

Science and Social Science Achievement Gap among 9th Grade Minority and Other-than Minority Students: An Analytical Study of Murshidabad District, West Bengal.

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Abstract

Achievement Gap is the difference between the performances of the students. The present study aims to find out science and social science achievement gap among secondary students, minority students and other-than minority students at the Lalgola block. According to the nature of the objectives, this study followed descriptive survey research. Populations of the study consist of all 9th class students of high school and madrasahs of lalgola block. Simple random sampling is used to select 5 madrasahs and schools. 60 students are randomly selected from each madrasah/school. Schools and Madrasahs are contacted for data collection are Sekhalipur High School, Sekhalipur; ICR High Madrasa, Sadar Nashipur; Lalgola SM Girls High School, Lalgola; Chhaitani High Madrasah, Chhaitani; Lalgola MN Academy, Lalgola. Results and finding shows there is no significant difference in science group subject's achievement among students with respect to their gender. There is no significant difference in science group subject's achievement among Minority Students with respect to their gender. There is no significant difference in Science group subject's achievement among other than minority students with respect to their gender. There is a significant difference in science group subject's achievement among students with respect to types of school. There is a significant difference in science group subject's achievement among minority students with respect to types of school. There is no significant difference in Science group subject's achievement among other than minority students with respect to the types of school. There is no significant difference in social science group subject's achievement among students with respect to their gender. There is a significant difference in Social Science group subject's achievement among Minority Students with respect to their gender. There is no significant difference in Social Science group subject's achievement among other than minority students with respect to their gender. There is a significant difference in Social Science group subject's achievement among students with respect to types of school. There is a significant difference in social science group subject's achievement among minority students with respect to types of school. There is no significant difference in social science group subject's achievement among other than minority students with respect to the types of school.

Keywords: Science and Social Science Achievement Gap, Gender, Minority Students, Other-than Minority Students, Types of school.

Introduction:

Achievement Gap is the difference between the performances of the students. Achievement Gap can be classified on the basis of teacher expectation. Achievement Gap can be decreased or bridged. Achievement gap depends upon educational treatment. If actual treatment is done with proper education, then it can be expected that the achievement gap definitely bridges. Social science and Science is a crucial part of education in the sense which helps them to better utilization of society. Being Students as a social member they should learn social science. For the development of critical thinking, make use of natural resources science should be learning. So special care should be taken up to bridge the gap because all are the elements of human resource or an indispensable part of society.

Research Gap:

In 2009 **Konstantopoulos and Chung** attempted a study on What Are the Long- Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study. In 2008 **Konstantopoulos, S** worked on Do Small Classes Reduce the Achievement Gap between Low and High Achievers? Evidence from Project STAR. In 2006 **Harris and Herrington** conducted a study on Accountability, Standards, and the Growing Achievement Gap: Lessons from the Past Half Century. In 2004 **Lee, J** attempted a study on Multiple Facets of Inequity in Racial and Ethnic Achievement Gaps. In 1992 **Rumberger and Willms** worked on The Impact of Racial and Ethnic Segregation on the Achievement Gap in California HighSchools. In 1989 **Willms and Chen** conducted a study on The Effects of Ability Grouping on the Ethnic Achievement Gap in Israeli elementary schools In 1976 **Gordon, MT** worked on A Different View of the IQ-Achievement Gap. Irrespective of his best effort, the researcher could not find any study in the line which addresses the issue of the kind where in the phase of Science and Social Science Achievement Gap among 9th Grade Minority and Other-than Minority Students: An Analytical Study of Murshidabad District, West Bengal. After observing the above-mentioned studies researcher found that several studies were attempted on Achievement Gap. But the researcher wasn't able to locate any single study in the line, especially in 9th class students. As they are the future of the nation. So, the question is; does the student of 9th Grade have proper achievement in science and social science? The present study will try to find out the answer to this question and will try to fill the knowledge gap.

Statement of the Problem:

The problem formally stated as:

Science and Social Science Achievement Gap among 9th Grade Minority and Other-than Minority Students: An Analytical Study of Murshidabad District, West Bengal.

Operational definitions of key terms Used:

Science:

Science, researcher refers to Science and Mathematics.

Social Science:

Social Science, researcher refers to History and Geography subjects.

Achievement Gap:

Achievement Gap, researcher refers to the difference in Academic Achievement of the Students.

9th Grade:

9th Grade, research refers to 9th class students.

Minority Students:

Minority students, researcher refers to Muslim community Students.

Other-than Minority Students:

Other-than minority students, researcher refers to Hindu community Students.

Objectives of the Study:

1. To assess the mean difference in science group subject's Achievement among students with respect to their gender.
2. To assess the mean difference in science group subject's achievement among Minority Students with respect to their gender.
3. To assess the mean difference in science group subject's Achievement among other than minority students with respect to their gender.
4. To assess the mean difference in science group subject's Achievement among students with respect to types of school.
5. To assess the mean difference in science group subject's Achievement among minority students with respect to types of school.
6. To assess the mean difference in science group subject's Achievement among other than minority students with respect to types of school.
7. To assess the mean difference in social science group subject's Achievement among students with respect to their gender.

8. To assess the mean difference in social science group subject's achievement among Minority Students with respect to their gender.
9. To assess the mean difference in social science group subject's Achievement among other than minority students with respect to their gender.
10. To assess the mean difference in social science group subject's Achievement among students with respect to types of school.
11. To assess the mean difference in social science group subject's Achievement among minority students with respect to types of school.
12. To assess the mean difference in social science group subject's Achievement among other than minority students with respect to types of school.

Hypothesis of the Study:

The following hypothesis were tested:

- H0₁**. There is no significant difference in science group subject's achievement among students with respect to their gender.
- H0₂**. There is no significant difference in science group subject's achievement among Minority Students with respect to their gender.
- H0₃**. There is no significant difference in science group subject's achievement among other than minority students with respect to their gender.
- H0₄**. There is no significant difference in science group subject's achievement among students with respect to types of school.
- H0₅**. There is no significant difference in science group subject's achievement among minority students with respect to types of school.
- H0₆**. There is no significant difference in science group subject's achievement among other than minority students with respect to types of school.
- H0₇**. There is no significant difference in social science group subject's achievement among students with respect to their gender.
- H0₈**. There is no significant difference in social science group subject's achievement among Minority Students with respect to their gender.
- H0₉**. There is no significant difference in social science group subject's achievement among other than minority students with respect to their gender.
- H0₁₀**. There is no significant difference in social science group subject's achievement among students with respect to types of school.
- H0₁₁**. There is no significant difference in social science group subject's achievement among minority students with respect to types of school.
- H0₁₂**. There is no significant difference in social science group subject's achievement among other than minority students with respect to types of school.

Delimitations of the Study:

1. This study focusing only on five High School and High Madrasah.
2. This study is delimited to Lalgola Block of Murshidabad District only.
3. This study is delimited to 300 Samples only.

Methodology of the study:

According to the nature of the objectives, this study followed descriptive survey research.

Population:

Populations of the study consist of all 9th class students of high school and madrasahs of lalgola block

Sample of the study:

Simple random sampling is used to select 5 madrasahs and schools. 60 students are randomly selected from each madrasah/school. Schools and Madrasahs are contacted for data collection are Sekhalipur High School, Sekhalipur; ICR High Madrasa, Sadar Nashipur; Lalgola SM Girls High School, Lalgola; Chhaitani High Madrasah, Chhaitani; Lalgola MN Academy, Lalgola.

Tools used:

In order to collect the Academic Achievement score of Science and social science subjects the students, the students (IX Class) were requested to provide their previous class (8th Class) final year marks details in a given sheet. The score of previous class final examination mark sheet’s score was considered as their academic achievement score.

Techniques Used:

Inferential statistics viz “t” test was applied.

Results:

1.

Table 1
Shows the mean difference in science group subject’s achievement among students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|---------------------------|------|-------|-------|--------|-------|-------|-----|---------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Science group achievement | 131 | 78.58 | 70.41 | 169 | 83.05 | 70.91 | 298 | -.543 ^{NS} |

NS: Not Significant at both the level, at 0.01 and 0.05 level of confidence

Table 1—show that there is no significant difference in mean scores in Science group achievement with respect to their gender for the sample of 300. The calculated “t” value is -.543 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of male students were 78.58 and 70.41 respectively, the mean score and SD for female students were 83.05 and 70.91 respectively. Thus it can be said that there is no significant difference in science group subject’s achievement among male and female secondary students. Consequently, the null hypothesis **“There is no significant difference in science group subject’s achievement among students with respect to their gender”** is not rejected.

2.

Table 2
Shows the mean difference in science group subject’s achievement among Minority Students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|---------------------------|------|-------|-------|--------|-------|-------|-----|----------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Science group achievement | 75 | 21.10 | 20.39 | 101 | 31.66 | 37.78 | 174 | -2.193 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 2–It shows that there is no significant difference in mean scores on the science group subject’s achievement among Minority Students with respect to their gender for the sample of 176. The calculated “t” value is -2.193 which is not significant at both the level of confidence at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of male students were 21.10 and 20.39 respectively, the mean score and SD for female students were 31.66 and 37.78 respectively. Thus it can be said that there is no significant difference in science group subject’s achievement of minority students among male and female minority students. Consequently, the null hypothesis **“There is no significant difference in science group subject’s achievement among Minority Students with respect to their gender.”** is not rejected.

3.

Table 3
Shows the mean difference in science group subject’s achievement among other than minority students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|---------------------------|------|--------|-------|--------|--------|-------|-----|---------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Science group achievement | 56 | 155.57 | 24.91 | 68 | 159.38 | 24.20 | 122 | -.861 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 3—show that there is no significant difference in mean scores in Science group subject’s achievement other than minority students with respect to their gender for the sample of 124. The calculated “t” value is -.861 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of male students were 155.57 and 24.91 respectively, the mean score and SD for female students were 159.38 and 24.20 respectively. Thus it can be said that they're no significant difference in science group subject’s achievement among male and female other than minority students. Consequently, the null hypothesis **“There is no significant difference in Science group subject’s achievement among other than minority students with respect to their gender.”** is not rejected.

4.

Table 4
Shows the mean difference in science group subject’s achievement among students with respect to types of school.

| Variable Name | High School | | | High Madrasah | | | df | “t” value |
|---------------------------|-------------|--------|-------|---------------|-------|-------|-----|-----------|
| | N | Mean | SD | N | Mean | SD | | |
| Science group achievement | 180 | 113.97 | 62.66 | 120 | 31.80 | 50.36 | 298 | -12.007** |

**** Significant at 0.01 level of confidence (2-Tailed).**

Table 4—It shows that there is a significant difference in mean scores on the science group subject’s achievement of Secondary Students with respect to the type of school for the sample of 300. The calculated “t” value is -12.007 which is significant at 0.01 level of confidence and indicates a negative value. The mean score with its SD of high school students were 113.97 and 62.66 respectively, the mean score and SD for High Madrasah students were 31.80 and 50.36 respectively that means the high school students score higher than the High Madrasah students in Science group subject’s achievement. Thus it can be said that there is a significant difference in science group subject’s achievement of High school and High Madrasah students. Consequently, the null hypothesis **“There is no significant difference in science group subject’s achievement among students with respect to types of school”** is rejected.

5.

Table 5
Shows the mean difference in science group subject’s achievement among minority students with respect to types of school.

| Variable Name | High Madrasah | | | High School | | | df | “t” value |
|---------------|---------------|------|----|-------------|------|----|----|-----------|
| | N | Mean | SD | N | Mean | SD | | |

| | | | | | | | | |
|---------------------------|-----|-------|-------|----|-------|-------|-----|----------|
| Science group achievement | 105 | 13.26 | 10.71 | 71 | 47.71 | 40.73 | 174 | -8.264** |
|---------------------------|-----|-------|-------|----|-------|-------|-----|----------|

**** Significant at 0.01 level of confidence (2-Tailed).**

Table 5—It shows that there is a significant difference in mean scores in Science group subject’s achievement of Minority Students with respect to the type of school for the sample of 176. The calculated “t” value is -8.264 which is significant at 0.01 level of confidence and indicates a negative value. The mean score with its SD of high madrasah students were 13.26 and 10.71 respectively, the mean score and SD for High School students were 47.71 and 40.73 respectively, that means the high school students score higher than the High Madrasah students in Science group subject’s achievement. Thus it can be said that there is a significant difference in science group subject’s achievement of High school and High Madrasah students. Consequently, the null hypothesis **“There is no significant difference in science group subject’s achievement among minority students with respect to types of school”** is rejected.

6.

Table 6
Shows the mean difference in science group subject’s achievement among other than minority students with respect to types of school.

| Variable Name | High Madrasah | | | High School | | | df | “t” value |
|---------------------------|---------------|--------|-------|-------------|--------|-------|-----|--------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Science group achievement | 15 | 161.53 | 10.04 | 109 | 157.12 | 25.85 | 122 | .651 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 6—It shows that there is no significant difference in mean scores in Science group subject’s achievement among other than minority students with respect to the types of school for the sample of 124. The calculated “t” value is .651 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of High Madrasah Students is 161.53 and 10.04 respectively, the mean score and SD for High School students are 157.12 and 25.85 respectively. Thus it can be said that there is no significant difference in science group subject’s achievement among other than minority students in the context of types of school. Consequently, the null hypothesis **“There is no significant difference in Science group subject’s achievement among other than minority students with respect to the types of school.”** is not rejected.

7.

Table 7
Shows the mean difference in social science group subject’s achievement among the students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|----------------------------------|------|-------|-------|--------|-------|-------|-----|----------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 131 | 82.39 | 65.62 | 169 | 90.15 | 63.24 | 298 | -1.036 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 7—It shows that there is no significant difference in mean scores in Social Science group achievement with respect to their gender for the sample of 300. The calculated “t” value is -1.036 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of male students were 82.39 and 65.62 respectively, the mean score and SD for female students were 90.15 and 63.24 respectively. Thus it can be said that there is no significant difference in social science group subject’s achievement among male and female secondary students. Consequently, the null hypothesis **“There is no significant difference in social science group subject’s achievement among students with respect to their gender”** is not rejected.

8.

Table 8
Shows the mean difference in social science group subject’s achievement among Minority Students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|----------------------------------|------|-------|-------|--------|-------|-------|-----|-----------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 75 | 32.01 | 26.96 | 101 | 47.43 | 38.39 | 174 | -2.975** |

**** Significant at 0.01 level of confidence (2-Tailed).**

Table 8—It is showed that there is a significant difference in mean scores in Social Science group subject’s achievement of Minority Students with respect to their gender for the sample of 176. The calculated “t” value is -2.975 which is significant at the level of confidence 0.01 level of confidence and indicates a negative value. The mean score with its SD of male students were 32.01 and 26.96 respectively, the mean score and SD for female students were 47.43 and 38.39 respectively that means female students score higher than the male students in Social Science group subject’s achievement. Thus it can be said that there is a significant difference in social science group subject’s achievement among minority students. Consequently, the null hypothesis **“There is no significant difference in Social Science group subject’s achievement among Minority Students with respect to their gender.”** is rejected.

9.

Table 9
Shows the mean difference in social science group subject’s achievement among other than minority students with respect to their gender.

| Variable Name | Male | | | Female | | | df | “t” value |
|----------------------------------|------|--------|-------|--------|--------|-------|-----|---------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 56 | 149.87 | 33.23 | 68 | 153.60 | 31.52 | 122 | -.639 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 9—show that there is no significant difference in mean scores in Social Science group subject’s achievement among other than minority students with respect to their gender for the sample of 124. The calculated “t” value is -.639 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of male students were 149.87 and 33.23 respectively, the mean score and SD for female students were 153.60 and 31.52 respectively. Thus it can be said that they're no significant difference in social science group subject’s achievement among male and female other than minority students. Consequently, the null hypothesis **“There is no significant difference in Social Science group subject’s achievement among other than minority students with respect to their gender.”** is not rejected.

10.

Table 10
Shows the mean difference in social science group subjects’ achievement among students with respect to types of school.

| Variable Name | High School | | | High Madrasah | | | df | “t” value |
|----------------------------------|-------------|--------|-------|---------------|-------|-------|-----|-----------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 180 | 114.20 | 59.92 | 120 | 45.61 | 46.29 | 298 | -10.602** |

**** Significant at 0.01 level of confidence (2-Tailed).**

Table 10—It shows that there is a significant difference in mean scores in Social Science group subject’s achievement of Secondary Students with respect to the type of school for the sample of 300. The calculated “t” value is -10.602 which is significant at 0.01 level of confidence and indicates a negative value. The mean score with its SD of high school students were 114.20 and 59.92 respectively, the mean score and SD for High Madrasah students were 45.61 and 46.29 respectively that means the high school students score higher than the High Madrasah students in Social Science group subject’s achievement. Thus it can be said that there is a significant difference in social science group subject’s achievement of High school and High Madrasah students. Consequently, the null hypothesis **“There is no significant difference in Social Science group subject’s achievement among students with respect to types of school”** is rejected.

11.

Table 11
Shows the mean difference in social science group subject’s achievement among minority students with respect to types of school.

| Variable Name | High Madrasah | | | High School | | | df | “t” value |
|----------------------------------|---------------|-------|-------|-------------|-------|-------|-----|-----------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 105 | 29.67 | 18.80 | 71 | 57.40 | 45.05 | 174 | -5.629** |

**** Significant at 0.01 level of confidence (2-Tailed).**

Table 11—show that there is a significant difference in mean scores in Social Science group subject’s achievement of Minority Students with respect to the type of school for the sample of 176. The calculated “t” value is -5.629 which is significant at 0.01 level of confidence and indicates a negative value. The mean score with its SD of high madrasah students were 29.67 and 18.80 respectively, the mean score and SD for High School students were 57.40 and 45.05 respectively that means the high school students score higher than the High Madrasah students in Social Science group subject’s achievement. Thus it can be said that there is a significant difference in social science group subject’s achievement of High school and High Madrasah students. Consequently, the null hypothesis **“There is no significant difference in social science group subject’s achievement among minority students with respect to types of school”** is rejected.

12.

Table 12
Shows the mean difference in social science group subject’s achievement among other than minority students with respect to types of school.

| Variable Name | High Madrasah | | | High School | | | df | “t” value |
|----------------------------------|---------------|--------|-------|-------------|--------|-------|-----|--------------------|
| | N | Mean | SD | N | Mean | SD | | |
| Social science group achievement | 15 | 157.20 | 18.59 | 109 | 151.19 | 33.67 | 122 | .675 ^{NS} |

NS: Not significant at both the level, at 0.01 and 0.05 level of confidence

Table 12—It shows that there is no significant difference in mean scores in Social Science group subject’s achievement among other than minority students with respect to the types of school for the sample of 124. The calculated “t” value is .675 which is not significant at both the level at 0.01 level of confidence and 0.05 level of confidence. The mean score with its SD of High Madrasah Students is 157.20 and 18.59 respectively, the mean score and SD for High School students are 151.19 and 33.67 respectively. Thus it can be said that there is no significant difference in social science group subject’s achievement among other than minority students in the context of types of school. Consequently, the null hypothesis **“There is no significant difference in social science group subject’s achievement among other than minority students with respect to the types of school.”** is not rejected.

Conclusion:

From the above tables of hypothesis treatment, it is clear that there is no significant difference in science group subject's achievement among students with respect to their gender. There is no significant difference in science group subject's achievement among Minority Students with respect to their gender. There is no significant difference in Science group subject's achievement among other than minority students with respect to their gender. There is a significant difference in science group subject's achievement among students with respect to types of school. There is a significant difference in science group subject's achievement among minority students with respect to types of school. There is no significant difference in Science group subject's achievement among other than minority students with respect to the types of school. There is no significant difference in social science group subject's achievement among students with respect to their gender. There is a significant difference in Social Science group subject's achievement among Minority Students with respect to their gender. There is no significant difference in Social Science group subject's achievement among other than minority students with respect to their gender. There is a significant difference in Social Science group subject's achievement among students with respect to types of school. There is a significant difference in social science group subject's achievement among minority students with respect to types of school. There is no significant difference in social science group subject's achievement among other than minority students with respect to the types of school.

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Recommendations:

The following recommendations have been made accordingly based upon the findings of the study:

1. Govt. should promote research on science and social science subjects.
2. School should ensure educational equity for student's betterment.
3. Teachers training should be promote.
4. Teachers should recognize individual difference ensure freedom of expression among the students.

Suggestions for further study:

1. The same study can be conduct in a large sample by including more block or district.
2. Similar studies can be conducted at a different level of education.

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