

National Task Force on Early Childhood Education for Hispanics

Para Nuestros Niños Annotated Bibliography

Theme: *Academic achievement in early education, K-3*

- Borman, G., Hewes, Overman, L., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research, 73*(2), 125-230. Using 232 studies, this meta-analysis reviewed the research on the achievement effects of the nationally disseminated and externally developed school improvement programs known as "whole-school" or "comprehensive" reforms. In addition to reviewing the overall achievement effects of comprehensive school reform (CSR), the meta-analysis considered the specific effects of 29 of the most widely implemented models. The analysis concludes that CSR is still an evolving field and that there are limitations on the overall quantity and quality of the research base.
- Coley, Richard J. (2002). *An uneven start: Indicators of inequality in school readiness*. New Jersey: Educational Testing Services.
- Denton-Flanagan, K., & Reaney, L. (2004). *Entering kindergartners' knowledge and skills*. Paper presented at American Educational Research Association annual meeting, April 13, 2004, San Diego, CA. Analysis of the ECLS-K database and the knowledge and skills disparities kindergartners have as they initiate school. The information from this analysis demonstrates that, regardless of socioeconomic status, the knowledge and skills children possess as they enter kindergarten significantly relate to reading achievement in both kindergarten and first grade and their promotion on time from kindergarten to first grade.
- Gándara, P. (2005). *Fragile futures: Risk and vulnerability among Latino high-achievers*. Princeton, NJ: ETS Policy Evaluation and Research Center.

Because achievement gaps do not just exist within the middle ranges of performance it is imperative that interventions designed to close the gaps attend to the needs of the entire academic spectrum of students. This report is intended to inform interventions for Latino students by, among other things, comparing the characteristics of Latino high achievers with those of White high achievers at different points along the K-12 continuum and describing the lives and academic choices of Andres, Ophelia, Angela, and Jose—four high-achieving Latino students who were part of a longitudinal study. It also reviews what is known about the ability of intervention programs to help high-achieving students to realize their potential and examines the policy options that are available to increase the academic achievement and educational attainment of Latino high performers from low-income backgrounds.

Germino-Hausken, E., Brimhall, D., & Pollack, J. (2001, April). *Kindergartener's educational progress in reading: A study of language minority and non-language minority children*. Paper presented at the American Educational Research Association's Annual Conference, Seattle, WA.

Noting the importance for establishing skills critical for school success, especially for today's diverse kindergartners who differ in the extent and types of early care and educational experiences they have had prior to kindergarten, this study focuses on the gains in reading skills made by language minority and mainstream (non-language minority) children. Data were obtained from the ECLS-K.

Germino-Hausken, E., & Rathbun, A. (2004). *Mathematics instruction in kindergarten: Classroom practices and outcomes*. Paper presented at American Educational Research Association annual meeting, April 12-16, 2004, San Diego, CA.

The primary purpose of this paper is to describe the types of mathematics instructional activities found in kindergarten classrooms across the United States, using data from the ECLS-K. Additionally, the paper examines the relationship among child, family, and classroom/program characteristics, children's experience with various mathematic activities, and achievement gains in mathematics during the kindergarten year.

Gibson, M., Gándara, P., & Koyama, J. (Eds.) (2004). *School connections: U.S. Mexican youth, peers, and school achievement*. New York, NY: Teachers College Press.

Nine chapters and fifteen authors create this volume that examines the ongoing social dynamic between peer relations and academic achievement. Scholars and writers that contributed to this text come from diverse disciplinary perspectives, including anthropology, psychology, sociology, and education. They examine embedded relationships between school achievement and peer relations, how schools participated in the structuring of peer relationships, how peer relations can promote school achievement, different types of peer relations, and links analyses with recommendations for policy and practice.

Grantmakers for Education (2002). *Closing the gaps: Emerging ideas for confronting gaps in student achievement and opportunities*. Portland, OR: Grantmakers for Education.

This report sought to summarize the common ideas and strategies that emerged from the presentations, discussions, and debates throughout the Grantmakers for Education's sixth annual conference in October 2002. Namely, the report addresses evidence of achievement and opportunity gaps, the causes of gaps in schools, what works to close the gaps, and how grant makers can help close the gaps.

Han, W. (2004). Academic achievement of children in immigrant families. Presented at conference October 29-30, 2004, at Radcliffe Institute for Advanced Study, Harvard University.

Using ECLS-K data, this article examines the associations between children's immigrant generation status and academic achievements in kindergarten and first-grade.

- Judge, S. (2004). *Resilient and vulnerable at-risk children: Protective factors affecting school readiness*. Paper presented at American Educational Research Association annual meeting, April 15, 2004, San Diego, CA.
The study examines the role of risk and protective mechanisms involved in vulnerability and resilience as they relate to the development of school-based competence. Participants were 13,965 first-time kindergarten children from the ECLS-K cohort.
- Lawrence, D. & Harris, W. (2000, September 27). Early Education for All. *The Miami Herald*.
Two articles appeared in *The Miami Herald* that discuss research findings on and the influence of school readiness on performance in early education. Authors emphasize the need for federal funds to better prepare children.
- Lee, V., & Burkam, D. (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school*. Washington, D.C.: Economic Policy Institute.
This book shows that inequalities in children's cognitive abilities are substantial from the beginning, with disadvantaged children starting kindergarten with significantly lower cognitive skills than their more advantaged counterparts. These same disadvantaged children are then placed in low-resource schools, magnifying the initial inequality. These conclusions are based on analysis of the U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K). The book reports differences in young children's achievement scores in literacy and mathematics by race, ethnicity, and socioeconomic status (SES) as they enter kindergarten. It also explores differences by social background in a wide array of children's family and home conditions and activities.
- Nathan, F. (Director) (1999, Fall). *Increasing student achievement in New Mexico: The need for universal access to full-day kindergarten*. Santa Fe, NM: Think New Mexico.
Looks at the status of early childhood education in New Mexico. Reviews the history, content, children, the involved parents and teachers, the curriculum, and the finances concerning pre-K programs in New Mexico.
- Pew Hispanic Center. (2004). *Fact sheet*. Pew Hispanic Center.
Divulges 2000 high school drop out rates for Latinos and early education academic achievement gaps for Latinos.
- Pianta, R. (2003). *Ready schools*. Presentation given at the NGA Conference Call, August 2003. Curry School of Education, University of Virginia.
Slide presentation that suggests why schools must be ready to meet the challenge to improve achievement gaps in early education. This is built on the premise that children's competencies and skills are largely determined by the quality of interactions/resources in the home/school settings. Demonstrates how schools are lacking and suggestions for improvement.
- Rathbun, A., West, J., & Germin-Hausken, E. (2004). *From kindergarten through third grade: Children's beginning school experiences* (NCES 2004-007). U.S. Department of

Education, National Center for Educational Statistics. Washington, DC: U.S. Government Printing Office.

This report highlights children's gains in reading and mathematics over their first 4 years of school, from the start of kindergarten to the point when most of the children are finishing third grade. It also describes children's achievement status in reading, mathematics, and science at the end of third grade. Information is also presented on children's perceptions of their competence and interests in school subjects, their relationships with peers, and their perceptions about any problem behaviors they might exhibit. Comparisons are made in relation to children's sex, race/ethnicity, number of family risk factors, kindergarten program type, and the types of schools (i.e., public or private) children attended in the first 4 years of school. It is the fourth in a series of reports from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99.

Reardon, Sean F. (2003). *Sources of educational inequality: The growth of racial/ethnic and socioeconomic test score gaps in kindergarten and first grade*. Population Research Institute. Pennsylvania State University.

This paper uses kindergarten through first grade math and reading assessment data from the ECLS-K to examine the development of race/ethnic and SES test score gaps from the start of kindergarten through first grade. Multilevel piecewise linear growth models are used to assess the contribution of out-of-school, between-school, and within-school processes to test score gaps in the early years of schooling. Results indicate that each of the three processes play a role in the development of test score gaps. Out-of-school processes appear to play an important role in SES gaps in particular, since there are sizeable gaps at kindergarten entry, and these gaps widen in the summer. Between-school processes appear to play an important role in the growth of race/ethnic and SES gaps in kindergarten, where the gaps grow even between students enrolled in the same schools.

Rothstein, R. (2004, October). A wider lens on the Black-White achievement gap. *Phi Delta Kappan*, 105-110.

In this article, the author argues that efforts to close the achievement gap that focus solely on school policies, while ignoring the social-class characteristics that influence school learning, will fail.

Rumberger, R., & Arellano Anguiano, B. (2004). *Investigating the California Latino achievement gap in early elementary school*. Revised and condensed version of report presented at the Latinos in California conference, September 11-13, 2003, Riverside, California.

This study examined the achievement gap between Latino and White students over the first two years of elementary school and the characteristics of students and schools that contribute to it.

Tornatzky, L., Pachon, H., & Torres, C. (2003). *Closing achievement gaps: Improving educational outcomes for Hispanic children*. Los Angeles, CA: National Hispanic Caucus of State Legislators & The Tomás Rivera Policy Institute.

The goals of this report were to familiarize Hispanic legislators and other stakeholders with a range of educational issues confronting the community, as well as to pose potential program and policy solutions. A major premise for this report was that these issues can be addressed and solved through visionary changes in public education.

- West, J., Denton, K. and Germino Hausken, E (2000). *America's kindergartners*. Washington, DC, National Center for Education Statistics.
Presents findings from ECLS-K. Describes differences in first-time kindergartners' skills, health, and approaches to learning. Demonstrates that differences exist in children's skills and knowledge in relation to their characteristics, background, and experiences.
- West, J., Denton, K. L., & Reaney, L. M (2001). *The kindergarten year: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. Washington, DC, National Center for Education Statistics.
This report attempts to answer questions concerning American kindergartener's knowledge and skill acquisition throughout the school year. Results derived from analyses of ECLS-K data. Looks at reading, math, and specific knowledge and skills and whether these differ by child, family, and program characteristics from the fall to the spring of the kindergarten year.
- Wright-Eldman, M., & Jones, J. (2004). Separate and unequal: America's children, race, and poverty. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.
This article discusses that after 50 years of the historic *Brown Vs. Board of Education* ruling, there is a growing gap between rich and poor children, and between Black, White, and Latino children.