



Book Series

## *Research in Educational Productivity*

Series Editors

Susan J. Paik, *Claremont Graduate University*

This series of works on educational productivity is centered on how more can be accomplished in education without consuming additional material, human, and social resources. Modern nations seek to enlarge learning as an end in its own right and also to increase "human capital" as a means of promoting individual opportunity for advancement, national economic growth, human welfare, and the quality of life.

In such an inter-disciplinary, practical spirit, this series aims to enlarge, compile, and systematize knowledge about educational productivity. It will deal with the theory of educational systems, the research underlying their design, and their effectiveness as implemented. Some volumes will be written by one or two authors on a given aspect of educational productivity. Most, however, will be edited thematic works with chapters written by several specialists in various aspects of the volume's theme.

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- High-Achieving Latino Students
- Advancing Education Productivity
- Optimizing Student Success in School with the Other Three Rs
- Can Unlike Students Learn Together?
- The Scientific Basis of Education Productivity
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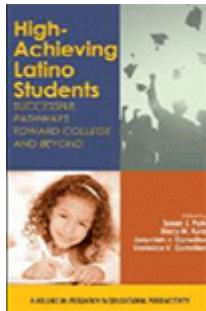
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## High-Achieving Latino Students Successful Pathways Toward College and Beyond

Susan J. Paik, Claremont Graduate University; Stacy M. Kula, Azusa Pacific University; Jeremiah J. González, Los Angeles Unified School District; Verónica V. González, Los Angeles Unified School District

2020. Paperback 978-1-64802-010-0 \$45.99. Hardcover 978-1-64802-011-7 \$85.99. eBook 978-1-64802-012-4 \$65.

High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement.

### Praise for High-Achieving Latino Students

"This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." ~ **Guadalupe Valdés, Ph.D.**, *Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*

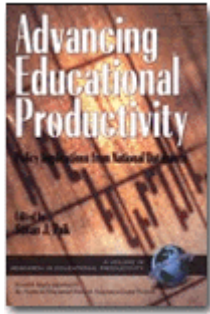
"This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." ~ **Loui Olivas, Ed.D.**, *President, American Association of Hispanics in Higher Education*

"In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it's now here." ~ **Carl A. Cohn, Ed.D.**, *Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent*

"There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" ~ **Angela Valenzuela, Ph.D.**, *Professor in Education, University of Texas at Austin. Author of Subtractive Schooling: US-Mexican Youth and the Politics of Caring*

**CONTENTS:** Foreword, *Carl A. Cohn*. Introduction and Overview: Using a Success Lens to Understand Latino Achievement, *Susan J. Paik, Stacy M. Kula, Jeremiah J. González, and Verónica V. González*. **PART I: SOCIAL, CULTURAL, AND FAMILIAL CAPITAL.** High-Achieving Latino Students at Elite Colleges: The Role of School Structure and Pre-College Programs in K-12 Preparation, *Jeremiah J. González*. Asset-Based Factors of High-Achieving Puerto Rican High School Students: Understanding Familial and Social Capital, *René Antrop-González*. Madres y Abuelas (Mothers and Grandmothers): Informing and Shaping High-Achieving Latinx College Students' Educational Success, *Jeanett Castellanos, Alberta M. Gloria, Oscar F. Rojas Pérez, and Monica Quezada*. High-Achieving First-Generation Latino Community College Students: Their Journeys, Struggles, and Stories of Success, *Verónica V. González*. **PART II: INDIVIDUAL AGENCY AND OTHER STRENGTH-BASED FACTORS.** High-Achieving Latino Students in Low-Performing High Schools: The Importance of Resilience, *Liliana Jarvis*. Family, Community, and Culture: A Framework for Culturally-Rooted Grit (CRG) in Second-Generation High-Achieving Latino Students at Elite Colleges and Universities, *Stacy M. Kula*. From Surviving to Thriving: Critical Perspectives on High-Achieving Latino Undergraduate Males at Selective Universities, *David Pérez II, Victor B. Sáenz, and Jorge Burmicky*. **PART III: UNTOLD STORIES OF SUCCESS: BARRIERS AND OPPORTUNITIES.** Contexts that Facilitate Academic Success and College Pathways for Undocumented Students: Lessons from Early Academic Experiences of High-Achieving, Undocumented Latino Students Attending Highly-Selective Private Colleges, *Gloria Itzel Montiel*. Científicos Latinxs: Uncovering the Counter Story of Success in STEM, *Laura Rendón, Amaury Nora, Ripsimé Bledsoe, and Vijay Kanagala*. The Life and Success of Sonia Sotomayor: Perseverance and Productive Giftedness, *Susan J. Paik, Kenya R. Marshall-Harper, Charlina Gozali, and Tammy Johnson*. **PART IV: INTERVENTION AND STRATEGIES THAT PROMOTE HIGH ACHIEVEMENT.** Early Intervention Matters: Towards a Path of High Achievement for Latino Middle School Males, *Eligio Martínez Jr. and Michelle Castellanos*. High-Achieving Latinx K-12 Students: Factors that Support Academic Achievement and School Persistence Toward STEM Careers, *Hersh C. Waxman, Mario I. Suárez, and Yolanda N. Padrón*. Serving Gifted, Advanced, and High-Ability Latino Students:

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## Advancing Education Productivity Policy Implications from National Databases

Herbert J. Walberg, University of Illinois - Chicago

2006. Paperback 1-59311-112-6 978-1-59311-112-0 \$45.99. Hardcover 1-59311-113-4 978-1-59311-113-7 \$85.99. eBook 9781607524960 \$65.

Most of the research contained in this book was supported by grants to the individual authors from the American Educational Research Association Grants Program.

**CONTENTS:** Introduction and Overview, *Susan J. Paik* **Part I: Educational Productivity and Achievement.** Using an Educational Productivity Model to Construct Process Models for Mathematics Achievement and Attitudes Among Ethnic Minorities, *John Thomas* The Intended and Unintended Consequences of High School Graduation Requirement Policy, *Peter Teitelbaum*. **Part II: Forms of Social Capital.** African American Students' Educational Outcomes: The Role of School Relationships, *George L. Wimberly*. The Impact of Parent Involvement and Authoritativeness on Academic Achievement: A Cross-Ethnic Comparison, *Eunai Park and Gregory Palardy*. The Job Acquisition Process: Social Structure, Undergraduate Resources, and College-to-Work Transitions, *Cory Heyman*. **Part III: Analytic and Measurement Innovation.** Application of Event History Modeling for Examining College Student Departure Behavior. *Terry Ishitani*. Improving Inferences about Student Achievement: A Multidimensional Perspective, *Laura Hamilton*. **Part IV: International Perspectives on Educational Productivity.** A Cross-National Analysis of Student Victimization: School System Effects on School Violence, *Motoko Akiba*. Toward an Understanding of Hong Kong and United States Students' Mathematics Achievement, *Debbie Baofeng Wang*.



## Optimizing Student Success in School with the Other Three Rs Reasoning, Resilience, and Responsibility

Rena F. Subotnik, American Psychological Association; Robert J. Sternberg, Yale University

2006. Paperback 1-59311-430-3 978-1-59311-430-5 \$45.99. Hardcover 1-59311-431-1 978-1-59311-431-2 \$85.99. eBook 9781607525165 \$65.

The Other Three R's model began as an American Psychological Association (APA) initiative, sponsored by Robert J. Sternberg, IBM Professor of Psychology and Education at Yale University and Past President of the APA. For both this initiative and this edited volume, Sternberg assembled a diverse team of experts who identified reasoning, resilience and responsibility as three learnable skills that, when taken together, have great potential for increasing academic success. The authors of this volume present in detail their evidence-based arguments for promoting TOTRs in schools as a way to optimize student success.

**CONTENTS:** Introduction, *Rena F. Subotnik and Gregory A. White*. Reasoning, Resilience, and Responsibility from the Standpoint of the WICS Theory of Higher Mental Processes, *Robert J. Sternberg*. Motivational Orientations that Lead Students to Show Deeper Levels of Reasoning, Greater Responsibility for their Academic Work, and Greater Resilience in the Face of Academic Difficulty, *Catherine Good and Carol S. Dweck*. **Part I: Special Focus on Reasoning.** The Role of Knowledge in the Development of Mathematical Reasoning, *Richard E. Mayer*. Promoting Deaf Children's Mathematical Reasoning by Using their Visual Spatial Strengths, *Terezinha Nunes*. Performance Data and Proven Practices: Empowering Tools to Spur High Levels of Student Reasoning and Achievement. *Tom Luce and Lee Thompson*. **Part II: Resilience.** Resilience and Risk in Learning: Complex Interactions and Comprehensive Interventions, *Mary M. Brabeck and Mary E. Walsh*. Resilience as a Factor in Overcoming Obstacles to High Academic Achievement, *Edmund W. Gordon and Brenda X.*

*Mejia. Part III: Responsibility. Enhancing Students' Academic Responsibility and Achievement: A Social Cognitive Self-Regulatory Account, Barry J. Zimmerman. A Motivational Perspective on School Achievement: Taking Responsibility for Learning, Teaching, and Supporting, Jacqueline S. Eccles. Part IV: Model. Integrating The Other Three Rs into the School Curriculum: A Model for Improving Achievement, Jeanine C. Cogan, Robert J. Sternberg, and Rena F. Subotnik. Part V: Summary. The Other 3 Rs: Implications for the Design of Learning Environments, Research, and Policy, Susan Goldman.*



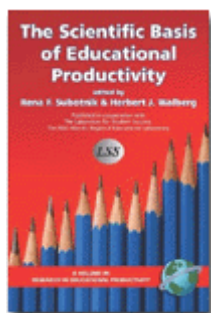
## Can Unlike Students Learn Together?

Margaret C. Wang, Temple University; Arthur J. Reynolds, University of Wisconsin-Madison; Herbert J. Walberg, University of Illinois - Chicago

2006. Paperback 1-59311-114-2 978-1-59311-114-4 \$45.99. Hardcover 1-59311-115-0 978-1-59311-115-1 \$85.99. eBook 9781607524809 \$65.

For the first time, this book brings together three controversial topics: homogeneous grouping of students within classrooms by ability or achievement criteria, tracking of students into courses of study by the same criteria, and retention of students in their present grade so that they repeat a year's work instead of being promoted. The editors solicited syntheses of research on these topics from outstanding scholars with a variety of views.

**CONTENTS:** Preface. Introduction and Overview. Dropout in Relation to Grade Retention: An Accounting of the Beginning School Study. Grade Retention and School Dropout: Another Look at the Evidence. Is Grade Retention Educational Malpractice? Empirical Evidence from Meta-Analyses Examining the Efficacy of Grade Retention. Race-ethnicity, Social Background, and Grade Retention. Race Effects on Ability Group Outcomes. Classroom Organization and Instructional Quality. Grouping, Tracking, and De-tracking: Conclusions from Experimental, Correlational, and Ethnographic Research. Understanding Research on the Consequences of Retention.



## The Scientific Basis of Educational Productivity

Herbert J. Walberg, University of Illinois - Chicago; Rena F. Subotnik, American Psychological Association

2006. Paperback 1-59311-449-4 978-1-59311-449-7 \$45.99. Hardcover 1-59311-450-8 978-1-59311-450-3 \$85.99. eBook 9781607525196 \$65.

This volume is not primarily concerned with what students should learn, nor even how they should learn. Rather it concerns how we can discover the best means and conditions for teaching them in school, at home, and in society. Expressed more explicitly, we seek to find out how students can learn efficiently or productively as much as possible within a given amount of time and resources. As in agriculture, medicine, public health, and modern industries, we can turn to rigorous science as one of the best sources for informing ourselves.

The intended audiences are not only scholars in a variety of academic disciplines but also research consumers, including educators, policymakers, parents, and citizens who seek principles to critically separate valid from invalid claims for the efficacy and efficiency of education products, personnel, and policies.

Initial versions of the chapters were discussed at a national invitational conference sponsored by the Laboratory for Student Success (LSS), the mid-Atlantic regional educational laboratory, at Temple University Center for Research in Human Development and Education. LSS operates under a contract with the U.S. Department of Education's Institute of Education Sciences.

**CONTENTS:** Preface. Introduction and Overview, Rena F. Subotnik and Herbert J. Walberg. Evidence-Based Reform: Experimental and Quasi-Experimental Research Considered, Susan J. Paik. Scientific Formative Evaluation: The Role of Individual Learners in Generating and Predicting Successful Educational Outcomes, T.V. Joe Layng, Greg Stikeleather, and Janet S. Twyman. Blending Experimental and Descriptive Research: The Case of Educating Reading Teachers, Elizabeth S. Pang and Michael L. Kamil. The Enhancement of Critical Thinking: With Decades of Converging Evidence, Meta-Analyses with Large Effect Sizes, and Societal Need, Would You Allow Your Child to Be Assigned to a "Control" Group?, Diane F.



*Halpern*. Improving Educational Productivity: An Assessment of Extant Research, *Herbert J. Walberg*. The Scientific Basis for the Theory of Successful Intelligence, *Robert J. Sternberg*. Science, Politics, and Education Reform: The National Academies' Role in Defining and Promoting High-Quality Scientific Education Research, 2000-2004, *Lisa Towne*. American Board for Certification of Teacher Excellence: Applying Research to Develop a Standards-Based Teacher Certification Program, *Kathleen Madigan*. Evidence-Based Interventions and Practices in School Psychology: The Scientific Basis of the Profession, *Thomas R. Kratochwill*. The Institute of Education Sciences' What Works Clearinghouse, *Robert Boruch and Rebecca Herman*. Conclusions and Recommendations, *Herbert J. Walberg and Rena F. Subotnik*. About the Contributors.



## Addressing The Achievement Gap

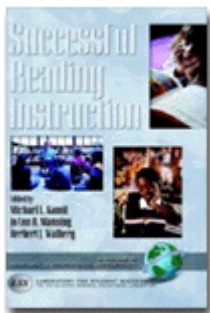
Ronald D. Taylor, Temple University

2005. Paperback 1-59311-451-6 978-1-59311-451-0 \$45.99. Hardcover 1-59311-452-4 978-1-59311-452-7 \$85.99. eBook 9781607526841 \$65.

The chapters included in this book were commissioned to serve as the background for the national invitational conference sponsored by the LSS at Temple University Center for Research in Human Development and Education (CRHDE). The conference and the publication of the conference proceedings were supported by the Institute of Education Sciences (IES) of the U. S. Department of Education. The opinions expressed do not necessarily reflect the positions of the supporting agencies and no official endorsement should be inferred.

### **CONTENTS: Preface. PART I: SOCIAL AND ENVIRONMENTAL FACTORS AND STUDENT ACHIEVEMENT.**

Minority Academic Achievement in a Selective Public University: The Role of the Campus Environment, *Melanie Domenech Rodríguez, Angela Stewart, Ana Mari Cauce, James Antony, and the Post Affirmative Action Legislation Impact Study Group*. Children of Immigrants and Their Achievement: The Roles of Family, Acculturation, Social Class, Gender, Ethnicity, and School Contexts, *Rubén G. Rumbaut*. Family and Neighborhood Environments and the Adjustment and Achievement of African American Adolescents, *Ronald D. Taylor*. **PART II: PROGRAMMATIC APPROACHES TO ADDRESSING STUDENT ACHIEVEMENT.** Sisters in Science: Confronting Equity in Science and Mathematics Education, *Penny L. Hammrich*. Developing Successful Intelligence in All Children: A Solution to Underachievement in Ethnic Minority Students, *Robert J. Sternberg*. Conclusions. About the Contributors.

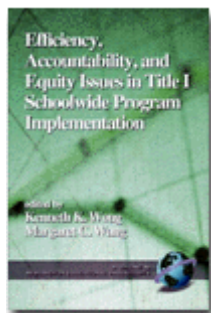


## Successful Reading Instruction

Herbert J. Walberg, University of Illinois - Chicago; JoAnn B. Manning, Temple University; Michael L. Kamil, Stanford University

2002. Paperback 1-931576-64-5 978-1-931576-64-2 \$45.99. Hardcover 1-931576-65-3 978-1-931576-65-9 \$85.99. eBook 9781607527862 \$65.

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## Efficiency, Accountability, and Equity Issues in Title 1 School Wide Program Implementation

Kenneth K. Wong, Brown University; Margaret C. Wang, Temple University

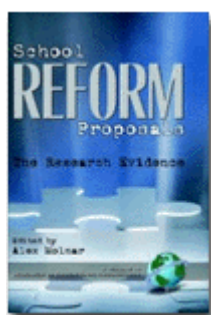
2002. Paperback 1-931576-10-6 978-1-931576-10-9 \$45.99. Hardcover 1-931576-11-4 978-1-931576-11-6 \$85.99. eBook 9781607527800 \$65.

How efficient is Title I, the largest federal educational program in elementary and secondary schools? What is the quality of the Title I services? Has Title I promoted equity in schools among our nation's low-income areas? To address these important issues, this volume draws on the proceedings of two national invitational conferences, sponsored by the mid-Atlantic regional educational laboratory, the Laboratory for Student Success (LSS) at Temple University Center for Research in Human Development and Education in 1999 and 2000. These conferences aim to provide research-based information on how Title I schoolwide programs affect teaching, learning, and student outcomes and to strengthen cost-benefits in Title I program implementation to assist students in high-poverty schools. The focus of the conferences is particularly timely in view of the upcoming Title I reauthorization and the recently enacted federal Comprehensive School Reform Demonstration (CSR) initiative.

Discussion at the conferences focused on enhancing our understanding of accountability, efficiency, and equity issues in Title I. More specifically, researchers at the two conferences: (a) highlighted findings from the National Study of Effective Title I Schoolwide Programs; (b) examined the effects of research-based comprehensive reform models in high-poverty schools; and (c) addressed cross-cutting issues such as the productivity of Title I programs, the use of technologies in the classroom, the role of the state in strengthening Title I programs, cost effectiveness of whole school reform, professional development, reading instruction, and parental involvement, which are important parts of the national educational reform agenda.

Leading researchers, policymakers, and practitioners were commissioned to develop preconference papers to serve as a springboard for discussion at the conferences. These papers included an overview of the research base and patterns of governance and conditions that lead to effective implementation of Title I schoolwide programs. The papers were reviewed by conference participants before the conferences and were used to develop next-step recommendations for advancing the implementation of the Title I schoolwide provision.

**CONTENTS:** Preface. List of Contributors. **PART I: Efficiency.** Using Market Forces to Make Title I More Effective, *Marci Kanstoroom and Tyce Palmaroff*. Making Economically Grounded Decisions About Comprehensive School Reform Models: Considerations of Costs, Effects, and Contexts, *Jennifer King Rice*. Does Title I Money Matter? Federal Compensatory Funding and Student Achievement, *Francis X. Shen*. Sustaining Investments in Technology: Strategies to Close the Digital Divide, *Ronald E. Anderson*. **PART II: Accountability.** The Role of the State in Strengthening Title I Programs, *Margaret E. Goertz*. Teacher Quality and Educational Inequality: The Case of Title I Schools, *Richard M. Ingersoll*. School-Family Partnerships: Policy Implications for Urban Schools, *Evanthia N. Patrikakou, Roger P. Weissberg and Michelle I. Rubenstein*. Toward Effective Strategies in Raising Academic Performance: Findings From a National Study of Effective Title I School Wide Programs, *Margaret Wang and Kenneth Wong*. Teachers' Perceptions of Title I Program Improvement and Accountability, *Jerome V. D'Agostino and Ginger L. Stoker*. **PART III: Equity.** Title I in California: A Focus on English Language Learners, *Diane August and Dianne Piche*. Understanding Student Achievement Differences Between Rural and Nonrural Schools: Implications for Title I Programs and Assessments, *Jaekyung Lee*. Epilogue.



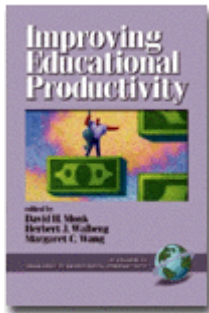
## School Reform Proposals The Research Evidence

Alex Molnar, Arizona State University

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**CONTENTS:** Acknowledgments. Foreword. Introduction, *Alex Molnar*. Early Childhood Education. *W. Steven Barnett*. Class-Size Reduction in Grades K-3, *Jeremy D. Finn*. Small Schools, *Craig Howley*. Time for School: Its Duration and Allocation, *Gene V Glass*. Grouping Students for Instruction, *Gene V Glass*. Parental and Family Involvement in Education,

*Douglas B. Downey*. Public Schools and their Communities, *Catherine Lugg*. Teacher Characteristics, *Gene V Glass*. Converging Findings on Classroom Instruction, *Barak Rosenshine*. Teacher Unions and Student Achievement, *Robert M. Carini*. Value-Added Assessment of Teachers: The Empirical Evidence, *Haggai Kupermintz*. Professional Development, *Ulrich C. Reitzug*. Charter Schools, Vouchers, and EMOs, *Gerald W. Bracey*. Contributors.



## Improving Educational Productivity

Margaret C. Wang, Temple University; Kenneth K. Wong, Brown University; David H. Monk, Penn State University

2001. Paperback 1-930608-44-6 978-1-930608-44-3 \$45.99. Hardcover 1-930608-45-4 978-1-930608-45-0 \$85.99. eBook 9781607527909 \$65.

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**CONTENTS:** **Chapter 1:** Introduction and Overview, *David H. Monk, Margaret C. Wang, and Herbert J. Walberg*. **Chapter 2:** Tax Revolts and School Performance, *Thomas Downes, and David Figlio*. **Chapter 3:** State Aid and Education Outcomes, *Sheila E. Murray*. **Chapter 4:** The Interface Between Public and Private Schooling: Market Pressure and the Impact on Performance, *Dan Goldhaber*. **Chapter 5:** The Economics of Grade Retention, *Eric R. Eide*. **Chapter 6:** Teacher Quality: Its Enhancement and Potential for Improving Pupil Achievement, *Susanna Loeb*. **Chapter 7:** Measuring School Efficiency: Lessons from Economics, Implications for Practice, *Amy Ellen Schwartz and Leanna Stiefel*. **Chapter 8:** Examining School-Level Expenditures and School Performance: The Case of New York City, *Ross Rubenstein and Patrice Iatarola*. **Chapter 9:** The Relationship Between Student Performance and School Expenditures: A Review of the Literature and New Evidence Using Better Data, *Corrine H. Taylor*. **Chapter 10:** What Happens to Performance Inequality Among Students When Average Test Scores Rise? *Samid Hussain*. **Chapter 11:** Problems in the Estimation of School Effects: Insights from Improved Models, *Jens Ludwig*. **Chapter 12:** Conclusions and Recommendations, *Herbert J. Walberg and David H. Monk*.



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