



The  
Education  
Summit  
for Parent Leaders

One day, one purpose:  
higher achievement for all students  
January 13, 2014

# Parents: Building the Capacity to Ask the Right Questions

*Charles M. Payne*

*Frank P. Hixon Distinguished Service Professor*

*School of Social Service Administration*

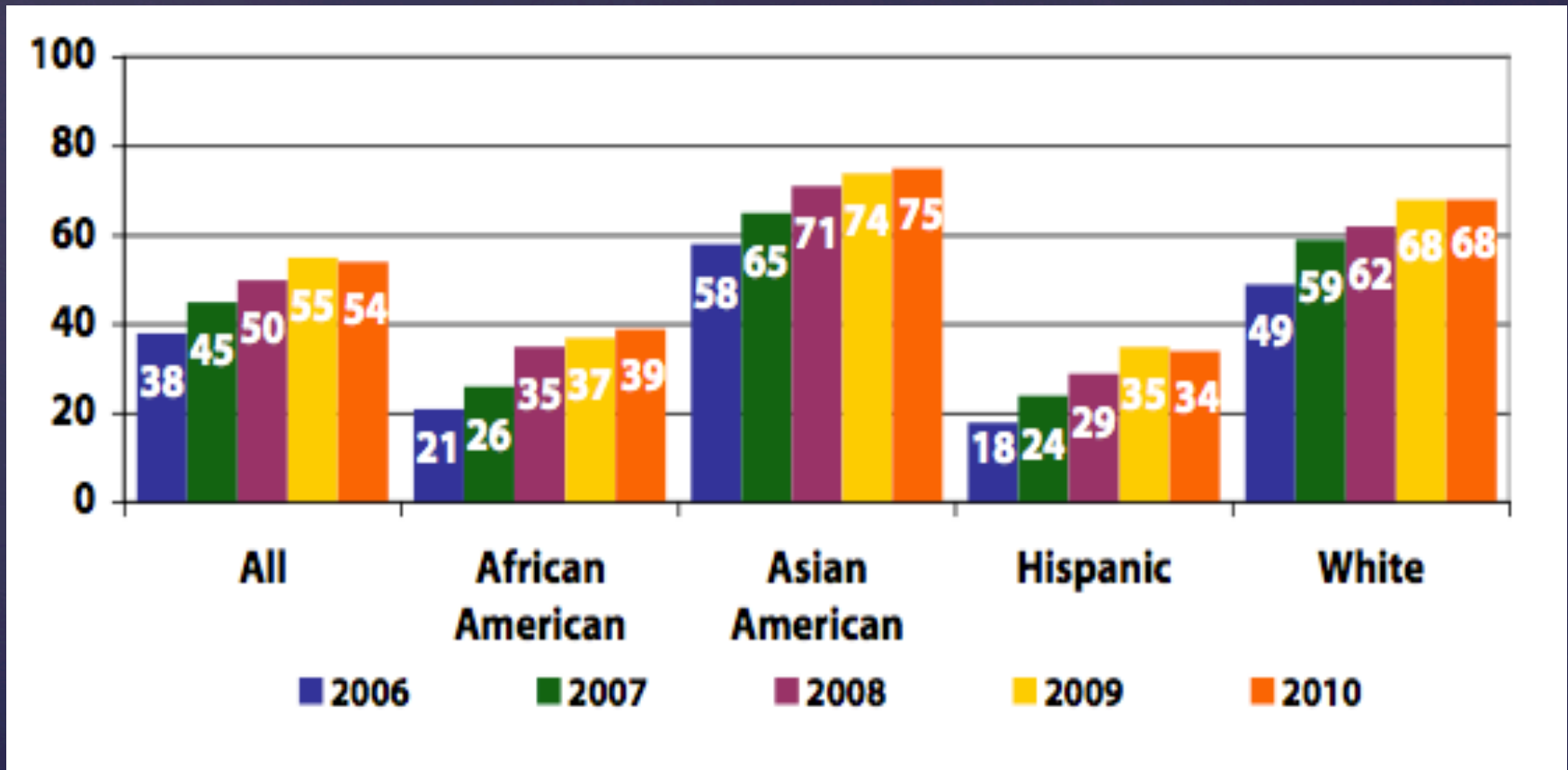
*University of Chicago*

January 13, 2014

# What Should We Be Asking?

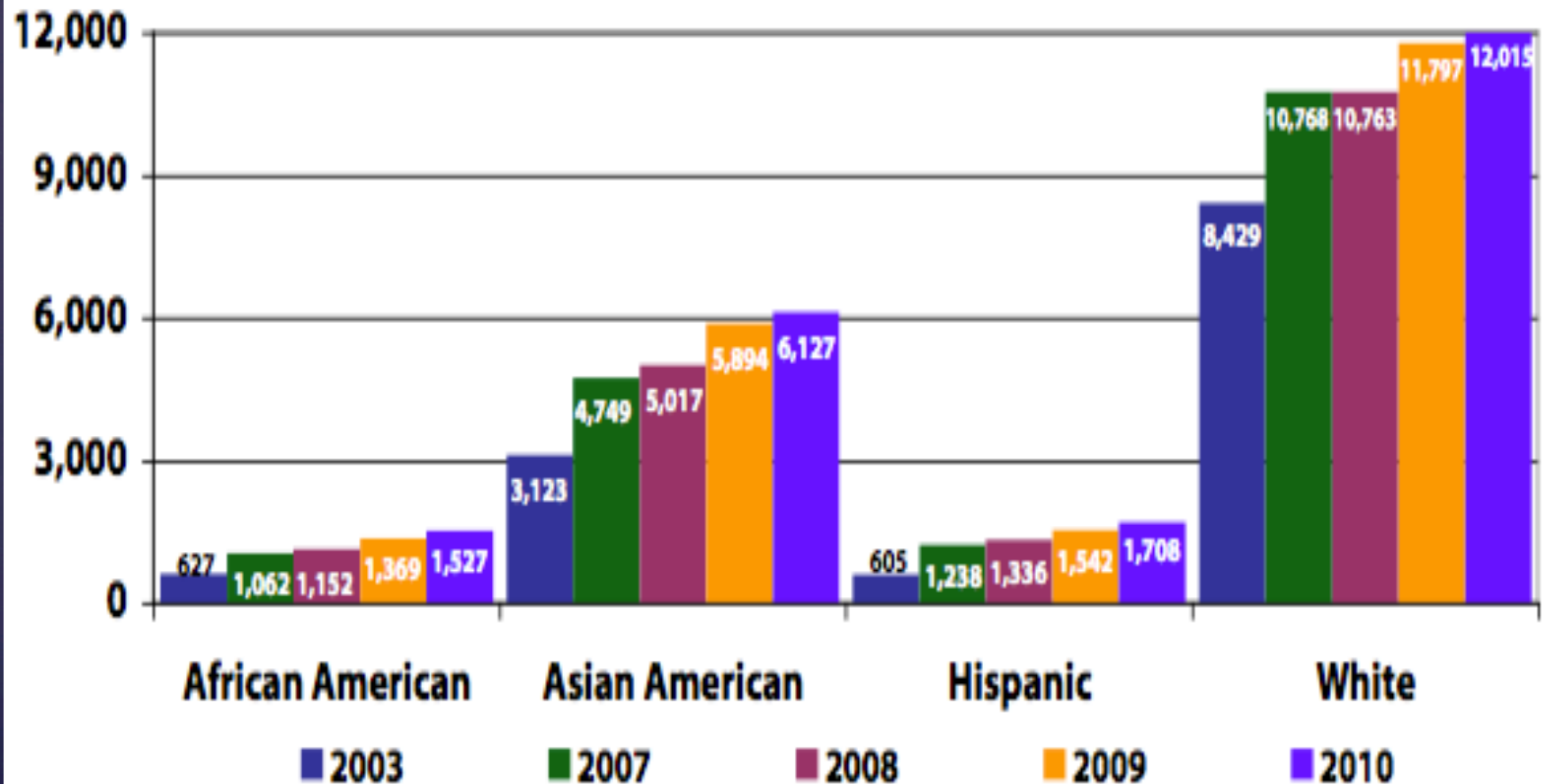
- **Who Takes the Rigorous Courses?**
- **Do Students and Teachers Feel Connected and Supported?**
- **How Does Race Get Addressed?**
- **Are There Appropriate Standards of Behavior and Attendance for Students?**
- **For Teachers?**
- **Who is Responsible for the Most Vulnerable Students?**
- **Where are the Exemplars in Your System?**
- **What Happens after School?**

# ADVANCED MATH: Percentage of Students Enrolled in Math 6 or Higher by Racial/Ethnic Group - Grade 5





# ADVANCED PLACEMENT: Number of MCPS Advanced Placement Exam Scores of 3 or Higher by Racial/Ethnic Group - grades 9 - 12



**“The nation’s leader among large districts in simultaneously  
expanding access to  
Advanced Placement and improving scores ...”**

- Between 2008 and 2010, CPS student participation in AP rose from 10,994 to 13,252, a 20 percent increase.
- AP test takers among minority students rose about 25 percent from 2008 to 2010.

# What Teenagers Say.....

- Fewer than 3 in 10 think their school is very academically rigorous

**Source:** 1998 Annual Survey for Who's Who Among American High School Students

# Teacher-Teacher Trust Items

- How many teachers in this school really care about each other?
- Teachers in this school trust each other.
- It's ok in this school to discuss feelings, worries and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are expert at their craft.
- To what extent do you feel respected by other teachers?

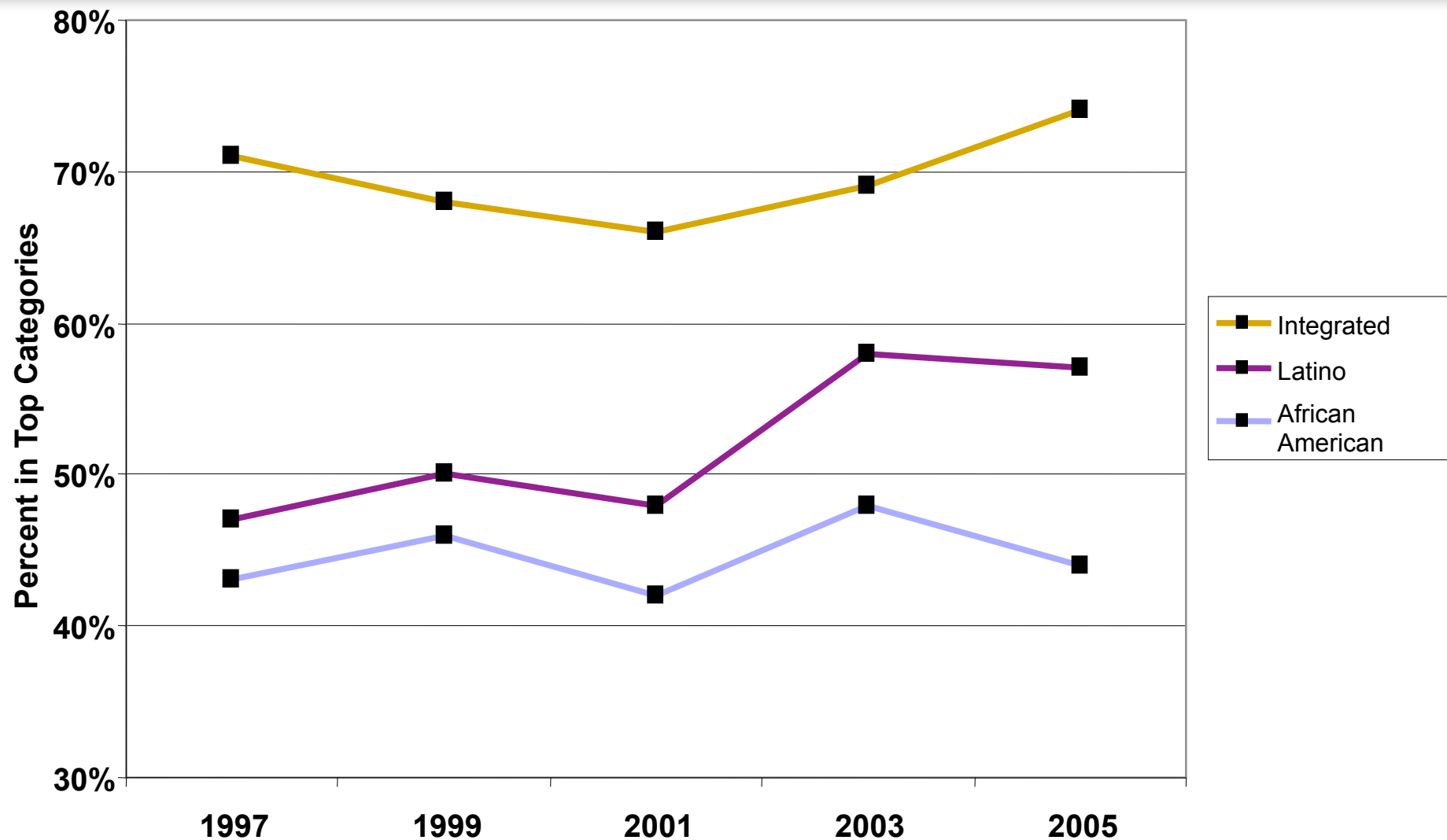
Source: Bryk and Schneider, 2002.

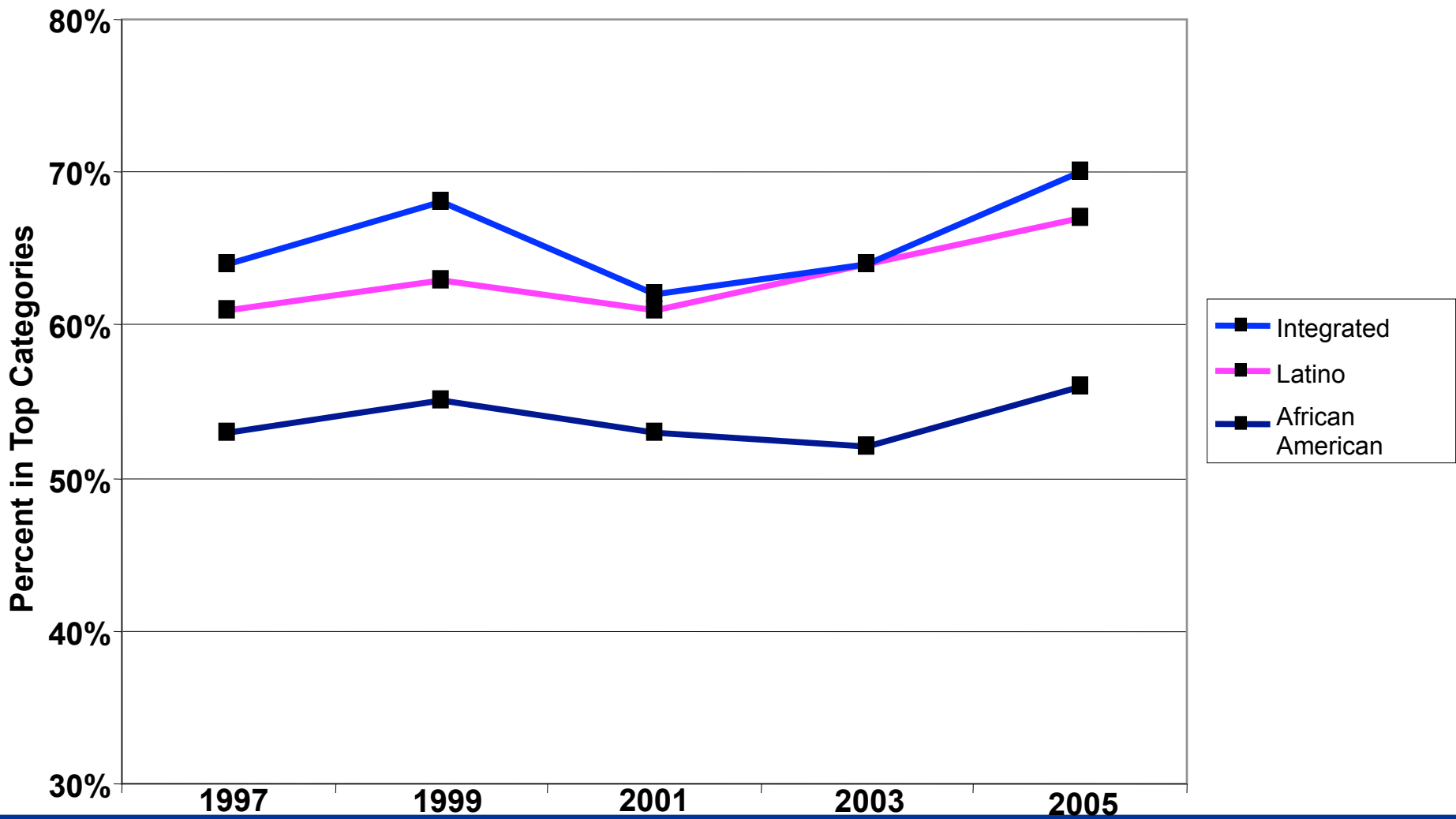


## Take - aways?

- Most Chicago teachers don't trust most colleagues.
- High-trust schools 3 times more likely to improve than low-trust schools.

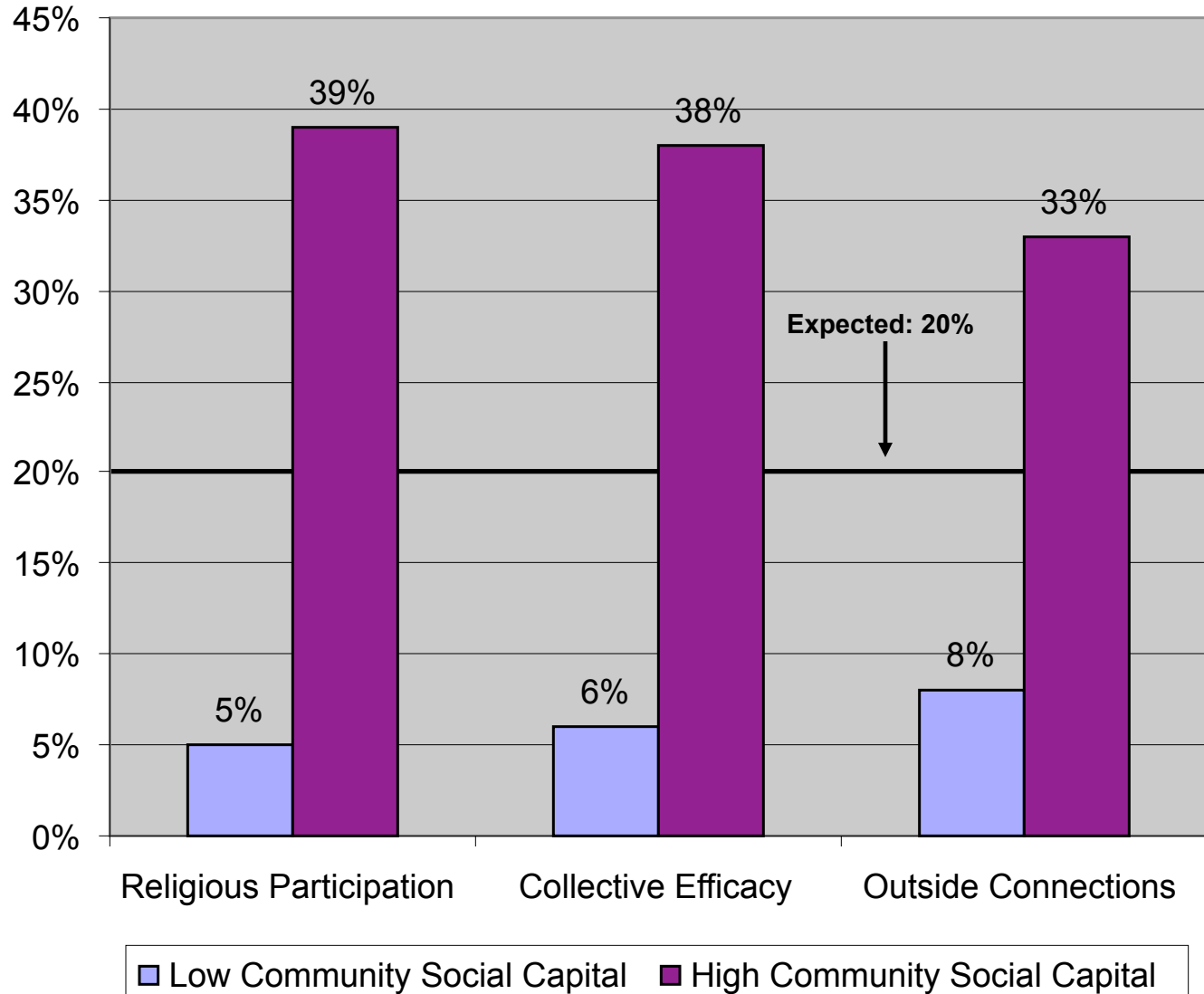
# Teacher Parent Trust by Racial Composition of Schools





# Community Social Capital Influences Essential Supports Inside the Schools

Percentage of Schools with Strong Essential Supports in 1994



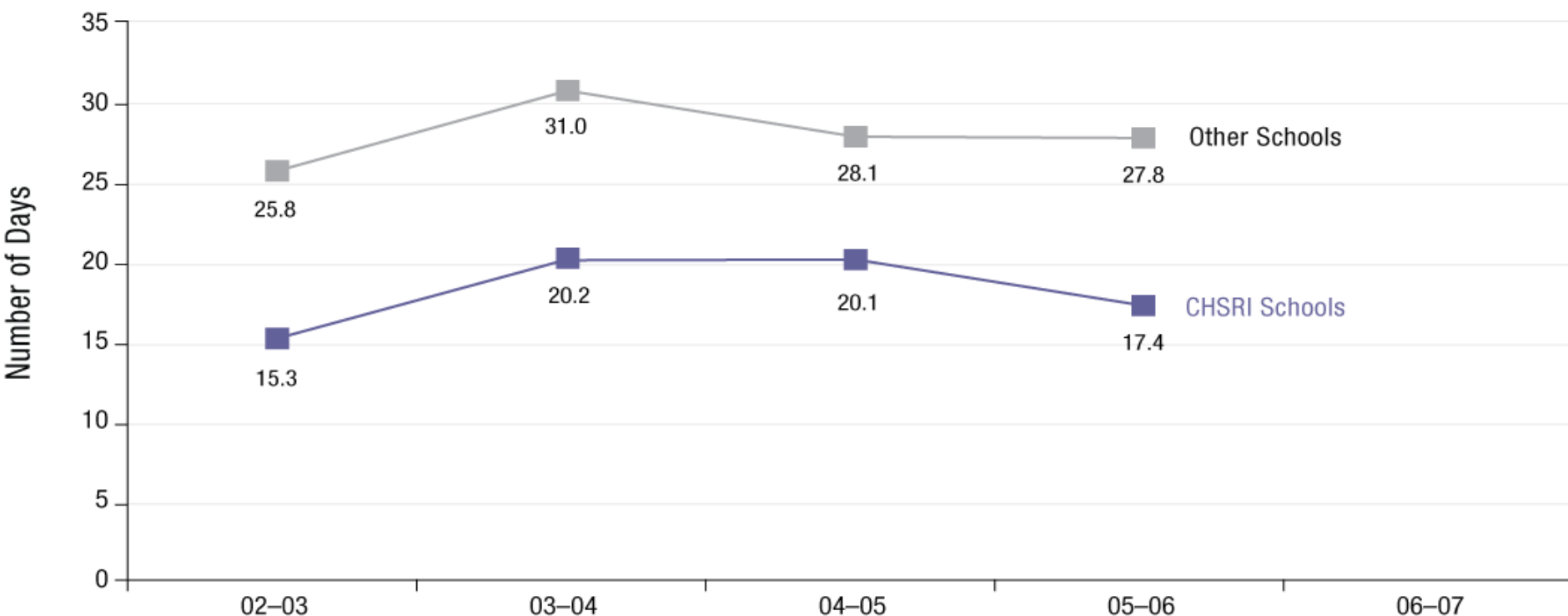
# Students have fewer absences and failures in schools where relationships and trust are strong

	Fewer days absent	Fewer F's
Strong student teacher trust	4.6 days	1.56
Strong teacher personal support	3.2 days	0.70
Strong classroom personalism	2.8 days	1.00



# Freshman Absences Were Consistently Lower at CHSRI Schools

Average Number of Days Absent During the Year  
First-Time Freshman  
CHSRI Students and Similar Students at Other Schools

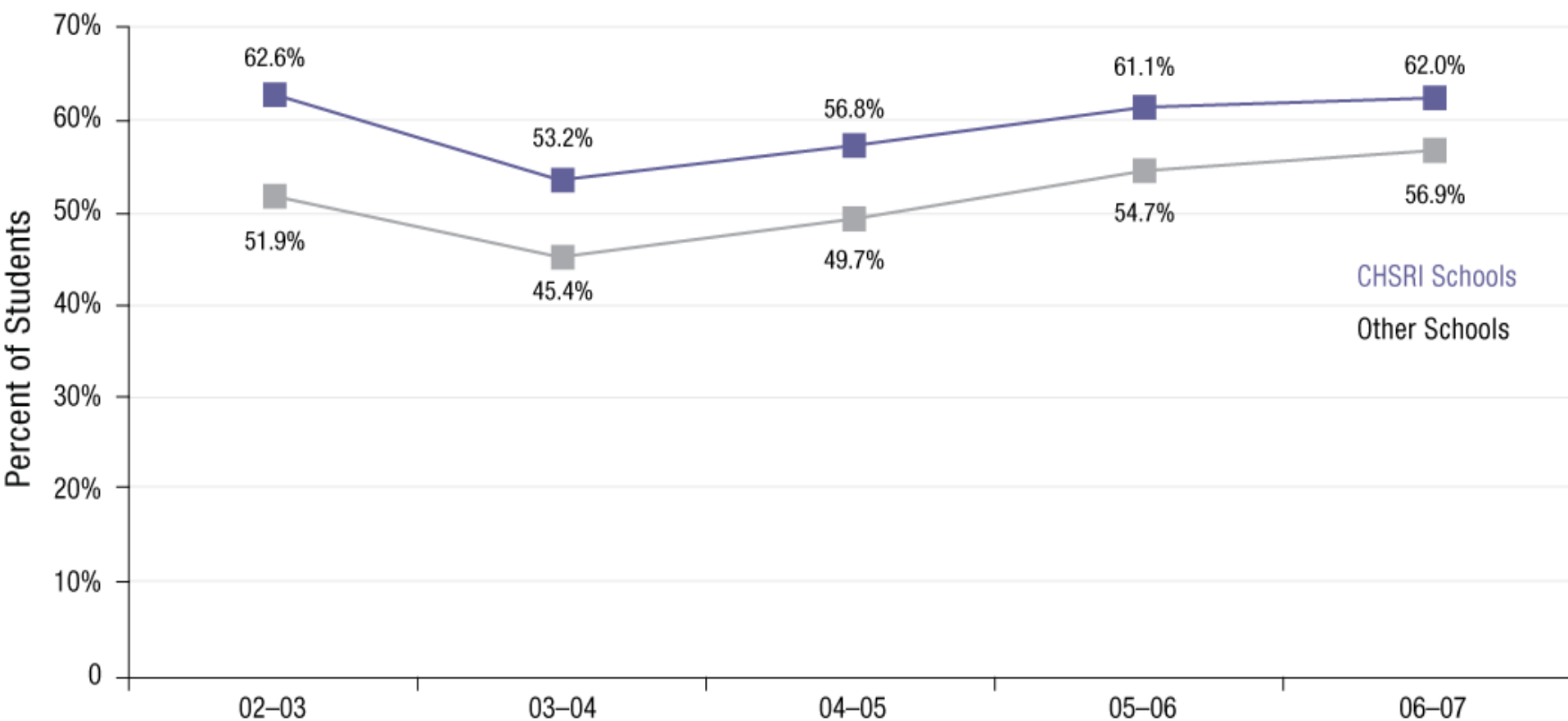


# On-Track Performance Was Higher for CHSRI Schools

On-Track to Graduate

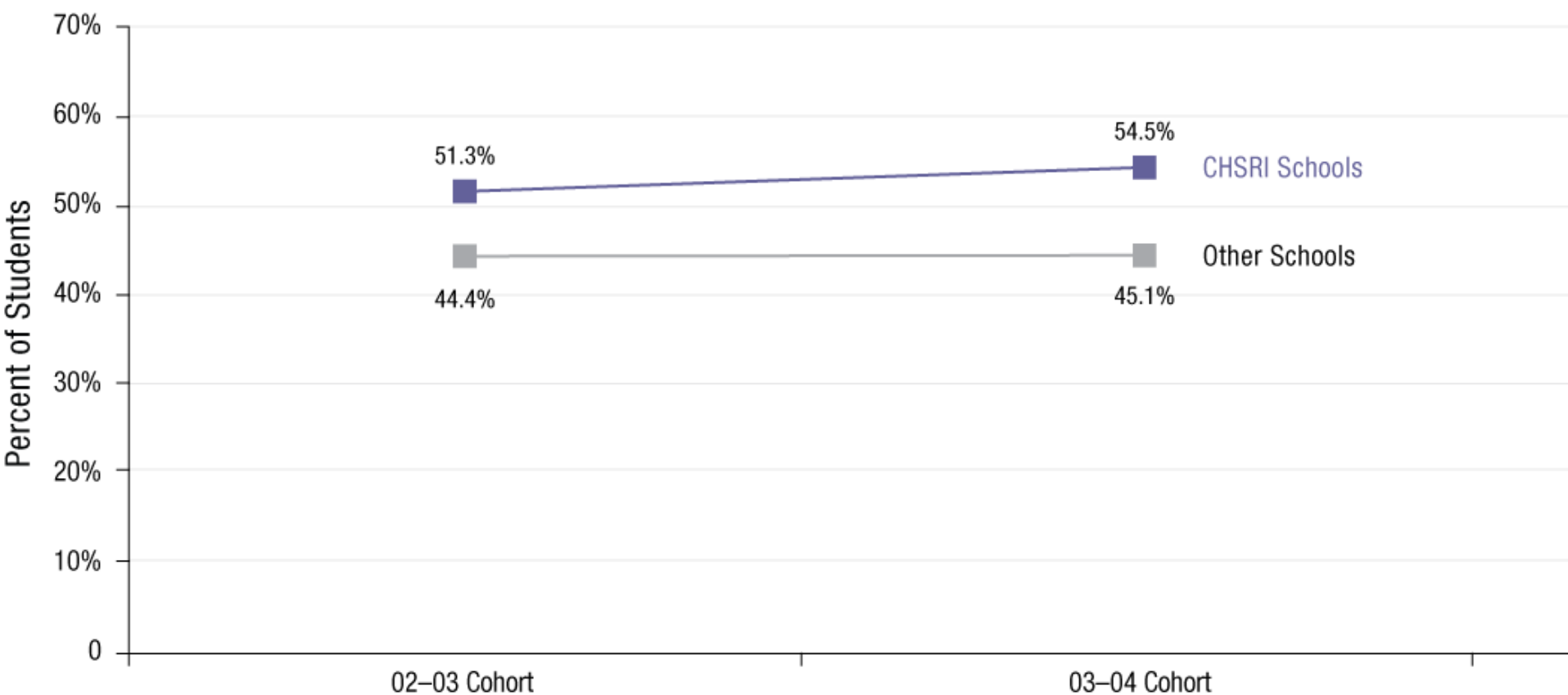
First-Time Freshman

CHSRI Students and Similar Students at Other Schools



# CHSRI Schools Graduate More Students in 4 Years Than Other Schools with Similar Students

First-Time Freshman  
CHSRI Students and Similar Students at Other Schools



- Racial Equity?

# **The Hard Truth....**

- **“Promoting teaching practices designed to help *all* students reach ambitious standards runs counter to widely held shared beliefs about the nature of learning and about the abilities of many students, especially poor and minority students (p. i)”.**
- **Jane David and Patrick Shields, “When Theory Hits Reality”**



# ITEMS IN AN INSTRUCTIONAL QUALITY INDEX

## Class is Engaging

1. *My teacher makes lessons interesting.*
2. *My teacher makes learning enjoyable.*

## The Teacher is Relentless

3. *My teacher doesn't let people give up when the work gets hard.*
4. *In this class, the teacher accepts nothing less than our full effort.*
5. *My teacher works hard to make sure we learn a lot.*

## The Teacher Wants Us to Think

6. *My teacher wants us to use our thinking skills, not just memorize things.*

## The Teacher Welcomes Questions

7. *My teacher in this class likes it when we ask questions.*
8. *The teacher in this class welcomes questions if anyone gets confused.*

## The Teacher Uses Multiple explanations

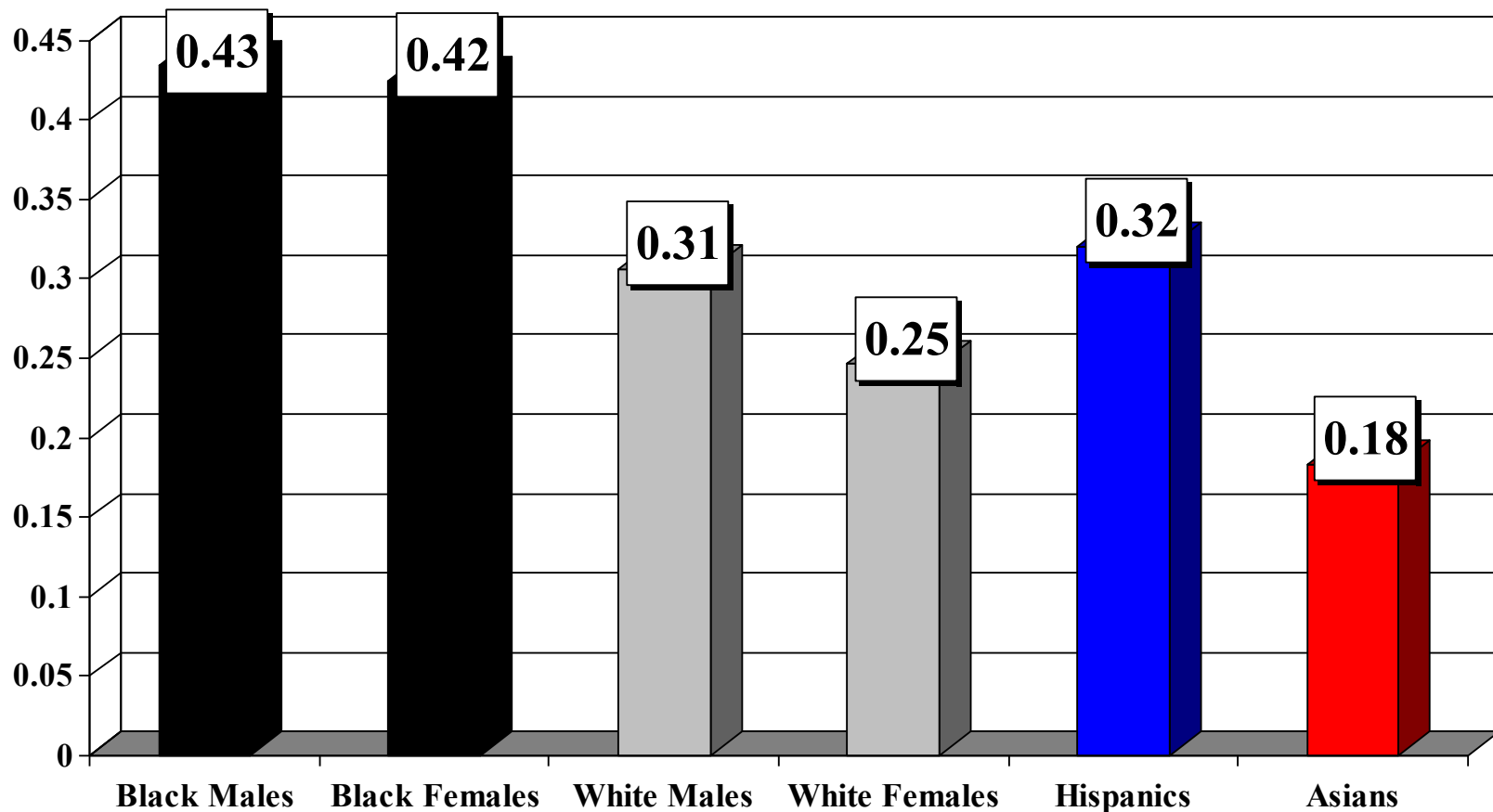
9. *If you don't understand something, my teacher explains it another way.*
10. *My teacher has several good ways to explain each topic that we cover.*

[Ron Ferguson -- HGSE]

# Varying instruction affects class-to-class differences in the same students'

## BEHAVIOR.

The chart shows race and gender patterns for middle & high school students, based on surveying the same students in multiple classrooms. The instructional quality index is based on ten measures of classroom conditions and omits the student's own response from the classroom composite. (Effect sizes in standard deviations)

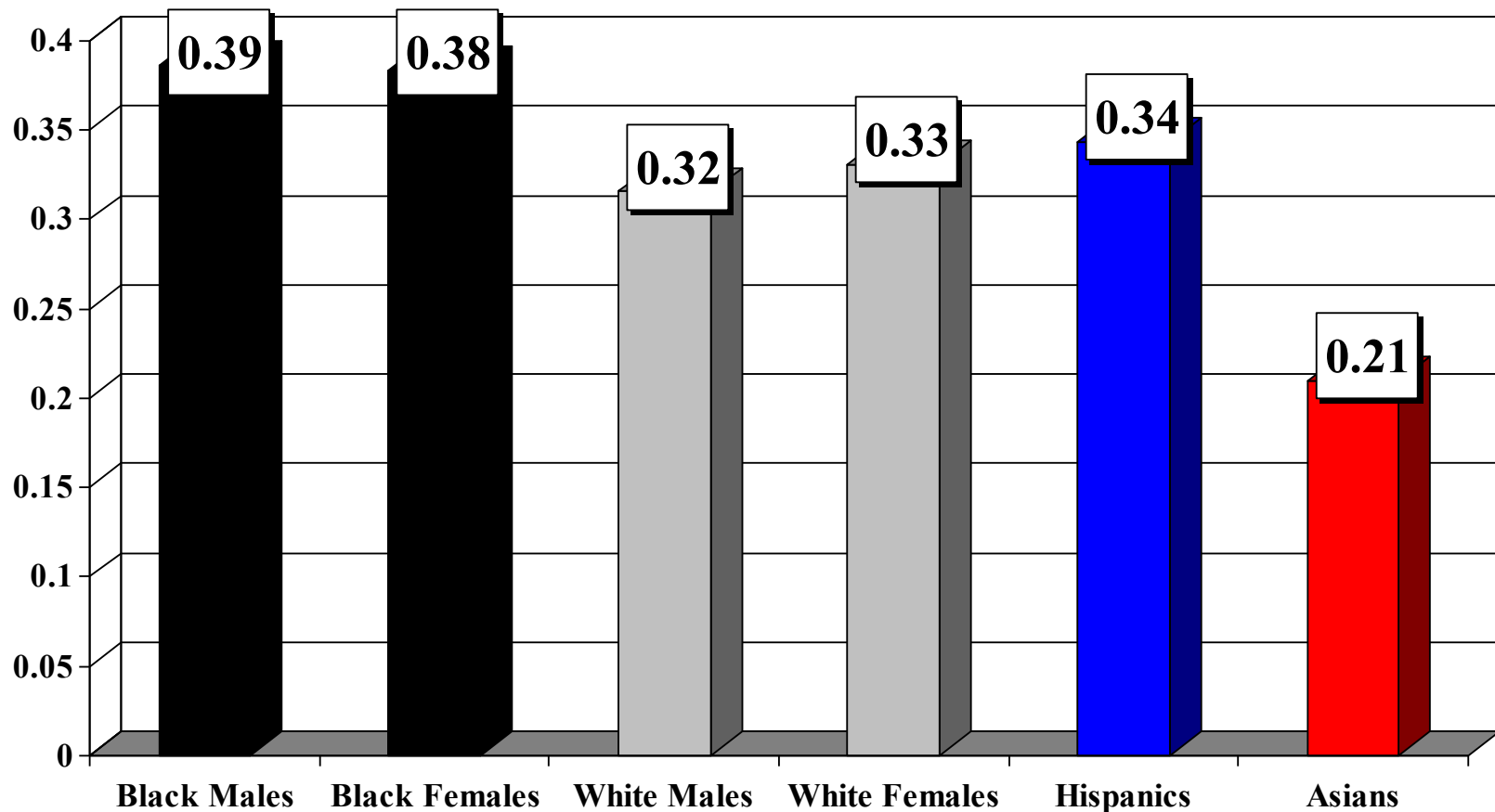


**Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.**

# Varying instruction affects class-to-class differences in the same students'

## CLASS ATTENDANCE AND PUNCTUALITY.

The chart shows race and gender patterns for middle & high school students, based on surveying the same students in multiple classrooms. The instructional quality index is based on ten measures of classroom conditions and omits the student's own response from the classroom composite. (Effect sizes in standard deviations)

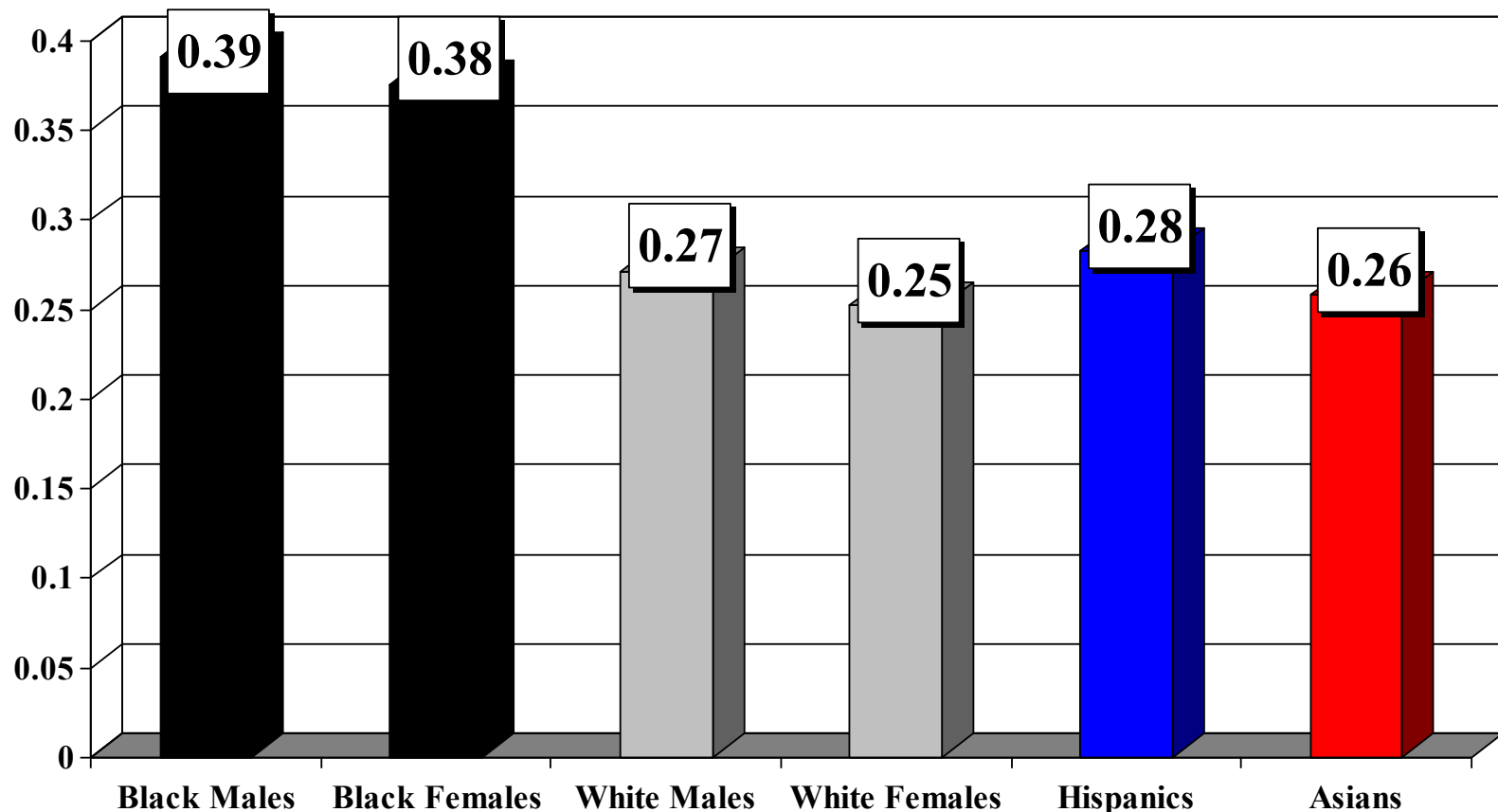


**Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.**

# Varying instruction affects class-to-class differences in the same students'

## SENSE OF EFFICACY.

The chart shows race and gender patterns for middle & high school students, based on surveying the same students in multiple classrooms. The instructional quality index is based on ten measures of classroom conditions and omits the student's own response from the classroom composite. (Effect sizes in standard deviations)

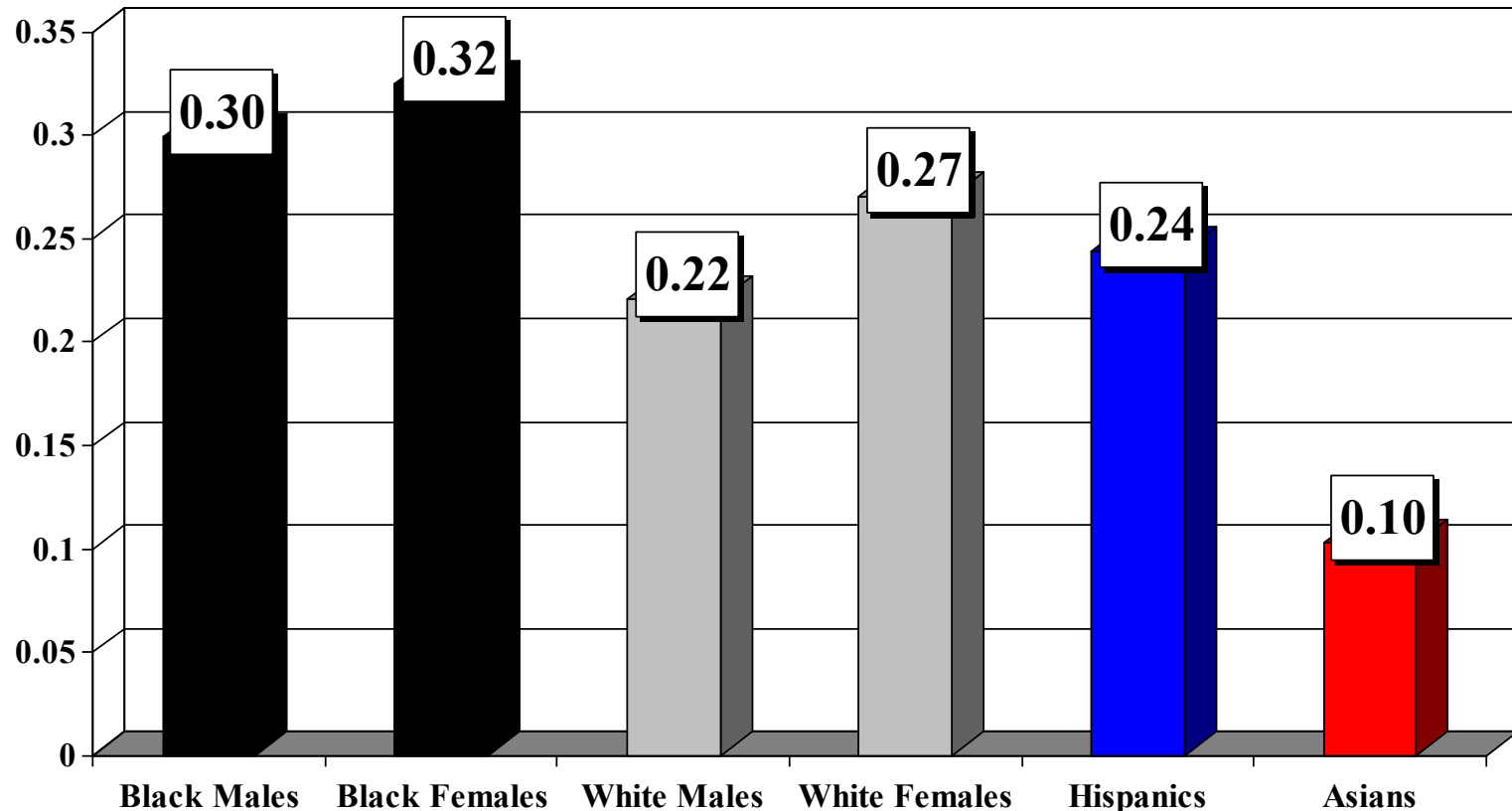


**Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.**

# Varying instruction affects class-to-class differences in the same students'

## HOMEWORK COMPLETION.

The chart shows race and gender patterns for middle & high school students, based on surveying the same students in multiple classrooms (student fixed effects). The instructional quality index is based on ten measures of classroom conditions and omits the student's own response from the classroom composite. (Effect sizes in standard deviations)



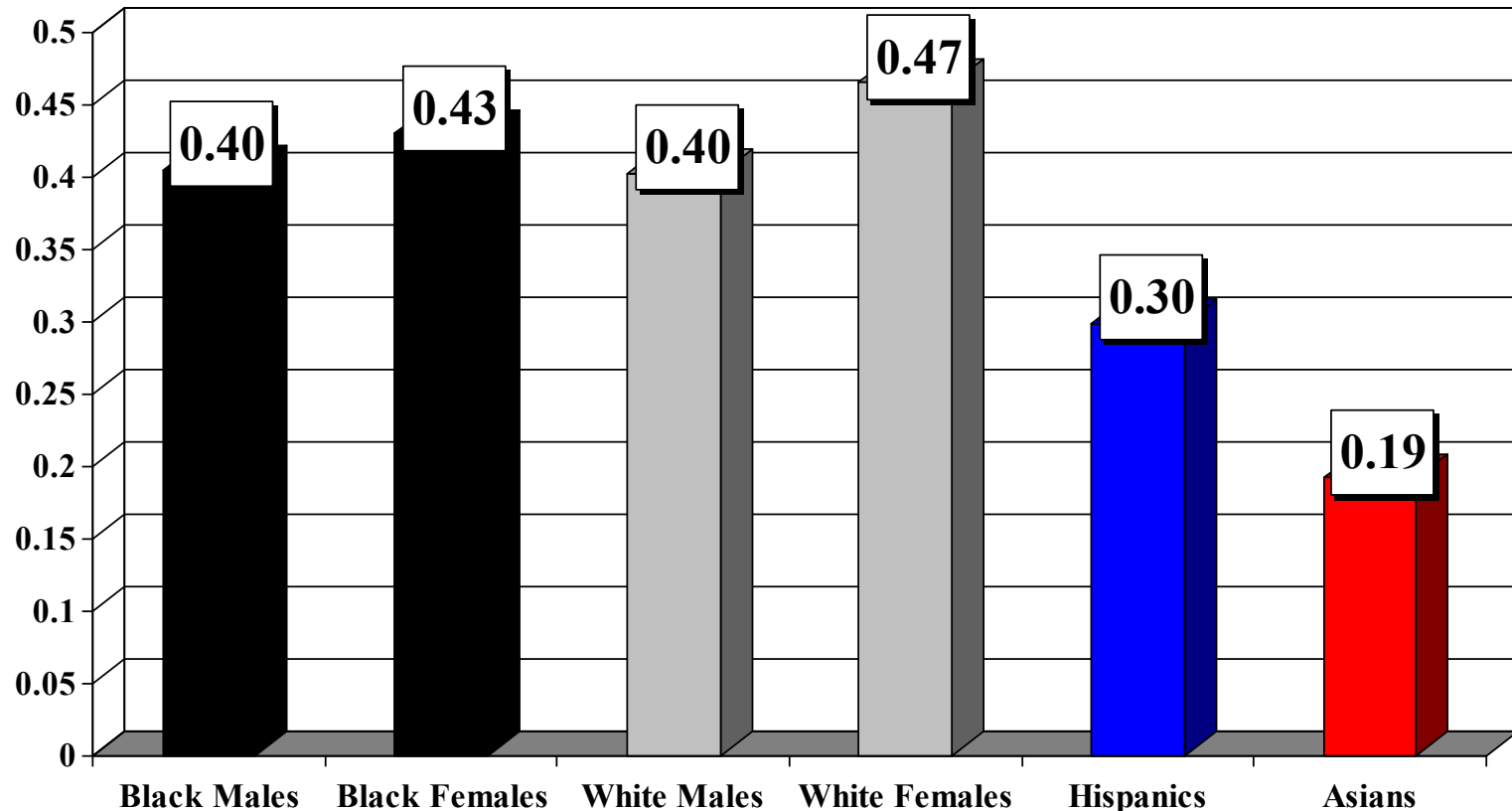
**Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.**



# Varying instruction affects class-to-class differences in the same students'

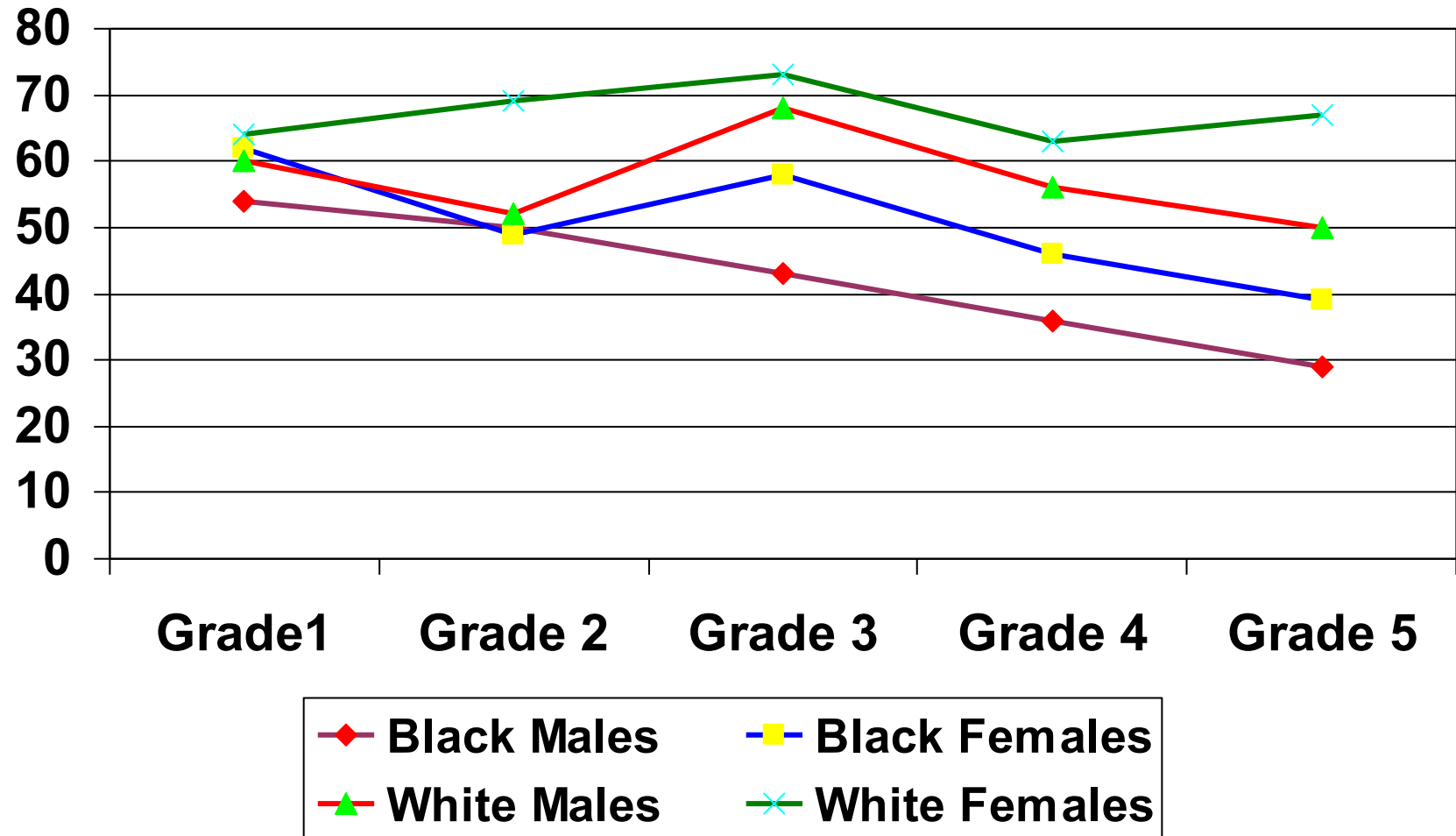
## WILLINGNESS TO SEEK HELP FROM THE TEACHER.

The chart shows race and gender patterns for middle & high school students, based on surveying the same students in multiple classrooms (student fixed effects). The instructional quality index is based on ten measures of classroom conditions and omits the student's own response from the classroom composite. (Effect sizes in standard deviations)



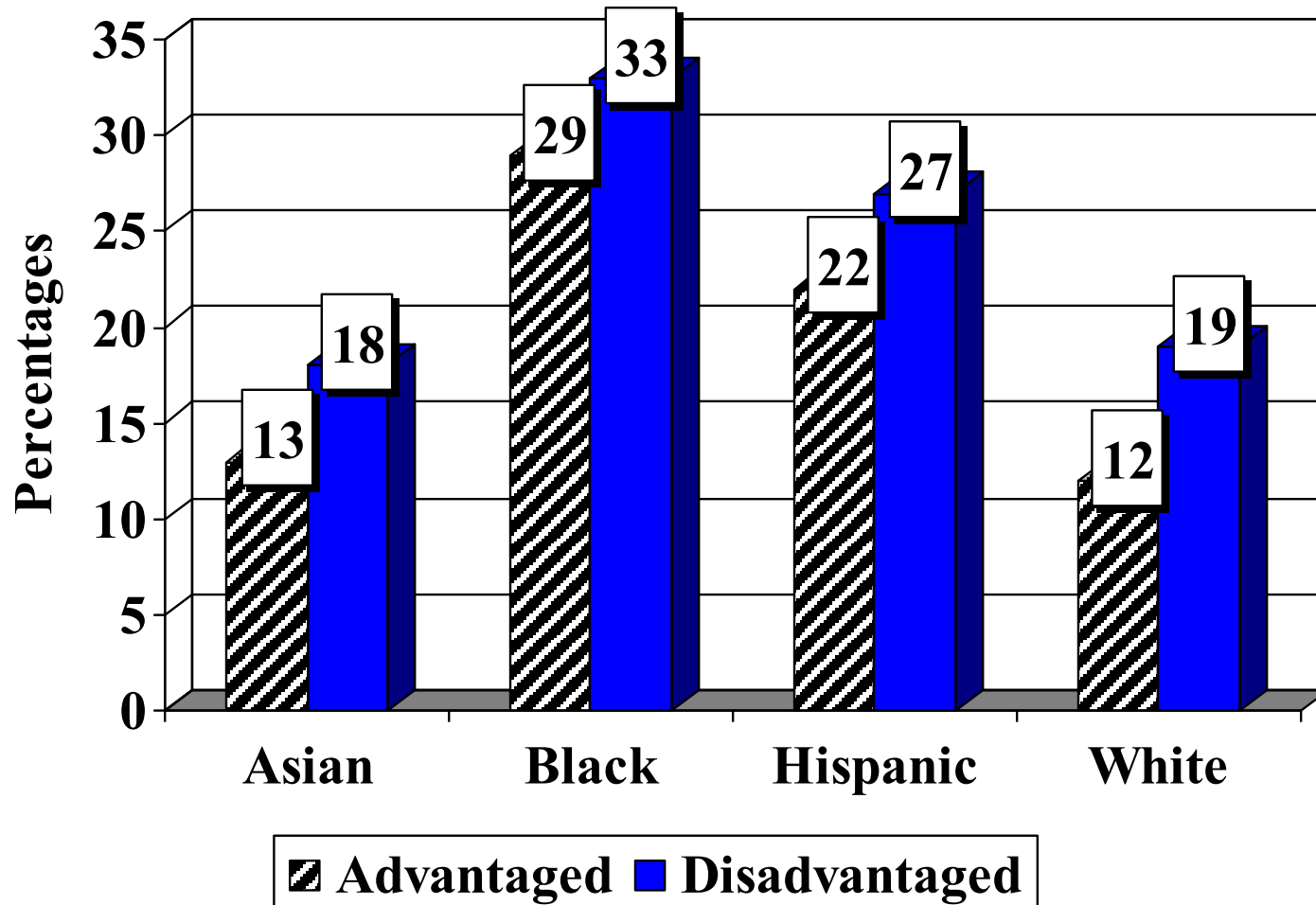
Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

# Percentages who agree, “I read almost everyday at home.” (“Yes,” instead of “Maybe” or “No.”) (Grades 1-6)



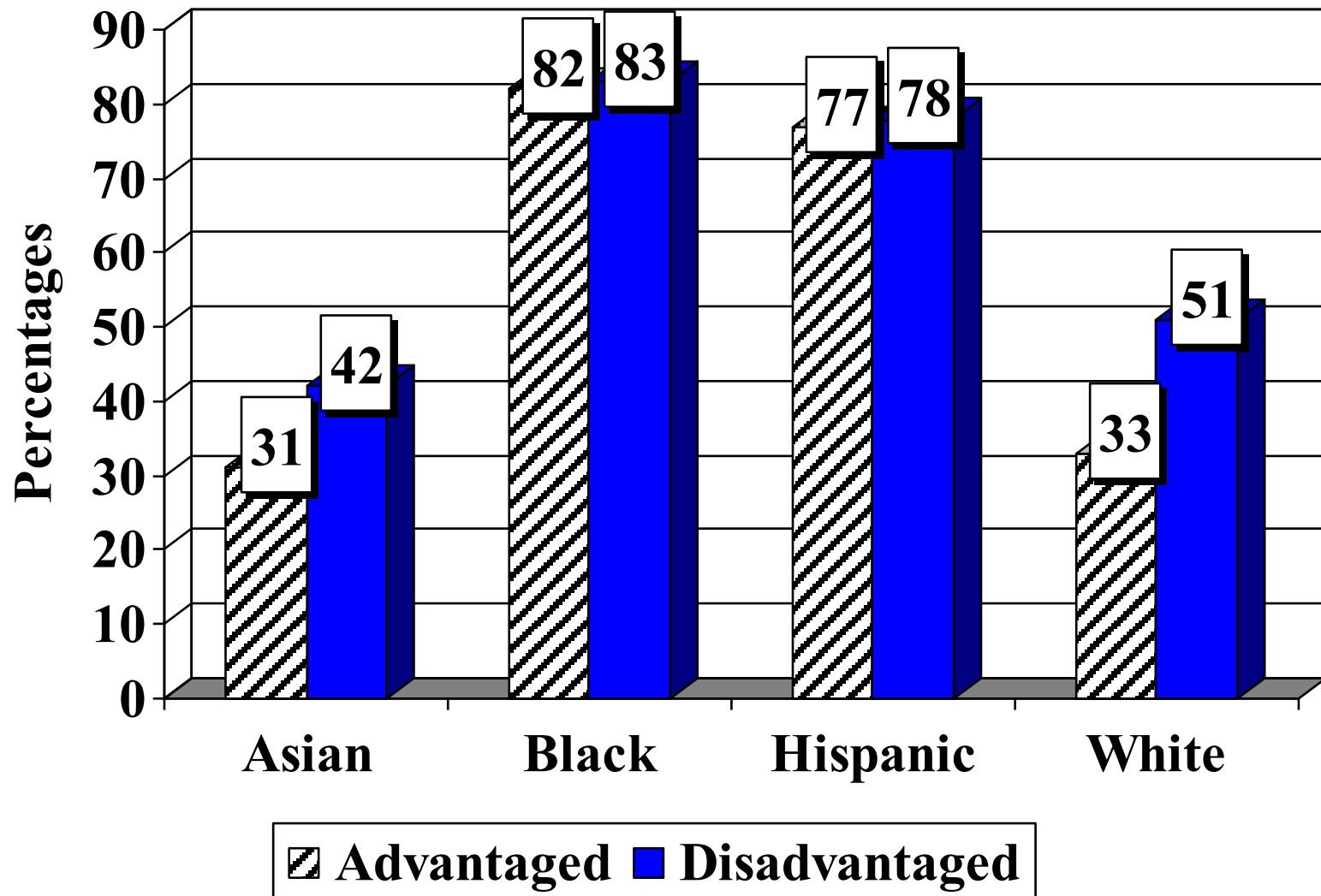
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. “**Advantaged**” students have (by our definition) *at least one computer in the home AND are not from single parent households*; others are labeled “**Disadvantaged**.” Advantaged: Asian, N=688; Black, N=1360; Hispanic, N=567; White, N=2650. Disadvantaged: Asian, N=103; Black=944; Hispanic=285; White=337.

At home, I watch television more than I do anything else.  
("Yes," instead of "Maybe" or "No.") (Grades 1-6)



Source: Calculations by Ron Ferguson, using Tripod Project data for 1<sup>st</sup> to 6<sup>th</sup> graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "**Advantaged**" students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=687; Black, N=1355; Hispanic, N=566; White, N=2652. Disadvantaged: Asian, N=104; Black=936; Hispanic=280; White=335.

# Percentages with televisions in their bedrooms. (Grades 1-6)



Source: Calculations by Ron Ferguson, using Tripod Project data for 1<sup>st</sup> to 6<sup>th</sup> graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. “**Advantaged**” students have (by our definition) *at least one computer in the home AND are not from single parent households*; others are labeled “**Disadvantaged**.” Advantaged: Asian, N=693; Black, N=1364; Hispanic, N=570; White, N=2654. Disadvantaged: Asian, N=105; Black=937; Hispanic=285; White=336.

# Discriminatory “Discipline”

- **Black students are three and a half times more likely to be suspended than white students (Adams, Robelen & Shaw 2012).**
- **Black and Hispanic students receive harsher punishments for the same offenses (Gregory, Skiba & Noguera 2010).**
- **This differential treatment is noticed by students and teachers of all colors, with whites perceiving disparities as unintentional or unconscious, while students of color saw it as conscious and deliberate (Skiba et al. 2000, p. 17).**



# Wong, Eccles, and Sameroff (2003)

*Perceived discrimination predicted:*

- **declines in grades, academic self-concepts, self-esteem, and psychological resiliency.**
- **increases in depression and anger.**
- **increases in the proportion of reported friends who were not interested in school and who had problem behaviors.**

# Stronger Racial Identity:

## **Perceived discrimination:**

- **less effect on their self-concept, academic ability, school achievement, or engagement in problem behaviors.**
- **Chose more positive friends.**

# Americans and Social Trust

## Percent with Low Levels of Trust:

- Whites -- 32%
- Hispanics – 53%
- Blacks -- 61%

(Taylor, Funk and Clark, 2007)

## **Implementing for Racial Equity**

- **Rigorous Standards, Differentiated Resources**
- **Concentration of leadership talent.**
- **Stabilize teaching forces –three –year agreement.**
- **Specific achievement metrics for minority students.**
- **Talking about Race, Working on Practice.**
- **Study Circles on race and ethnicity –parents, teachers, ethnicity.**

## BETTER RACIAL ENVIRONMENT

- A. Sense of inclusion/ trust ( discipline policies, tracking, extra- curriculars, impersonal teacher –student relationships, community involvement.)*
- B. Low expectations of adults and institutions (including tracking) .**
- C. Race on the table/ not colorblind.**
- D. Equity-focused distribution of resources; including teachers.**
- E. Build race/ethnicity into the curriculum.*
- F. No racialized space or programming.**
- G. Insensitivity to vulnerabilities of gender.*

# **RACIALLY STRONGER KIDS**

- A. Develop strong sense of fate control/ effort optimism.**
- B. Racial socialization.**
- C. Negative peer relations ( internalized racism - Valenzuela).**
- D. Strengthened capacity of social critique (gender).**

## The Student Side: Getting Schools Ready for Instruction

- Improving civility and order.
- Reduce student mobility.
- Improve student attendance.
- Monitor time utilization.



# Attendance 101:

- Chronic absenteeism – missing 10% or more of school days.
- Nationally, perhaps 10% of students are chronically absent, rising to 33% in low-income urban areas.
- Apparent impact on achievement twice as large for low-income students.
- Math achievement seems especially sensitive to attendance.
- Attendance is worst among the youngest (pre-school, K) and oldest (high school).
- Concentrated in certain schools.

# The Teacher Side

- Reducing teacher mobility (Chicago elementaries: 50% every 4 years)
- Improve Teacher Attendance (i.e., Fridays, Mondays).
- Monitor Teacher Time utilization.

## **Teacher Vulnerability**

- **Unsupportive colleagues.**
- **Arbitrary, unsupportive and unskilled leadership.**
- **Physical danger.**
- **Unruliness, misbehavior.**
- **Unsupportive, disconnected parents.**

## High Quality Extra- Curriculars

- lower rates of academic failure and school leaving.
- better attendance.
- more satisfaction with the school experiences.
- better rates of college attendance, especially for low-achieving children.
- lower rates of various anti-social behaviors.
- the development of better social skills and of better skill at conflict resolution

( Mahoney, Reed and Eccles 2005;Eccles and Templeton 2002; Shumow 2002).

# The Most Vulnerable?

- Special Needs.
- ELL
- Homeless children.
- Court –involved students.

- “The research indicates that children from high-risk backgrounds have both the most to gain from after-school programs in terms of educational opportunity and the least access to after-school programs.” (Shumow 2002).

Let us put our heads  
together and see what  
life we will make for  
our children.

-Tatanka Iotanks  
(Sitting Bull)

