

EDUCATION INEQUALITY



Schools And Inequality

Jaap Dronkers



Schools And Inequality:

Children, Schools, And Inequality Doris R Entwisle, 2018-03-05 Educational sociologists have paid relatively little attention to children in middle childhood ages 6 to 12 whereas developmental psychologists have emphasized factors internal to the child much more than the social contexts in explaining children's development. *Children, Schools, and Inequality* redresses that imbalance. It examines elementary school outcomes e.g. test scores, grades, retention rates in light of the socioeconomic variation in schools and neighborhoods, the organizational patterns across elementary schools, and the ways in which family structure intersects with children's school performance. Adding data from the Baltimore Beginning School Study to information culled from the fields of sociology, child development, and education, this book suggests why the gap between the school achievement of poor children and those who are better off has been so difficult to close. Doris Entwistle, Karl Alexander, and Linda Olson show why the first grade transition, how children negotiate entry into full-time schooling, is a crucial period. They also show that events over that time have repercussions that echo throughout children's entire school careers. Currently the only study of this life transition to cover a comprehensive sample and to suggest straightforward remedies for urban schools, *Children, Schools, and Inequality* can inform educators, practitioners, and policymakers as well as researchers in the sociology of education and child development.

International Studies in Educational Inequality, Theory and Policy Richard Teese, Stephen Lamb, Marie Duru-Bellat, 2007-06-03 Inequality is a marked and persistent feature of education systems both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past thanks to the knowledge economy and globalization. More and more populations, both rich and poor, depend on successful use of school and on gaining post-school qualifications. But access to high-quality schooling, success at school, and chances of higher education all remain socially divided, with implications for economic opportunities, personal growth, and civic and community development. What causes these divisions in how education systems work? Have decades of public investment brought about at least some improvements, even if major gaps remain? If not, what are the barriers, the social processes which have frustrated the efforts of government? The pursuit of equity as a goal of public policy is examined in this book through a series of national case studies covering many different global contexts, from the wealthiest to some of the poorest nations on earth. What have we learnt from the policy experience globally? Do we know more today than yesterday about the origins of social inequality? Are our policies better framed, better designed to tackle inequality? And which way forward? What does the evidence suggest in terms of future approaches and emphasis? This work is published in three volumes which together form a 3-volume set.

Inequality in Education Donald B. Holsinger, W. James Jacob, 2009-05-29 *Inequality in Education: Comparative and International Perspectives* is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up-to-date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic

comparative and international education policy statement on recent shifts in education inequality and new approaches to explore develop and improve comparative education and policy research globally Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services In addition to case perspectives from 18 countries across six geographic regions the volume includes six conceptual chapters on topics that influence education inequality such as gender disability language and economics and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education The book offers 1 a better and more holistic understanding of ways to measure education inequalities and 2 strategies for facing the challenge of inequality in education in the processes of policy formation planning and implementation at the local regional national and global levels

How Schools Really Matter Douglas B. Downey, 2020 Most of us assume that public schools in America are unequal that the quality of the education varies with the location of the school and that as a result children learn more in the schools that serve mostly rich white kids than in the schools serving mostly poor black kids But it turns out that this common assumption is misplaced As Douglas B Downey shows in *How Schools Really Matter* achievement gaps have very little to do with what goes on in our schools Not only do schools not exacerbate inequality in skills they actually help to level the playing field The real sources of achievement gaps are elsewhere A close look at the testing data in seasonal patterns bears this out It turns out that achievement gaps in reading skills between high and low income children are nearly entirely formed prior to kindergarten and schools do more to reduce them than increase them And when gaps do increase they tend to do so during summers not during school periods So why do both liberal and conservative politicians strongly advocate for school reform arguing that the poor quality of schools serving disadvantaged children is an important contributor to inequality It s because discussing the broader social and economic reforms necessary for really reducing inequality has become too challenging and polarizing it s just easier to talk about fixing schools Of course there are differences that schools can make and Downey outlines the kinds of reforms that make sense given what we know about inequality outside of schools including more school exposure increased standardization and better and fairer school and teacher measurements *How Schools Really Matter* offers a firm rebuke to those who find nothing but fault in our schools which are doing a much better than job than we give them credit for It should also be a call to arms for educators and policymakers the bottom line is that if we are serious about reducing inequality we are going to have to fight some battles that are bigger than school reform battles against the social inequality that is reflected within rather than generated by our public school system **Keeping Track** Jeannie

Oakes, 2005-05-10 Selected by the American School Board Journal as a Must Read book when it was first published and named one of 60 Books of the Century by the University of South Carolina Museum of Education for its influence on American education this provocative carefully documented work shows how tracking the system of grouping students for instruction on the basis of ability reflects the class and racial inequalities of American society and helps to perpetuate them

For this new edition Jeannie Oakes has added a new Preface and a new final chapter in which she discusses the tracking wars of the last twenty years wars in which Keeping Track has played a central role From reviews of the first edition Should be read by anyone who wishes to improve schools M Donald Thomas American School Board Journal This engaging book has had an influence on educational thought and policy that few works of social science ever achieve Tom Loveless in The Tracking Wars Should be read by teachers administrators school board members and parents Georgia Lewis Childhood Education Valuable No one interested in the topic can afford not to attend to it Kenneth A Strike Teachers College Record

Schools and Inequality James W. Guthrie,1971 Present educational finance policies can be construed to be in violation of the equal Protection Clause of the United states Constitution s Fourteenth Amendment Assisted by the National Urban Coalition the authors of this book have compiled a great deal of information and analysis on school services in the state of Michigan information which may typify such services throughout the country Their research was conducted initially to serve as evidence in a suit filed by the Detroit Board of Education which alleged discrimination in the state s distribution of resources to schools It may be that the courts will be persuaded to act on the matter or it may be that the logic of the interpretation will nevertheless be effective in convincing state legislatures themselves of the need to act In any event it is our position that the specific arguments made to courts and legislative bodies should embody research of the type illustrated by this book

Education and Inequality Caroline Hodges Persell,1977 **History of Inequalities in American Education** Marta Zapala-Kraj,2015-02-15 Research Paper from the year 2015 in the subject Pedagogy History of Pedagogy grade 5 0 language English abstract Education affects every part of our lives For the majority of people education level determines income level place in the class system and even health Without quality education in ones youth he or she is quickly at a severe disadvantage then a peer who receives one In doing this research the author of this thesis has found the most important obstacles in the history of American education in order to present what factors led to such a situation in American schools the author decided to divide the paper in three following parts each discussing different aspect of inequalities found in educational history The problems of education inequality are deeply rooted throughout American history In the South segregation was upheld in the Supreme Court in the Plessy vs Ferguson Case in 1896 which mandated that schools be segregated into black and white What is more the educational inequalities reach out even deeper not only did race and skin color made difference in accesss to knowledge The sex played also a vital role in it The history of American education is written down by the numerous minor cases of women who were forbidden to learn just because they were not born men **Educational Delusions?** Gary Orfield, Erica Frankenberg,2013-01-25 The first major battle over school choice came out of struggles over equalizing and integrating schools in the civil rights era when it became apparent that choice could be either a serious barrier or a significant tool for reaching these goals The second large and continuing movement for choice was part of the very different anti government individualistic market based movement of a more conservative period

in which many of the lessons of that earlier period were forgotten though choice was once again presented as the answer to racial inequality This book brings civil rights back into the center of the debate and tries to move from doctrine to empirical research in exploring the many forms of choice and their very different consequences for equity in U S schools Leading researchers conclude that although helping minority children remains a central justification for choice proponents ignoring the essential civil rights dimensions of choice plans risks compounding rather than remedying racial inequality

Inequality, Power and School Success Gilberto Conchas, Michael Gottfried, 2015-04-10 This volume highlights issues of power inequality and resistance for Asian African American and Latino students in distinct U S and international contexts Through a collection of case studies it links universal issues relating to inequality in education such as Asian Latino and African American males in the inner city neighborhoods Latina teachers and single mothers in California undocumented youth from Mexico and El Salvador immigrant Moroccan youth in Spain and immigrant Afro Caribbean and Indian teenagers in New York and in London The volume explores the processes that keep students thriving academically and socially and outlines the patterns that exist among individuals students teachers parents to resist the hegemony of the dominant class and school failure With emphasis on racial formation theory this volume fundamentally argues that education despite inequality remains the best hope of achieving the American dream

Educational Inequalities Kalwant Bhopal, Uvanney Maylor, 2013-11-07 While there is considerable literature on social inequality and education there is little recent work which explores notions of difference and diversity in relation to race class and gender This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK Australia USA New Zealand and Europe Contributors investigate the ways in which dominant perspectives on difference intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas and seek to locate the dimensions of difference within recent theoretical discourses with an emphasis on race class and gender as key categories of analysis

The Complex Web of Inequality in North American Schools Gilberto Q. Conchas, Briana M. Hinga, Miguel N. Abad, Kris D. Gutierrez, 2019-08-22 The Complex Web of Inequality in North American Schools analyzes and challenges the critical gaps and inequalities that persist in the American school system Showing how historical biases have been inherited in current policies relating to non dominant youth the text calls for educational reforms that perform in the name of social justice This edited collection carefully interrogates how technocratic educational policies and reforms are often unequipped to address the interplay of political social economic ideological factors that are at the roots of educational injustice Considering the most vulnerable student populations original case studies explore how inadequate structures practices and beliefs have increased marginalization and highlight those instances in which policy has proved effective in reducing opportunity gaps between economically rich and poor students between white Asian Black and Latino youth between native

English speakers and second language learners highlighting racial integration and unequal American Indian education and for students with special educational needs The insights into such policies shed light on the complex web of historically embedded inequities that continue to shape the construction roll out and consequences of education policy for the most marginalized youth populations today This volume will be of interest to graduate and postgraduate students researchers and academics in the fields of education policy sociology of education economics of education and history of education and well as policy evaluation

High Stakes Education Pauline Lipman, 2004 What are the implications of education accountability reforms particularly in urban schools in a political economic and cultural context of intensifying globalization and increasing social inequality and marginalization along lines of race and class High Stakes Education provides a cogent and critical examination of such questions investigating concretely the political economy of neoliberal education reforms and the cultural politics of race Using Chicago a standard bearer for high stakes testing and centralized regulation of schools as a case study noted scholar Pauline Lipman argues there is a strategic relationship between these policies and processes of economic restructuring racialized social control and globalization

Education and Inequality Caroline Hodges Persell, 1979-01-01

Inequality for All William Schmidt, Curtis McKnight, 2015-04-17 Inequality for All makes an important contribution to current debates about economic inequalities and the growing achievement gap particularly in mathematics and science education The authors argue that the greatest source of variation in opportunity to learn is not between local communities or even schools but between classrooms They zero in on one of the core elements of schooling coverage of subject matter content and examine how such opportunities are distributed across the millions of school children in the United States Drawing on data from the third TIMSS international study of curriculum and achievement as well as a six district study of over 500 schools across the United States they point to Common Core State Standards as being a key step in creating a more level playing field for all students William H Schmidt is University Distinguished Professor at Michigan State University and co director of the Education Policy Center Curtis C McKnight is emeritus professor of mathematics at the University of Oklahoma

Quality and Inequality of Education Jaap Dronkers, 2010-07-03 This cogent analysis of data on education and society from a variety of sources sets out to provide answers to scientific and policy questions on the quality of education and the way it relates to various forms of inequality in modern societies particularly in Europe The authors examine not only the well known cross national PISA datasets but also the European Social Survey and TIMSS going further than many researchers by folding into their analyses economic legal and historical factors Most research up to now using the PISA data is restricted to educational research Interesting as that educational question is the chapters here use the PISA and other data to explore more profoundly the relationship between education and the various forms of inequality in European and other modern societies The work comes from two different perspectives one that looks at how the different characteristics of societies their economies and their educational systems influence the average educational achievements of specific groups of

pupils such as immigrants in those societies and a second which explores how and in what degree the characteristics of schools educational systems and labour markets either hardens or softens differences in the educational outcomes of various groups of pupils With a special feature of the book being its emphasis on comparing Asian and European countries and with the content free of the political constraints that can often attend studies of these datasets this book will be an vital resource for educationalists and policy makers alike

Law & Education Inequality Susan C. Bon,Jeffrey C. Sun,2015-07-01 Over the past decade No Child Left Behind Common Core Race to the Top data mining initiatives Title IX gender equity Individuals with Disabilities Education Act Americans with Disabilities Act and executive actions on immigration illustrate key federal initiatives that have redefined standards priorities and practices within educational institutions Similarly state policies in terms of school funding school choice teacher qualifications student bullying and other measures have added another layer of complexity to the education law and policy dialogue particularly when addressing matters of education inequality These emergent policies beget the question how have these policies contributed to easing the effects of educational inequality The purpose of this book is to examine the role of law as potentially countering or impeding desirable education reforms and it calls on readers to consider how policymakers lawyers social scientists and educators might best alter the course in an effort to advance a more just and less unequal educational system

Despite the Best Intentions Amanda E. Lewis,John B. Diamond,2015 A rich and disturbing portrait of the achievement gap that persists more than fifty years after the formal dismantling of segregation

Growing Gaps Paul A. Attewell,Katherine S. Newman,2010-11-05 Outlining the world wide race for educational advantage this book takes a comparative approach Covering almost every continent this book provides an overarching examination of who is actually able to benefit from economic growth and who because of the educational demands it brings about it shuts out

Class Rules Peter W. Cookson,Jr,2015-04-26 *Class Rules* challenges the popular myth that high schools are the Great Equalizers In his groundbreaking study Cookson demonstrates that adolescents undergo different class rites of passage depending on the social class composition of the high school they attend Drawing on stories of schools and individual students the author shows that where a student goes to high school is a major influence on his or her social class trajectory *Class Rules* is a penetrating original examination of the role education plays in blocking upward mobility for many children It offers a compelling vision of an equitable system of schools based on the full democratic rights of students

Book Features Provides a fresh dynamic way of understanding educational inequality and social reproduction Offers a breakthrough social psychological theory of how adolescents acquire class consciousness Compares the cultures and curricula of five American high schools focusing on the class composition of their students This highly readable and original book illuminates why we don t have open class warfare in our society despite huge inequalities Peter Cookson shows how schools reproduce classes through institutional practices that forge class based consciousness He also suggests how education might be changed

Caroline Hodges Persell professor emerita of sociology New York University

Cookson does a superb job of analyzing the powerful forces in our schools that reinforce the racial ethnic and social class structures our nation hopes to overcome Breaking out of one s social class was always hard but may now be harder than in previous decades Cookson reminds us of what high schools can be the great equalizers institutions for promoting America s finest values David Berliner Regents professor emeritus Mary Lou Fulton Teachers College Arizona State University

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