

Download File Narrowing The Achievement Gap For Native American Students Paying The Educational Debt Routledge Research In Education Policy And Politics Pdf Free Copy

Narrowing the Achievement Gap Mar 01 2021 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.

Narrowing the Achievement Gap Jan 19 2020 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.

Closing the Opportunity Gap Jul 05 2021 While the achievement gap has dominated policy discussions over the past two decades, relatively little attention has been paid to a gap even more at odds with American ideals: the opportunity gap. Opportunity and achievement, while inextricably connected, are very different goals. Every American will not go to college, but every American should be given a fair chance to be prepared for college. In communities across the U.S., children lack the crucial resources and opportunities, inside and outside of schools that they need if they are to reach their potential. Closing the Opportunity Gap offers accessible, research-based essays written by top experts who highlight the discrepancies that exist in our public schools, focusing on how policy decisions and life circumstances conspire to create the "opportunity gap" that leads inexorably to stark achievement gaps. They also describe sensible policies grounded in evidence that can restore and enhance opportunities. Moving beyond conventional academic discourse, Closing the Opportunity Gap will spark vital new conversations about what schools, parents, educators, and policymakers can and should do to give all children a fair chance to thrive.

Solving the Achievement Gap Jan 31 2021 This book examines the cause of the student achievement gap, suggesting that the prevailing emphasis on socioeconomic factors, sociocultural influences, and teacher quality is misplaced. The cause of the achievement gap is not differences in parenting styles, or the economic advantages of middle-class parents, or differences in the quality of teachers. Instead, schools present learning tasks and award grades in ways that inadvertently undermine the self-efficacy, engagement, and effort of low-performing students, causing demoralization and exacerbating differences in achievement that are seen to exist as early as kindergarten. This process systematically maintains and widens initial gaps in achievement that might otherwise be expected to disappear over the K-12 years. Misdiagnosis of the nature of the achievement gap has led to misguided solutions. The author draws upon a range of research studies to support this view and to offer recommendations for improvement.

Closing the Achievement Gap Dec 10 2021 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)

Achievement Gap in Public School Education Dec 18 2019 Over the last one hundred years, scholars, parents, and politicians have theorized about the cause of the achievement gap between white students and their minority counterparts in the United States K-12 school systems. While a variety of solutions have been proposed and implemented, the gap has continued to persist. Why does this gap exist in the United States? How does the United States educational model compare to the efforts of other nations throughout the world? How much longer can the United States continue to throw money at the achievement gap problem? Author Ndieze Nnawuchi proposes new possibilities for why this gap exists as well as refuting some commonly perceived notions in his thesis, *The Achievement Gap in Public Schools*. He closely examines the cultural context of education in the United States and how that affects educational outcomes, leading to the development of a new educational model.

Narrowing the Achievement Gap for Native American Students Dec 22 2022 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.

Teaching to Close the Achievement Gap for Students of Color Feb 12 2022 This volume highlights approaches to closing the achievement gap for students of color across K-12 and post-secondary schooling. It uniquely examines factors outside the classroom to consider how these influence student identity and academic performance. *Teaching to Close the Achievement Gap for Students of Color* offers wide-ranging chapters that explore non-curricular issues including trauma, family background, restorative justice, refugee experiences, and sport as determinants of student and teacher experiences in the classroom. Through rigorous empirical and theoretical engagement, chapters identify culturally responsive strategies for supporting students as they navigate formal and informal educational opportunities and overcome intersectional barriers to success. In particular, chapters highlight how these approaches can be nurtured through teacher education, effective educational leadership, and engagement across the wider community. This insightful collection will be of interest to researchers, scholars, and post-graduate students in the fields of teacher education, sociology of education, and educational leadership.

Bridging the Achievement Gap Oct 20 2022 The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966. The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much less likely than white students to graduate from high school, acquire a college or advanced degree, or earn a middle-class living. They are also much more likely than whites to suffer social problems that often accompany low income. While educators have gained an understanding of the causes and effects of the education achievement gap, they have been less successful in finding ways to eliminate it—until now. This book provides, for the first time in one place, evidence that the achievement gap can be bridged. A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites. *Bridging the Achievement Gap* brings together the findings of renowned education scholars who show how various states, school districts, and individual schools have lifted the achievement levels of poor and minority students. The most promising strategies include focusing on core academic skills, reducing class size, enrolling students in more challenging courses, administering annual achievement assessment tests, creating schools with a culture of competition and success, and offering vouchers in big-city school districts. While implementing new educational programs on a large scale is fraught with difficulties, these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap.

Minorities in Higher Education Sep 26 2020 This volume contains 22 essays which aim to provide analysis, insight and information on such topics as: minority grants and fellowships; equity in higher education; financial aid strategies for improving minority student participation; and minorities and the new technologies.

Research-based Strategies Jun 16 2022

Too Many Children Left Behind Oct 16 2019 The belief that with hard work and determination, all children have the opportunity to succeed in life is a cherished part of the American Dream. Yet, increased inequality in America has made that dream more difficult for many to obtain. In *Too Many Children Left Behind*, an international team of social scientists assesses how social mobility varies in the United States compared with Australia, Canada, and the United Kingdom. Bruce Bradbury, Miles Corak, Jane Waldfogel, and Elizabeth Washbrook show that the academic achievement gap between disadvantaged American children and their more advantaged peers is far greater than in other wealthy countries, with serious consequences for their future life outcomes. With education the key to expanding opportunities for those born into low socioeconomic status families, *Too Many Children Left Behind* helps us better understand educational disparities and how to reduce them. Analyzing data on 8,000 school children in the United States, the authors demonstrate that disadvantages that begin early in life have long lasting effects on academic performance. The social inequalities that children experience before they start school contribute to a large gap in test scores between low- and high-SES students later in life. Many children from low-SES backgrounds lack critical resources, including books, high-quality child care, and other goods and services that foster the stimulating environment necessary for cognitive development. The authors find that not only is a child's academic success deeply tied to his or her family background, but that this class-based achievement gap does not narrow as the child proceeds through school. The authors compare test score gaps from the United States with those from three other countries and find smaller achievement gaps and greater social mobility in all three, particularly in Canada. The wider availability of public resources for disadvantaged children in those countries facilitates the early child development that is fundamental for academic success. All three countries provide stronger social services than the United States, including universal health insurance, universal preschool, paid parental leave, and other supports. The authors conclude that the United States could narrow its achievement gap by adopting public policies that expand support for children in the form of tax credits, parenting programs, and pre-K. With economic inequalities limiting the futures of millions of children, *Too Many Children Left Behind* is a timely study that uses global evidence to show how the United States can do more to level the playing field.

Bridging the Achievement Gap Jan 23 2023 The Second Edition of *Bridging the Achievement Gap: What Successful Educators and Parents Do* includes 11 examples of K-12 high performing public schools which serve mostly African American students. The book argues that school district leaders with low performing schools should consider what these high performing schools do in their planning to reverse the on-going trend of relatively low academic performance of African American students. Included in the Solution Chapter is the rationale for state legislation to provide funding for students who are low performing, but may not qualify for current funding for low income students. Also included in that chapter is the actual legislative language currently under consideration by the California State Legislature. The book contains other supporting research on this topic.

Students of Color and the Achievement Gap Apr 14 2022 *Students of Color and the Achievement Gap* is a comprehensive, landmark analysis of an incontrovertible racialized reality in U.S. K-12 public education---the relentless achievement gap between low-socioeconomic students of color and their economically advantaged White counterparts. Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap, focusing on Black and Latino/Latina students. He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory, an asset-based perspective and a systemic inequality approach. By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools, Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps. Following each of these concerns, Valencia provides a number of reform suggestions that can lead to systemic transformations of K-12 education. *Students of Color and the Achievement Gap* makes a persuasive and well documented case that school success for students of color, and the empowerment of their parents, can only be fully understood and realized when contextualized within broader political, economic, and cultural frameworks.

Closing the Achievement Gap Mar 21 2020 Looks at ways to improve teaching and learning in urban schools.

A Systems Thinking Approach for Closing the Achievement Gap for All Students Apr 21 2020 The academic achievement concerns in the United States have negatively influenced students in the classroom, according to the most recent educational reform efforts. The educational reform efforts reviewed have excluded all students in general. More effort, time, and funding has been placed on the re-structuring of school organizations and holding school officials accountable from the top-down and it is evident that this approach is not working. The past and current educational reform efforts, the identification of root causes-based on literature, and the discussions on differences in academic achievement are the key variables presented in this book. The variables demonstrate an overview of the systems approach the educational field use towards bridging the academic achievement differences for students. In the areas reviewed (systems theory, past and current educational reform efforts, the root causes of failure, and achievement differences), data has been unable to pinpoint the main cause(s) of failure to provide equal academic achievement for all children in general. "The American elementary and secondary education systems . . . are in crisis" (Henry, 2004, p. 55). However, common themes have emerged that demonstrate how differences can be made in the 21st century to combat the current educational concerns, such as the interrelationships between teachers and students, teacher to teacher, and parents to teachers, just to name a few. Additionally, the introduction and explanation of two leadership training and education models are presented. Dr. Dorsey developed two leadership training and education models for both Private and Christian Schools and The Public School System to train our youth for tomorrow's expectations and demands in life.

The Anatomy of Achievement Gaps Aug 06 2021 *The Anatomy of Achievement Gaps* offers a critical analysis of underachievement problems in American education from interdisciplinary, international, and systems perspectives. The book has several aims: to build a new model of achievement gap research and policy; to provide evidence on the state and alterability of achievement gaps; to synthesize separate lines of domestic and international achievement gap research; and to evaluate and inform American P-16 (pre-school through college) education policies. In light of socioeconomic changes and educational paradigm shifts, Jaekyung Lee extends the scope of analysis from a K-12 to a P-16 education pipeline and from domestic racial/social groups to international groups, with focus on the case of South Korea. Through multilevel and longitudinal analyses of U.S. national and international datasets, *The Anatomy of Achievement Gaps* provides new evidence on the status and trends of achievement gaps, causes of these gaps, and the effects of policy interventions. In an effort to evaluate the nation's strengths and weaknesses across the P-16 education pipeline, it draws upon a wide range of educational data sources and indicators. Featuring cross-cultural perspectives beyond the U.S., Lee reframes achievement gap and educational accountability issues.

Public Education Under Siege Feb 18 2020 Proponents of education reform are committed to the idea that all children should receive a quality education, and that all of them have a capacity to learn and grow, whatever their ethnicity or economic circumstances. But though recent years have seen numerous reform efforts, the resources available to children in different municipalities still vary enormously, and despite landmark cases of the civil rights movement and ongoing pushes to enact diverse and inclusive curricula, racial and ethnic segregation remain commonplace. *Public Education Under Siege* examines why public schools are in such difficult straits, why the reigning ideology of school reform is ineffective, and what can be done about it. *Public Education Under Siege* argues for an alternative to the test-driven, market-oriented core of the current reform agenda. Chapters from education policy experts and practitioners critically examine the overreliance on high-stakes testing, which narrows the content of education and frustrates creative teachers, and consider how to restore a more civic-centered vision of education in place of present dependence on questionable economic models. These short, jargon-free essays cover public policy, teacher unions, economic inequality, race, language diversity, parent involvement, and leadership, collectively providing an overview of the present system and its limitations as well as a vision for the fulfillment of a democratic, egalitarian system of public education. Contributors: Joanne Barkan, Maia Cucchiara, Ansley T. Erickson, Eugene E. Garcia, Eva Gold, Jeffrey R. Henig, Tyrone C. Howard, Richard D. Kahlenberg, Harvey Kantor, Michael B. Katz, David F. Labaree, Julia C. Lamber, Robert Lowe, Deborah Meier, Pedro Noguera, Rema Reynolds, Claire Robertson-Kraft, Jean C. Robinson, Mike Rose, Janelle Scott, Elaine Simon, Paul Skilton-Sylvester, Joi A. Spencer, Heather Ann Thompson, Tina Trujillo, Pamela Barnhouse Walters, Kevin G. Welner, Sarah Woulfin.

Academic Profiling Nov 09 2021 Today the achievement gap is hotly debated among pundits, politicians, and educators. In particular this conversation often focuses on the two fastest-growing demographic groups in the United States: Asian Americans and Latinos. In *Academic Profiling*, Gilda L. Ochoa addresses this so-called gap by going directly to the source. At one California public high school where the controversy is lived every day, Ochoa turns to the students, teachers, and parents to learn about the very real disparities—in opportunity, status, treatment, and assumptions—that lead to more than just gaps in achievement. In candid and at times heart-wrenching detail, the students tell stories of encouragement and neglect on their paths to graduation. Separated by unequal middle schools and curriculum tracking, they are divided by race, class, and gender. While those channeled into an International Baccalaureate Program boast about Socratic classes and stress-release sessions, students left out of such programs commonly describe uninspired teaching and inaccessible counseling. Students unequally labeled encounter differential policing and assumptions based on their abilities—disparities compounded by the growth in the private tutoring industry that favors the already economically privileged. Despite the entrenched inequality in today's schools, *Academic Profiling* finds hope in the many ways students and teachers are affirming identities, creating alternative spaces, and fostering critical consciousness. When Ochoa shares the results of her research with the high school, we see the new possibilities—and limits—of change.

Closing the Racial Academic Achievement Gap Apr 02 2021 According to this timely analysis, the myth of the racial achievement gap has nothing to do with genetics and everything to do with a host of embarrassing yet reversible social and pedagogical failures. For every problem raised, the text offers a levelheaded solution, culminating in a plan for closing the supposed racial achievement gap for good.

Why Race and Culture Matter in Schools Mar 13 2022 Issues tied to race and culture continue to be a part of the landscape of America's schools and classrooms. Given the rapid demographic transformation in the nation's states, cities, counties, and schools, it is essential that all school personnel acquire the necessary knowledge, skills, and dispositions to talk, teach, and think across racial and cultural differences. The second edition of Howard's bestseller has been updated to take a deeper look at how schools must be prepared to respond to disparate outcomes among students of color. Tyrone Howard draws on theoretical constructs tied to race and racism, culture and opportunity gaps to address pressing issues stemming from the chronic inequalities that remain

prevalent in many schools across the country. This time-honored text will help educators at all levels respond with greater conviction and clarity on how to create more equitable, inclusive, and democratic schools as sites for teaching and learning. “If you thought the first edition of *Why Race and Culture Matter in Schools* was impactful, this second edition is even more of a force to be reckoned with in the fight for social justice. By pushing the boundaries of the ordinary and the normative, this book teaches as it transforms. Every educator, preservice and inservice, working with racially, linguistically, and culturally diverse young people should read this book.” —H. Richard Milner IV, Cornelius Vanderbilt Distinguished Professor of Education, Vanderbilt University “On the 10th anniversary of this groundbreaking book, Tyrone Howard not only reminds me of the salient role that race and culture play in education, but also moves beyond a Black–White binary that reflect the nuances and contours of diversity. This book should be in the hands of all teachers and teacher educators.” —Maisha T. Winn, Chancellor’s Leadership Professor, School of Education, University of California, Davis

Bridging the Achievement Gap Oct 28 2020 The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966. The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much less likely than white students to graduate from high school, acquire a college or advanced degree, or earn a middle-class living. They are also much more likely than whites to suffer social problems that often accompany low income. While educators have gained an understanding of the causes and effects of the education achievement gap, they have been less successful in finding ways to eliminate it—until now. This book provides, for the first time in one place, evidence that the achievement gap can be bridged. A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites. *Bridging the Achievement Gap* brings together the findings of renowned education scholars who show how various states, school districts, and individual schools have lifted the achievement levels of poor and minority students. The most promising strategies include focusing on core academic skills, reducing class size, enrolling students in more challenging courses, administering annual achievement assessment tests, creating schools with a culture of competition and success, and offering vouchers in big-city school districts. While implementing new educational programs on a large scale is fraught with difficulties, these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap.

Closing the Achievement Gap Aug 18 2022 *Closing the Achievement Gap* is made up of six articles. The first paper examines Cleveland’s restructuring initiative in light of two theories on early adolescent development: person-in-environment theory and the focal theory of change. This is followed by a study that illustrates the difference in academic performance between low-income children and their peers, minority children and their classmates, and those schools that serve a majority of children from low-income families and those that serve a more advantaged population. The third article summarizes key findings of a study that examined the reform efforts of three large urban school districts and a portion of a fourth that had been successful in improving student achievement and reducing racial achievement gaps. It also discusses the implications for research and technical assistance. Next, survey data on 15,800 high school students from three urban school districts is used to investigate the impact of school-level support for higher educational attainment and school racial composition on students’ actual educational aspirations. The final article explores whether reading books during summer vacation improves fall reading proficiency and whether access to books increases the volume of summer reading.

Using Data to Close the Achievement Gap Aug 26 2020 This updated edition of *Setting Our Sights* outlines the five stages for equity reform while clearly explaining research findings and offering practical tools and examples.

Minding the Achievement Gap One Classroom at a Time Jun 23 2020 The achievement gap is a persistent and perplexing challenge for educators. While school- and system-level reforms continue to be discussed in statehouses and district offices, individual teachers are challenged to do something now to help students who are falling short of standards, including students who are English language learners and receiving special education services. A companion to the ASCD best-seller *Improving Student Learning One Teacher at a Time*, this book identifies small, specific adjustments to planning, teaching, and assessment practices that will support more effective learning in every student, every day, and help close the achievement gap on a classroom-by-classroom basis. Here, you’ll learn how to * Use readily available tools—curriculum documents, a plan book, and a grade book—to improve all students’ access to, interaction with, and mastery of lesson content. * Design daily lessons that clarify learning goals and require students to use high-yield learning strategies, seek feedback, and reflect on their progress. * Promote the progress of English language learners through coordinated pursuit of content and language goals, and synchronize instruction to improve the performance of special education students in both co-teaching and resource environments. This book also features the voices of working educators who share how “minding the gap” has helped them engage academically at-risk students, ELLs, and special education students; improve students’ test scores; and sustain these gains over time. If you are a classroom teacher or specialist committed to helping all your students become more successful learners and unwilling to wait for high-level solutions or even the results of another “data retreat,” then this is just the resource you need.

Toward Excellence with Equity Jul 25 2020 For more than a decade, economist Ronald F. Ferguson has investigated the myriad factors that combine to create racial disparities in academic performance, ranging from school policies and practices to informal interactions between children and their parents and peers. *Toward Excellence with Equity* brings together Ferguson’s most important articles and most recent thinking on these ideas. Taken together, these essays show that closing achievement gaps is more urgent today than ever before—and that dramatic success is possible. “This book issues an urgent call to action to anyone concerned about the lagging success rates among minority children in American schools and the repercussions for our country’s future. Ronald Ferguson not only surveys the bleak terrain surrounding the achievement gap, but provides all of us with a road map to reach higher ground.” -- Geoffrey Canada, President and CEO, Harlem Children’s Zone “*Toward Excellence with Equity* is an important book written by one of the nation’s foremost experts on education and economic development. Ronald Ferguson’s pioneering work on black/white disparities in student skill levels and achievement-test scores has significant public policy implications. This book is a must-read for anyone concerned about narrowing the racial gap in educational attainment and earnings.” -- William Julius Wilson, Lewis P. and Linda L. Geysler University Professor, Harvard University “This book combines high-quality research, judicious insights, brilliant speculation, and common sense to set forth strategies to reduce the achievement gap dramatically. It is particularly compelling in calling for a comprehensive social movement that will not only transform schools but establish strong communities, effective parenting, and powerful peer cultures.” -- Henry M. Levin, William H. Kilpatrick Professor of Economics and Education, Teachers College, Columbia University “Ferguson conducts an authoritative review to show that disparities in academic performance can be closed by strong parental engagement and by parents working in partnership with schools around a shared vision of success for their children. The reality is that educators can’t do it alone. This highly intelligent book gives policymakers, educators, and parents essential tools for closing achievement gaps between high-performing and low-performing schools.” -- Susan Zelman, Superintendent of Public Instruction, Ohio Department of Education “*Toward Excellence with Equity* is essential reading for any businessperson who cares about the well-being of children and the future quality of the American workforce.” -- Bridgette Heller, Chairman of the Executive Leadership Council and Global President of Johnson & Johnson’s Baby, Kids, and Wound-Care Division Ronald F. Ferguson is the faculty cochair and director of the Achievement Gap Initiative at Harvard University and the founder and director of the Tripod Project for school improvement.

No Child Left Behind and the Reduction of the Achievement Gap Nov 16 2019 This monumental collection presents the first-ever sociological analysis of the No Child Left Behind Act and its effects on children, teachers, parents, and schools. More importantly, these leading sociologists consider whether NCLB can or will accomplish its major goal: to eliminate the achievement gap by 2014. Based on theoretical and empirical research, the essays examine the history of federal educational policy and place NCLB in a larger sociological and historical context. Taking up a number of policy areas affected by the law—including accountability and assessment, curriculum and instruction, teacher quality, parental involvement, school choice and urban education—this book examines the effects of NCLB on different groups of students and schools and the ways in which school organization and structure affect achievement. *No Child Left Behind* concludes with a discussion of the important contributions of sociological research and sociological analysis integral to understanding the limits and possibilities of the law to reduce the achievement gap.

50 Ways to Close the Achievement Gap Oct 08 2021 Written for school leaders, this completely revised edition outlines detailed, research-based strategies for developing high-performing schools and fostering educational equity for all students.

The Achievement Gap in Reading Sep 07 2021 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 Global Achievement Gap Feb 24 2023 Bestselling education expert Tony Wagner’s groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In *The Global Achievement Gap*, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don’t teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today’s generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high levels. An education manifesto for the 21st century, *The Global Achievement Gap* is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

Closing the Achievement Gap from an International Perspective Jan 11 2022 In a changing world that demands new skills, a vital concern of public education is the gap in academic performance between low- and high-achieving students. There is no excuse for the achievement gaps that persist among poor and minority students in schools today. All students can succeed at high levels, regardless of race, ethnicity and economic background. Several countries have successfully confronted inequities in achievement, demonstrating that any school can close achievement gaps regardless of the community they serve, and that all students can achieve at high levels when they are provided with the right opportunities. This book is about understanding what

factors selected countries have applied to promote progress and what factors contribute to progress in the closing of achievement gaps. It is about creating opportunities for all students. Closing the Achievement Gap from an International Perspective: Transforming STEM for Effective Education is written in response to rising concern for the improvement of quality education – especially in mathematics and science – provided to all students. The contributors take a systematic view of the subject, beginning with a cross-national analysis of teacher qualifications and the achievement gap that spans 50 countries. The content of the book is organized in sections describing education around the globe: North and South America, Europe, Asia, Africa and Australia. Individual chapters offer close-up analysis of efforts to close achievement gaps in the U.S. and Canada, Mexico, England, Turkey, China, South Africa and Australia among many others. The contributors provide information on the achievement gap in mathematics and science, review current research, and present strategies for fostering improvement and raising performance with a focus on school-related variables that adversely affect educational outcomes among poor and minority students. The authors of the various chapters looked at how students' data correlated with classroom practices, teacher instruction and academic programming, as part of their efforts to measure student growth. Qualitative and quantitative data are provided to provide evidence not only of the problem, but also for the solution. The book concludes with a chapter on promoting equality and equity to shrink the achievement gap worldwide.

Creating the Opportunity to Learn Nov 21 2022 Explore why some schools are making more progress than others, so you can focus on what works and build the capacity of high-performance, high-poverty schools.

The Anatomy of Achievement Gaps Jun 04 2021 The Anatomy of Achievement Gaps offers a critical analysis of underachievement problems in American education from interdisciplinary, international, and systems perspectives. The book has several aims: to build a new model of achievement gap research and policy; to provide evidence on the state and alterability of achievement gaps; to synthesize separate lines of domestic and international achievement gap research; and to evaluate and inform American P-16 (pre-school through college) education policies. In light of socioeconomic changes and educational paradigm shifts, Jaekyung Lee extends the scope of analysis from a K-12 to a P-16 education pipeline and from domestic racial/social groups to international groups, with focus on the case of South Korea. Through multilevel and longitudinal analyses of U.S. national and international datasets, The Anatomy of Achievement Gaps provides new evidence on the status and trends of achievement gaps, causes of these gaps, and the effects of policy interventions. In an effort to evaluate the nation's strengths and weaknesses across the P-16 education pipeline, it draws upon a wide range of educational data sources and indicators. Featuring cross-cultural perspectives beyond the U.S., Lee reframes achievement gap and educational accountability issues.

Combating the Achievement Gap May 23 2020 Combatting the Achievement Gap empowers educators to make meaningful change in the educational outcomes of African American, Latino, and low-income children by addressing structures, messages, and beliefs that are within educators' sphere of influence. It will be of interest to leaders, teachers, and policymakers.

The Educator's Handbook for Understanding and Closing Achievement Gaps May 15 2022 'Beginning with a remarkably comprehensive and accessible analysis of the gap's causes, the book offers a refreshingly balanced, evidence-based, state-of-the-art outline of productive solutions that should inform the work of all educational stakeholders' - Ken Leithwood, Professor, OISE/University of Toronto 'No one is better positioned than Joseph Murphy to provide lessons for education leaders on this important topic' - Andrew Porter, George and Diane Weiss Professor of Education, University of Pennsylvania 'For too long, the achievement gap has been proclaimed, discussed, and then dismissed as a subject of despair. Seldom has it been systematically defined, placed in historical perspective, or positively addressed. Through thorough scholarship, comprehensive knowledge, and creativity, this book fills that void' - James W. Guthrie, Patricia and Rodes Hart Professor of Educational Leadership and Public Policy, Vanderbilt University 'While offering no simple pathway to progress, this book reminds us how much more we can do to close achievement gaps' - Michael S. Knapp, Director Center for the Study of Teaching & Policy, University of Washington Distinguished researcher Joseph F. Murphy has gathered and analyzed the most up-to-date research and data to help headteachers understand what the achievement gap is, why it persists, and what teachers can do about it. This comprehensive handbook: - Examines external factors that contribute to achievement gaps, such as socioeconomic status, family environment, racism, and individual differences - Covers internal factors such as instruction, school culture, and school support - Provides strategies for addressing both internal and external factors to make an impact.

Teach! Change! Empower! Nov 28 2020 The achievement gap illustrates restricted life chances and choices for many students, and only by addressing these inequities can we enable all learners to reach their fullest potential. Teach! Change! Empower! provides a powerful, step-by-step process for making the changes necessary to close the achievement gaps in your school!

Let's Stop Calling it an Achievement Gap May 03 2021 Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America. Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy. For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.

Narrowing the Achievement Gap Jul 17 2022 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. "School performance by black and Latino students has climbed markedly, by a full grade level, over the past two generations. Yet achievement disparities relative to whites have narrowed only slightly, perpetuating a grand canyon of a gap that divides America. This volume replays an instructive history--pinpointing what hasn't worked--and then carves a path forward to build schools that narrow disparities inside classrooms, showing how educators, families, and community activists are pulling together. Each chapter builds from hard evidence, not hopeful rhetoric. It's a must-read for those dedicated to uniting our society--an endeavor in which we all have a stake." -- Bruce Fuller, professor of education and public policy, University of California, Berkeley "An important book by wise authors who have learned the hard way that federal policies to address underachievement in education are failing. Although no one can offer a quick fix for America's educational problems, this incisive book offers promising and realistic measures for helping children who are poor and often racially and linguistically isolated. The authors provide a thoughtful set of alternatives to failed federal policies that have not and cannot address the pernicious achievement gaps that endanger our democracy." -- David C. Berliner, Regents' Professor Emeritus, Arizona State University "This book is essential reading for policy makers, researchers, and educators concerned with closing achievement gaps in American schools. It provides a novel examination of the issues and important, new directions for moving us forward." -- Amanda Datnow, professor of education, University of California, San Diego Thomas B. Timar is a professor and the executive director of the Center for Applied Policy in Education at the University of California, Davis, School of Education. Julie Maxell-Jolly is a senior researcher and the managing director of the Center for Applied Policy in Education at the University of California, Davis, School of Education.

The Achievement Gap Sep 19 2022 Dr. Wages has written a detailed, well documented book that can serve as an informative resource to create an awareness of the multidimensional and complex issues of poverty.

Closing the Education Achievement Gaps for African American Males Dec 30 2020 Closing the Education Achievement Gaps for African American Males is a research-based tool to improve the schooling experience of African American males. Editors Theodore S. Ransaw and Richard Majors draw together a collection of writings that provide much-needed engagement with issues of gender and identity for black males, as well as those of culture, media, and technology, in the context of education. The distinguished and expert contributors whose work comprises this volume include an achievement-gap specialist for males of color, two psychologists, a math teacher, an electrical engineer, a former school principal, a social worker, and a former human rights commissioner. From black male learning styles to STEM, this book shows that issues pertaining to educational outcomes for black males are nuanced and complex but not unsolvable. With its combination of fresh new approaches to closing achievement gaps and up-to-date views on trends, this volume is an invaluable resource on vital contemporary social and educational issues that aims to improve learning, equity, and access for African American males.

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