



Inequality for All: The Challenge of Unequal Opportunity in American Schools

William Schmidt, Curtis McKnight

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Inequality for All makes an important contribution to current debates about economic inequalities and the growing achievement gap, particularly in mathematics and science education. The authors argue that the greatest source of variation in opportunity to learn is not between local communities, or even schools, but between classrooms. They zero in on one of the core elements of schooling--coverage of subject matter content--and examine how such opportunities are distributed across the millions of school children in the United States. Drawing on data from the third TIMSS international study of curriculum and achievement, as well as a six-district study of over 500 schools across the United States, they point to Common Core State Standards as being a key step in creating a more level playing field for all students.

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