

Reviews of Collections of Programs, Curricula, Practices, Policies, and Tools: Evaluated According to Evidence

Compiled by Judy Smith-Davis, Ph.D.

For more information, see: <http://nirn.fpg.unc.edu/resources/reviews>

This collection originated as part of the Results for Kids: Resources library of The IDEA Partnership, which transferred early contents to NIRN in 2009.

Instruction and Interventions for Culturally and Linguistically Diverse Students

A New Vision to Increase the Academic Achievement for English Learners and Immigrant Students

Urban Institute, Washington DC. (2010). K. Leos & L. Saavedra.

“This paper analyzes the challenges and opportunities posed by today’s education reform debate for the early education and language learning of immigrant, limited English proficient, and English language learner students 3 to 8 years old. . . . The analysis focuses primarily on provisions in the Elementary and Secondary Education Act (ESEA) of 1965 (reauthorized as the No Child Left Behind Act, or NCLB, in 2001), as well as other relevant legislation and Supreme Court decisions that affect education of this student population. . . . To begin, the paper defines the educational goals for the students by briefly summarizing the characteristics of young immigrant students and English language learners and their reported academic achievement to date. A short account of the current status of the ongoing ESEA and other legislative reform debates as it affects the students is included -- as well as a deeper analysis into the two major challenges and potential opportunities -- (a) the legal (legislative and Supreme Court) history and context; and (b) the challenging juxtaposition of new scientific knowledge, which offers numerous possibilities but had prior implementation limitations. The paper concludes with suggestions for educators, researchers, policymakers, and parents on how to attain the vision outlined in the paper and secure students’ academic future.”

[Excerpt and click for the full text – A New Vision](#)

[The research overview begins on page 7]

A Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students

Education Northwest, Portland, Oregon. (2003). W. G. Demmert & J. C. Towner.

The purpose of this review was "to collect and critically review the research literature on the impact of culturally based education (CBE) programs on the school performance of American Indian, Alaska Native, and Native Hawaiian children. The review includes studies that can legitimately be classified as experimental or quasi-experimental. Because of the limited numbers in this classification, a small number of non-experimental comparative studies were added. . . . Of all the studies reviewed, only six studies targeting culturally based education could be considered experimental or quasi-experimental,

and only one spoke directly to the culturally based education/academic achievement link." The six experimental or quasi-experimental studies are discussed in the text and described in Table 1. Programs/practices reviewed in the experimental or quasi-experimental studies are: (a) the Kamehameha Early Education Program (KEEP); (b) guided effective and cognitive imagery; (c) computer-assisted instruction; (d) art activities to improve self-esteem; (e) a culturally based unit of instruction on perimeter and area; and (f) Families and Schools Together (FAST).

[A Review of the Research Literature on the Influences of Culturally Based Education](#)

Academic English: Implications for K-12 English Language Learners

Center for Equity and Excellence in Education, George Washington University, Washington DC. (2010). K. Anstrom, P. DiCerbo, F. Butler, A. Katz, J. Millet, & C. Rivera.

"The purpose of this report is to summarize and evaluate the literature on academic English (AE) in order to provide an informed perspective for policymakers, researchers, and others interested in improving educational outcomes for ELLs. . . . A broad collection of documents was compiled for review - professional journals, practitioner handbooks, policy documents, and other sources that exercise due professional diligence in describing and discussing educational issues. . . . The student population that is the primary focus of this paper is students for whom English is not their native language and who have not yet developed proficiency in English. These students may or may not be enrolled in English language development programs. The report also has implications for all students who struggle with learning AE. The report is organized around three of the four areas of interest used to guide the literature review: (a) defining AE; (b) AE teaching practices; (c) the preparation and training of teachers to support AE development; and (d) state policies on AE, discussed within the context of the preparation and training of teachers."

[Full text – A Review of the Literature on Academic English](#)

Boundary Crossing for Diversity, Equity, and Achievement: Interdistrict School Desegregation and Educational Opportunity

Charles Hamilton Houston Institute for Race and Justice, Cambridge, Massachusetts. (2009). A. S. Wells, B. J. Baldrige, J. Duran, C. Grzesikowski, R. Lofton, A. Roda, M. Warner, & T. White.

"School district boundaries shape children's educational opportunities in countless ways. Living on one side of a district boundary line or the other can dictate whether a student has access to challenging curriculum, well-prepared teachers, decent facilities, high expectations, non-poor peers, and a wealth of other tangible and intangible factors that influence learning. While these factors can vary by school and classroom within a single district, the separateness and inequality that characterize U.S. education along racial/ethnic and social class lines are increasingly circumscribed by school district boundaries. . . . This report is the first to pull together the research on inter-district desegregation plans and thus the first to demonstrate the substantial body of evidence that such programs provide disadvantaged students and more privileged communities with significant educational experiences that serve both well. . . . (The authors) discuss the findings from their extensive review of literature pulled together from several sources, including newspaper articles, historical and court documents, journal articles, books, and unpublished research reports." The report also discusses eight inter-district school desegregation plans and their results.

[Full text -- Boundary Crossing for Diversity, Equity, and Achievement: Interdistrict School Desegregation and Educational Opportunity](#)

Civil Rights Data Collection. 2009-2010

Office for Civil Rights, U.S. Department of Education. (2012).

“The purpose of the U.S. Department of Education 2009-10 Civil Rights Data Collection (CRDC) is to obtain data related to the nation's public school districts and elementary and secondary schools’ obligation to provide equal educational opportunity. To fulfill this goal, the CRDC collects a variety of information, including student enrollment data and data on educational programs and services that are disaggregated by race/ethnicity, sex, limited English proficiency, and disability. . . . Among the findings are the following: (a) African-American students, particularly males, are far more likely to be suspended or expelled from school than their peers; Black students make up 18% of the students in the CRDC sample, but 35% of the students suspended once, and 39% of the students expelled; (b) Students learning English (ELL) were 6% of the CRDC high school enrollment, but made up 12% of students retained; (c) Only 29% of high-minority high schools offered Calculus, compared to 55% of schools with the lowest black and Hispanic enrollment; and (d) Teachers in high-minority schools were paid \$2,251 less per year than their colleagues teaching in low-minority schools in the same district.” The data also cover the use of restraints or isolation with students.

[Data summary – Civil Rights Data Collection, 2009-2010](#)

[To access 2009 district or school reports, detailed data tables, and other data from 2000 to 2009](#)

[Q&As about the Civil Rights Data Collection, 2009-2010](#)

Comprehensive School Reform: Meta-Analytic Evidence of Black-White Achievement Gap Narrowing

Education Policy Analysis Archives. (2009). K. M. Gorey.

"This article synthesizes 34 cohort or quasi-experimental outcomes of studies that incorporated the policy-critical characteristic of race/ethnicity. Findings -- Compared with matched traditional schools, the black-white achievement gap narrowed significantly more among students in Comprehensive School Reform (CSR) schools. In addition, the aggregate effects were large, substantially to completely eliminating the achievement gap between African American and non-Hispanic white students in elementary and middle schools. Title I policies before or after the No Child Left Behind Act of 2001 seem to have had essentially no impact on the black-white achievement gap. Curricular and testing mandates along with the threat of sanctions without concomitant resource supports seem to have failed. This study suggests that educational achievement inequities need not be America’s destiny. It seems that they could be eliminated through concerted political will and ample resource commitments to evidence-based educational programs."

[Full text -- Comprehensive School Reform: Meta-Analytic Evidence](#)

Cultural Responsiveness, Racial Identity and Academic Success: A Review of the Literature

Arts & Culture Program, Heinz Endowments, Pittsburgh, Pennsylvania. (2009).
M. S. Hanley & G. W. Noblit.

This work "was initiated to help the Endowments’ Arts & Culture Program improve the relevance of its arts education programs for African American children and has helped to develop the framework and guide its investments in Culturally Responsive Arts Education." . . . The authors "reviewed the available

literature on four concepts – (a) culturally responsive pedagogy, (b) positive ethnic socialization, (c) resilience, and (d) academic success -- and examined research on the connections among them, with an emphasis on arts programming. (Their) research focused largely on empirical studies and documentation of program experiences relevant to the concepts. It also was primarily concerned with African American students, while including relevant studies of Latin, Asian, and Native American Students. The resulting literature review was extensive, with 119 experts surveyed to ascertain the best sources for inclusion and 2,808 sources contacted or examined. A final set of 146 resources is cited in the full report. . . . (Among other things, the authors concluded that) culturally responsive pedagogy and positive racial identity can play major roles in promoting academic achievement and resilience for African American, Latin, Asian, and Native American (ALANA) youth."

[Executive summary and full text – Cultural Responsiveness](#)

[The executive summary and full text are two separate titles on this page]

Discipline Policies, Successful Schools, and Racial Justice

National Education Policy Center, University of Colorado, Boulder. (2011). D. J. Losen.

"This policy brief reviews what researchers have learned about racial disparities in school discipline, including trends over time and how these disparities further break down along lines of gender and disability status. Further, the brief explores the impact that school suspension has on children and their families, including the possibility that frequent out-of-school suspension may have a harmful and racially disparate impact. As part of the disparate impact analysis, the brief examines whether frequent disciplinary exclusion from school is educationally justifiable and whether other discipline policies and practices might better promote a safe and orderly learning environment while generating significantly less racial disparity. Findings of this brief strongly suggest a need for reform. A review of the evidence suggests that subgroups experiencing disproportionate suspension miss important instructional time and are at greater risk of disengagement and diminished educational opportunities. Moreover, despite the fact that suspension is a predictor of students' risk for dropping out, school personnel are not required to report or evaluate the impact of disciplinary decisions. Overall, the evidence shows the following: (a) there is no research base to support frequent suspension or expulsion in response to non-violent and mundane forms of adolescent misbehavior; (b) large disparities by race, gender and disability status are evident in the use of these punishments; (c) frequent suspension and expulsion are associated with negative outcomes; and (d) better alternatives are available."

[Full text – Discipline Policies](#)

Effective Instruction for English Learners

The Future of Children. (2011). Woodrow Wilson School of Public and International Affairs at Princeton University & The Brookings Institution, Washington, DC. M. Calderon, R. Slavin, & M. Sanchez.

"Researchers have fiercely debated the merits of bilingual and English-only reading instruction. . . . Based on the studies presented here, Calderon, Slavin, and Sanchez assert that the quality of instruction is what matters most in educating English learners. They highlight comprehensive reform models, as well as individual components of these models: (a) school structures and leadership; (b) language and literacy instruction; (c) integration of language, literacy, and content instruction in secondary schools; (d) cooperative learning; (e) professional development; (f) parent and family support teams; (g) tutoring; and (h) monitoring implementation and outcomes. . . . The research that the authors review meets several criteria. First, it primarily involves English learners. Second, it compares outcomes for students

taught using a given program or practice (the treatment group) with outcomes for students taught using alternative approaches (the control group). Assignment to the treatment group can be randomized or matched, but treatment and control students must be within a half standard deviation of each other on pretests given before treatments began. Third, measures of outcomes are in English if the goal of the program is English language or reading, in other languages if these are the goal. Finally, the authors use mainly long-term studies where they are available and exclude evaluations that take place over a period of less than twelve weeks.”

[Full text – Effective Instruction for English Language Learners](#)

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: IES Practice Guide

Institute for Education Sciences, U.S. Department of Education. (2007).

R. Gersten (Chair), S. K. Baker, T. Shanahan, S. Linan-Thompson, & P. Collins.

“The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators addressing a multifaceted challenge that lacks developed or evaluated approaches. The challenge is effective literacy instruction for English learners in the elementary grades. At one level, the target audience is a broad spectrum of school practitioners. . . . At another level, a more specific objective is to reach district-level administrators with a practice guide that will help them develop practice and policy options for their schools. The guide includes specific recommendations for district administrators and indicates the quality of evidence that supports these recommendations. . . . The classification system uses both the quality and quantity of available evidence to help determine the strength of the evidence base in which each recommended practice is grounded: (a) strong, (b) moderate, or (c) low.

[Full text -- Effective Literacy and English Language Instruction](#)

[Also see: Doing What Works – Teaching Literacy in English to K-5 English Learners](#)

Effective Reading Programs for Spanish Dominant English Language Learners in the Elementary Grades: A Synthesis of Research

Center for Research and Reform in Education, Johns Hopkins University, Baltimore, Maryland. (2012).

A. Cheung & R. E. Slavin.

“This review synthesizes research on English reading outcomes of all types of programs for Spanish-dominant ELLs in elementary school. It is divided into two major sections: the effect of language of instruction on achievement (i.e., bilingual vs. English-only instruction) and effective reading approaches for ELLs other than the use of native language. Several proven and promising approaches are identified.” Program ratings are included at this site: (a) top-rated programs and (b) limited evidence of effectiveness.

[Full text – Effective Reading Programs for Spanish-Dominant ELLs](#)

[Click at the right]

Empirical Research on Ethnic Minority Students: 1995-2009

Learning Disabilities Research & Practice. (2011).

E. Vasquez III, A. Lopez, C. Straub, S. Powell, T. McKinney, Z. Walker, T. Gonzalez, T. A. Slocum, L. Mason, B. V. Okeeffe, & P. L. Bedesem.

"Ethnic minority disproportionality has been a topic of extensive discussion and research for many years. In 1997, Artiles, Trent, and Kuan conducted a seminal review of the special education research literature to identify how often researchers report and disaggregate data in ways that would support conclusions about specific ethnic minority groups (*Learning Disabilities Research & Practice*, 12). These authors found alarmingly low rates of publication on identifiable minority groups. The purpose of this review is to replicate the work of Artiles et al. and extend this literature analysis to the subsequent 15-year period (1995–2009). (The authors of the current paper) found increases in the proportion of articles reporting ethnic minority information 15 years following the Artiles et al. publication. Discussion focuses on the gap in our knowledge of evidence-based practices for ethnic minority students in special education."

[Abstract – Empirical Research on Ethnic Minority Students](#)

[Full text for purchase]

English Language Learners: Publications and Resources

What Works Clearinghouse (WWC), Institute of Education Sciences, U.S. Department of Education. (Continuing Collection).

"For this topic, the WWC examines the evidence of effectiveness of interventions designed for students whose primary language is not English and who have limited English speaking, reading, writing, and listening skills. Items reviewed are intended to improve outcomes in (a) English language development; (b) reading achievement; and (c) mathematics achievement. Grade/Age Range – K-12. Population: English language learners. Contents cover Intervention Reports, Single Study Reviews, Practice Guides, and Reference Resources.

[English Language Learners – Resources](#)

Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research

Center for Early Care and Education Research – Dual Language Learners (CECER-DLL), FPG Child Development Institute, University of North Carolina at Chapel Hill. (2011).

"This brief report is a summary of a systematic review of the research literature evaluating the effects of early care and education practices on the development and learning of dual language learners (DLLs) birth through 5 years of age. The review focused primarily on peer-reviewed studies published in the U.S. from 2000-2010. The purpose of the review was to describe the nature of the educational interventions used with DLLs and to determine the effectiveness of these approaches with this population, as well as to identify any moderators of these effects. A related purpose was to appraise the quality of the research, with a particular focus on the specific methodological issues that emerge in conducting research on DLLs. An exhaustive search of the literature produced 24 articles that were analyzed with respect to research methods and study results as described here."

[Full text – Evaluating Early Care and Education Practices for Dual Language Learners](#)

[Click on Research Brief 4 and see related papers on this page]

Experimental Research in Culturally Based Education: An Assessment of Feasibility

Northwest Regional Educational Laboratory (NWREL), Portland, Oregon. (2004).
Submitted to the Institute of Education Sciences, U.S. Department of Education.

“The research team conducted a review of extant research on the impact of culturally based education on the school performance of American Indian, Alaska Native, and Native Hawaiian students, to identify research studies in which the researcher has some control over the assignment of subjects to treatment conditions, using experimental or quasi-experimental designs. Random assignment of subjects to treatment conditions is difficult in applied settings for a number of practical reasons. However, experimental research provides valid and reliable evidence that allows us to draw cause-and-effect conclusions on culturally based education (CBE) interventions. Second, a national survey of CBE programs was conducted to uncover existing culturally based education interventions to determine the feasibility of developing experimental or quasi-experimental research designs among existing programs.” Potential CBE study sites are described in Appendix C.

[Full text – Experimental Research in CBE](#)

Housing Costs, Zoning, and Access to High-Scoring Schools

Brookings Institution, Washington DC. (2012). J. Rothwell.

“While the connections between the real estate market and school performance have been widely studied, this is the first nationwide report to estimate the actual costs associated with living near a given public school. Likewise, while zoning has been studied intensely, this is the first national report to link zoning data with school test score data. This paper proceeds as follows. The first section surveys academic research on educational achievement with an emphasis on the relative effects of schools and families in shaping educational outcomes. A methodology section provides a summary of data sources and defines the main variables measured. The paper then examines differences in school test score performance among different racial/ethnic/income groups, how these differences vary across metropolitan areas, and implications for educational outcomes. Subsequent findings explore potential explanations for school inequality, including large gaps in housing costs, which are correlated with exclusionary zoning laws. The paper concludes with a brief discussion of public policy implications.”

[Full text and appendix – Housing Costs, Zoning and Access](#)

[Click at the right]

How Well Do We Understand Achievement Gaps?

Focus. (2010). Institute for Research on Poverty, University of Wisconsin-Madison.
E. A. Hanushek.

“This article assesses what we currently know about the role of education in improving the welfare of the disadvantaged population by looking at one particular aspect of the subject -- achievement gaps for disadvantaged students. Specifically, the author reviews literature related to measured cognitive skills, focusing on achievement rather than school attainment. For the most part, he interprets cognitive skills as measured by student achievement tests as a direct measure of human capital. . . . Focusing on achievement rather than school attainment has several advantages in discussing the interaction of research and policy. First, most current policy discussions relate directly to issues of quality and student

learning. . . . Second, a focus on achievement allows for the fact that much of education actually takes place outside of schools. Finally, a focus on achievement allows for the possibility that other policy-relevant factors, such as health and neighborhoods are important for education.”

[Full text – How Well Do We Understand Achievement Gaps?](#)

[Click on the title under Vol. 27:2, Winter 2010]

Instructional Models and Strategies for Teaching English Language Learners

Center on Instruction, RMC Research Corporation, Portsmouth, New Hampshire. (2009).

A. C. Moughamian, M. O. Rivera, & D. J. Francis.

“This publication offers educators and policy-makers guidance on research-based strategies that have been effective in instructing English Language learners (ELLs). Regardless of the model that school districts select, teachers--especially those who have not been trained to work with ELLs--need help to determine the most effective strategies to accelerate student learning and maximize instructional time. This document outlines key contextual factors that decision-makers should take into account when making instructional choices for ELLs, provides a brief overview of bilingual and English-only instructional models, and considers the influence of the language of instruction on academic outcomes for ELLs.” The instructional models reviewed include (a) Cognitive Academic Language Learning Approach (CALLA); (b) Sheltered Instruction Observation Protocol (SIOP); (c) Specially Designed Academic Instruction in English (SDAIE); (d) Bilingual Cooperative Integrated Reading and Composition (BCIRC); and (e) Improving Literacy Transitional Instructional Program (ILTIP).

[Full text – Instructional Models and Strategies for Teaching ELLs](#)

Key Readings on Children’s Development of Social Inclusion and Respect for Diversity

National Center for Children in Poverty, Mailman School of Public Health, Columbia University, New York City. (2010). M. Romero.

"This resource includes a sample of research and policy books, articles, reports, and other resources on how children from birth to 10 years of age develop concepts related to social inclusion and respect for diversity (SI & RD). . . . (It) constitutes an effort to facilitate the introduction of researchers new to the field of SI & RD, as well as of professionals and stakeholders in early childhood education, to the key research findings on how young children develop concepts related to SI & RD; the role of schools, preschools, peer groups, families and communities; and promising practices in early education. The list presents each citation followed by a brief description, organized according to broad topical categories within each research tradition: (a) research from psychology and related disciplines -- implicit bias; intergroup contact; prejudice development and reduction; racial attitudes and perspective taking; social categorization and social identity; (b) research from critical cultural studies and multicultural education - identities and peer cultures; racial segregation; school mechanisms of social exclusion; curricula and educational knowledge; teachers; and (c) research from early childhood education -- identities and peer cultures; education workforce; teacher preparation; curricula and educational knowledge; the role of media."

[Full text -- Key Readings on Children’s Development of Social Inclusion and Respect for Diversity](#)

Language and Literacy Development in Dual Language Learners: A Critical Review of the Research (Research Brief)

Center for Early Care and Education Research – Dual Language Learners (CECER-DLL),
FPG Child Development Institute, University of North Carolina at Chapel Hill. (2011).

‘This brief report is a summary of a systematic review of the research literature examining the language and literacy developmental trajectories of dual language learners birth to 5, with the goal of identifying knowledge gaps and determining future research directions. The review focused on peer-reviewed studies published 2000–2010. This included studies published in the US and Canada as well as other international articles that were published in English and available through academic databases available in the US. An exhaustive search of the literature produced 139 articles that were analyzed with respect to research methods and study results as described.’ Results showed that (a) in general, dual language learners’ language development differed from that of monolingual peers; (b) dual language learners (DLLs) have two separate language systems; (c) DLLs’ abilities in two languages were affected by the amount of exposure they received in those languages; (d) the vast majority of studies involving U.S. samples focused on Spanish-speaking children; and (e) methodological issues limit the conclusions that can be drawn from research on the language and literacy development of DLLs. The reference list is organized according to the topics of the studies.

[Full text -- Language and Literacy Development in Dual Language Learners](#)

[Click at the right for the other five research briefs in this series]

Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities

Center on Instruction, RMC Research Corporation, Portsmouth, New Hampshire. (2009).
M. O. Rivera, A. C. Moughamian, N. K. Lesaux, & D. J. Francis.

“This publication explores issues and makes recommendations related to meeting the needs of English learners with limited language proficiency or learning disabilities, or both. (The authors) begin by noting the current federal policy context in which this discussion of reading instruction and interventions for ELLs occurs. Then they discuss how English language learners are identified and classified and raise related assessment issues. They follow that with a discussion of issues in identifying English language learners with disabilities and concerns associated with assessing ELLs’ academic achievements and their language proficiency accurately. Finally, they review recent research on instruction and interventions for ELLs and offer recommendations for interventions in the context of the Response to Intervention model. They close with some consideration of professional development issues.”

[Full text – Language and Reading Interventions](#)

Latino/a and Black Students and Mathematics

Students at the Center, Jobs for the Future, Boston, Massachusetts. (2012).
R. Gutierrez & S. E. Irving.

“Starting with mathematics as a social activity (as opposed to a set of skills that schools need to impart on students) may better connect with the kinds of interdisciplinary learning that individuals will face in life. . . . This paper examines four categories of research: (a) ethnomathematics (e.g., cultural practices seen as unique to a particular group); (b) adults and others learning to use mathematics (e.g., for professional development in their careers; as part of their everyday practices); (c) students learning in

afterschool contexts; and (d) social justice mathematics (e.g., math as a tool for addressing injustices). The purpose of this literature review is to broaden popular conceptualizations of mathematics achievement of Latino/a and black students. By doing so, it aims to inform and inspire mathematics practitioners to craft innovative pedagogies to better support Latino/a and black youth.”

[Full text and executive summary – Latino and Black Students and Mathematics](#)

Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development

The Education Alliance at Brown University, Providence, Rhode Island, in collaboration with Pacific Resources for Education and Learning. (2005). E. Turnbull & M. Pacheco.

"As the student population in our schools becomes increasingly diverse, many teachers need professional development to build cultural competencies—the skills and awareness related to issues such as culture, language, race, and ethnicity. *Leading With Diversity* draws together in one place the research and practical knowledge about cultural competencies that teachers need in order to work with students from diverse cultural and linguistic backgrounds. For those with expertise in designing professional development, this resource provides information that they can adapt to their setting and, importantly, a guiding vision for culturally competent teaching in today's schools."

[Full text – Leading With Diversity](#)

Literacy Practices for African-American Male Adolescents

Jobs for the Future, Boston, & Nellie Mae Education Foundation, Quincy, Massachusetts. (2012).

“Focusing on African-American males, the author describes how current school literacy practices and policies are overly generic and miss the mark. Placing student-centered learning in the context of race and gender, this paper reviews literature on factors that impede reading achievement, provides a socio-historical perspective for advancing African-American male literacy, proposes a framework of literacy instruction, and discusses implications for research, policy, and practice.”

[Full text – Literacy Practices for African-American Male Adolescents](#)

Literature Support for Outcomes Used to Evaluate Culturally- and Community-Based Programs: Indicators of Success for Urban American Indian/Alaska Native Youth

Research and Training Center for Pathways to Positive Futures, Portland State University, Portland, Oregon. (2010). With the National Indian Child Welfare Association.
B. J. Friesen, L. K. Gowen, P. Lo, A. Banduragga, T. L. Cross, & C. Matthew.

This document “is based on an extensive literature review designed to explore the relationship between community-identified ‘value-based’ variables relating to well-being for Native American/Alaska Native (AI/AN) youth and outcomes that are associated with evidence-based programs, or are widely accepted as desirable distal outcomes. . . . Through several focus groups, program participants, providers, youth, parents, elders, staff members, and other stakeholders met with researchers to define what success and well-being look like for urban AI/AN youth. . . . Focus group members also identified eight indicators of success that were highly valued by this urban Indian community, but are not widely acknowledged in research and policies addressing evidence-based practices. These are: (a) community mindedness, (b)

conflict resolution, (c) cultural identity, (d) hope, (e) perceived discrimination, (f) positive relationship with an adult, (g) school belongingness, and (h) spirituality. A review of the research literature was conducted to examine possible links between each of the eight intermediate, value-based variables and indicators of youth well-being that have been studied as outcome variables in published research.”

[Abstract and full text -- Literature Support for Outcomes](#)

McREL Reports for the Stupski Foundation’s Learning System (eight papers)

Prepared by Mid-continent Research for Education and Learning (McREL), Denver, Colorado. (2009).

Eight reports were “prepared to support the development of a new learning system for urban students of color, a major initiative undertaken in 2009 by the Stupski Foundation.” The topics of the reports are (a) pedagogy, (b) leadership, (c) systems diagnostics, (d) assessment; (e) our kids (special learning needs of urban underserved students), (f) student supports, (g) college readiness, and (h) curriculum. Each report synthesizes recent research.

[Full text – Report on Pedagogy](#)

[Full text – Report on Leadership](#)

[Full text – Report on System Diagnostics](#)

[Full text – Report on Assessment](#)

[Full text – Report on Our Kids](#)

[Full text – Report on Student Supports](#)

[Full text – Report on College Readiness](#)

[Full text – Report on Curriculum](#)

Mind the (Other) Gap: The Growing Excellence Gap in K-12 Education

Center for Evaluation & Education Policy (CEEP), Indiana University, Bloomington. (2010).

J. A. Plucker, N. Burroughs, & R. Song.

“One of the major objectives of the No Child Left Behind Act (NCLB) is to narrow the achievement gap among demographic subgroups of K-12 students. . . . However, some observers believe the focus on minimum competency has come at a price. Although there has been a general improvement in academic performance, are achievement gaps also shrinking at the highest levels of student achievement? The purpose of this report is to review national and state assessment data for the existence of ‘excellence gaps,’ differences between subgroups of students performing at the highest levels of achievement. . . . After briefly summarizing recent literature on the excellence gap, the trends in National Assessment of Educational Progress (NAEP) scores along gender, racial, income, and English language lines are discussed, with a brief examination of excellence gaps as measured by state accountability assessments. Next, the degree to which achievement gaps at the advanced level may be connected to gaps at the basic and proficient level of achievement is considered. After a discussion of

state and federal policies targeting high-ability students, an empirical analysis of the potential factors influencing the size and trend of excellence gaps is presented. Finally, conclusions as well as policy recommendations are offered.”

[Full text – Mind the \(Other\) Gap, with State Profile Report and accompanying resources](#)

[Click at the right]

National Evaluation of Title III Implementation – Report on State and Local Implementation

Office of Planning, Evaluation and Policy Development, U.S. Department of Education. (2012).

Prepared by American Institutes for Research, Washington, DC.

J. Taylor (Project Director), J. O’Day (Principal Investigator) C. Tanenbaum, A. Boyle,

K. Soga, K. C. Le Floch, L. Golden, M. Petroccia, & M. Toplitz.

“Drawing on data collected through interviews with Title III officials from all 50 states and the District of Columbia, a nationally representative survey of Title III district administrators, and case studies of 12 Title III districts, this report provides a picture of how states, districts, and schools were implementing the Title III provisions as of the 2009–10 school year. This report also presents findings based on the most recent Consolidated State Performance Reports (2008–09) that were available at the time of the data collection and provides some data from 2006–07 from an evaluation of NCLB in order to provide historical context on some of the issues discussed in the report. This report documents the variation across states regarding standards for English language proficiency (ELP), assessments to measure ELP, targets for the achievement of districts’ English Learner (EL) students, and consequences for districts that do not meet their targets. This report also examines how state policies translate into district practices around identifying EL students and exiting students from the EL subgroup, the various instructional models and strategies districts are implementing to serve ELs, and state and district capacity to implement the law’s provisions and to meet the needs of this growing and important student population.”

[Full text – National Implementation of Title III Implementation](#)

[Also see a related report – the title just above this one]

Parsing the Achievement Gap II: ETS Policy Information Report

Educational Testing Service (ETS), Princeton, New Jersey. (2009). P. E. Barton & R. J. Coley.

"Despite a long-running national focus on closing gaps in academic achievement among America’s students, by race/ethnicity and by socioeconomic status, they remain wide and persistent. . . .The first *Parsing the Achievement Gap* report, published in 2003, focused on expanding our knowledge about why these gaps exist. It asked two questions: (a) What does the accumulated body of research reveal about the correlation between life experiences and life conditions on the one hand, and cognitive development and school achievement on the other? (b) Knowing this, are there differences in these critical life experiences and conditions among racial/ethnic and socioeconomic subgroups that mirror the differences in average achievement in school? . . . This follow-up report, which brings the synthesis of the research up to date, asks and answers a third question -- Have these gaps in experiences and life conditions that mirror the achievement gap narrowed, widened, or stayed the same since the earlier report was published? . . . Syntheses of many research studies establish that 16 factors related to life experiences and conditions are correlated with cognitive development and academic achievement. This report asks whether there are differences in these 16 ‘correlates of achievement’ among different

population groups that mirror the large and persistent gaps that are found in school achievement. The answer is yes."

[Full text – Parsing the Achievement Gap II](#)

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions, K-12

Center on Instruction, RMC Research Corporation, Portsmouth, New Hampshire. (2007).
D. J. Francis, M. Rivera, N. Lesaux, M. Kieffer, & H. Rivera.

"This document provides evidence-based recommendations for policymakers, administrators, and teachers in K-12 settings who seek to make informed decisions about instruction and academic interventions for ELLs. The domains of focus include reading and mathematics, and the recommendations apply to both a class-wide instructional format and individualized, targeted interventions, depending on the population and the goals of the instruction. The term 'evidence-based' reflects a commitment to providing recommendations on the basis of direct evidence from research conducted with ELLs, evidence from research conducted with mixed samples of ELLs and native English speakers, as well as evidence from studies of instructional approaches validated with native English speakers that are theoretically sound for application to ELLs." This is the first book of a three-part series.

[Full text -- Research-Based Recommendations for Instruction and Academic Interventions, K-12](#)

[Also see the second book in the series -- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers, Grades 6-12](#)

[And see the third book -- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments](#)

Preparing All Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness

Center for American Progress. Washington DC. (2012). J. F. Samson & B. A. Collins.

This report summarizes "key findings drawn from the literature on promising practices that all teachers can employ when working with ELLs. (The authors) also consider the degree to which that research is integrated into the preparation, certification, and evaluation of teachers as a means for improving educational outcomes for ELLs. Through a review of professional and state level standards for teacher-education programs, state teacher-certification examinations, and teacher-observation evaluation rubrics, (they) examine gaps in policy and practice pertaining to general education teachers of ELLs. They argue that system-level changes must be made to establish evidence-based practices among general education teachers of ELLs. . . . In order to improve teacher effectiveness with ELL students (the authors) recommend that consistent and specific guidelines on the oral language, academic language, and cultural needs of ELLs be addressed in: (a) reauthorization of the Elementary and Secondary Education Act or ESEA; (b) revisions to National Council for Accreditation of Teacher Education or NCATE Standards; (c) state regulations; (d) teacher preparation programs; (e) state certification exams; (f) teacher-observation rubrics in performance evaluations; and (g) professional development linked to teacher evaluations."

[Full text – Preparing All Teachers](#)

Preparing English Language Learners for Academic Success

Center for Public Education, National School Boards Association, Alexandria, Virginia. (2007).

“A body of research has emerged over the last ten years shedding light on what it takes to help ELLs succeed in school. The findings aren’t always definitive. Even so, they provide some important lessons for shaping policies and practices that will advance both English language proficiency and academic gains of students for whom English is a second language. This research review explores answers to these questions: (a) How many ELL children are in our schools and what do we know about them? (b) How long does it take for a student to become ‘English proficient’? (c) What factors influence how quickly ELL students learn English? (d) What school practices support ELL achievement? (e) Is it important for ELL students to have support in their first language while they learn English? (f) What can school districts do to help ELL students become English proficient and successful in school?”

[Full text – Preparing ELLs for Academic Success](#)

[Click at the right for the summary (At a Glance), reference list, and additional information]

Preschool Education: Delivering on the Promise for Latino Children

National Council of La Raza, Washington, DC. (2011). E. Beltran.

“Although we are far from answering all of the questions about the most effective practices for instructing young English language learners (ELLs), researchers have contributed significantly to the literature on dual-language development for young children. Experts in brain development, language acquisition, and instructional strategies have revealed important findings that can greatly inform the education of young ELLs.” The report includes (a) research on second-language development; (b) some examples of best practices; (c) policy implications – and associated topics.

[News release and click for the full text – Preschool Education: Delivering on the Promise](#)

[Click on the title in the first paragraph of the news release]

Racial Gaps in Early Childhood: Socio-emotional Health, Developmental, and Educational Outcomes Among African-American Boys

National Center for Children in Poverty, Mailman School for Public Health, Columbia University. (2011). Y. Aratani, V. R. Wright, & J. L. Cooper.

"This study uses the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) data, collected by the National Center for Education Statistics in the U.S. Department of Education. The ECLS-B is a nationally representative longitudinal study of approximately 11,000 children who were born in 2001. The children in the ECLS-B have been followed longitudinally and there are currently five waves of data available capturing children when they are 9 months old, 24 months old, 48 months old, and entering kindergarten (2006 and 2007 waves). The data provide information on children’s overall development, health, care arrangements, and education from birth through kindergarten entry. The research presented here is based on all five waves of data. At baseline, there were 800 African-American boys and 2,200 white boys. For analyses examining the racial gap in cognitive and socio-emotional development, the sample includes both African-American and white boys. For analyses assessing early

resilience, the sample is limited to African-American boys. Analyses at each wave are limited to children with complete information on all of the developmental outcomes and indicators of interest."

[Full text – Racial Gaps in Early Childhood](#)

Reading and Language Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education

Best Evidence Encyclopedia, Johns Hopkins University. [2010].

R. E. Slavin, N. Madden, M. Calderon, A. Chamberlain, & M. Hennessey.

"The traditional argument surrounding the instruction of English-language learners has been whether English immersion or bilingual approaches work the best. . . . (However) after five years studying Spanish-dominant children in six schools in California, Colorado, New Mexico, Minnesota, Illinois and Texas, researchers found that the quality of instruction, rather than the language of instruction, had a greater impact on how easily the children learned English. . . . This paper reports the fifth-year results of the study comparing the English and Spanish language and reading performance of Spanish-dominant children randomly assigned beginning in kindergarten to Transitional Bilingual Education or Structured English Immersion. This is the first randomized study to compare Transitional Bilingual Education and Structured English Immersion reading approaches over a period as long as five years. . . . The findings suggest that Spanish-dominant students learn to read in English (as well as Spanish) equally well in Transitional Bilingual Education and Structured English Immersion. . . . By fourth grade there were very few significant differences in reading scores." The study was funded by the U.S. Department of Education's Institute of Education Sciences.

[Full text -- Reading and Language Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education](#)

[Press release -- Highlights of the study](#)

Also see -- [What Works Clearinghouse Quick Review](#) of this study

Reducing Stereotype Threat in Classrooms: A Review of Social-Psychological Intervention Studies on Improving the Achievement of Black Students

Regional Educational Laboratory Southeast at SERVE Center,
University of North Carolina at Greensboro. (2009).

J. Aronson, G. Cohen, W. McColskey, B. Montrosse, K. Lewis, & K. Mooney.

"The logic behind stereotype threat is that, because of an awareness of negative stereotypes presupposing academic inferiority, Black and other minority students may worry that they could confirm the intellectual inferiority alleged by such stereotypes. Such worries, in turn, can hinder their test performance, motivation, and learning. . . . This study began with a thorough search and quality to review empirical studies of classroom-based social-psychological interventions designed to reduce stereotype threat and thus improve the academic performance of Black students. . . . (A total of) 289 references were then screened for inclusion using a set of six questions. A total of 214 studies were excluded according to criteria. . . . The second round of screening excluded 72 studies (which did not focus on studying interventions to reduce the intensity of the experience of stereotype threat). . . . The three remaining studies were subjected to a final quality review. . . . All three studies reported on here found statistically significant positive effects of the tested interventions on achievement measures. The following intervention strategies were tested in the studies: (a) reinforce for students the idea that

intelligence is expandable and, like a muscle, grows stronger when worked; (b) teach students that their difficulties in school are often part of a normal 'learning curve' or adjustment process, rather than something unique to them or their racial group; and (c) help students reflect on other values in their lives beyond school that are sources of self-worth for them." This paper reports on those findings in detail.

[Full text -- Reducing Stereotype Threat in Classrooms](#)

Researching “Black” Educational Experiences and Outcomes: Theoretical and Methodological Considerations

Educational Researcher. (2007). American Educational Research Association.

C. O'Connor, A. Lewis, & J. Mueller.

“This article delineates how race has been under-theorized in research on the educational experiences and outcomes of Blacks. The authors identify two dominant traditions by which researchers have invoked race (i.e., as culture and as a variable) and outline their conceptual limitations. They analyze how these traditions mask the heterogeneity of the Black experience, under-analyze institutionalized productions of race and racial discrimination, and confound causes and effects in estimating when and how race is ‘significant.’ The authors acknowledge the contributions of more recent scholarship and discuss how future studies of Black achievement might develop more sophisticated conceptualizations of race to inform more rigorous methodological examinations of how, when, and why Black students perform in school as they do.”

[Full text – Researching “Black” Educational Experiences](#)

[Click under Features]

RTI and Disproportionate Representation: An Annotated Bibliography

National Center on Response to Intervention, American Institutes for Research, Washington DC. (2009).

"This annotated bibliography outlines citations for key articles for understanding disproportionate representation. For ease of use, the bibliography is categorized into three sections: (a) practitioner-oriented, (b) practitioners who want to learn more, and (c) research-oriented. The practitioner-oriented category is mainly composed of articles that are simple and practical. The category entitled ‘Practitioners Who Want to Learn More’ is for those who want more detailed information about disproportionality. While the majority of the articles are research-based, the research-oriented category has more articles that focus on the technical and conceptual aspects of disproportionality.

NOTE: Although Response to Intervention is included in this collection, the majority of citations pertain to disproportionality and diversity.

[To access the bibliography](#)

School Choice and Segregation by Race, Class, and Achievement

National Education Policy Center, University of Colorado, Boulder. (2008).

R. A. Mickelson, M. Bottia, & S. Southworth.

“This chapter summarizes the empirical literature on the growth in school choice options, the increasing diversity of the school-aged population, and the segregation of America's schools by race, socioeconomic status, and student ability. Research findings suggest choice schools and programs are as segregated, and in some instances, more segregated by race and socioeconomic status than the other

schools in their local community. Moreover, many forms of choice also segregate students by ability and achievement levels. The ways that school choice options are designed and implemented result in very little desegregation. The exceptions to this generalization are intradistrict full magnet programs that operate under conditions of controlled choice, interdistrict desegregation plans, and some secular private schools.”

[Full text – School Choice and Segregation](#)

Suspended Education

Southern Poverty Law Center, Montgomery, Alabama. (2010). D. J. Losen & R. Skiba.

“Concerns about lost instructional time, as well as other possible harmful side effects from suspension, are amplified by consistent findings that African-American and Latino youth are over-represented in school suspensions and that the increased use of suspension has been largest for poor and minority children. . . . In order to better understand the issues of efficacy and fairness in the use of out-of-school suspension, we first must answer two questions: (a) How frequently is suspension being used in our schools? and (b) Are there significant differences in the frequency of suspension when we look at subgroups of children by race/ethnicity and gender? This report is designed to help answer these questions. . . . This report analyzes school- and district-level suspension data from the Elementary and Secondary Education Civil Rights Compliance Survey from the U.S. Department of Education Office for Civil Rights (OCR) -- more commonly referred to as the Civil Rights Data Collection (CRDC). The CRDC is conducted biennially in every state, and includes school-level data on out-of-school suspensions from approximately one-third of the nation’s school districts. The survey instrument also collects racial and gender enrollment data.”

[Full text – Suspended Education](#)

[Click at the right for the full text and excerpted sections]

Teacher Diversity Matters: A State-by-State Analysis of Teachers of Color

Center for American Progress, Washington DC. (2011). U. Boser.

“At some point over the next 10 to 12 years, the nation’s public school student body will have no one clear racial or ethnic majority. In other words, students of color — students who are not classified as non-Hispanic whites, for purposes of this analysis — will constitute more than half of our primary and secondary students. This demographic trend is already manifest in some of the nation’s most populous states, including California and Texas, where the majority of students are students of color. . . . But the makeup of the nation’s teacher workforce force has not kept up with these changing demographics. At the national level, students of color make up more than 40 percent of the public school population. In contrast, teachers of color — teachers who are not non-Hispanic white — are only 17 percent of the teaching force. . . . The Center for American Progress set out to study this issue, conducting an analysis of the 2008 Schools and Staffing Survey, or SASS, a nationally representative survey of teachers and principals administered every four years by the National Center for Education Statistics. The 2008 SASS data are the most recent available as of 2011.”

[Summary – Teacher Diversity Matters](#)

[Click under the photo for the full text]

Two-Generation Strategies and Involving Immigrant Parents in Children's Education

Urban Institute, Washington DC. (2010). R. Crosnoe.

“Intervening in the parent generation can improve current and future prospects in the child generation. Such two-generation strategies target either parents’ life circumstances or parenting behaviors. Because many immigrants do not have the English capabilities, inside knowledge about schools, or social standing, engaging them more fully in the educational process in the home, school, and community could bring academic returns for children. This paper describes two-generation approaches to the education of young children from immigrant families that center on parental involvement in education. It focuses on Latin American and Asian immigrants, who make up the bulk of the immigrant population.” The author discusses six programs that have been successful in engaging immigrant parents: (a) Abriendo Puertas; (b) AVANCE; (c) Lee y Seras; (d) Home Instruction for Parents of Preschool Youngsters (HIPPY); (e) Parent Engagement Education Program (PEEP); and (f) Project FLAME. Evaluation data are included.

[Full text – Two-Generation Strategies](#)

Video Library: Achievement Gap Initiative (Research and Practice)

Achievement Gap Initiative at Harvard University, Cambridge, Massachusetts. (Continuing Collection).

“This library contains over 150 video presentations from Achievement Gap Initiative forums and conferences since 2006. The videos have been grouped by major topic category and then subtopic. Each video is categorized as research or practice and includes a short summary.” The categories are: (a) parenting; (b) instruction; (c) youth culture; and (c) community supports. PowerPoint presentations are included when available. You can search by presenter and keyword.

[To access the video library](#)



This information is an attempt to gather wide-ranging information in one place, to convey what others have accomplished, and to make valuable resources readily accessible. Information is presented in the language of the developer, publisher, distributor, or author to the maximum possible extent. The National Implementation Research Network has no ownership of contents described in this library. Nor does NIRN make claims about any models, curricula, strategies, tools, products, or papers that are annotated. Links to evidence are provided, so that you can decide whether the evidence is convincing and the material is relevant to your context. Some collected reviews are developed and distributed by a U.S. Government agency. Otherwise, the opinions expressed herein do not necessarily reflect the position or policy of any U.S. Government agency, and no endorsement should be inferred.