

The Achievement Gap: Federal, State, Provincial and Nonprofit Websites That Publish Research Reports About the Achievement Gap in PNLA States and Provinces

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The achievement gap “refers to a difference between the academic achievement of linguistic and ethnic minority students, students with disabilities, students from low socioeconomic status backgrounds, and female students, and either the mainstream student population in general or the white student population more specifically” (Odekon, 2015, p. 7). There are as many causative factors as there are rocks on a beach in Alaska. While books and articles may refer to these and act as a finding aid, I find it valuable to have a certain familiarity with federal, state, and nonprofit organizations that publish timely and authoritative research reports. These resources are gathered together with the criteria that they had published robust and recent research reports about the causes or impact of the achievement gap. Geographical limitations were the U.S. or Canada in general or one of the states or provinces served by PNLA. General sources are arranged in alphabetical order by name of organization. After the title of a representative document, the organization’s own description follows in italics. Following that is my brief annotation describing succinctly the overall scope of the website. The next section has state/provincial-specific websites.

General

Aboriginal Affairs and Northern Development Canada. (2012). The Aboriginal Peoples Survey at a Glance: Preliminary findings on Education and Employment Outcomes. https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-AI/STAGING/texte-text/ai_rs_re_apsgpfee_1406036103534_eng.pdf “*Indigenous and Northern Affairs Canada (INAC) supports Indigenous peoples (First Nations, Inuit and Métis) and northern peoples in their efforts to: improve social well-being and economic prosperity/ develop healthier, more sustainable communities/participate more fully in Canada's political, social and economic development — to the benefit of all Canadians.*” Find information under both departmental names (Indigenous and Aboriginal).

Annie E. Casey Foundation. (2015). Measuring Access to Opportunity. Retrieved from: <http://www.aecf.org/m/resourcedoc/aecf-MeasuringAccessToOpportunityKC2-2015.pdf> “*As a private philanthropy based in Baltimore and working across the country, we make grants that help federal agencies, states, counties, cities and neighborhoods create more innovative, cost-effective responses to the issues that negatively affect children: poverty, unnecessary disconnection from family and communities with limited access to opportunity.*” This group produces the Kids COUNT book every year for every state with invaluable information about every aspect of the well-being of young people.

Canadian Child Welfare Portal. (2016). Fostering Success: Improving Educational Outcomes for

Youth in/from Care. <http://cwrp.ca/publications/3117> “*The Canadian Child Welfare Research Portal (CWRP) provides access to up-to-date research on Canadian child welfare programs and policies. The Portal is a partnership supported by the McGill Centre for Research on Children and Families (CRCF), the Factor-Inwentash Faculty of Social Work at the University of Toronto, the Faculty of Social Work at the University of Calgary, PART (Practice and Research Together) and PolicyWise for Children and Families.*” Obviously there are many issues that the child welfare system would be tackling that would impact children’s ability to succeed in school.

Center for Standards and Assessment Implementation. First Nations, Metis, and Inuit Education: Overcoming gaps in provincially funded schools. (2013). Retrieved from <http://www.peopleforeducation.ca/wp-content/uploads/2013/10/First-Nations-M%C3%A9tis-and-Inuit-Education-2013.pdf>. “*A core feature of CSAI’s research activities is our continual monitoring of states’ policies and activities to support the implementation of their college and career readiness standards and assessments. We leverage the resources available from a range of federal networks, including the Regional Educational Laboratories, Equity Assistance Centers, and our partner comprehensive centers, to provide the most up-to-date information about states’ standards, assessment, and accountability systems.*” This website acts as a clearing-house for other organizations’ reports as well as reports they create themselves. This has useful ways to search (guidance, product, and service) as well as grade level and controlled vocabulary keywords.

Canadian School Boards Association. (n. d.). *Wiji Kakendaasodaa: Let’s All Learn* <https://www.themfi.ca/ppw-issue/issue-68> *The Canadian School Boards Association (CSBA) consists of members from provincial school boards associations that represent just over 250 school boards, serving more than three million elementary and secondary school students across Canada. The CSBA advocates educational success for each and every student and promotes the value of locally elected school boards. We maximize our advocacy efforts through collaboration and information sharing among all educational partners across the country.*” This organization has a section of best practices for equity in indigenous students.

Center for Standards and Assessment Implementation—LINK to People for Education Website. (2013). First Nations, Metis and Inuit Overcoming gaps in provincially funded schools. <http://www.peopleforeducation.ca/wp-content/uploads/2013/10/First-Nations-Métis-and-Inuit-Education-2013.pdf> “*CSAI provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability.*” This website is easy to navigate, using keywords, limits next to guidance, knowledge, product or tool. Also click the box to limit by topic or population, such as teacher effectiveness or English Language Learners.

Center on Budget and Policy Priorities. (2017). Pell Grants: A Key Tool for Expanding College Access and Economic Opportunity. <https://www.cbpp.org/research/federal-budget/pell-grants-a-key-tool-for-expanding-college-access-and-economic-opportunity> “*We are a nonpartisan research and policy institute. We pursue federal and state policies designed both to reduce poverty and inequality and to restore fiscal responsibility in equitable and effective ways. We apply our deep expertise in budget and tax issues and in programs and policies that help low-income*

people, in order to help inform debates and achieve better policy outcomes.” Great resource for evidence about how policy intersects with social justice issues.

Conference Board of Canada. (2013, March). Equity in Learning Outcomes. <http://www.conferenceboard.ca/hcp/details/education/equity.aspx> “The foremost independent, evidence-based, not-for-profit applied research organization in Canada. We are objective, independent and evidence-based. We do not lobby for specific interests. Funded exclusively through the fees we charge for services to the private and public sectors. Experts in: Conducting, publishing, and disseminating research; Forecasting and economic analysis; Helping people network; Running conferences; Developing individual leadership skills; Building organizational capacity.” This connects users to many indicators, including math and reading scores, graduation rates, and more.

Economic Policy Institute. (2016). *Mass Incarceration and Children’s Outcomes*. Retrieved from http://www.epi.org/publication/mass-incarceration-and-childrens-outcomes/?mc_cid=6a03f82f92&mc_eid=481697166f “The Economic Policy Institute (EPI) is a non-profit, nonpartisan think tank created in 1986 to include the needs of low- and middle-income workers in economic policy discussions. EPI believes every working person deserves a good job with fair pay, affordable health care, and retirement security. To achieve this goal, EPI conducts research and analysis on the economic status of working America. EPI proposes public policies that protect and improve the economic conditions of low- and middle-income workers and assesses policies with respect to how they affect those workers.” Any topic of interest to economists, and the working class in particular, will be the subject of substantial reports here.

EdCanNetwork. (2017). How Equitable is Canada’s Education System? https://www.edcan.ca/wp-content/uploads/CEA_FACTSONED_EQUITY.pdf “With over 125-years of experience as the leading independent national voice in Canadian K-12 education, the Canadian Education Association is proud to launch the EdCan Network to support the thousands of courageous educators working tirelessly to ensure that all students discover their place, purpose and path. The EdCan Network is more than a new logo – it embodies a reinvigorated position of the CEA to amplify how teachers, principals, superintendents, researchers and other education leaders are boldly challenging the status quo.” Lots of reports, news articles, and conference announcements.

Excelencia in Education. (2016). *What Works for Latinos in Higher Education*. <http://www.edexcelencia.org/gateway/download/30351/1508267283> “Excelencia in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization founded in 2004 in Washington, DC, Excelencia in Education has become a trusted information source on the status of Latino educational achievement, a major resource for influencing policy at the institutional, state, and national levels, and a widely recognized advocate for expanding evidence-based practices to accelerate Latino student success in higher education. Excelencia is also building a network of results-oriented educators and policymakers to address the U.S. economy’s need for a highly educated workforce and for civic leadership.” Anything about Latinos and Education, you can find it here first!

- Education Policy Analysis Archives. (2015). *Measuring the Alignment between States' Finance and Accountability Policies: The Opportunity Gap* <http://epaa.asu.edu/ojs/article/view/1782> "PAA/AAPE is a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. EPAA/AAPE accepts unpublished original manuscripts in English, Spanish and Portuguese without restriction as to conceptual and methodological perspectives, time or place. EPAA/AAPE publishes issues comprised of empirical articles, commentaries, and special issues at roughly weekly intervals, all of which pertain to educational policy, with direct implications for educational policy." Articles about school choice in Canada.
- Equality of Opportunity Project. (July 2017). *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*. http://www.equality-of-opportunity.org/papers/coll_mrc_paper.pdf "Our mission is to develop scalable policy solutions that will empower families to rise out of poverty and achieve better life outcomes. We aim to achieve this mission by harnessing the power of big data to learn from areas where the American Dream is still thriving." Data about Alaska, Idaho, Montana, and Washington are abundant.
- Feeding America. (2017). *Hunger in Idaho*. <http://www.feedingamerica.org/hunger-in-america/idaho/> "Today, Feeding America is the nation's largest domestic hunger-relief organization—a powerful and efficient network of 200 food banks across the country. As food insecurity rates hold steady at the highest levels ever, the Feeding America network of food banks has risen to meet the need. We feed 46 million people at risk of hunger, including 12 million children and 7 million seniors." Kids who are hungry are more like to be truant and experience behavioral issues when at school.
- Harvard University Native American Program. (2008). *Status and Trends in the Education of American Indians*. [http://www.hunapstatisticsproject.info/NCES%20\(education%20-%20NA\)/2008%20NCES%20RptonStatusandTrendsIntheEduof%20AmIndandAlNat%20Stdts/2008%20Status%20and%20Trends%20in%20the%20Education%20etc.pdf](http://www.hunapstatisticsproject.info/NCES%20(education%20-%20NA)/2008%20NCES%20RptonStatusandTrendsIntheEduof%20AmIndandAlNat%20Stdts/2008%20Status%20and%20Trends%20in%20the%20Education%20etc.pdf) "As a project within the Harvard University Native American Program, the Harvard University Native American Statistics Project shares its mission of bringing together Native American, Alaska Native, and Native Hawaiian students and interested individuals from the Harvard community for the purpose of advancing the well-being of indigenous peoples through self-determination, academic achievement, and community service. We understand that good research is essential to reaching these goals and are dedicated to supporting research using statistical and demographic data about the Indigenous people of the United States. This site is a research portal for individuals looking for statistical and demographic data about American Indians, Alaska Natives, and Native Hawaiians. All of the data on this site are publically (and digitally) available from their original sources – but this site brings them together in a user-friendly, intuitive manner. Although we realize that this is neither a comprehensive database, nor an exhaustive library, we hope that it provides a good starting point for research and facilitates access to a large portion of the current data about American Indians, Alaska Natives and Native Hawaiians." Their description suffices. Most of the data is dated, but it is helpful to bring it together in one place.
- Indigenous Northern Affairs Canada. (2016). *First Nations Education Transformation*. <https://www.aadnc-aandc.gc.ca/eng/1476967841178/1476967897566> "Indigenous and Northern Affairs Canada (INAC) supports Indigenous peoples (First Nations, Inuit and Métis) and north-

ern peoples in their efforts to: improve social well-being and economic prosperity/ develop healthier, more sustainable communities/participate more fully in Canada's political, social and economic development — to the benefit of all Canadians.” Presents both reports and plans.

Institute of Educational Sciences, National Center for Educational Statistics. (2016). *School Composition and the Black White Achievement Gap*. Retrieved from https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf “The Institute of Education Sciences (IES) is the statistics, research, and evaluation arm of the U.S. Department of Education. We are independent and non-partisan. Our mission is to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public.” Provides more analysis, NCES provides more raw data.

Knowledge Network for Applied Education Research. (2013). Demographic Data and Study Equity. <https://www.knaer-recrae.ca/about/phase-1-projects/154-demographic-data-and-student-equity?highlight=WyJhY2hpZXZlbWVudCJd> “The Knowledge Network for Applied Education Research (KNAER) was established in 2010 through a tri-partite agreement among the University of Toronto, Western University and the Ontario Ministry of Education to build, advance, and apply robust evidence of effective practices through promoting research use, synthesizing state-of-the-art knowledge from existing bodies of evidence, and facilitating networks of policy makers, educators, and researchers, working collaboratively, to apply research to practice.” Using equity instead of achievement gap was more helpful in the Canadian resources.

National Center for Education Statistics. (2017). *Status and Trends in the Education of Racial and Ethnic Groups 2017*. (NCES 2017-051). <https://nces.ed.gov/pubs2017/2017051.pdf> “The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.” The NCES has all the statistics anyone could need about U.S. education.

National Center on Educational Outcomes. (2014, July). *Technical Report 69: 2011-12 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities*. <https://nceo.umn.edu/docs/OnlinePubs/Tech69/TechnicalReport69.pdf> “NCEO helps students with disabilities, English learners (ELs), and ELs with disabilities by: Collecting, analyzing, synthesizing, disseminating, and providing leadership on evidence-based information on inclusive assessments and comprehensive assessment systems. Promoting the use of assessments for instructional decision-making purposes. Assisting states in their efforts to support districts to improve results. Reviewing the participation and performance of students in national and state assessments, including the use of accessibility features and accommodations and alternate assessments. Examining national and state practices in reporting assessment information.” Links out to state report cards.

National Conference on State Legislatures. *Closing the opportunity gap under ESSA*. Retrieved from <http://www.ncsl.org/research/education/equity-and-the-opportunity-gap.aspx> “Since 1975,

NCSL has been the champion of state legislatures. We've helped states remain strong and independent by giving them the tools, information and resources to craft the best solutions to difficult problems. We've fought against unwarranted actions in Congress and saved states more than \$1 billion. We've conducted workshops to sharpen the skills of lawmakers and legislative staff in every state. And we do it every day." Often has articles and graphs that compare summarized state legislation passed to resolve all issues, including educational ones.

National Council on Teacher Quality. Roll Call: The Importance of Teacher Attendance. (2014, June). https://www.nctq.org/dmsView/RollCall_TeacherAttendance *"The National Council on Teacher Quality is led by this vision: every child deserves effective teachers and every teacher deserves the opportunity to become effective. For far too many children and teachers, this vision is not the reality. That's because all too often the policies and practices of those institutions with the most authority and influence over teachers and schools—be they state governments, teacher preparation programs, school districts, or teachers' unions—fall short. NCTQ focuses on the changes these institutions must make to return the teaching profession to strong health, delivering to every child the education needed to ensure a bright and successful future. Our Board of Directors and Advisory Board are composed of Democrats, Republicans and Independents, all of whom believe that policy changes are overdue in the recruitment and retention of teachers."* Produces both reports and a periodical. It is easy to get state specific or national data comparing teacher preparation, state policies, and specific issues such as dismissal.

National Education Association. (2017). Educating Students from Poverty and Trauma. http://www.nea.org/assets/docs/21372%20Bacgrounder_Poverty-FINAL.pdf *"The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States."* Has research reports on ESSA, College affordability, human rights, charter schools, nutrition and more.

National Governor's Association. (2016). Promising Practices in Boosting School Leadership Capacity: Principal Academies. Retrieved from: <https://www.nga.org/files/live/sites/NGA/files/pdf/2016/1612BoostingSchoolLeadership.pdf> *"Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 55 states, territories and commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors."* This association organizes by centers, such as health, education, etc. These centers lead to reports that compare how states are responding to citizen needs.

National Institute for Early Education Research. (2016). States of Head Start. http://nieer.org/wp-content/uploads/2016/12/HS_Full_Reduced.pdf *"The National Institute for Early Education Research (NIEER) conducts academic research to inform policy supporting high-quality, early education for all young children. Such education promotes the physical, cognitive and so-*

cial development needed for children to succeed in school and later life. NIEER provides independent, research-based analysis and technical assistance to policymakers, journalists, researchers, and educators. Collect, archive and disseminate information on the status of early education access and quality, exemplary practices and policies, and public opinion” This Rutgers site links out to other organizations’ research as art of its role to disseminate research findings.

National Women’s Law Center. (2014). *Closing the Education Gap for Girls of Color*. Retrieved from <https://nwlc.org/blog/closing-education-gap-girls-color/> “The Center has worked for more than 40 years to protect and promote equality and opportunity for women and families. We champion policies and laws that help women and girls achieve their potential at every stage of their lives — at school, at work, at home, and in retirement. Our staff are committed advocates who take on the toughest challenges, especially for the most vulnerable women.” It provides snapshots of states. For Montana, for example, it shows, by hovering a cursor over the map that 13.8 percent of women live in poverty. The national figure is 12.8 percent. Women in Montana typically make \$0.73 for every dollar paid to men. The national figure is \$0.80. 9.9 percent of women aged 18-64 in Montana are uninsured. Nationally, 10.6 percent are uninsured.

Office of Civil Rights. U.S. Department of Education. Civil Rights Data Collection (CRDC). *Education Equity Report Tool*. <https://ocrdata.ed.gov/DataAnalysisTools/DataSetBuilder?Report=7> “The Office of Civil Rights is dedicated to: Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds. Collecting data on America’s schools and disseminating research. Focusing national attention on key educational issues. Prohibiting discrimination and ensuring equal access to education.” The CRDC includes data about: Enrollment Demographics/Preschool/Math & Science Courses/Advanced Placement/SAT & ACT/Discipline/School Expenditures & Teacher Experience.

Ontario Education Exchange. (2013). Supporting Families as Collaborators in Children’s Literacy Development. https://oere.oise.utoronto.ca/wp-content/uploads/2014/05/WW_Families_Literacy.pdf “The OERE accepts research summaries with an Ontario connection – either research conducted all, or in-part, in Ontario or research studies summarized by Ontario organizations for educators. We partner with Ontario organizations developing research summaries for educators, such as the E-Best team at Hamilton-Wentworth District School Board, the EENet team at the Centre for Addiction and Mental Health, the Ontario Ministry of Education, and the Elementary Teachers Federation of Ontario. We now have close to 300 research summaries available for teachers and administrators on our website!”

Policy Options. (2012). Closing the Gap in First Nations Education. <http://policyoptions.irpp.org/magazines/policy-challenges-for-2020/closing-the-gap-in-first-nations-education/> “This digital magazine invites the question about the available Policy Options in its very title, but it also opens up the discussion to a much wider audience. It is a window into some of the discussions that key decision-makers are having, or else should be having. In our pages you will find people who are experts in their fields, contributing to this open forum in the hopes of improving the quality of debate over public policy. Our commitment is to bring you viewpoints from a diversity of voices and in both official languages. The articles and podcasts here are

presented in a style that we hope is engaging and accessible to any Canadian who is curious about the thinking behind public policy.”

Statistics Canada. (2013). Study: Literacy and numeracy among off-reserve First Nations people and Métis, 2012. <http://www.statcan.gc.ca/daily-quotidien/160518/dq160518b-eng.htm> *“Statistics Canada produces statistics that help Canadians better understand their country—its population, resources, economy, society and culture. In addition to conducting a Census every five years, there are about 350 active surveys on virtually all aspects of Canadian life. Objective statistical information is vital to an open and democratic society.” Obviously, this is the first stop for any information about Canada.”*

Stanford Center on Poverty and Inequality. (2016). The State of the Union: The Poverty and Inequality Report. <http://inequality.stanford.edu/sites/default/files/Pathways-SOTU-2016.pdf> *“In 2006, Stanford University committed to a new program of research, training, and policy analysis on poverty and inequality, a commitment that reflects Stanford University's recognition that universities have a special obligation to provide leadership on the most pressing problems of our time. The backdrop to this new initiative is a recognition that poverty and inequality have become an unprecedented threat and that the great universities of the world must address this threat with all the resources and initiative that we have applied in the past to other major social problems. If poverty and inequality were treated in the past as simple moral problems, now they are appreciated as problems with more profound consequences and threats for the world than those of moral discomfit. It is increasingly problematic in this context to regard poverty and inequality as soft social issues that can safely be subordinated to more important interests in maximizing total economic output. Rather, social policy must simultaneously be oriented to increasing economic output and restraining the rise of debilitating and counterproductive forms of inequality, a rather more complicated maximization problem.”* Since generational poverty impacts academic success, this is a useful place to look for pattern recognition.

Specific Locales

The following are state/provincial departments of education are listed followed by an example of a report found there.

Alaska

Alaska Policy Forum. (2017). Chronic School Absenteeism: More to the Story. <http://alaskapolicyforum.org/2017/10/chronic-school-absenteeism-more-to-the-story/>

Association of Alaska Schoolboards. (2017). Student Data Supports Need for Transformative Change <https://aasb.org/student-data-supports-need-for-transformative-change/>

State of Alaska's Department of Education and Early Development. 2015-2016 Report Card to the Public. <https://education.alaska.gov/ReportCard/2015-2016/reportcard2015-16.pdf> This report includes gradation cohorts, with different groups pulled out, including those students with parents who are on active duty with the U.S. military.

Alberta

Alberta School Board Association. (2011). Ensuring First Nations, Métis and Inuit student success: Leadership through governance report. http://www.asba.ab.ca/wp-content/uploads/2014/07/Inuit_success_report.pdf

Alberta Teachers Association. (2017). A Call to Personal Research: Indigenizing Your Curriculum. <http://www.teacherresearch.ca/blog/article/2017/05/28/324-a-call-to-personal-research->

indigenizing-your-curriculum This website has a vast array of presentations from this annual gathering.

College of Alberta School Superintendents. CASS Professional Learning Plan “Ensuring First Nations, Métis and Inuit Education for All Students” http://o.b5z.net/i/u/10063916/f/CASS_PL_Plan_J_Ottmann.pdf

Ministry of Education. Alberta Education. (n.d.) Supporting English Language Learners. <https://sites.google.com/erlc.ca/ell/home>

British Columbia

First Nations Education Steering Committee Authentic First Nations Resources K-9 <http://www.fnesc.ca/k-7/> *The First Nations Education Steering Committee (FNESC) was founded in 1992 by participants at a provincial First Nations education conference at the Vancouver Friendship Centre. That visionary group of people determined the need for a First Nations-controlled collective organization focused on advancing quality education for all First Nations learners, and they set out FNESC’s commitment to supporting First Nations in their efforts to improve the success of all First Nations students in BC. FNESC works at the provincial level to provide services in the areas of research, communications, information dissemination, advocacy, program administration and networking.*

Ministry of Education, British Columbia. Aboriginal Report 2011/12 - 2015/16: How Are We Doing? http://www.bced.gov.bc.ca/reports/pdfs/ab_hawd/Public.pdf

Idaho

Idaho State Department of Education. Idaho’s Report Card. <https://apps.sde.idaho.gov/ReportCard/SchoolYear/23>

Idaho EdTrends. Choose your factors to do cross-school comparison tool <http://www.idahoedtrends.org/>

Montana

Growth and Enhancement of Montana’s Students. (Ongoing). Compare School Tool. <https://gems.opi.mt.gov/Pages/HomePage.aspx>

Montana Afterschool Alliance. Afterschool Helps to Close the Opportunity Gap <http://www.mtafterschoolalliance.org/blog-1/2015/7/14/afterschool-helps-to-close-the-opportunity-gap>

Montana Department of Public Instruction. Indian Education Division. Montana American Indian Student Achievement Data Report. (2016, Fall). <https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Student%20Achievement/Docs/Student%20Data%20Report%202016.pdf?ver=2017-08-25-100247-970>

Washington

Office of Native Education. (2017). Washington’s ESSA Consolidated Plan. <http://www.k12.wa.us/ESEA/ESSA/pubdocs/ESSAConsolidatedPlan-Submitted.pdf>

Washington State Board of Education. (2017). Educational Opportunity Gap Oversight Gap and Accountability Committee: Comparison of EOGOAC and SBE Priorities. [http://www.sbe.wa.gov/documents/BoardMeetings/2017/July/Additional%20Materials/Comparison%20of%20EOGOAC%20and%20SBE%20priorities%20\(with%20SBE%20strategic%20plan\).pdf](http://www.sbe.wa.gov/documents/BoardMeetings/2017/July/Additional%20Materials/Comparison%20of%20EOGOAC%20and%20SBE%20priorities%20(with%20SBE%20strategic%20plan).pdf)

Washington State School Directors. (n.d.). Racial Equity Tool. <https://www.wssda.org/Portals/0/Leadership%20Development/Equity/2016/Racial-Equity-Tool.pdf?ver=2017-06-20-150357-413>

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