



The Achievement Gap in North Carolina

Public Schools of North Carolina (updated July 2016)

This document contains an introduction, contributing factors, and an annotated bibliography about the achievement gap in the United States and North Carolina. Updates will be provided periodically.

The Achievement Gap in North Carolina: Annotated Bibliography

Introduction

The achievement gap between and among different racial, ethnic, and socio-economic groups of students is a persistent problem that results from many contributing factors. As one of the ways to understand this societal, not just educational or school, problem, this annotated bibliography provides a summary of texts and resources that directly address the achievement gap or that offer increased insight into factors influencing the achievement gap. Research texts and research-based resources are primary in this annotated bibliography, but a few well reasoned and documented articles that are not research-based have been included as well. Conclusions and opinions expressed by the researchers and authors are not necessarily those of the Public Schools of North Carolina. This annotated bibliography about the achievement gap will be updated periodically as more texts and resources are identified, read, and summarized. Texts currently approved for summary have been included, even though a few have yet to be read and summarized. Recommendations from our users are welcomed and will be considered for inclusion. All copyright remains with the original author and publisher.

UPDATE: In December 2015, the Every Student Succeeds Act (ESSA) was passed into law by the U.S. Congress and signed by the President to replace the No Child Left Behind (NCLB) Act. As rules and procedures are finalized and this federal law is implemented on the state and local levels, more texts about this law will be included in these achievement gap documents.

Factors Contributing to the Achievement Gap

“Identifying the Correlates of Achievement: In 2009, the authors [i.e., Paul E. Barton and Richard J. Coley] wrote *Parsing the Achievement Gap II*, a report published by the ETS Policy Information Center that followed up a report published in 2003. The approach was to identify from the research the life and school conditions and experiences correlated with cognitive development and school achievement — those about which the research community was in reasonable agreement. Sixteen factors were distilled out of the existing research knowledge base: parent participation, student mobility, birth weight, lead poisoning, hunger and nutrition, reading to young children, television watching, parent availability, summer gain or loss, the rigor of the school curriculum, teacher preparation, teacher experience, teacher turnover, class size, technology-assisted instruction, and school safety. We found that gaps in these life conditions and experiences mirrored gaps in achievement.” (from *The Black-White Achievement Gap: When Progress Stopped* by Paul E. Barton and Richard J. Coley, ETS (Educational Testing Service), 2010, p. 28)

Sixteen Research-based Factors that Contribute to the Achievement Gap
1. parent participation
2. student mobility
3. birth weight
4. lead poisoning
5. hunger and nutrition
6. reading to young children
7. television watching
8. parent availability
9. summer gain or loss
10. the rigor of the school curriculum

11. teacher preparation
12. teacher experience
13. teacher turnover
14. class size
15. technologyassisted instruction
16. school safety

(from *The Black-White Achievement Gap: When Progress Stopped* by Paul E. Barton and Richard J. Coley, ETS (Educational Testing Service), 2010, p. 28)

The Achievement Gap: Contributing Factors
(gleaned from the NCDPI literature review, but not necessarily causal effects)
Home
<ul style="list-style-type: none"> • Parents’ Gender and Racial Identification • Parents’ Socio-economic Status (SES) • Parental Cultural Differences and Expectations • Parents’ Educational Attainment • Parenting Practices • Parents’ Expectations and Support of Their Children • Parental Support of Teachers and Schools
Race
Gender
Socio-economic Status (SES)
Cultural Influences and the Environment
Community
<ul style="list-style-type: none"> • School and Educational Awareness • Cultural Perceptions and Expectations • Organized Community Groups • Political Involvement • Comfort Level with Schools and Teachers
Generational Differences and Expectations
School
<ul style="list-style-type: none"> • Within School Achievement Gaps • Between Schools Achievement Gaps • School-Parent Relationships • School-Community Relationships • Faculty, Staff, and Resources • School and Culture • Societal Expectations of School • Standards (local, state, national, international, and professional) • Governance Issues (Laws and Policies)
Teachers and Classroom Support Staff
<ul style="list-style-type: none"> • Preparation and Qualifications (including teacher test score correlation with student achievement)

<ul style="list-style-type: none"> • Experience • Standards (local, state, national, international, and professional) • Curriculum Awareness and Implementation • Resources • Instructional Strategies and Differences (i.e., when teaching different students) • Perceptions and Expectations (e.g., attitude toward assigned students) • Racial and SES Identification with Students
Principals and Other School Administrators
District Level Staff and Local School Boards
<p>Accountability and Testing</p> <ul style="list-style-type: none"> • Test Bias • Test Anxiety • Race, Genetics, and IQ • Instructional and Learning Focus on Skills for Reading Recognition and Decoding versus Content Knowledge for Increased Reading Comprehension and Higher Level Critical Thinking Skills (PreK-12 instruction-learning focus and test preparation) • Student Nullification of Testing Objectives <ul style="list-style-type: none"> ○ Apathy and Disengagement ○ “Acting White”
Technology (including Social Media)
Local, State, and Federal Governance and Funding

The Achievement Gap in North Carolina

Annotated Bibliography

(updated July 2016)

1. Abernathy, Ted (2016). Joint Legislative Economic Development & Global Engagement Oversight Committee. Economy. [statistical charts about North Carolina's economy] Economic Leadership. ted@econleadership.com (pdf, 45 pp.)

Summary: This 45-page document about the economic status of North Carolina, with comparisons to the United States and selected states, consists primarily of statistical data in tables and graphs, with lists comprising the rest of its content. North Carolina has mostly rural counties that compare unfavorably in economic terms with the relatively few urban counties in this state.

2. Achieve (2013). *Closing the Expectations Gap: 2013 Annual Report on the Alignment of State K-12 Policies and Practice with the Demands of College and Careers*. November 2013. www.achieve.org (pdf, 48 pp.)

Summary: This document contains data and discussion about College Career Readiness (CCR). Recommendations are provided to states for effective implementation of CCR.

3. Achieve (2015). *How the States Got Their Rates*. October 2015. www.achieve.org (pdf, 12 pp.)

Summary: This brief text (based on 2014 data) provides information about graduation rates for all states and the methods used by states to classify graduation ready students and to award diplomas.

4. Achieve (2015). *Integrating Earning College Credit in High School into Accountability Systems*. August 2015. Achieve and Jobs for the Future. www.achieve.org www.jff.org (pdf, 25 pp.)

Summary: This research-based document discusses and openly advocates for including three modes of college readiness (i.e., AP, IB, and dual course enrollment) into states' accountability systems and public reporting as a means of public transparency about disaggregated data for all students and better assurance that students will complete college, not just enroll.

5. Achieve (2015). *Proficient vs. Prepared: Disparities Between State Tests and the 2013 National Assessment of Educational Progress (NAEP)*. May 14, 2015. www.achieve.org (pdf, 12 pp.)

Summary: This brief text contains data to illustrate the discrepancies between state reported proficiency scores and those earned by students on the 2015 administration of NAEP.

6. Achieve (2014, 2015). *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* Based on a survey conducted November 2014 and an additional survey conducted August 2015 by Hart Research Associates and Public Opinion Strategies (POS) [Hart Research/POS]. PowerPoint slides (2014) (pdf, 27 pp.), and Key findings from a survey among parents of recent public high school graduates, conducted August 2015. (pdf, 32 pp.)

Summary: This 27-slide PowerPoint presentation (based on research conducted February 2014 with students) and the 32-page PowerPoint presentation (based on research conducted August 2015 with parents) are easily understood and provide essential data for those interested in findings and solutions for preparing all students to be college and work ready. However, the reader might question the accountability and reliability of students and parents who deny or question a school's preparation of students, given the information overload that is available in digital and print formats.

7. Achieve (2016). *State Test Results Are Getting Closer to Student Achievement on NAEP: Parents, Students, and Teachers Benefit.* January 28, 2016. www.achieve.org (pdf, 2 pp.)

Summary: This two-page document provides an overview (page 1) and specific state data (page 2) for Achieve's 2015 *Proficient vs. Prepared* report.

8. Achieve (2011). *Strong Support, Low Awareness: Public Perception of the Common Core State Standards.* October 2011. www.achieve.org (pdf, 5 pp.)

Summary: This brief document discusses the results of a national poll commissioned by Achieve of the general public and teachers' knowledge and perception of the then (2011) recently adopted Common Core State Standards (CCSS). Current (2015) issues surrounding the national and statewide perceptions of and responses to the CCSS are foreshadowed in this report's discussion.

9. Achieve (2016). *The College and Career Readiness of U.S. High School Graduates.* March 2016. www.achieve.org/ (pdf, 24 pp.)

Summary: This Achieve report contains "50-state indicators of high school students' performance" on various achievement markers, such as the ACT and SAT examinations, to illustrate whether or not high school graduates in each state are college and career ready. A separate report gives pull-out information for each state.

10. Achieve (2016). *The College and Career Readiness of U.S. High School Graduates. North Carolina. State Report.* March 2016. www.achieve.org/state-profiles (pdf, 13 pp.)

Summary: This Achieve report contains data for the state of North Carolina based on the full Achieve report that gives “50-state indicators of high school students’ performance” on various achievement markers, such as the ACT and SAT examinations, to illustrate whether or not high school graduates in each state are college and career ready.

11. ACT (2012). *Catching Up to College and Career Readiness*. www.nc4ea.org www.act.org
(pdf, 12 pp.)

Summary: “This report uses information on the percentage of students reaching college and career readiness targets over a four-year period as an indicator of the difficulty of doing so. The report focuses on students who start out far off track—well below the achievement level that those with average growth trajectories need to reach college and career readiness targets in a specified later grade. We focus on closing academic preparation gaps over two four year periods: Grades 8-12...[and] Grades 4-8...[Results would be further negatively impacted if students who dropped out of school were included in this report.]” (p. 1).

12. ACT (2014). *Catching Up to College and Career Readiness: The Challenge is Greater for At-Risk Students*. ACT Issue Brief written by Chrys Dougherty. Published May 2014. (pdf, 12 pp.)

Summary: This issue brief discusses, with data, the differences among students who are on track, off track, and far off track for college and career readiness. Two conclusions are that early intervention and a content-rich curriculum, with vocabulary, are essential for all students, especially those students who are (far) off track. Recommendations and extensive endnotes conclude this brief.

13. ACT (2013). *College and Career Readiness: The Importance of Early Learning*. ACT Policy Report written by Chrys Dougherty. Published February 2013. (pdf, 7 pp.)

Summary: This short brief contains four pages of information about the importance of early learning and recommendations for achieving that goal. Notes fill the rest of this seven-page brief.

14. ACT (2012). *Raising the Bar: A Baseline for College and Career Readiness in Our Nation’s High School Core Courses*. www.act.org (pdf, 42 pp.)

Summary: This study examines the knowledge and skills needed for adequate college and career readiness in high school core courses and the improvement that results from this increased rigor (p. 5). Findings and recommendations reveal surprising problems with lack of added value in English in general and English 12 specifically (pp. 31-33).

15. Adams, Caralee J. (2013). *North Carolina District Embraces College for All* [re: Duplin County, NC]. Education Week. Published Online February 4, 2013/Published in Print February 6, 2013 as Austin Obasohan <http://www.edweek.org/ew/articles/2013/02/06/20ltf->

<obasohan.h32.html?tkn=OXCFMwKtr4mIm0%2BZvWVGVjccA122DsbpwrqN&cmp=clp-sb-ascd>
(WORD, 4 pp.)

Summary: This article features the academic achievements accomplished through innovative thinking by the Superintendent of Duplin County Schools, Dr. Austin Obasohan. In partnership with James Sprunt Community College in Kenansville, NC, Dr. Obasohan led the school board to implement a districtwide early college, Duplin Early College High School, for all Duplin County Schools students. Legislative approval is needed to teach these college level courses in the regular high school curriculum; however, this one of only two national models seems promising.

16. Advancement Project. Advocates for Children’s Services. Legal Aid of NC (n.d.). *Action Kit. Taking back our classrooms! The united struggle of teachers, students, and parents in North Carolina against high-stakes testing.* February 2012. (pdf, 27 pp.)

Summary: “In the Action Kit, you will find advocacy strategies for addressing high-stakes testing, fact sheets on the impacts and implications of high-stakes testing, overviews of alternative and more holistic accountability models, talking points to use with elected officials and educational policy-makers, and pointers for gathering quantitative and qualitative data about the use of high-stakes tests in your community.”

“We hope these tools are helpful should you and/or your community decide to take any action on this issue” (p. 44/p.2).

17. Advancement Project. Advocates for Children’s Services. Legal Aid of NC (2012). *Taking back our classrooms! The united struggle of teachers, students, and parents in North Carolina against high-stakes testing.* Action Kit attached (but not included in this pdf). February 2012. (pdf, 5 pp.)

Summary:

Executive Summary: “*Taking Back Our Classrooms! The United Struggle of Teachers, Students, and Parents in North Carolina Against High- Stakes Testing* incorporates the experiences of more than 100 teachers, students, and parents across five counties – Wake, Durham, Buncombe, Mecklenburg, and Guilford—and a statewide survey of more than 600 teachers and offers their collective recommendations for structuring an accountability system which reflects the realities of classrooms across the state. The report found that teachers, students, and parents in North Carolina believe that the state’s focus on high-stakes testing as the means of accountability for students, teachers, and schools has been ineffective, counterproductive, and has created an incentive structure which denies North Carolina’s young people the quality education they deserve” (p. 2).

18. Ahn, Thomas, and Vigdor, Jacob (2013). *Were All Those Standardized Tests for Nothing? The Lessons of No Child Left Behind.* May 2013. American Enterprise Institute. A Report Prepared for the National Research Initiative. (pdf, 29 pp.)

Summary: This concise, easily readable May 2013 report on No Child Left Behind legislation and implementation features current data from North Carolina.

19. Albina, Genie (2012). *Which Is Better? Alternative or Traditional*. (Retrieved from ASCD SmartBrief on Wednesday, June 6, 2012) (WORD, 3 pp.)

Summary: The author (currently a second grade teacher in Chicago, IL) gives a balanced and seemingly fair assessment of her initial Teach for America alternative teacher education program and her subsequent enrollment in a traditional teacher preparation program at a university. Time to internalize her Teach for America lessons before instructing students was the missing critical element in her alternative teacher preparation program, and the slow pace of learning critical lessons from seasoned teachers in a traditional teacher preparation program was the price she willingly paid for the critical element of time to learn before encountering students in the classroom as their assigned teacher. She concludes that the better question might be if alternative teacher preparation programs accomplish their stated goal, which, for some, is the preparation of future school leaders who follow an accelerated model of teacher preparation that is akin to business and law schools.

20. Alexander, K.L. et al. (2007). *Lasting Consequences of the Summer Learning Gap*. Johns Hopkins University. (pdf, 14 pp.)

Summary:

Abstract:

“Prior research has demonstrated that summer learning rooted in family and community influences widens the achievement gap across social lines, while schooling offsets those family and community influences. In this article, we examine the long-term educational consequences of summer learning differences by family socioeconomic level. Using data from the Baltimore Beginning School Study youth panel, we decompose achievement scores at the start of high school into their developmental precursors, back to the time of school entry in 1st grade. We find that cumulative achievement gains over the first nine years of children’s schooling mainly reflect school-year learning, whereas the high SES–low SES achievement gap at 9th grade mainly traces to differential summer learning over the elementary years. These early out-of-school summer learning differences, in turn, substantially account for achievement-related differences by family SES in high school track placements (college preparatory or not), high school noncompletion, and four-year college attendance. We discuss implications for understanding the bases of educational stratification, as well as educational policy and practice” (p. 1).

The Discussion section (pp. 9-11) gives a succinct analysis of the findings, conclusions, and implications that could inform a statewide and national discussion about the achievement gap.

21. Alexander, Karl L., Entwisle, Doris, & Olson, Linda (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. American Sociological Association's Rose Series in Sociology. April 15, 2014. (paperback book, 266pp.)

Summary: This carefully researched text is based on a Johns Hopkins University longitudinal study tracking randomly selected black and white students in the Baltimore City Schools from first grade in 1982 through high school and post-secondary status, concluding at ages 28 and 29, to determine the effects of one's initial SES (i.e., Socio-Economic Status) upon childbearing and parenting, marriage or partnership unions, postsecondary study (especially college completion), employment, economic stability, and life success. The findings and conclusions are clearly associated with, if not definitively universally applicable to, other large de-industrialized cities and to any location where the effects of racial and economic disparities are still evident. Causation for the persistent disadvantaged is suggested by "the long shadow" of one's initial family origin.

22. Allen, J.P. et al. (2011). *Science 2011*. Figures 1 and 2. AAAS publisher. (PPT, 1 p., each figure)

Summary: These two figures illustrate data provided by Science AAAS: Figure 1. MTP-S effect on student achievement (bar graph) and Figure 2. MTP-S effect in the post-intervention year as mediated by observed teacher-student interactions (graph).

23. Alliance for Excellent Education (2014). *Connected Learning: Harnessing the Information Age to Make Learning More Powerful*. March 2014. www.all4ed.org (pdf, 12 pp.)

Summary: Connected Learning, as defined in this document, permits students to learn within an eclectic learning environment that connects all contexts in which students live, study, and work. Examples focus upon pop culture. This document was sponsored by the MacArthur Foundation.

24. Alliance for Excellent Education (2012). *Inseparable Imperatives: Equity in Education and the Future of the American Economy*. (pdf, 8 pp.)

Summary: "America cannot afford to ignore the gaps in educational achievement and high school graduation rates. Failing to close these gaps, especially given the nation's changing demographics, will have dire consequences for the American economy" (p. 1).

25. Almy, S., and Theokas, C. (2010). *Not prepared for class: High-poverty schools continue to have fewer in-field teachers*. Washington, D.C.: The Education Trust, November 2010. (pdf, 6 pp.)

Summary: High poverty schools with inexperienced (especially first year) and out-of-field teachers who have neither a degree nor certification in the teaching area continue to demonstrate the negative impact upon student achievement. Data in this report document this conclusion.

26. Amazon.com Review (2012). Re: Charles Murray (2012). [Coming Apart: The State of White America, 1960-2010](#). (WORD, 9 pp.)

Summary: The guest reviewer evaluates this latest Charles Murray text (2012) in a favorable but cursory manner; however, two in depth and persuasive reviews are included in this Amazon.com Review that were written by customer reviewers.

27. American Association of School Administrators (2013). 2012 State Superintendent of the Year Forum. Leadership for Change. *The Shifting Education Landscape. Advocating for Student Success*. www.aasa.org www.aramarkschools.com (pdf, 28 pp.)

Summary: This report of the 2012 State Superintendent of the Year Forum includes transcribed statements by attendees and session leaders. Topics range from the Common Core State Standards (CCSS) Initiative, teacher evaluations, federal involvement in education, and the superintendent's role in generating and disseminating the message about education rather than waiting for test scores and media coverage.

28. American Federation for Children Growth Fund (2016). *The School Choice Yearbook 2015-2016*. Authors: Matt Frendewey, Krista Carney, Whitney Marcavage, Paul Dauphin, Kim Martinez, and Kimberly Sawatka. www.AFCGrowthFund.org (pdf, 59 pp.)

Summary: This 2016 report contains narrative information, supplemented by numerous photographs and other graphics, which document and celebrate school choice in the United States.

29. American Jewish Committee and Religious Freedom Education Project/First Amendment Center (2012). *Harassment, Bullying and Free Expression: Guidelines for Free and Safe Public Schools*. (pdf, 14 pp.)

Summary: Several religious and other groups recommend guidelines for protecting the free speech of students within a safe school environment where harassment and bullying are not permitted. "These guidelines are intended to help public schools balance the need for school safety with the need for free expression. The balance between the two is not static: It changes depending on the specific circumstances in each case, and is affected especially by the age of the students involved" (p. 3).

"These guidelines are based on current law. They do not provide guidance for every situation. But they should provide useful guidance for school officials seeking to create a safe and free learning environment" (p. 3).

30. American Promise (2014). *Promises to Keep: The Promise Club Handbook*. (pdf, 15 pp.)

Summary: This brief guide advocates for parents to support their sons of color by forming a club with like-minded parents of any race who are committed to this academic support system.

31. American Psychological Association, Coalition for Psychology in Schools and Education. (2015). *Top 20 Principles From Psychology for PreK–12 Teaching and Learning*. Retrieved from <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf> (pdf, 38 pp.)

Summary: The top twenty principles specified and discussed in this text are excellent resources for all educators, including those responsible for local, state, and federal oversight.

32. Anderson, Julie, Shaw, Elyse, Childers, Chandra, Milli, Jessica, & DuMonthier, Asha (2016). *The Status of Women in the South*. Status of Women in the States report. Institute for Women’s Policy Research. www.iwpr.org and www.statusofwomendata.org (full report: pdf, 259 pp.; Appendix B8: Demographic Tables, pdf, 6 pp.)

Summary:

Appendix B8: Demographic Tables (6 pages, dated 2015) contains data for the fifty states, the District of Columbia, and the U.S. average.

33. (The) Annie E. Casey Foundation (2014). Data Snapshot. Kids Count. *Early Reading Proficiency in the United States*. January 2014. www.aecf.org (pdf, 4 pp.)

Summary: This brief text is literally a data snapshot, based on 2013 NAEP data, of early reading proficiency in the United States, as of its publication date of January 2014.

34. (The) Annie E. Casey Foundation (2014). *Race for Results: Building a Path to Opportunity for All Children*. Policy Report. Kids Count. (pdf, 36 pp.)

Summary: Data and recommendations are discussed in this brief but informative Annie E. Casey Foundation report about providing opportunities for all children, especially minority children who persistently do not achieve the traditional markers for academic, economic, and social success.

35. (The) Annie E. Casey Foundation (2016). *2016 Kids Count Data Book: State Trends in Child Well-Being*. (pdf, 56 pp.)

Summary: This text (published 2016) contains statistical and narrative information based on 2014 data about the welfare of children in all states in the United States and the District of Columbia.

36. Aronson, J., Cohen, G., McColskey, W., Montrosse, B., Lewis, K., and Mooney, K. (2009). *Reducing stereotype threat in classrooms: a review of social-psychological intervention studies on*

improving the achievement of Black students (Issues & Answers Report, REL 2009–No. 076). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>. See also RELSoutheast@serve.org and <http://ies.ed.gov/ncee/edlabs> (pdf, 43 pp.)

Summary: “Stereotype threat arises from a fear among members of a group of reinforcing negative stereotypes about the intellectual ability of the group. The report identifies three randomized controlled trial studies that use classroom-based strategies to reduce stereotype threat and improve the academic performance of Black students, narrowing their achievement gap with White students” (p. i/4).

“The three studies found positive impacts on the academic performance of Black students for the following social-psychological strategies [which are neither exhaustive strategies nor a silver bullet]:

- Reinforce for students the idea that intelligence is expandable and, like a muscle, grows stronger when worked.
- Teach students that their difficulties in school are often part of a normal learning curve or adjustment process, rather than something unique to them or their racial group.
- Help students reflect on other values in their lives beyond school that are sources of self-worth for them” (pp. ii-iii/5-6).

37. ASCD (2014). *ASCD Resources About Teaching Students in Poverty*.

http://www.ascd.org/professional-development/poverty-resources.aspx?utm_source=smartbrief&utm_medium=email&utm_campaign=povertynov-cm

Summary: This short document lists ASCD resources about poverty that can be purchased.

38. ASCD (2012). *Gaps and Resource Mismatch Meet Growing ELL Population*. (pdf, cover=4 pp.)

Summary: At this point (5-30-12), only the cover of this text (where limited data is located) is available online to non-subscribers to ASCD.

39. ASCD (2015). *Policy Points: Poverty and Education*. May 2015. (pdf, 2 pp.)

Summary: This two-page document provides narrative information, data, and colorful graphs to explain the relationship between poverty and a child’s education.

40. Attewell, Paul, & Newman, Katherine S., eds. (date). *Growing Gaps: Educational Inequality Around the World*. Chapter 13: “Gender, Perceptions of Opportunity, and Investment in Schooling,” by Angel L. Harris, pp. 284-308 (pdf, 14 pp).

Summary: This chapter 13 from the Attewell text was researched and written by Angel L. Harris who is currently (2014) a professor at Duke University in Durham, N.C. Succinctly, the question Dr. Harris examines is why females persist in pursuing social upward mobility through education despite or maybe because of perceived and real barriers based on gender and possibly race. He concludes that "...beliefs in barriers can serve as a motivating factor for girls" (p. 306).

41. Aud, S. et al. (2012). *The Condition of Education 2012*. U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved Thursday, May 24, 2012, from <http://nces.ed.gov/pubsearch> . (pdf, 378 pp.)

Summary: This annual report for 2012 gives vital statistics for students, kindergarten through post-graduate degree and professional diploma. It is a highly credible source of information for researchers, practitioners, and those who require tutoring in educational research terminology and research data. Users of this report can be selective or comprehensive in reading and applying the data. The National Center for Education Statistics (NCES) is the premier USED agency for data.

42. Autor, David, Figlio, David, Karbownik, Krzysztof, Roth, Jeffrey, & Wasserman, Melanie (2015). *Family Disadvantages and the Gender Gap in Behavioral and Educational Outcomes* (WP-15-16). Institute for Policy Research. Northwestern University.
<http://www.ipr.northwestern.edu/publications/papers/2015/ipr-wp-15-16.html>
(WORD, abstract: 2/10 pp.; full paper: pdf, 71 pp.)

Summary: This report examines the gender gap resulting from behavioral and educational outcomes based on family issues, especially poverty and female-led households. One conclusion is that female youth might outperform male youth in such situations because of the formative impression female-led households convey to females and males growing up in a climate in which they see their mothers having to survive without male companionship. Another conclusion is that male youth might play out their sadness about this situation through aggressive behavior, given society's male macho expectations.

43. Baker, Bruce D. (2013). "Petrilli's Hammer & Poverty Has Nothing to do with PISA Argument." Posted online on December 4, 2013, School Finance 101. Retrieved December 6, 2013, from <http://schoolfinance101.wordpress.com/2013/12/04/petrillis-hammer-the-poverty-has-nothing-to-do-with-pisa-argument/> (WORD, 9 pp., including comments)

Summary: This article was written in response to a discussion by Michael Petrilli in a Thomas B. Fordham Institute publication about the impact of poverty upon the academic achievement of children who live in families that are impoverished. In contradiction to Petrilli's argument that ineffective teachers on the high school level account for lower test scores in math, Bruce D. Baker claims and presents data in chart form to substantiate his argument that the effects of poverty are cumulative, which accounts for students in upper grades performing worse on math tests

than their elementary counterparts. The Occam's Razor theory is addressed (i.e., "among competing hypotheses, the hypothesis with the fewest assumptions should be selected").

44. Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx. This report is available on the IES website at <http://ies.ed.gov/ncee> and http://ies.ed.gov/ncee/wwc/publications_reviews.aspx. (pdf, 115 pp.)

Summary:

The title of this practice guide clearly describes its content. Four recommendations provide practical application of research and the panel's expert opinions. This text is suitable for both English Language Learners (ELLs) and any student struggling with foundational skills and reading comprehension.

45. Balanced Academic Calendar (2005). Nashville [TN] Public Schools. Metropolitan State School Board. Information to the Board. October 11, 2005. (pdf, 9 pp.)

Summary: This district-wide study and discussion of the balanced calendar by the Nashville, Tennessee Public Schools provides insightful evaluation of the strengths and weakness and the advantages and disadvantages of a balanced calendar. Definitions are included of the various types of school calendars and a recommendation for a fall break, no matter the calendar selected. This dated report (2005) and the lack of follow-up information are limiting factors of this document.

46. Balfanz, Robert (2014). "Stop Holding Us Back." The New York Times. The Opinion Pages. Opinionator. http://opinionator.blogs.nytimes.com/2014/06/07/stop-holding-us-back/?_php=true&_type=blogs&_r=0 (WORD, 44 pp.)

Summary: The author discusses how African American males in approximately 600 plus high schools in the nation could be assisted with targeted support so that those males can graduate from high school and lead productive lives. The state of North Carolina is identified as one of the few states with the largest number of high schools that fail to graduate most of these Black male students.

47. Balfanz, R., Bridgeland, J., Bruce, M., & Fox, J. Hornig (2013). *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic - 2013 Annual Update*. Washington, D.C.: Civic Enterprises, the Everyone Graduates Center at Johns Hopkins University School of Education, America's Promise Alliance, and the Alliance for Excellent Education. Retrieved from http://www.civicerprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013_Full_v1.pdf. (pdf, 100 pp.)

Summary: This document contains narrative information and data about the Grad Nation project and its goal of achieving a national 90 percent graduation rate by 2020. Specific information is included about initiatives, programs, and organizations designed to increase the graduation rate in the United States. Retired General Colin Powell and his wife, Alma, are featured prominently in this discussion. Definition of key terms and descriptive listing of national organizations increase the informative value of this text.

48. Barseehian, T. (2011). *Three trends that will shape the future of curriculum*. (WORD, 3 pp.)

Summary: The author identifies and discusses three key trends in education: (1) digital delivery, (2) interest-driven learning, and (3) skills 2.0, based upon 21st century skills. These trends will result in and require (1) collaborating and customizing, (2) critical thinking, (3) democratizing education, (4) changing the textbook industry, and (5) emphasizing skills over facts (p. 3).

49. Barton, P.E. et al. (2010). *The Black-White Achievement Gap: When Progress Stopped*. Princeton, NJ: Education Testing Service (ETS). (pdf, 42 pp.)

Summary: “This report discusses trends in the gap between Black and White educational attainment, school achievement, and contextual factors from the beginning of the 20th century to the present time. Based on data beginning in the early 1970s when nationally representative test scores for student subgroups became available, the trend line reveals a positive picture of a narrowing gap until the late 1980s. Since then, there have been small changes in the gap, up and down, along with periods of stability” (from Adding It Up [the summary], p. 35).

The multiple research studies, data, data analysis, and discussion in this report provide insightful information for understanding the achievement gaps and conceptualizing and implementing effective strategies for resolution. ETS and the authors are authoritative in their analysis and conclusions.

50. Bastian, Kevin (2015). *More Than the National Average: Rebuilding an Infrastructure to Advance Teaching in North Carolina*. June 2015. Prepared for Think NC First (www.thinkncfirst.org) by Kevin Bastian, PhD, Education Policy Initiative at Carolina. University of North Carolina at Chapel Hill. (pdf, 16 pp.)

Summary: This brief text summarizes the history of relatively recent policy decisions upon educational reform in North Carolina, with references to a few national and international factors, and recommends steps needed to improve teaching, thus student achievement, in North Carolina.

51. Batchelor, John E. (2015). *Race and Education in North Carolina: From Segregation to Desegregation*. Making the Modern South series. Louisiana State University Press. December 16, 2015. (hardcover, 256 pp.)

Summary:

52. Bay-Williams, Jennifer, Duffett, Ann, & Griffith, David (2016). *Common Core [State Standards (CCSS)] Math in the K-8 Classroom: Results from a National Teacher Survey*. Thomas B. Fordham Institute. June 2016. www.edexcellence.net (pdf, 66 pp.)

Summary: This text includes survey results from a national study of elementary and middle school teachers of the Common Core State Standards in Mathematics (CCSS-M).

53. Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. (pdf, 98 pp.)

Summary: The authors of this study concerning out-of-school time (OST) discuss the available research in terms of the causal relationship or the lack thereof upon academic achievement. Five recommendations are included as well as technical information about this study.

54. Belcher, Ellen (2016). *Pathway to Success: DECA Prepares Students for Rigors of College, Realities of Life*. Thomas B. Fordham Institute. May 2016. (pdf, 8 pp.)

Summary: Dayton Early College Academy (DECA), a rigorous charter school in Dayton, Ohio, is the focus of this report. The author uses one of DECA's students, a black female, to illustrate the school's purpose and drive of these students whose academic performance and college enrollment and completion exceed that of students in the Dayton, Ohio, public schools.

55. Belcher, Ellen (2014). *Pluck & Tenacity: How Five Private Schools in Ohio Have Adapted to Vouchers*. Thomas B. Fordham Institute. January 2014. www.edexcellence.net/ohio (pdf, 46 pp.)

Summary: This document is an experienced journalist's account (not an educator's or research's description) of five private schools in Ohio that enroll students who receive vouchers to attend. School profiles and anecdotes, not data, are the primary supporting details for describing these schools and their stakeholders. The pluck and tenacity of true believers are clearly evident.

56. Berkowicz, Jill, & Myers, Ann (2015). "What Happens to Disenfranchised Students?" Education Week's blogs > Leadership 360. Posted online March 24, 2015, at 6:54 a.m.; retrieved March 26, 2015, from http://blogs.edweek.org/edweek/leadership_360/2015/03/what_happens_to_disenfranchised_students.html?mp=ENL-TU-NEWS3 (WORD, 4 pp.)

Summary: The authors of this article (an educational leadership blog) discuss the underlying causes for why some disenfranchised students join gangs or other such group-like dysfunctional associations. Beginning with the naming of youth who gravitate to terrorism as gang members is insightful.

57. BEST NC (2014-2015). *Excellence: North Carolina's Education Vision*. First Published February 2015. Updated September 2015. BEST NC. www.excellence.NC.org (pdf, 32 pp.)

Summary: This document outlines the findings and recommendations made by a group of educators and business leaders in North Carolina for achieving statewide results by 2030, with benchmark expectations for 2020. The focus is upon students, teachers, and high expectations. The vision contained in this text is described as a dynamic effort to move North Carolina to the top, nationally, in its educational accomplishments for all students.

58. Bibliography (n.d.). Various North Carolina issues. (pdf, 12 pp.)

Summary: This multi-topic bibliography (compiler and purpose unknown) includes brief bibliographical citations on various subjects relevant to the state of North Carolina and to the south.

59. Bifulco, R., et al. (2006). *The impacts of charter schools on student achievement: Evidence from North Carolina*. (pdf, 41 pp.)

Summary:

Abstract

“Using an individual panel data set to control for student fixed effects, we estimate the impact of charter schools on students in charter schools and in nearby traditional public schools. We find that students make considerably smaller achievement gains in charter schools than they would have in public schools. The large negative estimates of the effects of attending a charter school are neither substantially biased, nor substantially offset, by positive impacts of charter schools on traditional public schools. Finally, we find suggestive evidence that about percent of the negative effect of charter schools is attributable to high rates of student turnover” (p. 50/p. 1).

60. Binker, Mark (2013). “Graduation Rates Paint Pictures of Successes and Struggles.” WRAL.com (online). <http://www.wral.com/graduation-rates-paint-pictures-of-successes-and-struggles/12823126/> (WORD, 6 pp.)

Summary: This newspaper report on high school graduation rates in North Carolina by political reporter, Mark Binker, of WRAL-TV5 and WRAL.com (online), addresses the current graduation success of the four-year cohort in North Carolina and the struggles presented by many English Language Learners, students from families that are designated as impoverished, and some

established schools that do not have the refigured model of instruction and physical layout enjoyed by some newer schools. The data graphics are available by going online to the original article.

61. Black Alliance for Educational Options (BAEO) (2015). *The State of Education in Black America. 2015.* (pdf, 49 pp.)

Summary:

This text provides background information about the founding and the mission of this organization (Black Alliance for Educational Options, also known as BAEO) and statistical facts about K-12 Black students in the United States. The report, using objective facts, is presented in an advocacy manner.

62. Blad, Evie (2014). "Poverty Has Spread to the Suburbs (and to Suburban Schools)." Education Week. Published online July 31, 2014; retrieved August 6, 2014, from http://blogs.edweek.org/edweek/rulesforengagement/2014/07/poverty_has_spread_to_the_suburbs_and_to_suburban_schools.html (WORD, 4 pp.)

Summary: The Education Week reporter/columnist, Evie Blad, briefly discusses the results of the recent Brookings Institute study and report about the increase of poverty, including concentrated poverty, in suburban areas.

63. Blank, Rolf K. (2011). *Closing the achievement gap for economically disadvantaged students? Analyzing change since No Child Left Behind using state assessments and the National Assessment of Educational Progress.* Paper and presentation for AERA Division H, April 2011. Washington, D.C.: Council of Chief State School Officers (CCSSO), April 2011. www.ccsso.org/rolfb@ccsso.org (pdf, 26 pp.)

Summary: This analysis addresses three key questions (listed below) about closing the achievement gap for economically disadvantaged children. Conclusions are discussed on pages 18-19 of this analysis.

- Has student achievement on state-administered annual assessments in math and language arts improved significantly since NCLB implementation and particularly for students from economically disadvantaged families?
- Has the achievement gap for economically disadvantaged students closed since NCLB implementation?
- Are state trends in student achievement on state assessments confirmed by achievement trends on the NAEP math and reading assessments? (p. 1)

64. Boak, Josh (2014). "US Wealth Gap Putting the Squeeze on State Revenue." Published online by and retrieved from NewsObserver.com, Monday, September 15, 2014, via <http://www.newsobserver.com/2014/09/15/4151090/us-wealth-gap-putting-the-squeeze.html?sp=/99/104/> (WORD, 4 pp.)

Summary: This brief newspaper article discusses the widening gap between increased income received by the wealthy, mainly from investments, and stagnant salaries of the rest of the population. States are faced with decreased revenue, which then impacts other fiscal issues.

65. Board on Testing and Assessment and Board on Science Education (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Report Brief. July 2012. (pdf, 4 pp.)

Summary: “At the request of several foundations, the National Research Council appointed a committee of experts in education, psychology, and economics to more clearly define ‘deeper learning’ and ‘21st century skills,’ consider these skills’ importance for positive outcomes in education, work, and other areas of life, address how to teach them, and examine related issues. The committee’s findings and recommendations are detailed in its report *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*” (p. 1).

66. Bohrnstedt, G., Kitmitto, S., Ogut, B., Sherman, D., and Chan, D. (2015). *School Composition and the Black–White Achievement Gap* (NCES 2015-018). U.S. Department of Education, Washington, DC: National Center for Education Statistics. Retrieved October 2015 from <http://nces.ed.gov/pubsearch>. (pdf, 36 pp.)

Summary: The report of this U.S. Department of Education (USED) study provides insightful, useful information for the nation and individual states to consider when writing and implementing educational policies and strategies for addressing academic achievement and the achievement gap in schools. Recommendations are embedded within this report.

67. Boser, Ulrich, Baffour, Perpetual, & Vela, Steph (2016). *A Look at the Education Crisis: Tests, Standards, and the Future of American Education*. January 2016. Center for American Progress. www.americanprogress.org (pdf, 25 pp.)

Summary: The premise of this article is that education is in a state of crisis and that a combination of interventions are necessary, including implementation of rigorous standards, such as the Common Core State Standards (CCSS), and state and district assessment results that align with NAEP results. Specific data are included in this discussion.

68. Boser, Ulrich, & Brown, Catherine (2016). *Lessons from State Performance on NAEP: Why Some High-Poverty Students Score Better Than Others*. January 2016. Center for American Progress. www.americanprogress.org (pdf, 29 pp.)

Summary: This research study examined the relationship of NAEP performance in reading, mathematics, and science with states’ standards-based reform or the lack thereof.

69. Boser, Ulrich et al. (2012). *Do Schools Challenge Our Students?: What Student Surveys Tell Us About the State of Education in the United States*. www.americanprogress.org (pdf, 36 pp.)

Summary: This report examines the results of two national sources for student surveys of teachers and core courses (i.e., NAEP and the Tripod Project at Harvard University), advocating for their inclusion in teacher evaluation systems and school improvement efforts.

70. Boser, Ulrich, Wilhelm, Megan, & Hanna, Robert (2014). *The Power of the Pygmalion Effect: Teachers Expectations Strongly Predict College Completion*. Center for American Progress. October 6, 2014. <http://cdn.americanprogress.org/wp-content/uploads/2014/10/TeacherExpectations-brief10.8.pdf> (pdf, 7 pp.)

Summary: The report of this research study includes an admission that predictions by teachers of a student's college completion might be the result of low expectations of minority students and students from low socio-economic families or the result of the mirroring effect of teachers who recognize the potential each student exhibits during the learning process (i.e., the Pygmalion Effect). Nevertheless, the conclusion of this study is that teachers need increased training in holding and demonstrating high expectations of all students, not just those students in advanced courses or from higher socio-economic backgrounds.

71. Brickman, Michael (2014). *Expanding the Education Universe: A Fifty-State Strategy for Course Choice*. Thomas B. Fordham Institute. (pdf, 19 pp.)

Summary: This research brief covers the characteristics and challenges of course choice, which offers all students, K-12, though usually implemented first in high school, additional options beyond traditional public schools, charter schools, and regular college level courses taken by secondary students while matriculating on both the secondary and undergraduate levels.

72. Briggs, Alan (2014). Point of View: "North Carolina's Shameful Place Among Nation's Hungriest States." Published and retrieved online September 9, 2014, by NewsObserver.com, and retrieved from http://www.newsobserver.com/2014/09/09/4136938_north-carolinas-shameful-place.html?sp=99/108//&rh=1 (WORD, 3 pp.)

Summary: This point of view article includes data and descriptive information about food insecurities among various groups of unlikely recipients of food bank contributions, based on the knowledge and experiences of a statewide director of food banks.

73. Bromberg, Marni, & Theokas, Christina (2013). *Breaking the Glass Ceiling of Achievement for Low-Income Students and Students of Color*. The Education Trust. Shattering Expectations Series. www.edtrust.org (pdf, 20 pp.)

Summary: This brief discussion, with data, of the achievement differences among students in grades 4, 8, and 12 according to race and family income (as evidenced by free and reduced-price lunch status) contains some surprises about test results. The strategies used by Elmont High School in the state of New York model how to move from good progress to exceptional (see pp. 12-13). The concluding paragraphs of the Conclusion (p. 13) reinforce these successful school strategies.

74. Bromberg, Marni, & Theokas, Christina (2014). *Falling Out of the Lead: Following High Achievers Through High School and Beyond*. Shattering Expectations Series. The Education Trust. www.edtrust.org (pdf, 28 pp.)

Summary: Minorities who are high achievers upon entering high school do not match the high school achievements and post-secondary undergraduate accomplishments of their white peers.

75. Brooks-Gunn, Jeanne et al. (1997). *The Effects of Poverty on Children*. published in *The Future of Children*. Children and Poverty. Vol. 7, No. 2, Summer/Fall 1997. (pdf, 17 pp.)

Summary: Income does matter, according to the writers of this journal article in which research studies about the effects of poverty on children are discussed. The impact upon children who experience long-term poverty is greater than that for children who experience short-term poverty, except for behavior indicators, and extreme poverty has the most debilitating effects. Early childhood education benefits most from financial interventions for families living in poverty.

76. Browne, II, John Robert (2013). *Learning Environments That Promote Achievement and Success of African American Male Students*. Webinar: February 19, 2013.

- Handouts as PowerPoint Presentation (pdf, 9 pp.)
- PowerPoint Presentation (pdf, 50 pp.)
- Text Excerpts and Sources for Webinar (WORD, 2 pp.)

Summary: The 50-slide PowerPoint presentation for this webinar regarding promoting the achievement and success of African American male students is printed on 50 pages as single slides and on nine pages as multiple slides. Twenty text excerpts and web sources are provided (2 pages).

77. Bruno, Paul (2013). Bruno: Achievement Gaps Have Closed More Than You Think (Scholastic online, November 12, 2013, from Alexander Russo's This Week in Education). Retrieved Thursday, November 14, 2013, from http://scholasticadministrator.typepad.com/thisweekineducation/2013/11/bruno-achievement-gaps-are-closing-faster-than-you-think.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+typepad%2Fthisweekineducation+%28This+Week+In+Education%29 (WORD, 2 pp.)

Summary: This writer highlights the small fractional increase in scores for minority students.

78. CalSTAT Technical Assistance and Training (2008). *Closing the achievement gap*. (WORD, 23 pp.)

Summary: This document contains notes from a statewide meeting in California, occurring in 2008, during which speakers addressed issues about the achievement gap, ranging from the assertion that we know what to do but must do it with increased depth and insight (Dr. Douglas Reeves, the keynote speaker) to problems and solutions discussed by specialists in disabilities, especially deaf educators and advocates. Several specific suggestions for reaching students who are disabled are applicable to all struggling students in the general population. Those groups interested in expanded or extended learning opportunities (ELOs) could find this document to be informative.

79. Camera, Lauren (2015). "Study Finds Students Underperform in Schools With Large Black Populations." Published online September 24, 2015, by U.S. News & World Report: News, and retrieved October 2, 2015, from <http://www.usnews.com/news/articles/2015/09/24/study-finds-students-underperform-in-schools-with-large-black-populations> (WORD, 3 pp.)

Summary: This U.S. News & World Report article addresses the recently reported (2015) study by the U.S. Department of Education's National Center for Education Statistics (NCES) examination of the impact upon academic achievement by racial resegregation of public schools. (See G. Bohrstedt et al., 2015.) Black males are highlighted as being most impacted negatively by a large percentage of minority students in a school. NCES plans to continue this statistical examination, with Hispanic students next.

80. Cardichon, Jessica, & Lovell, Phillip (2015). *Below the Surface: Solving the Hidden Graduation Rate Crisis*. Alliance for Excellent Education, April 2015.
<http://all4ed.org/wp-content/uploads/2015/04/BelowTheSurface.pdf> (pdf, 13 pp.)

Summary: This brief text contains narrative information and data documenting the low graduation rate among a number of primarily but not exclusively Southern states and in specific sub-groups (e.g., Blacks and students from impoverished families). Recommendations are given for resolution of this crisis.

81. Cardoza, Kavitha (2014). "For D.C. Schools, Race and Class Still Define the System." Posted by WAMU 88.5 American University Radio on October 31, 2014; retrieved November 3, 2014, from http://wamu.org/news/metro_connection/14/10/31/for_dc_schools_race_and_class_still_define_the_system

Summary: This article (which is accompanied by a transcript of a radio interview or program) chronicles the current plight of public schools in the District of Columbia where Black students are still racially segregated in struggling schools.

82. Carnoy, M. et al. (2006). *Worth the price? Weighing the evidence on charter school achievement*. (pdf, 11 pp.)

Summary: Charter schools in North Carolina and other states are featured in this mainly discussion-type article that includes data. One interesting finding is that Black students in charter schools are not typically from the lowest socio-economic families, as is widely reported.

“In sum, while freedom from certification rules undoubtedly permit charter schools to hire teachers who are more qualified than typical teachers in regular public schools, the data do not reveal evidence that charter schools consistently use their freedom to do so.

The more important question that policy makers should confront is not one that NAEP data stimulated—whether charter schools, on average, outperform regular public schools—but rather whether the underperformance of some charter schools is a price worth paying for the high performance of others. How much experimentation should we do on children, knowing that failures as well as successes may result? This is a much trickier public policy issue, and it has no easy answer” (p. 160/p. 10).

“This article is adapted from *The Charter School Dust-Up: Examining the Evidence on Enrollment and Achievement*, by Martin Carnoy, Rebecca Jacobsen, Lawrence Mishel, and Richard Rothstein, published jointly by Teachers College Press and the Economic Policy Institute (2005). The Economic Policy Institute (EPI) has received unrelated support from the American Federation of Teachers (AFT); the AFT president is a member of the EPI board of directors. The research reported in the book and in this article was not directly funded by the AFT or by any organization with a stake in the charter school controversy. The findings reported in the book and in this article reflect the views of the authors alone” (p. 161/p. 11).

83. Castro, Quassan (2014). “Twelve Tips All Educators Must Know About Educating African American and Latino Students.” Published online on January 6, 2014, in Huffington Post, Black Voices. Retrieved Monday, January 6, 2014, from http://www.huffingtonpost.com/quassan-castro/twelve-tips-all-educators_b_4533419.html (WORD, 4 pp.)

Summary: This brief article, written by a black male educator and journalist, contains twelve tips, ranging from Classroom Stereotypes to Classroom Format, that educators should consider when teaching African American and Latino/a students.

84. Center for Mental Health in Schools at UCLA. (2008). *A Resource Aid: Responding to a Crisis at a School*. Los Angeles, CA: Author. (pdf, 161 pp.)

Summary: This resource aid contains comprehensive narrative information, tip sheets, and organizational and bibliographical summaries and references (dated up to 2008) for school crisis preparation and management. Some information (e.g., grief counseling) is repeated, probably because this resource aid appears to be a compilation of information and resources from various groups in California and other states, which might account for the presence of occasional errors in the second half of this text. “This document is a hard copy version of a resource that can be downloaded at no cost from the Center [for Mental Health in Schools at UCLA]’s website (<http://smhp.psych.ucla.edu>)...Permission to reproduce this document is granted. Please cite source as the Center for Mental Health in Schools at UCLA” (title page, electronic page 1).

85. Center for Promise (2015). *Don't Quit on Me: What Young People Who Left School Say About the Power of Relationships*. Washington, D.D.: A Follow-up Report to *Don't Call Them Dropouts*. Sponsored by America's Promise Alliance and Target. GradNation.org/DontQuit. #NotDropouts (pdf, 80+ pp.)

Summary: This text contains the report of quantitative and qualitative research on what and who it takes to assist formerly disengaged students who return to complete high school.

86. Center on Education Policy (2010). *A call to action to raise achievement for African American students*. Student Achievement Policy Brief #1: African American Students. Washington, D.C.: Center on Education Policy (CEP). June 2010. www.cep-dc.org (pdf, 21 pp.)

Summary: "One out of every six public school students in the U.S. is African American. The achievement of African American students as a group will have a significant impact on the nation's economic strength and social well-being. This brief looks at the performance of African American students on state reading and mathematics tests and considers the policy implications of these achievement trends" (p. 1). North Carolina is one of the states featured in this research brief beyond the statistical data for all U.S. states because of this state's inclusion among the nine states with the highest number of African American test takers. The resulting data, though dated, is informative.

87. Center on Education Policy (CEP) (2012). *A Civil Right to a Good Education*. (blog posted by Jack Jennings, President and CEO, CEP) (pdf, 2 pp.)

Summary: The author of this blog discusses the educational movements during the 20th and 21st centuries and the reasons why those movements have failed to improve education. "If American schools are to improve broadly, we must shift the agenda and concentrate on improving the essence of education: what is taught, who teaches, and how this is paid for. These are the factors inside a classroom that determine whether a student learns... We should make equal educational opportunity a federal civil right for all students. This should include the right to a challenging curriculum, well-trained and effective teachers, and the funding to provide these essentials" (Jennings, p. 1). "Let us make real this rhetoric [that education is the civil rights issue of our time as noted by former U.S. Presidents George W. Bush and Bill Clinton] by passing a law that incorporates that idea. This law also ought to include a grant program that helps to pay for the broadening of educational opportunity that must occur to ensure this right. A state/federal partnership should direct this campaign to make American schools good for all students" (Jennings, p. 2).

88. Center on Education Policy (2014). *A Compendium of Research on the Common Core State Standards*. Center on Education Policy (CEP). August 2014. (pdf, 77 pp.)

Summary: This document summarizes current research on the Common Core State Standards (CCSS). Each research summary is one page and follows a standardized format. The concluding pages include an appendix with each study listed alphabetically by researcher or group's name.

89. Center on Education Policy (2012). *A Public Education Primer: Basic (and Sometimes Surprising) Facts About the U.S. Educational System*. (pdf, 84 pp.)

Summary: This document contains many graphs and brief narrative statements gleaned from statistical sources about student and school characteristics and test data from the 1990s to 2011. It is an easy read that can be prolonged if the reader wants to explore particular data in more detail.

90. Center on Education Policy (2011). *AYP Results for 2010-11*. [See May 2012 Update.] (pdf, 12 pp.)

Summary: Please see the May 2012 Update document for this summary.

91. Center on Education Policy (2012). *AYP Results for 2010-11. May 2012 Update*. (pdf, 12 pp.)

Summary: This updated report shows the national statewide AYP results for 2006-2011.

92. Center on Education Policy (2012). *Changing the School Climate Is the First Step to Reform in Many Schools with Federal Improvement Grants*. (pdf, 16 pp.)

Summary: “This special CEP report highlights findings about the critical element of school climate from case studies of the first year and half of SIG implementation in Maryland, Michigan, and Idaho. The information in the report is based on interviews with 35 state, district, and school officials in the three states and on in-depth reviews of six SIG-funded schools” (p. 1). This report includes discussions of these key findings as illustrated through discussion of schools in three states, with the state of Maryland featured as having the greatest need and achieving the greatest success (pp. 1-14), background on SIGs and the role of school climate (pp. 2-5), policy implications (p. 14), references (p. 15), and credits and acknowledgments (p. 16).

Key Findings (pp. 1-):

- (1) Improving school climate has been implemented, often before other reforms, by all six SIG-funded schools participating in this CEP case study (p. 1).
- (2) These SIG-funded case study schools use a variety of specific strategies to improve school climate, ranging from school uniforms to increased teacher collaboration (p. 2).
- (3) The improvement of school climate was most often cited by administrators and teachers as their greatest success following the first year of implementing SIGs (p. 2).

Conclusion: The conclusion is that federal accountability needs to include not only test scores but also school climate as the gauge for school improvement and student achievement.

93. Center on Education Policy (2010). *General Achievement Trends – North Carolina*. (WORD, 19 pp.)

Summary: Graphs and analytical statements about test results in North Carolina are included in this abbreviated document. Repeated caution is given about the different cut scores and other factors that contribute to the national comparative test scores and individual state rankings.

94. Center on Education Policy (2012). *Increased Learning Time Under Stimulus-Funded School Improvement Grants: High Hopes, Varied Implementation*. (pdf, 13 pp.)

Summary: “This special report by the Center on Education Policy (CEP) highlights findings about this increased learning time requirement [by the federal government for all low-performing schools that adopt school improvement models] from two recent CEP studies of SIG implementation in school year 2010-11 and the fall and winter of 2011-12. The first study was based on a CEP survey of state education officials in 46 responding states, including the District of Columbia. The second consisted of in-depth case studies of state and local SIG implementation in Maryland, Michigan, and Idaho” (p. 1). This report includes discussions of these key findings as illustrated through discussion of schools in three states (pp. 1-10), background on SIGs and these CEP studies (pp. 3-5), which includes a USED definition of increased learning time (p. 4), survey findings about increased learning time (pp. 5-6), case study findings about increased learning time (pp. 6-10), conclusion (p. 11), references (p. 12), and credits and acknowledgments (p. 13).

Key Findings (pp. 1-10)

- (1.) All 46 responding states reported increased learning time in schools adopting a model that required increased learning time (p. 1).
- (2.) Most state officials who were surveyed reported some improvement in student achievement in SIG-funded schools as a result of increasing learning time (p. 2).
- (3.) State focus on increasing learning time is required for the transformation and turnaround models but also varies in degree from state to state (p. 2).
- (4.) Implementation and emphasis on implementing student increased learning time vary in all SIG-funded case study schools using the transformation or turnaround models (p. 2).

Conclusion: The conclusions are that schools have positive experiences with increased learning time, that the targeted student population typically is those students with the greatest academic need, that increased learning time varies, and that this learning strategy needs further CEP research.

95. Center on Education Policy (2011). *Long-Term Gains in Minority Education: An Overlooked Success?* (blog posted May 8, 2011, by Jack Jennings, President and CEO, CEP). (pdf, 2 pp.)

Summary: The author of this blog, Jack Jennings, President and CEO of CEP, briefly discusses the improvements made by Black and Hispanic student populations on NAEP.

96. Center on Education Policy (2009). NC State Profile. North Carolina. *North Carolina Competency Tests and Test of Computer Skills. Phasing in End-of-Course Exams.* (pdf, 8 pp.)

Summary: This Center on Education Policy document (dated 2009) provides answers to questions and data about past and future end-of-course exams in North Carolina.

97. Center on Education Policy (2012). *Reflections on a Half-Century of School Reform: Why Have We Fallen Short and Where Do We Go From Here?* by Jack Jennings, President and CEO, CEP. (pdf, 12 pp.)

Summary: The author gives a brief history of three major educational movements (i.e., equity, school choice, and standards) before discussing the need to focus in a forceful way upon a better approach to student achievement, which he describes as relevant curriculum, effective teachers, and adequate funding. He concludes with the advice that a sound education should be viewed as a civil right for all children and that this current Presidential campaign offers an excellent opportunity for a national discussion about and subsequent action on an aggressive and unified, not piecemeal, approach to school improvement and student achievement.

98. Center on Education Policy (2012). *Schools with Federal Improvement Grants Face Challenges in Replacing Principals and Teachers.* (pdf, 21 pp.)

Summary: "...[R]eplacing principals and staff is often [the] greatest challenge to implementation [of the two most selected SIG school models], according to recent research by the Center on Education Policy (CEP) at George Washington University" (p. 1) "This special report by CEP describes findings about principal and teacher replacement drawn from two CEP studies of SIG implementation in school year 2010-11 and the fall and winter of 2011-12. The first study was a survey of state education officials in 46 responding states, including the District of Columbia, and the second consisted of in-depth case studies of state and local implementation in Idaho, Maryland, and Michigan" (p. 1). This report includes discussions of these key findings (pp. 1-18), background on SIGs and these CEP studies (pp. 3-18), policy implications (pp. 18-19), references (p. 20), and credits and acknowledgments (p. 21).

Key Findings (pp. 1-18):

- (1.) Most state officials view principal and teacher replacement as somewhat critically important to student achievement, though variations in importance occur from school to school (p. 2).
- (2.) Principal and teacher recruitment and retention are major challenges for SIG schools in Idaho, Maryland, and Michigan (p. 2).
- (3.) The restrictions of legal and union requirements and short funding timelines adversely affect re-staffing in some SIG schools (p. 3).
- (4.) A few states are assisting their SIG-funded districts and schools with principal and teacher replacement (p. 3).

(5.) Some officials desire more flexibility in the SIG principal and staff replacement requirements (p. 3).

Conclusion: The conclusion is that increased federal and state support and intrastate collaboration are needed for effective use of the infusion of SIGs funding and subsequent student achievement.

99. Center on Education Policy (2012). *Special Report: SIG Schools Face Challenges in Restaffing: Increasing Learning Time Also Proves Challenging in Some Schools, though improved school climate may be unheralded impact of SIG Funds.* (pdf, 2 pp.)

Summary: This press release type report briefly describes findings for schools receiving federal School Improvement Grants (SIG). Improved school climate seems to be most benefited.

100. Center on Education Policy (2012). *State High School Exit Exams: A Policy in Transition.* (pdf, 55 pp.)

Summary: This update (2012) of the Center on Education Policy's annual report on state high school exit exams covers the varied responses of states to exit exam requirements and the policy and political implications of exit exams for all students, especially for struggling students who tend to be minorities and/or students in lower socio-economic families.

101. Center on Education Policy (2009). *State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates.* www.cep-dc.org (pdf, 56 pp.)

Summary: The initial and subsequent (based on remediation and retesting) passing rate of exit exams in the several states included in this study reveals the varied reasons for exit exams and the differences among states in their administrations of and purposes for these exams. The persistent achievement gap between White students and minority students who are Black or Hispanic and students from low income families is associated with the purposes for and results of exit exams.

102. Center on Education Policy (2010). *State test score trends through 2008-09, Part 2: Slow and uneven progress in narrowing gaps.* Washington, D.C.: Center on Education Policy (CEP). December 2010. www.cep-dc.org (pdf, 53 pp.) Part 4: Is Achievement Improving, and Are Gaps narrowing for Title I Students? North Carolina. (WORD, 1 p.)

Summary:

Executive Summary (pp. 1-2/5-6): "After eight years of implementing the federal No Child Left Behind Act (NCLB) and other school reforms, how much progress have states, school districts, and schools made in raising achievement for students from all backgrounds and closing achievement gaps based on race, ethnicity, income, and gender?" (p. 1)

Main Conclusions (pp. 1-2/5-6):

1. "Achievement gaps are large and persistent." (p. 1/5)
2. "Every major student group has made gains since 2002 on state reading and math tests. But even when achievement has increased for all groups, gaps have not always narrowed." (p. 1/5)
3. "For most student groups, gaps on state tests have often narrowed since 2002. Gap trends vary, however, based on the student group and indicator of achievement examined." (p. 2/6)
4. "Although gaps have narrowed more rapidly for some groups than for others, at the current rates of progress[,] it would take many years to close most gaps." (p. 2/6)
"...In conclusion, we looked at an array of evidence from state tests and NAEP, including average test scores on both assessments, the percentages of students scoring proficient on state tests, and the percentages scoring at the basic level on NAEP. Taken together, the evidence indicates that although some headway has been made in narrowing achievement gaps, progress is inconsistent, and much work remains." (p. 2/6) The data and data analysis in this report provide informative descriptions of the achievement gaps between and among most of the major subgroups required by NCLB reporting by all states. However, data for 2009 through current day would provide updated data and analysis.

103. Center on Education Policy (n.d.). *State Test Score Trends Through 2008-09, Part 4. North Carolina.* (WORD, 1 p.)

Summary: This one page document gives the achievement gaps between non-Title I and Title I students by Mean Scale Scores (MSS) and by Percentages Proficient (PP) in reading and math for grades 4 and 8 and high school during 2008-09 in North Carolina.

104. Center on Education Policy (2010). *Subgroup Achievement and Gap Trends. North Carolina.* (WORD, 18 pp.)

Summary: This document (with a publication date of 2010) provides data and textual notes for understanding the achievement and gap trends among subgroups (e.g., different races, low-income students, and special student populations) in contrast to the total student population. The last two pages, which provide definitions of key terms and cautions and explanations, are especially helpful for readers unfamiliar with data and/or the terminology used to describe data.

105. Center on Education Policy (n.d.). *Why We Still Need Public Schools: Public Education for the Common Good.* (pdf, 24 pp.)

Summary: This document, prepared and published by a non-profit organization dedicated to the support and improvement of public education, briefly examines the history of public education in the United States and offers reasons, with analysis, for the continuation and improvement of public education for the common good of the nation and individuals.

106. Chapel Hill-Carrboro City Schools (2000). *A Report on Minority Student Achievement in the Chapel Hill-Carrboro City Schools.* The Minority Student Achievement Local Team. November 16, 2000. (pdf, 29 pp.)

Summary: This report (dated 2000) provides goals, objectives, strategies, and indicators of achievement for systemic efforts in the Chapel Hill-Carrboro City Schools to increase the academic achievement and total inclusion of minority students. See summary in this NCDPI document of the final status report (dated 2002).

107. Chapel Hill-Carrboro City Schools (2002). *Final Status Report on the Blue Ribbon Task Force on the Education of African-American Students* (task force convened in 1992), transmitted with letter from superintendent to the Board of Education (dated June 13, 2002). (pdf, 26 pp.)

Summary: The cover letter from the superintendent and the accompanying final status report (2002) provide critical data and narrative information about the numerous efforts by the Chapel Hill-Carrboro City Schools System in identifying and implementing strategies for improving the academic achievement of African American students and in projecting the need for improvement. Achievement was evident; however, the achievement gap remains. An update from 2001-02 through 2012-03 and thereafter could be informative about the sustained serious good faith efforts by an exemplary school system to include all students in its pursuit of excellence and total inclusion.

108. Chemerinsky, E. (2004). *The deconstitutionalization of education*. (pdf, 26 pp.)

Summary: The author characterizes the withdrawal of the U.S. Supreme Court and lower courts from support of school racial desegregation as the “deconstitutionalization of education,” which he describes and criticizes for the resulting school funding disparities and denied student rights that extend beyond race (p. 2). Specific court cases are referenced, analyzed, and criticized. See “The Segregation and Resegregation of American Public Education” (2003) by the same author for an earlier discussion of these issues and many of the same U.S. Supreme Court cases.

109. Chemerinsky, E. (2003). *The segregation and resegregation of American public education: The courts’ role*. (pdf, 26 pp.)

Summary: The author, a Harvard University educated lawyer who is a professor of law at the University of Southern California, explores in the North Carolina Law Review selected judicial decisions during the 1970s and the 1990s, concluding that the U.S. Supreme Court’s conservative justices consistently and purposefully decided cases that resulted in the racial resegregation of public schools. This text precedes the 2004 one, entitled, “The Deconstitutionalization of Education” (2004), by the same author, which presents an earlier examination of many of the same court cases that are case by case examinations of this issue. The author does not expect future judicial decisions that will support the racial desegregation of schools.

110. Child Welfare Information Gateway. (2013). *Long-term Consequences of Child Abuse and Neglect*. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau. (pdf, 10 pp.)

Summary: This brief federal government factsheet about child abuse and neglect is full of documented facts and resources for involvement in eradicating or at least limiting this blight upon society.

111. Children’s Defense Fund (updated August 26, 2008). *Child Poverty in America*. (pdf, 6 pp.)

Summary: This short report gives a summary of the data describing children in poverty in the United States and the federal governmental programs that provide assistance to children in poverty via their parents and/or guardians. Though dated (mainly based on 2007 and 2008 data), this report provides informative descriptions of the negative impact of poverty upon children and society and the inadequate federal funding that is designed to assist those families and children in poverty.

112. Children’s Defense Fund (1974). *Children out of school in America*. Washington Research Project, Inc. (pdf, 398 pp.)

Summary: This lengthy (398 pages) Children’s Defense Fund report (dated 1974) , because of its outdated information, was not read or summarized for this annotated bibliography but is included as a reference to provide historical data and other information for those interested in the relationship of this topic to the achievement gap.

113. Children’s Defense Fund (2010). *The state of America’s children*. (pdf, 185 pp.)

Summary: This report advocates for children in the United States who live in poverty. Data give a comprehensive view of the numbers and percentages in all categories and about most socio-economical-political contexts, including poverty levels; racial composition; incidents of violence, neglect, and abuse; parental and guardian status in the home and prison; employment and unemployment; drug use, arrest, and incarceration; death types and rates; and state comparisons. The publication date (2010) includes data primarily from 2008 but also includes data from 2006, 2007, and 2009; however, similar dire economic national circumstances prevail today in the second decade of the 21st century. Most of this report consists of data to substantiate the claims.

114. Chingos, Matthew M. et al. (2012). *The Effects of School Vouchers on College Enrollment: Experimental Evidence from New York City*. Brown Center on Education Policy at Brookings. Harvard Kennedy School. Program on Education Policy and Governance. (pdf, 40 pp.)

Summary: The authors conclude that the use of school vouchers impact African American students more than Hispanic students and that the reasons for the use of vouchers differ between these two groups as well. The discussion in this document provides clarity to the data included.

115. Christensen, Rob (2013). “Commentary: Christensen: The Fall and Rise of NC Poverty”
Retrieved Sunday, November 10, 2013, from WRAL.com
<http://www.newsobserver.com/2013/11/09/3355851/christensen-the-fall-and-rise.html>
(WORD, 2 pp.)

Summary: In this commentary, Rob Christensen briefly discusses anniversary of The North Carolina Fund and the rise of poverty in North Carolina.

116. Chute, Eleanor (2012). *Pittsburgh Schools Work to Close Racial Achievement Gap*. Post-Gazette.com, dated and retrieved Friday, August 3, 2012, @ 1:41 p.m. (WORD, 3 pp.)

Summary: This online newspaper article discusses the efforts of the Pittsburgh Schools district to close the racial achievement gap via initiatives already in place. A website address is included for accessing a report that will be posted eventually to this school district's webpage.

117. Clark, Constance, and Cookson, Jr., Peter W. (2012). *High Standards Help Struggling Students: New Evidence*. Education Sector. November 2012. www.educationsector.org (pdf, 8 pp.)

Summary: The authors use charts and analysis to document the positive impact of rigorous standards and high cut scores upon the academic achievement of struggling students. NAEP test scores in math and reading for grades 4 and 8 and the impending assessments for the Common Core State Standards (CCSS) are discussed.

118. *Closing the Gap (The Negative Impact of Stereotyping)* (n.d.). [author unknown] (WORD, 2 pp.)

Summary: The featured article in this text discusses the negative impact of stereotyping. A research study and the incident during which the former president of Harvard University suggested that intrinsic reasons account for lesser female presence in certain fields are used to make the point that both males and females perform less than expected when intrinsic genetic reasons are given for expected performance on tests. The implication is that racial divides in testing can be attributed to stereotyping as well.

119. Clotfelter, Charles, Ladd, Helen F., and Vigdor, Jacob L. (2013). *Racial and Economic Diversity in North Carolina's Schools: An Update*. Sanford School of Public Policy, Duke University.
- Executive Summary (pdf, 5 pp.)
 - Full Report (pdf, 45 pp.)

Summary: The Executive Summary of this 2013 updated report of the racial and economic diversity in North Carolina's public schools (including charter schools) includes the main points provided in the full report and two pages of data. The full report elaborates with many pages of data.

120. Clotfelter, C.T. et al. (2012). *The aftermath of accelerating Algebra: Evidence from a district policy initiative*. (pdf, 49 pp.)

Summary:

“Abstract

In 2002/03, the Charlotte-Mecklenburg Schools initiated a broad program of accelerating entry into algebra coursework. The proportion of moderately-performing students taking 8th grade algebra increased from less than half to nearly 90%, then reverted to baseline levels, in the span of just six age cohorts. We use this policy-induced variation to infer the impact of accelerated entry into algebra on student performance in math courses as students progress through high school. Students affected by the acceleration initiative scored significantly lower on end-of-course tests in Algebra I, and were either no more likely or significantly less likely to pass standard follow-up courses, Geometry and Algebra II, on a college-preparatory timetable. We also find that the district assigned teachers with weaker qualifications to Algebra I classes in the first year of the acceleration, but this reduction in teacher quality accounts for only a small portion of the overall effect” (cover page).

121. Clotfelter, L. et al. (2007). *How and why do teacher credentials matter for student achievement?* (pdf, 54 pp.)

Summary:

“ABSTRACT

Education researchers and policy makers agree that teachers differ in terms of quality and that quality matters for student achievement. Despite prodigious amounts of research, however, debate still persists about the causal relationship between specific teacher credentials and student achievement. In this paper, we use a rich administrative data set from North Carolina to explore a range of questions related to the relationship between teacher characteristics and credentials on the one hand and student achievement on the other. Though the basic questions underlying this research are not new - and, indeed, have been explored in many papers over the years within the rubric of the "education production function" - the availability of data on all teachers and students in North Carolina over a ten-year period allows us to explore them in more detail and with far more confidence than has been possible in previous studies. We conclude that a teacher's experience, test scores and regular licensure all have positive effects on student achievement, with larger effects for math than for reading. Taken together the various teacher credentials exhibit quite large effects on math achievement, whether compared to the effects of changes in class size or to the socio-economics characteristics of students, as measured, for example, by the education level of their parents” (p. 2).

122. Cohen, David B. (2014). Opinion. Road Trips in Education. “Enough About Finland, Let’s Talk About Norway.” Published online by Education Week on September 29, 2014; retrieved October 2, 2014, from http://blogs.edweek.org/teachers/road-trips-in-education/2014/09/lets_talk_norway.html?cmp=ENL-TU-NEWS3 (WORD, 5 pp.)

Summary: The writer, a K-12 teacher on sabbatical this year (2014-15) to visit and to write about schools in California, describes his tour of two schools in California with an educator from Norway who comments about the similarities and differences between schools in Norway and the United States.

123. Cohen, Patricia (2015). "Closing Education Gap Will Lift Economy, A Study Finds." Published online February 2, 2015, and retrieved February 3, 2015, from The New York Times at <http://www.nytimes.com/2015/02/03/business/economy/closing-education-gap-will-lift-economy-study-finds.html> (WORD, 4 pp.)

Summary: This article, published online by The New York Times, summarizes a recent study by Robert G. Lynch that was published by the Washington Center for Equitable Growth.

124. Coley, Richard J. et al. (2012). *Fault Lines in Our Democracy: Civic Knowledge, Voting Behavior, and Civic Engagement in the United States*. Educational Testing Service (ETS). www.ets.org/research. (pdf, 38 pp.)

Summary: "Beginning with the dismal state of the civics knowledge of our nation's students, the cornerstone of a strong democracy, the authors document the strong association between individual characteristics — such as age, education, and income — and important civic activities, such as voting and volunteering. Their analyses reveal a startling level of stratification at the nation's polling stations, from a voting rate of 3.5 percent for voting-age high school dropouts to 80.5 percent for well-off, advanced-degree holders between the ages of 55 and 64. 'This,' they write, 'represents a serious civic empowerment gap for our nation'" (from Preface, by Ida Lawrence, ETS Senior Vice President, R&D, p. 3/2).

"We recommend that a National Commission on Civic Engagement be established to seek solutions to the low levels of voting, volunteering, and other forms of civic engagement by America's younger, less-educated, lower-income, and immigrant populations" (p. 35/34). This commission would be privately funded. Copies of this report can be downloaded from www.ets.org/research.

125. Coley, Richard J. et al. (2013). *Poverty and Education: Finding the Way Forward*. The ETS Center for Research on Human Capital and Education. www.ets.org <http://www.ets.org/research> (paperback, 58 pp., and pdf, 60 pp.)

Summary: This short but informative document uses data and narrative discussion to address some known and also some surprising facts about poverty and its impact upon student achievement and society. The publisher, ETS (Education Testing Service) Center for Research on Human Capital and Education, includes an extensive list of references to support the data, figures, and tables.

126. College Board (2014). *Test Specifications for the Redesigned SAT*. www.collegeboard.org (pdf, 211 pp.)

Summary: The title of this College Board text describes its content; however, its application beyond test specifications for the redesigned SAT increases the value of this clearly written, detailed explanation of test content and intent. For example, teachers of students at all achievement levels in courses that include reading, nonfiction, literature, and/or math could use this text as a resource for

instructional delivery of course content and exam preparation for any standardized exam. The brief but thorough explanations given for answers to questions included in this text are exemplary. Caveat: College Board repeatedly warns in this text that it is a draft, which is subject to revision as the 2016 implementation date of the redesigned SAT nears. That warning does not negate the usefulness and accuracy of the enclosed information, however.

127. Conley, D.T. et al. (2011). *Lining up: The relationship between the Common Core State Standards and five sets of comparison standards*. (pdf, 86 pp.)

Summary: This text and extended summary are included in this annotated bibliography about the achievement gap because of the anticipated impact of future assessment of the implementation of the Common Core State Standards (CCSS) upon all students and their teachers.

“[T]he Educational Policy Improvement Center (EPIC), designed and conducted this study to determine the extent of correspondence (alignment) between the exit level Common Core standards [CCSS] and each of five sets of existing standards [which are listed below]. The sets of standards were selected because they were either identified as exemplary state standards, were explicitly written at the college readiness level, or represented a rigorous instructional program focused on college readiness. The purpose was to see if the Common Core standards cover similar content [match], how broadly they cover the comparison standards [breadth], and how the cognitive challenge level of aligned content matches up [depth]” (Executive Summary, p. 3).

“The specific comparison standards are as follows:

- California: The Content Standards for California Public Schools, for the 11th–12th grade band in English language arts and for 8th–12th grade band in mathematics (released in 1997)
- Massachusetts: The Massachusetts Curriculum Frameworks, for the 11th–12th grade band in English language arts (released in 2001) and mathematics (released in 2000)
- Texas: The Texas College and Career Readiness Standards in English/language arts, mathematics, and cross-disciplinary standards (released in 2008)
- KSUS: The Knowledge and Skills for University Success (KSUS) standards in English and mathematics,² developed as college-preparatory standards by Standards for Success (released in 2003)
- IB: The International Baccalaureate Diploma Programme English language arts and mathematics standards, developed by EPIC, for IB’s Programs of Study for 10th–12th grades³ (released in 2009)” (Executive Summary, p. 4).

128. Cooper, Kerris, and Stewart, Kitty (2013). *Does Money Affect Children’s Outcomes? A Systemic Review*. JRF (Joseph Rountree Foundation). www.jrf.org.uk Summary (pdf, 4 pp.) Full Report (pdf, 82 pp.)

Summary: This research study about the statistical impact upon children living primarily in low income families was written by British researchers who used data from OECD countries. More than half of the research studies used in this report originated in the United States. However, much of the discussion focuses upon the United Kingdom in application to conclusions and public policies.

129. Council of Chief State School Officers (CCSSO) (n.d.). *Criteria for Procuring and Evaluating High-Quality Assessments*. (pdf, 17 pp.)

Summary: This document outlines assembling and evaluating high-quality assessments according to criteria proposed by the Council of Chief State School Officers (CCSSO).

130. Council of Chief State School Officers (CCSSO) (2014). *State of the States: Open Educational Resources in K-12 Education*. Council of Chief State School Officers (CCSSO), in partnership with iNACOL and their 2014 OER fellow, Amanda Cadran, who researched and wrote the report. November 2014. (pdf, 28 pp.)

Summary: This brief report of a national survey regarding Open Educational Resources (OER) explores the advantages of and means for generating, curating (i.e., storing for access by teachers and other educators), and sharing such resources within and among states.

131. Council of the Great City Schools (2015). *Student Testing in America's Great City Schools: An Inventory and Preliminary Analysis*. October 2015. Contributing Authors: Ray Hart, Michael Casserly, Renata Uzzell, Moses Palacios, Amanda Corcoran, and Liz Spurgeon. (pdf, 164 pp.)

Summary:

132. Council on Foreign Relations. *Renewing America* (2013). *Progress Report and Scorecard. Remedial Education: Federal Education Policy*. June 2013. www.cfr.org/remedialeducation (pdf, 27 pp.)

Summary: This 2013 document summarizes, with analysis, the U.S. educational system.

133. Council on Foreign Relations. *Renewing America* (2013). *Remedial Education: Federal Education Policy*. Scorecard: Can the US Education System Regain Its World Lead? June 2013. See www.cfr.org/remedialeducation for full report. (pdf, 1 p.)

Summary: This one page text presents data about the title of the text in graph(ic) format.

134. Crawford, James (2004). *No Child Left Behind: Misguided Approach to School Accountability for English Language Learners*. (pdf, 9 pp.)

Summary: Supporters of English Language Learners thought that No Child Left Behind (NCLB) legislation would bring positive and supportive attention to the needs of ELLs. “To the contrary, the law does little to address the most formidable obstacles to their achievement: resource inequities, critical shortages of teachers trained to serve ELLs, inadequate instructional materials, substandard school facilities, and poorly designed instructional programs. Meanwhile, its emphasis on short-term test results – backed up by punitive sanctions for schools – is narrowing the curriculum, encouraging excessive amounts of test preparation, undercutting best practices based on scientific research, demoralizing dedicated educators, and pressuring schools to abandon programs that have proven successful for ELLs over the long term” (p. 2). The author’s conclusion is that ELLs and schools should never be assessed using high stakes testing for ELL subgroups.

135. Cristol, Katie, and Ramsey, Brinton S. (2014). *Common Core in the Districts: An Early Look at Early Implementers*. Education First. Thomas Fordham Institute. February 2014. (pdf, 102 pp.)

Summary: This text examines the early implementation of the Common Core State Standards (CCSS) through an overall discussion (Parts One and Two) and four case studies (Part Three). The appendices include the methodology and a discussion of the differences required by CCSS implementation. Endnotes conclude this text. Despite a 2014 publication date, the results and conclusions discussed in this text should be compared to recent CCSS actions by several states.

136. Danziger, Sanford (2010). *The Educational Benefits of Releasing “Victim Mentality”*: An Approach from the Fields of Business and Psychology. Journal of Developmental Education, Winter 2010. (pdf, 2 pp.)

Summary: This author advocates for personal responsibility and a positive outlook rather than a victim mentality in response to all life situations.

137. Darling-Hammond, Linda, Zieleszinski, Molly, & Goldman, Shelley (2014). *Using Technology to Support At-Risk Students’ Learning*. SCOPE (Stanford Center for Opportunity Policy in Education). Alliance for Excellent Education. www.all4ed.org. September 2014. (pdf, 20 pp.) See also Webinar archive (conducted September 10, 2014, 2:30-3:30 p.m., Tom Murray, Moderator): “Webinar: Factors for Success in Using Technology to Support At-Risk Students,” at www.all4ed.org.

Summary: Linda Darling-Hammond and two of her colleagues discuss three variables for achieving success when working with at-risk students who are learning new skills: (1) interactive learning, (2) use of technology to explore and create rather than to “drill and kill”; and (3) the right blend of teachers and technology (p. 6/7). This discussion concludes with policy recommendations that would be most effective for this at-risk group of students.

138. DeArmond, Michael, Denice, Patrick, Gross, Betheny, Hernandez, Jose, & Jochim, Ashley (Foreword by Robin Lake). (2015). *Measuring Up: Educational Improvement & Opportunity in 50 Cities*. October 2015. Center on Reinventing Public Education (CRPE). (pdf, 55 pp.)

Summary: This report, which is full of data in tables, discusses the results of a study of 50 cities (including Raleigh, N.C.) that were examined for academic (i.e., math and reading) and testing (i.e., the ACT and the SAT) differences between White students and minority students (i.e., mainly Black and Hispanic students) and between students whose families qualify for their school aged children to receive free and reduced priced lunch, which indicates families experiencing poverty, and those students from families not qualifying to receive free and reduced priced lunch. Suspension rates are also included in this report. One objective of this report is to provide policy makers with data to influence decisions about funding and allocation of resources.

139. Definitions for the achievement gap summit (September 2012). (pdf, 2 pp.)

Summary: Categories are defined for presentations at the achievement gap summit.

140. Doorey, Nancy, & Polikoff, Morgan (2016). *Evaluating the Content and Quality of Next Generation Assessments*. February 2016. Thomas B. Fordham Institute. Foreword by Amber M. Northern and Michael J. Petrilli. (pdf, 122 pp.)

Summary: This text contains detailed discussion with specific data in comparing current high stakes assessments. Much of the content is repeated to assure full coverage in each section.

141. Dougherty, Chrys (2014). *Catching Up to College and Career Readiness: The Challenge is Greater for At-Risk Students*. ACT Issue Brief written by Chrys Dougherty. Published May 2014. (pdf, 12 pp.)

Summary: See summary under ACT (2014).

142. Dougherty, Chrys (2013). *College and Career Readiness: The Importance of Early Learning*. ACT Policy Report written by Chrys Dougherty. Published February 2013. (pdf, 7 pp.)

Summary: See summary under ACT (2013).

143. Dougherty, Shaun M. (2016). *Career and Technical Education in High School: Does It Improve Student Outcomes?* April 2016. Thomas B. Fordham Institute. Foreword and Executive Summary by Michael J. Petrilli and Dara Zeehandelaar. (pdf, 48 pp.)

Summary: The author of this document discusses data, using graphs and easily understood verbal text, from the state of Arkansas about courses in Career and Technical Education (CTE, formerly vocational education) and associates findings and conclusions to a national perspective.

144. Doyle, Daniela, Holly, Christen, & Hassel, Bryan C. (2015). *Is Détente Possible? District-Charter School Relations in Four Cities*. Foreword by Amber M. Northern and Michael J. Petrilli. Published November 2015. Thomas Fordham Institute and Public Impact. (pdf, 81 pp.)

Summary: The writers of this carefully researched text use the analogy of international relations to examine the relationship (if any) between traditional public schools and charter schools in the same district. Four cities, plus Houston, are included as case studies.

145. (The) Early Childhood Data Collaborative (2014). *2013 State of States' Early Childhood Data Systems*. (pdf, 35 pp.)

Summary: This document is full of tables and other illustrations that support the discussion of a survey conducted between July-October 2013 about linking early childhood education data systems in all fifty U.S. states and the District of Columbia. North Carolina responded with plans to make such links in most categories surveyed.

146. Easton, L.B. (2012). *Simplifying RTI. Professional development discussion guide for the April 2012 issue*. Supplement to Phi Delta Kappan. (pdf, 16 pp.)

Summary: This document outlines for individual reflection and group discussion several RTI related articles that are focused upon an adult audience of practicing educators. Ads for professional development by educators associated with the publisher are also included.

147. Edelman, Marian Wright, and Engler, John (2013). *Meet the Class of 2025: Investing in the Education of Young Children—Money Well Spent*. Scholastic. (pdf, 10 pp.)

Summary: Four of the five pairs of writers in this Scholastic series discuss specific issues related to children in the class of 2025. Reference is made to online access to the entire series of articles. Brightly colored graphics complement the succinctly written narratives.

148. Editorial Projects in Education Research Center. (2011, July 7). Issues A-Z: Achievement Gap. *Education Week*. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/achievement-gap/>
<http://www.edweek.org/ew/issues/achievement-gap/index.html?r=1847119093&cmp=eml-eb-primer+04072016&preview=1> (WORD, 6 pp.)

Summary: This document summarizes the achievement gap in education.

149. Education Commission of the States (2012). *Closing the achievement gap resources: Selected research & readings*. (pdf, 3 pp.)

Summary: This document provides live links to resources about closing the achievement gap.

150. Education Commission of the States (n.d.). *Improving Hispanic achievement: Implications for state policy*. ECS Alert: Minority/Diversity Issues—Hispanics. Denver, CO: ECS. www.ecs.org (pdf, 3 pp.)

Summary: This short document, though copied from its original source, contains live links to various resources that address Hispanic academics and strategies for academic improvement.

151. Education Commission of the States (n.d.). *Research Studies Database*. (WORD, 4 pp.)

Summary: This document contains brief descriptions about and links to research concerning various topics within the achievement gap.

152. Education Commission of the States (2015). *State Homeschool Policies: A Patchwork of Provisions*. 50-State Reviews. July 2015. www.ecs.org (pdf, 5 pp.)

Summary: This brief text provides an update review of home school policies in the 50 states.

153. Education Council LLC (date). *Legal Implications of Next-Generation Teacher and Leader Evaluations*. (pdf, 29 pp.)

Summary: This succinct but thorough discussion expertly addresses the legality and impact of teacher evaluations upon determining teacher effectiveness and initial and ongoing employment decisions. Though not dated, it references case law that is primarily a decade old (e.g., the 1990s).

154. Education Week (2016). "From Inputs to Outputs: The Great Migration to Competency-Based PD." Webinar Content provided by BloomBoard. www.edweek.org/go/webinars. (pdf PPT, 21 slides)

Summary: Three states (Delaware, Florida, and Tennessee) are featured as having studied and/or implemented competency-based professional development. This document contains 21 PowerPoint slides presented during this Education Week sponsored webinar presentation.

155. Education Week (2014). Leaders to Learn From. Leaders of 2015: Tiffany Anderson. Superintendent, Jennings School District, Jennings, MO. <http://leaders.edweek.org/profile/tiffany-anderson-community-schools-jennings-missouri/?intc=ltlf-12.12-EML> (WORD, 2 pp.)

Summary: This brief article in Education Week contains an embedded video featuring several district superintendents and other district level staff who address the meaning of education. The featured superintendent in this clip leads a small, impoverished school district that is located adjacent to Ferguson, MO, where a Black male was killed by a police officer during an encounter in 2014, sparking national protests against and support for the police officer who was not indicted by a Grand Jury. Poverty is the focus.

156. Education Week (2016). "Using Formative Assessment to Influence Planning, Guide Teaching, and Support Student Learning." Webinar content provided by dreambox Learning. Presented by Francis (Skip) Fennell, McDaniel College, March 3, 2016. www.edweek.org/go/webinars (pdf, 54 PowerPoint slides)

Summary: These 54 PowerPoint slides contain a webinar's visual presentation by Francis (Skip) Fennell of McDaniel College, on March 3, 2016, during which he discussed and illustrated formative assessment to influence teacher planning, to guide teaching, and to support student learning before summative assessment is implemented.

157. Education Writers Association (2016). *State of the Education Beat 2016: A Field with a Future*. Education Writers Association (EWA). May 1, 2016. (pdf, 50 pp.)

Summary: This report (dated 2016) by and about education journalists contains charts, graphs, and narrative information that project the "golden" future of education journalism.

158. Educational Issues, Organization, and Resources for NCDPI Educational Briefs research and writing by Dr. Vinetta Bell (WORD, 41 pp.)

Summary: This North Carolina specific document includes discussions by state leaders concerning the educational issues that impact students statewide and nationally (e.g., teacher quality, preparation, recruitment, and retention; parity in school funding; English Language Learners; and the achievement gap). Also included are annotated listings of organizations and websites relevant to educators and the schooling process. The political associations of the named political leaders could dissuade one's reading of the background information. An updated version of this document that includes current political state leaders could be instructive.

159. Educational Leadership. *Common Core: Now What?* December 2012/January 2013, Vol. 70, No. 4. ASCD www.ascd.org www.educationallleadership-digital.com (WORD, 3 pp.)

Summary: This three-page document lists the articles in the Educational Leadership issue (December 2012/January 2013, Vol. 70, No. 4) that covers a variety of topics concerning the Common Core State Standards (CCSS), ranging from debunking CCSS urban legends to questioning the chances for CCSS success.

160. Educational Researcher: An Official Journal of the American Educational Research Association (AERA) <http://er.aera.net> <http://mc.manuscriptcentral.com/edr> (WORD, 1 p.)

Summary: This one-page document lists the contents of this issue of Educational Researcher.

161. Edutopia (2012). *Characteristics and Strategies of Outstanding Teachers*. (journal article dated July 23, 2012). (WORD, 3 pp.)

Summary: The Carlton Foundation honored three teachers of at risk students and compiled a list of nine of the defining characteristics from comments made by their students (p. 2):

- They show a deep passion for teaching; they love their subject matter and know it thoroughly.
- They hold high expectations that are fair, reasonable, consistent and clear.
- They are scholarly and love learning themselves.
- They hold all students equally accountable and responsible for learning and for their behavior.
- They plan every minute of class time; there is never a wasted moment.
- They will never leave students behind and will allow other students to help those who have difficulty.
- They make the subject matter relevant to the lives of students and their immediate experience.
- They have respect for students, are insightful about them on a day-to-day basis, and are non-judgmental.
- They are authentic, real and appropriately autobiographical.

162. Ellen, Ingrid Gould et al. (2012). *Do Federally Assisted Households Have Access to High Performing Public Schools?* Poverty & Race Research Action Council (PRRAC). Civil Rights Research. November 2012. (pdf, 24 pp.)

Summary: Four types of subsidized housing for poor families with school age children were studied to determine if any effects could be documented about available residential patterns and academic results. Students from racial minority families in subsidized housing did not typically attend high performing schools, possibly because of housing racial segregation and the lack of awareness of available housing in areas where high performing schools are located. “Unlike place-based subsidized housing, vouchers have great potential to enable households to move to neighborhoods with better schools. Yet our research suggests that most voucher holders are not doing so. More work is necessary to uncover how housing assistance can better help low income households reach neighborhoods with higher performing schools” (p. 22). Three metropolitan areas in North Carolina (i.e., Charlotte-Gastonia-Rock Hill, NC-SC; Greensboro-Winston-Salem-High Point, NC; and Raleigh-Durham-Chapel Hill, NC) are included in the data for this study.

163. Elliott, Andrea (2013). *Invisible Child*. A five-part series about homelessness, published by The New York Times. Retrieved December 13, 2013, from <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1>
[See also Sullivan, Margaret (2013). “ ‘Invisible Child’: Behind the Scenes, Before and After.” Published online December 12, 2013, in the Public Editor’s Journal of The New York Times/The Opinion Pages (Retrieved December 13, 2013, from

http://publiceditor.blogs.nytimes.com/2013/12/12/invisible-child-behind-the-scenes-before-and-after/?_r=0.]

Summary: This New York Times writer and a photographer followed the oldest child (an 11-year old African-American female) in a blended family of eight children and two parents who are recovering drug users during one year to document the national plight of homelessness as seen in New York. Responses to this series range from sympathy for the children to accolades by media colleagues worldwide who anticipate a Pulitzer for this thoroughly researched, carefully and expertly crafted, and graphically startling series of articles and photographs about real people in crisis, who are surrounded by affluence and whose voices and experiences tell their own story.

164. Every Student, Every Day (2015). *Every Student, Every Day: A Virtual Summit on Addressing and Eliminating the Attendance Gap*. November 12, 2015. PowerPoint presentation. (pdf, 82 pp.)

Summary: This document contains the PowerPoint presentation of the Every Student, Every Day summit (conducted online November 12, 2015) that addressed eliminating the attendance gap as a part of the U.S. President's My Brother's Keeper initiative.

165. Fabrizio, Lou (2016). *Gaps in Student Achievement in North Carolina on Selected Variables*. Presentation before the Racial Equity Committee of the Public School Forum of North Carolina. January 13, 2016. (PowerPoint, 69 slides)

Summary: Current (as of January 2016) data were presented and discussed with the Racial Equity Committee of the Public School Forum of North Carolina by Dr. Louis M. (Lou) Fabrizio, Director, Division of Data, Research and Federal Policy, Office of the State Superintendent, North Carolina Department of Public Instruction.

166. Families for Excellent Schools (2014). *The Forgotten Fourth*. (pdf, 17 pp.)

Summary: This report of failing schools in which mainly Black and Hispanic students from families classified as lower socio-economic details with brief narrative and many graphs and charts the longterm plight of students in New York City public schools. Recent efforts to address school improvement by the mayor of New York City reinforce the seriousness of this report's findings.

167. Farkas, Steve, & Duffett, Ann (2016). *Quality in Adversity: Lessons from Ohio's Best Charter Schools*. January 2016. FDR Group and Thomas B. Fordham Institute. (pdf, 40 pp.)

Summary: This text provides insider, qualitative research-based information about high performing (criteria based on school grades of A, B, and C) charter schools in the state of Ohio.

168. Feaste, N.S. et al. (2002). *A Comparison of Initiatives: 1960s to 1990s – Closing Educational Achievement Gaps*. (pdf, 27 pp.)

Summary: The author of this higher education course essay in Public Policy Studies under Dr. Robert Korstad compares the educational initiatives based upon poverty during the 1960s under North Carolina Governor Terry Sanford and during the 1990s primarily under Governor Jim Hunt. The North Carolina Fund is presented as a primary catalyst for perceived improvements that were not sustained after the conclusion of that fund's five-year duration, given the lack of continuing funding and systemic statewide coordination. Occasionally, the author's voice reveals her position on people and issues, but most of this discussion is cast in objective language and solid research.

169. Ferguson, C. (2005). *Developing a collaborative team approach to support family and community connections with schools: What can school leaders do?* A Strategy Brief. February 2005. Austin, TX: National Center for Family & Community Connections with Schools. Southwest Educational Development Laboratory (SEDL). <http://www.sedl.org/connections/> (pdf, 8 pp.)

Summary: This text discusses family and community connections with schools. It includes a school snapshot, practice strategies, related research, and references.

170. Ferguson, C. (2005). *Organizing family and community connections with schools: How do school staff build meaningful relationships with all stakeholders?* A Strategy Brief of the National Center for Family and Community Connections with Schools. August 2005. Austin, TX: SEDL. (pdf, 8 pp.)

Summary: The summary of this brief article is captured in this assertion about the least stressed of five variables needed for academic achievement in schools (i.e., family and community partners): "If school leaders desire to actively engage families in purposeful actions to support student learning, they need to design an effort that will provide parents with the tools and strategies to do this as well as work with them to insure that they understand how to use these tools" (p. 1). This article concludes with abstracts of additional research (pp. 6-7) and references (p. 8).

171. Ferguson, C. (2005). *Reaching out to diverse populations: What can schools do to foster family-school connections?* A Strategy Brief of the National Center for Family and Community Connections with Schools. September 2005. Austin, TX: SEDL. (pdf, 12 pp.)

Summary: This strategy brief uses descriptive, not empirical, research to discuss why and how schools should communicate and collaborate with students, students' parents, and the wider community in which students live. This article concludes with abstracts of related research (pp. 9-11) and references (p. 12).

172. Ferguson, C., and Rodriguez, V. (2005). *Engaging families at the secondary level: What schools can do to support family involvement*. National Center for Family & Community Connections with Schools. July 2005. (pdf, 8 pp.)

Summary: This research brief, based on descriptive rather than empirical research, describes the need and some key implementation strategies for involving secondary students and their parents in the school community. Related research is included on pages 6-7, with references concluding this document (p. 8).

173. Ferguson, C., and Wood, L. (2005). *Easing the transition from prek to kindergarten: What schools and families can do to address child readiness*. A Strategy Brief. October 2005. Austin, TX: National Center for Family & Community Connections with Schools. Southwest Educational Development Laboratory (SEDL). <http://www.sedl.org/connections/> (pdf, 8 pp.)

Summary: This text discusses school and family assistance with child readiness for school transition from prek to kindergarten. It includes a school snapshot, practice strategies, related research, and references.

174. Ferguson, Ronald F. (2016). *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*. Malcolm Wiener Center for Social Policy at the Harvard Kennedy School. Urban Institute. May 2016. www.urban.org (pdf, 93 pp.)

Summary: The information and quantitative data in this document enlighten and challenge the reader in viewing and acting upon the academic and social plight of boys and young men of color. This text contains references to several promising intervention programs in this country.

175. Ferguson, Ronald F., & Simms, Margaret (2016). *Improving Outcomes for Boys and Young Men of Color*. Urban Institute. May 2016. www.urban.org (pdf, 2 pp.)

Summary: This two-page educational brief contains narrative information, a research-based graph, and summary of a case study about boys and young men of color in the educational system.

176. Ferguson, Ronald F. et al. (2008). *Raising Achievement and Closing Gaps in Whole School Systems: Recent Advances in Research and Practice*. The Achievement Gap Initiative (AGI) at Harvard University. Ronald F. Ferguson, Sandra Hackman, Robert Hanna, and Ann Ballantine, December 2008. Report on the 2008 Annual Conference of the Achievement Gap Initiative at Harvard University. Available for download at <http://www.agi.harvard.edu>. (pdf, 92 pp.)

Summary: “How can school boards, superintendents, and their staffs work toward excellence with equity in whole school systems, not just in a few exemplary schools? Teams of researchers and practitioners from universities, think tanks, and public school systems gave their answers at the Harvard Graduate School of Education, on June 16 and 17, 2008.

“The occasion was the fourth annual research-to-practice conference of the Achievement Gap Initiative (AGI) at Harvard University. Prominent researchers and practitioners discussed and debated strategies for raising achievement levels among all types of students while narrowing gaps between groups. Over 200 guests attended.

“The central theme emerging from the conference was that knowledgeable and inspired leadership in schools and districts—relentlessly focused on aligning all functions toward the goal of improving classroom instruction—is the key to raising achievement and closing gaps... (p. 7).”

“One hundred presentations by AGI [Achievement Gap Initiative at Harvard University] researchers and colleagues at events from 2005 through 2008 are available online in the AGI video library for public viewing at <http://www.agi.harvard.edu>” (p. 2).

This easy to read and understand document reads as if it was compiled and narrated, using audio-visual recordings and transcripts, and presented to readers in a chronological, sequential manner.

177. Filkins, Scott (2012). *Beyond Standardized Truth: Improving Teaching and Learning Through Inquiry-Based Reading Assessment*. Chapter One. National Council of Teachers of English (NCTE). (pdf, 21 pp.)

Summary: This text is chapter one of a book in which assessment of reading is defined beyond the scores that result from testing of students and case studies of the classroom experiences of the author and his colleagues are included. The basis for this text is the International Reading Association (IRA) and National Council of Teachers of English (NCTE) joint reading standards.

178. Finder, Alan (2005). *As Test Scores Jump, Raleigh Credits Integration by Income*. New York Times online. (WORD, 5 pp.)

Summary: This New York Times article features the Wake County Public School System (WCPSS) during 2005 when students were assigned to schools based on economic reasons as a means of limiting low income students assigned to each school to <40%. Speculations about what might occur after the October school board election are included.

179. Finn, Jr., Chester E., & Petrilli, Michael J., eds. (2014). *Knowledge of the Core: Don Hirsch, Core Knowledge, and the Future of the Common Core*. Thomas Fordham Institute. January 2014. Essays by Steve Farkas, Robert Pondiscio, Sol Stern, Ruth Wattenberg, and E.D. Hirsch, Jr. (pdf, 86 pp.)

Summary: This text presents several supporting perspectives about the Core Knowledge curriculum designed by Dr. E. D. (Don) Hirsch, Jr., and openly advocates for its adoption. The Common Core State Standards Initiative (CCSSI) is supported as being aligned to the Core Knowledge curriculum, despite the confusion in names of both initiatives and the lack of name

recognition of Core Knowledge by most teachers, especially those not teaching in Core Knowledge schools. However, the two federally funded national tests associated with CCSS are criticized.

180. Ford, Steve (2012). *N.C.'s Grand Project: The Learning Curve*. Editorial. The News & Observer newspaper. Published Sunday, December 2, 2012; modified Friday, November 30, 2012. (WORD, 3 pp.)

Summary: "...[W]e seem to have an ambivalence toward putting money toward our schools and universities. In some respects the ambivalence is irrational, given our educational systems' obvious needs if they are to do right by the students entrusted to them and, in turn, to the communities where those students live" (p. 1).

"To state it plainly, there must be no blank checks signed by the taxpayers. Every function of government, including those with the noblest of purposes such as education, must be held to standards of efficiency, effectiveness and honesty. Even if tax revenue grew on trees, it should not be wasted" (p. 1).

"North Carolina has come a long way from the days when even among its neighboring states it ranked as a poor, rural backwater. Its grand project of the past dozen decades has been to overcome the forces of inertia and self-interest holding its people back and to open for them doors of opportunity provided by well-resourced schools and campuses. Never has it been more important for that project to be sustained, and to succeed" (pp. 2-3).

181. Frendewey, Matt et al. (2014). *Hope. Action. Results: Alliance for School Choice / Yearbook 2013-14*. Alliance for School Choice. www.allianceforschoolchoice.org (pdf, 110 pp.)

Summary: This Alliance for School Choice 2013-14 yearbook is full of data, colorful photos and graphics, and narrative information about school choice in the United States. A listing of national and state organizations supporting school choice is included with contact information.

182. Fry, Richard et al. (2012). *Hispanic Student Enrollments Reach New Highs in 2011*. (pdf, 27 pp.)

Summary: This document includes data and narrative analysis from 1972 through 2011 about Hispanic students and White, Black, and Asian students in K-12 and post-secondary study (i.e., associate and bachelor degrees). In many cases, Hispanic students (nearly) double their enrollment in school but still do not represent according to their population statistics an equivalent number of students receiving college diplomas. Some data could be unreported because some Hispanic parents do not enroll their children in primary school or kindergarten.

183. Frye, D., Baroody, A.J., Burchinal, M., Carver, S.M., Jordan, N.C., & McDowell, J. (2013). *Teaching Math to Young Children: A Practice Guide* (NCEE 2014-4005). Washington, DC: National Center for Education and Regional Assistance (NCEE). <http://whatworks.edu.gov> (pdf, 165 pp.)

Summary: This What Works practice guide describes methods for teaching mathematics to young children. Its contents combine research studies with practical strategies for teaching.

184. Gallagher, Chris W. et al. (2012). *Our Better Judgment: Teacher Leadership for Writing Assessment*. Chapter One. National Council of Teachers of English (NCTE). (pdf, 18 pp.)

Summary: This text is chapter one of a book in which assessment of writing is argued as being essential to teacher leadership and the teaching process. The authors relate 21st century knowledge and skills accompanying this view of assessment as being analogous to Huxley's *Brave New World*. Extensive discussion is given to the Common Core State Standards as those standards were initially selected by non-classroom teachers. The basis for this text is the International Reading Association (IRA) and National Council of Teachers of English (NCTE) joint reading standards.

185. Gallagher, Kate (2015). "Maximizing the Power of Early Ed: The New TED Talk from FPG's Kate Gallagher." Published 09/30/2015 by the Frank Porter Graham [FPG] Child Development Institute at the University of North Carolina at Chapel Hill. Transcript, plus video presentation, available at <http://fpg.unc.edu/news/maximizing-power-early-ed-new-ted-talk-fpgs-kate-gallagher>. (WORD, 8 pp.)

Summary: This transcript, with link to the video presentation, contains the new (i.e., September 30, 2015) TED presentation by Kate Gallagher about her child development education and training at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, published 09/30/2015).

186. Garland, Sarah (2013). *The Report: Q&A from Alaska: Teachers Sleeping in the Classroom and Fighting the Achievement Gap*. (WORD, 5 pp.)

Summary: This interview with three teachers who teach Native students in Alaska reveals the caring attitude and commitment (i.e., teacher retention) that are necessary for engaging these struggling students who are required to study the school's curriculum while maintaining their own culture. Teachers sleeping in the classroom is sometimes preferable to walking home from school.

187. Gates, Jr., Henry Louis (2016). "Black America and the Class Divide." Published online February 1, 2016, and retrieved February 2, 2016, from The New York Times at http://www.nytimes.com/2016/02/07/education/edlife/black-america-and-the-class-divide.html?ref=education&_r=1

Summary: Dr. Henry Louis Gates, Jr., uses W.E.B. Dubois’ “Talented Tenth” to analyze Black Americans based on socio-economic divisions that shape the continuing struggles for justice and equality. Current (2015-2016) student protests frame Gates’ discussion.

188. Gershenson, Seth, Holt, Stephen B., Papageorge, Nicholas (2015). Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations. W.E. Upjohn Institute for Employment Research. Upjohn Institute Working Paper: 15-231. (pdf, 43 pp.)

Summary: The report of this research study discusses demographic factors related to teacher expectations about students’ academic outcomes. The second half of this document contains appendices, with data, and a concluding page of endnotes.

189. Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. (pdf, 104 pp.)

Summary: This practice guide lists and discusses eight research-based recommendations for assisting students who struggle with mathematics in grades K-8 using the Response to Intervention (RtI) intervention (tiers one through three). This guide could serve effectively as a text for a professional learning community and as a resource used in a teacher education program.

190. Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. (pdf, 60 pp.)

Summary: This practice guide lists and discusses five research-based recommendations for assisting students who struggle with reading in the primary grades. It could serve effectively as a text for a professional learning community and as a resource used in a teacher education program.

191. Gerzon, Mark (1996). A House Divided: Six Belief Systems Struggling for America’s Soul. New York: Putnam’s Sons. (paperback book, 327 pp.)

Summary: Mark Gerzon, the learned author of a book that examines six underlying belief systems in the United States, first discusses these six consolidated belief systems before he attempts to provide a platform for Americans to collaborate with each other for the purpose of saving this country from internecine warfare. The author of this book possibly served as an earlier model for

books such as written by Malcolm Gladwell who connects people with events that change society and the world. This book, though dated (a 1996 publication date), stimulates one's thinking as much as it challenges one's beliefs and could be updated with 21st century names, societal examples, and recommended solutions without needing much revision of its 1996 findings and conclusions.

192. Gibbs, Jewelle Taylor et al. (1988). Young, Black, and Male in America: An Endangered Species New York: Auburn House. (paperback book, 377 pp.)

Summary: The dated (published 1988) research and findings in this scholarly text present data that need updating for conclusions that are still applicable in the 21st century about Black males in the USA. Within 10 chapters authored by several scholars in various disciplines and professions, the editor, Dr. Jewelle Taylor Gibbs, and her peers discuss the individual, racial, and societal problems besetting Black males in particular and minorities in general and offer recommendations for resolving those problems. The three institutions of family, education (schooling), and employment are given special attention. It is not surprising but is disappointing that the still influential Black church, despite declining attendance by unchurched youth, is not given much attention in this discussion until the concluding chapters, especially given the strong role of the Black church for Black and other minority (especially Hispanic/Latino/Latina) families. Gibbs, in the concluding chapter, states: "For urban black churches, the time has come to focus on saving the minds and bodies of black youth in this life rather than saving their souls for the life hereafter" (p. 353). That conclusion would not seem so challenging to the still faith-based role of the Black community if this text had given increased attention to the moral foundation and nurturing required for instilling parental responsibilities, a good work ethic, and other personal and societal values in any race and community, no matter what injustices and immorality are imposed by outside forces. Gibbs concludes with a prediction that society will eventually suffer at the hands of disenfranchised people who will not implode as occurred during past race riots but will explode upon their perceived adversaries: "The only real protection is prevention, and that measure has not yet fully penetrated the protected domains of the wealthy and powerful groups in our society" (p. 359).

193. Gill, Sean, Posamentier, Jordan, & Hill, Paul T. (2016). *Suburban Schools: The Unrecognized Frontier in Public Education*. Center on Reinventing Public Education (CRPE). May 2016. (pdf, 10 pp.)

Summary:

194. Gillison, Alesia N. (2015). *Failure is Not an Option: Eliminating the Belief Gap*. Columbus City Schools (Chief Academic Officer). PowerPoint presentation for My Brother's Keeper national forum 3, November 17, 2015. (pdf, 32 pp.)

Summary: This 32-slide PowerPoint presentation contains the comments, research, and visuals for an online presentation during the My Brother's Keeper National Forum Three.

195. Goldrick, Liam et al. (2012). *Review of State Policies on Teacher Induction*. Policy Paper. February 2012. New Teacher Center. www.newteachercenter.org (pdf, 48 pp.)

Summary: This document succinctly describes and evaluates the teacher (primarily) and administrator induction and mentoring programs and practices in all 50 states in the United States.

196. Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch. (pdf, 109 pp.)

Summary:

“The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on current challenges in education. Authors of practice guides combine their expertise with the findings of rigorous research, when available, to develop specific recommendations for addressing these challenges. The authors rate the strength of the research evidence supporting each of their recommendations. See Appendix A for a full description of practice guides.

“The goal of this practice guide is to offer educators specific, evidence-based recommendations that address the challenge of teaching writing in elementary school. The guide provides practical, clear information on critical topics related to teaching writing and is based on the best available evidence as judged by the authors.

“Practice guides published by IES are available on our website by selecting the “Practice Guides” tab at http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch” (p. 2).

197. Gray, Lucinda, & Tate, Soheyla (2015). *Public School Teacher Attrition and Mobility in the First Five Years: Results from the First Through Fifth Waves of the 2007-08 Beginning Teacher Longitudinal Study. First Look*. April 2015. Westat. NCES 2015-337. U.S. Department of Education. Beginning Teacher Longitudinal Study. National Center for Education Statistics. Institute of Education Sciences (ies). [Isaiah O’Rear, Project Officer, National Center for Education Statistics] (pdf, 40 pp.)

Summary: This U.S. Department of Education NCES text provides definitive longitudinal study data for researchers, policy makers, funders, and others who are interested in researched based characteristics of public school teachers who began teaching in the 2007-08 school year.

198. Greenberg, Julie, McKee, Arthur, and Walsh, Kate (2012). *Teacher Prep Review: A Review of the Nation’s Teacher Preparation Programs 2013*. National Council on Teacher Quality (NCTQ).

[See also www.nctq.org/teacherprep for additional materials for NCTQ's *Teacher Prep Review*.]
(pdf, 112 pp.)

Summary: North Carolina's State Superintendent of Public Instruction, Dr. June Atkinson, endorsed this 2013 publication that examines, with data and discussion, the nation's teacher preparation programs to identify instructional and learning goals, overall quality, and preparation for impacting student achievement. This first report does not include equity, which is promised for the next edition, but does include many indicators of teacher effectiveness and potential student academic success. Data were solicited and purchased from the actual schools of education and their sponsoring colleges and universities. On several occasions, legal action was pursued to obtain data and/or to eliminate or to reduce the charge made for access to public records documents. This organization works in collaboration with the magazine that ranks public schools, *U.S. News & World Reports*. Future editions of this report promise to be more expansive based on anticipated increased cooperation from targeted colleges and universities.

199. Greenstone, Michael et al. (2012). *A Dozen Economic Facts About K-12 Education*. The Hamilton Project. (pdf, 28 pp.)

Summary: This condensed discussion of economic factors that describe and explain K-12 education includes charts that illustrate the narrative information. In three brief chapters, subheaded by each of the twelve economic facts, these authors explain in clear language what the current realities are and the implications for future societal impact.

200. Grissom, Jason, & Redding, Christopher (2016). *Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs*. AERA Open. January-March 2016, Vol. 2, No. 1, pp. 1-25. DOI: 10.1177/2332858415622175
<http://ero.sagepub.com> (pdf, 25 pp.)

Summary: This research study examined the potentially teacher-related causes for underrepresentation of high-achieving minority students, especially Black and Hispanic students, in comparison to White and Asian students in K-3 gifted programs. Data document the findings and conclusions. The limited number of minority teachers impact this study.

201. Hallman, Randy (January 2013). Richmond Times-Dispatch online. *Educators Struggle to Combat Dropout Rate Disparities: Area Educators Aim to Fight Disparities Among Blacks, Hispanics*.

Retrieved Tuesday, January 22, 2013, from http://www.timesdispatch.com/news/local/educators-struggle-to-combat-dropout-rate-disparities/article_7f464292-f9e3-5fb4-b02f-583f5fe5aec5.html
(WORD, 4 pp.)

Summary: The focus of this online newspaper article is the dropout rate disparities between Black students and the overall dropout rate in selected school systems in the state of Virginia, with brief attention given to Hispanic students who drop out typically due to immigration problems. One comment on this article is included because it was written by a principal of a high performing school that serves predominantly Black students who gives an informed perspective about what it takes to help minority students to succeed.

202. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/> . (pdf, 76)

Summary: Despite low research evidence for the five recommendations discussed in this document, the discussion (which ends on page 45 of this 76-page text) is worth reading for the recommendations themselves and for the clear evidence of expertise offered by the authors.

203. Hamilton, Scott W., ed. (2014). *Who Will Save America's Urban Catholic Schools?* Thomas B. Fordham Institute. (pdf, 122 pp.)

Summary: This text, though dated 2014, contains data based on early 21st century research and analysis. A more current examination of the financial and academic condition of urban Catholic schools could add considerably to the discussion of the impact of urban Catholic schools upon the mission of the Catholic Church and society's overall schooling efforts in addressing minority student interests and the achievement gaps in society. Creative and targeted funding, redesigned staffing, and university partnerships are just three of many strategies discussed in this informative examination of specific urban Catholic schools that faced forced closing due to many factors facing all schooling efforts.

204. Hannah-Jones, Nikole (2014). "Segregation Now." Published online by ProPublica. Journalism in the Public Interest, April 16, 2014; retrieved June 16, 2014, from <http://www.propublica.org/article/segregation-now-full-text> (WORD, 37 pp.)

Summary: This newspaper feature story was reprinted from a 2013 publication date. It tells the story of a black family in Alabama, ranging from the grandfather who experienced all black schools after his birth just before the Brown decision in 1954 to his granddaughter who excelled academically and athletically at the same all black high school but who could not earn a score above 17 once (a score of 16 three times) on the ACT. Her mother, the family's first college attendee and graduate, performs manual labor in an automobile factory.

205. Hansen, Michael (2013). *Right-sizing the Classroom: Making the Most of Great Teachers*. Thomas B. Fordham Institute. November 2013. [American Institutes for Research (author's affiliation)] www.edexcellence.net (pdf, 36 pp.)

Summary: “This paper combines... [class size and teacher performance to determine the impact upon academic performance] and posits that student outcomes are determined strategically for teachers based on their classroom performance” (p. 8). Data are from grades five and eight in North Carolina classrooms.

206. Hanushek, Eric A. et al. (2012). *Achievement growth: International and U.S. state trends in student performance*. Harvard's Program on Education Policy and Governance & Education Next. Taubman Center for State and Local Government. Harvard Kennedy School. PEPG Report No.: 12-03. July 2012. www.hks.harvard.edu/pepg and www.educationnext.org (pdf, 50 pp.)

Summary: This unabridged version of a research report compares international and United States trends in student performance as measured by the results of several national and international tests administered over several years. The conclusion is that the U.S. continues to lag behind a majority of countries, with the exception of a few U.S. states that achieved comparable high student performance on some of these tests; however, the types of tests and dates of test administration which were used for comparison and nuances in data and interpretation provide a more detailed response. See Hanushek, E.A. et al. (2012). *Is the U.S. catching up?: International and state trends in student achievement* (Education Next. Fall 2012. Vol. 12, No. 4 (July 2012)). www.educationnext.org for a 14-page abridged version of this research report.

207. Hanushek, Eric A. et al. (2012). *Is the U.S. catching up?: International and state trends in student achievement*. Education Next. Fall 2012. Vol. 12, No. 4 (July 2012). www.educationnext.org (WORD, 14 pp.)

Summary: This report in a journal dedicated to opinion and research about educational policy is an abridged version of the unabridged report found in *Achievement growth: International and U.S. state trends in student performance* by the same authors. The answer is that the U.S. is not catching up with most countries; however, the types of tests and dates of test administration which were used for comparison and nuances in data and interpretation provide a more detailed response.

208. Hanushek, Eric A. et al. (2016). *It Pays to Improve School Quality*. PowerPoint Presentation (24 slides). Education Next webinar (aired April 20, 2016) and text (Summer 2016).

Summary: This PowerPoint presentation (24 slides) contains charts with data that illustrate the economic impact of student achievement nationwide paralleling the basic scores on NAEP.

209. Harris, Angel L. (2006). *I (Don't) Hate School: Revisiting Oppositional Culture Theory of Blacks' Resistance to Schooling*. Project MUSE. Today's Research. Tomorrow's Inspiration. Social Forces, Vol. 85, No. 2, December 2006, pp. 797-833. The University of North Carolina Press. <http://muse.jhu.edu/journals/sof/summary/v085/85.2harris.html> (pdf, 39 pp.)

Summary: This quantitative research journal article examines the Ogbu theory of oppositional culture to illustrate that lack of adequate skills, not resistance to learning a Euro-centric curriculum, is the basis for the achievement gap between black and white students. The researcher, Dr. Angel L. Harris, was then a professor at the University of Texas at Austin but is currently a professor at Duke University in Durham, N.C. (See Dr. Harris' Kids Don't Want to Fail text.)

210. Harris, Angel L. (2011). *Kids Don't Want to Fail: Oppositional Culture and the Black-White Achievement Gap*. Harvard University Press. (hardback book, 320 pp.)

Summary: The overall thesis of this research is that black students do not deliberately choose to fail courses and achievement tests in school, particularly K-12, but are influenced by a confluence of factors that contribute to the persistent achievement gap. The researcher, now (2014) a professor at Duke University in Durham, N.C., provides alternative explanations (e.g., limited skills proficiency), based on documented quantitative and qualitative research, to explain why academic resistance based on the theory of "acting white" is not the cause of minority achievement issues.

211. Harris, Angel L. (2008). *Optimism in the Face of Despair: Black-White Differences in Beliefs About School as a Means for Upward Social Mobility*. Social Science Quarterly, Vol. 89, No. 3, September 2008, pp. 608-630. Southwestern Social Science Association. (pdf, 23 pp.)

Summary: This quantitative research study examines the effects of the belief in education as a means of social mobility upon black students' attitudes toward school and academic achievement. The researcher, then a professor at Princeton University, now (2014) a professor at Duke University in Durham, N.C., concludes that nuanced reasons account for blacks' limited academic achievement in the face of desired social mobility that is restricted by society's discriminatory practices.

212. Harris, Angel L., & Marsh, Kris (2010). *Is A Raceless Identity an Effective Strategy for Academic Success Among Blacks?* Social Science Quarterly, Vol. 91, No. 5, December 2010, pp. 1242-1263. Southwestern Social Science Association. (pdf, 22 pp.)

Summary: These two researchers use quantitative data to discuss the impact of denying one's race (i.e., deliberately choosing to be raceless in response to the perception of racial discrimination) upon black students' academic achievement. Their conclusion is that a raceless identity, which could support the Ogbu oppositional culture theory about low black academic achievement, does not improve blacks' academic achievement. One researcher, Dr. Angel L. Harris, was then a professor

at Princeton University (the other at the University of Maryland College Park), but Dr. Harris is now (2014) a professor at Duke University in Durham, N.C.

213. Harris, Angel L., & Robinson, Keith (2007). *Schooling Behaviors or Prior Skills? A Cautionary Tale of Omitted Variable Bias Within Oppositional Culture Theory*. *Sociology of Education* 2007, Vol. 80 (April), pp. 139-157. (pdf, 19 pp.)

Summary: The focus of this quantitative research study is the effect of schooling behaviors and prior skills upon the racial achievement gap. These two researchers conclude that the lack of adequate prior preparation accounts more for black students' dismissive attitudes toward school, especially for courses known for rigor (e.g., advanced level courses), and subsequent poor academic performance than does an oppositional culture in which resistance to school influences black students to avoid "acting white" by studying and making good grades. They also conclude that more attention should be given to black students prior to high school as a means of gaining increased secondary achievement due to adequate prior preparation. Dr. Angel L. Harris was then a professor at the University of Texas at Austin (where the second researcher was scheduled to begin teaching that academic year), but Dr. Harris is now (2014) a professor at Duke University in Durham, N.C.

214. Hartman, C. et al. (2002). *"High classroom turnover: How children get left behind."* (WORD, 5 pp.)

Summary: "A multipronged approach to addressing classroom mobility should seek to support family stability by instituting shared responsibility for mobile students among families, communities, schools, school districts and government at all levels. Raised awareness of the centrality and connectedness of school transiency will help create an impetus for changes in the housing, welfare, education, homelessness, migrant worker and foster care policies aimed at reducing and addressing the effects of harmful school mobility" (p. 4).

215. Hartney, Michael T., and Flavin, Patrick (2013). *The Political Foundations of the Black-White Education Achievement Gap*. American Politics Research published online 6 May 2013.
<http://apr.sagepub.com/content/early/2013/05/01/1532673X13482967>
<http://apr.sagepub.com> (print, 31 pp.)

Summary: This American Politics Research report examines the societal implications of political policy focus upon the White-African American achievement gap as measured by the high school graduation rate. Data were based on the state of Indiana with national application. The authors conclude that no factors (e.g., a large percentage of Black students or Black state legislators in a state or the presence or absence of teacher unions) change the statistical conclusion that the public demonstrates interest in and provides political and financial resources for schools when there is a low graduation rate for White students but not in the case of low Black graduation rates.

216. Haydel, Elizabeth, & Carmichael, Sheila Byrd (2015). *Uncommonly Engaging: A Review of the EngageNY English Language Arts Common Core [State Standards] Curriculum*. Thomas B. Fordham Institute. May 2015. (pdf, 32 pp.)

Summary: This brief text contains specific information presented in a methodical manner about the alignment of the Common Core State Standards (CCSS) English Language Arts (ELA) curriculum with the EngageNY English Language Arts presentation of that curriculum. The initial reading seems general, which might be due to coverage of the elementary grade span, but quickly proves to be increasingly detailed about the content, strengths, and weaknesses of EngageNY ELA, which is available online to the state and national public. This text is suitable for review by anyone interested in a reputable state alignment of the CCSS in ELA.

217. Haynes, Charles C., Chaltain, Sam, Ferguson, Jr., John E., Hudson, Jr., David L., & Thomas, Oliver (2003). *The First Amendment in Schools*. A Guide from The First Amendment Center. ASCD. www.firstamendmentcenter.org (print, 205 pp.)

Summary: This text, though dated (copyrighted 2003), provides invaluable information about the First Amendment to the U.S. Constitution and case law surrounding that amendment, primarily involving K-12 public education. Key legal cases are cited within the chapters and summarized at the conclusion of this text. The resources section includes programs, organizations, and groups.

218. Haynes, Mariana (2016). *One Year Later: Can State Equity Plans Improve Access to Great Teaching?* Alliance for Excellent Education. May 2016. (pdf, 14 pp.)

Summary: This document provides primarily narrative information about the equity plans that the U.S. Department of Education required of all states in 2015. A few states are singled out for discussion about the needs of all states to provide equity to all students in teacher assignments.

219. Hefling, Kimberly (2014). "Homelessness Increases Among School Children." Associated Press (AP). Posted online and retrieved Monday, September 22, 2014, from NewsObserver.com at <http://www.newsobserver.com/2014/09/22/4173690/homelessness-increases-among-school.html?sp=/99/100/&ihp=1> (WORD, 1 p.)

Summary: Homelessness, which is defined as multiple families living in one residence and those living in transitory housing, is increasing among school children, according to this Associated Press (AP) story. The lack of affordable housing is a contributing factor. The numbers are probably higher than those reported due to run-aways and children not yet of school age.

220. Hefling, Kimberly (2014). "Indian Schools Face Decayed Buildings, Poverty." AP Education Writer. Published online by and retrieved from WRAL.com on Monday, October 20, 2014, from <http://www.wral.com/indian-schools-face-decayed-buildings-poverty/14095891/> (WORD, 5 pp.)

Summary: The author of this short but powerful article discusses the current and historical isolation, disrepair, and dilapidation of schools which Native American students attended yesterday and continue to attend today. Federal commissions and funding have not resolved these issues.

221. Hefling, Kimberly (2013). "US Adults Score Below Average on Worldwide Test"
AP Education Writer for the Associated Press (AP)
Retrieved Tuesday, October 8, 2013, from WRAL.com at <http://www.wral.com/us-adults-score-below-average-on-worldwide-test/12970243/> (WORD, 4 pp.)

Summary: The Associated Press (AP) education writer, Kimberly Hefling, summarizes her analysis of the results of the Program for the International Assessment of Adult Competencies (PIAAC) test on which U.S. adults scored below adult test takers from many other countries. See <http://www.oecd.org/site/piaac/publications.htm> for further information.

222. Heissel, Jennifer, & Ladd, Helen F. (2016). School Turnaround in North Carolina: A Regression Discontinuity Analysis. Working Paper 156, March 2016. National Center for Analysis of Longitudinal Data in Education Research, CALDER, and AIR. www.caldercenter.org (pdf, 59 pp.)

Summary: This CALDER working paper contains discussion and data concerning the lack of progress and some regression of performance by North Carolina Department of Public Instruction (NCDPI) selected low-performing schools for turnaround efforts, using Race to the Top (RTTP) funding and NCDPI TALAS interventions.

223. Henderson, A.T., and Mapp, Karen L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Annual Synthesis 2002. Austin, TX: National Center for Family & Community Connections with Schools. Southwest Educational Development Laboratory (SEDL). <http://www.sedl.org/connections/> (pdf, 241 pp.)

Summary: This text summarizes 51 research studies, providing bibliographical information, a summary, purpose, description, findings, and conclusions in a graphically clear format. The appendix gives brief summaries of past research studies from 1974-95. The contributors are Amy Averett, Joan Buttram, Deborah Donnelly, Marilyn Fowler, Catherine Jordan, Margaret Myers, Evangelina Orozco, and Lacy Wood.

224. Henry, Gary T. (1996). *Community Accountability: A Theory of Information*.
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ530656&ERICExtSearch_SearchType_0=no&accno=EJ530656 (WORD, 2 pp.)

Summary: This two-page document gives an abstract and identifying bibliographic information about community accountability, as published in Phi Delta Kappan, v. 78, no. 1, pp. 85-90, September 1996.

225. Henry, Gary T., Bastian, Kevin C., Fortner, C. Kevin, Kershaw, David C., Purtell, Kelly M., Thompson, Charles L., & Zulli, Rebecca A. (2014). *Teacher Preparation Policies and Their Effects on Student Achievement*. 2014 Association for Education Finance and Policy. (pp. 264-303) doi:10.1162/EDFP_a_00134. (pdf, 40 pp.)

Summary: This study includes both expected and unexpected findings and documented conclusions about teacher preparation policies in North Carolina as those regulatory and financial policies impact student achievement. Policy makers and funders are potential reading audiences.

226. Herff Jones (2012). *Boosting Achievement Through Blended Learning: Some tout the combination of classroom and independent study*. October 2012. (pdf, 10 pp.)

Summary: Several definitions and examples of blended learning are discussed in this document (e.g., virtual charter schools and Stanford University's Reading Like A Historian program, which could be applicable to the literacy strands in the Common Core State Standards for English Language Arts). Powerful, large, and colorful illustrations are included by Herff Jones.

227. Herff Jones (2012). *Broad knowledge drives literacy: Building a diverse academic knowledge base contributes to the ongoing development of reading and writing skills*. The Herff Jones Achievement Series. February 2012. Indianapolis, IN: Herff Jones Nystrom. (pdf, 10 pp.)

Summary: This text discusses the traditional school practice of skills acquisition and development in early to mid-elementary school, with instruction in content knowledge delayed to the detriment of student academic achievement. The presentation is full of large brightly colored photographs and concludes with a list of citations.

228. Herff Jones (2011). *K-16 and beyond: Educators redouble efforts to prepare students for life beyond their high school diplomas*. The Herff Jones Achievement Series. March 2011. (pdf, 10 pp.)

Summary: This brief text discusses the need for and research-based characteristics of preparation for post-secondary education, which should include academic knowledge, general skills, and specific job-related knowledge and skills. The publisher, known for its yearbooks and school photographs, also highlights the post-secondary academic advantages of extra-core curricular subjects, such as yearbook. A full page of citations conclude this text.

229. Herff Jones (2013). *The 21st Century Classroom: Perspectives on Leveraging Educational Technology*. Updated January 2013. Herff Jones Nystrom. (pdf, 10 pp.)

Summary: This article, with its colorful illustrations and creative use of layout, discusses the increasing inclusion of technology in the teaching and learning process.

230. Herold, Benjamin (2014). "Growth of Online Reading Fuels New Achievement Gap, Researchers Say." Published online September 30, 2014, by Education Week, Digital Education; retrieved October 1, 2014, from http://blogs.edweek.org/edweek/DigitalEducation/2014/09/online_reading_achievement_gap_leu.html?cmp=ENL-EU-NEWS2 (WORD, 4 pp.)

Summary: This Education Week columnist-reporter describes current research about online and off-line reading that requires different skills not taught in typical classrooms. A summary of a telephone interview with the primary investigative researcher adds further clarity to this issue.

231. Herrnstein, Richard J., and Murray, Charles (1994). The Bell Curve: Intelligence and Class Structure in American Life. New York: The Free Press. (hardcover book, 845 pp.)

Summary:

232. Hess, Cynthia, Hegewisch, Ariane, Yi, Youngmin, & Williams, Claudia (2013). *The Status of Women in North Carolina*. March 2013. Institute for Women's Policy Research. (pdf, 132 pp.)

Summary:

233. Hess, Cynthia, Milli, Jessica, Hayes, Jeff, & Hegewisch, Ariane (2015). *The Status of Women in the States: 2015*. May 2015. Institute for Women's Policy Research, with Yana Mayayeva, Stephanie Roman, Julie Anderson, & Justine Augeri. www.iwpr.org www.statusofwomendata.org (pdf, 312 pp.)

Summary:

234. Hess, Frederick M. (2014). "Our Achievement-Gap Mania." National Affairs. <http://www.nationalaffairs.com/publications/detail/our-achievement-gap-mania> . (pdf, 17 pp.)

Summary: The author, who is Director of Education Policy Studies at the American Enterprise Institute, theorizes that educational reformers on all sides of these issues are pursuing the wrong (according to parental preferences and existing circumstances) resolutions to the achievement gap between more advanced students, who are typically members of the majority race, and others, such as students of color and students from families that are impoverished. He discusses the historical and political contexts of the achievement gap debate and proposes recommendations.

235. Hess, Frederick M., & Meeks, Olivia (2010). *School Boards Circa 2010. Governance in the Accountability Era*. Published by The National School Boards Association, The Thomas B. Fordham Institute, and The Iowa School Boards Foundation. (pdf, 84 pp.)

Summary: This brief report of a study of school board governance addresses critical questions that are answered through a survey of various school board members and superintendents in several states. However, there is no consistent correlation between the school board members and their superintendents because of differences in who responded to this survey. The brief but thorough discussion concludes before the two pages of references (pp. 36-37) and the extensive inclusion of tables supporting the survey results (pp. 38-83).

236. High, Pamela et al. (2014). *Literacy Promotion: An Essential Component of Primary Care Pediatric Practice*. Council on Early Childhood. Pediatrics. Originally published online June 23, 2014, by the American Academy of Pediatrics.
<http://pediatrics.aapublications.org/content/early/2014/06/19/peds.2014-1384> (pdf, 8 pp.)

Summary: This pediatric medical journal research study report outlines for the medical profession the importance and impact of parental reading to infants and young children.

237. Hill, P.T. et al. (2006). *Charter school achievement studies*. (pdf, 12 pp.)

Summary: The authors of this brief text discuss the lack of rigorous and substantive research and inconsistent findings and conclusions about the impact of charter schools upon student achievement. The lengthy list of references provides opportunities for additional study of this issue. However, these dated references (dated up to 2005) require current information about the academic impact of charter schools in the United States and in North Carolina.

238. Hiss, William C., & Franks, Valerie W. (2014). *Defining Promise: Optional Standardized Testing Policies in American College and University Admissions*. Published February 5, 2014. (pdf, 70 pp.)

Summary: This research study examined the submitters and non-submitters of standardized test scores for college and university admissions in selected public, private, minority, and arts schools. Adopting some of the surprising findings and conclusions could result in more inclusive student acceptance policies and practices and increased socio-economic-racial representation.

239. Hobbs, Tawnell D. (2013). "Plan for 3-year High School Diploma Underway in Dallas ISD" (Dallas News). (WORD, 2 pp.)

Summary: The plan for a three-year high school diploma includes allocating money saved during the fourth year that would be eliminated to pre-kindergarten programs in Dallas, TX.

240. Hope Street Group (2016). North Carolina Fall 2015 Data Collection [report to the North Carolina Department of Public Instruction (NCDPI) and to the North Carolina State Board of Education (NCSBE)] (pdf, 95 pp.)

Summary: This report contains data in charts and narrative form about the results of a survey conducted by the Hope Street Group-North Carolina for the North Carolina Department of Public Instruction (NCDPI) and the North Carolina State Board of Education (NCSBE), based on a 2015 statewide survey of public school teachers in all local education agencies (LEAs) in this state.

241. Huberman, Mette et al. (2012). *Raising All Boats: High Performing California Districts*. SchoolsMovingUp Webinar PowerPoint Presentation. December 4, 2012. (pdf, 41 pp.)

Summary: This PowerPoint presentation was used during the webinar that was conducted December 4, 2012, from approximately 1:30-3:00 p.m. ET (10:30 a.m. – 12:00 noon California time). Webinar leaders elaborated upon the notes in these slides and the final report.

242. Huberman, Mette et al. (2012). *Raising All Boats: Identifying and Profiling High-Performing California School Districts*. Final Report. California Comprehensive Center at WestEd. September 2012. (pdf, 40 pp.)

Summary: This final report summarizes the study of selected school districts in California's public schools. A definition of high performing is given. Hispanic and white students and students from low socio-economic families constitute the majority student populations of districts and schools selected for this study. This study was the basis for the webinar conducted on December 4, 2012.

243. Huberman, Mette et al. (2012). *Raising All Boats: Identifying and Profiling High-Performing California School Districts*. Webinar PowerPoint Presentation. California Comprehensive Center at WestEd. September 2012. December 4, 2012. (pdf, 7 pp.)

Summary: This abbreviated PowerPoint presentation is similar to the more expanded PowerPoint presentation used during the webinar that was conducted December 4, 2012, from approximately 1:30-3:00 p.m. ET (10:30 a.m. – 12:00 noon California time). Webinar leaders elaborated upon the notes in these slides and the final report.

244. HuffPost Social News: Education. September 13, 2012. (focus: Closing the Achievement Gap) (WORD, 4 pp.)

Summary: This document contains an interview with the Superintendent of the San Francisco, CA, school district, Richard Carranza, about the classroom, why money matters, and finding inspiration in San Francisco.

245. Huntsberry, Will (2012). *Achievement Gap*. Raleigh Public Record.org
- *Wake's Achievement Gap, Part 1: Vulnerable Students Further Behind*. (WORD, 3 pp.) (pdf, 5 pp.)
 - *Achievement Gap, Part 2: Mining the High School Data*. (WORD, 4 pp.)
 - *Achievement Gap, Part 3: Mission Impossible?* (WORD, 4 pp.) (pdf, 4 pp.)
 - *Achievement Gap, Part 4: Wake County Then and Now*. (WORD, 5 pp.)

Summary: The writer of these four articles discusses various aspects of the achievement gap in the Wake County Public School System (WCPSS). Former WCPSS Superintendent Bill McNeil is quoted extensively, although those interviewed admit that the era during which McNeil served as the WCPSS superintendent is quite different from the current era of conflicts that are politically defined. These articles provide a historical and political perspective rather than a source of answers and solutions.

246. Hurlburt, Steven et al. (2012). *School Improvement Grants: Analyses of State Applications and Eligible and Awarded Schools*. NCEERA (IES). October 2012. (pdf, 66 pp.)

Summary: This report provides narrative and graphic comparisons between Cohorts I and II for School Improvement Grants (SIG). The final third of this text includes tables in appendices.

247. Hussar, William J. et al. (2013). *Projections of Education Statistics to 2021*. 40th edition. January 2013. USED. Institute of Education Sciences (ies). National Center for Education Statistics (NCES). (pdf, 181 pp.)

Summary: This National Center for Education Statistics (NCES) report provides statistical projections to the year 2021, with references to past data for the year 2010. The pages are full of figures and other mediums for displaying statistical data, with limited but adequate narration. It concludes with a list of statistical and educational abbreviations and a glossary.

248. Hussar, William J. et al. (2014). *Projections of Education Statistics to 2022*. 41st edition. February 2014. USED. Institute of Education Sciences (ies). National Center for Education Statistics (NCES). (pdf, 194 pp.)

Summary: This National Center for Education Statistics (NCES) report provides statistical projections to the year 2022, with references to past data for the year 2011. The pages are full of figures and other mediums for displaying statistical data, with limited but adequate narration. It concludes with a list of statistical and educational abbreviations and a comprehensive glossary.

249. Idea Partnership (2010). *Closing the Achievement Gap Resources*. (WORD, 6 pp.)

Summary: This document (2010) provides links (Ctrl + click) to a list of resources about the achievement gap, arranged alphabetically by title and dated from 2002-2009.

250. Ingersoll, Richard, and Merrill, Lisa (2012). *Seven Trends: The Transformation of the Teaching Force*. A CPRE Working Paper. November 2012. Consortium for Policy Research in Education. (pdf, 25 pp.)

Summary: The authors explore trends and reasons for the transformation of the teaching force. Resulting data are sometimes surprising and seemingly contradictory, until one reads the subsequent data analysis by these researchers. Future teaching demographics remain a future study.

251. Institute for the Study of Academic Racism. Ferris State University (n.d.). *Race Science and the Pioneer Fund*. <http://www.ferris.edu/isar/institut/pioneer/search.htm> (WORD, 5 pp.)

Summary: This discussion examines The Pioneer Fund and that organization's history, leadership, funding sources, and research studies, especially regarding eugenics and intelligence theories about race. The Pioneer Fund website (www.pioneerfund.org/) provides additional insight into this organization from the perspective of its supporters. The state of North Carolina is represented among those people who are associated historically with The Pioneer Fund.

252. Institute for the Study of Academic Racism. Ferris State University (2008). *Schonemann Remembrance (June 16, 2008): Jerry Hirsch, 1922-2008. Scientist. Rebel*. <http://www.ferris.edu/isar/schonemann.htm> (WORD, 10 pp.)

Summary: This discussion includes a tribute to the then recently deceased Dr. Jerry Hirsch and discussion of Hirsch's research, writings, and challenges to lax or racist scientific theories. It contains a brief history of genetics and the scholarly debates about heredity and intelligence.

253. Institute for Women's Policy Research (2012). *Key Findings on the Economic Status of Women in North Carolina*. Fact Sheet. August 2012. Institute for Women's Policy Research. www.iwpr.org (pdf, 10 pp.) Executive Summary. August 2012. (pdf, 16 pp.)

Summary: The 10-page Fact Sheet and 16-page Executive Summary contain key findings, with data charts, that compare the economic status of women and men in North Carolina to women and men in the nation.

254. Institute of Education Sciences (ies) (2013). *Researching College- and Career-Ready Standards to Improve Student Outcomes*. Meeting Summary. Technical Working Group Meeting. August 19-20, 2013, Washington, D.C. (pdf, 34 pp.)

Summary: These notes of the Technical Working Group (TWG) from the two-day meeting in August 2013, sponsored by the Institute of Education Sciences (ies), provide detailed comments,

with identification of speakers, about the Common Core State Standards Initiative (CCSSI) and other efforts to prepare students to be college and career ready. The conclusion on the last two pages of these notes succinctly summarizes the transcribed comments by presenters and participants.

255. Isenberg, Eric, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, Heinrich Hock, and Michael Hansen (2013). *Access to Effective Teaching for Disadvantaged Students* (NCEE 2014-4001). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. (pdf, 133 pp.)

Summary: This federally funded quantitative study examines 29 diverse school districts in the United States during a three-year research period (2008-09 through 2010-11) concerning the Effective Teaching Gaps (ETG) that might be associated with or caused by Teacher Value Added (TVA) measures. Students were categorized according to their Free and Reduced-price Lunch Status (FRL) to determine if FRL students are assigned teachers with lower TVA classifications than their non-FRL peers. Between school differences were more evident than within school differences. The full grant covers a five-year period that extends to the 2012-13 academic year.

256. James, Donna Walker, Sonia Jurich and Steve Estes. *Raising Minority Academic Achievement: A Compendium of Education Programs and Practices*. Washington, DC: American Youth Policy Forum, 2001. (pdf, 208 pp.)

Summary: “*Raising Minority Academic Achievement: A Compendium of Educational Programs and Practices* reports on a 22-month effort to identify, summarize and analyze evaluations of school and youth programs[, including two specific to Chapel Hill, NC,] that show gains for minority youth across a broad range of academic achievement indicators, from early childhood through advanced postsecondary study” (Executive Summary, p. 9). Rigorous research standards were used to select these 38 programs. The Glossary provides clear, succinct definitions of key terminology; however, dated information (e.g., the SAT) limits the reliability of this glossary. References conclude this document. This report was funded by the William T. Grant Foundation.

257. Jencks, C., and Phillips, M, eds. (1998). *The Black-White test score gap*. Washington, D.C.: Brookings Institution Press. (paperback book, 523 pp.)

Summary: This text contains both quantitative and qualitative research, with numerous tables and figures, footnotes, and end chapter data analysis, conclusion, appendices, and list of references; overview in chapter 1; summary and commentary in chapter 15; and editing for coherence and cohesion. The Table of Contents is illustrative of content.

- 1 *The Black-White Test Score Gap: An Introduction* by Christopher Jencks and Meredith Phillips **[overview of the entire text]**

Part I: Test Bias, Heredity, and Home Environment

- 2 *Racial Bias in Testing*. Christopher Jencks
- 3 *Race, Genetics, and IQ*. Richard E. Nisbett
- 4 *Family Background, Parenting Practices, and the Black-White Test Score Gap*. Meredith Phillips, Jeanne Brooks-Gunn, Greg J. Duncan, Pamela Klebanov, and Jonathan Crane

Part II: How and Why the Gap Has Changed

- 5 *Black-White Test Score Convergence since 1965*. Larry V. Hedges and Amy Nowell
- 6 *Why Did the Black-White Score Gap Narrow in the 1970s and 1980s?* David Grissmer, Ann Flanagan, and Stephanie Williamson

Part III: The Impact of Schools and Culture

- 7 *Does the Black-White Test Score Gap Widen after Children Enter School?* Meredith Phillips, James Crouse, and John Ralph
- 8 *Teachers' Perceptions and Expectations and the Black-White Test Score Gap*. Ronald F. Ferguson
- 9 *Can Schools Narrow the Black-White Test Score Gap?* Ronald F. Ferguson
- 10 *The Burden of "Acting White": Do Black Adolescents Disparage Academic Achievement?* Philip J. Cook and Jens Ludwig
- 11 *Stereotype Threat and the Test Performance of Academically Successful African Americans*. Claude M. Steele and Joshua Aronson

Part IV: Do Test Scores Matter?

- 12 *Racial and Ethnic Preferences in College Admissions*. Thomas J. Kane
- 13 *Scholastic Aptitude Test Scores, Race, and Academic Performance in Selective Colleges and Universities*. Fredrick E. Vars and William G. Bowen
- 14 *Basic Skills and the Black-White Earnings Gap*. William R. Johnson and Derek Neal

Part V: Commentary

- 15 *The Role of the Environment in the Black-White Test Score Gap*. William Julius Wilson
[summary of and commentary about the entire text, including research findings and conclusions]

Contributors

Index

258. Jensen, A.R. (n.d.). *How much can we boost [improve] IQ and scholastic achievement?* Originally published in Harvard Educational Review, Vol. 39, No. 1, Winter 1969, pages 1-123. (pdf, 80 pp.)

Summary: “Arthur Jensen argues that the failure of recent compensatory education efforts to produce lasting effects on children's IQ and achievement suggests that the premises on which these efforts have been based should be reexamined.

He begins by questioning a central notion upon which these and other educational programs have recently been based: that IQ differences are almost entirely a result of environmental differences and the cultural bias of IQ tests. After tracing the history of IQ tests, Jensen carefully defines the concept of IQ, pointing out that it appears as a common factor in all tests that have been devised thus far to tap higher mental processes.

Having defined the concept of intelligence and related it to other forms of mental ability, Jensen employs an analysis of variance model to explain how IQ can be separated into genetic and environmental components. He then discusses the concept of "heritability," a statistical tool for assessing the degree to which individual differences in a trait like intelligence can be accounted for by genetic factors. He analyzes several lines of evidence which suggest that the heritability of intelligence is quite high (i.e., genetic factors are much more important than environmental factors in producing IQ differences).

After arguing that environmental factors are not nearly as important in determining IQ as are genetic factors, Jensen proceeds to analyze the environmental influences which may be most critical in determining IQ. He concludes that prenatal influences may well contribute the largest environmental influence on IQ. He then discusses evidence which suggests that social class and racial variations in intelligence cannot be accounted for by differences in environment but must be attributed partially to genetic differences.

After he has discussed the influence on the distribution of IQ in a society on its functioning, Jensen examines in detail the results of educational programs for young children, and finds that the changes in IQ produced by these programs are generally small. A basic conclusion of Jensen's discussion of the influence of environment on IQ is that environment acts as a "threshold variable." Extreme environmental deprivation can keep the child from performing up to his genetic potential, but an enriched educational program cannot push the child above that potential.

Finally, Jensen examines other mental abilities that might be capitalized on in an educational program, discussing recent findings on diverse patterns of mental abilities between ethnic groups and his own studies of associative learning abilities that are independent of social class. He concludes that educational attempts to boost IQ have been misdirected and that the educational process should focus on teaching much more specific skills. He argues that this will be accomplished most effectively if educational methods are developed which are based on other mental abilities besides I.Q” (p. 1).

259. Jetson, Raymond A. (2015). *Community Engagement, Transformative Relationships, and Sustainable Education Reform*. Printed Transcript of an Address to the Center for Reinventing Public Education's Portfolio Network Meeting at the National Civil Rights Museum, Memphis, TN, January 14, 2015. (pdf, 6 pp.) See also <http://www.crpe.org/thelens/what-were-missing-community-engagement> for the audio version of this speech (25:54 minutes:seconds) and <http://www.crpe.org/thelens/black-education-leaders-why-reformers-need-attitude-adjustment> for an

audio version of the panelist discussion following this speech (five audio segments, totaling 49:05 minutes:seconds).

Summary: This discussion addressed the attitudes toward and interactions with communities by education reformers and funders who might negate their well intentioned efforts by their flawed thinking about and relationships with the communities in which struggling students live. The speaker for the primary address, Rev. Raymond A. Jetson, is the Pastor of Star Hill Church and president and CEO of Metromorphosis, Baton Rouge, Louisiana. After his speech, Rev. Jetson joined Kenneth L. Campbell, Founding Board Member of the Black Alliance for Educational Options (BAEO), and Tonya Allen, President and CEO of the Skillman Foundation in Detroit, Michigan, in a panelist discussion. This meeting was held at the National Civil Rights Museum in Memphis, Tennessee, on February 14, 2015.

260. Jochim, Ashley et al. (2013). *The Capacity Challenge: What It Takes for State Education Agencies to Support School Improvement*. Center on Reinventing Public Education (CRPE). December 2013. (pdf, 24 pp.)

Summary: This brief report examines ten representative State Education Agencies (SEAs) to discuss the capacity of all SEAs to initiate (i.e., to mandate) and to support school improvement.

261. JSD (2006). *Closing the achievement gap*. (WORD, 3 pp.)

Summary: This short document (3 pages) provides one line summaries of articles to be found in the Fall 2006 issue of the JSD journal, with the theme of Closing the Achievement Gap.

262. Kahlenberg, Richard D. (n.d.). *Rescuing Brown v. Board of Education: Profiles of Twelve School Districts Pursuing Socioeconomic School Integration*. A Report from The Century Foundation. (pdf, 99 pp.)

Summary: This report of the impact of socioeconomic integration of schools examines three school districts in detail (including the Wake County Public School System in North Carolina) and nine other school districts in brief profiles (including the Charlotte-Mecklenburg Schools in North Carolina). The 99 pages consist of an introduction (pp. 3-7), the body of the report (pp. 8-66), and extensive endnotes (pp. 67-99) that include further information about the two school districts in North Carolina. An update of this report could make it even more invaluable and informative.

263. Kaiser, Ashley, & Cross, Freddie (2011). *Beginning Teacher Attrition and Mobility: Results from the First Through Third Waves of the 2007-08 Beginning Teacher Longitudinal Study. First Look*. U.S. Department of Education (USED). Institute of Education Sciences (ies). National Center for Education Statistics (NCES). (pdf, 45 pp.)

Summary: More than half of this report is contained in its appendices where most of the narrative is also found. Tables filled with data constitute the majority of the report itself.

264. Kamenetz, Anya (2014). "How Trauma Affects the Brain of a Learner." NPR (National Public Radio). Published online June 15, 2014; retrieved June 19, 2014, from <http://www.npr.org/blogs/ed/2014/06/15/320725558/how-trauma-affects-the-brain-of-a-learner?ft=1&f=1013> (WORD, 8 pp.)

Summary: This article describes a NPR (National Public Radio) discussion of scientific research concerning the effect of trauma (i.e., stress) upon the brain of a learner. Poverty exacerbates stressors in the lives of impoverished children whose learning is then negatively impacted because of the brain's response to stress, especially the trauma of repeated stress.

265. Kane, Thomas J. et al. (2013). *Have We Identified Effective Teachers? Validating Measures of Effective Teaching Using Random Assignment*. MET Project. Research Paper. January 2013. Bill & Melinda Gates Foundation. (pdf, 52 pp.)

Summary: This report provides quantitative data and analysis for a research project that attempted to measure teacher effectiveness using random assignment of teachers and students.

266. The Kappan Professional Development Discussion Guide. Available at www.kappanmagazine.org (free pdf download for the Phi Delta Kappan February 2012 issue on *Educating black males: Closing the gap: What works, what doesn't*)

Summary: This document is the PD discussion guide for the Phi Delta Kappan issue (February 2012), which includes a diversity of articles written by various researchers, educators, and writers about the academic plight of black males and the systemic issues that impact black males. Cuban students are also discussed in a concluding column.

267. Kardish, Chris (2013). "Why is One of America's Most Charter-Heavy School Districts in Rural Georgia?" *Governing.com*. Published December 18, 2013. Retrieved December 19, 2013, from <http://www.governing.com/topics/education> (WORD, 3 pp.)

Summary: This article profiles the sixth largest charter school district in the United States. Staff in this school district (located a short distance from Atlanta, GA) describe it as a traditional school district that has transformed itself into charter schools. A high rate of poverty and previous low test scores have not defeated efforts to improve student achievement in this school district.

268. Kell, Harrison et al. (2013). *Who Rises to the Top? Early Indicators*. Association for Psychological Sciences (aps). *Psychological Science* 24(5), pp. 648-659. sagepub.com/journalspermissions.nav DOI: 10.1177/0956797612457784. pss.sagepub.com (pdf, 12 pp.)

Summary: The “scary smart” are the focus of this longitudinal study that followed age 13-year old students (N = 320) until they reached age 38, plus, to document educational and career accomplishments as a means of projecting the impact of intellectually gifted students who exhibit extreme intelligence as measured by standardized tests, such as the SAT, as a substitute for measuring IQ. The test of mathematical and verbal abilities, not spatial ability, was the measure. Personal factors such as motivation and commitment were not included in this study.

269. Kelly, Andrew P., & DeSchryver, David A. (2015). *Beyond Bootcamps: Policy Considerations for Accelerated Learning*. Foreword by Governor Beverly E. Purdue. Produced by W/A Whiteboard Advisors. Commissioned by GA General Assembly. (pdf, 17 pp.)

Summary: Defining or re-visioning higher education is the premise behind this report of learning accelerators that emerged as technology training companies in 2012. The self-pay model might evolve into federally funded training, if various issues can be resolved. Not addressed in this brief discussion are the similar training models used by secondary schools in other countries.

270. Kids Count (2013). *The First Eight Years: Giving Kids a Foundation for Lifetime Success*. Policy Report. The Annie E. Casey Foundation. (pdf, 20 pp.)

Summary: Data and advocacy are used to describe the plight and interventions necessary for children during their first eight years. The message is that families and society could benefit.

271. *Kids Count Data Book 2012* (2012). (pdf, 60 pp.)

Summary: This report documents the well-being of U.S. children in four content domains (i.e., Economic Well-Being, Education, Health, and Family and Community), including four indicators per domain. North Carolina ranks mid-range. “The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico” (p. 53/55, Kids Count Data Book 2012). See www.kidscount.org and www.datacenter.kidscount.org. See also Action for Children, North Carolina (a state grantee), www.ncchild.org (919) 834-6623.

272. *Kids Count Data Book 2012* (2012). *Definitions and Data Sources*. (pdf, 3 pp.)

Summary: Methodology and terminology are discussed in this document that accompanies the Kids Count Data Book 2012 about child well-being in the United States as a whole and each state individually. See www.kidscount.org and www.datacenter.kidscount.org. See also Action for Children, North Carolina (a state grantee), www.ncchild.org (919) 834-6623. “The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT

projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico” (p. 53/55, Kids Count Data Book 2012).

273. Kids Count Data Book 2012 (2012). *Overall Child Well-Being in North Carolina*. (pdf, 2 pp.)

Summary: The overall ratings for four content domains (i.e., Economic Well-Being, Education, Health, and Family and Community), with four indicators for each domain, show that North Carolina is improving in its child well-being; however, the disaggregated data within each of the four indicators for each of the four content domains indicate areas in need of improvement. See www.kidscount.org and www.datacenter.kidscount.org. See also Action for Children, North Carolina, (a state grantee) www.ncchild.org (919) 834–6623. “The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico” (p. 53/55, Kids Count Data Book 2012).

274. Kids Count Data Book 2012 (2012). *Overall Child Well-Being in the United States*. (pdf, 2 pp.)

Summary: Disaggregated data for the four indicators within the two content domains of Education and Health show improvement in child well-being in the United States; however, indicators within the content domains of Economic Well-Being and Family and Community show the need for improvement. See www.kidscount.org and www.datacenter.kidscount.org. See also Action for Children, North Carolina (a state grantee), www.ncchild.org (919) 834–6623. “The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico” (p. 53/55, Kids Count Data Book 2012).

275. Kindergarten Readiness Issues Group, Partners in Research Forum. (2003). *North Carolina early grade retention in the age of accountability*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Available online at www.fpg.unc.edu/~pir. (pdf, 4 pp.)

Summary: “The purposes of this brief are to highlight trends in retention in kindergarten through third grade in North Carolina and to discuss the implications of and alternatives to this practice” (p. 1). Data are provided for the years 1991-1992 through 2001-2002.

276. Kirsch, Irwin, & Braun, Henry, eds. (2016). *The Dynamics of Opportunity in America: Evidence and Perspectives*. SpringerOpen, Springer International Publishing www.springer.com and ETS. Open Access. (pdf, e-book, 28 pp.; Hardcover [ISBN: 978-3-319-25989-5], 489 pp.)

Summary: This document contains the preface, a listing of the tables and figures, and the authors and contributors’ biographical sketches for a text in The ETS Opportunity Project series.

Note: Readers should keep in mind that the Every Student Succeeds Act (ESSA) was signed just before this book went to press in December 2015, according to the editors of this text.

277. Kirsch, Irwin, Braun, Henry, Lennon, Mary Louise, & Sands, Anita (2016). *Choosing Our Future: A Story of Opportunity in America*. January 2016. ETS Center for Research on Human Capital and Education. The Opportunity in America initiative (The ETS Opportunity Project). www.opportunityprojects.ets.org/choosing-our-future (pdf, 83 pp.)

Summary: The report of this research by Education Testing Service (ETS) documents the differences in opportunity between and among racial groups and between the affluent and the poor. Persuasive narrative information is supported by data that portrays a bleak picture of this society.

278. Kneebone, Elizabeth, Nadeau, Carey, & Berube, Alan (2011). *The Re-Emergence of Concentrated Poverty: Metropolitan Trends in the 2000s*. Metropolitan Opportunity Series. Metropolitan Policy Program at Brookings. November 2011. (pdf, 35 pp.)

Summary: This informative discussion, with multiple tables and graphs, examines the rise of extreme poverty in the major metropolitan areas and largest cities in the United States, with the suburbs emerging in the 2000s as having the greatest increase and concentration of intense poverty. Public policy must address suburban growth in concentrated poverty to avoid further negative impact upon all areas of poverty and to assist those in poverty with the needed resources.

279. Korstad, R.R., and Leloudis, J.L. (1999), *Citizen soldiers: The North Carolina volunteers and the war on poverty*, Law and Contemporary Problems, Vol. 62: No. 4, pp. 177-197, Autumn 1999. (pdf, 21 pp.)

Summary: “In this article, we trace the history of the [North Carolina] Fund’s Volunteers program, provide an analysis of the contribution that those [college] students made to fighting poverty in North Carolina, and evaluate the impact of that experience [of antipoverty service work] on the lives of the [student] Volunteers themselves. We also consider more broadly the role that the North Carolina Fund played in shaping national antipoverty policy” (p. 2/178). See also J.L. Leloudis (2003), *Leadership and Politics in the War on Poverty: The Case of the North Carolina Fund*, Popular Government journal (Spring/Summer 2003), which also gives a similar, nearly identical account of the North Carolina Fund’s history and its college students volunteers.

280. Kraft, Matthew A. (2015). *Teacher Layoffs, Teacher Quality, and Student Achievement: Evidence from a Discretionary Layoff Policy*. Education Finance and Policy, 11(4):1-41. (pdf, 59 pp.)

Summary: The author in the first two-thirds of this text reports findings and makes conclusions about the impact on student achievement of the teacher layoff policy in Charlotte-Mecklenburg Schools (CMS) in North Carolina (then the largest school district in North Carolina) as a result of the decreased legislative budget allocations following the national economic crisis of 2008. The rest of this text includes tables and appendices in support of the previous discussion.

281. Kuykendall, C. (1992). From rage to hope: Strategies for reclaiming Black and Hispanic students. Bloomington, IN: National Educational Services. (paperback book, 142 pp.)

Summary: This text contains discussion and commentary written in a self-help, motivational style, with research support. The Table of Contents is illustrative of content.

Preface

Introduction

Chapter 1: Dealing with Differences

Chapter 2: The Impact of Student Self-Image on Achievement and Motivation

Chapter 3: School-Related Obstacles to Achievement

Chapter 4: Motivating the “Un-Motivated”

Chapter 5: Addressing the Need for Discipline

Chapter 6: Creating A Good School and Classroom Climate

Chapter 7: Strengthening the Home-School Bond

Chapter 8: Focusing on the Future

Chapter 9: Focusing on Your Efforts

Bibliography

Worksheet A: Indicators of Poor Student Self-Image

Worksheet B: Teacher Behaviors that Improve Achievement Motivation in Students

Worksheet C: Student Activities that Enhance Self-Concept

282. Ladd, Helen F. (2011). *Education and Poverty: Confronting the Evidence*. Education and Poverty. Journal of Policy Analysis and Management. DOI: 10.1002/pam. Published on behalf of the Association for Public Policy Analysis and Management. (pdf, 25 pp.)

Summary: This text is the printed version of a scholarly presentation made in 2011 by a Duke University (Durham, NC) professor whose research interests include student achievement and the effects of poverty, which are the topics of this presentation. The author concludes that federal, state, district, and local policies must include the context in which students living in impoverished families are expected to achieve academically.

283. Ladd, Helen F., Clotfelter, Charles T., & Holbein, John B. (2015). *The Growing Segmentation of the Charter School Sector in North Carolina*. Working Paper 21078. National Bureau of Economic Research. April 2015. <http://www.nber.org/papers/w21078>. (pdf, 48 pp.)

Summary: This paper, still in restricted draft form, examines charter schools in North Carolina during two defined periods (i.e., 1999-2005 and 2006-2012) to determine the influence of factors, such as student test scores, evidence of racial preferences, and policies.

284. Ladd, Helen F., & Fiske, Edward B. (2016). *Educational Success in Two Inner London Boroughs: Lessons for the U.S.* Brown Center on Education Policy. February 2016. <http://www.brookings.edu/~media/research/files/papers/2016/02/16-educational-success-london-boroughs-ladd-fiske/london.pdf> (pdf, 35 pp.)

Summary: Duke University researchers Helen F. Ladd and Edward B. Fiske discuss their study of two inner London, England, boroughs to seek reasons for “The London Effect” that is permitting schools in England to educate students who are from economically distressed families. This brief but informative text provides insights that could influence policy makers, especially state legislators and federal educational officials, including the U.S. President and executive cabinet.

285. Ladd, Helen F., & Sorensen, Lucy C. (2015). *Do Master’s Degrees Matter? Advanced Degrees, Career Paths, and the Effectiveness of Teachers*. Working Paper 136. August 2015. National Center for Analysis of Longitudinal Data in Education Research. CALDER. AIR. www.caldercenter.org (pdf, 36 pp.)

Summary: The researchers-writers of this text (which is in working or draft format and based on data from North Carolina) document the longterm prior research finding that an advanced degree (i.e., a master’s degree) does not increase student academic achievement as measured by test scores. However, a correlation was shown between middle school student attendance and a teacher’s master’s degree.

286. Lake, Robin (2015). Foreword: *Measuring Up: Educational Improvement & Opportunity in 50 Cities*. Michael DeArmond, Patrick Denice, Betheny Gross, Jose Hernandez, & Ashley Jochim. October 2015. Center on Reinventing Public Education (CRPE). (pdf, 5 pp.)

Summary: This document is the preface to a longer but concise report: *Measuring Up: Educational Improvement & Opportunity in 50 Cities* (including Raleigh, NC) (see Michael DeArmond et al., 2015).

287. Lake, Robin J., ed. (2013). *Hopes, Fears & Reality: A Balanced Look at American Charter Schools in 2012*. National Charter School Resource Center and Center on Reinventing Public Education, University of Washington Bothell. April 2013. (pdf, 82 pp.)

Summary: This April 2013 report of charter schools in the United States examines the different models of and challenges faced by charter schools, including managing organizations (EMO and CMO) that provide selection and training of administrative staff and, in some cases, funding or access to funding by others. Discussion of technology beyond its use as a novel or faddish strategy is especially noteworthy. Experts in the different areas examined in this report provide credible discussion and data that transcend this report about charter schools to include all school transformation in the 21st century.

288. Lake, Robin J. et al., eds. (2012). *Hopes, Fears & Reality: A Balanced Look at American Charter Schools in 2011*. National Charter School Resource Center and Center on Reinventing Public Education, University of Washington Bothell. January 2012. (pdf, 106 pp.)

Summary: This January 2012 report of charter schools in the United States examines the relationship of charter schools to school districts. Both advantages (e.g., sharing of costs of and services to special education students) and disadvantages (e.g., power sharing and persistent distrust by stakeholders) of collaboration are presented, with data and case studies narrated by various authors who have direct roles in the charter school movement.

289. Larmer, Brook (2014). "Inside a Chinese Test-Prep Factory." The New York Times online magazine. http://www.nytimes.com/2015/01/04/magazine/inside-a-chinese-test-prep-factory.html?partner=rss&emc=rss&_r=0 (WORD, 10 pp.)

Summary: This online New York Times magazine article gives a firsthand account of two Chinese students who attended a test preparation school (dubbed in the article as a test-prep factory) in order to gain admission to a Chinese university. For anyone enamoured with the success of Chinese students in scoring high on achievement tests and subsequently gaining admission to higher education, this article exposes the price these Chinese families and students pay as well as the singular opportunity for students from impoverished families to change their socio-economic trajectories in life.

290. Layton, Lyndsey (2013). "Study: Poor Children are Now the Majority in American Public Schools in South, West." Published Wednesday, October 16, 2013, by The Washington Post. Retrieved Thursday, October 17, 2013, from http://www.washingtonpost.com/local/education/study-poor-children-are-now-the-majority-in-american-public-schools-in-south-west/2013/10/16/34eb4984-35bb-11e3-8a0e-4e2cf80831fc_story.html (WORD, 4 pp.)

Summary: This newspaper article (from The Washington Post online) discusses the emergence and socio-political-educational implications of children living in poverty as the current student majority in public schools in the south and west of the United States.

291. Leloudis, J.L. (2003). *Leadership and politics in the war on poverty: The case of the North Carolina Fund*. Popular Government journal (Spring/Summer 2003). (pdf, 12 pp.)

Summary: This text provides some insightful history about the origin, work, and political impact and legacy of the privately and federally funded North Carolina Fund, which began its five-year tenure in the summer of 1963 under Governor Terry Sanford. The volunteer work of college students from around the state gives an especially personal viewpoint to this movement against poverty and social stratification. The black and white photographs by a North Carolina Fund photographer are gripping. Cutlines for these photographs provide historical reality beyond the written text. See also R.R. Korstad and J.L. Leloudis (1999, 2000), *Citizen Soldiers: The North Carolina Volunteers and the War on Poverty*, Law and Contemporary Problems, Vol. 62: No. 4, pp. 177-197, Autumn 1999, which also gives a similar, nearly identical account of the North Carolina Fund's history and its college students volunteers.

292. Lord, E. Wayne, & Swanson, Julie Dingle, eds. (2016). *A Guide to State Policies in Gifted Education*. Second Edition. National Association for Gifted Children. www.nagc.org (pdf, 170 pp.)

Summary:

293. Loveless, Tom (2011). *How well are American students learning? With sections on international tests, who's winning the real race to the top, and NAEP and the Common Core State Standards*. (pdf, 32 pp.)

Summary: This annual Brown Center at Brookings report for 2010 (published February 2011) provides specific data and analysis about international comparisons of student learning. Several educational myths are debunked, including the myth that the United States once led the world in student test scores. The comparisons between NAEP and the Common Core State Standards (CCSS) are illustrative of divergent purposes for assessment and the potential outcome of CCSS assessment, beginning in 2014, in comparison to longterm NAEP assessment and scores.

294. Loveless, Tom (2012). *How well are American students learning? With sections on predicting the effect of Common Core State Standards, achievement gaps on the two NAEP tests, and misinterpreting international test scores*. (pdf, 36 pp.)

Summary: This annual Brown Center at Brookings report for 2012 (published February 2012) examines the potentially null impact of the Common Core State Standards (CCSS) on student achievement, the achievement gaps related to NAEP scores, and the misconceptions fostered by

misleading international comparisons of student test scores. The fallacies in thinking and reporting are discussed within the context of specific illustrative examples.

295. Loveless, Tom (2015). *How well are American students learning? With sections on the gender gap in reading, effects of the Common Core [State Standards], and student engagement.* The 2015 Brown Center Report on American Education. Brown Center on Education Policy at Brookings. March 2015. Vol. 3, No. 4. www.brookings.edu www.brookings.edu/brown (pdf, 40 pp.)

Summary: This annual Brown Center at Brookings report for 2015 (published March 2015) examines the gender gap in reading, effects of the Common Core [State Standards], and student engagement in relationship to the international test scores of students in OECD member and partner countries. The fallacies in thinking and reporting are discussed within the context of specific illustrative examples.

296. Loveless, Tom (2016). The 2016 Brown Center Report on American Education: How Well Are American Students Learning? With Sections on Reading and Math in the Common Core [State Standards] Era, Tracking and Advanced Placement (AP), and Principals as Instructional Leaders. March 2016, Vol. 3, No. 5. www.brookings.edu (pdf, 40 pp.)

Summary: This report (dated 2016) provides data, with discussion, about student learning in the United States as compared to international results. The discussion also includes the topics of the Common Core State Standards (CCSS) in reading and mathematics, tracking as related to advanced placement student participation, and school instructional leaders (i.e., principals).

297. Loveless, Tom (2009). *Tracking and Detracking: High Achievers in Massachusetts Middle Schools.* Thomas B. Fordham Institute. December 2009. (pdf, 36 pp.)

Summary: This study provides data showing the effects of tracking and detracking upon academically high achievers in Massachusetts middle schools.

298. Lynch, Frederick (2012). Special to the Los Angeles Times (book review). *Book Review: 'Coming Apart: The State of White America, 1960-2010' by Charles Murray (2012).* (WORD, 3 pp.)

Summary: This critical analysis of Charles Murray's latest examination of culture, socio-economic class, and race in America highlights areas of omission that Murray does not include in his description of the gapping divide between upper and working class Whites in the U.S.A.

299. Lynch, Robert (2015). "The Economic and Fiscal Consequences of Improving U.S. Educational Outcomes." Posted online February 2, 2015, and retrieved February 3, 2015, from the Washington

Center for Equitable Growth at <http://equitablegrowth.org/research/achievement-gap/>. Published January 2015.

- Summary of study (WORD, 11 pp.)
- Fast Facts (pdf, 1 p.)
- Full study (pdf, 58 pp.)

Summary: This study examined the impact of economic and revenue growth upon the United States' GDP. The twelve-page summary of this study makes the following conclusion: "A restoration, then, of the economic growth pattern that characterized the first three post-war decades would result in both greater and more widely shared economic growth—equitable growth" (p. 2). The Fast Facts one-page summary presents graphically the data for economic and revenue GDP growth using bronze, silver, and gold medals as analogies. It is also located in the full report.

300. Maddock, Ann (n.d.). *North Carolina Teacher Working Conditions: The Intersection of Policy and Practice*. New Teacher Center. www.newteachercenter.org (pdf, 2 pp.)

Summary: The essence of this two-page document is succinctly stated by the author, who is a former Teacher Advisor to the former Governor of North Carolina, Mike Easley: "Knowing the perspectives of teachers with regards to school leadership and the support and environment within their school can help policymakers and practitioners understand what it will take to improve" (p. 1). A chronological listing from 2003-2009 provides a political-educational history of this survey (p. 2).

301. Manuel, Brenda (2015). *Student Voice and Engagement*. Student Involvement, Development and Empowerment Unit. Los Angeles Unified School District. PowerPoint presentation. brenda.manuel@lausd.net (pdf, 27 slides)

Summary: This 27-slide PowerPoint presentation contains the talking points, with graphics, given by one of the online presenters during the 2015 My Brother's Keeper National Forum Three.

302. Martin, N., and Brand, B. (2006). *Federal, state, and local roles supporting alternative education*. American Youth Policy Forum. U.S. Department of Labor series of papers on alternative education. (pdf, 59 pp.)

Summary: "This paper is one in a series written for the U.S. Department of Labor on the role of alternative education programs in the American education and workforce preparation systems...This third paper examines the roles that various levels of government play through legislation, policy, and other initiatives that support quality alternative education programs to reconnect youth to education and the workplace. It raises issues for policymakers at all levels to consider in facilitating the development of expanded alternative education pathways, which reduce the number of students dropping out of school and provide well-lit reentry points for those who leave school before obtaining a diploma" (p. 1/5). This document includes an appendix in which various federal agency youth sponsored grant programs are described, including funding amounts.

303. Mathers, Sandra et al. (2014). *Sound Foundations: A Review of the Research Evidence on Quality of Early Childhood Education and Care for Children Under Three. Implications for Policy and Practice*. January 2014. Univ. of Oxford. The Sutton Trust. Improving Social Mobility Through Education. (pdf, 68 pp.) [References begin on p. 57.]

Summary:

In September 2014, England plans to implement child care funding for 40% of children, aged two-years old, living in impoverished families. However, this review, after examining the research literature and current policies and practices, recommends that 20% should be the initial group to be served because quality of programs and trained staff should be assured before expanding such a costly program to such a large number of children. The British English used in this review can be understood once the reader aligns the meaning with American English terms and practices. A summary of the findings and recommendations are located on page 52 of this text.

304. Mathews, Jay (2012). Class Struggle: Why NOT to admire Asian schools. Retrieved Thursday, September 27, 2012, from The Washington Post (Posted at 01:52 PM ET, 09/26/2012) <http://www.washingtonpost.com/blogs/class-struggle> (WORD, 2 pp.)

Summary: This newspaper blog describes the limiting and often abusive (to Americans) educational system in Asian countries such as China and Korea whose educational leaders and students look to the United States for friendlier and less prescriptive forms of schooling.

305. Mathews, Jay (2012). "Outdated SAT needs to be retired" (Published September 26, 2012, by The Washington Post). Retrieved Thursday, September 27, 2012, from http://www.washingtonpost.com/local/education/outdated-sat-needs-to-be-retired/2012/09/26/0d0f60da-07a9-11e2-aff-d6c7f20a83bf_story.html

Summary: The author discusses the lack of relevant information obtained through the SAT results, advocating instead for use of tests such as the AP, IB, and AICE exams as better predictors of appropriate college admission decisions and subsequent academic performance.

306. Maxwell, L.A. (2012). "Grades Found to Give 'Early Warning' on ELL Dropouts." Retrieved from Education Week (Edweek.org), Thursday, May 31, 2012. (WORD, 3 pp.)

Summary: "How well English-language learners perform in their 9th grade courses in Chicago's public high schools is a much stronger predictor of their graduation prospects than their language proficiency, regardless of students' race or ethnicity, or the length of time they have been receiving language instruction, according to a new study" (p. 1).

307. McGuinn, Patrick (2012). *The State of Teacher Evaluation Reform: State Education Agency Capacity and the Implementation of New Teacher-Evaluation Systems*. Center for American Progress. November 2012. www.americanprogress.org (pdf, 62 pp.)

Summary: Six states are examined to explore the difficulties in adopting and implementing teacher evaluation models to satisfy the federal Race to the Top grant requirements. Recommendations conclude this discussion.

308. McGuinn, Patrick, and Manna, Paul (2012). *Education Governance in America: Who Leads When Everyone Is in Charge?* (pdf, 18 pp.)

Summary: This chapter introduces and provides an overview of a four-part, 17-chapter book on educational governance in the United States. International comparisons (e.g., Canada and England) are included to give increased perspective to educational governance in the U.S. A clear writing style and insightful chapters by informed authors entice the audience to read this entire book.

309. McLaughlin, Milbrey Wallin (1984). *Teacher Evaluation and School Improvement*. Teachers College Record, Vol. 86, No. 1, Fall 1984. (pdf, 16 pp.)

Summary: This dated text (1984) reads as if it were written during the 21st century, minus the added dimension of federal funding under No Child Left Behind and Race to the Top. Competing purposes for teacher evaluations and stakeholders' input continue to characterize this discussion.

310. McNichol, Elizabeth, Hall, Douglas, Cooper, David, and Palacios, Vincent (2012). *Pulling Apart: A State-by-State Analysis of Income Trends*. Center on Budget and Policy Priorities. Economic Policy Institute. (pdf, 70 pp.)

Summary: The data and supportive narrative in this report on income trends in all fifty states and the District of Columbia document the staggering increase of income and worth of the top five and one percent of the population in contrast to the stagnated incomes of the middle class and the decreased income of the poorest 20 percent of the population. Recommendations for improving this income gap are included.

311. McShane, Michael Q., Hatfield, Jenn, & English, Elizabeth (2015). *The Paperwork Pile-Up: Measuring the Burden of Charter School Applications*. American Enterprise Institute (AEI). May 2015. (pdf, 26 pp.)

Summary: The authors of this text advocate for eliminating approximately 30 percent of the requirements on charter school applications because of onerous and/or unnecessary requirements and requests for information. The rationale is that some requests for information are not within the

sphere of expertise of the charter school authorizers and that time saved could be used directly impacting student success.

312. MDC (2010). *The State of the South 2010*. Chapter 1: Beyond the ‘Gilded Age.’ MDC. www.mdcinc.org (pdf, 27 pp.)

Summary: This 2010 chapter from a text by MDC, a research and advocacy group based in Chapel Hill, NC, contains data and discussion about 13 southern states (11 of which formed the initial Confederacy during the southern states’ succession from the union). The problems and opportunities discussed remain current, even as data are updated to reflect current reality.

313. MDC (2016). *The State of the South. North Carolina’s Building An Infrastructure of Opportunity*. John M. Belk Endowment and MDC. www.stateofthesouth.org (pdf, 99 pp.)

Summary: “In this report, we examined patterns of economic mobility and educational progress in North Carolina by demography and geography to determine who is being successfully prepared for entry and success in the most economically rewarding sectors of the state’s economy” (Introduction, p. 5).

314. Mead, Sara, & Mitchel, Ashley LiBetti (2015). *Pre-K and Charter Schools: Where State Policies Create Barriers to Collaboration*. Foreword by Michael J. Petrilli and Amber M. Northern. Thomas B. Fordham Institute. National Alliance for Public Charter Schools. Bellwether Education Partners. July 2015. (pdf, 173 pp.)

Summary: This document contains results from quantitative and qualitative research about the barriers and advantages to including Pre-K as a part of charter schools in the United States (US). Most of this text contains a state-by-state analysis of these issues. North Carolina is listed as being unfavorable to permitting charter schools to include Pre-K in a charter school’s application because of the lack of specific mention in charter school law that Pre-K can be considered a grade level within charter schools. The requirement for a lottery in some charter school admission decisions also contributes to the negative view of North Carolina’s Pre-K and charter schools relationship.

315. Melnick, R. Shep (2015). *Civil Wrongs: Federal Equity Initiative Promotes Paperwork, Not Equality*. Education Next, Winter 2016, Vol. 16, No. 1. (WORD, 9 pp.)

Summary: The author of this opinion piece criticizes the recently required (i.e., in 2015) U.S. Department of Education’s equity initiative that required equity plans to be submitted by all states. The author cites case law and concludes that a judicial challenge to this initiative might result in the federal government’s inability to impose such requirements by the Office of Civil Rights (OCR).

316. Middle School Journal (2011). *A “Ladder to Literacy” Engages Reluctant Readers*. MSJ. November 2011. Vol. 43, No. 2, pp. 8-17. Association for Middle Level Education (formerly National Middle School Association). (pdf, 12 pp.)

Summary: The author of a literacy study describes his onsite research and implementation at two middle schools with different racial compositions, socio-economic status, and achievement levels. He reflects upon the implementation of his “ladder to literacy” with middle school students and teachers who affirm his theories about reluctant readers and who document his study results.

317. Middlebury Interactive Languages (2015). *A Tapestry of Language: A Look at Languages Spoken by ELLs Across the U.S.* Middlebury Interactive Languages. www.middleburyinteractive.com We are Teachers. www.weareteachers.com (pdf, expanded 1 p.)

Summary: This expanded one-page text colorfully illustrates dominant first languages spoken by students who are English Language Learners (ELLs) throughout the United States.

318. Miller, Claire Cain (2015). “A Disadvantaged Start Hurts Boys More Than Girls.” The New York Times. The Upshot. Posted online October 22, 2015, and retrieved October 29, 2015, from http://www.nytimes.com/2015/10/22/upshot/a-disadvantaged-start-hurts-boys-more-than-girls.html?_r=1&utm_source=Fordham+Updates&utm_campaign=ba28eb7ec5-20151028_EducationGadflyWeekly10_28_2015&utm_medium=email&utm_term=0_d9e8246adf-ba28eb7ec5-71535721&mc_cid=ba28eb7ec5&mc_eid=f13232d012 (WORD, 8/10 pp.)

Summary: The author of this article discusses the report (see citation below) by David Autor et al. (2015) in which gender gap behavioral and educational outcomes are examined based on family issues, especially poverty and female-led households. One conclusion is that female youth might outperform male youth in such situations because of the formative impression female-led households convey to females and males growing up in a climate in which they see their mothers having to survive without male companionship. Another conclusion is that male youth might play out their sadness about this situation through aggressive behavior, given society’s male macho expectations.

*Autor, David, Figlio, David, Karbownik, Krzysztof, Roth, Jeffrey, & Wasserman, Melanie (2015). *Family Disadvantages and the Gender Gap in Behavioral and Educational Outcomes* (WP-15-16). Institute for Policy Research. Northwestern University. <http://www.ipr.northwestern.edu/publications/papers/2015/ipr-wp-15-16.html> (WORD, abstract: 2/10 pp.; full paper: pdf, 71 pp.)

319. Missouri Advisory Council for the Education of Gifted and Talented Children.
“Recommendations for Action – 2015.” (pdf, 1 p.)

Summary: This brief text (one page) contains recommendations for the state of Missouri school districts to address the needs of students identified as gifted and talented and their teachers.

320. Monahan, Rachel (2013). “Whiz kids in 8th grade get jump on tough high school physics course” New York Daily News, posted Monday, September 30, 2013, at 7:25 p.m. (WORD, 3 pp.)
<http://www.nydailynews.com/new-york/education/stem/whiz-kids-8th-grade-jump-tough-physics-courses-article-1.1472121>

Summary: This article highlights the achievements of eighth grade minority students in physics.

321. Morris, Edward W.; Perry, Brea L. “The Punishment Gap: School Suspension and Racial Disparities in Achievement,” Social Problems, January 2016. doi: 10.1093/socpro/spv026. - See more at: <http://journalistsresource.org/studies/society/race-society/race-school-suspension-academic-achievement#sthash.0eSlr1wp.dpuf> . Oxford University Press (on behalf of the Society for the Study of Social Problems) (pdf, 20 pp.)

Summary: The report of this quantitative research study documents the associative relationship between exclusionary student discipline (e.g., suspension and expulsion) and subsequent academic achievement leading to academic achievement gaps. Causation is strongly suggested but not definitively proven.

322. Murphey, David, & Cooper, P. Mae (2015). *Infants and Toddlers in the District of Columbia: A Statistical Look at Needs and Disparities*. December 2015. Commissioned by the Bainum Family Foundation. Child Trends. www.bainumfdn.org (pdf, 64 pp.)

Summary: This text details the condition of infants and toddlers and their families in Washington, D.C. (the District of Columbia), providing statistical data and other proof that this capital city is a tale of two cities. The stark socio-economic, racial divide in the District of Columbia mirrors that of other cities.

323. Murray, Charles (2012). *Coming Apart: The State of White America, 1960-2010*. New York: Crown Forum (a division of Random House, Inc.). (hardcover book, 416 pp.)

Summary: The writer, who co-authored with Richard J. Herrnstein the still controversial text, *The Bell Curve: Intelligence and Class Structure in American Life* (New York: Free Press, 1994), chose the names of two fictitious towns, Belmont and Fishtown, that are based on real communities, to illustrate the eroding values and potential future of white Americans during the years 1960-2010. Charles Murray chose white people to illustrate his theory (quoted below) about the American

project or experiment as a means of eliminating negative claims about his theory based on potential prejudices about minorities.

“This book is about an evolution in American society that has taken place since November 21, 1963 [the date and day before President John F. Kennedy’s assassination], leading to the formation of classes that are different in kind and in their degree of separation from anything that the nation has ever known. I will argue that the divergence into these separate classes [i.e., Belmont as the upper elitist class that follows but refuses to preach strong moral values and Fishtown as the lower working class that increasingly joins and politically supports the nationally crippling welfare state], if it continues, will end what has made America America” (Murray, Prologue, p. 11).

The uncanny resilience of the American people could forestall or even prevent the collapse of this great nation, as has happened to other great nations in history (e.g., Rome and England), according to Murray. “That requires once again seeing the American project for what it has been: a different way for people to live together, unique among the nations of the earth, and immeasurably precious” (Murray, concluding sentence of the book’s 17 chapters, p. 306).

This book is structured into three parts, 17 chapters, plus extensive supporting documents (i.e., data, a personal acknowledgment, Appendices A-G, endnotes for most chapters, a bibliography, and index).

324. My Brother’s Keeper (2015). *My Brother’s Keeper-National MBK Forum Three*. November 17, 2015. PCG/Education [Public Consulting Group]. PowerPoint presentation. www.publicconsultinggroup.com (pdf, 9 slides)

Summary: This nine-slide PowerPoint presentation summarizes the My Brother’s Keeper (MBK) National MBK Forum Three online presentation.

325. Nadworny, Elissa (2015). “Keeping Black Men in Front of the Class.” NPR. October 20, 2015, 8:14 AM ET (4 min 45 sec). Published October 20, 2015, online by NPR and retrieved October 22, 2015, from NPR at <http://www.npr.org/sections/ed/2015/10/20/446858885/keeping-black-men-in-front-of-the-class>

Summary: This article is a transcript of a conversation about retention of Black male teachers in the classroom. Insight into the problem and recommendations are included.

326. The National Advisory Commission on Civil Disorders (1967). *Report of the National Advisory Commission on Civil Disorders*. Summary of Report. (pdf, 26 pp.)

Summary: “The summer of 1967 again brought racial disorders to American cities, and with them shock, fear and bewilderment to the nation. The worst came during a two-week period in July, first in Newark and then in Detroit. Each set off a chain reaction in neighboring communities. On July 28, 1967, the President of the United States established this Commission and directed us to answer three basic questions: What happened? Why did it happen? What can be done to prevent it from happening again? To respond to these questions, we have undertaken a broad range of studies and investigations. We have visited the riot cities; we have heard many witnesses; we have sought the counsel of experts across the country. This is our basic conclusion: Our nation is moving toward two societies, one black, one white--separate and unequal” (p. 1). Education, the gaps in achievement, and other foundational issues of people and society are discussed within this summary of the urban riots in 1967.

327. National Alliance for Public Charter Schools (NAPCS) et al. (2016). *A Call to Action to Improve the Quality of Full-time Virtual Charter Public Schools*. Published by the National Alliance for Public Charter Schools (NAPCS), National Association of Charter School Authorizers (NACSA), and 50CAN, June 2016. (pdf, 16 pp.)

Summary: This text provides critical information and insight about the potential advantages and pitfalls of virtual charter public schools. Sustained student engagement, strong parental support, enrollment criteria, and funding that addresses the characteristics of virtual schooling in contrast to traditional brick and mortar schools are discussed.

328. National Assessment of Education Progress (NAEP) (2013). The Nation’s Report Card. *Mega-States: An Analysis of Student Performance in the Five Most Heavily Populated States in the Nation*. (pdf, 33 pp.)

Summary: NAEP data for the five mega-states (i.e., California, Florida, Illinois, New York, and Texas) is provided in colorful graphs with limited but informative narrative about NAEP test results in reading, math, and science (February 2013 publication date).

329. National Assessment of Education Progress (NAEP) (2013). The Nation’s Report Card. *Trends In Academic Progress. Reading 1971-2012. Mathematics 1973-2012*. June 2013. (pdf, 60 pp.)

Summary: This report provides an analysis of data, with tables and figures, plus stock images of students, about trends in the academic progress of students in reading and mathematics.

330. National Assessment of Education Progress (NAEP) (2012). *Vocabulary Results from the 2009 and 2011 NAEP Reading Assessments* (grades 4, 8, and 12). (pdf, 32 pp.)

Summary: This report concisely discusses the results of the 2009 and 2011 NAEP vocabulary test for grades 4 and 8 and the 2009 NAEP vocabulary test for grade 12, since that test

for grade 12 was not administered in 2011. Clear language and colorful charts result in an understandable, quick read of these results. The inclusion of released questions and an explanatory answer key contribute to the value of this report. Links to documents located on referenced websites permit more indepth study of this information.

331. National Assessment of Education Progress (NAEP) (n.d.). *What Every Parent Should Know About NAEP*. (pdf, 9 pp.)

Summary: This colorful presentation uses brief narration, graphics, and stock photos to explain to parents the purposes of tests administered by the National Assessment of Education Progress (NAEP), commonly known as The Nation’s Report Card.

332. National Assessment of Education Progress (NAEP) (2010). *Writing Framework for the 2011 National Assessment of Educational Progress*. National Assessment Governing Board. USED. September 2010. (pdf, 108 pp.)

Summary: This document discusses the writing assessment to be implemented in 2011 for selected students in grades 4, 8, and 12. It contains very helpful examples of sample test items and rubrics. The appendices are as informative and useful as the main content.

333. National Center for Education Statistics (NCES) (2013). *The Nation’s Report Card: Mega States: An Analysis of Student Performance in the Five Most Heavily Populated States in the Nation*. Institute of Education Science (ies). USED, Washington, D.C. (pdf, 33)

Summary: This document consists of descriptive narration about the NAEP statistical results for reading, mathematics, and science in grades 4 and 8 during 2009 and 2011, as provided in tables and graphs for five states (i.e., California, Florida, Illinois, New York, and Texas, plus the nation as a whole) in which approximately 40 percent of the nation’s students reside.

334. National Center for Education Statistics (NCES) (2012). *The Nation’s Report Card: Writing 2011: National Assessment of Educational Progress at Grades 8 and 12*. Institute of Education Sciences, USED. (NCES 2012-470) (pdf, 52 pp.)

Summary: This NAEP report of the 2011 writing scores for nationally representative students in grades 8 and 12 includes a discussion of the test itself and examples of student responses that were composed using a NAEP supplied laptop computer and scored using a standardized rubric at the different levels of achievement. The results indicate a critical need for increased instruction in writing skills and content knowledge and student familiarity with more than word processing computer skills. This 2011 data provides the baseline for future NAEP writing tests.

335. National Center for Education Statistics (NCES) (n.d.). *National Education Longitudinal Study of 1988 (NELS:88)*. (WORD, 3 pp.)

Summary: “Overview: A nationally representative sample of eighth-graders were first surveyed in the spring of 1988. A sample of these respondents were then resurveyed through four follow-ups in 1990, 1992, 1994, and 2000. On the questionnaire, students reported on a range of topics including: school, work, and home experiences; educational resources and support; the role in education of their parents and peers; neighborhood characteristics; educational and occupational aspirations; and other student perceptions. Additional topics included self-reports on smoking, alcohol and drug use and extracurricular activities. For the three in-school waves of data collection (when most were eighth-graders, sophomores, or seniors), achievement tests in reading, social studies, mathematics and science were administered in addition to the student questionnaire.

To further enrich the data, students' teachers, parents, and school administrators were also surveyed. Coursework and grades from students' high school and postsecondary transcripts are also available in the restricted use dataset - although some composite variables have been made available in the public use file.

The NELS:88 data can be used for policy-relevant research about educational processes and outcomes, for example: student learning; early and late predictors of dropping out; and school effects on students' access to programs and equal opportunity to learn” (p. 1).

336. National Center for Education Statistics (NCES)/Institute of Education Sciences (ies) (2012). *Low-Performing Students: Percentage of U.S. Students at the Lowest Proficiency Levels Relative to International Peers on the Most Recent International Assessments in Reading, Mathematics, and Science: Results from PIRLS 2006, TIMSS 2007, and PISA 2009*. (WORD, 7 pp.)

Summary: Data are provided for PIRLS 2006, TIMSS 2007, and PISA 2009 in table format, with a brief narrative description of the results. Results for students in the United States and the states of Massachusetts and Minnesota are included.

337. National Center for Family and Community Connections with Schools. SEDL (n.d.). (1) *Emerging Issues in School, Family, & Community Connections*; (2) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*; and (3) *Diversity: in School, Family, & Community Connections*. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 11 pp.)

Summary:

- (1) Four issues are presented for current and future consideration: (a) What is meant by connections? (b) How do we measure the outcomes of these connections? (c) How do we use and

further enhance current research about these connections? and (d) How do we address the critical research areas that repeatedly surface within the context of these connections?

- (2) Schools improve and students achieve when educational staff and families collaborate in the teaching and learning process and when schools and communities share power and show mutual respect. Recommendations are given for implementation.
- (3) Diversity within this report is limited to race or ethnicity, culture (including language), and socioeconomic status. Barriers related to diversity are discussed and recommendations are given. A multifaceted approach and time are noted as necessary for successful outcomes.

338. National Center for Family and Community Connections with Schools (n.d.). *Experience with schools survey*. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 1 p.)

Summary: This one-page SEDL survey includes a checklist in each of two columns that ranks school connections as traditional (attended, participated, contributed, voted, talked, and accessed) or reciprocal (volunteered, attended, and participated), according to the majority total number of responses in one of the two columns.

339. National Center for Family and Community Connections with Schools (2004). *Learning outside of the school classroom: What teachers can do to involve family in supporting classroom instruction*. A Strategy Brief of the National Center for Family and Community Connections with Schools. September 2004. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 4 pp.)

Summary: This research brief discusses the need and several recommendations for involving parents in direct instruction of their children in support of aligned curriculum and teacher expectations.

340. National Center for Family and Community Connections with Schools (2004). *SEDL's research publications on parental involvement inform NCLB guidelines*. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 2 pp.)

Summary: This less than two-page document summarizes the two SEDL research documents that were used to inform the USED's No Child Left Behind (NCLB) guidelines for family and community involvement.

341. National Center for Family and Community Connections with Schools (2002). *Types of family & community connections with schools*. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 1 p.)

Summary: This one-page document lists eight strategies, with a descriptive statement for each one, for different types of family and community connections with schools.

342. National Center for Family and Community Connections with Schools (2002). *What do we mean by “family and community connections with schools?”* Research Brief. November 2002. Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 2 pp.)

Summary: Community connections and subsequent outcomes vary from the typical expectations of volunteerism and fundraisers to immunization and school to community outreach. Direct impact on students’ academic achievement is not the only positive result of community connections, which should be viewed as establishment of critical rapport with the community.

343. National Center for Family and Community Connections with Schools (n.d.). *Who benefits from family & community connections?* Austin, TX: Southwest Educational Development Laboratory (SEDL). www.sedl.org/connections (pdf, 2 pp.)

Summary: Students, school, family, and community benefit from the connection of school with family and community. Examples of those benefits are listed for each stakeholder.

344. National Center on Time & Learning (NCTL) (2012). *Mapping the Field: A Report on Expanded–Time Schools in America.* Fall 2012. (pdf, 48 pp.)

Summary: This report provides descriptive and quantitative information about expanded (also known as extended) time schools in the United States, including state-by-state analysis. Information from a compilation of schools in the U.S. during 2009 has been updated and expanded as of 2010-11. The NCTL Expanded-Time Schools Database (SY 2010-2011), which is accessible from the NCTL website, provides current information about these expanded-time schools. However, researchers responsible for this report caution against concluding that all expanded-time schools have been identified, thus included, in this database. The total pages include many colorful photographs and tables, thus decreasing the actual printed material to be read.

345. National Council of Teachers of English (NCTE) (n.d.). *Principles in Practice imprint. Bridging the Gap Between Research and Classroom Practice.* (pdf, 6 pp.)

Summary: This document profiles texts published by the National Council of Teachers of English (NCTE) in which research-based classroom practices are presented. A brief biography of each author concludes each of the brief summaries for each text. An order form is included.

346. National Governors Association (NGA) Center for Best Practices Issue Brief (2010). *Building on Early Childhood Professional Development System.* February 4, 2010. www.nga.org/center (pdf, 10 pp.)

Summary: Professional development and data collection, analysis, and implementation are the foci of this issue brief that addresses the need for a statewide early childhood professional development system. Funding and salary parity are also discussed. North Carolina is included.

347. National High School Center at AIR (2012). *College and Career Development Organizer*. (pdf, 2 pp.)

Summary: This document is presented primarily in chart form, providing goals and expectations, pathways and supports, and outcomes and measures for college and career readiness.

348. Neergaard, Lauran (2014). "Peek Into Brain Shows How Kids Learn Math Skills" Published online August 17, 2014; retrieved August 18, 2014, from NewsObserver.com at <http://www.newsobserver.com/2014/08/17/4077787/peek-into-brain-shows-how-kids.html?sp=/99/102/105//%20NewsObserver.com> (WORD, 3 pp.)

Summary: This Associated Press (AP) report of NIH funded research discusses the swift, automatic retrieval of math facts as children practice math and as these children age. One conclusion is that math drills can help. Future research anticipates studying learning disabilities.

349. New Education Majority (2016). *New Education Majority: Attitudes and Aspirations of Parents and Families of Color*. The Learning Conference Education Fund and Anzalone Listz Research. April 2016. www.NewEducationMajority.org (pdf, 12 pp.)

Summary: This brief report summarizes 2016 (i.e., post-ESSA passage) surveying of 400 African-American and 400 Latino parents about how these parents and families of color view school treatment of their children and what they want for their children from the educational system.

350. New York State Principals. New York State's High Schools, Middle Schools and Elementary Schools (2013). "An Open Letter of Concern Regarding New York State's APPR Legislation for the Evaluation of Teachers and Principals." www.newyorkprincipals.org (pdf, 149 pp.)

Summary: This brief four-page letter contains reasons for objecting to the state of New York's evaluation system of teachers and principals, with concluding recommendations for field-testing an evaluation system that uses school-wide global data for accountability. A lengthy list of principals and an additionally lengthy list of supporters conclude this document.

351. Nichol, Gene (2013). "In NC, Poverty Pervades As We Evade." <http://www.newsobserver.com/2013/01/26/2633050/in-nc-poverty-pervades-as-we.html>
Retrieved from The News & Observer online, Monday, January 28, 2013 (WORD, 8 pp.)

Summary: Gene Nichol, a former college president and law school dean, introduces a series of articles he plans to write for The News & Observer newspaper on poverty in North Carolina.

352. North Carolina (n.d.). *Opportunity to Learn for Black Students: 60% of that for White Students*. [source? includes WCPSS data] (pdf, 10 pp.)

Summary: This document includes data and some discussion of the gaps between Black and White male students in North Carolina and the United States. The limited achievements of White male students result in a narrower gap with Black male students. Several LEAs in North Carolina (i.e., Charlotte Mecklenburg, Cumberland County, Guilford County, and Wake County) are featured.

353. (The) North Carolina Academic Standards Review Commission (NCASRC). *Minority Report-Math Work Group [of Findings and Recommendations (regarding the Common Core State Standards [CCSS] in English Language Arts [ELA] and mathematics [math])]*. December 2015. (pdf, 28 pp.)

Summary: This document contains the minority report for the mathematics working group of the North Carolina Academic Standards Review Commission (NCASRC) for the Common Core State Standards (CCSS).

354. (The) North Carolina Academic Standards Review Commission (NCASRC). *Report of Findings and Recommendations [regarding the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics (math)]*. December 31, 2015. (pdf, 120 pp.)

Summary: This document contains the findings and recommendations for English Language Arts (ELA) and mathematics for the Common Core State Standards (CCSS), as reported by the North Carolina Academic Standards Review Commission (NCASRC).

355. North Carolina Department of Public Instruction (2015). *North Carolina Proof of Concept Study. Assessment Brief: Grade 5 Mathematics. Grade 6 English Language Arts/Reading*. NCDPI Division of Accountability Services/North Carolina Testing Program. September 2015. (pdf, 2 pp.)

Summary: This brief summarizes the North Carolina Proof of Concept Study purpose, content, implementation, and future expectations.

356. North Carolina Department of Public Instruction (2015). *North Carolina Proof of Concept Study. Frequently Asked Questions (FAQ)*. NCDPI Division of Accountability Services/North Carolina Testing Program. September 2015. (pdf, 4 pp.)

Summary: This FAQ document answers questions anticipated about the North Carolina Proof of Concept Study.

357. North Carolina Department of Public Instruction (2015). North Carolina Proof of Concept Study. Talking Points for Principals and Teachers. NCDPI Division of Accountability Services/North Carolina Testing Program. September 2015. (pdf, 2 pp.)

Summary: This document includes key points that are found within the summary and FAQ documents concerning the North Carolina Proof of Concept Study.

358. (The) North Carolina Education Research Data Center (n.d.). Papers and presentations employing data from the North Carolina Education Research Data Center. (pdf, 23 pp.)

Summary: The first eleven pages of this document is a bibliographical listing of research studies about various educational subjects, many of which relate to the achievement gap. The final twelve pages contain abstracts of research under subheadings that address various impacts upon student achievement and the achievement gap. The latest publication date is 2011.

359. North Carolina Fund (Board of Directors) (n.d.). *Change comes knocking: The story of the NC Fund [Board of Directors]*. (pdf, 4 pp.)

Summary: This brief document provides profiles of the members of the Board of Directors of the North Carolina Fund, which, under then Governor Terry Sanford, provided financing and other support for impoverished families in North Carolina and for the improvement of education for all.

360. *North Carolina Income Inequality*. Pulling Apart. Center on Budget and Policy Priorities. Economic Policy Institute. (pdf, 1 p.)

Summary: This one-page graphic shows the income inequality in North Carolina and the high national ranking of North Carolina in income inequality.

361. North Carolina Justice Center (2012). *Policy & Progress*. (pdf, 16 pp.)

Summary: This newsletter type document addresses the adverse effects of poverty and associated issues upon the nation, North Carolina, individual families, and institutions such as the public schools and housing. Articles from staff at North Carolina Policy Watch are also included.

362. North Carolina Legal Services Planning Council (2003). *North Carolina Statewide Legal Needs Assessment 2003*. North Carolina. (pdf, 62 pp.)

Summary: This easy to read report, with duplicated discussions of some issues, begins with findings on various issues handled by legal services providers in North Carolina and continues with the persistent and prevailing conditions faced by the poor. The brief report of the Education Law

Task Force is located on page 37. All discussions are addressed within the context of poverty and the plight of state residents with limited or no political and/or economic clout.

363. North Carolina School Superintendents Association (NCSA) (2015). *North Carolina Guide to Strengthening Our Public Schools: PreK-12 Public Education Strategic Plan*. January 2015. Executive Summary (pdf, 11 pp.). Full Report (pdf, 36 pp.)

Summary: This guide includes specific recommendations, with accompanying objectives, rationale, and strategies, for improvement of North Carolina’s public schools by the state’s 115 district superintendents. The eleven-page Executive Summary is also included in the full guide (36 pages). These texts are available at www.ncasa.net.

364. North Carolina Virtual Public School (2013). *Staying Competitive in an Era of School Choice*. (pdf PPT, 17 pp.)

Summary: This PowerPoint presentation includes an embedded Youtube video (2:03 minutes) entitled “Leaving the Escalator” in which well dressed, professional looking adults inexplicably and unwisely choose to remain on a malfunctioning escalator. Most of these slides provide direct information about the North Carolina Virtual Public School and its constituents.

365. NPR. All Things Considered (February 6, 2012). *Is White, Working Class America ‘Coming Apart’? (re: Charles Murray (2012). Coming Apart: The State of White America, 1960-2010)* (WORD, 3 pp.)

Summary: This brief review summarizes the National Public Radio (NPR) interview that was conducted in February 2012 with the author, Charles Murray, about his book, *Coming Apart: The State of White America, 1960-2010* (2012). Murray focuses upon two socio-economic classes within the United States: the upper middle class (20%) whom Murray describes as the cognitive elite and the lower class (30%) whose lives no longer converge because of different values, interests, and activities, resulting in the “coming apart” of White America, according to Murray.

366. OECD (2012). *Education at a Glance 2012: OECD Indicators*. Revised Version, September 2012. OECD Publishing. <http://dx.doi.org/10.1787/eag-2012-en> (pdf, 570 pp.)

Summary: “Education at a Glance: OECD Indicators is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of education systems in the OECD’s 34 member countries, as well as a number of non-member G20 nations” (p. 570).

“Featuring more than 140 charts, 230 tables, and 100 000 figures, Education at a Glance provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools” (p. 570).

“Contents:

Chapter A. The Output of Educational Institutions and the Impact of Learning
Chapter B. Financial and Human Resources Invested in Education
Chapter C. Access to Education, Participation and Progression
Chapter D. The Learning Environment and Organisation of Schools” (p. 570)

This document uses British English (e.g., USD 970 instead of \$970; the word, take, for the word, want; spelling using “s” instead of “z”; the use of a single “l” rather than a double “l” in the spelling of words; and the use of “Annex” instead of Appendix), which is decipherable for most users of American English.

Most charts and tables are probably outdated as of 2012-13; however, updated data and information should be available via the cited web addresses or from other sources. A detailed table of contents permits selected use of this lengthy document.

367. OECD (2015). *Education at a Glance 2015: OECD Indicators*. OECD Publishing.
<http://dx.doi.org/10.1787/eag-2015-en> (pdf, 568 pp.)

Summary:

368. OECD (2011). *Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education*. OECD Publishing. <http://dxdoi.org/10.1787/9789264096660-en> (pdf, 259 pp.)

Summary: This OECD text, *Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education*, outlines changes in thinking and actions taken by several high performing countries and concludes with specific applications to the United States. Despite its 2011 publication date, this OECD text is applicable to 2014 and beyond and could offer insights to anyone, especially professional educators, policy makers, and state and national legislators, who is truly interested in improving the U.S.’s international standing in PreK-12 academic achievement.

369. OECD (2012), *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, OECD Publishing.
<http://dx.doi.org/10.1787/9789264128859-en> (pdf, 62 pp.)

Summary: “This document provides an overview of the skills that are assessed in PIAAC – literacy, numeracy and problem solving in technology-rich environments – with a focus on the key features of the frameworks guiding the development of the assessments, in particular, the definitions of the different assessment domains and the variables that guide selection of assessment tasks...Draft frameworks for each of the assessment domains were developed by dedicated expert groups and have been published separately (PIAAC Literacy Expert Group, 2009; PIAAC Numeracy Expert Group, 2009; PIAAC Problem Solving Expert Group 2009; and Sabatini and Bruce 2009). [footnote: ‘1. The membership of the expert groups is presented in Annex A.’] This document summarises this work. It also includes examples of the items and stimuli used to measure proficiency in the domains covered by the assessment.” (9).

370. OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing. <http://dx.doi.org/10.1787/9789264204256-en> (pdf, 466 pp.)

Summary: “Overall, the results suggest that investments in improving adults’ proficiency in literacy, numeracy and problem solving in technology-rich environments may have significant benefits. Independent of policies designed to increase participation in education and training, improvements in the teaching of literacy and numeracy in schools and programmes for adults with poor literacy and numeracy skills and limited familiarity with ICTs may result in considerable economic and social returns for individuals and for society a whole” (p. 246). Many of the first 246 pages and most of the rest of this 466-page document contain tables that are available online.

371. OECD (date). *School Factors Related to Quality and Equity. Results From PISA 2000*. Organisation for Economic Co-Operation and Development (OECD). (pdf, 158 pp.)

Summary: Even though the United States is included in these international comparisons of variables influencing schools and students, data from 2000 for countries other than the United States might have limited application to 21st century schools and students in the USA. However, discussion of factors influencing school performance and student achievement is still relevant.

372. OECD (2013). *Skilled for Life? Key Findings from the Survey of Adult Skills*. (pdf, 32 pp.)

Summary: This OECD report discusses the findings from both OECD and non-OECD countries (including the United States), based on a survey of adult skills and use of those skills in employment. Policy recommendations are included.

373. OECD (2013), *The Survey of Adult Skills: Reader’s Companion*, OECD Publishing. <http://dx.doi.org/10.1787/9789264204027-en> (pdf, 124 pp.)

Summary: This document describes the purpose and content of *The Survey of Adult Skills: Reader’s Companion* (OECD 2013) and compares this survey with other OECD surveys and tests.

374. Owens, Ann (2016). *Inequality in Children's Contexts: Income Segregation of Households with and without Children*. American Sociological Review (0003122416642430). Published April 27, 2016. Abstract. (WORD, 1 p.)

Summary: The abstract of this text gives the following opening statement about this research: "Past research shows that income segregation between neighborhoods increased over the past several decades. In this article, I reexamine income segregation from 1990 to 2010 in the 100 largest metropolitan areas, and I find that income segregation increased only among families with children."

375. Owens, Jenni, Wettach, Jane, & Hoffman, Katie Claire (2015). *Instead of Suspension: Alternative Strategies for Effective School Discipline*. Duke Center for Child and Family Policy and Duke Law School. (Children's Law Clinic). www.childandfamilypolicy.duke.edu
<http://law.duke.edu/childedlaw/> (pdf, 57 pp.)

Summary: This brief text covers national and state (i.e., North Carolina) practices and data for suspending and expelling students. Ten alternative programs to suspension are discussed in individual sections. Data are provided in both appendices.

376. Paige, Rod, & Witty, Elaine (2010). *The Black-White Achievement Gap: Why Closing It Is the Greatest Civil Rights Issue of Our Time*. New York: AMACOM. American Management Association. (hardback book, 210 pp.)

Summary: The premise of this text is that authentic African American leadership is needed to address nationally and to eliminate (or at least to reduce significantly) the academic achievement gap in order for African Americans to achieve racial equality and social justice. These authors who are siblings claim that the achievement gap is the civil rights issue of the 21st century. This primarily expository approach to the achievement gap discussion contains supporting data and research.

377. Perlmutter, David et al. (2014). "Poverty Spreads Across Mecklenburg, North Carolina." Charlotteobserver.com Published online Saturday, August 2, 2014; retrieved Wednesday, August 6, 2014, from <http://www.charlotteobserver.com/2014/08/02/5082690/poverty-spreads-across-mecklenburg.html#.U-JX0KPD> cs (WORD, 6 pp.)

Summary: This Charlotte Observer newspaper article personalizes the plight of poverty in Mecklenburg County and Charlotte, North Carolina, by featuring a home missionary and his family who live among and work with immigrants and other impoverished people in distressed areas. Poverty in North Carolina and elsewhere is no longer primarily hidden in obscure sections of a town or city or limited to the images of dilapidated housing and junk vehicles seen while driving through rural areas of the state.

378. Peterson, Paul E., Barrows, Samuel, & Gift, Thomas (2016). “After Common Core [State Standards], States Set Rigorous Standards.” *EducationNext*, Summer 2016, Vol. 16, No. 3. (WORD, 10 pp.)

Summary: The authors of this EducationNext article discuss findings of state standards assessments versus 2015 NAEP results in mathematics and reading. The state of North Carolina, which slipped from a grade of “A” in 2013 to a “B” in 2015, had the largest difference among the few states that dropped from an “A” to a lower grade in 2015.

379. Petrilli, Michael J. (2012). *Can Schools Spur Social Mobility*. Thomas B. Fordham Institute-Advancing Educational Excellence. (WORD, 4 pp.)

Summary: This article directly and reflectively addresses the issue of academic meritocracy as it impacts the national efforts to use education to create social mobility for poor students of all races and minorities in particular. Echoes of the historical debate between Booker T. Washington (vocational education and the view of race relations as separate fingers on one hand) and W.E.B. DuBois (“the talented tenth”) can be inferred; however, one should not automatically conclude that DuBois would totally agree with the current claims about the intended or unintended impact of academic meritocracy. This brief analysis could stir meaningful discussion.

380. Petrilli, Michael J. (2013). *How to Fight Poverty—and Win*. Retrieved Friday, November 8, 2013, from Education Gadfly Weekly (dated Thursday, November 7, 2013), an online publication of The Thomas B. Fordham Institute. (WORD, 4 pp.)

Summary: In this Education Gadfly Weekly opinion piece, Michael J. Petrilli of The Thomas B. Fordham Institute responds in a blog to a colleague in an article that was originally published in Education Week’s Bridging Differences blog. Petrilli outlines some principles and interventions for understanding and alleviating poverty as it affects schools and students in the United States.

381. Pew Research Center (2016). *America’s Shrinking Middle Class: A Close Look at Changes Within Metropolitan Areas*. Pew Research Center. Released May 11, 2016. (pdf, 75 pp.)

Summary: This report contains narrative descriptions, with charts and graphs, of the changing economic conditions of 226 metropolitan areas in the United States, including several locations in North Carolina. Though repetitive in content, this text presents a convincing picture of the economic impact of the recession that began in 2007-2008 and continues to some degree today.

382. Phelan, Patricia et al. (1993). *Renegotiating Cultural Diversity in American Schools. Chapter 2: Students’ Multiple Worlds: Navigating the Borders of Family, Peer, and School Cultures*. (pdf, 17 pp.)

Summary: This chapter of a text based upon quantitative (data analysis) and qualitative (case study) research presents and illustrates the Multiple Worlds Model for identifying and understanding the ways students negotiate their various worlds of which school is one. The four world models are illustrated by interviews with and descriptions of students who represent each model and their variations. This chapter of 34 pages (two chapter pages per each of the 17 pdf pages) provides essential information for all who want to understand how to help all students successfully navigate their sometimes conflicting worlds so that all students can be successful in school and life.

383. Phi Delta Kappan. February 2012. *Educating Black males: Closing the gap: What works, what doesn't.* (educational journal, 80 pp.)

Summary: This Phil Delta Kappan issue (February 2012) includes a diversity of articles written by various researchers, educators, and writers about the academic plight of black males and the systemic issues that impact black males. Cuban students are also discussed in a concluding column.

384. Plucker, Jonathan A. et al. (n.d.). *Talent on the Sidelines: Excellence Gaps and America's Persistent Talent Underclass.* Center for Education Policy Analysis at the Naeg School of Education, University of Connecticut. (pdf, 41 pp.)

Summary: This insightful, data filled discussion analyzes the limited number of students in the United States who score at the advanced level on the NAEP tests, which serve as a proxy for advanced education and achievement in this report. International, racial, gender, and socio-economic comparisons are made. Advocacy and recommendations are included. A website address (<http://cepa.uconn.edu/mindthegap>) is provided for state-by-state comparisons of data.

385. Pollock, J.E. et al. (2012). *Minding the Achievement Gap One Classroom at a Time.* Table of Contents and Study Guide. ASCD. (pdf, 5 pp.) [ASCD book, 150 pp.]

Summary: “This ASCD Study Guide is meant to enhance your understanding of the concepts and practical ideas presented in *Minding the Achievement Gap One Classroom at a Time*, an ASCD book written by Jane E. Pollock, Sharon M. Ford, and Margaret M. Black. You can use the study guide after you read the book or as you finish each chapter. The questions provided are designed to help you make connections between the text and your professional situations and experiences. Although you may think about these questions on your own, you might consider pairing with a colleague or forming a study group with others who have read (or are reading) *Minding the Achievement Gap One Classroom at a Time*” (p. 2).

386. Popham, W. James (2013). *Evaluating America's Teachers: Mission Possible?* Thousand Oaks, CA: Corwin. A SAGE Company. (paperback, 176 pp.)

Summary: This text reads like a college lecture by a seasoned professor to students who range from serious scholars to slackers. Anyone interested in the current focus upon teacher evaluations as a means of increasing student achievement could benefit from reading this discussion by a prolific author and researcher. The expository approach is research-based without the internal citations. The author's diction stretches the reader without obscuring the meaning. His examples illustrate abstract thought. His light hearted humor does not distract from the author's serious tone and academic credibility. The concluding chapter nine moves into advocacy as the author directly addresses the reader who might be a member of one of the three audiences that are explicitly referenced at the conclusion of each chapter: the policy maker, the administrator, and the teacher.

387. Porter, Eduardo (2015). "Education Gap Between Rich and Poor Is Growing Wider." Published online by The New York Times on September 22, 2015, and retrieved September 23, 2015, from <http://www.nytimes.com/2015/09/23/business/economy/education-gap-between-rich-and-poor-is-growing-wider.html?ribbon-ad-idx=2&rref=business/economy>

Summary: The author of this article in The New York Times online discusses in detail the academic achievement gap that he characterizes as a gap in class (i.e., Socio-Economic Status, SES), which is increasing, despite gains that were made in the academic achievement gap based on race.

388. Porter, Judith D.R. (1971). Black Child, White Child: The Development of Racial Attitudes. Cambridge, MA. (hardback book, 278 pp.)

Summary: Despite its dated publication (copyrighted 1971) and research (mid to late 1960s), this scholarly text provides insightful historical context for understanding the past and current white-Black perceptions of race and attending issues as demonstrated by young children, ages three to five (see p. 203). The author, a sociologist, includes references to research studies (e.g., Kenneth and Mamie Clark and James Coleman) that have influenced societal and individual racial perceptions and at least one seminal legal case (i.e., the 1954 *Brown* decision that mandated racial desegregation of public schools). This carefully structured discussion attempts to balance past research findings with the author's findings and conclusions and with the potential for future conclusions based upon the then emerging Black power movement that was changing society and Black self-perception. The author's conclusions resonate today: "The racial attitudes of children are a reflection of the racial attitudes and actions of American society. Only if energy is redirected toward the improvement of the economic position of blacks [and others who live and labor under impoverished socio-economic conditions] and the full integration [as opposed to mere desegregation] of American society will the pattern of prejudice among whites and self-rejection [which could be characterized as a form of self-destruction] among black youngsters that I have reported largely disappear" (p. 220).

389. Provasnik, S., Kastberg, D., Ferraro, D., Lemanski, N., Roey, S., and Jenkins, F. (2012). *Highlights From TIMSS 2011: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2013-009). National Center for Education

Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (pdf, 56 pp.)

Summary: This document provides data in tables, figures, and narrative formats. (See also TIMSS (2012). Highlights From TIMSS 2011 below in this annotated bibliography.)

390. Provenzo, Jr., E.F., Renaud, J.P., and Provenzo, A.B., eds. (2009). *Encyclopedia of the Social and Cultural Foundations of Education*. Vol. 1. Thousand Oaks, CA: SAGE Publications, Inc. (pdf, 472 pp.)

Summary: “This is an encyclopedia of the Social and Cultural Foundations of Education. It is intended to provide a comprehensive background for those interested in issues involving schools and society. The Social and Cultural Foundations of Education is an interdisciplinary field, including disciplines (to name just a few) such as history and sociology, as well as topical areas such as globalization and technology” (p. xxxv).

391. Public Agenda (2012). *Failure Is Not An Option: How Principals, Teachers, Students, and Parents from Ohio’s High-Achieving, High-Poverty Schools Explain Their Success*. Executive Summary, pages 3-4 (WORD, 2 pp.). Full Report (pdf, 64 pp.)

Summary: This brief but informative report of onsite visits, interviews with staff and students, and data comparisons of nine K-12 schools in Ohio provides a snapshot of the characteristics and best practices that create and sustain high academic achievement among students from mainly low income families. The School Profiles (pdf pages 28/30-55/57) are especially noteworthy. The reading program, Success for All (SFA), is credited with contributing significantly to success at more than one of these featured schools. The motto of one of the principals, Failure is not an option, is an apt title for this report. The 2012 copyright date also makes this report relevant.

392. Public School Forum of North Carolina (2015). *Top Ten Education Issues 2015*. www.ncforum.org (pdf, 28 pp.)

Summary: The ten top educational issues selected by the Public School Forum of North Carolina are discussed in this brief text, which concludes with a list of major sources for each issue.

393. Public School Forum of North Carolina (2014). *2013 Local School Finance Study*. (pdf, 12 pp.)

Summary: This quick study of the 2013 financing of schools in North Carolina includes data in narrative and chart form and a concluding glossary, which is especially helpful in understanding the terminology of school finance and the implications for school funding and student achievement.

394. Public School Forum of North Carolina (2016). *2016 North Carolina Education Primer: Critical Education Issues in North Carolina*. (pdf, 134 pp.)

Summary:

395. Public School Forum of North Carolina (PSFNC)/North Carolina Center for Afterschool Programs (NCCAP) (2015). *Roadmap of Need 2014* (i.e., Health, Youth Behavior & Safety, Education, and Economic Development). (pdf, 16 pp.)

Summary: This study of North Carolina's 2014 data reveals an undeniable conclusion that this state is defined by two economic and social realities. Data is provided for the areas of Health, Youth Behavior and Safety, Education, and Economic Development to illustrate the problems.

396. Public Schools of North Carolina. State Board of Education/Department of Public Instruction (NCDPI) (2012). *How Do North Carolina Public Schools Measure Up?* June 2012. (pdf, 2 pp.)

Summary: This two-page document provides data for North Carolina's public schools as of June 2012 and listing of the reasons for the 21st century retooling of these schools.

397. Public Schools of North Carolina. State Board of Education/Department of Public Instruction (NCDPI) (n.d.). *Parent and family involvement: A guide to effective parent, family, and community involvement in North Carolina schools*. 2nd edition. www.ncpublicschools.org (pdf, 56 pp.)

Summary: This guide provides research-based information about parent and family involvement in schools and in the lives of individual students, which is cited as having greater impact upon the achievement gap than socio-economic status. It includes templates for guidance, monitoring, and evaluation of the proposed strategies. A reference is made to an internal citation that includes 2010 information; therefore, despite not being dated itself, the second edition of this guide is probably current as of 2010 and possibly 2011-12.

398. Public Schools of North Carolina. State Board of Education. Department of Public Instruction (2016). Report to the North Carolina General Assembly. Annual Charter Schools Report. G.S. 115C-218.110(b). Due January 15, 2016. Revised. (pdf, 32 pp.)

Summary:

399. Public Schools of North Carolina. State Board of Education/Department of Public Instruction (NCDPI). Accountability Services Division (2011). *The North Carolina 2011 SAT Report*. Derived from data provided by the College Board (2010-2011).
<http://www.ncpublicschools.org/docs/accountability/reporting/sat/2011/satreport2011.pdf>
www.ncpublicschools.org www.collegeboard.com (pdf, 56 pp.)

Summary: *The North Carolina 2011 SAT Report* provides SAT comparative data for the United States and North Carolina. Comparisons yield significant facts and factors about but not

necessarily causation for the persistent achievement gap. The next SAT report for North Carolina is due in September 2012.

400. Public Schools of North Carolina. State Board of Education/Department of Public Instruction (NCDPI). Curriculum and School Reform Services. Division of Middle Grades Education. School Safety and Climate Section (n.d.). *Alternative learning programs and schools. Standards and implementation procedures.* (pdf, 97 pp.)

Summary: This document contains the standards and elaborations for Alternative Learning Programs and Schools (ALPS). Though apparently dated in the mid-2000s, it is relevant to current standards for all students and can be updated by reference to current NCSBE policies.

401. Public Schools of North Carolina (2012). "The North Carolina State Literacy Plan Approved by North Carolina State Board of Education May 3, 2012." State Board of Education/Department of Public Instruction. Office of the State Superintendent. Curriculum and Instruction Division. (WORD, 80 pp.)

Summary: This document contains the 2012 state of North Carolina literacy plan that was funded by the Striving Readers Comprehensive Literacy grant (USED) and approved by the North Carolina State Board of Education on May 3, 2012. This 2012 literacy plan contains supporting documents, such as the Common Core State Standards Anchor Standards for Reading and a template for documenting the implementation of this literacy plan statewide.

402. Putnam, Robert (2015). "The American Dream in Crisis: A Conversation with Robert Putnam." The Education Gadfly. Thomas B. Fordham Institute. Michael Petrilli, President. Recorded Wednesday, May 13, 2015, based on Dr. Robert Putnam's book, *Our Kids: The American Dream in Crisis*.

<http://edexcellence.net/articles/the-american-dream-in-crisis-a-conversation-with-robert-putnam#>
(time: 1:13:10; WORD, 31 pp.)

Summary: The audio-visual recording and transcript of this discussion with Robert Putnam by Michael Petrilli, President, Thomas B. Fordham Institute, provide insight into the mind and experiences of a notable Harvard professor whom U.S. Presidents consult. Dr. Putnam's most recent book, *Our Kids: The American Dream in Crisis*, is the source of most of Professor's Putnam's remarks in this discussion.

403. Ramirez, Ainissa (2014). "Is Lecturing Culturally Biased?" *edutopia*. What Works in Education. The George Lucas Educational Foundation. Published online November 5, 2014; retrieved November 6, 2014, from <http://www.edutopia.org/blog/is-lecturing-culturally-biased-ainissa-ramirez> (WORD, 5 pp.)

Summary: This science blogger and former college professor describes a study conducted at the University of North Carolina at Chapel Hill during which science students were taught via traditional lecture and via engaged active learning. Black students performed significantly better and the achievement gap decreased when the teaching style was more interactive than the traditional lecture. This blogger’s academic credentials and experience in higher education are impressive.

404. Reardon, Sean F. (2016). *School Segregation and Racial Academic Achievement Gaps*. April 2016. Prepared for Russel Sage Foundation conference: “The Coleman Report at Fifty: Its Legacy and Enduring Value.” (pdf, 30 pp.)

Summary: This conference report contains quantitative references (with data concluding this report) that show correlation of lowered academic achievement by Black and Hispanic students in schools characterized by poverty.

405. Regional Resource Center Program (2008). *Achievement gaps, diversity, & disproportionality*. (WORD, 1 p.)

Summary: The original source for this copied one-page document, which is self-described as a work in progress, contains live links to sites devoted to the achievement gap.

406. Reid, Jeanne L., & Kagan, Sharon Lynn, with Michael Hilton and Halley Potter (2015). *A Better Start: Why Classroom Diversity Matters in Early Education*. A Report from The Century Foundation and the Poverty & Race Research Action Council. April 2015. National Center for Children and Families, Teachers College, Columbia University. (pdf, 34 pp.)

Summary: This report discusses the advantages of diversifying preschool education so that children will have early exposure to socio-economic and preferably racial and ethnic differences as a means of increased academic achievement for students at risk and social awareness for all students.

407. Research on closing the achievement gap in mathematics (n.d.). (pdf, 5 pp.)

Summary: “The key findings from the research articles contained in this review are organized according to grade level clusters. Several of the research articles presented here spanned all grade levels K-12, and results from them are listed as K-12 findings. This research highlights a number of themes (interventions, instructional strategies, and teacher quality) that transcend all levels. The themes are important considerations leading to effective means for improving mathematics achievement and for narrowing or closing the achievement gap” (p. 1).

The original source of this compilation of research is undocumented; however, the brief narrative description of findings and conclusions and the bibliography of referenced research are invaluable.

408. Richmond, Matthew (2014). *The Hidden Half: School Employees Who Don't Teach*. Thomas B. Fordham Institute. August 2014. (pdf, 41 pp.)

Summary: The author argues that employment of non-teaching staff misdirects critical funds away from the classroom teacher and student, thereby negatively impacting student achievement.

409. Richmond, Matthew et al. (2013). *Financing the Education of High-Need Students*. Thomas B. Fordham Institute. November 2013. (pdf, 18 pp.)

Summary: “This paper does not purport to revamp national special-education policy or to solve all of its financial problems. Instead, it focuses on three specific challenges that are often encountered when districts, especially small districts, grapple with the costs of their highest-need special-education students, and it makes three recommendations that districts and states could put into practice today, without waiting for reforms or help from Washington, as they seek ways to mitigate those problems: 1. District Cooperatives...2. Student Funding Based on Multiple Weights...[and] 3. Exceptional-Need Funds...Special education is in need of a top-to-bottom makeover that nobody seems willing or able to undertake. But some worthy repairs can be made around the periphery of current policy—and the three set forth in this paper are well worth undertaking by states and districts across the land” (pp. 1-2).

410. Ringler, Marjorie C. et al. (2012). *Coaching Protocol Gives Rural District A Common Language for Learning*. www.learningforward.org (pdf, 4 pp.)

Summary: These East Carolina University (Greenville, NC) educators describe their implementation of coaching of teachers in teaching language learning and academic content as a part of the Sheltered Instruction Observation Protocol at the only elementary and middle school in Tyrrell County, which is located in eastern North Carolina.

411. Ronfeldt, Matthew et al. (2011). *How Teacher Turnover Harms Student Achievement*. NBER Working Paper Series. National Bureau of Economic Research. <http://www.nber.org/papers/w17176> (pdf, 36 pp.)

Summary:

Abstract (p. 2): “Researchers and policymakers often assume that teacher turnover harms student achievement, but recent evidence calls into question this assumption. Using a unique identification strategy that employs grade-level turnover and two classes of fixed-effects models, this study estimates the effects of teacher turnover on over 600,000 New York City 4th and 5th grade student observations over 5 years. The results indicate that students in grade-levels with higher turnover score lower in both ELA and math and that this effect is particularly strong in schools with more low-performing and black students. Moreover, the results suggest that there is a disruptive effect of turnover beyond changing the composition in teacher quality” (p. 2).

412. Rosa, Marguerite, & Lake, Robin (2015). *Title I: Time to Get It Right*. (pdf, 4 pp.)

Summary: The federal to state to school district pipeline for federal Title I funding is explained and criticized. The main recommendation is that funding should be based on the actual number of students who live in poverty, not state size or other such considerations.

413. Rose, Stephanie (2012). *Third Grade Reading Policies*. Education Commission of the States. www.ecs.org (pdf, 16 pp.)

Summary: This document lists the state policies and requirements for assuring that students can read proficiently by the conclusion of the third grade or the beginning of the fourth grade.

414. Ross, Martha (2011). *Strengthening Educational and Career Pathways for D.C. Youth*. Metropolitan Policy Program at Brookings. October 2011. www.brookings.edu/metro (pdf, 40 pp.)

Summary: This document uses youth, ages 16-24, in Washington, DC, as a model for recommending a framework in which education and career opportunities are aligned within policy implementation. The concluding recommendations provide specific ways in which policy and practice can be effectively and efficiently implemented.

415. Ross, Terris et al. (2012). *Higher Education: Gaps in Access and Persistence Study*. Statistical Analysis Report. ies. NCES. USED. (pdf, 329 pp.)

Summary: This text examines the learning environment leading to postsecondary study and the factors that influence (if not cause) preparation for and completion of postsecondary study. Income and career choices are also examined. Data document the findings and conclusions. The one-page Conclusion (p. 265/p. 297) provides sufficient summary for those readers who do not require specific and disaggregated data for conclusions. Appendix B: Guide to Sources provides an invaluable explanation of reputable sources for educational and other data.

416. Rothstein, Richard (2012) via Valerie Strauss. *The Answer Sheet: Mitt vs. George Romney on black-white achievement gap, school segregation*. The Washington Post online (8-23-12). (WORD, 7 pp.)

Summary: This short article in The Washington Post's *The Answer Sheet* discusses the failed efforts of Mitt Romney's father, then HUD Secretary George Romeny, to persuade the federal administration and the public to integrate housing patterns so as to cease and to avoid further racial segregation of communities, thus of schools.

417. Rothwell, J. (2012). *Housing costs, zoning, and access to high-scoring schools*. Washington, D.C.: The Brookings Institution, Metropolitan Policy Program at Brookings, April 2012. www.brookings.edu www.brookings.edu/metro jrothwell@brookings.edu [112 Endnotes] (pdf, 31 pp.)

Summary: This current (2012) research study examines zoning laws and practices to determine if there is a correlation between residential areas that are zoned for acreage and housing prices above and below the area's average and the test scores of students assigned to their neighborhood schools. Socio-economic status (SES) is clearly related to student achievement when students attend their neighborhood schools, according to this study. Inequitable zoning laws and the resulting insulation of affluent and impoverished students due to middle class (especially White) flight from inner city schools are two factors that contribute to the schools' persistent achievement gap, according to this study's findings and conclusions. Reform of zoning laws and practices and mixed housing could significantly decrease achievement gaps nationwide, according to the conclusions of this study.

418. Rozum, Alicia (2016). "Integrating Mental Health Services to Strengthen School Climate." PowerPoint presentation for webinar, sponsored by Region IX Equity Assistance Center at WestEd. Wednesday, April 13, 2016, 1:00-2:00 p.m. EDT. (PPT pdf, 54 slides)

Summary: The 54 PowerPoint slides that constitute this webinar presentation provide information about principles for mental health intervention in schools and relevant resources.

419. Rubinkam, Michael (2014). "Income Gap Widens As American Factories Shut Down." Associated Press (AP). Posted and updated Sunday, June 15, 2014; retrieved Monday, June 16, 2014. (WORD, 4 pp.) <http://www.wral.com/income-gap-widens-as-american-factories-shut-down/13735232/>

Summary: The socio-economic impact upon the academic achievement gap can be inferred from this Associated Press examination of lower middle class factory workers losing their jobs and, if they find employment, working at half their former factory wages, causing them to sink into the lower socio-economic income bracket.

420. Rudo, Z., and Caverly, S. (2006). *Education renewal zones: Increasing partnerships and sharing resources for school improvement*. Full Report. Austin, TX: Southwest Educational Development Laboratory (SEDL). (pdf, 18 pp.)

Summary: "The intent of Arkansas' ERZ [Education Renewal Zones] initiative is to strengthen both rural schools and schools classified as needing improvement. Through the current initiative, ERZ directors have impacted the amount and type of communication and collaboration between partners as well as the professional development offered to support teachers. While still in

its formative stages, this initiative has the potential to increase the level of support through partnerships offered to schools facing improvement or geographical challenges” (p. 18) (pdf, 4 pp.)

421. Rudo, Z., and Caverly, S. (2006). *Education renewal zones: Increasing partnerships and sharing resources for school improvement*. Selected Findings Paper (based on the Full Report). Austin, TX: Southwest Educational Development Laboratory (SEDL). (pdf, 4 pp.)

Summary: This document contains selected findings related to strategic community engagement from the full report by these same authors (Rudo and Caverly). See summary of full report in this annotated bibliography regarding the achievement gap in North Carolina.

422. Safrit, Henry (M.D.) (2010). *The Gap*. Presented to the Chit Chat Club in San Francisco, CA, September 2010. (pdf, 18 pp.)

Summary: This written version of a speech made by a medical doctor in 2010 in California places the achievement gap in historical context and discusses the arguments used to explain and to eliminate this gap, especially as the achievement gap relates to Blacks, particularly Black males. The concluding section with resolutions and recommendations is brief. A list of works cited is included. This printed speech is worth reading for its perspective and clarity of presentation.

423. Sass, T.R. (2006). *Charter schools and student achievement in Florida*. (pdf, 32 pp.)

Summary: “In this article I utilize a new longitudinal database from Florida to address three key issues relating to charter schools and student achievement. First, how does the impact of charter schools on student achievement compare with traditional public schools? Second, to the extent that student performance varies among charter schools, what factors contribute to the difference in performance? Third, what competitive impact, if any, do charter schools have on traditional public schools?” (p. 2/92).

Charter schools typically need five years of operation before significant academic progress can be achieved. Another conclusion is that charter schools serving special populations might provide valued functions (e.g., behavior management and social and oral skills) other than improved test scores. Data are included to support findings and conclusions.

424. SAT (2011). US and North Carolina Critical Reading and Mathematics Scores (Excel, 1 sheet)

Summary: A table of data for the SAT is given for the years 1972-2011, including the years of SAT administration, critical reading scores, math scores, total scores, and the gap between scores for the United States and North Carolina testing population.

425. SAT Scores 2015 (2015). State-by-State Results from the College Board’s Annual Report on the SAT Admission Test. Published online by The Washington Post. (Word, 4 pp.)

Summary: This College Board document lists the nationally reported SAT 2015 scores.

426. Sauter, M.B. et al. (2012). *America's Richest [and Poorest] School Districts*. Dated June 6, 2012. Retrieved from Time Warner Cable Road Runner online, Sunday, June 10, 2012. (WORD, 13 pp.)

Summary: This article substantiates the association of (if not a statistical correlation with) socio-economic status, housing value, and high school-college completion with student achievement. The states of New York and Connecticut dominate the list of the top ten richest and most academically successful school districts (Oregon, with one entry, is the only other state on this list), while Kentucky, Mississippi, and Texas lead in representing the top ten poorest school districts. Colorado, Ohio, and Missouri, representing one school district each, are the only other states on this list of the ten poorest school districts. Local property taxes fund most student expenditures.

427. Sawchuk, Stephen (2012). *Can Effective Teaching Transfer Across Schools?* *Education Week*, July 16, 2012. (WORD, 2 pp.)

Summary: This very brief discussion addresses current and future research about the equitable distribution of effective teachers and the relationship of teacher evaluations to teacher effectiveness when faced with pairing very strong teachers with struggling students. The states of Florida and North Carolina are mentioned in this article.

428. Sawchuk, Stephen (2011). *Teacher Coaching Boosts Secondary Scores, Study Finds* [and other articles]. Teacher Beat. *Education Week*. August 24, 2011.
<http://blogs.edweek.org/edweek/teacherbeat/2011/08/teacher-coaching-boosts-scores.html>
(WORD, 16 pp.)

Summary: This document includes several blogs on education, mainly written by Stephen Sawchuk, and also a brief biographical profile of Dr. Robert C. Pianta of the University of Virginia, whose research with the CLASS professional development model is featured in one of the blogs.

429. Sawchuk, Stephen et al. (2009). *Education Week Spotlight on Reinventing Professional Development*. [various articles on professional development] (pdf, 22 pp.)

Summary: This document includes several articles on diverse approaches to professional development, including one article that aligns some of the Common Core State Standards (CCSS) in English Language Arts (ELA) with a commercial source for PD (i.e., Great Books). Teach for America's PD is also included with a focus on one of the 200 TFA mentor-directors. Stephen Sawchuk, who authored most of these articles, is an accomplished writer.

430. Sawhill, Isabel V., & Karpilow, Quentin (2014). *How Much Could We Improve Children's Life Chances by Intervening Early and Often?* Center on Children and Families at Brookings. CCF Brief #54. July 2014. www.brookings.edu/ccf (pdf, 9 pp.)

Summary: This policy brief, conducted by staff at The Brookings Institution, provides data to support a discussion of the success of multiple developmental level interventions with children from impoverished families.

431. Schneider, M. et al. (2006). *Charter schools: Hype or hope?* (pdf, 16 pp.)

Summary: This document is a much shorter version of a longer study about the promises and disappointments of the charter school movement. The authors suggest that student achievement might not occur until the public is more engaged in civic matters. Their clear conceptualization of the charter school movement is helpful. The concluding list of references is also informative.

432. Schott Foundation for Public Education (2015). *Black Lives Matter: The Schott 50 State Report on Public Education and Black Males. 2015.* The Schott Foundation for Public Education. "The research for this report was conducted by The Metropolitan Center for Research on Equity and the Transformation of Schools at New York University. It was edited by Ann Beaudry. The report was designed by Patrick St. John." www.blackboysreport.org www.schottfoundation.org (pdf, 68 pp.)

Summary: This report (dated 2015) by the Schott Foundation for Public Education describes and provides data for the academic state of Black and Latino males in the United States.

433. Schott Foundation for Public Education (2010). *Yes we can: The Schott 50 state report on public education and Black males.* Cambridge, MA: Schott Foundation for Public Education, 2010. www.schottfoundation.org www.blackboysreport.org (pdf, 44 pp.)

Summary: This report provides comparative data (primarily in chart form) and brief but compelling analysis of and advocacy for the graduation rates for Black males in U.S. public education. The full report is available at www.blackboysreport.org.

434. Schuessler, Jennifer (2012). *A Lightning Rod in the Storm Over America's Class Divide (re: Charles Murray, author of Coming Apart: The Story of White America, 1960-2010 (2012)).* (WORD, 4 pp.)

Summary: The author reviews Charles Murray's latest book, *Coming Apart: The Story of White America, 1960-2010* (2012), in a sympathetic but critical manner. Murray, co-author of the infamous book, *The Bell Curve* (1994), focuses upon upper middle class and working class Whites in two fictionalized towns to describe the cultural virtues of one group that isolates itself from its lower socio-economic distant neighbors. Criticism of Murray's views is included.

435. Secombe, Mike (2011). "Poverty and Failure of Education System Weigh on Black Students." Published Monday, August 22, 2011, from Vineyard Gazette online; retrieved Thursday, May 29, 2014, from <http://mvgazette.com/news/2011/08/22/poverty-and-failure-education-system-weigh-black-students?k=v53878b53a1cc8> (WORD, 8 pp.)

Summary: This newspaper report of a conference about poverty and the educational system's impact upon Black students summarizes the views of each of the expert panelists. Poverty was the overwhelming choice for assigning blame, but other influencing factors were discussed as well.

436. Serkin, Allen, & Whitlow, Stephen (2005). *The State of North Carolina's Urban Distressed Communities*. Center for Urban and Regional Studies, the University of North Carolina at Chapel Hill. Prepared for the North Carolina Metropolitan Coalition. February 2005. CURS Report No. 2005-01. www.ncmetros.org (pdf, 28 pp.)

Summary: This report on distressed urban and rural areas in North Carolina was conducted based on 2000 U.S. Census data. The use of this data permitted examination of individual tracts within specific counties within North Carolina. The writers' intent is to show that urban areas are also significantly affected by the blight of poverty and should be given federal and state socio-economic-political attention, in addition to (rather than in place of) that which is given to rural areas.

437. Severns, Maggie (2013). "Obama Launches Competition to Revamp High Schools" (PoliticoPro online, November 19, 2013; retrieved November 20, 2013) from <http://www.politico.com/story/2013/11/obama-launches-competition-to-revamp-high-schools-100050.html?hp=r14> (WORD, 3 pp.)

Summary: "President Barack Obama's new competitive grant program...[is] designed to better prepare high school students for high-tech careers... Youth CareerConnect will deliver 25 to 40 competitive grants of \$2 million to \$7 million to teams of secondary schools and higher education institutions that build programs that prepare students for the job market. Winning schools and colleges would have to provide at least a 25 percent match of their grant awards..." (p. 1).

438. Shah, Nirvi (2012). *Groups Urge Balance Between Censoring, Stopping Bullies*. Education Week (May 22, 2012) (WORD, 5 pp.)

Summary: This article, published in 2012, addresses the competing priorities of free speech and appropriate actions against harassment and bullying by students on campus.

439. Shakeel, M. Danish, Anderson, Kaitlin P., & Wolf, Patrick J. (2016). *The Participant Effects of Private School Vouchers across the Globe: A Meta-Analytic and Systematic Review*. May 10, 2016. (pdf, 83 pp.)

Summary: This text contains the results of a meta-analysis and systematic review of research about the impact upon students of private school vouchers in an international context.

440. Shanahan, Timothy et al. (2013). *Common Core in the Schools: A First Look at Reading Assignments*. Thomas B. Fordham Institute. October 2013. (pdf, 57 pp.)

Summary: This report of a survey about the implementation of Common Core State Standards (CCSS) in English Language Arts in elementary through high school (grades 4-10) discusses teachers' familiarity with the standards and their inclusion of text complexity and rigor in CCSS text selection. At least one of the caveats in depending upon this survey and its findings is that the elimination of grades 11-12 English teachers could have possibly skewed these survey results, since many of the CCSS texts that were infrequently or never selected or assigned are those most associated with the upper grades of high school English. This survey will be repeated in 2015.

441. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides. (pdf, 87 pp.)

Summary: This IES practice guide focuses upon five researched-based recommendations given for improving K-3 reading comprehension; however, the discussion and research findings can be easily adapted to students in all preK-12 grade levels and at all achievement levels.

442. Shober, Arnold F., & Hartney, Michael T. (2014). *Does School Based Leadership Matter?* Thomas B. Fordham Institute. March 2014. (pdf, 43 pp.)

Summary: This brief discussion of school board leadership reveals that election cycles and sustained focus upon student learning yield greater positive results for student achievement than other factors, such as a pluralistic view of the schooling process (e.g., celebrating teachers).

443. Silberman, Charles E. (1964). *Crisis in Black and White*. New York: Random House. (hardback book, 370 pp.)

Summary: This classic text resonates today as if the author, Charles E. Silberman, who died in 2011, had written it in 2015 about current events. His carefully reasoned and documented analysis is prescient in its accuracy. For example, his warnings about potentially volatile race relations have been actualized in the 21st century since this book's 20th century publication in 1964. Those who read this best selling text when it was published in 1964 could gain additional insights by re-reading it again in 2015 or thereafter, considering the impact of poverty along with race.

444. Silva, Elena, White, Taylor, & Toch, Thomas (2015). *The Carnegie Unit: A Century-Old Standard in a Changing Education Landscape*. Carnegie Foundation for the Advancement of Teaching. January 2015. www.carnegiefoundation.org (pdf, 56 pp.)

Summary: Current and one former Carnegie Foundation staff discuss the history and challenges to the Carnegie Unit as a measure of course and semester credit. Issues, such as time versus competency benchmarks, are explored. The writers conclude that the Carnegie Unit is the best measure currently available but that the Carnegie Foundation is receptive to rigorous, measurable, research based examination of other alternatives for credit and flexibility.

445. Singham, Mano (1998). *The Canary in the Mine: The Achievement Gap Between Black and White Students*. Phi Delta Kappan, Vol. 80, No. 1, September 1998, pp. 8-15. (pdf, 8 pp.)

Summary: This writer explores the varying perspectives that inform the way people see the achievement gap and concludes with the suggestion that all students are being disserved by the current educational system in the United States. Black students are characterized as the canary in the mine (i.e., schools and classrooms), warning all stakeholders of the present dangers to all students.

446. Slavin, Robert E. (2014). "Evidence, Brown, and the Civil Rights Acts." Posted 07/24/2014; updated 07/24/2014; retrieved 07/25/2014 from http://www.huffingtonpost.com/robert-e-slavin/evidence-brown-and-the-ci_b_5616729.html (WORD, 2 pp.)

Summary: During his reminiscing about the anniversary of the *Brown* decision [1954, 1955], Dr. Robert E. Slavin makes the following comments: "...If we were truly committed to solving this problem [of the gaps in minority achievement, especially in education], here is what we'd do. First, we'd identify all of the problems holding back minority students. Then we'd put in place solutions already known to be effective. We'd then commission research and development on the scale of the Manhattan Project to find effective, replicable solutions to the remaining problems. As approaches are validated in rigorous evaluations, we'd put them into practice in all schools that need them. We'd do the same in public health, mental health, social services, juvenile justice, employment, housing, and every other area that affects children and families. If America decided to do these things, it would succeed. There is no doubt. But did you notice the word "if" at the beginning of this paragraph?

"America is an incredibly wealthy and capable country. Just as one example, we spent more than \$2 trillion on the Iraq war. It did not even cause taxes to go up. We could have spent that much to combat inequality. We still could, and it would actually cost far less. But we have, thus far at least, chosen not to..." (Slavin, 2014, p. 2)

447. Slavin, Robert E. (2014). "Making Cooperative Learning Powerful." *Educational Leadership*. October 2014. Vol. 72, No. 2, *Instruction That Sticks* pages 22-26. ASCD Professional Learning Services.
<http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/Making-Cooperative-Learning-Powerful.aspx> (WORD, 7 pp.)

See also Slavin, Robert E. (2014). *Best Evidence in Brief*. Johns Hopkins University. School of Education. "Making Cooperative Learning Powerful" (one page summary)
<https://pod51030.outlook.com/owa/#viewmodel=ReadMessageItem&ItemID=AAMkADgwNmJkNWU0LWI1ZDktNGU0Ni1hMWNkLWMwNzBhZjZhMDM4ZABGAAAAAABS3elac5f1SI0Hbm%2BtKluCBwDy1BkaQF9SRLzFi0uAig6yAAAxE7AAC0Foyk7sCvTrM9leUPYI8wAADzW24IAAA%3D&wid=69&ispopout=1>

Summary: This short article contains details about the five practices that are summarized in the one page summary for increasing the potential of cooperative learning among students, preferably in groups of four, which provides optimum flexibility, according to the author. These five practices are (1) form interdependent teams, (2) set group goals, (3) ensure individual accountability, (4) teach communication and problem-solving skills, and (5) integrate cooperative learning with other structures (i.e., other teaching and learning strategies).

448. Slavin, Robert E. (2015). "Random Thoughts." Published online November 12, 2015, and retrieved from Huffpost Education at http://www.huffingtonpost.com/robert-e-slavin/random-thoughts_b_8544296.html (WORD, 3 pp.)

Summary: This blog posting by Dr. Robert E. Slavin contains the author's very informative and instructive comments about evidence-based research and methodology.

449. Slavin, Robert E. (2015). "What Counts as Research?" Published online by and retrieved from Huffpost Education on August 20, 2015, from http://www.huffingtonpost.com/robert-e-slavin/what-counts-as-research_b_8016174.html

Summary: Dr. Robert E. Slavin of Johns Hopkins University concisely discusses in this brief blog the research methodologies that inform the best evidence practices used in education.

450. Slavin, Robert E. (2015). "Why Leave Learning to Chance?" Posted online by and retrieved from the Huffpost Education on October 29, 2015, at http://www.huffingtonpost.com/robert-e-slavin/why-leave-learning-to-cha_b_8416832.html

Summary: The reknown Dr. Robert E. Slavin compares some successful evidence-based reading programs and strategies to the flight he was then taking from Baltimore to California. He provides specific details to prove his argument that we know what to do to improve reading.

451. Smarick, Andy (2013). *Closing America's High-achievement Gap: A Wise Giver's Guide to Helping Our Most Talented Students Reach Their Full Potential*. The Philanthropy Roundtable Series. Karl Zinsmeister, series editor. www.philanthropyroundtable.org/guidebook (pdf, 165 pp.)

Summary: This brief practical handbook for donors and funders advocates for students with exceptional intellectual and/or artistic abilities and unchallenged academic promise who are typically neglected financially and personally in most states in favor of struggling students. Several successful programs for gifted students of all economic strata are highlighted, with specific recommendations included for potential funders. This discussion could inform fund seekers as well.

452. Smarick, Andy et al. (2014). *The State Education Agency: At the Helm, Not the Oar*. Thomas B. Fordham Institute. April 2014. (pdf, 39 pp.)

Summary: This issue brief, sponsored by the Thomas B. Fordham Institute, examines the current and a proposed more effective and efficient role of state education agencies.

453. Smith, Barry (2013). *N.C. Ranks 26th In High School Grad Rankings Nationally*. Retrieved from the Carolina Journal News Reports online. The John Locke Foundation. (WORD, 3 pp.)

Summary: This brief article examines North Carolina's graduation rate from the perspective of The John Locke Foundation. The need for remediation in community colleges of high school graduates is discussed as a major reflection of the knowledge and skills high school graduates lack.

454. Snow, C.E., and Van Hemel, S.B., eds (2008). *Early childhood assessment: Why, what, and how?* A Report of the National Research Council of the National Academies. Washington, D.C.: The National Academies Press, August 4, 2008. Advance Copy. www.nap.edu (pdf, 311 pp.)

Summary: This document provides both data and discussion about early childhood assessment. The 2008 publication date suggests that more current information is available; however, the discussion and list of commendable editors of this 2008 edition is worth retaining. The glossary of terms is helpful, especially since sources for the definitions are included.

455. Snyder, Thomas D. (2014). *Mobile Digest of Education Statistics, 2013* (NCES 2014-085). National Center for Education Statistics, Institute of Educational Sciences, U.S. Department of Education. Washington, DC. <http://nces.ed.gov/pubs2014/2014086.pdf> (pdf, 76 pp.)

Summary: “This compact compilation of statistical information covers prekindergarten through graduate school to describe the current American education scene. The *Mobile Digest* is designed as an easy mobile reference for materials found in detail in the *Digest of Education Statistics, 2013*. The *Digest* includes selections of data from many government sources, especially those of the National Center for Education Statistics (NCES). The *Digest* includes information on schools and colleges, enrollments, teachers, graduates, finances, and educational outcomes. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics, 2013* (<http://nces.ed.gov/programs/digest/>). Unless indicated as a projection or estimate, all data presented in this report are actual. Information on statistical procedures, definitions, and survey sources appears in the introduction, and appendixes A and B...” (p. v).

456. Snyder, Thomas D., & Dillow, Sally A. (2015). *Digest of Education Statistics 2013*. May 2015. NCES 2016-011. U.S. Department of Education. National Center for Education Statistics (NCES). Institute of Education Sciences (ies). (pdf, 940 pp.)

Summary: *See Mobile Digest of Education Statistics, 2013, for content in this full report.*

457. Southern Education Foundation (SEF) (2013). Research Report Update. *A New Majority: Low Income Students in the South and Nation*. October 2013. (hard copy, 13 pp., plus appendices) (pdf, 18 pp.)

Summary: Startling statistics in this brief report about low income students in public and private schools in the nation and fifty states reveal that the south and west have the most low income students as measured by the federal poverty level and eligibility for free and reduced-price lunch status. Paired with decreasing educational funding per child, low income students are increasing nationally in public and private schools and threaten an erosion of society, not just the schools.

458. Southern Regional Education Board (2013). *SREB North Carolina Featured Facts (from the SREB Fact Book on Higher Education)*. Southern Regional Education Board (SBEB) 2013. www.sreb.org (print booklet and pdf, 35 pp., plus cover content)

Summary: This brief report (in print booklet and pdf formats) contains mainly graphs of statistical facts about North Carolina, the SREB states, and the nation concerning education, employment, income, and other related issues.

459. Sparks, Sarah D. (2016). “Achievement Gaps and Racial Segregation.” (WORD, 8 pp.: 5 pp. of text, plus 3 pp. of comments)

Summary: This five-page article, plus three pages of comments, contains a discussion of the failure of researchers and practitioners to close academic achievement gaps. Graphs and a reference to researcher Sean Reardon are included. An embedded link to “How Can Researchers Compare District Achievement Gaps Across States?” is included as well.

460. Sparks, Sarah D. (2016). "How Can Researchers Compare District Achievement Gaps Across States?" (2 pp.)

Summary: This two-page article (embedded as a link in the "Achievement Gaps and Racial Segregation" article) contains a concise explanation of how researchers use data to identify and to compare district achievement gaps.

461. Sparks, Sarah D. (2012). *Middle-Class Children Learn to Be Squeaky Wheels*. Education Week online 8-28-12. (WORD, 4 pp.)

Summary: The premise of this article is that middle class parents teach their children to advocate for themselves in school, while lower socio-economic parents teach their children to avoid problems and to solve problems themselves, with peer assistance, if necessary, but not by soliciting teacher assistance. Researchers whose findings are cited conclude that student advocacy results in increased student achievement. Research conducted in North Carolina is included.

462. Sparks, Sarah D. (2014). "Multigenerational Programs Aim to Break Poverty Cycle." Education Week. Published Online August 5, 2014; retrieved August 6, 2014, from <http://www.edweek.org/ew/articles/2014/08/06/37wop-generations.h33.html> (WORD, 5 pp.)

Summary: This article, part two of a series, examines multigenerational programs that assist parents with continuing and completing their post-secondary schooling in pursuit of employment that increases the family's income and potentially breaks the cycle of poverty, while also enrolling their children in programs linked to the parental ones.

463. Sparks, Sarah D. (2014). "Popular Child-Poverty Measure Gets Another Look: Free Lunch Measure Seen as Less Accurate." Published online in Education Week, August 19, 2014, and in print, August 20, 2014. Retrieved Tuesday, September 2, 2014, from <http://www.edweek.org/ew/articles/2014/08/20/01poverty-measures.h34.html?cmp=SOC-SHR-FB> (WORD, 5 pp.)

Summary: This article summarizes the ongoing discussions about the inadequacy of socio-economic status (SES) as an indicator for poverty among school aged students. Not only does one's economic status fail to measure the entire range of issues impacting academic and other performances, but high school students also decline to apply for and to receive free or reduced lunches, which then shews the school's data for federal receipt of funding. Instead, a wider barometer that measures educational disadvantages is being considered by the federal government.

464. Sparks, Sarah D. (2011). *Schools Find Uses for Predictive Data Techniques*. Education Week Spotlight on Data-Driven Decision Making. (pdf, 20 pp.)

Summary: “Editor’s Note: Access to quality data provides district leaders with the opportunity to make informed instructional and management decisions. This Spotlight examines the potential risks and advantages of data systems and the various ways in which data can be used to improve learning” (p. 1).

465. Sparks, Sarah D. (2013). “Schools Still See Surges in Homeless Students.” Education Week. Published online November 5, 2013. Published in print November 6, 2013
http://www.edweek.org/ew/articles/2013/11/06/11homeless_ep.h33.html?tkn=ZMCC0NSSR%2B3Q74ABonmqNHeBVSgqP0TA%2FhBR&cmp=clp-sb-ascd&print=1
(WORD, 6 pp.)

Summary: Homeless students, who, at nearly 1.17 million in number, constitute the largest school district in the United States, having surged in numbers in the public schools due to the negative effects of Hurricane Katrina on the Gulf Coast and the 2008 economic and housing crises. The state of Alabama and a college bound senior who persisted in graduating from high school despite being homeless are featured in this article. The impact upon schools is more than economical, as teachers are faced with students whose assignments might be late and who view themselves with limited options for their future due to the crippling impact of homelessness.

466. Sparks, Sarah D. (2015). “Studies Probe How Schools Widen Achievement Gaps.” Published online October 6, 2015, and in print October 7, 2015, and retrieved on October 15, 2015, from Education Week, Teacher, at <http://www.edweek.org/ew/articles/2015/10/07/schools-help-widen-academic-gaps-studies-find.html>

Summary: The well-known education reporter in this Education Week-Teacher article discusses two recently reported studies that examine how schools (unwittingly) widen the achievement gaps. The NAEP study examined within-school differences in the United States (see Michael DeArmond et al., 2015, and Robin Lake’s preface to this reported study, 2015), while the PISA study examined disparities within schools in 33 countries.

467. Spatig-Amerikaner, Ary (2012). *Unequal Education: Federal Loophole Enables Lower Spending on Students of Color*. Center for American Progress. www.americanprogress.org (pdf, 56 pp.)

Summary: This document examines the federal funding loophole that unintentionally allows school districts to underfund schools with a predominantly minority student population in contrast to schools with a predominantly White student population. Advantages, unintended consequences, and options for closing this loophole are explored. Teacher salaries based upon experience are examined in relationship to school assignment. Within school district inequities are included in this discussion.

468. Spring, Laurence (Larry) (n.d.). *Confront Poverty: 10 Steps to Guide Your Journey*. New York ASCD.

<http://www.newyorkstateascd.org/site/default.aspx?PageType=3&ModuleInstanceID=169&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=342&PageID=146> (WORD, 4 pp.)

Summary: The ten (10) steps recommended by this Superintendent of Schenectady City Schools to work with students from families with low incomes are realistic and realizable.

469. Squire, Juliet, Robson, Kelly, & Smarick, Andy (2014). *The Road to Redemption: Ten Policy Recommendations for Ohio's Charter School Sector*. December 2014. Bellwether Education Partners and Thomas B. Fordham Institute. (pdf, 62 pp.)

Summary: Researchers at Bellwether Education Partners examine community schools (i.e., charter schools) in Ohio for the sponsoring publisher, Thomas B. Fordham Institute. The ten recommendations are summarized under four findings: (1) incentives matter (i.e., the impact of incentives misaligned with policy and goals), (2) foresight is not 20/20 (i.e., the impact of unintended consequences), (3) special exemptions must be tailored to the interests of students (i.e., sponsors and managing companies, not students, receiving the benefits of law, policy, and implementation), and (4) community schools will not be regulated into quality (i.e., the tendency to regulate school operations as a means of imposing quality measures) (pp. 41-42). This text offers insight to anyone interested in the complexity of school choice, the competition among school providers, and the real and potential pitfalls of law and policy poorly worded and implemented.

470. Stancill, Jane (2013). "New North Carolina Business Group Plans Big Push on Education." Published November 22, 2013, The News & Observer newspaper online. Retrieved Monday, November 25, 2013 <http://www.newsobserver.com/2013/11/22/3397397/a-new-north-carolina-business.html> (WORD, 14 pp., which include comments on this article)

Summary:

This news article describes the organizational mission of and plans for a newly formed business group, Best NC (Business for Education Success and Transformation North Carolina), in partnership with non-partisan members that anticipate reaching 75 in number. PreK-12 education and college and career are the foci of this highly influential business group.

471. Steele, C.M. (2010). *Whistling Vivaldi and other clues to how stereotypes affect us*. New York: W.W. Norton & Co. (hardback book, 242 pp.)

Summary: This text includes research findings and conclusions and an informed discussion of the impact of stereotype threat upon mainly minority but also non-minority undergraduate students and also upon a few K-12 minority students and some elementary and secondary classroom teachers. It is part of a series, *Issues of Our Time*, edited by Henry Louis Gates, Jr., W.E.B. Du Bois Professor of the Humanities, Harvard University. The title (*Whistling Vivaldi*) is taken from an incident recounted by a Black male who whistled Vivaldi as a means of successfully putting at ease the Whites whom he encountered in an affluent neighborhood where he also lived.

Acknowledgments

Chapter 1: An Introduction: At the Root of Identity

Chapter 2: A Mysterious Link Between Identity and Intellectual Performance

Chapter 3: Stereotype Threat Comes to Light, and in More than One Group

Chapter 4: A Broader View of Identity: In the Lives of Anatole Broyard, Amin Maalouf, and the Rest of Us

Chapter 5: The Many Experiences of Stereotype Threat

Chapter 6: Identity Threat and the Efforting Life

Chapter 7: The Mind on Stereotype Threat: Racing and Overloaded

Chapter 8: The Strength of Stereotype Threat: The Role of Cues

Chapter 9: Reducing Identity and Stereotype Threat: A New Hope

Chapter 10: The Distance Between Us: The Role of Identity Threat

Chapter 11: Conclusion: Identity as a Bridge Between Us

References

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472. Stephens, M., Warren, L.K., and Harner, A.L. (2015). *Comparative Indicators of Education in the United States and Other G-20 Countries: 2015* (NCES 2016-100). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. (pdf, 154 pp.)

Summary:

473. Stevenson, Harold, & Stigler, James W. (1992, reprinted 1994). *The Learning Gap: Why Our Schools Are Failing and What We Can Learn From Japanese and Chinese Education*. Simon & Schuster (print, 240 pages). Publication information available at <http://www.barnesandnoble.com/w/learning-gap-harold-w-stevenson/1103671372?ean=9780671880767>

Summary:

474. Stoops, Terry (2013). Spotlight. No. 436 – May 15, 2013. *Goodbye, Grammar: N.C.'s Common Core-based English tests disregard grammar, spelling, mechanics, and usage*. John Locke Foundation. (pdf, 7 pp.)

Summary: This brief by the John Locke Foundation's director of research examines the Common Core State Standards (CCSS) English Language Arts (ELA) standards in terms of de-emphasized or omitted curricular content in grammar and composition knowledge and skills.

475. Strauss, Valerie (2014). The Answer Sheet. April 24, 2014. "How, After 60 Years, Brown v. Board of Education Succeeded—and Didn't." Guest Voices: Richard Rothstein. The Washington Post online. Retrieved Friday, April 25, 2014, from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/04/24/how-after-60-years-brown-v-board-of-education-succeeded-and-didnt/> (WORD, 10 pp.)

Summary: Valerie Strauss of The Washington Post invited guest writer Richard Rothstein to discuss her topic in The Answer Sheet for April 24, 2014: "How, After 60 Years, Brown v. Board of Education Succeeded—and Didn't." Rothstein discusses the history of the Brown decision and its impact upon total society, including the intended educational system. Ironically, that seminal U.S. Supreme Court decision did not fulfill the intended goal of school desegregation, according to Rothstein, as evidenced by today's segregated schools and persistent achievement gaps. Rothstein's thesis is that residential segregation is the major contributing factor to persistent school segregation.

476. Strauss, Valerie (2012). *The Answer Sheet: Q&A: Chiefs of Five School Districts Talk Reform—and describe their biggest wish*. The Washington Post online (9-2-12). (WORD, 8 pp.)

Summary: Valerie Strauss of The Washington Post newspaper's *The Answer Sheet* sent interview questions to metro Washington, DC, school superintendents. "The school chiefs who responded are Kaya Henderson of Washington, D.C.; Joshua Starr of Montgomery County [MD]; Jack Dale of Fairfax County [VA]; Edgar B. Hatrick of Loudoun County [VA]; and Morton Sherman of Alexandria [VA]." The questions address (1) measure of success, (2) teacher evaluation, (3) class size, (4) teacher preparation, (5) what's new, and (6) dreaming.

477. Strauss, Valerie (2015). The Answer Sheet. The Washington Post online. "The End of Public School Desegregation?" Transcript of TedX Talk by Dr. Leslie Hinkson (Assistant Professor of Sociology at Georgetown University). Published online December 14, 2015, at 4:15 p.m., and retrieved December 15, 2015, from <https://www.washingtonpost.com/news/answer-sheet/wp/2015/12/14/the-end-of-public-school-desegregation/> (WORD, 9 pp./15 pp. with comments)

Summary: This edition of The Answer Sheet, an online blog by Valerie Strauss for The Washington Post, features Dr. Leslie Hinkson, Assistant Professor of Sociology at Georgetown

University, as the featured TedX Talk speaker (transcript included). Public comments to this discussion are also instructive, as are Dr. Hinkson's historical overview and comments.

478. Stronge, James H. (date). *Teacher Evaluation and School Improvement: Improving the Educational Landscape*. Chapter 1. (pdf, 27 pp.)

Summary: This text is the introductory chapter of a document that addresses the relationship between teacher evaluation and school improvement. The conclusion is that teacher evaluation, to be effective, must satisfy and align with the needs of both the teacher and the institution.

479. Student Success Podcast no. 5: Talent on the Sidelines: The Excellence Gap. The A+ Club. Schools4Schools.com <http://school4schools.com/blog/?p=587>. (WORD, 4 pp.)

Summary: Most of this article provides the educational background of the blog guest, Dr. Jonathan Plucker, professor at the University of Connecticut. Topics from this blog are included.

480. Stuit, David, & Doan, Sy (2013). *School Choice Regulations: Red Tape or Red Herring?* The Thomas Fordham Institute. January 2013. (pdf, 46 pp.)

Summary: This descriptive research examines the impact of regulations upon school choice.

481. Superville, Denisa R. (2015). "Graduation Rates Rise; Gap Between Black and White Males Grows, Report Says." Published online February 12, 2015, by Education Week, and retrieved from http://blogs.edweek.org/edweek/District_Dossier/2015/02/as_nation_graduation_rate_grew.html (WORD, 6 pp.)

Summary: The writer of this article presents key findings and conclusions of the 2015 Schott Report about Black males in the public school system. Other viewpoints are given as well as two comments.

482. Swanson, K. (2011). *Five Strategies to Infuse Common Core State Standards with Social Studies Instruction*. (WORD, 2 pp.)

Summary: This easy to read two-page article provides five teaching strategies for integrating the Common Core State Standards (CCSS), using the English Language Arts requirement for proficiency in history, into social studies instruction and learning. The relevance to the achievement gap is based upon making the CCSS in ELA accessible to students at all achievement levels.

483. Taekman, Jeffrey (2011). *How MTV Rewired Our Brains for Learning*. Duke University. Duke Today. (WORD, 2 pp.)

Summary: The author, an anesthesiologist professor at Duke University, celebrates the 30th anniversary of MTV in 2011 by acknowledging MTV's impact upon the outdated methods of

educators (especially the lecture) and the need to engage today's MTV influenced students. Digital game-based learning is this medical professor's recommendation for today's tech savvy students.

484. TEDxUNC2015 (2015). *Assembly Required* (re: early childhood education longitudinal study at UNC-CH). Accessed and viewed Thursday, May 7, 2015.
https://www.youtube.com/watch?feature=player_detailpage&v=fXf3CCyhLGU#t=12

Summary: This episode of a TED series addresses early childhood education as researched during a longitudinal study at the University of North Carolina in Chapel Hill, N.C.

485. The Annie E. Casey Foundation (2016). *A Shared Sentence: The Devastating Toll of Parental Incarceration on Kids, Families and Communities*. April 2016. www.aecf.org (pdf, 20 pp.)

Summary: This brief document contains data and narrative information about the impact of incarcerated parents upon children. Recommendations are included.

486. The Education Trust-West (2013). *At a Crossroads: A Comprehensive Picture of How African-American Youth Fare in Los Angeles County Schools*. Research Report. February 2013. (pdf, 19 pp.)

Summary: Lessons can be learned from this California based study of African-American students in Los Angeles County Schools. Comparisons are made statewide and locally.

487. The Executive Office of the President (2015). *Giving Every Child A Fair Shot: Ensuring All Students Have Equal Opportunity to Succeed*. The White House. Washington, D.C. July 2015. (pdf, 16 pp.)

Summary: This brief document outlines the current executive concerns about and recommendations for improving the inequitable education of all students. The conclusion is that addressing burdensome testing and gaps between subgroups and the norming groups would result in assuring that all students have an equal opportunity to succeed.

488. The Institute for Southern Studies (2013). *In North Carolina, School Resegregation by Charter?* <http://www.southernstudies.org/2013/01/in-north-carolina-school-resegregation-by-charter.html>
Retrieved from The Institute for Southern Studies (online), Monday, January 28, 2013. (WORD, 3 pp.)

Summary: This article addresses the segregating racial and socio-economic impact of charter schools upon minority students. The research by Duke University professors documents this issue.

489. (The) Thomas B. Fordham Institute – Advancing Educational Excellence (2013). *Opt-Out or Cop-Out? A Debate on 'New' Accountability Systems*. July 25, 2013, at 3:30-5:00 p.m. EDT (WORD, 2 pp.)

Summary: This document includes a brief summary of the topic for this debate and the photos, with organizational affiliations, of the debate moderator and panelists.

490. (The) Thomas B. Fordham Institute (2014). *Education for Upward Mobility*. Agenda. Face-to-face and online conference, December 2, 2014, from 8:00 a.m. – 4:30 p.m. The Renaissance Hotel, Washington, D.C. [Note: Permission is specifically not granted to cite the draft conference papers at this time. Future final drafts of each conference paper and a book are anticipated.] (pdf, 2 pp.)
Moderated by Michael J. Petrilli, President, Thomas B. Fordham Institute.
Presenters and Respondents, including authors of conference papers:
- Panel I: Escaping Poverty Through Education, Work, and Personal Responsibility
Ron Haskins, Brookings Institution (Presenter and author of a conference paper)
Andrew Kelly, American Enterprise Institute (Presenter and author of a conference paper)
Tamar Jacoby, Opportunity America (Presenter and author of a conference paper)
Robert Lerman, Urban Institute (Presenter and author of a conference paper)
Reihan Salam, National Review Institute (Respondent)
- Panel II: Multiple Pathways in High School
Peter Meyer, Independent Writer (Presenter and author of a conference paper)
Joanne Jacobs, Independent Writer (Presenter and author of a conference paper)
Bob Schwartz, Harvard University (Presenter and co-author of a conference paper)
Marc Sternberg, Walton Family Foundation (Respondent)
- Lunch and Keynote Address:
Hugh Price, Brookings Institution (introduced by Chester E. Finn, Jr.)
- Panel III: Zero to Thirteen
Elliot Regenstein, Ounce of Prevention Fund (Presenter)
Robert Pondiscio, Fordham Institute (Presenter and author of a conference paper)
Tom Loveless, Brookings Institution (Presenter and author of a conference paper)
Dacia Toll, Achievement First (Respondent)
- Panel IV: Implications for the Education-Reform and Anti-Poverty Agendas
Sheldon Danziger, Russell Sage Foundation (Presenter)
Howard Fuller, Black Alliance for Educational Options (Presenter)
Rick Hess, American Enterprise Institute (Presenter)
Andy Rotherham, Bellwether Education Partners (Presenter and co-author of a conference paper)

491. (The) Thomas E. Fordham Institute (2014). *School Board Members Mostly Know Their Districts, But Don't Always Put Improving Student Learning First*. Press Release (March 2014) (pdf, 2 pp.)

Summary: This two-page press release provides the basic findings for the report by Arnold F. Shoher et al. (2014) concerning the impact of school board members upon student achievement.

492. (The) Thomas B. Fordham Institute (2013). *Searching for Excellence: A Five-City, Cross-State Comparison of Charter School Quality*. Analysis also conducted by Public Impact. March 2013. www.edexcellence.net/ohio (pdf, 54 pp.)

Summary: The data and discussion in this study (which was conducted by a research group, Public Impact, located in Chapel Hill, N.C.) examine and compare charter schools in five cities. One conclusion is that closing ten percent of the lowest performing charter schools and permitting the highest performing charter schools to increase their numbers concurrently by the same number of closed charter schools would significantly increase charter school success and student achievement.

493. Theokas, Christina, and Saaris, Reid (2013). *Finding America's Missing AP and IB Students*. The Education Trust. Shattering Expectations Series. June 2013. www.edtrust.org (print, 11 pp.)

Summary: This brief document discusses the access gap between white and Asian students who traditionally populate advanced level courses (e.g., AP and IB courses) and other students (i.e., low-income students and students of color) who demonstrate the ability to complete such advanced courses successfully but who are not present in these courses for various reasons. The Education Trust and Equal Opportunity Schools collaborate to provide strategies and practical assistance in data analysis, funds for professional development, and ongoing support for schools and districts interested in reaching all students with the rigor necessary to enter and to complete college successfully.

494. Thompson, C.L., and O'Quinn, III, S.D. (2001). *Eliminating the Black-White achievement gap: A summary of research*. Chapel Hill, NC: The North Carolina Education Research Council. (printed, 30 pp.)

Summary: This research brief discusses the achievement gap in North Carolina, its promised elimination by 2010, and "sensible steps, no magic" for its elimination. The appendix includes a brief description of summary research findings about 16 comprehensive school reform models:

- Success for All/Roots and Wings
- DISTAR
- High Schools That Work (HSTW)
- Consistency Management and Cooperative Discipline
- Edison Project

- School Development Program
- Expeditionary Learning/Outward Bound
- Core Knowledge
- Modern Red Schoolhouse
- Accelerated Schools
- ATLAS Communities
- Co-NECT
- National Alliance/America's Choice Design Network
- Audrey Cohen
- Paideia
- Coalition of Essential Schools

The following action steps (“sensible steps,” which are not magic bullets) for closing the achievement gap are recommended:

- Extend high quality, academically-focused early childhood education to all children at risk of school failure.
- Ensure that African-American children are taught by able, well-prepared, experienced teachers.
- Reduce class size in the early grades.
- Adopt sound and equitable grouping practices in elementary schools.
- Assure that African-American students are equitably represented across curriculum tracks in high schools.
- Bridge home and school cultures by adapting teaching and discipline practices to suit students’ background.
- Find reasons to expect each student to succeed.
- Demand success by holding both schools and students accountable.
- Support students with individual tutoring, more comprehensive reforms, summer programs, and follow-up assistance.
- Desegregate schools and programs within schools.

495. Thompson, S., Provasnik, S., Kastberg, D., Ferraro, D., Lemanski, N., Roey, S., and Jenkins, F. (2012). *Highlights From PIRLS 2011: Reading Achievement of U.S. Fourth-Grade Students in an International Context* (NCES 2013–010). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Government Printing Office. (pdf, 64 pp.)

Summary: This report summarizes the highlights for the 2011 PIRLS fourth grade testing in reading, internationally and nationally (i.e., the United States), including the state of Florida for 2011. The narrative is supported by many tables and charts of data.

496. Thorpe, Ronald (2014). *Residency: Can It Transform Teaching the Way It Did Medicine?* Kappan. September 2014. V96N1. kappanmagazine.org (pdf, 5 pp.)

Summary: Ronald Thorpe, President and CEO of the National Board for Professional Teaching Standards (NBPTS), advocates for a one-year residency for teachers, similar to the various length residencies for medical doctors. These teacher-residents would be mentored by NBPTS certified teachers. The length of teacher residences could then evolve as they have for medical doctors, with differentiated salaries corresponding to the length of the teacher's residency.

497. Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. (pdf, 86 pp.)

Summary: The title of this document sums up its content. Ratings are given to various studies that are linked to five different recommendations; however, the reader of this text can use the names and purposes of the various organizations and common sense about what it takes to assist adolescents, especially those who are from impoverished families or who are first generation college students, to implement effective strategies for assisting students to enter and to complete college.

498. TIMSS (2012). Highlights From TIMSS 2011 (See also Provasnik, S., Kastberg, D., Ferraro, D., Lemanski, N., Roey, S., and Jenkins, F. (2012). *Highlights From TIMSS 2011: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (NCES 2013-009). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.):

- Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context. December 2012. (pdf, 56 pp.)
- Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context. Appendix E: Standard Error Tables. December 2012. (pdf, 55 pp.)
- Science Performance in the United States and Internationally. (pdf, 84 pp.)

Summary: This document provides data in tables, figures, and narrative formats. (See also Provasnik, S., Kastberg, D., Ferraro, D., Lemanski, N., Roey, S., and Jenkins, F. (2012). *Highlights From TIMSS 2011: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* above in this annotated bibliography.)

499. Tough, Paul (2016). "How Kids Learn Resilience." Published online by The Atlantic. June 2016 edition. <http://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/> Original Text: Tough, Paul (2016). *Helping Children Succeed: What Works and Why*. (The Atlantic article: WORD, 18 pp., plus comments, 26 pp. total)

Summary: This article, printed in *The Atlantic*, provides a lengthy excerpt from the original text, *Helping Children Succeed: What Works and Why*, that discusses the impact of stress in the home and society upon children who then fail to achieve academically, despite well-meaning efforts by teachers and others who do not recognize the inability of children to recover from stress induced trauma in their lives.

500. Tough, Paul (2007). *The class-consciousness raiser*. As published in *The New York Times*, June 10, 2007. Accessed via <http://www.nytimes.com/2007/06/10/magazine/10payne-t.html> (printed, 6 pp.)

Summary: This magazine article by Paul Tough describes the work, impact, and criticisms of Ruby Payne, author of *A Framework for Understanding Poverty* (1993).

501. Tripses, Jenny et al. (2009). "Spirituality and Respect: Study of a Model School-Church-Community Collaboration." *The School Community Journal*. Vol. 19, No. 1 (2009), pp. 77-97/98 (pdf, 22 pp., and print, 21 pp.)

Summary: This qualitative study examined "central themes underlying [the] successful collaboration [of a school-church-community partnership]..." integration of these "...themes into a coherent program theory that characterized the efforts by stakeholders to impact poverty..." and the resulting theory to be adapted to other collaborative groups and organizations (p. 79). Spirituality and respect were two prominent themes that were given elaboration in this study's report.

502. TRP Enterprises, Inc. (2009). *Research Origins of the TRP Work*. (WORD, 5 pp.)

Summary: "TRP...postulates that the most common dysfunctional thought and attitude is victim mentality" (p. 1). This postulation is applied to all areas of human life, including the reasons given for the achievement gaps in education.

503. Tyson, Timothy B. (2004). *Blood Done Sign My Name: A True Story*. New York: Three Rivers Press. (paperback, 355 pp.)

Summary: In twelve chapters, plus an epilogue, author's notes, notes on sources, and acknowledgments (all of which are worth reading, concluded by a brief profile of the author), Timothy B. Tyson, son of a racially inclusive White Pastor, tells the story of events occurring during his childhood while he lived in Sanford, Oxford, and Wilmington, North Carolina, during the racial unrest of the 1960s and early 1970. The death of one Black male veteran at the hands of one or more male members of a White family (who were found not guilty by an all-White jury) serves as the narrative and moral thread throughout this book. The author writes this story during university study and as a university professor. Dr. Tyson currently (2015) teaches at Duke University in Durham, N.C., and the University of North Carolina at Chapel Hill.

504. United Way (n.d.). *Building Support for Effective Teaching: The Impact of Public Will*. www.UnitedWay.org (pdf, 44 pp.)

Summary: This colorfully illustrated text, which, though not dated, was probably published in 2012, describes the grant funded efforts of United Ways across the country and specifically in three states (i.e., Florida, North Carolina, and Tennessee) to understand and to improve the public awareness and school implementation of teacher effectiveness as a means of improving student achievement.

505. U.S. Census Bureau (2015). *Public Education Finances: 2013*. Economic Reimbursable Surveys Division Report by the Educational Finance Branch. U.S. Department of Commerce. Economic and Services Administration. U.S. Census Bureau. June 2015. (pdf, 64 pp.)

Summary: “This report contains financial statistics relating to public elementary-secondary prekindergarten through grade 12 education [for the year 2013]. It includes national and state financial aggregates and displays data for the 100 largest school systems by enrollment in the United States” (p. v./pdf p.7).

506. U.S. Chamber of Commerce Foundation (2014). *Leaders & Laggards: A State-by-State Report Card on K-12 Educational Effectiveness*. www.LeadersandLaggards.org (pdf, 100 pp.)

Summary: This informative U.S. Chamber of Commerce Foundation report (2014) contains descriptive data and letter grades for all fifty states and the District of Columbia in eleven areas, ranging from academic achievement to fiscal responsibility. Six spotlights (i.e., narrative information about some of the areas) are also included. The concluding State Report Cards contain descriptive information about each of the eleven areas for each state and Washington, D.C.

507. U.S. Department of Education (2015). “Every Student, Every Day: Obama Administration Launches First-Ever National, Cross-Sector Initiative to Eliminate Chronic Absenteeism in Our Nation’s Schools. Press Release (4 pp.) and USED announcement (2 pp.). The White House, Office of the Press Secretary. October 7, 2015.
<http://www.ed.gov/news/press-releases/every-student-every-day-obama-administration-launches-first-ever-national-cross-sector-initiative-eliminate-chronic-absenteeism-our-nations-schools>
See also <http://ed.gov/chronicabsenteeism> . (WORD, 4 pp.) (WORD, 2 pp.)

Summary: This U.S. Department of Education press release via The White House Office of the Press Secretary (October 7, 2015) announces the national campaign to reduce significantly, if not to eliminate, chronic absenteeism in K-12 schools. The primary purpose is to increase student success in school through targeted efforts to forestall dropouts and other negative decisions and consequences as means of impacting post-secondary education and career. Specific details about

implementation and collaboration are included in this press release about this “Every Student, Every Day” chronic absenteeism campaign.

508. U.S. Department of Education (2014). “Expansive Survey of America’s Public Schools Reveals Troubling Racial Disparities: Lack of Access to Pre-School, Greater Suspensions Cited.” Published online March 21, 2014. (WORD, 3 pp.)

<http://www.ed.gov/news/press-releases/expansive-survey-americas-public-schools-reveals-troubling-racial-disparities>

Summary: This brief report of a study conducted by the U.S. Department of Education (USED) includes a description of the data collected on public schools in the USA, an online database (crdc.ed.gov) for accessing that data, and some of the key findings of this study.

509. U.S. Department of Education (2013). *For Each and Every Child – A Strategy for Education Equity and Excellence*. Washington, D.C., 2013. (pdf, 52 pp.)

Summary: The U.S. Department of Education (USED) commissioned this report in 2011, to be completed over a period of 15 months (2011-2012), to examine the need for more effective federal funding of education, resulting in increased equity and improved academic performance. The Commission uses the terms, equity and excellence, to research and to analyze, with recommendations throughout the report, in response to questions suggested by USED and the Commission’s findings.

510. U.S. Department of Education (2012). *Investing in America’s Future: A Blueprint for Transforming Career and Technical Education*. U.S. Department of Education. Office of Vocational and Adult Education. April 2012. (pdf, 20 pp.)

Summary: This document describes the current federal administration’s plans to transform Career and Technical Education (CTE) into a rigorous, relevant curriculum that prepares students for certificates and licenses needed in today’s business community. The principles of alignment, collaboration, accountability, and innovation are the foundations for success.

511. U.S. Department of Education (2013). *School Improvement Grant (SIG) Data Analysis*. December 11, 2013. (pdf, 1 p.)

Summary: This one-page document gives notice of an error in the original School Improvement Grant (SIG) data analysis, which is expected to be corrected and republished in January 2014.

512. U.S. Department of Education (2016). *The State of Racial Diversity in the Educator Workforce*. Policy and Program Studies Service. Office of Planning, Evaluation and Policy Development. U.S. Department of Education. May 2016. (pdf, 44 pp.)

Summary: This document contains data in graphs, tables, and narrative formats to illustrate the racial differences among K-12 teachers in the United States, to identify federal initiatives to increase educational diversity, and to advocate for increased diversity in the educational workforce.

513. USED NCSER and IES (2015). An Evaluation of Turning Around North Carolina's Lowest Performing Schools: A State Partnership Evaluation. U.S. Department of Education (USED). National Center for Special Education Research (NCSER). Institute of Education Sciences (IES) Grant. Vanderbilt University (Gary Henry) and N.C. State Board of Education (Martez Hill). USED announcement. <http://ies.ed.gov/funding/grantsearch/details.asp?ID=1759> (WORD, 4 pp.)

Summary: This USED announcement contains details about a five-year (August 1, 2015-July 31, 2020) federal grant (in the amount of \$4,944,014) awarded to Vanderbilt University (Gary Henry, Principal Investigator) and the North Carolina State Board of Education (Martez Hill, Co-Principal Investigator) to evaluate North Carolina's lowest performing schools.

514. U.S. Supreme Court cases (nos. 05-908 & 05-915). *Parents Involved in Community Schools, Petitioner, v. Seattle School District No. 1, et al., Respondents [and] Crystal D. Meredith, Custodial Parent and Next Friend of Joshua Ryan McDonald, Petitioner, v. Jefferson County Board of Education, et al., Respondents. Brief of 553 Social Scientists As Amici Curiae in Support of Respondents*. (pdf, 89 pp.)

In the Supreme Court of the United States
Parents Involved in Community Schools, Petitioner,
v.
Seattle School District No. 1, et al., Respondents.

Crystal D. Meredith, Custodial Parent and
Next Friend of Joshua Ryan McDonald, Petitioner,

v.
Jefferson County Board of Education, et al., Respondents

Brief of 553 Social Scientists As Amici Curiae in Support of Respondents

Summary: This document is the brief of 553 social scientists who filed as *amici curiae* in support of the respondents in the U.S. Supreme Court cases (numbers 05-908 and 05-915): *Parents Involved in Community Schools, Petitioner, v. Seattle School District No. 1, et al., Respondents [and] Crystal D. Meredith, Custodial Parent and Next Friend of Joshua Ryan McDonald, Petitioner,*

v. Jefferson County Board of Education, et al., Respondents. Citing data and including numerous scholarly and explanatory notes, this brief substantiates the effects of racial isolation versus racial integration, as opposed to racial desegregation, upon student achievement and civic gains. A discussion of the public school districts in both Charlotte and Raleigh, North Carolina, are included in this brief. The dated nature of this brief (c2006) means that updated events concerning this topic and in North Carolina could further support, challenge, and/or modify the data, scholarship, and claims within this brief. The final section of this brief (beginning on page 74) lists the contributing social scientists and their professional work affiliations.

515. Usher, Alexandra (n.d.). *‘Those Who Don’t Learn From Their History...’ (Sara Mead’s Policy Notebook)* (pdf, 1 p.)

Summary: This blog reaches back in United States history to the Continental Congress as the initial source of government support of public education through land grants and the Enabling Acts.

516. Virgil, Julayne Austin, Wyatt, Allison, & Brennan, Molly (2014). *From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact.* Education Pioneers and Koya Leadership Partners. www.educationpioneers.org www.koyapartners.com (pdf, 41 pp.)

Summary: “With this survey of diversity practices and results in education organizations, Koya Leadership Partners and Education Pioneers set out to understand what commitments to racial and ethnic diversity and inclusion in the education sector look like in practice and to provide actionable steps organizations can take to drive the conversation about diversity from intention to action” (Foreword, p. 1/2). The authors are employed by talent search firms. Required attribution for referencing this document is satisfied by citing these two web addresses: <http://www.koyapartners.com> and <http://www.educationpioneers.org> .

517. Wahlstrom, K., Dretzke, B., Gordon, M., Peterson, K., Edwards, K., & Gdula, J. (2014). *Examining the Impact of Later School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study.* Center for Applied Research and Educational Improvement. St Paul, MN: University of Minnesota. (pdf, 76 pp.)

Summary: Several school districts and schools were included in this study to determine empirically if a later start time had any impact upon students’ sleeping habits, their academic achievement, and car crash data. The optimum school start time seems to be 8:30 a.m. or later.

518. Wake County Public School System (WCPSS) (2012). *The Strategic Plan for the Wake County Public School System. Vision 2017.* (draft updated 8-14-12) (pdf, 23 pp.)

Summary: This updated draft (dated 8-14-12) provides the then current proposed vision for the Wake County Public School System, projected for year 2017. The five-step plan might face revisions once the next superintendent of WCPSS contributes further insights.

519. Watson, Jim, Flowers, Claudia, Lyons, James, McColl, Ann, & Algozzine, Bob (2013). *Superintendents' Attitudes toward Public Education in North Carolina*. Research Article. JAEPR, 1 (1), 3-14. Copyright 2013. ISSN: 1930-9325. (pdf, 12 pp.)

Summary: This report of research using a 20-question survey to solicit responses from public school superintendents in North Carolina includes narratives and tables to report and to explain responses. The report concludes that future research should include annual surveys.

520. Weiss, Elaine (2013). *Mismatches in Race to the Top Limit Educational Improvement: Lack of Time, Resources, and Tools to Address Opportunity Gaps Puts Lofty Goals Out of Reach*. Broader, Bolder Approach to Education. September 12, 2013. The Economic Policy Institute. Research and Ideas for Shared Prosperity. Retrieved September 13, 2013, from <http://www.epi.org/publication/race-to-the-top-goals/> (WORD, 123 pp.)

Summary: The thesis of this scholarly text is that the requirements of and funding for Race to the Top (RTTT) grants to states from the U.S. Department of Education (USED) resulted in lofty, sometimes unrealistic and unrealizable goals set by ambitious, financially strapped states that faced systemic and logistical challenges in achieving those goals, thus showing signs of failing to meet the federal government's expectations for increased student achievement. The requirement for new teacher evaluations is given special and detailed coverage in this analysis. North Carolina is included in this analysis of states receiving RTTT grants during Rounds I and II of this competition for funding. Case studies are included in the appendices. Endnotes and references are included.

521. Weiss, Elaine, & Long, Don (2013). *Market-Oriented Education Reforms' Rhetoric Trumps Reality: The Impacts of Test-Based Teacher Evaluations, School Closures, and Increased Charter School Access on Student Outcomes in Chicago, New York City, and Washington, D.C.* Broader, Bolder Approach to Education. April 22, 2013. (pdf, 95 pp.)

Summary: This report is a scathing analysis, based on research data and other objective sources, of market driven educational reforms, with three cities as the examples: Chicago, New York City, and Washington, D.C. The mayors and heads of each city's educational agency are named and criticized. Findings and conclusions include, but are not limited to, acknowledgment that outside sources such as private foundations and other funders do not match taxes in support of education in these cities but outrank taxpayers in influence over the schooling process and school closings, despite the lack of credible results of student achievement as a result of the influx of millions of dollars that were not sustainable after the funding period. The current (2013) date of this report is noteworthy. However, the increasing fiscal crises in these cities and the entire country probably reveal even more dire consequences of market-oriented educational reform.

522. Wellman, Dr. Cara. Department of Psychological and Brain Sciences. Indiana University. (WORD, 4 pp.) <http://psych.indiana.edu/faculty/wellmanc.php>

Summary: Dr. Cara Wellman is an expert on the effects of stress (trauma) upon the brain.

523. Wenglinsky, H. (2004, November 23). *Closing the racial achievement gap: The role of reforming instructional practices*. *Education Policy Analysis Archives*, 12(64). Abstract. Retrieved March 2012 from <http://epaa.asu.edu/epaa/v12n64/>. (abstract, WORD, 2 pp.)

Summary: This research study, published in a peer reviewed journal at Arizona State University, includes an abstract, introduction, background, methodology, results, conclusions, and references for the application of Hierarchical Linear Modeling to assist teachers in working with struggling minority students who need more intense intervention than other students.

524. Wenglinsky, H. (2004, November 23). *Closing the racial achievement gap: The role of reforming instructional practices*. *Education Policy Analysis Archives*, 12(64). Full Report. Retrieved March 2012 from <http://epaa.asu.edu/epaa/v12n64/>. (pdf, 24 pp. = pp. 1-23)

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525. Wentworth, Laura, Kessler, Julie, & Darling-Hammond, Linda (2013). *Elementary Schools for Equity: Policies and Practices that Help Close the Opportunity Gap*. Stanford Center for Opportunity Policy in Education (SCOPE). (pdf, 69 pp.)

Summary: “In *Elementary Schools for Equity*, we present case studies of four schools commissioned by San Francisco Unified School District to help school and district leaders understand the practices, structures, and policies of schools that were most effective at closing the achievement gap. Originally requested by then-Superintendent Carlos Garcia and Deputy Superintendent Tony Smith, the district used these case studies to capture promising practices, using them to inform other schools serving similar students” (p. ii).

526. West, Martin R. (2012). *Is Retaining Students in the Early Grades Self-Defeating?* Center on Children and Families at Brookings. August 2012. (CCF Brief #49) (pdf, 7 pp.)

Summary: This document discusses the research about and the state of Florida’s experiences with mandating that third graders who do not achieve a specific level of proficiency in reading be retained. Although the findings are mixed, one conclusion is that many retained third graders might have been retained later in their academic career as well as might have become dropouts.

527. West, Martin R., Gabrieli, Christopher F.O., Finn, Amy S., Kraft, Matthew A., & Gabrieli, John D.E. (2014). *What Effective Schools Do*. Research. Education Next. Fall 2014.
www.educationnext.org (pdf, 8 pp.)

Summary: This study attempts to identify specific reasons for the success of selected effective schools in Boston, Massachusetts. Crystallized knowledge, which is similar to the Hirsch core knowledge program, increases more than fluid cognitive skills, such as abstract reasoning and processing, for students in effective schools, according to the findings and conclusions of this study.

528. Whitmire, R. (2012). *Teach black and Hispanic students differently*. [opinion column accessed and copied from USA Today online newspaper, Thursday, May 3, 2012, via ASCD SmartBrief, May 3, 2012]. (WORD, 3 pp.)

Summary: This brief opinion piece advocates for disaggregating students of color so that Black and Hispanic students can be taught according to their respective cultures and learning styles.

529. Wiener, Ross et al. (2013). *Evaluating Evaluations: Using Teacher Surveys to Strengthen Implementation*. The Aspen Institute. Education & Society Program.
www.aspeninstitute.org/education Educationinfo@aspeninstitute.org (pdf, 26 pp.)

Summary: This short document presents the advantages of conducting surveys to strengthen teacher evaluations and to assure effective teacher professional development. Case studies of school districts and companies reinforce the strategies and advice included in this document. Appendices include examples of survey questions and several case studies.

530. Wilkins, Chuck et al. (2012). *Does A Summer Reading Program Based on Lexiles Affect Reading Comprehension*. Final Report. REL Southwest. NCEE (IES). USED. (pdf, 137 pp.)

Summary: “This report presents estimates from a large-scale, multi-district RCT on the effectiveness of a summer reading program on improving student reading comprehension for economically disadvantaged grade 3 students reading below the 50th percentile nationally. Each student in the treatment group was sent a single shipment of eight books matched to his or her reading level and interest area during the first part of the summer (June/July), followed by a reminder postcard each week for six weeks” (p. 2/p. 19).

531. Willen, Liz (2015). “School Districts Respond to Growing Fury Over Police Shootings, Black Male Achievement Gap.” Published online January 5, 2015, by The Hechinger Report, and retrieved January 6, 2015, from http://hechingerreport.org/content/school-districts-respond-growing-fury-police-shootings-black-male-achievement-gap_18643/ (WORD, 5 pp.)

Summary: The writer of this article features one Black male in Minneapolis, MN, to explore the recent national move toward hiring school district staff to focus upon the achievement gap,

especially among minority males, and societal issues, such as the deaths of Black males at the hands of law enforcement. Minneapolis, MN, has one of the largest achievement gaps in the country.

532. Williams, Matt, Moyer, Jesse, & Jenkins, Sarah (2014). *District Conditions for Scale: A Practical Guide to Scaling Personalized Learning*. KnowledgeWorks. November 2014. (pdf, 22 pp.)

Summary: This easily readable text discusses ten conditions that school districts should consider and implement to achieve personalized learning for each student and to bring that student learning to scale. The final two pages of this text summarizes those ten tenets.

533. Winkler, Amber M., Scull, Janie, & Zeehandelaar, Dara (2012). *How Strong Are Teacher Unions? A State-by-State Comparison*. Thomas Fordham Institute. October 2012. (pdf, 405 pp.)

Summary: This report, though dated (e.g., based on the state of North Carolina political leadership prior to the current (2015) Republican Governor and both houses of the General Assembly's Republican majorities), provides critical information and insights about the impact of teacher unions (also categorized as teacher associations) in all states and the District of Columbia.

534. Wise, Jim (2014). "Parts of Durham Prospers But Poverty Persists, People Left Behind"
<http://www.newsobserver.com/2014/01/01/3500519/poverty-persists-while-durham.html>
(WORD, 3 pp.)

Summary: This newspaper article gives a current view of poverty in Durham, N.C., a city characterized by educational and income differences.

535. Wohlstetter, Priscilla, & Zeehandelaar, Dara (with David Griffith) (2015). *America's Best (and Worst) Cities for School Choice*. December 2015. Thomas B. Fordham Institute. Teachers College, Columbia University. (pdf, 179 pp.)

Summary:

536. Wright, Peter W.D. et al. (1998, 2010). *Tests and Measurements for the Parent, Teacher, Advocate & Attorney*. (WORD, 35 pp.)

Summary: This document provides concise, informed background and recommendations to parents of children who are currently in special education or who might need to be served by special education. Specific case law and case studies are included. Analogies to familiar topics (e.g., sports and medical examples) are given as a means of clarifying the meaning and implementation of tests and measurement terms, such as standard deviation and the bell curve. The primary author of this document presented the seminal special education Carter case before the U.S. Supreme Court, which

received a unanimous, favorable decision for special education and which is included in this discussion. The second author is an experienced psychotherapist.

537. Yen, Hope (2013). "Rising Riches: 1 in 5 in US Reaches Affluence." Associated Press (AP). Posted online and retrieved from WRAL.com on Monday, December 9, 2013.
<http://www.wral.com/rising-riches-1-in-5-in-us-reaches-affluence/13195776/> (WORD, 4 pp.)

Summary: This Associated Press (AP) article discusses the rise of the "new rich" who earn annually at least \$250,000 during some point in their lives. They reject forced income equality and believe that everyone can increase their earnings through hard work. Some political observers warn that this group deserves close attention due to its unduly large influence upon public policy.

538. Yettick, Holly (2014). "Shrinking the Achievement Gap One Word at a Time." Education Week. Inside School Research online blog, May 27, 2014.
<http://blogs.edweek.org/edweek/inside-school-research/> (WORD, 4 pp.)

Summary: This brief article describes a mind-set intervention that addresses social identity threat among minority students by using low cost, low time consuming self-affirmation exercises. One early conclusion is that these self-affirmation exercises might decrease achievement gaps in some subjects more than in others because of the ease of social contact in those amenable subjects.

539. Yglesias, Matthew (2015). "Why More Education Won't End Poverty, in One Chart." Vox Policy & Politics. Updated December 4, 2015, at 9:30 a.m. ET. (WORD, 3 pp.)

Summary: This article contains two charts that illustrate the writer's claim that employment status, not formal educational attainment, impacts poverty.

540. Zeehandelaar, Dara (2014). Study: *Teacher Preparation Policies and Their Effects on Student Achievement*. Book Review published in The Education Gadfly Weekly, Vol. 14, No. 44, October 29, 2014. (WORD, 2 pp.) See Gary T. Henry, et al. The Association for Education Finance and Policy (2014) for report of this study.

Summary: This book review addresses the research question guiding the study by Gary T. Henry, et al.: "How does teacher preparation affect student achievement?" This question was answered using teachers and data in North Carolina. The conclusion underscores the quality of the teacher over the quality of the teacher preparation program. "Assessing teacher quality requires schools and districts to evaluate their merits rigorously before and after teachers enter the classroom, as opposed to assuming a teacher is good at their job simply because of how they're prepared" (p. 1).

541. Zeehandelaar, Dara, & Griffith, David et al. (2015). *Schools of Thought: A Taxonomy of American Governance*. August 2015. Thomas B. Fordham Institute. (pdf, 73 pp.)

Summary: This text describes eight types of statewide school governance using the names and philosophies of several former U.S. presidents and other political thinkers. North Carolina is classified as one of seven Lincolnian States due to “authority concentrated at the state level [joined with Hawaii as an outlier in this category], authority consolidated in a few institutions, and encouragement of public participation.”

542. Zeelandelaar, Dara, Sears, Victoria, & Schwenk, Alyssa (date). *Who Should Be in Charge When School Districts Go Into the Red?* Thomas B. Fordham Institute. (pdf, 25 pp.)

Summary: This document (probably published in 2015) provides specific, reasonable, realizable information about school districts that operate in a financial deficit and recommends steps to resolve a school district’s fiscal problems, thus avoid bankruptcy and insolvency.

543. Zeelandelaar, Dara, & Winkler, Amber M., eds. (2013). *What Parents Want: Education Preferences and Trade-Offs. A National Survey of K-12 Parents.* August 2013. The Thomas Fordham Institute. (pdf, 84 pp.)

Summary: This is a fun filled but seriously researched and informative text that provides online survey results for parents or guardians of children in K-12 schooling nationwide. Some surprising results (e.g., parents or guardians labeled as Test Hawks consisting mainly of African American rather than Asian or white parents/guardians) might suggest limited application beyond the survey population, or these survey results might challenge the stereotypes typically associated with racial and ethnic groups concerning the education and future of their children. The final third of this report includes appendices that document the survey data and analysis.

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