

No.	Title	Author	Publisher	Date	Type	Abstract
1	5 things state leaders should do to advance equity: Access to and success in advanced coursework	The Education Trust	The Education Trust	2019	Report	(1). Use data to identify the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action. (2).Set clear and measurable goals for advancing access to and success in advanced coursework. (3).Invest to expand advanced coursework opportunities — both courses and seats. (4).Require and support districts to expand eligibility for advanced courses. (5).Support Black, Latino, and low-income students’ success in advanced courses.
2	10 principles for equity- and improvement-focused accountability systems	The Education Trust	The Education Trust	2016	Blog Post	1. Focusing on improvement for all students in all schools. 2. Making the main thing the main thing. 3. Setting clear improvement expectations both for students overall and for every group of young people. 4. Clearly communicating to families, educators, students, and the public 5. Expecting immediate action whenever any group of students is struggling. 6. Generating additional data to inform the improvement process. 7. Incentivizing and supporting evidence-based solutions. 8. Making families full partners in the improvement process. 9. Holding districts accountable for doing the parts that only they can do. 10. Keeping close tabs on progress and not kicking the can down the road.
3	A Focus on Equity Progress Report	Research and Evaluation Services	San Diego County Office of Education	2019	Report	(see title)
4	Addressing Race and trauma in the classroom: A resource for educators	National Child Traumatic Stress Network	National Center for Child Traumatic Stress	2017	Report	This resource is intended to help educators understand how they might address the interplay of race and trauma and its effects on students in the classroom. After defining key terms, the guide outlines recommendations for educators and offers a list of supplemental resources. This guide is intended as a complement to two existing NCTSN resources—Position Statement on Racial Injustice and Trauma and Child Trauma Toolkit for Educators—and it should be implemented in accordance with individual school policies and procedures.

5	ADKAR A Model for Change in Business, Government and Our Community	Hiatt, Jeffrey	Prosci Learning Center Publications	2006	Book	Change is constant, and it happens one person at a time. Embracing change can be difficult, and helping others embrace change is often nebulous and frustrating. To achieve meaningful change in communities and organizations, leaders need a simple way to understand and influence change, identify the causes of resistance, and help individuals successfully transition. The Prosci ADKAR Model outlines five milestones in successful change—awareness, desire, knowledge, ability and reinforcement. This book teaches the foundations of the ADKAR model and how to use it to make sense of change and achieve better outcomes.
6	African-American equity task force guidelines and recommendations	African-American Equity Task Force (AAETF)	Denver Public Schools	2017	Report	Based on these thoughtful and robust conversations, as well as extensive research into ongoing disparities and root causes, the working groups have developed specific recommendations for defined levers of impact that will enable DPS to more effectively address opportunity and achievement gaps for African-American students and educators. Based on these levers of impact, the recommendations have been grouped into the following: (1) District and School Structures to Promote Equity; (2) Culturally Responsive Instruction, Engagement and Communication; (3) Targeted Supports for Students; (4) Community and Family Resources; and, (5). <u>Equitable Employment Practices and Work Environments</u>

7	An examination of student and education experiences in Denver Public Schools through the voices of African-American teachers and administrators.	Bailey, Sharon	Denver Public Schools	2016	Report	Through this qualitative study, the voices of African-American teachers and administrators have related their observations about the issues impacting African-American students and their own workplace experiences in the Denver Public Schools. Despite differences in age, years of teaching, level of education, teacher or administrator and location of employment, they provided similar answers to the interview questions. Participants identified several issues and areas of policy and practice they perceived as having both negative and positive impacts. The dominant themes that emerged from the analysis of transcripts from interviews and focus groups challenge the district's stated commitments to the shared values of equity and diversity, cultural competence, eliminating achievement and opportunity gaps, and fostering positive teaching and learning environments. This feedback also reflected areas of missed opportunity which, if addressed, may provide a framework for enhancing the outcomes for African-American students and the workplace experiences of African-American educators
8	Are Achievement Gaps Related to Discipline Gaps? Evidence From National Data	Pearman, Francis A.; Curran, F. Chris; Fisher, Benjamin; Gardella, Joseph	AERA Open	2019	Journal Article	There is growing interest in the relation between the racial achievement gap and the racial discipline gap. However, few studies have examined this relation at the national level. This study combines data from the Stanford Education Data Archive and the Civil Rights Data Collection and employs a district fixed effects analysis to examine whether and the extent to which racial discipline gaps are related to racial achievement gaps in Grades 3 through 8 in districts across the United States. In bivariate models, we find evidence that districts with larger racial discipline gaps have larger racial achievement gaps (and vice versa). Though other district-level differences account for the positive association between the Hispanic-White discipline gap and the Hispanic-White achievement gap, we find robust evidence that the positive association between the Black-White discipline gap and the Black-White achievement gap persists after controlling for a multitude of confounding factors. We also find evidence that the mechanisms connecting achievement to disciplinary outcomes are more salient for Black than White students.

9	Best Practices in Family and Community Engagement	Hanover Research	Hanover Research	2014	Report	In the following report, Hanover Research describes best practices in family and community engagement. The report examines strategies for overcoming barriers to family and community engagement, summarizes methods of measuring the degree of engagement, and describes engagement policies implemented by three school districts in Washington, North Carolina, and Florida.
10	Biased: uncovering the hidden prejudice that shapes what we see, think, and do	Eberhardt, Jennifer L.	Viking, an imprint of Penguin Random House LLC	2019	Book	You do not have to be racist to be biased. Unconscious bias can be at work without our realizing it, and even when we genuinely wish to treat all people equally, ingrained stereotypes can infect our visual perception, attention, memory, and behavior. This has an impact on education, employment, housing, and criminal justice. Unblinking about the tragic consequences of prejudice, Eberhardt addresses how racial bias is not the fault of nor restricted to a few "bad apples" but is present at all levels of society in media, education, and business. The good news is that we are not hopelessly doomed by our innate prejudices. In Biased, Eberhardt reminds us that racial bias is a human problem--one all people can play a role in solving.
11	Blueprint	Vista Unified School District	Blueprint	n.d.	Webpage	Visual representations of Vista Unified School District's Blueprint for Educational Excellence and Innovation.
12	Centering the Margins: (Re)defining Useful Research Evidence Through Critical Perspectives	Doucet, Fabienne	William T. Grant Foundation	2019	Book	As a human endeavor, research is inextricably implicated in the societal structures and systems that have served to maintain power hierarchies and accept social inequity as a given. Indeed, research has been historically and contemporaneously (mis)used to justify a range of social harms from enslavement, colonial conquest, and genocide, to high-stakes testing, disproportionality in child welfare services, and "broken windows" policing (Au, 2016; Jerrim & de Vries, 2017; National Academies of Sciences, Engineering, and Medicine, 2018; Wells, Merritt, & Briggs, 2009). Critical perspectives offer possibilities for repairing these wrongs and for reimagining the possibilities of what research can accomplish.

13	Charlotte-Mecklenburg Schools Board of Education Theory of Action for Change	Charlotte-Mecklenburg Schools Board of Education	Charlotte-Mecklenburg Schools Board of Education	n.d.	Webpage	Example of a theory of action for change from Charlotte-Mecklenburg Schools focused on earned autonomy. The model is based on a "managed performance/empowerment" approach designed to balance centralized direction and innovation in local implementation, with an emphasis on accountability through all levels of the district.
14	Chicago Public Schools Equity Framework	Chicago Public Schools	Chicago Public Schools	2019	Report	The CPS Equity Framework is a package of resources designed to both instill a deep foundation of and commitment to equity as well as resources to help school leaders and educators initiate change, within their school-specific context and data, in their school communities. The Framework provides shared language, tools, and accountability on what equity means in CPS, the four dimensions that will support driving equity, and the foundation for understanding and building out change ideas. The Equity Framework complements the CPS 5-Year Vision and is centered on a model of Targeted Universalism. Provides an equity lens with 4 dimensions, including: 1) Use Liberatory Thinking, 2) Catalyze Inclusive Partnerships, 3) Direct Resource Equity, and 4) Design Fair Policies and Systems.
15	Class and schools: using social, economic, and educational reform to close the Black-white achievement gap	Rothstein, Richard	Teachers College, Columbia University	2004	Book	Contemporary public policy assumes that the achievement gap between black and white students could be closed if only schools would do a better job. According to Richard Rothstein, "Closing the gaps between lower-class and middle-class children requires social and economic reform as well as school improvement. Unfortunately, the trend is to shift most of the burden to schools, as if they alone can eradicate poverty and inequality." In this book, Rothstein points the way toward social and economic reforms that would give all children a more equal chance to succeed in school.

16	Closing Achievement Gaps With a Utility-Value Intervention: Disentangling Race and Social Class	Harackiewicz, JM; Canning, EA; Tibbetts, Y.; Priniski, SJ; Hyde, JS	Journal of Personality and Social Psychology	2016	Journal Article	Many college students abandon their goal of completing a degree in science, technology, engineering, or math (STEM) when confronted with challenging introductory-level science courses. In the U.S., this trend is more pronounced for underrepresented minority (URM) and first-generation (FG) students, and contributes to persisting racial and social-class achievement gaps in higher education. Previous intervention studies have focused exclusively on race or social class, but have not examined how the 2 may be confounded and interact. This research therefore investigates the independent and interactive effects of race and social class as moderators of an intervention designed to promote performance, measured by grade in the course. In a double-blind randomized experiment conducted over 4 semesters of an introductory biology course (N = 1,040), we tested the effectiveness of a utility-value intervention in which students wrote about the personal relevance of course material. The utility-value intervention was successful in reducing the achievement gap for FG-URM students by 61%: the performance gap for FG-URM students, relative to continuing generation (CG)-Majority students, was large in the control condition, .84 grade points ($d = .98$), and the treatment effect for FG-URM students was .51 grade points ($d = 0.55$). The UV intervention helped students from all groups find utility value in the course content, and mediation analyses showed that the process of writing about utility value was particularly powerful for FG-URM students. Results highlight the importance of intersectionality in examining the independent and interactive effects of race and social class when evaluating interventions to close achievement gaps and the mechanisms through which they may operate.
----	---	---	--	------	-----------------	---

17	Community: the structure of belonging	Block, Peter	Berrett-Koehler Publishers	2008	Book	Modern society is plagued by fragmentation. The various sectors of our communities -- businesses, schools, social service organizations, churches, government -- do not work together. They exist in their own worlds, as do so many individual citizens, who long for connection but end up marginalized, their gifts overlooked, their potential contributions lost. This disconnection and detachment makes it hard -- if not impossible -- to envision a common future and work towards it together. We know what healthy communities look like -- there are many success stories out there, and they have been described in detail. What Block provides in this inspiring new book is an exploration of the exact way community can emerge from fragmentation: How is community built? How does the transformation occur? What fundamental shifts are involved? He explores a way of thinking about our places that creates an opening for authentic communities to exist and details what each of us can do to make that happen.
18	CONSTRUCTING A RACIAL EQUITY THEORY OF CHANGE A Practical Guide for Designing Strategies to Close Chronic Racial Outcome Gaps	Lawrence, Keith; Anderson, Andrea; Susi, Gretchen; Sutton, Stacey; Kubisch, Anne; Codrington, Raymond	The Aspen Institute	2009	Report	This article proposes a 5 step process for dismantling systemic racism through categorizing major areas it exists, and also focusing on the nature of "progress and retrenchment" in advancing equity work, namely a tendency to return to the status quo in terms of the systems which perpetuate inequality. The steps are: (1) establishing a desired racial equity outcome; (2) prioritizing shorter term benchmarks; (3) analyzing policies, practices, and cultural representations that lead to the progress and retrenchment cycle; and (4) mapping local change resources; and (5) analyzing existing internal infrastructure and acting. The authors propose that involving change agents in a process of visioning and personal assumption checking while creating broad equity outcomes is an effective and novel process for equity work. This is one possible framework a community can use, and the article provides a workbook to guide readers along the process.

19	Continuum on becoming an anti-racist multicultural organization	Crossroads Ministry, Chicago IL	Crossroads Ministry, Chicago IL	2013	Document	Characterizes a continuum of organizational characteristics, progressing from a monocultural to multicultural, anti-racist, and finally, anti-racist multicultural organization.
20	Cosmopolitanism: ethics in a world of strangers	Appiah, Anthony	W.W. Norton & Co	2006	Book	Draws on a wide range of disciplines, including history, literature, and philosophy, to examine the imaginary boundaries people have drawn around themselves and other cultures and to challenge people to redraw those boundaries and appreciate the connections between people of different cultures, religions, and nations. Do we have ethical obligations to people of other cultures? Appiah, a noted analytical philosopher who grew up in the Asante region of Ghana believes that, yes, we have a duty to aid the impoverished. His cosmopolitanism (a philosophy that dates back to the 4th century B.C.E.), however, does not imply that people should abandon their own culture in a quest for the universal; rather, people have the right to preserve their own forms of life. Appiah also believes that our duty to aid others has its limits: "Each of us should do our fair share; but we cannot be required to do more." To support his view, he presents a penetrating criticism of Ethical Relativism and Positivism. In this first installment of the new series "Issues of Our Time," overseen by scholar and critic Henry Louis Gates Jr. (Afro-American studies, Harvard Univ.), Appiah provides a rich account of numerous cultures, citing such varied sources as the memoirs of British Explorer Sir Richard Francis Burton and the novels of Balzac. Cosmopolitanism clearly explains key issues in moral theory and is highly recommended for all collections in philosophy and public affairs.

21	Courageous conversations about race: A field guide for achieving equity in schools.	Singleton, G.E.; Linton, C.	Corwin Press	2015	Book	This book explicitly calls out the need to talk about race in order to achieve academic equity. The authors provide three characteristics of racial equity leadership: passion, practice, and persistence. There are questions for reflection and racial autobiographies throughout the text. "Understanding how, when, and where race intersects with schooling allows educators to learn from each other and engage with their students. Only through this heightened engagement of our students of color and indigenous students will school systems experience transformation that ensures success for all students." (p 228). "Eliminating racial achievement disparities begins with refocusing schooling on the children's educational needs rather than on the personal needs of the adults who inhabit the buildings or on the needs of the most vocal, privileged, and powerful citizens around the country." (p 236).
----	---	-----------------------------	--------------	------	------	---

22	Creating the opportunity to learn: moving from research to practice to close the achievement gap	Boykin, A. Wade; Noguera, Pedro	ASCD	2011	Book	This 2011 book reviews research related to the achievement gap, defined as differences in academic engagement and achievement by race, and highlights the dimensions that research suggest can narrow that gap. Divided into three parts, the book begins by working to understand the achievement, including the different dimensions of the gap and the intersection of race. The meat of the book addresses three interrelated major components which have relationships with greater achievement for students of color. These include student-guiding functions such as self-efficacy, self-regulated learning, and beliefs about the nature of intellectual ability. Student guiding functions interact with asset based classroom conditions like interpersonal relationships between teachers and students, to what extent teachers and students share the same notions about education and its goals, as well as information processing quality and opportunities. Both student guiding functions and classroom based asset focuses contribute to student engagement, which has the highest predictive relationship to higher achievement. The book offers an insightful summative quote: "No single approach or magic bullet to serve disadvantaged children: exceptional schools differ from average schools in that adults in exceptional schools expect students to learn, and work hard to develop the necessary skills and knowledge to teach those students; view schools as part of community; view role as educator as partnering with parents to overcome obstacles to learning; awareness of challenges disadvantaged students face does not negate the believe that all students can achieve at high levels ... awareness of challenges compels educators to devise strategies to mitigate/overcome challenges" p179-180
----	--	---------------------------------	------	------	------	---

23	Cultural Diversity and Education	Banks, James A.	Routledge	2015	Book	In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning.
24	Cultural proficiency: a manual for school leaders	Lindsey, Randall B.; Robins, Kikanza Nuri; Terrell, Raymond D.	Corwin Press	2009	Book	This book seeks to address educational inequities through a concept of cultural proficiency, presented as the desired end of a cultural continuum. In aiming for cultural proficiency, the authors provide four sets of tools: guiding principles, a cultural continuum conceptual framework, essential elements of cultural proficiency, and barriers in achieving cultural proficiency. This book is designed as a manual for school leaders, establishing a historical understand of why educational inequities exist and how being a leader of culturally proficient educators can start to close the gaps which are a result of those inequities. The different conceptual frameworks are somewhat complex to understand how they work together. The historic review is concise and lays a compelling foundation for why educational inequities exist. The particular strength of this book is in the resources and activities, which make up more than half of this book.

25	Culturally responsive practices as whole school reform	Mayfield, V. M., & Garrison-Wade, D.	Journal of Instructional Pedagogies	2015	Journal Article	Despite our best efforts, black children still lag behind white children in academic performance on standardized academic measures. Unconscious racism and our lack of ability to confront it present the most salient reason for the indefatigable prevalence of inequitable opportunities for children of color which undeniably result in achievement gaps. This study identified specific culturally responsive practices school wide in a middle school that is successfully closing academic opportunity gaps between White and Black students. The findings indicate professional development served as a conduit for ongoing discussions on race and building the cultural competency of staff. Parents became more empowered through greater involvement in parent-organized conferences, supervising the campus, and leading professional development for teachers. Redistribution of power was less readily accepted by teachers, who still harbored ingrained fears about interacting with parents of color and about discussion matters of race.
26	Culturally responsive teaching and the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students	Hammond, Zaretta; Jackson, Yvette	Corwin, a SAGE Company	2015	Book	Zaretta Hammond aims to counter the notion that Black and Brown students are unwilling to engage in academic settings and unable to engage in rigorous learning which results in high academic performance. Her goal for all students is that they become independent learners and she leans on neuroscience and cognitive psychology as tools to help educators and leaders help students. The book is divided into 3 parts: building awareness and knowledge, building learning partnerships, and building intellectual capacity. Woven throughout the three parts is Ms. Hammond's Ready for Rigor framework devised of four interconnected and interdependent practices: 1) awareness of one's own sociopolitical consciousness, 2) learning partnerships between educators and students, 3) information processing or utilizing the connection between culture and cognitive processes to accelerate and deepen student learning, and 4) community building to create socially and intellectually safe spaces for students to stretch their minds.

27	District Three-Year Goals 2010-2013	Berkeley Public Schools	Berkeley Public Schools	n.d.	Webpage	We believe that IF the District provides: - A coherent curriculum that is aligned with assessments, addresses needs of our diverse student population and guides intervention for students - Opportunities for professional learning communities to examine evidence-based effective pedagogy at the district and the sites - Instructional leadership that sets high expectations and maintains accountability And IF the District in collaboration with its partners provides: • A framework for families, the City, and higher education to engage in our students' education, and • Equitable resources for programs that enable students to succeed THEN the performance of all students will improve, and the achievement gap will close.
28	Educational equity: What does it mean? How do we know when we reach it?	Barth, Patte	National School Boards Assoc: Center for Public Education	2016	Report	The equity issues addressed in this brief – funding, high-level curriculum, good teachers, and discipline policies – by no means represent an exhaustive list. Unmentioned but also important resources for assuring equity include extra academic supports for low-performing students; access to technology both in school and at home; comprehensive family services; mentorships and trained counselors, and more. Nonetheless, we have attempted to present those elements of education that research shows have the most impact on student learning and therefore deserve close attention when developing equity plans.
29	Effective Family and Community Engagement Strategies	Hanover Research	Hanover Research	2014	Report	In the following report, Hanover Research examines the link between parent and community engagement programs and student academic outcomes. The analysis also identifies the most useful frameworks for conceiving of engagement programs and best practices for their implementation. The report concludes with an examination of several school districts with exemplary family and community engagement programs.
30	Equitable Access to Excellent Educators Massachusetts Playbook	Massachusetts Department of Education	Massachusetts Department of Education	2018	Report	The Massachusetts Department of Elementary and Secondary Education's Commitment: All students should have equitable access to great educators. This is conceptualized into three components: 1) Educator Preparation, 2) Educator Effectiveness, 3) Inclusive Practice.

31	Equity and empowerment lens logic model	Multnomah County (OR) Office of Diversity and Equity	Multnomah County (OR) Office of Diversity and Equity	2014	Document	Logic model for organizational assessment to assess (1) what is needed to do the work, (2) activities, (3) outputs, and (4) outcomes at the (a) individual, (b) institutional, and (c) systemic levels.
32	Equity in education: Key questions to consider	Atchison, Bruce; Diffey, Louisa; Rafa, Alyssa; Sarubbi, Molly	Education Commission of the States	2017	Report	To move the needle on equity in education, Education Commission of the States proposes increased intentionality of policy assessment and development across four pillars of work: teaching and leading, learning and transitioning, measuring and improving, and financing. In this brief, a list of key equity-minded questions to consider within each of these target areas is included. This list — though not exhaustive — can serve as a guide for state education leaders as they evaluate their policy options across the P20 spectrum.
33	Equity-centered capacity building: Essential approaches for excellence & sustainable school system transformation	Petty, Sheryl	Capacity Building Network	2016	Report	This volume seeks to contribute to this expanded understanding of capacity building and to inform effective implementation of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act (ESEA), as well as efforts such as the U.S. Department of Education's Equity Initiative focused on educator quality. It illuminates many existing approaches to supporting schools, systems, communities and states in the U.S. The authors work within and across capacity building communities of practice, combining and blending these areas of expertise to provide the highest quality support.
34	Ethnocultural Diversity and the Home-to-School Link	McWayne, Christine M.; Doucet, Fabienne; Sheridan, Susan M.; SpringerLink (Online service)	Springer International Publishing	2019	Book	This book explores family-school partnerships and how they can be most effectively leveraged to ensure academic success for students from socioculturally diverse backgrounds. It presents an innovative framework for building collaborative learning partnerships with culturally diverse families, for improved student achievement and more meaningful ties between schools and their communities. It promotes understanding of familial and communal knowledge and recognizing families' resilience in addressing academic, social, and linguistic barriers.

35	For each and every child: A strategy for education equity and excellence	US Dept. of Education	US Dept. of Education	2013	Report	In the balance of this report, we lay out the major elements of an agenda that we believe to be equal to the scale of the challenge. [...] There are five parts to our action strategy, each critical and each connected to the others: First, we begin with a restructuring of the finance systems that underlie every decision about schools, focusing on equitable resources and their cost-effective use. Second, we examine the most critical resource of all: quality teachers and school leaders, the supports they need to be effective with all learners and ways to make sure all students have access to high-quality instructional opportunities. Third, we explain the importance of starting early—making the case for high-quality early learning for all children, especially for low-income children, who need it most. Fourth, there is the matter of providing critical support— including increased parental engagement, access to health and social services, extended instructional time and assistance for at-risk groups—that students in high-poverty communities need to start strong and stay on track. Fifth, we lay out the changes in accountability and governance necessary to ensure that, a decade from now, there does not need to be yet another commission appointed to call public attention to the corrosive effects on the nation’s children and our future of the failure to advance equity and excellence in America’s public schools.
----	--	-----------------------	-----------------------	------	--------	---

36	Good Strategy, Bad Strategy: The Difference and Why it Matters	Rumelt, Richard	Crown Business	2011	Book	"Developing and implementing a strategy is the central task of a leader, whether the CEO at a Fortune 100 company, an entrepreneur, a church pastor, the head of a school, or a government official. Richard Rumelt shows that there has been a growing and unfortunate tendency to equate Mom-and-apple-pie values, fluffy packages of buzzwords, motivational slogans, and financial goals with "strategy." He debunks these elements of "bad strategy" and awakens an understanding of the power of a "good strategy." A good strategy is a specific and coherent response to—and approach for overcoming—the obstacles to progress. A good strategy works by harnessing and applying power where it will have the greatest effect in challenges as varied as putting a man on the moon, fighting a war, launching a new product, responding to changing market dynamics, starting a charter school, or setting up a government program. Rumelt's nine sources of power—ranging from using leverage to effectively focusing on growth—are eye-opening yet pragmatic tools that can be put to work on Monday morning. Surprisingly, a good strategy is often unexpected because most organizations do not have one. Instead, they have "visions," mistake financial goals for strategy, and pursue a "dog's dinner" of conflicting policies and actions. Rumelt argues that the heart of a good strategy is insight—into the true nature of the situation, into the hidden power in a situation, and into an appropriate response.
37	Holding accountability accountable: what ought to matter in public education	Sirotnik, Kenneth A.	Teachers College Press	2004	Book	Kenneth Sirotnik asserts that however well intentioned, past and current accountability practices in public education are miseducative, misdirected, and misanthropic. In this provocative book, well-respected educators join Sirotnik to provide critical analyses and sophisticated perspectives on prevailing high-stakes accountability practices. They offer both conceptual and practical foundations for rethinking what it means to act responsibly when it comes to calling our schools, school systems, educators, and students into account.

38	How the way we talk can change the way we work: seven languages for transformation	Kegan, Robert; Lahey, Lisa Laskow	Jossey-Bass	2001	Book	Why is the gap so great between our hopes, our intentions, even our decisions—and what we are actually able to bring about? Even when we are able to make important changes—in our own lives or the groups we lead at work—why are the changes so frequently short-lived and we are soon back to business as usual? What can we do to transform this troubling reality? In this intensely practical book, Harvard psychologists Robert Kegan and Lisa Laskow Lahey take us on a carefully guided journey designed to help us answer these very questions.
39	If they think I can: Teacher bias and youth of color expectations and achievement	Sebastian Cherng, Hua-Yu	Social Science Research	2017	Journal Article	This research article explores relationships among subject matter, teacher perceptions of student academic abilities, student achievement, and race/ethnicity. The research adds to previous study by using self-report perceptions and by layering on race/ethnicity. Looking at high school sophomores in 2002, analysis revealed that a greater proportion of math and English teachers reported their classes were too difficult for Asian American, Latino, and Black students when compared to White students. Additionally, math and English teachers perceive Latino and Black students to be less academically capable than White students. Analyses also demonstrate a negative relationship between teachers' underestimation of students' academic abilities in the 10th grade and both 10th grade GPA as well as expectation of students to graduate in 12th grade.
40	If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover	Dixon, Davis; Griffin, Ashley; Teoh, Mark	The Education Trust; TeachPlus	2019	Report	This report was written to examine the problems teachers of color face as they navigate the profession and to explore the experiences of staff in schools that intentionally attempt to retain faculty of color. There were two modes of inquiry utilized to collect data. First, teachers of color participated in focus groups and answered questions about their experiences in the workforce and what schools, districts, and states could do to keep them in the field. Second, researchers conducted case studies in schools and districts that were selected for their intentionality around retaining teachers of color.

41	Inequities in advanced coursework: What's driving them and what leaders can do	Patrick, Kayla; Socol, Allison; Morgan, Ivy	The Education Trust	2020	Report	IN THIS REPORT, The Education Trust examines the many ways Black and Latino students are locked out of the advanced coursework opportunities that can set them up for success in college and careers. Here, we paint a picture at both national and state levels of how these students are denied access to meaningful advanced coursework opportunities, from elementary to middle to high school. We also diagnose the particular types of barriers standing in their way and offer actionable solutions for state, district, and school leaders to address those barriers. In some instances, the problem is that Black and Latino students attend a school without any advanced courses; in others, they attend a school that enrolls too few students in advanced coursework overall, or one with inequitable course assignment, meaning Black and Latino students in particular are being denied access to courses. In addition, within a particular state, the problems are often different for Black students than Latino students. In all cases, unearthing these barriers to opportunity will help state leaders pursue targeted solutions that will actually move the needle for both groups of students.
42	John Rawls and the History of Political Thought: the Rousseauvian and Hegelian Heritage of Justice as Fairness	Bercuson, Jeffrey	Routledge, Taylor & Francis Group	2014	Book	In this book, Jeffrey Bercuson presents the immense, and yet for the most part unrecognized, influences of Jean-Jacques Rousseau and Georg Wilhelm Friedrich Hegel on John Rawls, the most important political philosopher of the 20th century. While the well-documented influence of Immanuel Kant on Rawls is deep and profound, Kantian features and interpretation of justice as fairness do not tell the whole story about that doctrine. Drawing on Rawls's Lectures on the History of Moral Philosophy and his Lectures on the History of Political Philosophy, Bercuson presents.

43	Justice as Fairness: A Restatement	Metz, Thaddeus	The Philosophical Review	2002	Journal Article	"John Rawls' professed aim in Justice as Fairness: A Restatement (JF) is to clarify in a concise way the changes his political philosophy has undergone since A Theory of Justice (TJ). In about 200 pages, Rawls summarizes his current view that justice as fairness is a reasonable political conception, or, in other words, that liberal-egalitarianism is justified for modern democratic cultures since it follows from a certain notion of fairness implicit in them. The key question that most readers probably want answered is whether JF will be useful to them if they are already familiar with Political Liberalism (PL). With an aim to answering this question, I focus here on reviewing material that one finds in JF but not in PL."
44	Justice as Fairness: A Restatement	Rawls, John	Present and Fellows of Harvard College	2001	Book	From Library Journal Rawls set out his contractualist conception of justice in A Theory of Justice and revised it in a later edition. From 1974 to 1989, he published articles whose theses varied somewhat from the detailed account of that work. In this self-contained attempt to reconcile the differences, he reorganizes his "original position" argument; revises his liberty principle to emphasize that there is not a single "liberty" that governments should aim at, but a set of liberties that ground citizens' powers to form and act from conceptions of justice and of a fully worthwhile life; and reanalyzes justice DANGER, so as to emphasize its political aspects. This book is the capstone to a half-century's deep thinking about its subject and will reward careful study.

45	Leadership on the line : staying alive through the dangers of leading	Heifetz, Ronald; Linsky, Martin	Harvard Business School Press	2017	Book	Every day, in every facet of our lives, opportunities to lead call out to us. At work and at home, in our local communities and in the global village, the chance to make a difference beckons. Yet often, we hesitate. For all its passion and promise, for all its excitement and rewards, leading is risky, dangerous work. Why? Because real leadership-the kind that surfaces conflict, challenges long-held beliefs, and demands new ways of doing things-causes pain. And when people feel threatened, they take aim at the person pushing for change. As a result, leaders often get hurt both personally and professionally. In Leadership on the Line, renowned leadership authorities Ronald A. Heifetz and Marty Linsky marshal a half century of combined teaching and consulting experience to show that it is possible to put ourselves on the line, respond effectively to the risks, and live to celebrate our efforts. With compelling examples including the presidents of countries and the presidents of organizations, everyday managers and prominent activists, politicians and parents, the authors illustrate proven strategies for surviving and thriving amidst the dangers of leading: "Getting on the balcony": stepping back to get perspective while remaining fiercely engaged "Thinking politically": keeping the opposition close, but watching your allies, too "Orchestrating the conflict": using stress productively to work the issues "Giving the work back": putting the responsibility on those who need to make the change "Holding steady": maintaining your focus while taking the heat The authors also address often-neglected aspects of leadership, such as how to manage your personal vulnerabilities, and how to anchor yourself and sustain your spirit through tough times. Both uplifting and practical, this essential book enables each of us to lead courageously and confidently-without losing ourselves.
----	---	---------------------------------	-------------------------------	------	------	---

46	Management Systems for Districtwide Improvement	Mark Dunetz; Nikki Giunta; Jefferson Pestronk	Management Systems for Districtwide Improvement	2020	Report	Presentation on management systems for districtwide improvement from New Visions for Public Schools, a nonprofit organization that helps manage a network of over 700 district and charter schools in New York City. Management systems and standardization of processes for administrative and instructional activities are presented as a means by which to reduce inequity in outcomes for low-income students. Strategic data check-ins, protocol-driven conversations carried out at defined points, are presented as a means by which schools can address student needs and make key decisions to drive improvement.
47	Managing Whiteness: The Call for Educational Leadership to Breach the Contractual Expectations of White Supremacy	Allen, Ricky Lee; Liou, Daniel D.	Urban Education	2018	Journal Article	Judge Robert Carter of the National Association for the Advancement of Colored People (NAACP) argued that White supremacy is the leading cause of de facto segregation. However, White supremacy is still undertheorized in educational leadership. Through the lens of Charles Mills' racial contract, this article interprets a controversy surrounding White teachers' expectations in a racially integrated high school. White supremacy operates in schools in the following ways: (a) meritocracy as property, (b) institutional violence as colonialism, and (c) racial othering as racial selfing. This article calls upon school leaders to "manage" Whiteness and disrupt the racial contract as a strategy to confront structural racism in urban schooling.
48	Massachusetts State Equity Plan 2015-2019	Massachusetts Department of Elementary and Secondary Education	Massachusetts Department of Elementary and Secondary Education	2015	Report	(see title)
49	Measure what Matters How Google, Bono, and the Gates Foundation Rock the World with OKRs	Doerr, John	Portfolio/Penguin	2018	Book	Legendary venture capitalist John Doerr reveals how the goal-setting system of Objectives and Key Results (OKRs) has helped tech giants from Intel to Google achieve explosive growth--and how it can help any organization thrive. In this goal-setting system, objectives define what we seek to achieve; key results are how those top-priority goals will be attained with specific, measurable actions within a set time frame. Everyone's goals, from entry level to CEO, are transparent to the entire organization.

50	Mindset: the new psychology of success	Dweck, Carol S.	Ballantine Books	2008	Book	"After decades of research, world-renowned Stanford University psychologist Carol S. Dweck, Ph.D., discovered a simple but groundbreaking idea: the power of mindset. In this brilliant book, she shows how success in school, work, sports, the arts, and almost every area of human endeavor can be dramatically influenced by how we think about our talents and abilities. People with a fixed mindset—those who believe that abilities are fixed—are less likely to flourish than those with a growth mindset—those who believe that abilities can be developed. Mindset reveals how great parents, teachers, managers, and athletes can put this idea to use to foster outstanding accomplishment. In this edition, Dweck offers new insights into her now famous and broadly embraced concept. She introduces a phenomenon she calls false growth mindset and guides people toward adopting a deeper, truer growth mindset. She also expands the mindset concept beyond the individual, applying it to the cultures of groups and organizations. With the right mindset, you can motivate those you lead, teach, and love—to transform their lives and your own."
51	Minneapolis Public Schools Educational Equity Framework Executive Summary	Minneapolis Public Schools	Minneapolis Public Schools	2016	Report	The MPS Educational Equity Framework connects with and honors the symbolism of a Medicine Wheel. The Medicine Wheel has been used by generations of various Native American tribes for health and healing ¹ . https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html This MPS Educational Equity Framework has been developed through the effort, ideas and expertise of over 50 people representing a diversity of roles, experiences, expertise, and perspectives within the district and greater community.

52	MPS Equity Framework Transformational Change	Minneapolis Public Schools	Minneapolis Public Schools	2016	Report	This MPS Educational Equity Framework has been developed through the effort, ideas and expertise of more than 50 people representing diverse roles, experiences, expertise, and perspectives within the district and greater community. • In order to meet the needs of underrepresented students and their families, we must: o recognize personal and collective responsibility; o aim for true transformational change; o leverage a pedagogy of equity, o utilize equity and diversity impact assessments, o engage families as partners in education, to ensure equitable practices in operations, o and maintain alignment with both the district mission and the strategic plan. • Together, we can overcome persistent and predictable system barriers to racial equity and create an equitable educational system.
----	--	----------------------------	----------------------------	------	--------	--

53	Monitoring Educational Equity	Board on Testing and Assessment; Division of Behavioral and Social Sciences and Education; National Academies of Sciences, Engineering, and Medicine; Committee on Developing Indicators of Educational Equity; Committee on National Statistics	National Academies Press	2019	Book	Disparities in educational attainment among population groups have characterized the United States throughout its history. Education is sometimes characterized as the "great equalizer" but to date, the country has not found ways to successfully address the adverse effects of socioeconomic circumstances, prejudice, and discrimination that suppress performance for some groups. To ensure that the pursuit of equity encompasses both the goals to which the nation aspires for its children and the mechanisms to attain those goals, a revised set of equity indicators is needed. Measures of educational equity often fail to account for the impact of the circumstances in which students live on their academic engagement, academic progress, and educational attainment. Some of the contextual factors that bear on learning include food and housing insecurity, exposure to violence, unsafe neighborhoods, adverse childhood experiences, and exposure to environmental toxins. Consequently, it is difficult to identify when intervention is necessary and how it should function. A revised set of equity indicators should highlight disparities, provide a way to explore potential causes, and point toward possible improvements. Monitoring Educational Equity proposes a system of indicators of educational equity and presents recommendations for implementation. This report also serves as a framework to help policy makers better understand and combat inequity in the United States' education system. Disparities in educational opportunities reinforce, and often amplify, disparities in outcomes throughout people's lives. Thus, it is critical to ensure that all students receive comprehensive supports that level the playing field in order to improve the well-being of underrepresented individuals and the nation.
54	Overcoming organizational defenses : facilitating organizational learning	Argyris, Chris	Allyn and Bacon	1990	Book	This book takes direct aim at organizational defenses. It uncovers what is often known privately in organizations about defenses but is bypassed and covered up.

55	Parent Leadership Evaluation Network	Metropolitan Center for Research on Equity and the Transformation of Schools at New York University	Metropolitan Center for Research on Equity and the Transformation of Schools at New York University	2019	Book	Best practices: 1) Humanizing: Meeting parents' individual needs and goals (providing daycare, meeting times that accommodate work schedules, food, translations) 2) Relational: Building a community that felt like a supportive family (have judgement free spaces where families feel welcomed and comfortable) 3) Unifying: Developing solidarity across difference (encourage parents to bring their cultures and full selves into their work, and raised consciousness about how systems disadvantage people of color) 4) Empowering: Facilitating skill- and knowledge-building (offer skill-building, such as public speaking, storytelling, and facilitation, taught parents about public systems and policy and legislative processes, and provided parents with opportunities to interact directly with community leaders, public officials, and politicians) 5) Responsible: Creating stable and ongoing support (parents were always welcome back, even when they had to "check out" for a period of time) Areas for improvement: 1) Become more intentional about working toward racial justice and other forms of social justice. Parents gained a deeper understanding of inequitable systems, but in some cases, they felt powerless to fight racial inequities or did not connect their everyday experiences to larger systems. 2) Formalize or institutionalize powerful practices more broadly. The data validated many practices that PLIs were already implementing informally and encouraged them to formalize those practices. 3) Offer parents opportunities to take on a variety of leadership roles. Several organizations found that some experienced parent leaders wanted to do more but felt stuck. 4) Offer new content and experiences to enhance parent leaders' skills. All of the teams learned about new information and experiences parents desired – particularly related to advocacy. They proposed to offer these through changing their own programming or forging connections with other organizations - community-organizing training academies, school districts, community groups focused on a particular issue.
----	--------------------------------------	---	---	------	------	---

57	Pigs eat wolves : going into partnership with your dark side	Bates, Charles	Yes International Publishers	2001	Book	This treasure of a fairy tale is a story of your own transformation. Psychologists, spiritual leaders, and change experts highly recommend this book as an 'enlightening, shocking, insightful, penetrating, and delightful' interpretation of the classic fairy tale, which will get us into partnership with our dark side and send us on to spiritual development. The book has been widely used as a resource for change and leadership by city governments from Florida to Alberta, and by individuals all over the globe. It has won several awards for its wide range of influence and its contribution to understanding difficult areas of human relationships.
58	Plan for Improving Educational Equity for the San Diego County Office of Education	San Diego County Office of Education	San Diego County Office of Education	2018	Report	The San Diego County Office of Education (SDCOE) Plan for Improving Educational Equity (Equity Plan) provides an action-oriented, results-driven approach for advancing learning for students in San Diego County by providing high-quality services to districts, school communities, charter organizations, and community partners. The Equity Plan includes a broad range of work both internally – within and across SDCOE divisions – and externally with district, school, and community partners.
59	Professional standards for educational leaders: the empirical, moral, and experiential foundations	Murphy, Joseph	Corwin, a SAGE Publishing Company	2017	Book	This volume outlines the empirical, moral, and experiential foundations of the newly revised Professional Standards for Educational Leaders (PSEL) and their new emphasis on leadership of learning, school culture, and diversity; values, ethics, and professional norms; and teacher quality, instruction, and caring support. Each chapter focuses on one standard: mission, vision, and core values; ethics and professional norms; equity and cultural responsiveness; engaged teaching; constructed learning; curriculum and assessment; community of care and support for students; instructional capacity of school personnel; professional community for teachers and staff; meaningful engagement of families and community; staffing, time, and material resources; and school improvement.

60	Promoting Cultural Responsivity and Student Engagement Through Double Check Coaching of Classroom Teachers: An Efficacy Study	Bradshaw, CP; Pas, ET; Bottiani, JH; Debnam, KJ; Reinke, WM; Herman, KC; Rosenberg, MS	School Psychology Review	2018	Journal Article	This article explores the impact of coaching in addition to professional development on teachers referring Black students to the office for discipline. 63% of the total sample of middle and elementary school teachers were randomly assigned to receive in classroom coaching as an addition to school wide professional development (100 of 158 teachers). Analyses show teachers who received coaching gave significantly fewer Black student discipline referrals than non-coached teachers. Additionally, independent observers rated coached teachers higher in their use of proactive behavior management and rated coached teachers as having a better ability to both anticipate and respond to student problems. Observers also noted more instances of student cooperation and fewer instances of student disruptive behavior in classrooms with a coached teacher than in classrooms with a non-coached teacher. In sum, when it comes to cultural responsivity of teachers as related to discipline, coaching offers an impact beyond traditional professional development.
61	PSBA Equity Toolkit & Policy: Developing a Foundation for Equity in District Practice	Pennsylvania School Boards Association	PSBA Equity Toolkit & Policy: Developing a Foundation for Equity in District Practice	2020	Report	(see title)
5262	Putting equity at the center: The opportunity youth forum	Miles, Monique; Nemoy, Yelena	The Aspen Institute: Forum for Community Solutions	2018	Report	This paper: 1. Argues that collective impact initiatives must address inequity to be successful; 2. Highlights a range of Opportunity Youth Forum (OYF) efforts to place equity at the center of local collective impact efforts for opportunity youth; 3. Identifies ways backbone organizations, practitioners, and system leaders can address institutional inequity, and; 4. Encourages community collaboratives to start where they are now by beginning to consciously strive for greater equity in their communities.

63	Racism without racists: color-blind racism and the persistence of racial inequality in America	Bonilla-Silva, Eduardo	Rowman & Littlefield	2018	Book	Eduardo Bonilla-Silva's acclaimed <i>Racism without Racists</i> documents how, beneath our contemporary conversation about race, there lies a full-blown arsenal of arguments, phrases, and stories that whites use to account for—and ultimately justify—racial inequalities. The fifth edition of this provocative book makes clear that color blind racism is as insidious now as ever. It features new material on our current racial climate, including the Black Lives Matter movement; a significantly revised chapter that examines the Obama presidency, the 2016 election, and Trump's presidency; and a new chapter addressing what readers can do to confront racism—both personally and on a larger structural level.
64	Restoring opportunity : the crisis of inequality and the challenge for American education	Duncan, Greg; Murnane, Richard	Harvard Education Press	2014	Book	In this landmark volume, Greg J. Duncan and Richard J. Murnane lay out a meticulously researched case showing how—in a time of spiraling inequality—strategically targeted interventions and supports can help schools significantly improve the life chances of low-income children. The authors offer a brilliant synthesis of recent research on inequality and its effects on families, children, and schools. They describe the interplay of social and economic factors that has made it increasingly hard for schools to counteract the effects of inequality and that has created a widening wedge between low- and high-income students. <i>Restoring Opportunity</i> provides detailed portraits of proven initiatives that are transforming the lives of low-income children from prekindergarten through high school. All of these programs are research-tested and have demonstrated sustained effectiveness over time and at significant scale. Together, they offer a powerful vision of what good instruction in effective schools can look like. The authors conclude by outlining the elements of a new agenda for education reform. <i>Restoring Opportunity</i> is a crowning contribution from these two leading economists in the field of education and a passionate call to action on behalf of the young people on whom our nation's future depends.

65	School Leadership and Racism: An Ecological Perspective	Brooks, Jeffrey S.; Watson, Terri N.	Urban Education	2018	Journal Article	This article reports results from a single-school case study that explored the ways racism influences (and is influenced by) racism. The study examined the ways racism is manifest at different levels of the system: individual, dyadic, subcultural, institutional, and societal. In doing so, the authors sought to understand how racism influences leadership practice within and across each of these levels, meaning as a whole they were considered as an ecological model. Findings suggested pretext, context and posttext are important, and that individual educators' leadership is influenced by ever-changing racial dynamics in their school.
67	School Segregation Then & Now: How to move toward a more perfect union	Wagner, Chandi	Center for Public Education	2017	Report	This report examines the effects racial and economic segregation have on students and communities. We present data that describes what enrollments in American schools look like now and show trends that contribute to de facto segregation. We also discuss outcomes in integrated schools, and offer best practices and policies, such as controlled choice, that can bring these benefits to more students

68	Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds	Edward Fergus	Corwin, a SAGE Company	2016	Book	Fergus presents readers with a comprehensive examination of disproportionality, as demonstrated by an in-depth look at various contemporary biases that disproportionately affect students of color by creating barriers to their success. The author covers social integration and intensified segregation leading to disproportionality, the bias-based beliefs in disproportionality, leadership inquiry skills necessary for building an equity focus, building an equity belief school climate, and a wide variety of other related subjects. Fergus is a faculty member of New York University. ([umlaut] Ringgold, Inc., Portland, OR)
69	Standing in the Gap: Theory and Practice Impacting Educational Opportunity and Achievement Gaps	Beard, Karen Stansberry	Urban Education	2015	Journal Article	This case study is the first known employing flow in educational administration in the United States. Using Csikszentmihalyi's flow theory and Dantley's purpose-driven leadership, an administrator's practices were examined with respect to two guiding questions: (a) is purposefulness integral to closing extant gaps in achievement, and (b) are the elements of flow found in successful educational administration? The recorded interview was subjected to template analysis developed from tenets of both theories. The results are that all nine elements of flow were found, as were the tenets of purpose-driven leadership in the work experience of an administrator's success in closing the district's achievement gap.

70	Status and Trends in the Education of Racial and Ethnic Groups 2018. NCES 2019-038.	de Brey, Cristobal; Musu, Lauren; McFarland, Joel; Wilkinson-Flicker, Sidney; Diliberti, Melissa; Zhang, Anlan; Branstetter, Claire; Wang, Xiaolei	National Center for Education Statistics	2019	Journal Article	Status and Trends in the Education of Racial and Ethnic Groups examines the educational progress and challenges students face in the United States by race/ethnicity. Through indicators and spotlights—which examine selected topics in greater detail—this report shows that over time, increasing numbers of students in the racial/ethnic groups of White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races have completed high school and continued their education in college. Despite these gains, the rate of progress has varied among these racial/ethnic groups and differences by race/ethnicity persist in terms of increases in attainment and progress on key indicators of educational performance
71	Systems for success: Thinking beyond access to AP	Griffin, Ashley; Dixon, Davis	The Education Trust	2017	Report	In order to foster not just access but success, school leaders have to move beyond simply offering opportunities to creating the supports that will help students thrive both in AP courses and in the courses that lead up to them. This often means preparing students early on in their academic careers and setting high expectations for rigorous coursework before students even get to high school. Decisions to expand access, therefore, must be paired with deliberate and systematic support for students as well as for teachers.
72	Tackling Gaps in Access to Strong Teachers: What State Leaders Can Do	The Education Trust	The Education Trust	2017	Report	Research shows that low-income students and students of color are less likely to have access to strong, consistent teaching than their White and higher-income peers. • Although district and school leaders make many of the decisions about recruiting, hiring, assigning, and supporting teachers, state education officials also have a critical role to play in addressing disparities in teaching quality. • Unfortunately, when called upon to propose how they would address these inequities, most state officials only described broad efforts to raise overall teaching quality.

73	Targeted universalism: policy & practice	Powell, John A.; Menendian, Stephen; Ake, Wendy	The Haas Institute for a Fair and Inclusive Society	2019	Report	This primer on targeted universalism is offered to contribute to a large body of models of strategy and policy. Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric. Targeted universalism rejects a blanket universal, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society, and rejects the claim of formal equality that would treat all people the same as a way of denying difference.
74	Teachers go to school on racial bias	Diallo, Amadou	Hechinger Report	2019	Report	Boston-area schools are leading a shift toward culturally responsive teaching. Educators say the resulting conversations about race are difficult, uncomfortable — and absolutely necessary
75	Tennessee Leaders for Equity Playbook	Tennessee Department of Education	Tennessee Department of Education	2018	Report	This playbook was developed by a statewide team of school, district, community, higher education, and state leaders. It includes an action plan framework, an equity shifts continuum, and key actions and resources. The playbook lays out a set of seen equity commitments: 1) decrease chronic absenteeism, 2) Reduce Disproportionate Suspension and Expulsion Rates, 3) Increase Early Postsecondary Opportunities, 4) Provide Equitable Access to Effective Teachers, 5) Recruit and Retain a Diverse Teaching Force, 6) Embed Cultural Competence in School Practices and 7) Partner with Community Allies. For each of these commitments, the playbook names common misperceptions, the needed equity mindsets and points to related research. The playbook also names specific actions needed by key stakeholders, including school leaders, district leaders, school boards, and communities.

76	The American untouchables: America & the racial contract	Smith, Andre L.	Vernon Press	2017	Book	"The issue of race is often a scab Americans choose to ignore. However, social science has a responsibility and an obligation to examine not simply the amenable subjects but also the controversial. This work, in a word, is controversial. Thomas Franks (2004) argued that cultural differences led white Kansans to abandon the Democratic Party for the Republican Party during the 1980s. Race has and is a factor in the American experience; Franks' premise is simply that the absence of the concentration of African Americans in the Kansas area negated the influence of the "black threat hypothesis" on the observed ideological switch of white Kansans. This work argues that Franks' premise fails to incorporate the overarching ideological switch of white voter migration to the Republican party that was occurring during the same period, and that Reagan's speech in Philadelphia, Mississippi was an overt cue that he was rejecting the civil rights consensus for an historically established "race-based social contract" that positioned people of color outside the traditional bounds of the social contract. The study is a sociopolitical analysis of the African American experience utilizing the "racial contract" framework developed by Charles Mills. It traces American sociopolitical conflict over the expansion of the "racial contract," which was the basis of the American Civil War; and the establishment of an implicit sociopolitical order within the bounds of the racial contract at the end of the Civil War, with codified sanctions for violations of commensality and endogamy."
----	--	-----------------	--------------	------	------	---

77	The color of mind: why the origins of the achievement gap matter for justice	Darby, Derrick; Rury, John L.	The University of Chicago Press	2018	Book	" Telling the story of what they call the Color of Mind—the idea that there are racial differences in intelligence, character, and behavior—they show how philosophers, such as David Hume and Immanuel Kant, and American statesman Thomas Jefferson, contributed to the construction of this pernicious idea, how it influenced the nature of schooling and student achievement, and how voices of dissent such as Frederick Douglass, Frances Ellen Watkins Harper, and W. E. B. Du Bois debunked the Color of Mind and worked to undo its adverse impacts. Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences, Darby and Rury uncover the historical interplay between ideas about race and American schooling, to show clearly that the racial achievement gap has been socially and institutionally constructed. School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools, while still doing what they can to mitigate the negative effects of poverty, segregation, inequality, and other external factors that adversely affect student achievement. "
78	The Educator's Handbook for Understanding and Closing Achievement Gaps	Murphy, Joseph	Corwin, a SAGE Company	2009	Book	Synthesizes the most current research to help school leaders understand the achievement gap and provides strategies to address the external society factors and internal school factors that contribute to this issue.
79	The Equity Imperative Theory of Action	The Equity Imperative	The Equity Imperative	n.d.	Webpage	We work with the teachers, teacher leaders, school principals and district leaders who desire equitable outcomes through systematic change. We are a Limited Liability Corporation organized to provide educational consulting services that illuminate inequities, indicate strategies and navigate system-wide change.

80	The influence of selected noncognitive variables on the academic success of African American high school males	Powell, Hughlett	Journal of African American Males in Education	2018	Journal Article	This study examined the influence of selected noncognitive (psychosocial) variables on the academic success of African American high school (10th - 12th grade) males. The study analyzed the relationship between seven independent variables (positive self-concept, realistic self-appraisal, successfully handling the system (racism), preference for long-term goals, availability of a strong support person, leadership experience, and community involvement), referred to in the document as noncognitive variables, and one dependent variable (academic success), using the Non-Cognitive Questionnaire (NCQ). The results of the correlational analysis showed that of the seven noncognitive predictor variables, three were statistically significant to academic success.
81	The Long-Run Impacts of Same-Race Teachers	Gershenson, Seth; Hart, Cassandra; Lindsay, Constance; Papageorge, Nicholas	IZA Institute of Labor Economics	2017	Journal Article	Black primary-school students matched to a same-race teacher perform better on standardized tests and face more favorable teacher perceptions, yet little is known about the long-run, sustained impacts of student-teacher demographic match. We show that assigning a black male to a black teacher in the third, fourth, or fifth grades significantly reduces the probability that he drops out of high school, particularly among the most economically disadvantaged black males. Exposure to at least one black teacher in grades 3-5 also increases the likelihood that persistently low-income students of both sexes aspire to attend a four-year college. These findings are robust across administrative data from two states and multiple identification strategies, including an instrumental variables strategy that exploits within-school, intertemporal variation in the proportion of black teachers, family fixed-effects models that compare siblings who attended the same school, and the random assignment of students and teachers to classrooms created by the Project STAR class-size reduction experiment.

82	The Opportunity Myth: What students can let us know about how school is letting them down and how to fix it.	The New Teacher Project (TNTP)	The New Teacher Project (TNTP)	2018	Report	Recommendations: 1. Ask students and families directly about their goals and school experiences; listen to what they share; and then act on what they tell you. 2. Make greater access to grade-appropriate assignments an urgent priority for all students, no matter what their race, income level, or current performance level. 3. Give all students, especially those who are behind grade-level, access to instruction that asks them to think and engage deeply with challenging material. 4. Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material. 5. Conduct an equity audit to identify school- and district-level decisions—from the diversity of staff at all levels to which students are enrolled in honors courses—that give some students greater access than others to key resources.
83	The principles for equitable and inclusive civic engagement: A Guide to transformative change	Holley, Kip; Davies, Sharon; Rogers, Christy; Reece, Jason; Norris, David; Olinger, Jillian; Staats, Cheryl; Noble, Charles; Martin, Matt; Duffield, Jason	The Kirwan Institute for the Study of Race and Ethnicity	2016	Report	The Principles for Equitable and Inclusive Civic Engagement was created by the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. The report invites community leaders, policy makers, planners, and community developers to share in Kirwan's collective knowledge and experience with promoting equitable civic engagement and community development. The report provides insights into how to create community dialogue that reflects the diverse voices of communities, considers the assets of traditionally marginalized or underrepresented community members, and contributes to sustainable, diverse, equitable and healthy communities. It does this by defining and exploring the concept of "civic engagement" and by establishing six principles that can form the basis of equitable and effective civic engagement in communities: 1) Embracing the Gifts of Diversity, 2) Realizing the Role of Race, Power, and Injustice, 3) Radical Hospitality: Invitation and Listening, 4) Trust-Building and Commitment, 5) Honoring Dissent and Embracing Protest, 6) Adaptability to Community Change.

84	The prize: Who's in charge of America's schools?	Russakoff, Dale	Houghton Mifflin Harcourt	2015	Book	"Mark Zuckerberg, Chris Christie, and Cory Booker were ready to reform our failing schools. They got an education. When Mark Zuckerberg announced in front of a cheering Oprah audience his \$100 million pledge to transform the Newark Schools -- and to solve the education crisis in every city in America -- it looked like a huge win for then-mayor Cory Booker and governor Chris Christie. But their plans soon ran into a constituency not so easily moved -- Newark's key education players, fiercely protective of their billion-dollar-per-annum system. It's a prize that, for generations, has enriched seemingly everyone, except Newark's students. Expert journalist Dale Russakoff delivers a story of high ideals and hubris, good intentions and greed, celebrity and street smarts -- as reformers face off against entrenched unions, skeptical parents, and bewildered students. The growth of charters forces the hand of Newark's superintendent Cami Anderson, who closes, consolidates, or redesigns more than a third of the city's schools -- a scenario on the horizon for many urban districts across America. Most moving are Russakoff's portraits from inside the district's schools, of homegrown principals and teachers, long stuck in a hopeless system -- and often the only real hope for the children of Newark. The Prize is a portrait of a titanic struggle over the future of education for the poorest kids, and a cautionary tale for those who care about the shape of America's schools. "-- Provided by publisher.
----	--	-----------------	---------------------------	------	------	---

85	The racial contract	Mills, Charles W.	Cornell University Press	1999	Book	The Racial Contract puts classic Western social contract theory, deadpan, to extraordinary radical use. With a sweeping look at the European expansionism and racism of the last five hundred years, Charles W. Mills demonstrates how this peculiar and unacknowledged "contract" has shaped a system of global European domination: how it brings into existence "whites" and "non-whites," full persons and sub-persons, how it influences white moral theory and moral psychology; and how this system is imposed on non-whites through ideological conditioning and violence. The Racial Contract argues that the society we live in is a continuing white supremacist state. Holding up a mirror to mainstream philosophy, this provocative book explains the evolving outline of the racial contract from the time of the New World conquest and subsequent colonialism to the written slavery contract, to the "separate but equal" system of segregation in the twentieth-century United States. According to Mills, the contract has provided the theoretical architecture justifying an entire history of European atrocity against non-whites, from David Hume and Immanuel Kant's claims that blacks had inferior cognitive power, to the Holocaust, to the kind of imperialism in Asia that was demonstrated by the Vietnam War. Mills suggests that the ghettoization of philosophical work on race is no accident. This work challenges the assumption that mainstream theory is itself raceless. Just as feminist theory has revealed orthodox political philosophy's invisible white male bias, Mills' explication of the racial contract exposes its racial underpinnings
----	---------------------	-------------------	--------------------------	------	------	---

86	The Racial Contract revisited: still unbroken after all these years	Mills, Charles W.	Politics, Groups, and Identities	2015	Journal Article	In this reply to my four (very friendly) critics, I take the opportunity to clarify some points about how I meant the "racial contract" as a theoretical intervention to be understood, and to offer some suggestions about how the idea could be further developed. I begin with some familiar distressing points about the slowness or actual reversal of racial progress in recent years. I then argue that (a) this depressing reality vindicates a structural analysis of race (race as "white supremacy") that (b) can be captured in a revised version of the social contract metaphor (the "domination contract"), which would then provide (c) a superior normative framework for challenging the whiteness of Rawlsian social justice theory, as part of (d) a general rethinking of liberalism and contractarianism to address social subordination in nominally liberal Western societies, especially (e) if intersectional concerns are incorporated into the <u>apparatus</u> .
----	---	-------------------	----------------------------------	------	-----------------	---

87	The Racial Contract, educational equity, and emancipatory ideological critique	Smith, Anna Marie	Politics, Groups, and Identities	2015	Journal Article	Charles Mills' major text, The Racial Contract, is a radical liberal intervention in contractarian political philosophy. It argues that in the US today, the social contract ideologically (mis-)represents itself as a colorblind agreement that exemplifies our "post-racist" conditions. Mills holds that once we pierce the misrepresentations that characterize this legitimation discourse, we can see that the majority of whites tend to subscribe, either literally or implicitly, to a supplemental "racial contract." Under its terms, most whites collude in hoarding sociopolitical resources and educational opportunities for themselves, while disavowing their concerted efforts and subscribing to a wide range of self-serving myths pertaining to the cultural inferiority of the so-called black "underclass." In this sense, Mills predicts that a critical analysis of the basic structure will reveal systematic and deeply engrained forms of de facto racism throughout major institutions. Drawing on a wide variety of literatures, including normative political theory, critical race theory, the sociology of education, and Constitutional analysis, I demonstrate that Mill's argument offers a particularly fruitful approach to an analysis of school segregation and, in particular, to understanding the structure of the US Supreme Court's decision in the landmark case, Parents Involved (2007). I nevertheless challenge Mills to give us a more precise and comprehensive definition of the moral duties of whites who inhabit these conditions; in particular, I call attention to the decisions made by white parents and teachers who tend to promote segregative outcomes.
----	--	-------------------	----------------------------------	------	-----------------	---

88	The real reason people won't change	LL, Lahey; R, Kegan	Harvard Business Review	2001	Journal Article	Many managers are familiar with employees who will not change. Sometimes it is easy to understand: they may fear a shift in power, learning new skills, or having to join a new team. However, in other cases, resistance to change can be more puzzling, particularly when employees have the skills for the job and have shown a deep commitment to the organization. Lisa Lahey and Robert Kegan believe that resistance to change does not necessarily reflect opposition, nor is it the result of inertia. Competing commitments can stall change by producing inconsistencies between stated goals and actions, even when employees genuinely attempt to change. These inconsistencies reduce work effectiveness and cause frustration to both managers and employees. The authors discuss how to identify and remedy competing commitments to help managers deal effectively with what may appear often as resistance to change among employees.
----	-------------------------------------	---------------------	-------------------------	------	-----------------	---

89	The significance of the racial contract in teachers' college expectancies for students of color	Liou, Daniel D.; Rojas, Leticia	Race Ethnicity and Education	2018	Journal Article	Purpose of article: To explore the practices of expectations from the teacher's perspective and investigate how those practices manifest through school structures and curriculum (both often uphold rather than repudiate white supremacy). Get perspectives of 27 teachers (who are viewed as effective in educating students of color) in a one-year case study at 8 schools from two urban school districts in California that are undergoing reform initiatives to raise college-going expectations. Researchers will: - Will look at teachers' college expectations for students in the context of race - Bring to light the work of college-going expectations from social justice perspectives - Examine teachers' expectations in connection to school reform Findings: Teachers were discerning when examining the racist behaviors and attitudes of the adults around them, but overlooked their own participatory role in animating the racial contract, particularly when race was used as a proxy for college-readiness. i.e. they had contradictions in their expectations. Examples: Teachers acknowledged that white community views their small schools with racial diversity as undesirable and lower-performing yet, some of these same teachers teach college-ready classes and don't want the students with lower GPA's in the college prep courses because they don't want them to feel embarrassed or feel they aren't capable. Do not want to have unrealistic expectations for students. They also follow the notion that the strongest teachers should be teaching the college-prep courses like AP Teachers are still susceptible to deficit thinking. They were struggling with the contradiction of when and how long to hold students' hands versus creating conditions for them to take responsibility. Still view themselves as "helpers" of these color. Teachers were able to effectively confront the inequitable structure and racial contract when they were able to develop their own curriculum that challenged prevailing notions of college selectivity and worthiness.
----	---	------------------------------------	---------------------------------	------	--------------------	--

90	The state of America's Children in Colorado: 2020 factsheet	Children's Defense Fund	Children's Defense Fund	2020	Report	Provide 2020 statistics for Colorado for child population, health, poverty, income and wealth inequality, education, housing and homelessness, welfare, justice, gun violence, and child hunger and nutrition.
91	The state of America's children: 2020	Children's Defense Fund	Children's Defense Fund	2020	Report	The State of America's Children® 2020 and corresponding state factsheets provide a comprehensive overview of how America's children are doing nationally to inform conversations and improve policies to ensure no child is left behind. The State of America's Children® 2020 summarizes the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, youth justice and gun violence. For each area, we compiled the most recent, available national and state-level data. The report includes key findings as well as data tables, which are useful for comparing different states. Using data from the tables in The State of America's Children® 2020, our state factsheets provide one-page summaries of how children are doing in each of the 50 states, the District of Columbia and nationwide.

92	The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas	Aronson, B; Laughter, J	Review of Educational Research	2016	Journal Article	Summary: This article traces how Culturally Responsive Education (CRE) shows up in educational research across content areas and what that research has been able to document on the relationship between CRE and student outcomes. Content areas include math, science, history/social studies, English language arts, and English as a second language. Researchers consistently found a positive relationship between engaging in culturally responsive education and student experience. Many studies demonstrated increases in assessment scores; others documents increases in student motivation, interest in content, ability to engage in academic discourse, perception of self as capable student, and confidence in one's ability to perform well on standardized assessments. Across the content areas, a few factors were consistently identified as enabling students from every walk of life can be academically: - when students feel valued and recognized as complex individuals with rich histories, - when students lived experiences are legitimized as sources of knowledge, - when there is an explicit connection between students lived experiences and the content, and - when students <u>are invited to serve as co-creators of instructional content.</u>
93	Theory of Action; Samples from States and Districts	New York State Education Department	New York State Education Department	n.d.	Document	A compilation of theories of action collected from around the country by the New York State Education Department. The document also includes a definition of a theory of action: A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots,” explaining in a commonsense way which features are expected to produce results that lead to the final desired outcome. The document also includes 4 profiles of models of accountability: 1) performance model, 2) Bureaucratic model, 3) market model, 4) <u>professional model.</u>

94	Through our eyes: Perspectives and reflections from Black teachers	Griffin, Ashley; Tackie, Hilary	The Education Trust	2016	Report	Building a diverse teacher workforce is complex. It is about more than just increasing the numbers of Black teachers in a given school, district, or state. Understanding and critically examining the intricate and nuanced nature of Black teacher experiences is paramount. The unfiltered perspective shared in this project provides evidence exposing the racial bias that exists in schools and school systems across the nation. These conditions impact not only Black teachers, but all the students they serve.
95	Toward excellence with equity : an emerging vision for closing the achievement gap	Ferguson, Ronald	Harvard Education Press.	2007	Book	For the past 15 years, economist Ronald Ferguson has investigated the myriad factors that combine to create racial disparities in academic performance. This volume brings together Ferguson's most important papers and most recent thinking on these issues. In language accessible and useful to education practitioners, Ferguson sets forth a wide-ranging and compelling vision for closing the achievement gap. Beginning with his analysis of the impact of test scores in predicting racial wage gaps, Ferguson has explored how rates of progress in narrowing gaps have varied over the recent decades, the roles played by various school policies and practices, and the importance of lifestyles and informal social processes that play out between children and their parents and peers. He concludes that closing achievement gaps is more urgent today than ever before—and that dramatic success is possible.
96	Walking the equity talk: a guide for culturally courageous leadership in school communities	Browne, John Robert, II	Corwin	2012	Book	A guide for school leaders, which shows how to create culturally democratic learning environments within school and classroom settings and sustained improvement in the educational inputs and outcomes of students who have been on the lower end of the achievement continuum. The guide focuses on the inequities experienced by historically underserved students of color in urban school settings. He draws on theory, research, and practice in multicultural education/cultural proficiency, educational inputs and outcomes, transformational/instructional leadership, critical race theory in education, and planning and implementing change, and focuses on the lack of cultural democracy in schools.

97	Warm Demander Pedagogy: Culturally Responsive Teaching That Supports a Culture of Achievement for African American Students	Ware, Franita	Urban Education	2006	Journal Article	This study operationalizes warm demander pedagogy as a component of culturally responsive teaching. These instructional methods emerged during a study that examined the pedagogy of two African American urban teachers as compared to the literature. Through observations and interviews, the study examined the following: (a) How did each teacher describe her instructional practices and beliefs? (b) What similarities and differences existed between the teachers' practices and beliefs? (c) Was there evidence that the shared cultural/ethnic background of teachers and students influenced instructional practices? The study proposes warm demander and culturally responsive pedagogy to support a culture of achievement for students of color.
98	Whistling Vivaldi: how stereotypes affect us and what we can do	Steele, Claude	W.W. Norton & Company	2011	Book	"In Whistling Vivaldi, renowned social psychologist Claude M. Steele addresses one of the most perplexing social issues of our time: the trend of minority underperformance in higher education. With strong evidence showing that the problem involves more than weaker skills, Steele explores other explanations. Here he presents an insider's look at his research and details his groundbreaking findings on stereotypes and identity, findings that will deeply alter the way we think about ourselves, our abilities, and our relationships with each other. Through dramatic personal stories, Steele shares the researcher's experience of peering beneath the surface of our ordinary social lives to reveal what it's like to be stereotyped based on our gender, age, race, class, or any of the ways by which we culturally classify one another. What he discovers is that this experience of "stereotype threat" can profoundly affect our functioning: undermining our performance, causing emotional and physiological reactions, and affecting our career and relationship choices. But because these threats, though little recognized, are near-daily and life-shaping for all of us, the shared experience of them can help bring Americans closer together."--Jacket.

99	Aligning Denver Public School's Equity Efforts	Professor Antwan Jefferson, PhD	University of Colorado at Denver (report for DPS)	2019	Report	Denver Plan 2020, and since then has been developed further through community- based committees and task forces, as well as through Board of Education commitments and resolutions. In an effort to support the district's goal of developing a Unified Equity Plan, several key documents were reviewed, synthesized and analyzed to identify themes and commonalities, unique aspects of each effort, and gaps between district equity efforts.
100	White fragility: why it's so hard for White people to talk about racism	DiAngelo, Robin J.	Beacon Press	2018	Book	In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.