Articles on:

- Racial/Ethnic Compositions in American Public Schools
- The National Center on Scaling Up Effective Schools
- Principal Leadership, Organizational Growth, and Student Achievement
- Race Evasive Approaches to ESL Program Reform
- Administrative Authority and Faculty Strategies in the Humanities
- A Maker Studio Model for High School Classrooms
- Dual Consciousness of the American Dream
- Detracking and the International Baccalaureate
SIRI WARKENTIEN
The study identifies trajectories of racial/ethnic change in public elementary schools between 2000 and 2015.

A View From Within: Lessons Learned From Partnering for Continuous Improvement
CHRISTOPHER HARRISON, JOHN WACHEN, STEPHANIE BROWN AND LORA COHEN-VOGEL
This study presents findings and lessons learned from the National Center on Scaling Up Effective Schools, which worked side-by-side with educators to implement a partnership-based continuous improvement process in a large urban school district.

Linking Principal Leadership to Organizational Growth and Student Achievement: A Moderation Mediation Analysis
JAMES SEBASTIAN AND ELAINE ALLENSWORTH
This study examines how change in principal leadership relates to achievement growth, mediated via change in multiple organizational processes: parent-teacher trust, school climate, and professional capacity. The authors further examine how these mediational relationships are moderated by initial school conditions using moderation mediation analysis.

Integration as Perpetuation: Learning From Race Evasive Approaches to ESL Program Reform
ANDREW H. HURIE AND REBECCA M. CALLAHAN
This study explores two schools' responses to Latinx emergent bilingual (EB) population growth via the intersecting racial and language ideologies informing and influenced by programmatic changes, educator perceptions, and pedagogical practices.
DIGESTING "THE WORM'S SHARE": ADMINISTRATIVE AUTHORITY AND FACULTY STRATEGIES IN THE HUMANITIES

BARRETT TAYLOR, KELLY OCHS ROSINGER, LINDSAY COCO AND SHEILA SLAUGHTER

Using Fligstein and McAdam's theory of fields to posit that changing conditions reflect activities in overlapping and proximate fields, this study examines strategic actions that humanists undertake in response to shifting conditions.

A MAKER STUDIO MODEL FOR HIGH SCHOOL CLASSROOMS: THE NATURE AND ROLE OF CRITIQUE IN AN ELECTRONIC TEXTILES DESIGN PROJECT

BREANNE K. LITTS, SARI A. WIDMAN, DEBORA A. LUI, JUSTICE T. WALKER AND YASMIN B. KAFAI

This article presents the Maker Studio model, through which students design a computational artifact and engage in practices found in studio arts, architecture, and engineering classes, as one potential solution to the growing tension between out-of-school making and current K-12 maker integration.

"WE'RE RAGS TO RICHES": DUAL CONSCIOUSNESS OF THE AMERICAN DREAM IN TWO CRITICAL HISTORY CLASSROOMS

HILLARY PARKHOUSE AND BRYAN P. ARNOLD

This study investigates whether students in classrooms using critical pedagogy might develop understandings of the roots of contemporary inequality.

OPENING THE GATES: DETRACKING AND THE INTERNATIONAL BACCALAUREATE

ALLISON ATTEBERRY, SARAH E. LACOUR, CAROL BURRIS, KEVIN WELNER AND JOHN MURPHY

This study explores participation rates and achievement patterns for high school students exposed to detracked curriculum that provided open access to International Baccalaureate courses.