroneous and misleading data that underlie commonplace claims that some schools "beat the demographic odds and therefore any school can close the achievement gap if only it adopted proper practices." ; and an analysis of how the over-emphasis of standardized tests in federal law obscures the true achievement gap and makes narrowing it more difficult.

Toward Excellence with Equity

The interplay between sociopolitical forces and economic agendas becomes apparent when one examines the June 28, 2007 United States Supreme Court Decision, *Parents Involved In Community Schools v. Seattle School District* . In a reversal of the 1954 *Brown Decision*, the United States Supreme Court ruled that public schools could not use race as a factor when assigning children to public schools. Given demographic shifts, globalization, economic instability, and ideological shifts, the reversal was expected. However, it is essential that policymakers, educators, and other stakeholders consider the impact of attending segregated schools on the achievement gap that continues to exist between minority groups and European Americans attending resegregated neighborhood schools. This book will focus on the test score gaps between African American and European American students. The achievement gaps between these two groups will be analyzed will be presented and elaborated. Additionally, the authors will analyze how changes in school characteristics such as: racial composition; school composition; school expenditures, and socio economic level of neighborhoods affect achievement gap trends in the Norfolk School District. An examination of the achievement gap trends in an urban school district will serve to better inform public policy and school reform efforts. The specific goals of this book are to describe the achievement gap between minority African American students and European American students in the Norfolk school district and to present strategies utilized by urban districts to narrow the gap. One unique feature of this book is that it provides a data driven research based analysis of the achievement gap between minority and European American students.

The Achievement Gap in Reading

Narrowing the Achievement Gap proposes a radical change to our conception of learning, education and schooling, arguing that parental engagement is the best lever we have for school improvement and closing the achievement gap. Unique in its focus on original research linking underachievement and parental engagement, this book uses a range of international case studies to demonstrate that achievement isn't only reliant on what happens in school and that what happens out of school is equally important. Each chapter explores how schools can actively

engage with parents and communities to reinstate education in the home, and to generate support to combat issues out of their control, including poverty, deprivation, and a lack of social capital. Although schools have an integral part to play in this process, it argues that parents and society must reconsider their own educational responsibility, regardless of background, and offers a solid research base and practical suggestions to help do so. Consisting of an in-depth and contemporary study of this significant issue in educational achievement and written by an expert in the field, this text will appeal to researchers, academics and postgraduate students in the fields of education, schooling, sociology of education, school effectiveness and improvement, school policy and school leadership.

Creating the Opportunity to Learn

Build bridges of support so English language learners and standard English learners can learn alongside their peers! This comprehensive, research-based guide helps teachers bridge multiple gaps and promote learning for English language learners (ELLs) and standard English learners (SELs). The authors provide strategies, examples, and tools to address: The gap between students and texts: covering word recognition, background knowledge, comprehension, and academic language development The gap between students and teachers: including sociocultural differences between teachers and students and teacher perceptions and expectations The gap between students and their peers: discussing language proficiency differences, grouping strategies, and grade-level and schoolwide programs

Narrowing the Achievement Gap

This engaging and important book is a critique of American education wrapped in a memoir. Drawing on his fifty years as teacher, principal, researcher, professor, and dean, Theodore R. Sizer identifies three crucial areas in which policy discussion about public education has been dangerously silent. He argues that we must break that silence and rethink how to educate our youth. Sizer discusses our failure to differentiate between teaching and learning, noting that formal schooling must adapt to and confront the powerful influences found outside traditional classrooms. He examines the practical as well as philosophical necessity for sharing policy-making authority among families, schools, and centralized governments. And he denounces our fetish with order, our belief that the familiar routines that have existed for generations are the only way to bring learning to children. Sizer provides alternatives to these failed routines—guidelines for creating a new educational system that would, among other things, break with wasteful traditional practice, utilize agencies and arrangements beyond the school building, and design each child's educational program around his or her particular needs and potential.

Excellence Gaps in Education

Use the Schoolwide Enrichment Model to support enriching learning opportunities for all learners and to develop students' talent, raise achievement, honor diversity,

and foster a growth-oriented staff.

The Literacy Gaps

Many low-income families struggle with stable housing and frequently have to move due to foreclosures, rent increases, or other financial setbacks. Children in these families can experience lasting negative effects, especially those who are young and still developing basic learning and social skills. A joint NRC-IOM committee held a workshop in June 2009 to examine these issues, highlight patterns in current research, and discuss how to develop a support system for at-risk children.

Practical Leadership in Community Colleges

The test score gap between blacks and whites--on vocabulary, reading, and math tests, as well as on tests that claim to measure scholastic aptitude and intelligence--is large enough to have far-reaching social and economic consequences. In their introduction to this book, Christopher Jencks and Meredith Phillips argue that eliminating the disparity would dramatically reduce economic and educational inequality between blacks and whites. Indeed, they think that closing the gap would do more to promote racial equality than any other strategy now under serious discussion. The book offers a comprehensive look at the factors that contribute to the test score gap and discusses options for substantially reducing it. Although significant attempts have been made over the past three decades to shrink the test score gap, including increased funding for predominantly black schools, desegregation of southern schools, and programs to alleviate poverty, the median black American still scores below 75 percent of American whites on most standardized tests. The book brings together recent evidence on some of the most controversial and puzzling aspects of the test score debate, including the role of test bias, heredity, and family background. It also looks at how and why the gap has changed over the past generation, reviews the educational, psychological, and cultural explanations for the gap, and analyzes its educational and economic consequences. The authors demonstrate that traditional explanations account for only a small part of the black-white test score gap. They argue that this is partly because traditional explanations have put too much emphasis on racial disparities in economic resources, both in homes and in schools, and on demographic factors like family structure. They say that successful theories will put more emphasis on psychological and cultural factors, such as the way black and white parents teach their children to deal with things they do not know or understand, and the way black and white children respond to the same classroom experiences. Finally, they call for large-scale experiments to determine the effects of schools' racial mix, class size, ability grouping, and other policies. In addition to the editors, the contributors include Claude Steele, Ronald Ferguson, William G. Bowen, Philip Cook, and William Julius Wilson.

Research-based Strategies

This important book, written by educational expert and urban school leader, Tom Payzant, offers a realistic understanding of what urban school leadership looks like

from the inside. Payzant shares his first-hand knowledge of the unique managerial, instructional, and political tasks of this role. Effectively combining practical lessons and research, *Urban School Leadership* includes in-depth analysis of various leadership concerns. The book covers topics such as improving student achievement, working with unions, building community, and maintaining and developing resources. Most importantly, it offers stories of real school leaders whose successes and missteps reveal the inherent "messiness" of this difficult job. *Urban School Leadership* is part of the Jossey-Bass Leadership Library in Education series. "This important book provides compelling examples of how effective leaders can have hope, see progress, and achieve success for all children in the schools and districts they lead."—Richard Riley, former United States Secretary of Education "Tom Payzant is one of the few people who could provide such a comprehensive, useful book for educational leaders at all levels. This very practical book is grounded in the important experiences and impressive judgment of one of our nation's most successful school superintendents"—Jon Schnur, co-founder and CEO, New Leaders for New Schools "Tom Payzant is one of the finest urban educators of our generation. *Urban School Leadership* is compelling, crisp, and wise—providing a clear path for those dedicated to improving the trajectory of children's lives."—Timothy F.C. Knowles, executive director, Center for Urban School Improvement, University of Chicago "Urban School Leadership is a must read for anyone interested in the landscape of urban public education in America."—Beverly Hall, superintendent, Atlanta Public Schools

School Counseling to Close the Achievement Gap

Anticipate, manage, and overcome the complex issues facing community colleges *Practical Leadership in Community Colleges* offers a path forward through the challenges community colleges face every day. Through field observations, reports, news coverage, and interviews with leaders and policy makers, this book digs deep into the issues confronting college leaders and provides clear direction for managing through the storm. With close examination of both emerging trends and perennial problems, the discussion delves into issues brought about by changing demographics, federal and state mandates, public demand, economic cycles, student unrest, employee groups, trustees, college supporters, and more to provide practical guidance toward optimal outcomes for all stakeholders. Written by former presidents, including a past president of the American Association of Community Colleges, this book provides expert guidance on anticipating and managing the critical issues that affect the entire institution. Both authors serve as consultants, executive coaches, and advisors to top leaders, higher education institutions, and leadership development programs throughout the United States. Community colleges are facing increasingly complex issues from both without and within. Some can be avoided, others only mitigated—but all must be managed, and college leaders must be fully prepared or risk failing the students and the community. This book provides real-world guidance for current and emerging leaders and trustees seeking more effective management methods, with practical insight and expert perspective. Tackle the college completion challenge and performance-based funding initiatives Manage through economic cycles, declining support, and calls for accountability Delve into the issues of privatization and employee unionization Execute strategies to align institutional goals and mission Manage organizational change and new ways of thinking that are essential in

today's competitive environment Manage issues involving diversity, inclusiveness, and equity Prepare adequately for campus emergencies Community colleges are the heartbeat of the nation's higher education system, and bear the tremendous responsibility of serving the needs of a vast and varied student body. Every day may bring new issues, but effective management allows institutions to rise to the challenge rather than falter under pressure. Practical Leadership in Community Colleges goes beyond theory to provide the practical guidance leadership needs to more effectively lead institutions to achieve results and serve the students and the community.

Redesigning America's Community Colleges

This timely and thoughtful book provides multiple perspectives on closing achievement gaps. Closing persistent gaps in educational outcomes between different groups of students has been a central goal of educational policy for the past forty years. The commitment to close existing achievement gaps poses an unprecedented challenge to policy makers, school leaders, and teachers alike, since the causes of those gaps are multiple and complex. For that reason, no single set of policy prescriptions--no matter how well crafted and managed--is likely to be successful. While there is no ready road map for policy makers, the press for solutions is acute. The chapters examine the conditions--both in and out of school--that lead to achievement gaps. However, this book also explores measures for addressing these gaps--measures that, individually and in concert, will prove crucial to any meaningful effort to alleviate these profound disparities.

Narrowing the Literacy Gap

For many students, making their way to higher education requires more than hard work and determination. Low-income minority students who overcome obstacles to achieve academic success have usually encountered at least one college-educated adult in their schooling who took the initiative to reach out to them and provide concrete academic guidance. In this book, sociologist Roberta Espinoza introduces the idea of "pivotal moments"--Interventions that point the way toward college, particularly for students from working-class or ethnic minority backgrounds. These pivotal encounters and the relationships that spring from them can help students accumulate procedural knowledge about attending college (cultural capital) and interpersonal support (social capital). Pivotal Moments introduces a diverse group of students whose experiences highlight how teachers, counselors, academic outreach professionals, and professors can help students circumvent the barriers they encounter in attaining school success. It shows how the timing, duration, and impact of pivotal moments can redirect students' educational trajectories. The book also translates the theory of pivotal moments into concrete practices that educators at all levels can use to intervene more effectively in the lives of working-class minority students.

Summer Reading

Narrowing the Achievement Gap

The book details an effort to help poor black and poor Latino families learn to do the things necessary to help their children to do better in school, and argues that this family centered approach, while complicated, should be considered along side the school centered efforts.

Whither Opportunity?

The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools.

Enriching Curriculum for All Students

Addressing the disparity in test scores between black and white children remains one of the greatest social challenges of our time. Between the 1960s and 1980s, tremendous strides were made in closing the achievement gap, but that remarkable progress halted abruptly in the mid 1980s, and stagnated throughout the 1990s. How can we understand these shifting trends and their relation to escalating economic inequality? In *Steady Gains and Stalled Progress*, interdisciplinary experts present a groundbreaking analysis of the multifaceted reasons behind the test score gap—and the policies that hold the greatest promise for renewed progress in the future. *Steady Gains and Stalled Progress* shows that while income inequality does not directly lead to racial differences in test scores, it creates and exacerbates disparities in schools, families, and communities—which do affect test scores. Jens Ludwig and Jacob Vigdor demonstrate that the period of greatest progress in closing the gap coincided with the historic push for school desegregation in the 1960s and 1970s. Stagnation came after efforts to integrate schools slowed down. Today, the test score gap is nearly 50 percent larger in states with the highest levels of school segregation. Katherine Magnuson, Dan Rosenbaum, and Jane Waldfogel show how parents' level of education affects children's academic performance: as educational attainment for black parents increased in the 1970s and 1980s, the gap in children's test scores narrowed. Sean Corcoran and William Evans present evidence that teachers of black students have less experience and are less satisfied in their careers than teachers of white students. David Grissmer and Elizabeth Eiseman find that the effects of economic deprivation on cognitive and emotional development in early childhood lead to a racial divide in school readiness on the very first day of kindergarten. Looking ahead, Helen Ladd stresses that the task of narrowing the divide is not one that can or should be left to schools alone. Progress will resume only when policymakers address the larger social and economic forces behind the problem. Ronald Ferguson masterfully interweaves the volume's chief findings to highlight the fact that the achievement gap is the cumulative effect of many different processes operating in different contexts. The gap in black and white test scores is one of the most salient features of racial inequality today. *Steady Gains and Stalled Progress* provides the detailed information and powerful insight we need to understand a complicated past and design a better future.

Steady Gains and Stalled Progress

Start Where You Are, But Don't Stay There addresses a crucial issue in teacher training and professional education: the need to prepare preservice and inservice teachers for the racially diverse student populations in their classrooms. The book centers on case studies that exemplify the challenges, pitfalls, and opportunities facing teachers in diverse classrooms. These case studies of white and African American teachers working (and preparing to work) in urban and suburban settings are presented amid more general discussions about race and teaching in contemporary schools. Informing these discussions and the cases themselves is their persistent attention to opportunity gaps that need to be fully grasped by teachers who aim to understand and promote the success of students of greatly varying backgrounds.

Striving for Equity

Educators remove over 3.45 million students from school annually for disciplinary reasons, despite strong evidence that school suspension policies are harmful to students. The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today's profound inequities in educational opportunity and outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. *Closing the School Discipline Gap* is a call for action that focuses on an area in which public schools can and should make powerful improvements, in a relatively short period of time. Contributors include Robert Balfanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Toldson “Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise. Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations.” —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University “For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. *Closing the School Discipline Gap* shows that adults have the power—and responsibility—to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students.” —Marian Wright Edelman, president, Children’s Defense Fund

Dismantling Educational Inequality

For decades we’ve been studying, experimenting with, and wrangling over different approaches to improving public education, and there’s still little consensus on what works, and what to do. The one thing people seem to agree on, however, is that schools need to be held accountable—we need to know whether

what they're doing is actually working. But what does that mean in practice? High-stakes tests. Lots of them. And that has become a major problem. Daniel Koretz, one of the nation's foremost experts on educational testing, argues in *The Testing Charade* that the whole idea of test-based accountability has failed—it has increasingly become an end in itself, harming students and corrupting the very ideals of teaching. In this powerful polemic, built on unimpeachable evidence and rooted in decades of experience with educational testing, Koretz calls out high-stakes testing as a sham, a false idol that is ripe for manipulation and shows little evidence of leading to educational improvement. Rather than setting up incentives to divert instructional time to pointless test prep, he argues, we need to measure what matters, and measure it in multiple ways—not just via standardized tests. Right now, we're lying to ourselves about whether our children are learning. And the longer we accept that lie, the more damage we do. It's time to end our blind reliance on high-stakes tests. With *The Testing Charade*, Daniel Koretz insists that we face the facts and change course, and he gives us a blueprint for doing better.

Narrowing the Achievement Gap

This expansion of *Whatever It Takes* sharpens the focus on the pyramid of interventions strategy. The authors examine case studies of schools and districts across North America to illustrate how PLC at Work™ is a sustainable and transferable process that ensures struggling students get the support they need to achieve. They address how to enrich and extend the learning of proficient students and explain how PLC intervention processes align with RTI legislation.

Equality of Educational Opportunity

As the incomes of affluent and poor families have diverged over the past three decades, so too has the educational performance of their children. But how exactly do the forces of rising inequality affect the educational attainment and life chances of low-income children? In *Whither Opportunity?* a distinguished team of economists, sociologists, and experts in social and education policy examines the corrosive effects of unequal family resources, disadvantaged neighborhoods, insecure labor markets, and worsening school conditions on K-12 education. This groundbreaking book illuminates the ways rising inequality is undermining one of the most important goals of public education—the ability of schools to provide children with an equal chance at academic and economic success. The most ambitious study of educational inequality to date, *Whither Opportunity?* analyzes how social and economic conditions surrounding schools affect school performance and children's educational achievement. The book shows that from earliest childhood, parental investments in children's learning affect reading, math, and other attainments later in life. Contributor Meredith Phillip finds that between birth and age six, wealthier children will have spent as many as 1,300 more hours than poor children on child enrichment activities such as music lessons, travel, and summer camp. Greg Duncan, George Farkas, and Katherine Magnuson demonstrate that a child from a poor family is two to four times as likely as a child from an affluent family to have classmates with low skills and behavior problems – attributes which have a negative effect on the learning of their fellow students. As a result of such disparities, contributor Sean Reardon finds that the gap between rich and poor children's math and reading achievement scores is now much larger

than it was fifty years ago. And such income-based gaps persist across the school years, as Martha Bailey and Sue Dynarski document in their chapter on the growing income-based gap in college completion. *Whither Opportunity?* also reveals the profound impact of environmental factors on children's educational progress and schools' functioning. Elizabeth Ananat, Anna Gassman-Pines, and Christina Gibson-Davis show that local job losses such as those caused by plant closings can lower the test scores of students with low socioeconomic status, even students whose parents have not lost their jobs. They find that community-wide stress is most likely the culprit. Analyzing the math achievement of elementary school children, Stephen Raudenbush, Marshall Jean, and Emily Art find that students learn less if they attend schools with high student turnover during the school year – a common occurrence in poor schools. And David Kirk and Robert Sampson show that teacher commitment, parental involvement, and student achievement in schools in high-crime neighborhoods all tend to be low. For generations of Americans, public education provided the springboard to upward mobility. This pioneering volume casts a stark light on the ways rising inequality may now be compromising schools' functioning, and with it the promise of equal opportunity in America.

Narrowing the Achievement Gap in a (Re) Segregated Urban School District

The STEM Students on the Stage (SOS)TM model was developed by Harmony Public Schools with the goal of teaching rigorous content in an engaging, fun and effective way. In this book, you will learn that the STEM SOS model is not only helping students learn STEM content and develop 21st-century skills, but also helping teachers improve their classroom climate through increased student-teacher communication and a reduction in classroom management issues. There are at least two ways in which this book is innovative. First, you will find student videos and websites associated with QR codes; readers can use their QR readers to watch student videos related to the content in the chapter and see student e-portfolio samples at their Google sites. This provides the opportunity to see that what is discussed in the book actually happened. Second, the book is not about a theory; it is an actual implemented model that has evolved through the years and has been used in more than 25 schools since 2012. Every year, the model continues to be improved to increase its rigor and ease of implementation for both teachers and students. In addition to using the book as a classroom teacher resource and guide, it can also be used as a textbook in advanced graduate level curriculum and instruction, educational leadership, and STEM education programs. Therefore, STEM educators, leaders, pre-service and in-service teachers and graduate students will all benefit from reading this book. Appendices will be one of the favorite aspects of this book for teachers who are constantly looking for ready-to-use student and teacher handouts and activities. Full handouts, including formative and summative assessments materials and grading rubrics, will provide an opportunity for teachers and curriculum directors to understand the ideas and secrets behind the STEM SOS model. Lastly, STEM directors will find this to be one of the best STEM teaching model examples on the market because the model has fully accessible student and teacher handouts, assessment materials, rubrics and hundreds of student products (e-portfolios including video presentations and project brochures) online.

The Testing Charade

"Striving for Equity" brings to light the complex and illuminating stories of thirteen longtime superintendents all leaders of the Minority Student Achievement Network (MSAN) who were able to make progress toward narrowing opportunity and achievement gaps in traditional school districts with diverse populations and multiple, competing agendas. Drawing on current research in organizational learning, the authors introduce a framework consistent with the systemic perspective of these superintendents to help school leaders who want to prioritize the narrowing of gaps. Equity is a major issue that confronts us in public education. We must develop thought leaders in education who represent and speak for the vast number of children in America who are not receiving the quality education they are entitled to. "Striving for Equity" can serve as an invaluable resource for superintendents and other school system leaders. Daniel A. Domenech, executive director, AASA, The School Superintendents Association Talk is cheap action is hard! Smith and Brazer examine the complex and politically challenging processes and procedures necessary to create equity of outcomes for all children. The book is an excellent, easy read that provides a practical set of considerations and a framework for action for those who strive for excellence and equity for ALL children. Jerry Weast, founder and CEO, Partnership for Deliberate Excellence, and former superintendent, Montgomery County Public Schools, Maryland Smith and Brazer present the reality of leading change to close achievement gaps. The commitment of the featured superintendents should give hope to leaders everywhere who are willing to challenge communities to provide equitable opportunities for all students. The stories are not easy, but the children are worth the price. Edgar B. Hatrick, former superintendent, Loudoun County Public Schools, and past president, AASA, The School Superintendents Association Robert G. Smith is an associate professor in the Education Leadership program at George Mason University, and a founding member of MSAN. S.David Brazer is an associate professor and faculty director of Leadership Degree Programs at the Stanford University Graduate School of Education. "

Raising the Bar and Closing the Gap

Chapters in this book, based on the efforts of the Urban Education National Network Task Force, define the nature of obstacles to the academic performance of urban students and identify, validate, and disseminate a knowledge base of theory and practice to inform decision making about urban schools. The chapters are: (1) "The Nature of the Achievement Gap: The Call for a Vision To Guide Change" (Belinda Williams); (2) "Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience-Promoting Strategies" (Margaret C. Wang and John A. Kovach); (3) "Cultural Values in Learning and Education" (Patricia Marks Greenfield, Catherine Raeff, and Blanca Quiroz); (4) "Educating Teachers To Close the Achievement Gap: Issues of Pedagogy, Knowledge, and Teacher Preparation" (Kenneth M. Zeichner); (5) "Closing the Achievement Gap: Opportunity To Learn, Standards, and Assessment" (Floraline Ingram Stevens); (6) "Fostering Resiliency in Urban Schools" (Bonnie Benard); (7) "Teacher Engagement and Real Reform in Urban Schools" (Karen Seashore Louis and BetsAnn Smith); and (8) "A Social Vision for Urban Education: Focused, Comprehensive, and Integrated Change" (Belinda Williams). An appendix lists the

Regional Educational Laboratories. Most chapters contain references. (Contains one figure.) (SLD)

Class and Schools

This book provides effective strategies that can be used to improve academic achievement and well-being of minority students. It examines, collectively, three cultural groups on themes related to diverse families, immigration issues, and teaching and learning. The book conceptualizes opportunities and challenges in working with minority children in the context of the federal No Child Left Behind Act. It is a must-have reference for anyone who works with children.

Narrowing the Achievement Gap for Native American Students

Offers school counselors a road map for increasing achievement and promoting equity and advocacy for all students by examining the social factors that contribute to academic failure.

Start where You Are, But Don't Stay There

There has been much talk and effort focused on the educational achievement gap between white versus black, Hispanic and American Indian students. While there has been some movement the gap has not appreciably narrowed, and it has narrowed the least for Native American students. This volume addresses this disparity by melding evidence-based instruction with culturally sensitive materials and approaches, outlining how we as educators and scientists can pay the educational debt we owe our children. In the tradition of the Native American authors who also contribute to it, this volume will be a series of "stories" that will reveal how the authors have built upon research evidence and linked it with their knowledge of history and culture to develop curricula, materials and methods for instruction of not only Native American students, but of all students. It provides a framework for educators to promote cultural awareness and honor the cultures and traditions that too few people know about. After each major section of the volume, the editors will provide commentary that will give an overview of these chapters and how they model approaches and activities that can be applied to other minority populations, including Blacks, Hispanics, and minority and indigenous groups in nations around the globe.

Narrowing the Achievement Gap

In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on the fundamental flaws in the American system - one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware.

Closing the School Discipline Gap

In this groundbreaking book, co-editors Pedro Noguera and Jean Yonemura Wing,

and their collaborators investigated the dynamics of race and achievement at Berkeley High School—a large public high school that the New York Times called "the most integrated high school in America." Berkeley's diverse student population clearly illustrates the "achievement gap" phenomenon in our schools. Unfinished Business brings to light the hidden inequities of schools—where cultural attitudes, academic tracking, curricular access, and after-school activities serve as sorting mechanisms that set students on paths of success or failure.

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