

Access Free 240 Ways To Close The Achievement Gap Action Points For Salvaging The Futures Of Black Latino Students Street Pdf File Free

Closing the Achievement Gap from an International Perspective **Narrowing the Attainment Gap: A Handbook for Schools** *Narrowing the Achievement Gap* **Closing the Achievement Gap Bridging the Achievement Gap** *Learning to Teach Using ICT in the Secondary School* **50 Ways to Close the Achievement Gap** *Students of Color and the Achievement Gap* *The Achievement Gap* **Public Education Under Siege** *Closing the Achievement Gap* **Creating the Opportunity to Learn** *The Global Achievement Gap* *The Achievement Gap in Reading* *Narrowing the Achievement Gap* *Why Race and Culture Matter in Schools* *The Color of Mind* *Closing the Opportunity Gap* *Overcoming the Achievement Gap Trap* **The Anatomy of Achievement Gaps Teaching to Close the Achievement Gap for Students of Color** **Kids Don't Want to Fail Bridging the Achievement Gap Using Data to Close the Achievement Gap** **Closing the Achievement Gap** *The Achievement Gap in Reading* **Solving the Achievement Gap Minding the Achievement Gap One Classroom at a Time** *Academic Profiling Teaching As Leadership* **Close the Achievement Gap** *The Achievement Gap in U.S. Education* *Closing the Achievement Gap* **The Achievement Gap** *Narrowing the Achievement Gap* **The Achievement Gap** *Dismantling Educational Inequality* *Narrowing the Achievement Gap* **Toward Excellence with Equity** **Change Leadership**

Kids Don't Want to Fail Jan 11 2021 Kids Don't Want to Fail uses empirical evidence to refute the widely accepted hypothesis that the black-white achievement gap in secondary schools is due to a cultural resistance to schooling in the black community. The author finds that inadequate elementary school preparation—not negative attitude—accounts for black students' underperformance.

Students of Color and the Achievement Gap Mar 25 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.

Narrowing the Achievement Gap Nov 28 2019 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.

Academic Profiling Jun 03 2020 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 Opportunity Gap May 15 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.

Dismantling Educational Inequality Sep 26 2019 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 Achievement Gap Aug 30 2022 *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.

The Anatomy of Achievement Gaps Mar 13 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.

50 Ways to Close the Achievement Gap Apr 25 2022 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.

Teaching As Leadership May 03 2020 A road map for teachers who strive to be highly effective leaders in our nation's classrooms Teach For America has fought the daunting battle of educational equity for the last twenty years. Based on evidence from classrooms across the country, they've discovered much about effective teaching practice, and distilled these findings into the six principles presented in this book. The Teaching As Leadership framework inspires teachers to: Set Big Goals; Invest Students and Their Families; Plan Purposefully; Execute Effectively; Continuously Increase Effectiveness; Work Relentlessly. The results are better educational outcomes for our nation's children, particularly those who live in low-income communities. Inspires educators to be leaders in their classrooms and schools Demystifies what it means to be an effective teacher, describes key elements of practice and provides a clear vision of success Addresses the challenges every teacher, in every classroom, faces on a daily basis An accompanying website includes a wealth of tools, videos, sample lessons, discussion boards, and case studies.

Minding the Achievement Gap One Classroom at a Time Jul 05 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.

The Achievement Gap Oct 27 2019 Presents essays offering differing views on the subject of academic achievement and the gap in educational equality.

Public Education Under Siege Jan 23 2022 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.

Overcoming the Achievement Gap Trap Apr 13 2021 In *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change*, author Anthony Muhammad examines the prevailing mindset that perpetuates unequal learning outcomes for some students. He studies how impartiality is missing from struggling students' school experiences, especially for poor and minority students. He draws attention to the need for learning equality and equity to be professional and societal priorities to ensure that factors such as economic standing and race don't play a role in determining students' achievement. Schools have grown too accustomed to the academic achievement gap. Reducing inequality in education means adopting a new, liberating mindset that frees educators and students from negative academic performance expectations.

The Achievement Gap in U.S. Education Mar 01 2020 Here, Mano Singham takes a look at the problem of the Black/White achievement gap in the context of larger political realities and argues that in order to understand it we must determine what is happening within the educational system as a whole.

Learning to Teach Using ICT in the Secondary School May 27 2022 *Learning to Teach Using ICT in the Secondary School* offers teachers of all subjects a comprehensive, practical introduction to the extensive possibilities that ICT offers pupils, teachers and schools. Under-pinned by the latest theory and research, it provides practical advice and guidance, tried-and-tested examples, and covers a range of issues and topics essential for teachers using ICT to improve teaching and learning in their subject. The third edition has been fully updated in light of rapid changes in the field of both ICT and education and includes six brand new chapters. Key topics covered include: Theories of learning and ICT Effective pedagogy for effective ICT Using the interactive whiteboard to support whole class dialogue Special needs and e-inclusion Literacy and new literaciesNEW Multi-play digital games and on-line virtual worldsNEW Mobile learningNEW e-Safety Supporting international citizenship through ICTNEW Linking home and school ICT tools for administration and monitoring pupil progressNEW Tools for professional development. Including case studies and tasks to support your own learning, as well as ideas and activities to use with all your students, *Learning to Teach Using ICT in the Secondary School* is a vital source of support and inspiration for all training teachers as well those looking to improve their knowledge. If you need a guide to using ICT in the classroom or for professional support, start with this book.

Narrowing the Attainment Gap: A Handbook for Schools Sep 30 2022 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.

The Achievement Gap Feb 21 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.

Close the Achievement Gap Apr 01 2020 This invaluable research-based guidebook illustrates how quality teaching can overcome the impact of low socioeconomic conditions and improve student performance dramatically. The authors present instructional techniques that require students to speak with skill, write with clarity and purpose, read with a critical eye, and listen with active engagement. Using six practical strategies, educators can overcome the odds and guide learners to success by: Setting high expectations for all students Making differentiation part of everything they do Challenging students to think critically Insisting on results-oriented goals

Creating the Opportunity to Learn Nov 20 2021 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.

Bridging the Achievement Gap Jun 27 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.

Closing the Achievement Gap Dec 22 2021 Looks at ways to improve teaching and learning in urban schools.

The Achievement Gap Dec 30 2019 Child poverty -- Unemployment -- Race and poverty -- Family characteristics -- School behavior -- Homelessness -- Gangs and poverty -- Why has the income achievement gap grown? -- Is government assistance the answer? -- What needs to be done?

Closing the Achievement Gap from an International Perspective Nov 01 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.

The Color of Mind Jun 15 2021 American students vary in educational achievement, but white students in general typically have better test scores and grades than black students. Why is this the case, and what can school leaders do about it? In *The Color of Mind*, Derrick Darby and John L. Rury answer these pressing questions and show that we cannot make further progress in closing the achievement gap until we understand its racist origins. Telling the story of what they call the Color of Mind—the idea that there are racial differences in intelligence, character, and behavior—they show how philosophers, such as David Hume and Immanuel Kant, and American statesman Thomas Jefferson, contributed to the construction of this pernicious idea, how it influenced the nature of schooling and student achievement, and how voices of dissent such as Frederick Douglass, Frances Ellen Watkins Harper, and W. E. B. Du Bois debunked the Color of Mind and worked to undo its adverse impacts. Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences, Darby and Rury uncover the historical interplay between ideas about race and American schooling, to show clearly that the racial achievement gap has been socially and institutionally constructed. School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools, while still doing what they can to mitigate the negative effects of poverty, segregation, inequality, and other external factors that adversely affect student achievement. While we cannot expect schools alone to solve these vexing social problems, we must demand that they address the dignitary injustices associated with how we track, discipline, and deal with special education that reinforce long-standing racist ideas. That is the only way to expel the Color of Mind from schools, close the racial achievement gap, and afford all children the dignity they deserve.

The Global Achievement Gap Oct 20 2021 Despite the best efforts of educators, our nation's schools are dangerously obsolete. Instead of teaching students to be critical thinkers and problem-solvers, we are asking them to memorize facts for multiple choice tests. This problem isn't limited to low-income school districts: even our top schools aren't teaching or testing the skills that matter most in the global knowledge economy. Our teens leave school equipped to work only in the kinds of jobs that are fast disappearing from the American economy. Meanwhile, young adults in India and China are competing with our students for the most sought-after careers around the world. Education expert Tony Wagner has conducted scores of interviews with business leaders and observed hundreds of classes in some of the nation's most highly regarded public schools. He discovered a profound disconnect between what potential employers are looking for in young people today (critical thinking skills, creativity, and effective communication) and what our schools are providing (passive learning environments and uninspired lesson plans that focus on test preparation and reward memorization). He explains how every American can work to overhaul our education system, and he shows us examples of dramatically different schools that teach all students new skills. In addition, through interviews with college graduates and people who work with them, Wagner discovers how teachers, parents, and employers can motivate the &"net"; generation to excellence. An education manifesto for the twenty-first century, *The Global Achievement Gap* is provocative and inspiring. It is essential reading for parents, educators, business leaders, policy-makers, and anyone interested in seeing our young people succeed as employees and citizens. For additional information about the author and the book, please go to www.schoolchange.org

Narrowing the Achievement Gap Aug 25 2019 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.

Toward Excellence with Equity Jul 25 2019 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. Geyser 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.

The Achievement Gap in Reading Sep 06 2020 Educators today are trying to help all children become proficient in reading in order to close academic achievement gaps. In this volume prominent scholars, experts in their respective fields and highly skilled in the research they conduct, address educational and reading research with exceptional talent from varied perspectives and share, what in their learned opinion, based on research, it will take to close the achievement gap – with attention to reading. Each brings a valuable theoretical framework and an in-depth analytical frame to their interpretation of data. The overarching theme in this book is that achievement gaps in reading are complex and that multiple perspectives are necessary to address the problem. 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. The breadth and depth of the perspectives and content is unique. The conceptualization of the achievement gap is a significant contribution to the field. **Closing the Achievement Gap** Jan 29 2020 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.

Bridging the Achievement Gap Dec 10 2020 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.

Narrowing the Achievement Gap Aug 18 2021 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.

Change Leadership Jun 23 2019 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.

Solving the Achievement Gap Aug 06 2020 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 Oct 08 2020 Offers strategies for educators who want to increase performance standards of African American students in high poverty environments, including increasing parental involvement, setting high expectations, and teaching listening skills.

Closing the Achievement Gap Jul 29 2022 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" (Floraine 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)

Using Data to Close the Achievement Gap Nov 08 2020 Provides both the philosophical and practical blueprint for transforming public schools into the learning communities we want and need. Ruth Johnson presents a thoughtful, well-documented treatise on how educators, policymakers, and parents can use data to set achievement goals and to measure progress towards these goals. Unfortunately, statistics show that real disparities do exist in academic achievement, which consistently coincide with income level and race. Book highlights compelling evidence that these inequities can be linked to school practices that inadvertently increase inequities. The solution to this pervasive problem lies in the collection and examination of appropriate data, and this book shows readers how.

The Achievement Gap in Reading Sep 18 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.

Why Race and Culture Matter in Schools Jul 17 2021 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

Teaching to Close the Achievement Gap for Students of Color Feb 09 2021 "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"--

Access Free 240 Ways To Close The Achievement Gap Action Points For Salvaging The Futures Of Black Latino Students Street Pdf File Free

Access Free southbooks.com on December 2, 2022 Pdf File Free