The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. Greater equity and inclusion in education cannot be achieved without increased efforts to collect and analyse data on the most excluded segments of the population (UNESCO, 2014). Yet, three years after the adoption of the SDGs in 2015, education data are often still incomplete and many of the most. What would happen if we closed the achievement gap? One study after another has shown a wide educational achievement gap between the poorest and wealthiest children in the United States. This prompted researchers at the Washington Center for Equitable Growth, a group focused on narrowing inequality, to study and conclude that if America could improve education performance for the average student, everyone would benefit. State data tells us that the dropout rate in Maryland declined from 11.9 percent in 2010 to 8.4 percent in 2014.

Educators in Ann Arbor, Michigan, are striving to close the achievement gap between black and white students and poor and middle-class students. Book highlights compelling evidence that these inequities can be linked to school practices that inadvertently increase inequities. The solution to this pervasive problem lies in the collection and examination of appropriate data, and this book shows readers how. "Second edition of Setting our sights: measuring equity in school change." Includes bibliographical references (pages 295-301) and index.