



Book Series

## *Opportunity and Performance*

Series Editors

Pam Sheley, *Academic Development Institute*; Sam Redding, *Academic Development Institute*

The audience for publications in education and human development is vast and varied, but the central concern is constant: How best do we educate and raise our children? The “we” in this statement includes families, communities, teachers, school leaders, and state policymakers, all of whom form a loosely joined system of support for each child. The performance of each child is seen in the child’s progress as a learner, success in school, personal competence and confidence, and social and emotional growth. The child’s performance relies heavily on the performance of the people who form the child’s system of support. Performance, for children and adults, is largely a function of the opportunities provided them. This series examines aspects of a system of support (family, classroom, school, district, state agency) and the people who populate them, synthesizing relevant research and offering practical guidance. The authors balance their concern for the effectiveness of organizations with their unwavering regard for the dignity and humanity of the people within them. The writings give focus to how children (and adults) learn, why they learn, and what learning is most beneficial to them. The perspective is optimistic, reflecting a belief in the ability of people and their organizations for self-enhancement when empowered with knowledge and opportunity. The publications encourage collective action and provide concrete processes to guide it.

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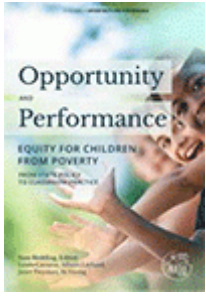
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## Opportunity and Performance Equity for Children from Poverty

Sam Redding, Academic Development Institute; Linda Cavazos; Allison Layland, Academic Development Institute; Janet Twyman, University of Massachusetts; Bi Vuong

2021. Paperback 978-1-64802-587-7 \$45.99. Hardcover 978-1-64802-588-4 \$85.99. eBook 978-1-64802-589-1 \$65.

Because everyone from policymakers to classroom teachers has a role in achieving greater equity for children from poverty, this book provides a sweeping chronicle of the historical turning points—judicial, legislative, and regulatory—on the road to greater equity, as background to the situation today. It provides succinct policy recommendations for states and districts, as well as practical curricular and instructional strategies for districts, schools, and teachers. This comprehensive approach—from the statehouse to the classroom—for providing children who come to school from impoverished environments with the education in which they thrive, not merely one that is comparable to others, truly enlists everyone in the quest for opportunity and performance. The next step toward equity may be taken by a governor, but it may also be taken by a teacher. One need not wait for the other.

**CONTENTS:** About the Authors. Preface. Introduction. **PART I: TRACING OUR STEPS TOWARD EQUITY** CHAPTER 1: Where We Have Landed. CHAPTER 2: The Long and Winding Road. CHAPTER 3: Equity in the Every Student Succeeds Act. CHAPTER 4: Recommendations for States and Districts. References. **PART II: POVERTY'S IMPACT ON LEARNING** CHAPTER 5: Poverty's Impact on Learning. References. **PART III: DISRUPTING POVERTY'S IMPACT ON LEARNING** CHAPTER 6: Disrupting Poverty's Impact on Learning. CHAPTER 7: The Problem. CHAPTER 8: The Solution. References. **PART IV: MEASURING PROGRESS** CHAPTER 9: Measuring Progress. Appendix.



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