



## Shrinking Opportunity and Achievement Gaps

Guest Editors:

**Dr. Robert G. Smith**

Education Leadership Program,  
College of Education and Human  
Development, George Mason  
University, 4400 University Drive,  
MS 4C2, Fairfax, VA 22030, USA

**Dr. Regina Biggs**

Fairfax Campus, George Mason  
University, 4400 University Drive  
MS 4C2, Fairfax, VA 22030, USA

**Dr. S. David Brazer**

Stanford Graduate School of  
Education, Stanford University,  
Stanford, CA 94305-3096, USA

Deadline for manuscript  
submissions:

**closed (30 April 2018)**

### Message from the Guest Editors

Dear Colleagues,

This Special Issue, “Shrinking Opportunity and Achievement Gaps”, addresses the unhappy reality that educational proficiency and attainment can be predicted on the basis of factors that should be superfluous, such as race, ethnicity, social class and dominant language. The resulting disparities in achievement appear to be driven, in large part, by opportunity gaps that exist in the general society outside of school. Schools, however, strive to fashion instructional and organizational interventions capable of mediating the effects of these opportunity gaps, as well as correct factors in school culture, curriculum, and instruction contributing to gaps in both opportunity and achievement.

We welcome for inclusion in this Special Issue articles that: (1) provide a theoretical basis for narrowing gaps; (2) present studies (qualitative, quantitative, or mixed) that demonstrate effective gap shrinking interventions, and/or (3) describe practices that narrowed gaps successfully.

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Dr. Regina Biggs

Dr. S. David Brazer

*Guest Editors*





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## Editor-in-Chief

### **Prof. Dr. Daniel Muijs**

School of Social Sciences,  
Education and Social Work,  
Queen's University Belfast,  
Belfast BT7 1NN, UK

## Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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*Education Sciences* Editorial Office  
MDPI, St. Alban-Anlage 66  
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