Articles on:

Community College Success
Building Capacity for Data Use
White Teacher Identity Studies
College Completion in Texas
Dropping Out of Community College
College-Going Identities
Mass School Closures
Making Educational Practice "Scientific"
More than a Number: A Capabilities Framework for Conceptualizing Community College Success

AMELIA MARCETTI TOPPER

This article offers an alternative framework for understanding and evaluating community college student success based on the normative and interdisciplinary capabilities approach.

Spreading the Word: Boundary Crossers Building Collective Capacity for Data Use

MIREILLE D. HUBERS, CINDY L. POORTMAN, KIM SCHILDKAMP AND JULES M. PIETERS

The present study determined how data team members acted as boundary crossers in order to build school-wide capacity for data use and the implementation of actions related to the improvement plan they developed.

Race-Evasive White Teacher Identity Studies 1990–2015: What Can We Learn from 25 Years of Research?

JAMES C. JUPP, ALISA LECKIE, NOLAN L. CABRERA AND JAMIE UTT

This article reviews 25 years of race-evasive White teacher identity studies between 1990 and 2015. Using the framework of colorblind racism and the method of the synoptic text, this review historicizes and synthesizes White teacher identity studies’ race-evasive dimension.

College Completion, the Texas Way: An Examination of the Development of College Completion Policy in a Distinctive Political Culture

DENISA GÁNDARÁ AND JAMES C. HEARN

This article describes how policy actors used different types of evidence in college completion policymaking in Texas. The article also reports on the role intermediary organizations played in this policy process and reveals a new tactic these groups use to supply information to higher education stakeholders and policymakers: shaming institutions and states into improving college completion rates.
Hanging In, Stopping Out, Dropping Out: Community College Students in an Era of Precarity

BETH ANN HART

Using in-depth interviews with 45 students, this article investigates the factors that keep students from completing community college credentials.

“A Ditcher and a Scholar”: Figuring College-Going Identities in an Urban Magnet High School

JULIA C. DUNCHEON AND STEFANI R. RELLES

This article uses figured world theory to explore how college-bound youth construct college-going identities in an urban magnet high school.

Mass School Closures and the Politics of Race, Value, and Disposability in Philadelphia

JULIA A. McWILLIAMS AND ERIKA M. KITZMILLER

This article examines thirty recent school closures in Philadelphia to explain how such closures have become yet another policy technology of Black community and school devaluation in the United States.

What If Only What Can Be Counted Will Count? A Critical Examination of Making Educational Practice “Scientific”

JENNIFER C. NG, DON D. STULL AND REBECCA S. MARTINEZ

In recent decades, federal policy makers have pushed for education to be a more “scientific” endeavor. Through an ethnographic study of one school district’s implementation of multi-tier system of supports (MTSS), the authors of this article examine the applied logic of this comprehensive reform initiative and its impact in practice.