



The Achievement Gap Initiative At Harvard University

Virginia Board of Education's Literacy Policy Summit

Closing the Achievement Gap in Literacy: More Than a Technical Challenge

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Key Words Regarding Human Nature & Change & Leadership

Culture in any entity = Cultivated ways of being.

- Technical vs. Adaptive/Stressful
- Identity/Authenticity/Fit [Code-Switching & Navigating]
- Habits/Routines/Lifestyle
- Change/Loss/Insecurity → Resistance
- Trust: Motives/Competence/Dependability
- Stubborn Determination/Relentlessness

*Let's consider implications for
teachers, parents, & peers.*

Two Engagement Frameworks

Goals

Strategies

Resources

Rewards:

Affiliation

Influence

Achievement

Security

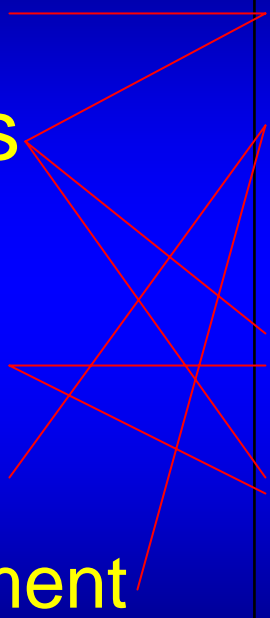
Feasibility

Relevance/Importance

Enjoyment

Supervisory Support & Press

Peer Support



Feasibility: Some Good News

- Black-white and Hispanic-white test score gaps at the high school level for NAEP and SAT scores narrowed dramatically during the 1970s and 1980s, during a period when the gap in high school graduation rates also narrowed.
- The black-white IQ gap narrowed by more than 25 percent between 1972 and 2002.
- There are virtually no differences in mental ability by SES or race/ethnicity at 9-11 months of age in the National ECLS.

Some Bad News

- At the end of the 1980s, black-white and Hispanic-white gaps for high school students abruptly stopped narrowing for NAEP scores, SAT scores and high school graduation rates.

We Underestimate Everyone's Potential

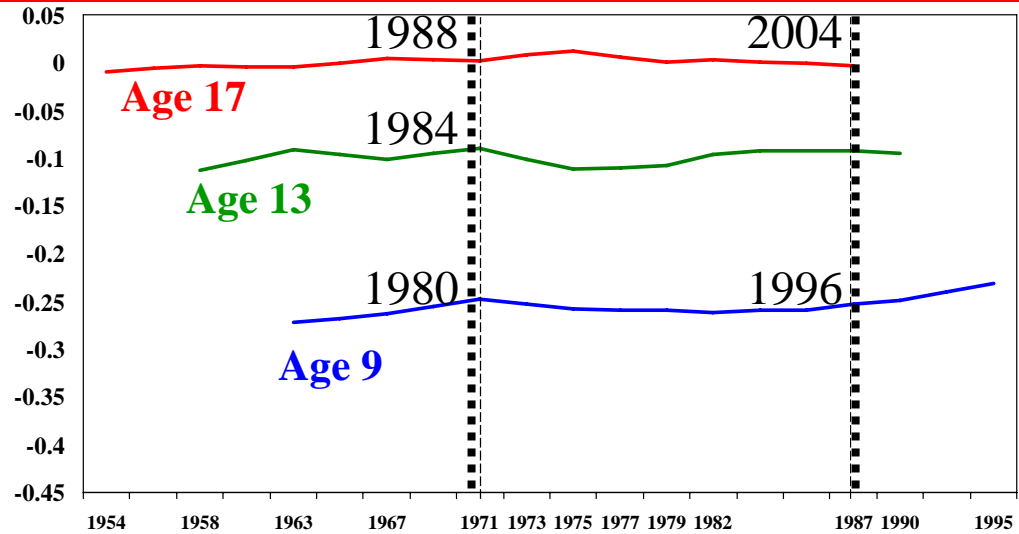
“Any fool can count the seeds in an apple, but only God can count the apples in a seed.” Rev. Robert Schuller

The bounty of the harvest depends upon the effectiveness of cultivation, and the effectiveness of cultivation depends, over time, on the intensity of the search for effective methods and the dedication of effort to help children reach their potential.

Standardized NAEP scores for white 9, 13 and 17-year olds.

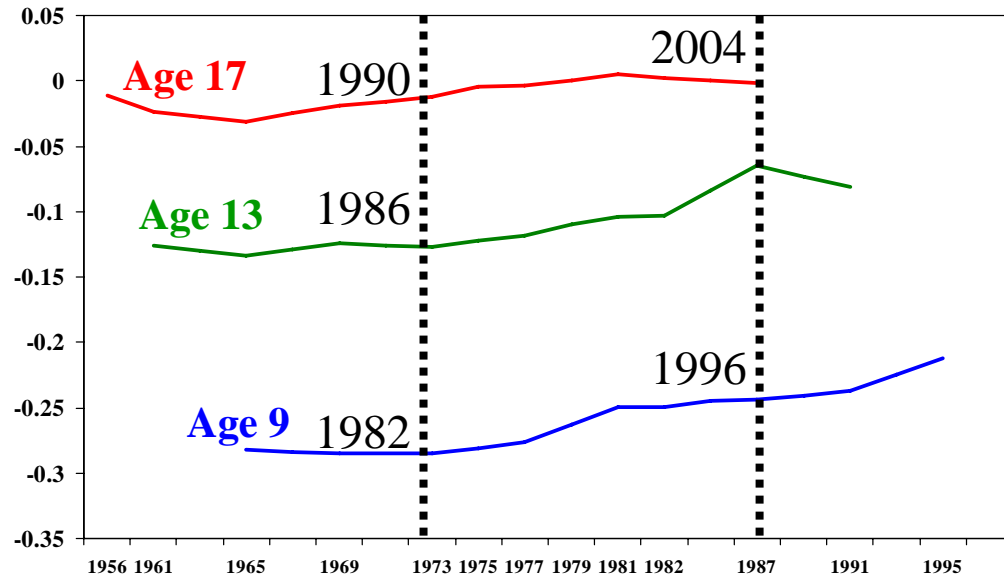
(Distance below 17-year old whites' scores, as a fraction of white 17-Year olds' scores in 1996)

Reading



WHITES

Math



*Note: The horizontal axis is the approximate birth year.

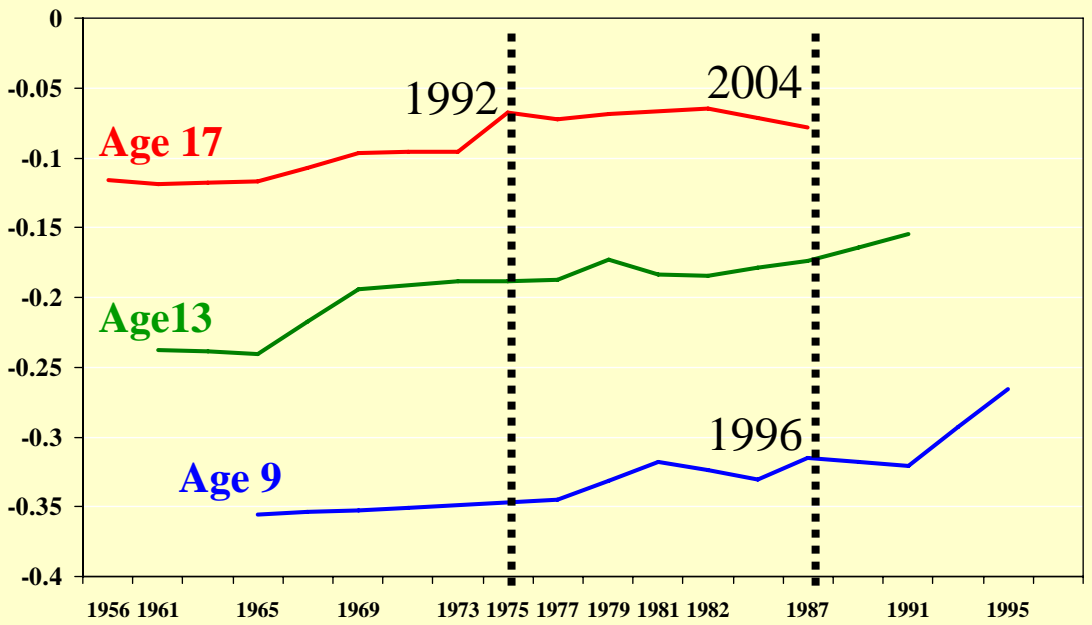
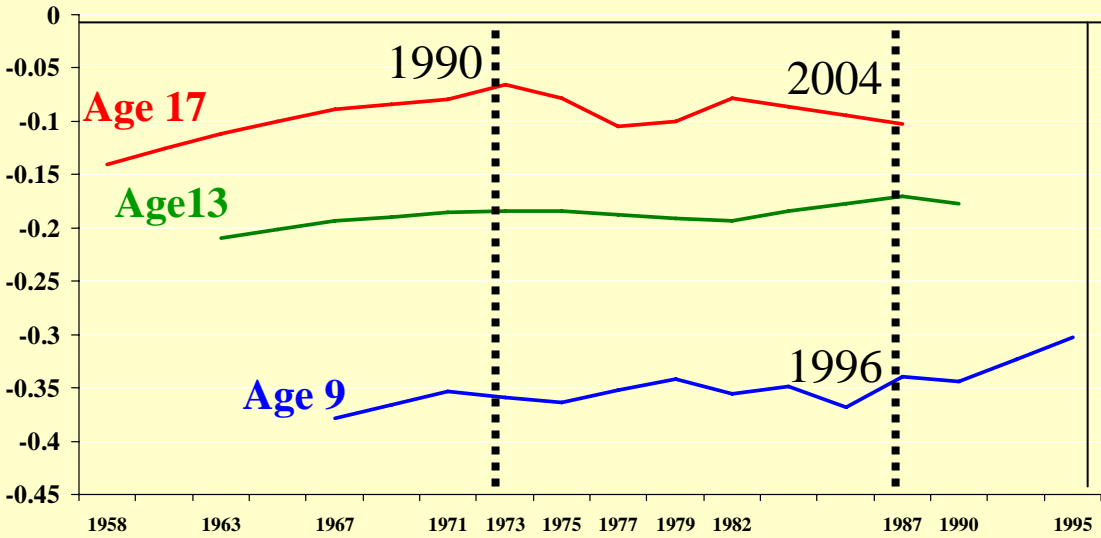
Standardized NAEP reading scores for Hispanic 9, 13 and 17-year olds.

(Distance below 17-Year old whites' Scores, as a fraction of white 17-Year olds' scores in 1996)

Reading

HISPANICS

Math



*Note: The horizontal axis is the approximate birth year.

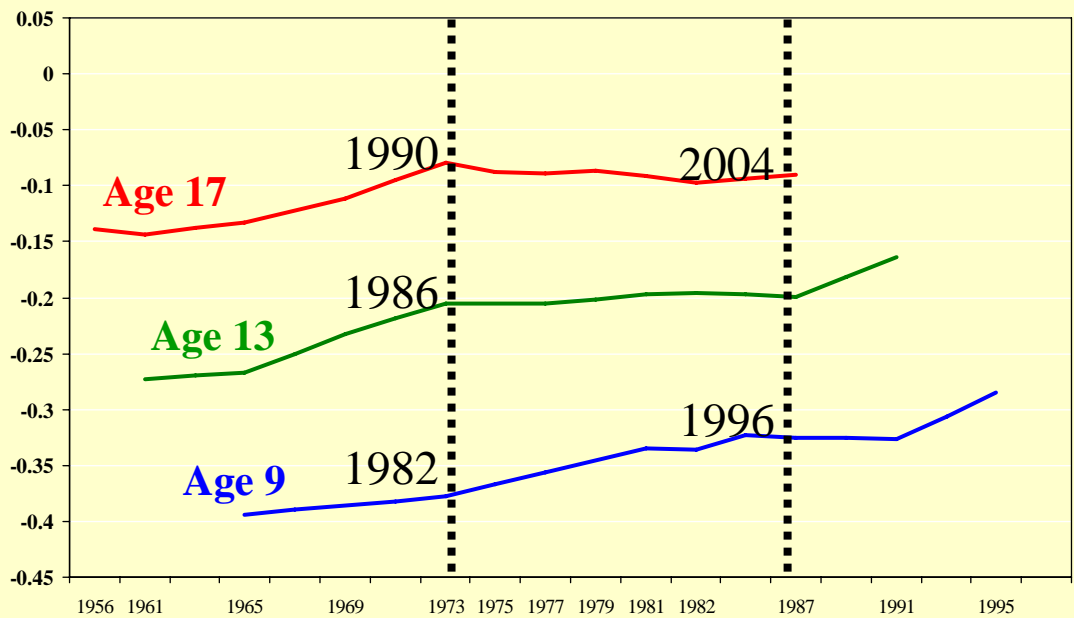
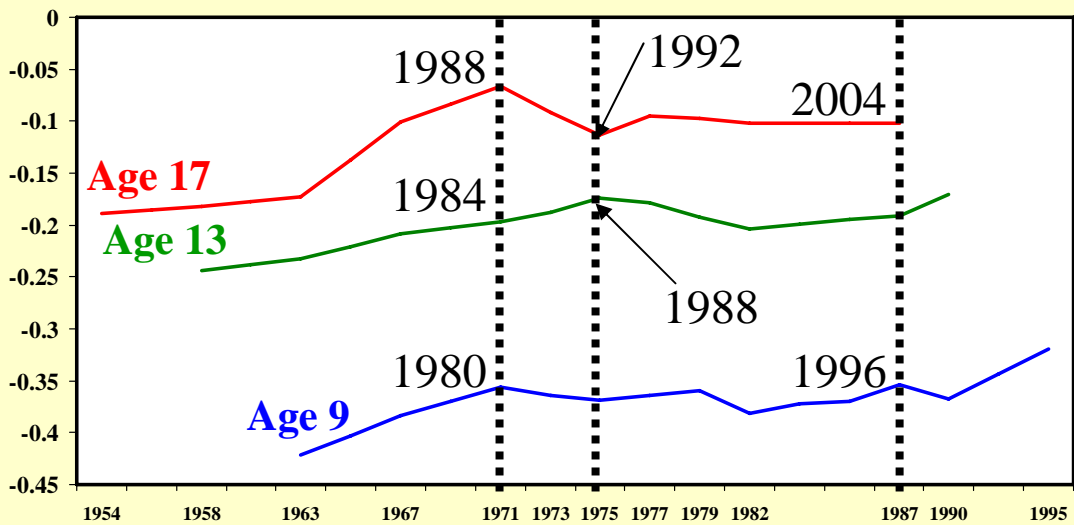
Standardized NAEP scores for black 9, 13 and 17-year olds.

(Distance below 17-year old whites' scores, as a fraction of white 17-Year olds' scores in 1996)

Reading

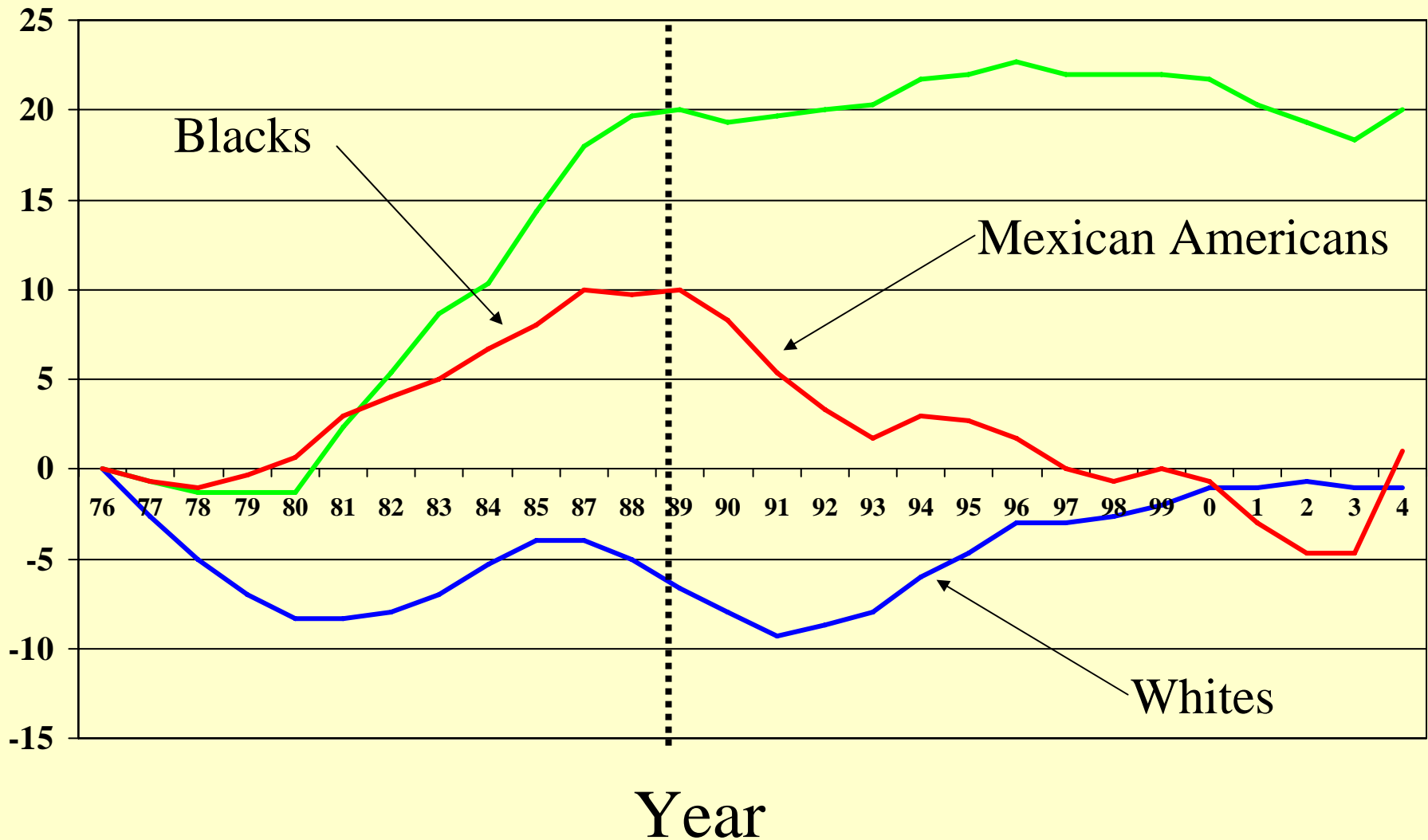
BLACKS

Math

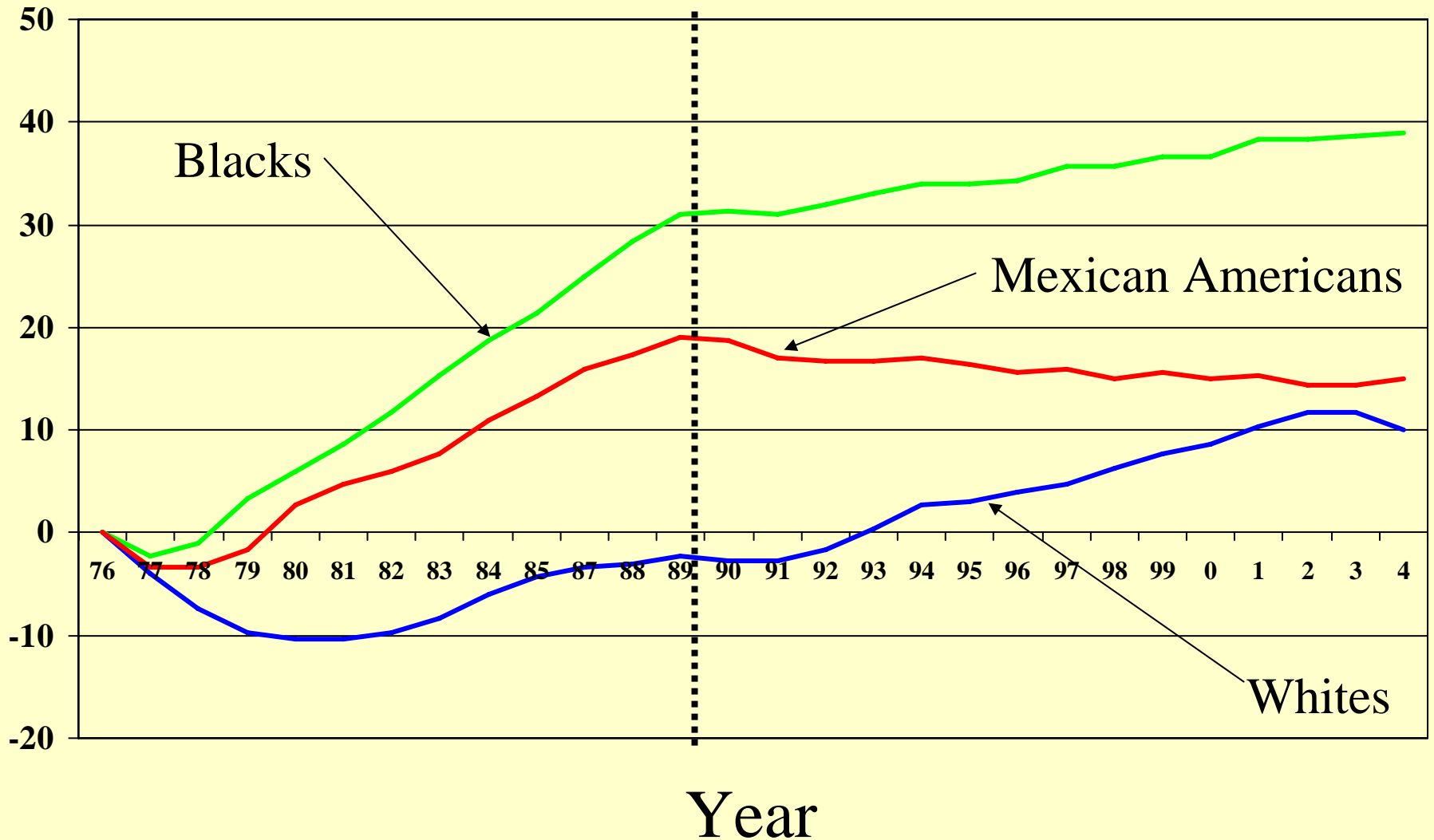


*Note: The horizontal axis is the approximate birth year.

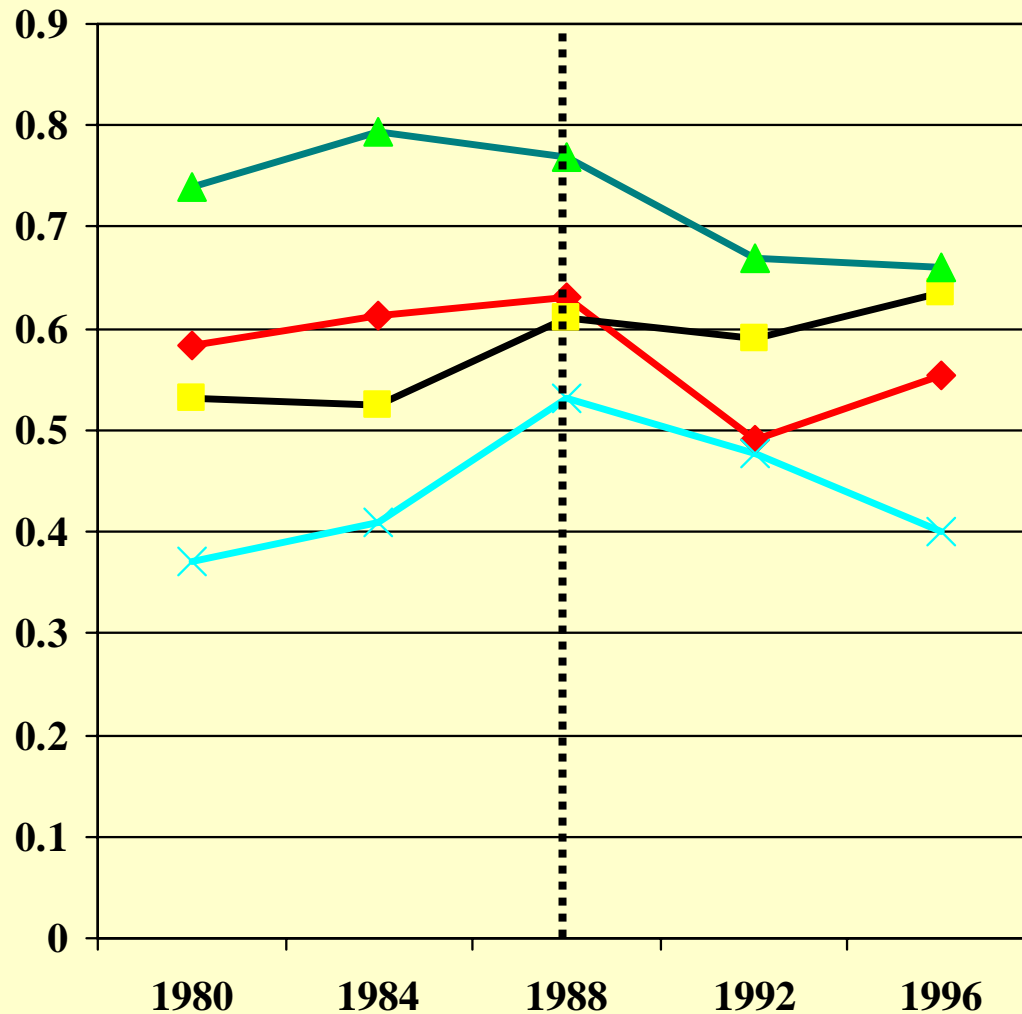
Changes 1976-2004 in SAT Scores by Racial/Ethnic Background. Re-centered in 1996. (Three-Year Moving Averages)



Changes 1976-2004 in SAT Math Scores by Racial/Ethnic Background. Re-centered in 1996. (Three-Year Moving Averages)

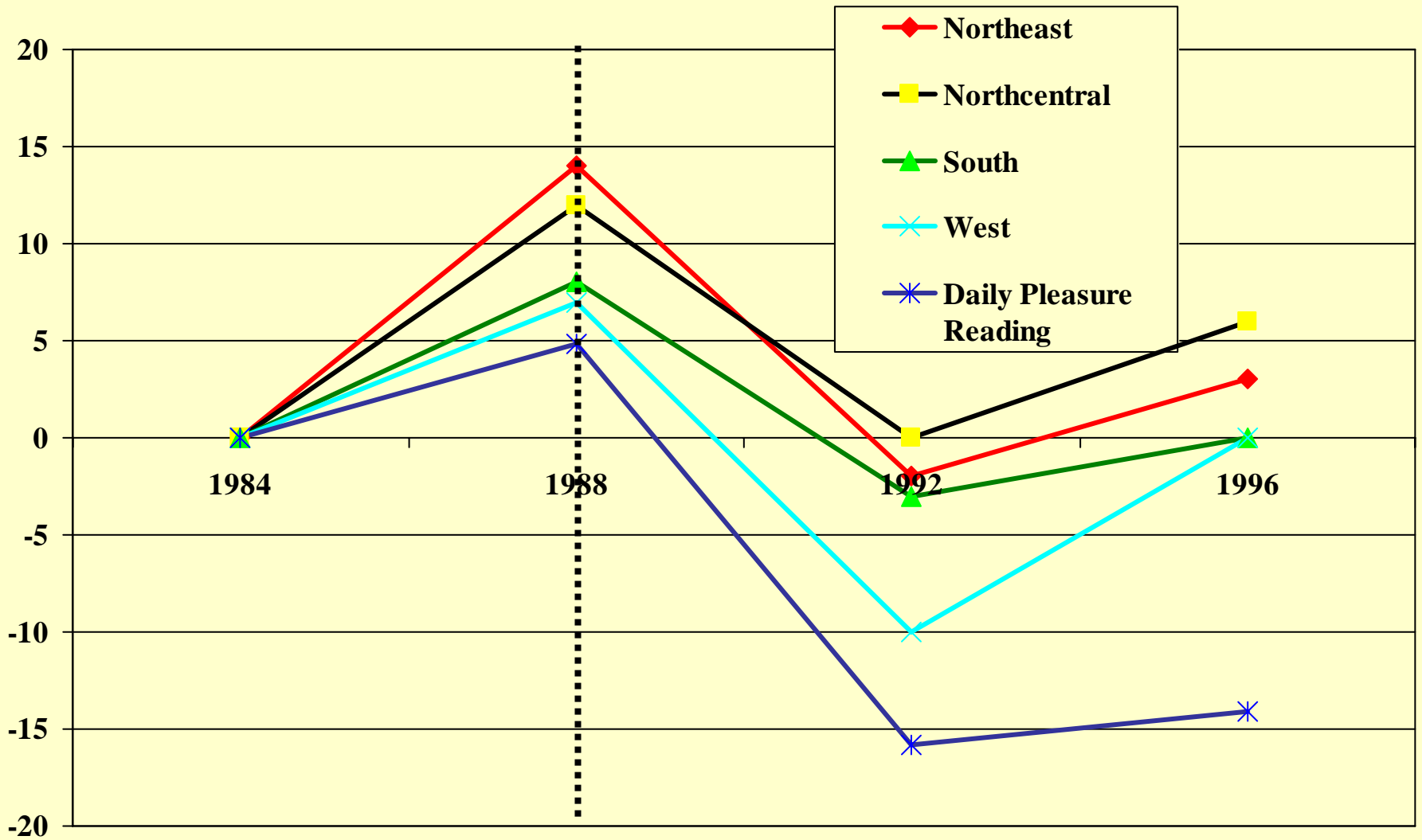


Proportions of African American 12th Graders who Report that they Never Cut Class, by Major U.S. Census Region



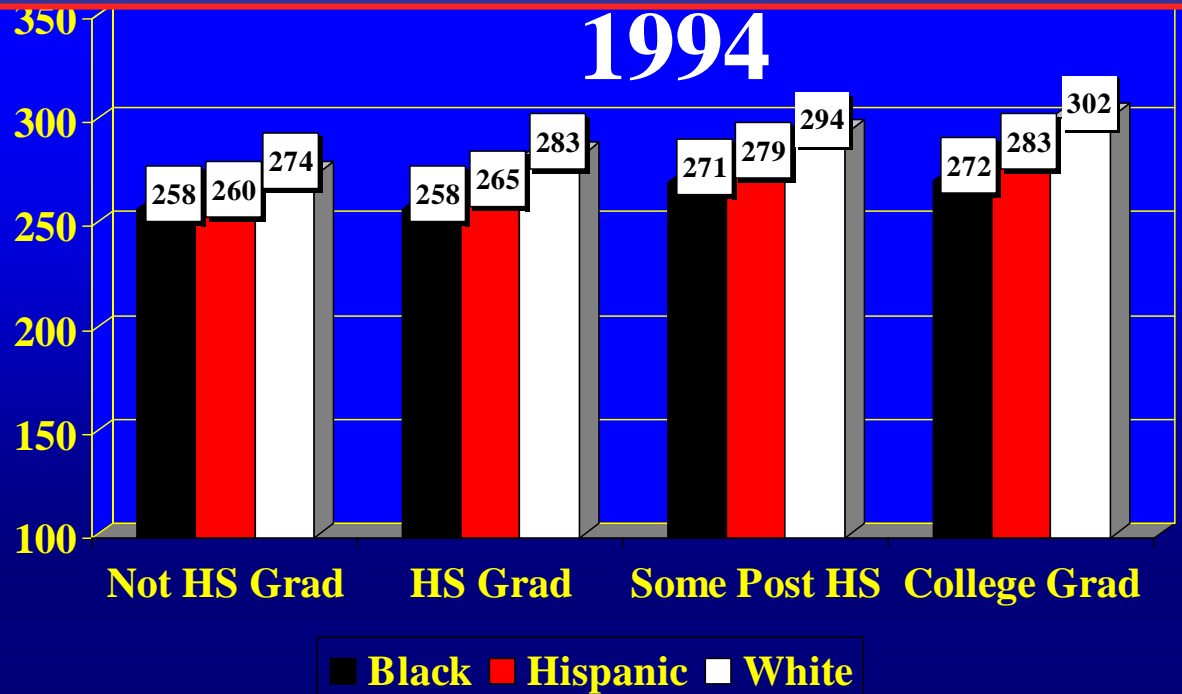
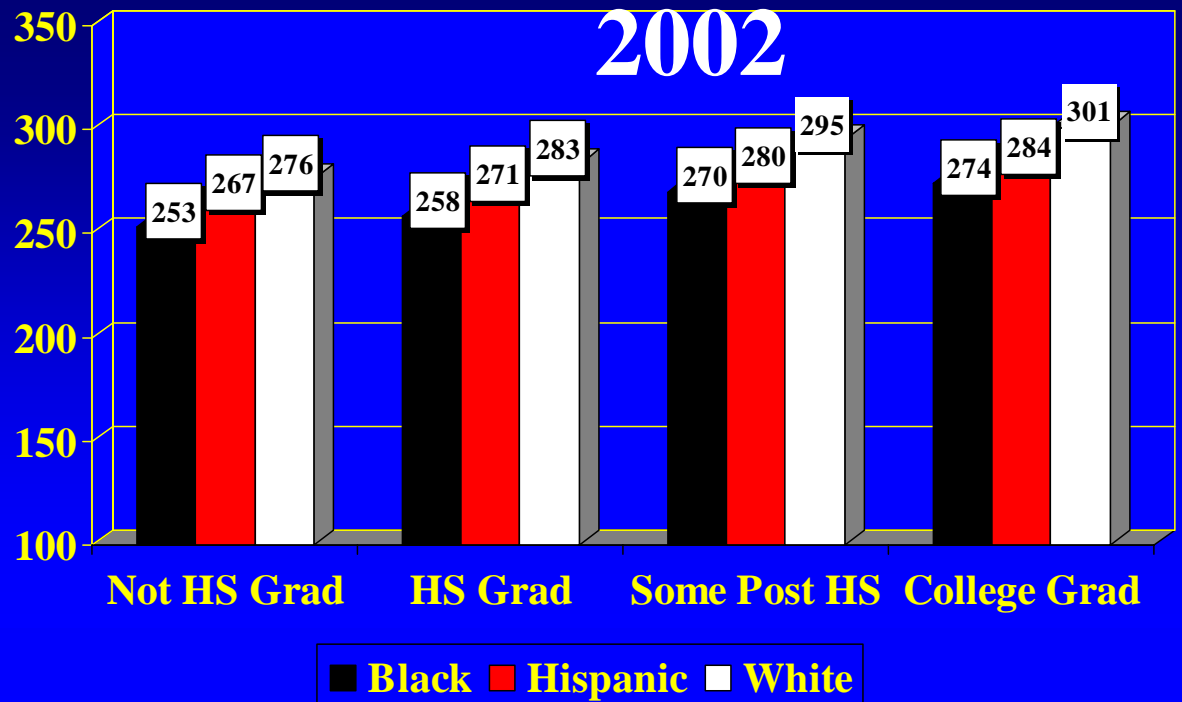
◆ Northeast ■ Northcentral ▲ South × West

Changes from 1984-1996 in black 17-year olds' mean NAEP reading scores, by region, and in the national percentage of black students who read daily or almost daily for pleasure



NAEP Reading Scores for 12th Graders in 1994 and 2002, by Parents' Level of Education

Source: NAEP Reading Report Card for the Nation, U.S. Department of Education, 2002 and 2004.



Conclusions Concerning Trends

- **Black-white and Hispanic-white gaps narrowed dramatically during the 1970s and 1980s, showing clearly that narrowing is possible.**
- **Progress for black and Hispanic teenagers stopped abruptly at the end of the 1980s, with an apparent (and unexplained) shift in youth culture among black teens: leisure reading levels and class attendance both fell.**
- **The birth cohort of black youth that was 13-years old in 1988 had the highest-ever NAEP reading scores as 13-year olds, but then extremely small reading gains by the time they were 17 in 1992. It may be just a coincidence, but 1988-92 was the commercial take-off period for hip-hop and rap music.**
- **The first few years of the present century have shown higher scores and smaller racial gaps in the NAEP at 4th and 8th grades, but not at the high school level.**
- **Finally, NAEP data from 1994 and 2002 show that remaining gaps among 12th graders are large at every level of parental education.**

Bar Charts showing the relative importance of specific classroom conditions as predictors of student engagement targets

Classroom Condition Indices (multi-item) Used as Predictors of Engagement Targets

1. Feasibility:

Teacher provides multiple explanations.
After-school help is available.

2. Relevance:

Lessons show connections to real life.

3. Enjoyment:

Teacher makes learning enjoyable

4. Teacher Support and Press:

Teacher provides help and encouragement.
Teacher demands that students work hard.

5. Peer Support:

Peers in class tease one another.

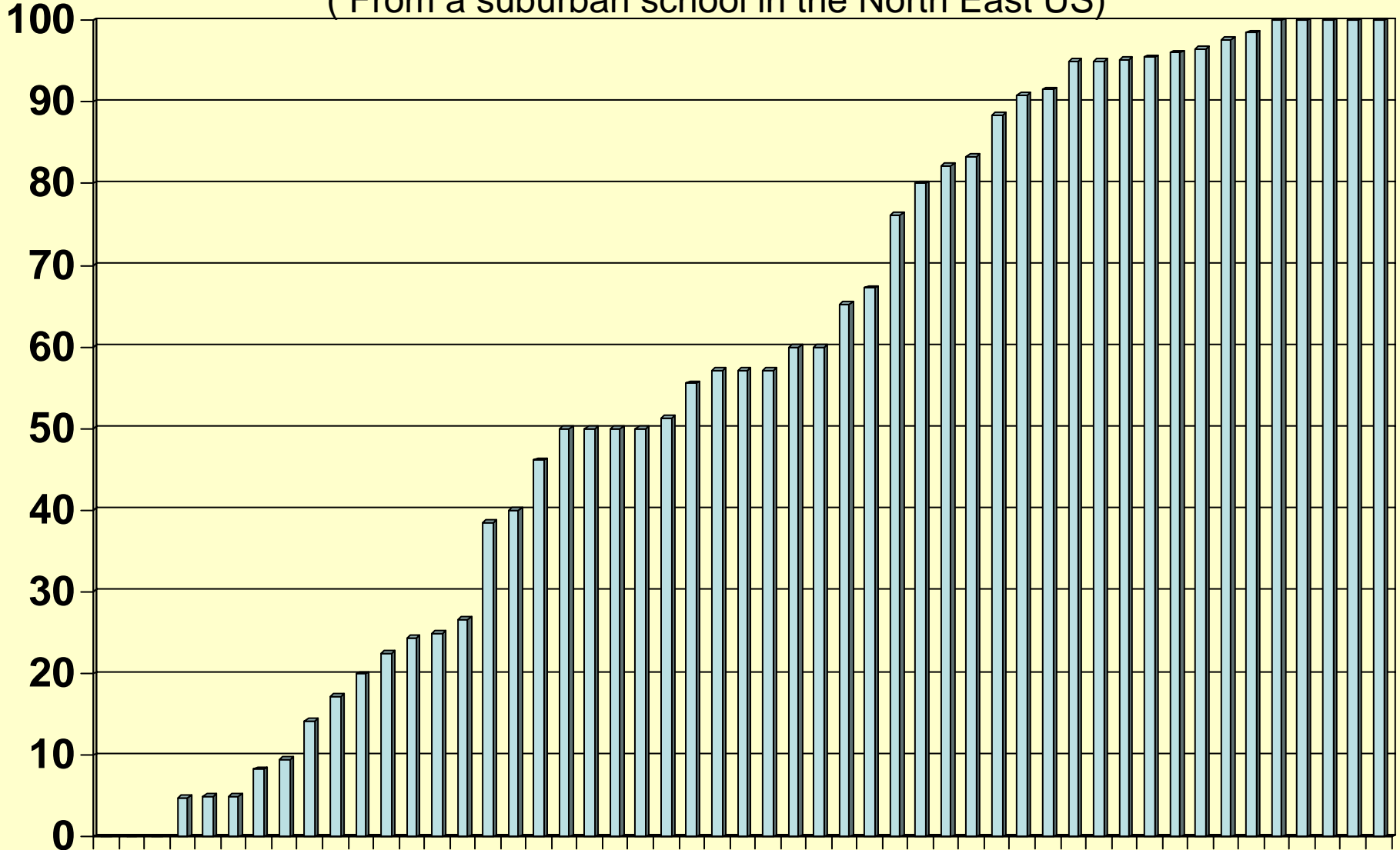
EXAMPLE OF WITHIN-SCHOOL VARIATION

Percent responding “Totally True” or “Mostly True,” to:

“My teacher has several good ways to explain each topic that we cover.”

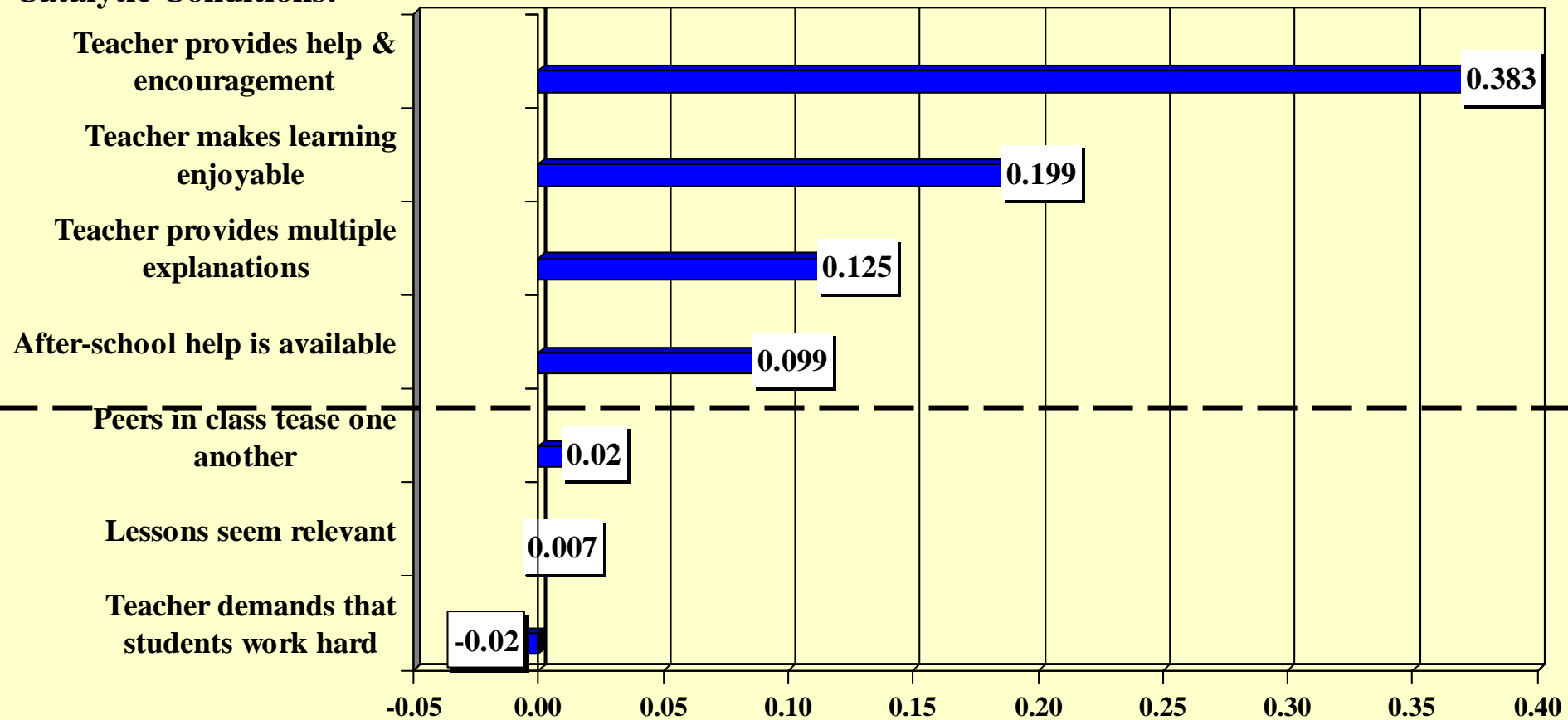
Each bar is a classroom in which at least 5 students responded to the statement.

(From a suburban school in the North East US)



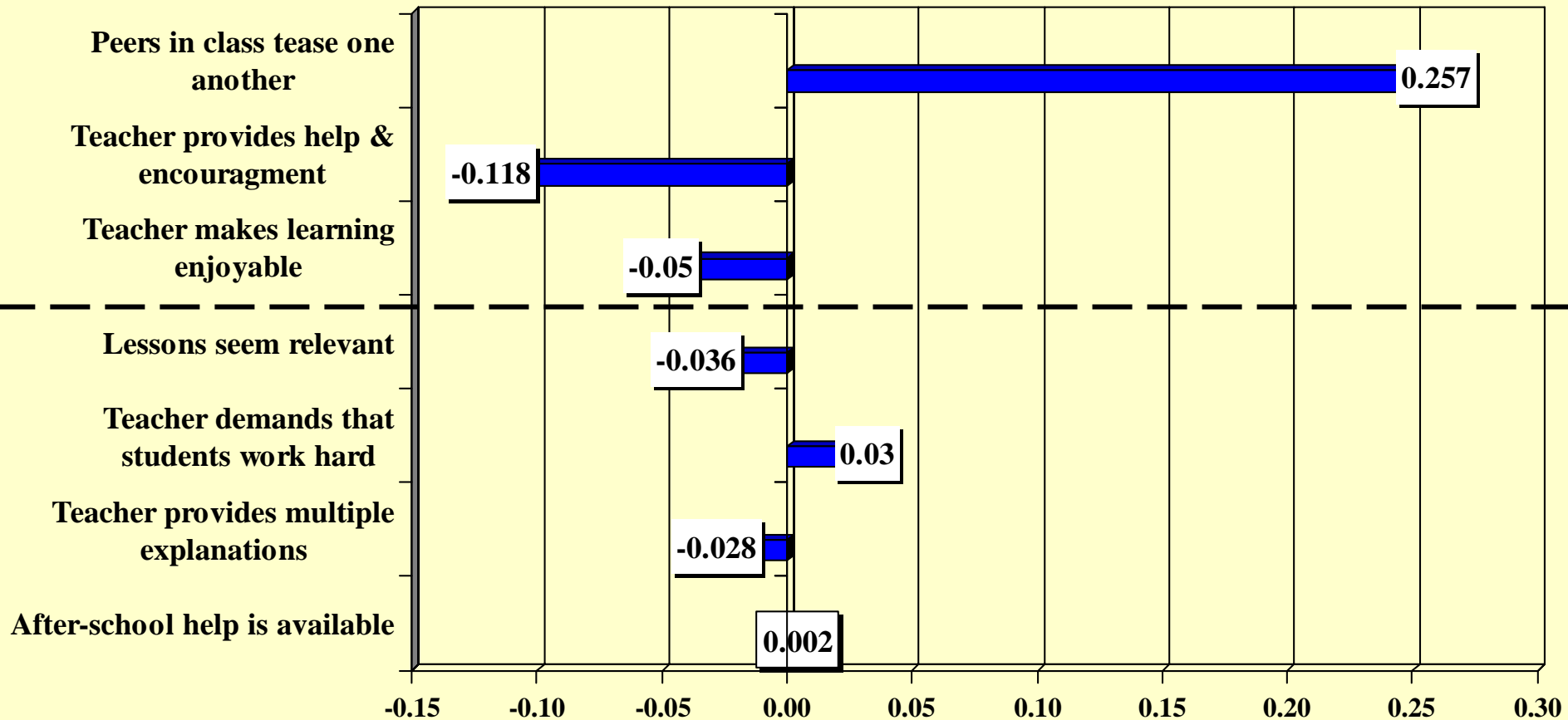
Target 1a: “*My teacher in this class makes me feel that he/she truly cares about me.*” The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



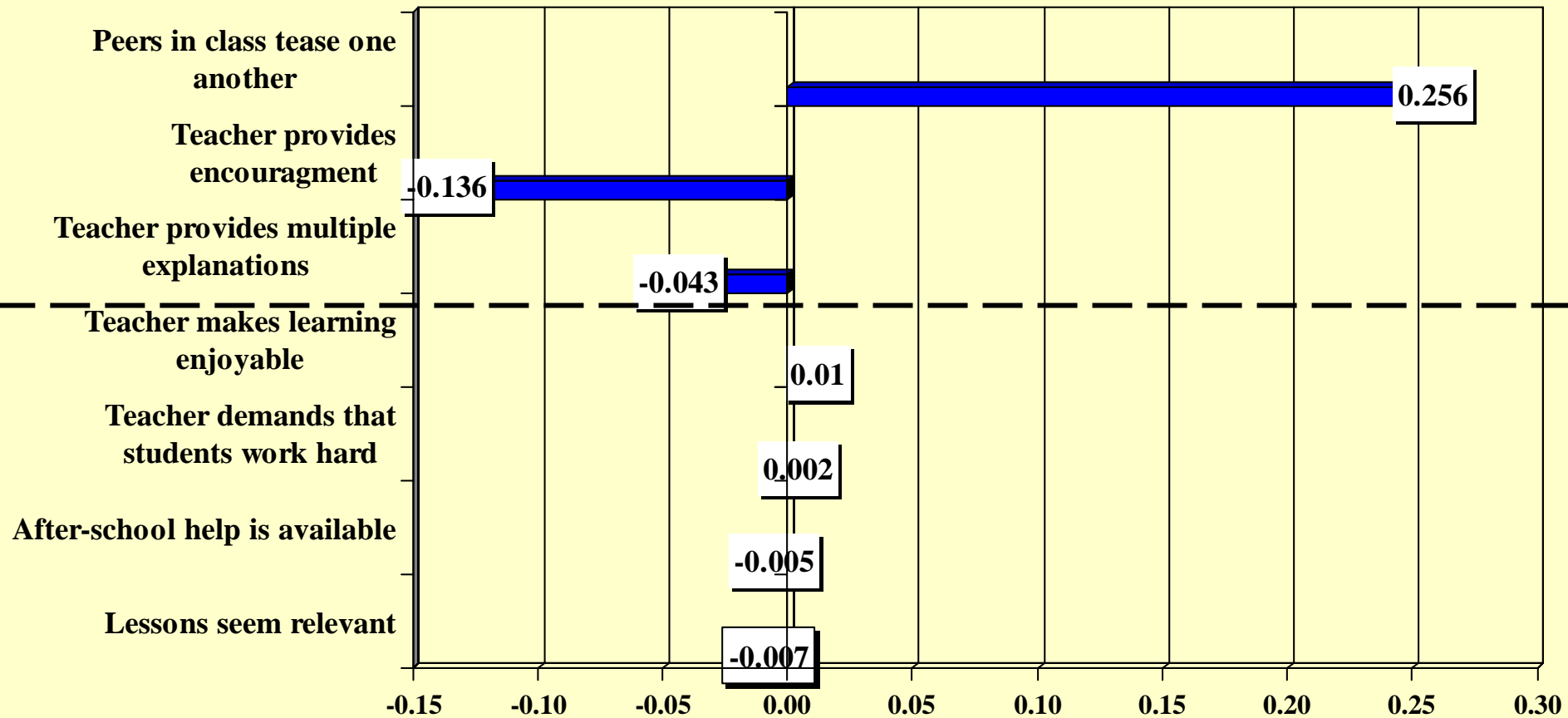
Target 1b: *“I feel out of place in this class, like I don’t really fit in.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above. See text below for additional explanation.

**Measures of
Catalytic Conditions:**



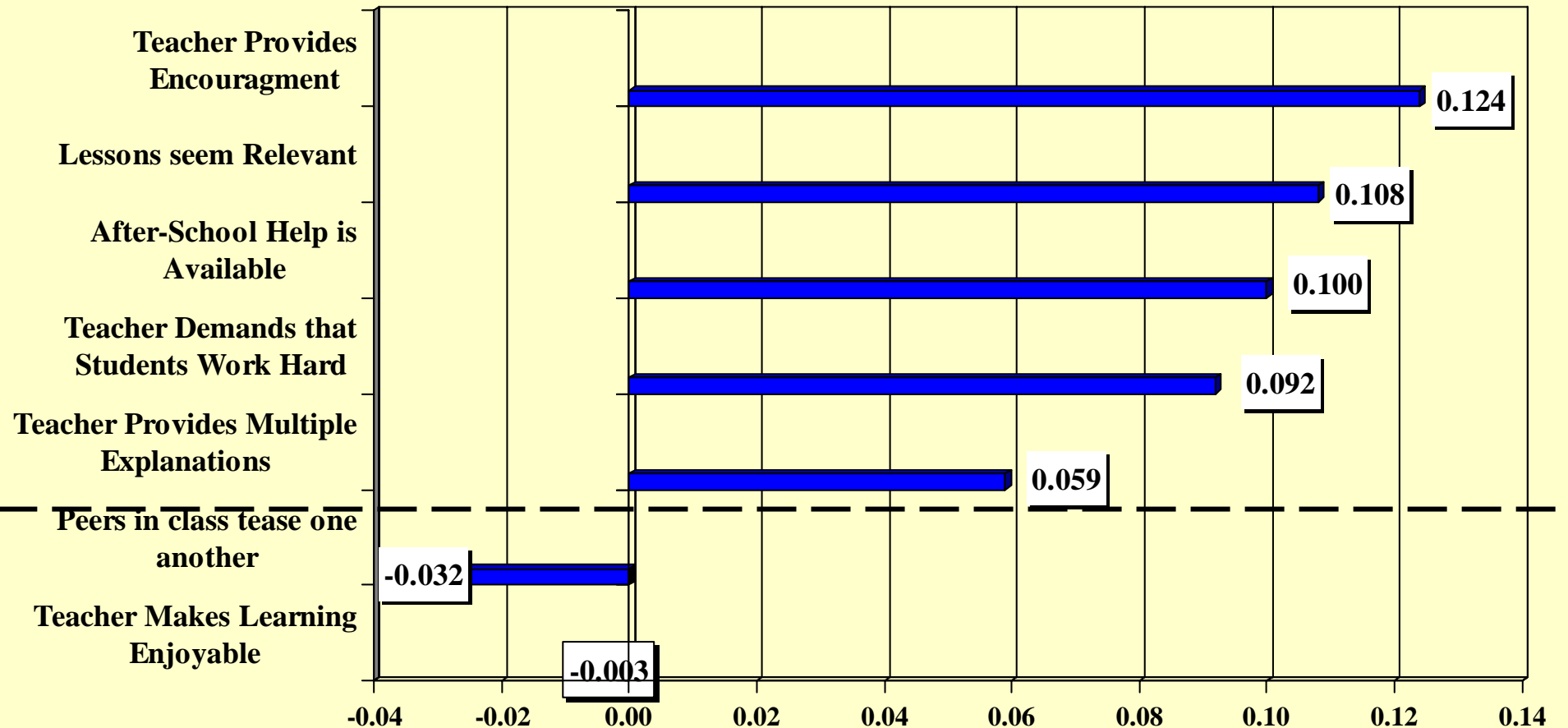
Target 2a: “*My behavior is a problem for the teacher in this class.*” The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



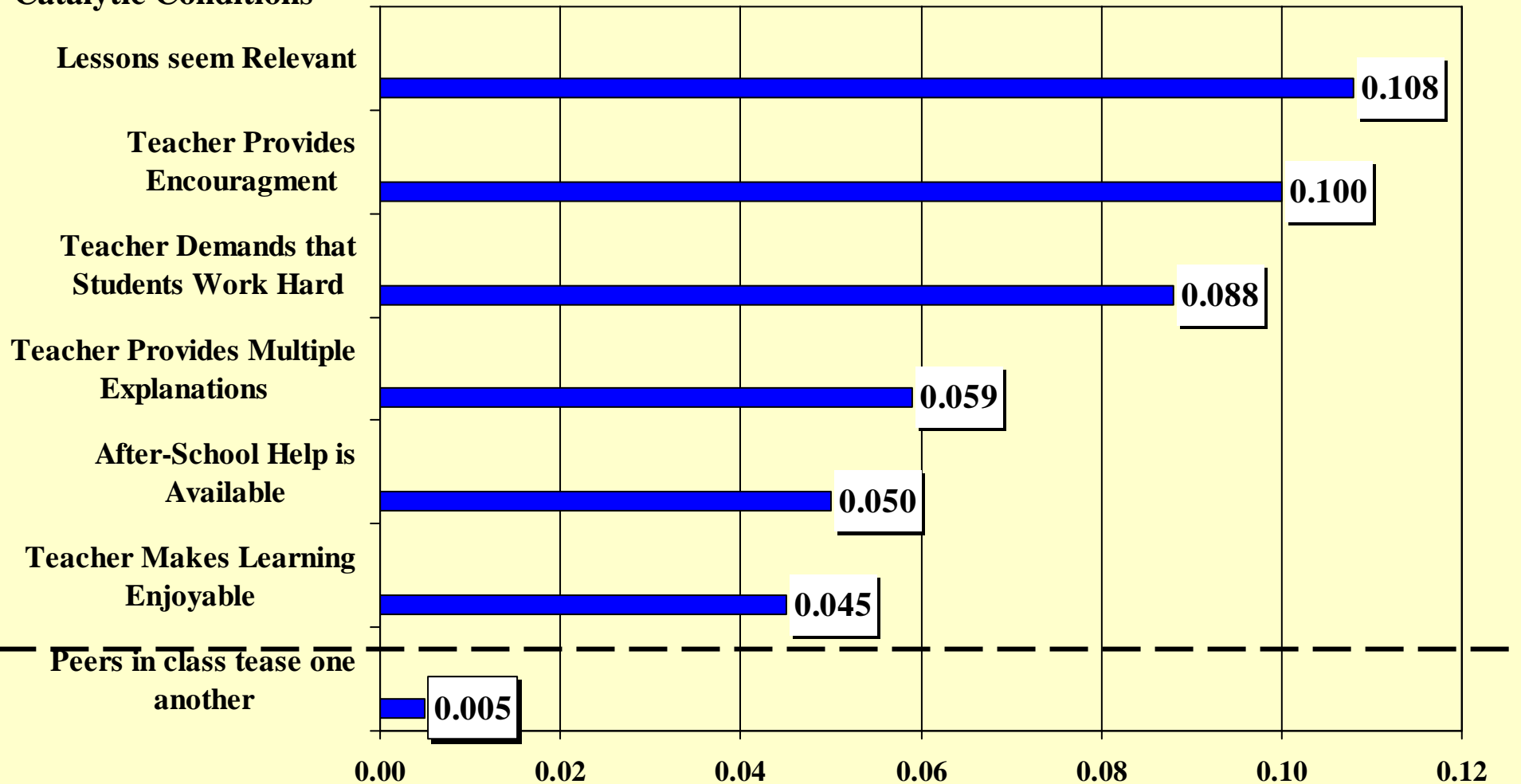
Target 3a: *“In this class, it is important to me to thoroughly understand my class work.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



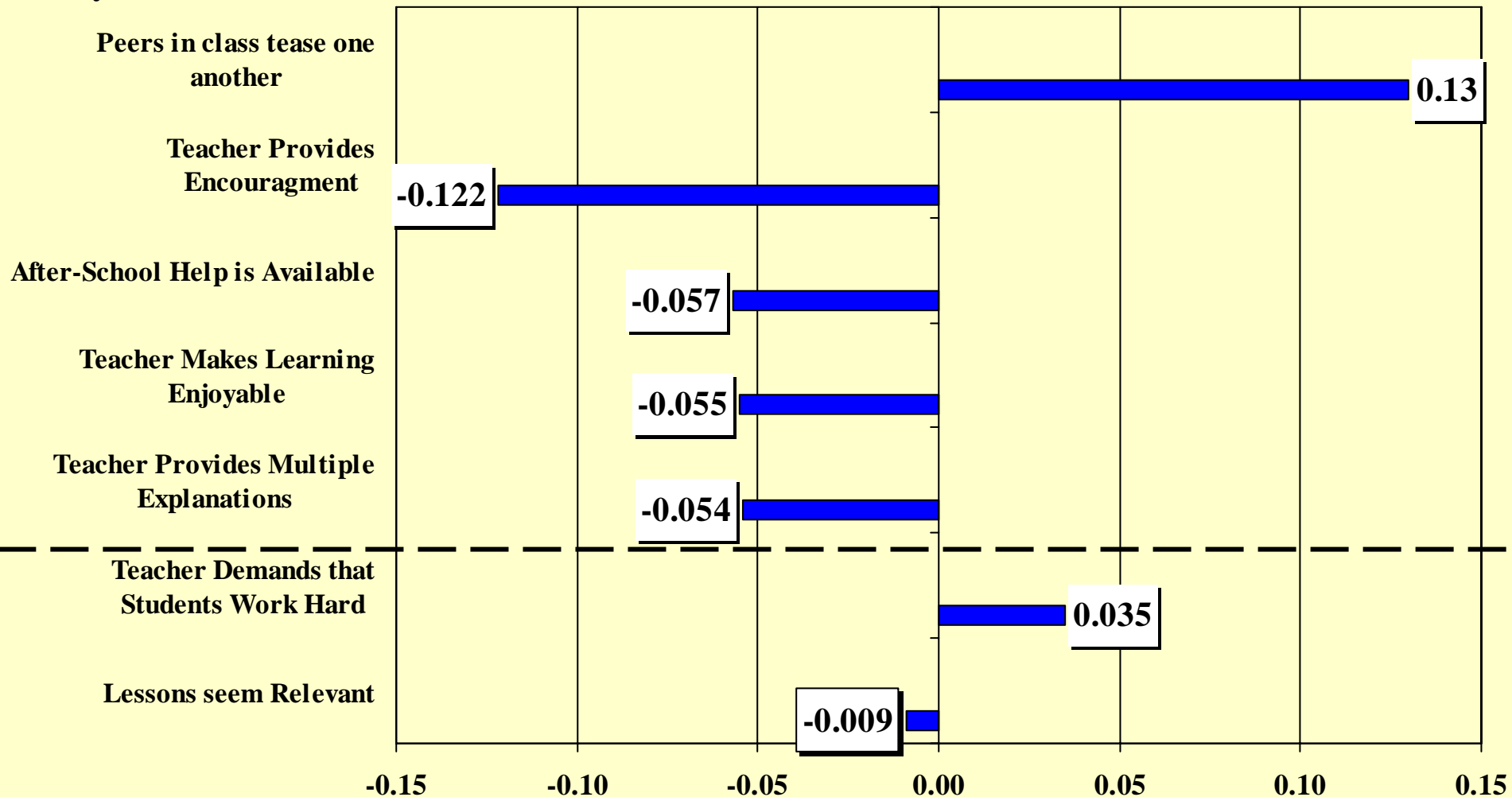
Target 4a: *“I have pushed myself hard to completely understand my lessons in this class.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



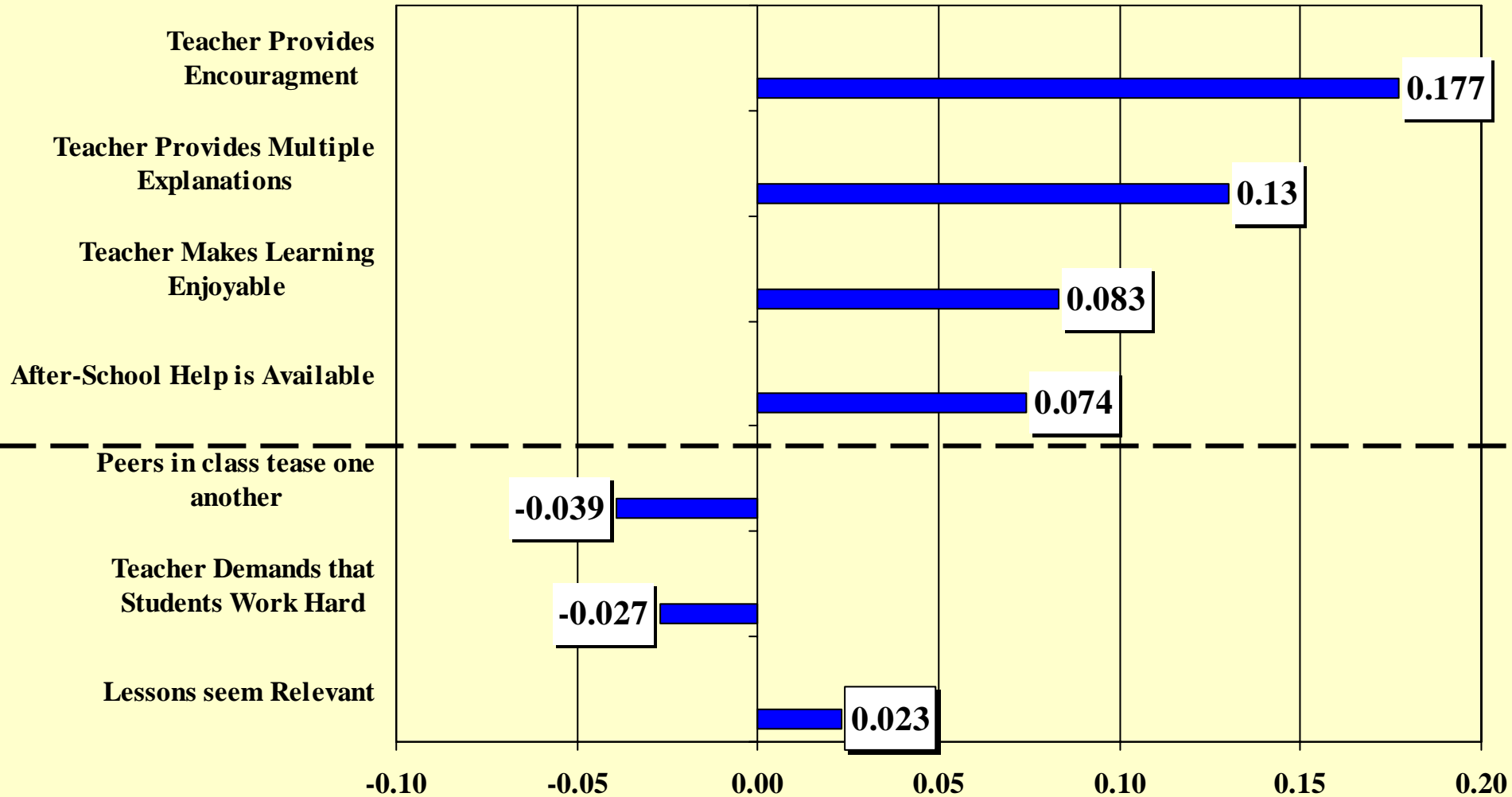
Target 4b: *“I were confused in this class, I would handle it myself, not ask for help.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

Measures of Catalytic Conditions



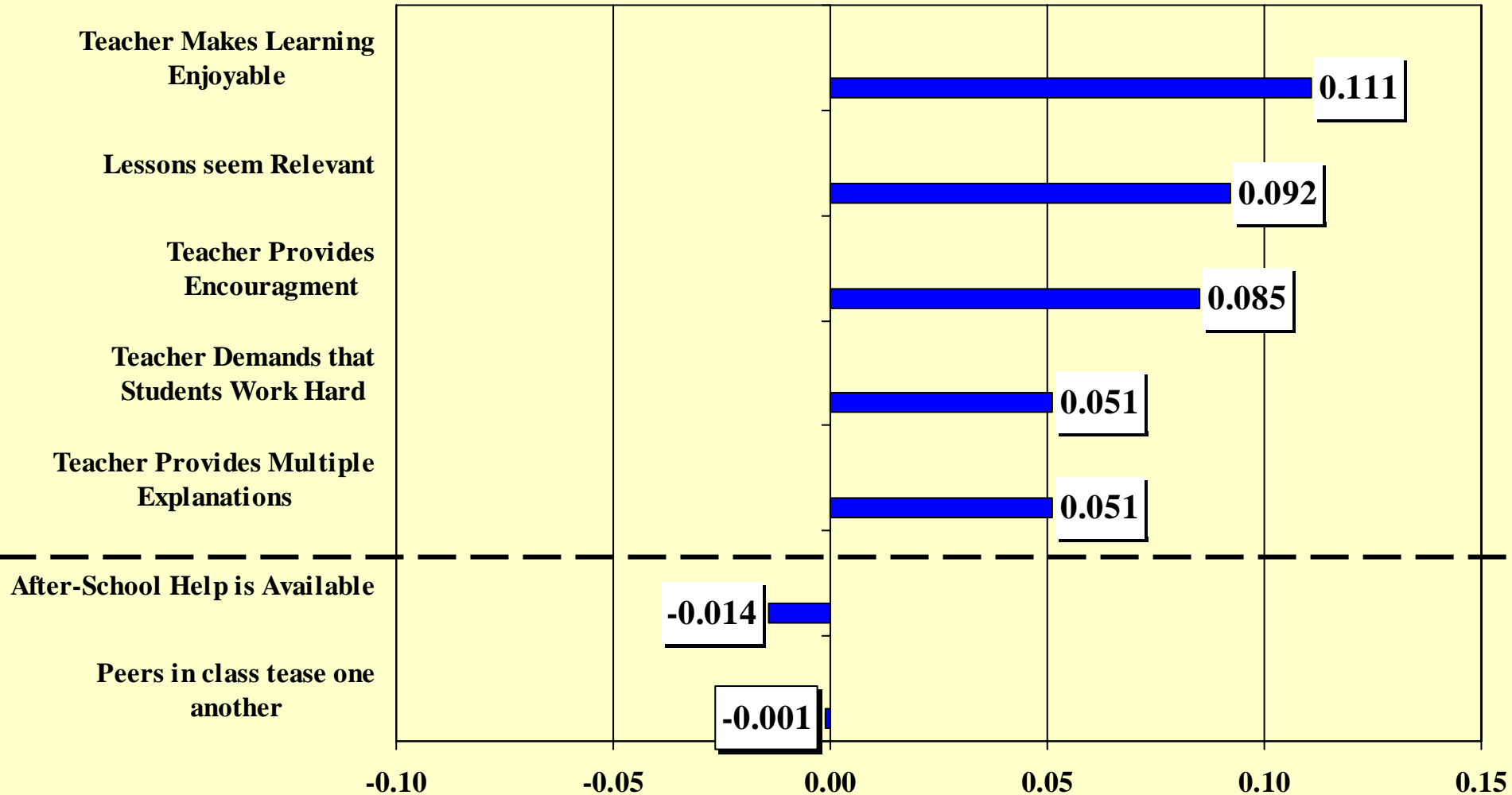
Target 4c: “*I don’t mind asking questions in this class if I need to.*” The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



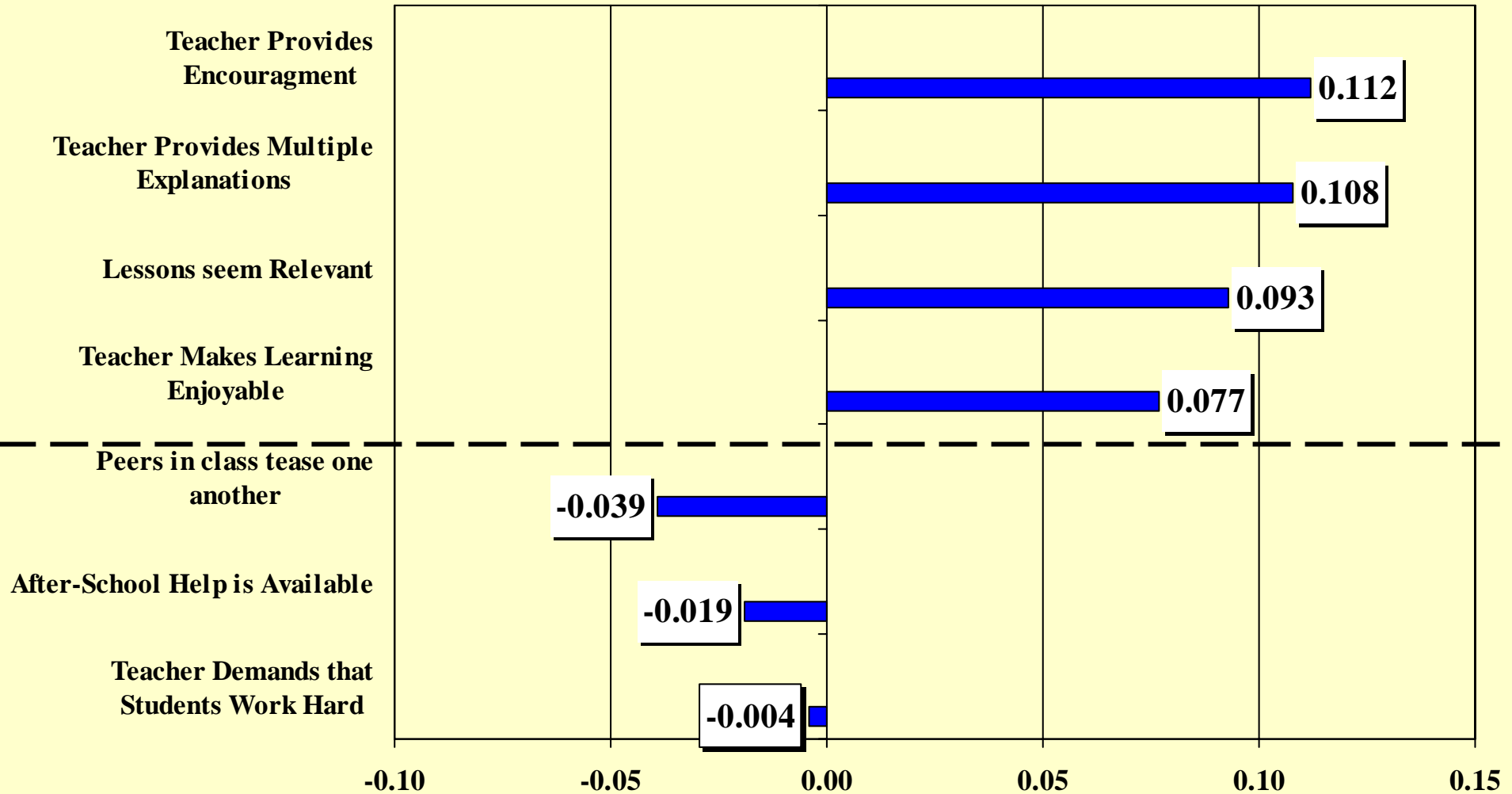
Target 5a: “*I have done my best quality work in this class all year long.*” The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



Target 5c: *“Even if the work in this class is hard, I can learn it.”*
The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



*Acting White:
Realities, Myths and Challenges*

Percent within each race/ethnic group selecting each response to,
“My friends think it’s important to work hard to get high grades.”

<u>MALES</u>	Never	Usually Not	Some- times	Usually	Always	Row Total
Black (n=1095)	7.6	12.2	36.8	26.2	17.2	100%
White (n=2776)	8.3	13.7	35.8	31.2	11.0	100%
Hispanic (n=562)	6.8	13.4	35.1	30.3	14.6	100%
Asian (n=220)	7.7	7.7	31.8	35.5	18.2	100%

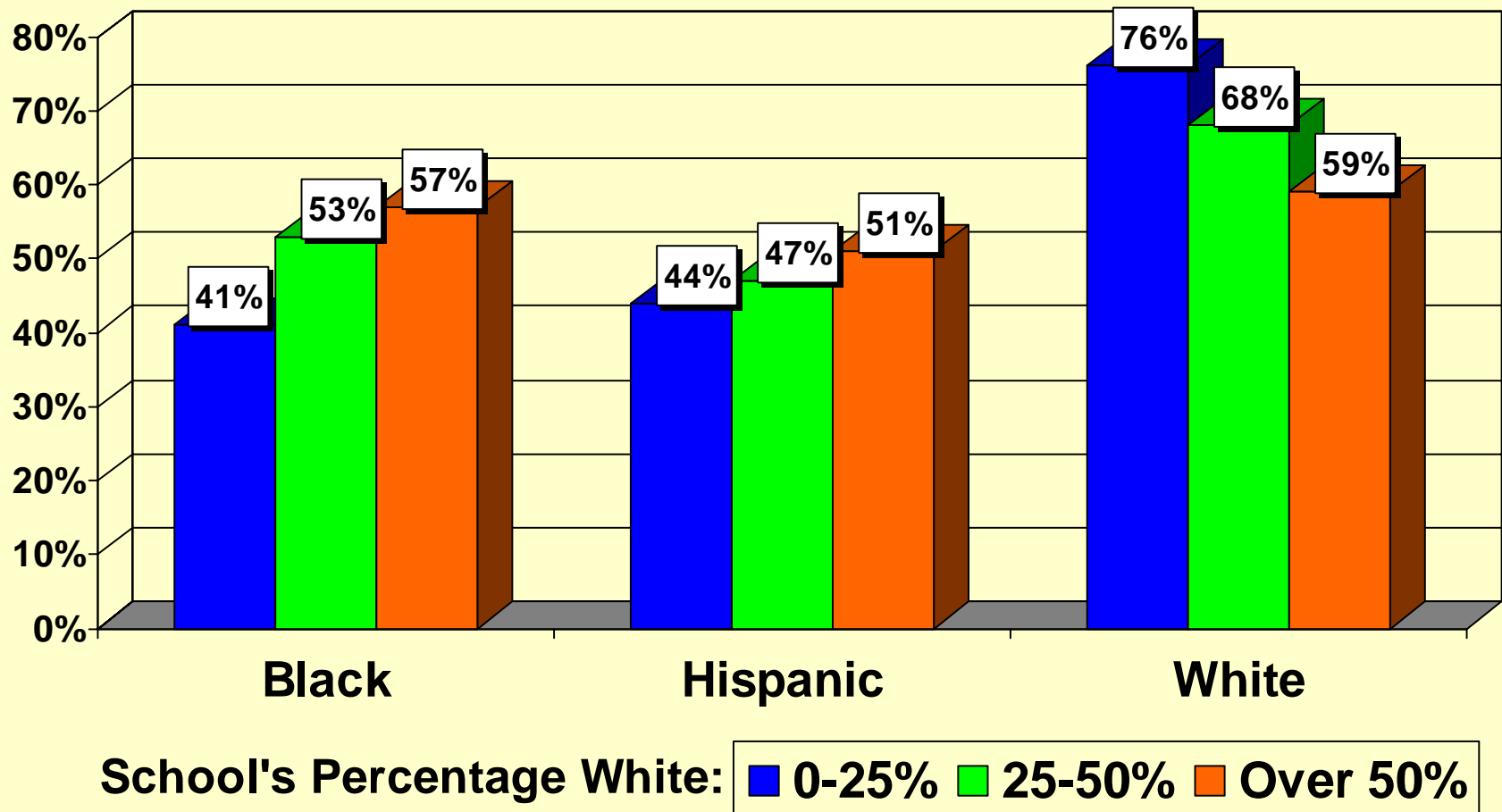
Source: Calculations by Ron Ferguson, using Tripod Project data for 6th to 12th graders collected spring 2005 from 17 secondary schools in NJ, CT, OH, NM, MA and CA.

Percent within each race/ethnic group giving each response to,
“My friends think it’s important to work hard to get high grades.”

<u>FEMALES</u>	Never	Usually Not	Some-times	Usually	Always	Row Total
Black (n=1088)	5.9	10.0	35.3	30.1	18.8	100%
White (n=2732)	3.9	8.1	31.6	37.1	19.4	100%
Hispanic (n=624)	3.7	11.5	38.9	27.4	18.4	100%
Asian (n=184)	2.2	4.4	23.4	41.8	28.3	100%

Source: Calculations by Ron Ferguson, using Tripod Project data for 6th to 12th graders collected spring 2005 from 17 secondary schools in NJ, CT, OH, NM, MA and CA.

Percentages of black, Hispanic and white high school students responding that, at their school, people like themselves ever get accused of “acting white,” for high schools where the percentage white is 0-25%, 25-50% or over 50%.



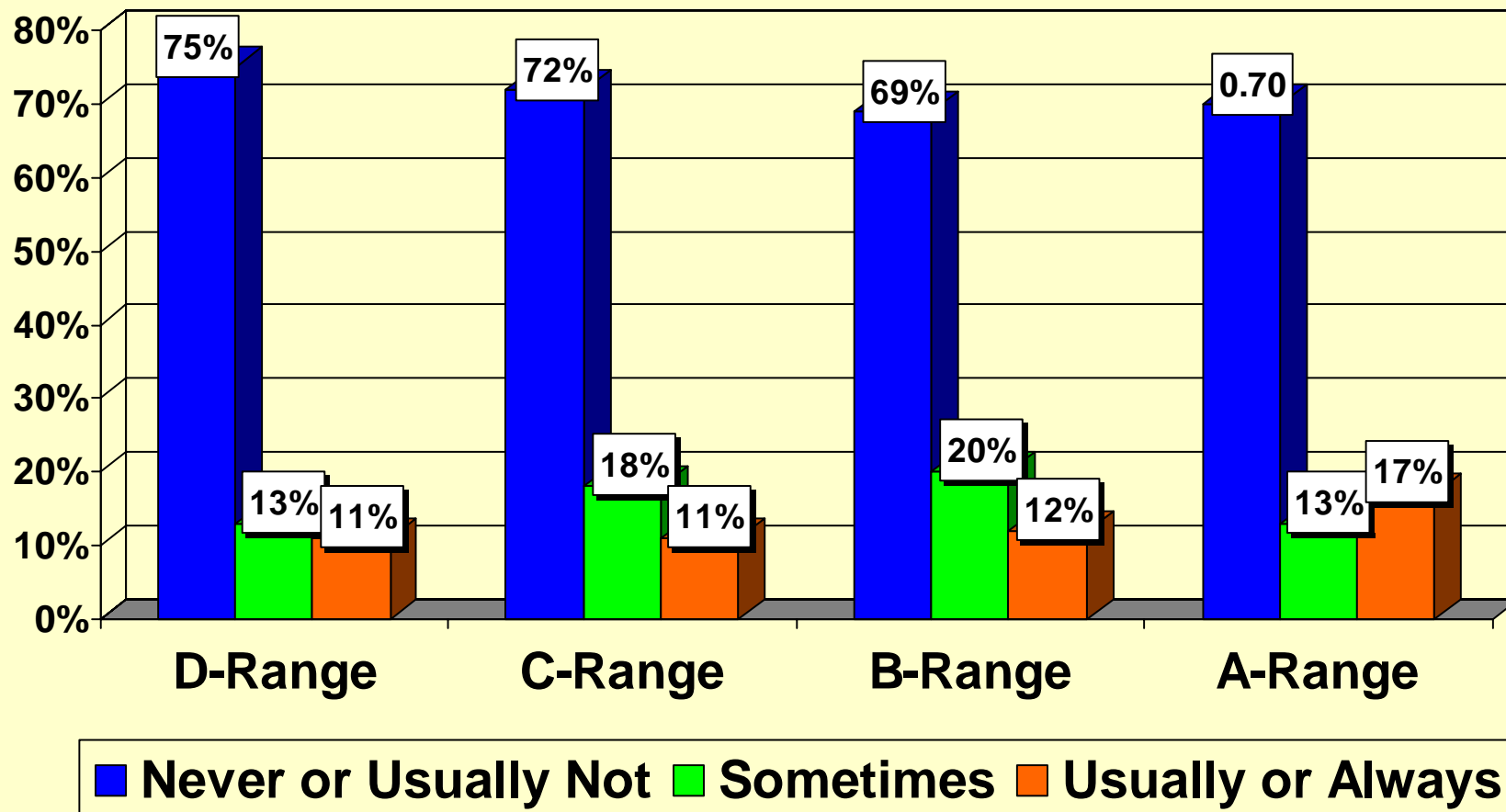
Source: Student surveys conducted by Ron Ferguson as part of the Tripod Project for School Improvement in 20 high schools in OH, NJ, MA, NM, NY, MO, CA and CN, in 2005 & 2006.

Black, N=2031; Hispanic, N=887; White, N=3800.

FOR HIGH SCHOOLS WHERE THE PERCENTAGE WHITE is 0-to-25 PERCENT.

Percentages of black students responding “*never or usually not,*” “*sometimes,*” or “*usually or always*” to the statement:

“At this school, people like me get accused of acting white.”

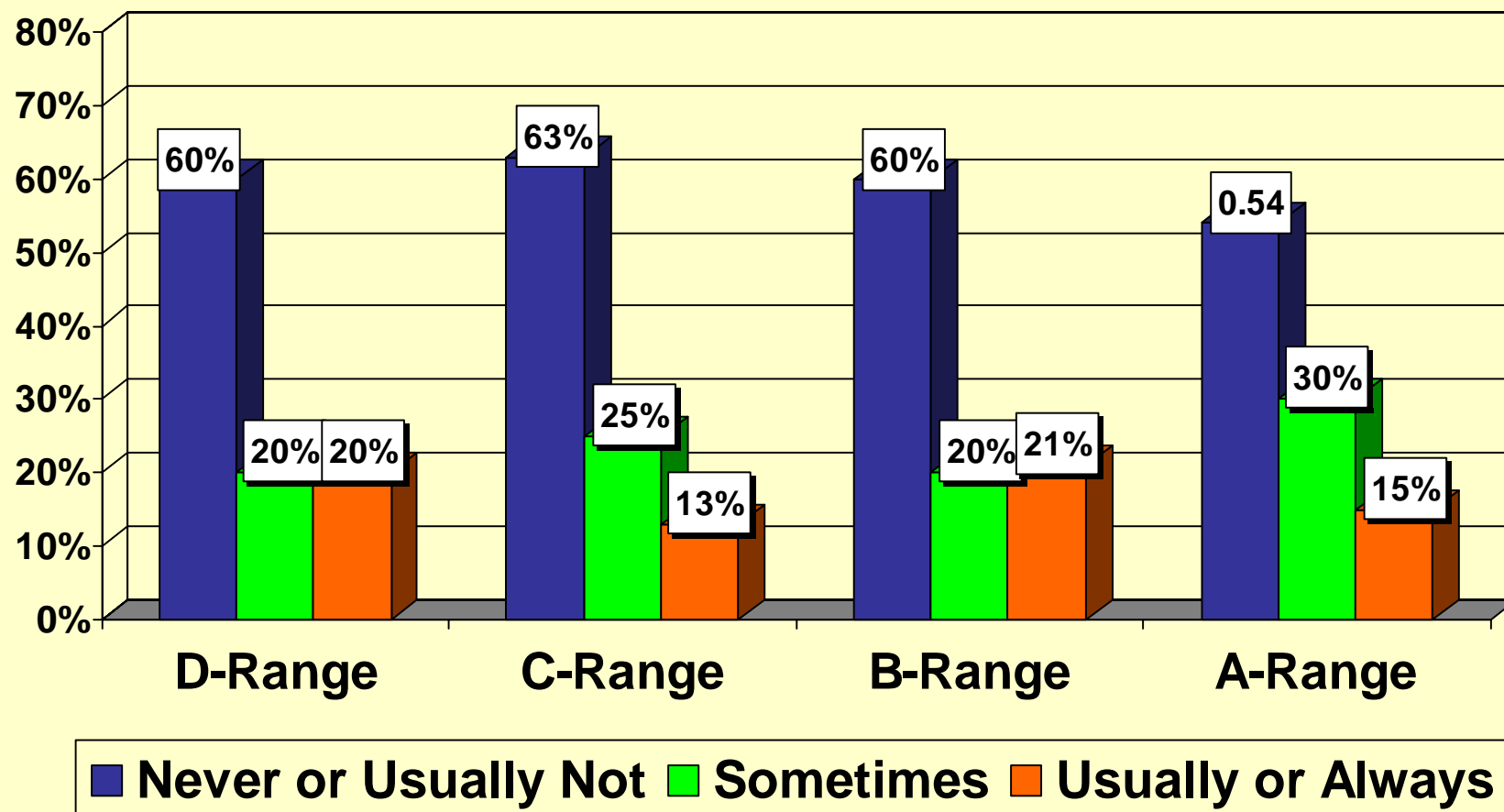


Source: Student surveys conducted by Ron Ferguson as part of the Tripod Project for School Improvement. D-Range, N=97; C-Range, N=381; B-Range, N=375; A-Range, N=115.

FOR HIGH SCHOOLS WHERE THE PERCENTAGE WHITE IS OVER 25 PERCENT.

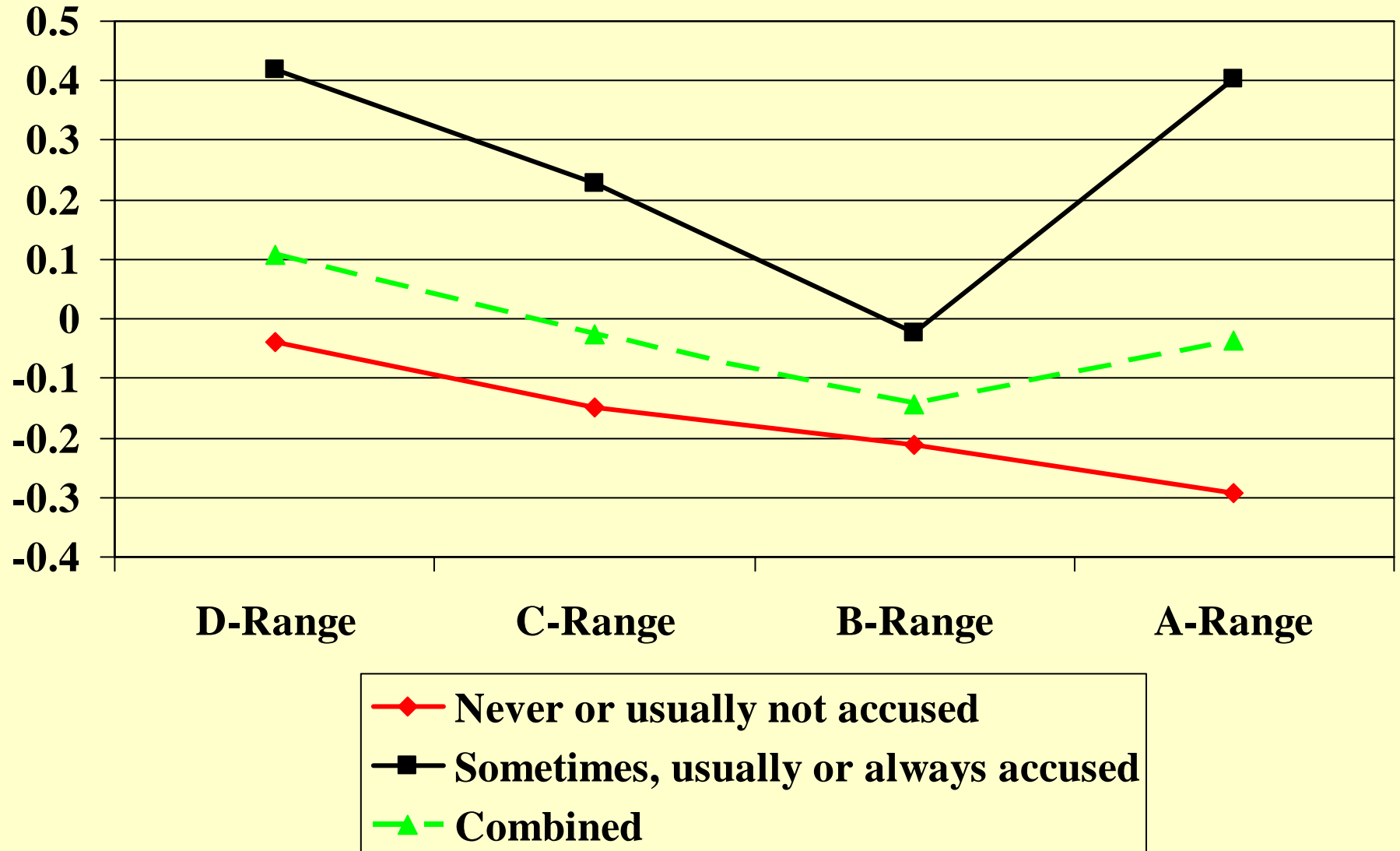
Percentages of black students responding “*never or usually not,*” “*sometimes,*” or “*usually or always*” to the statement:

“At this school, people like me get accused of acting white.”

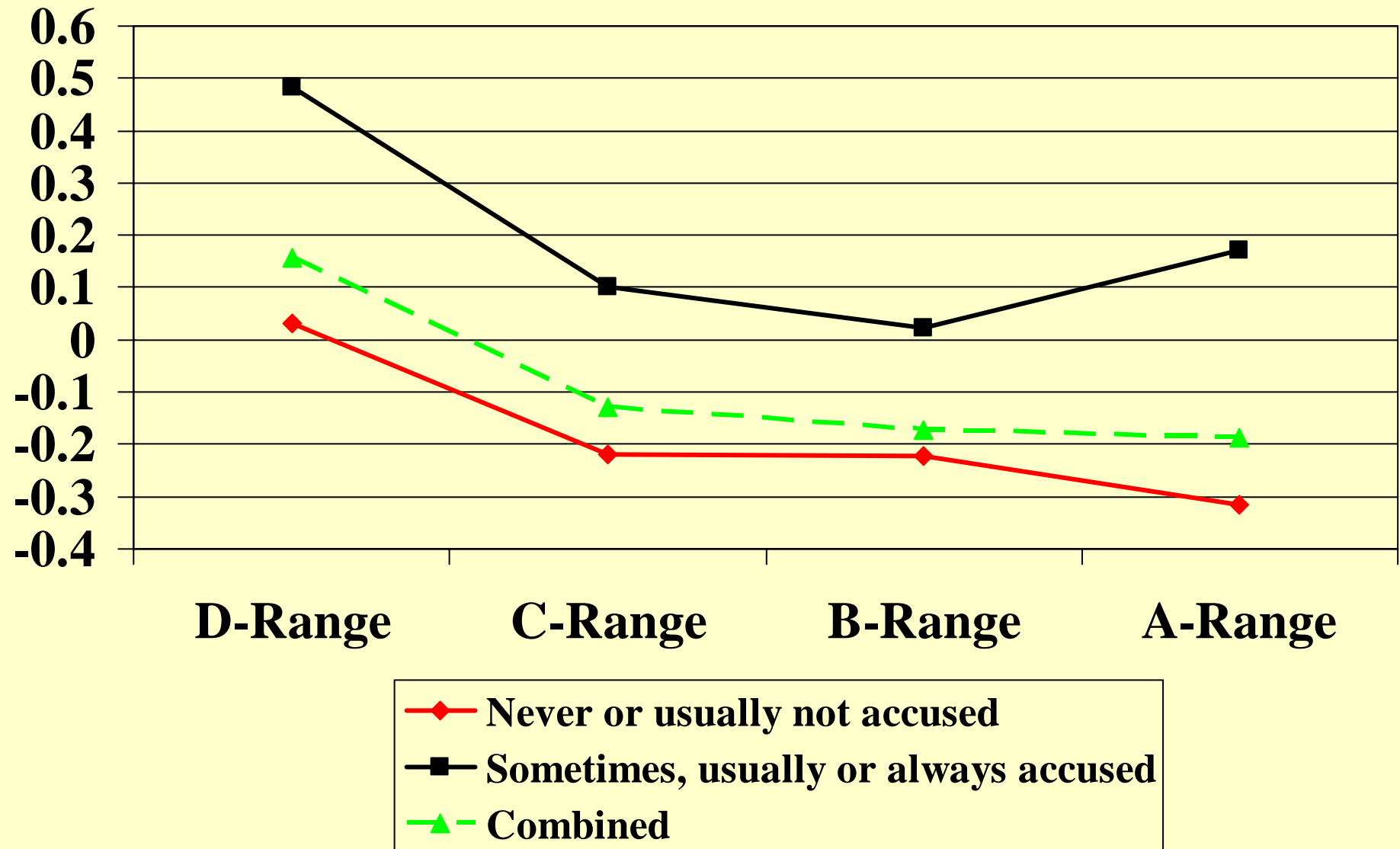


Source: Student surveys conducted by Ron Ferguson as part of the Tripod Project for School Improvement. D-Range, N=89; C-Range, N=379; B-Range, N=363; A-Range, N=105.

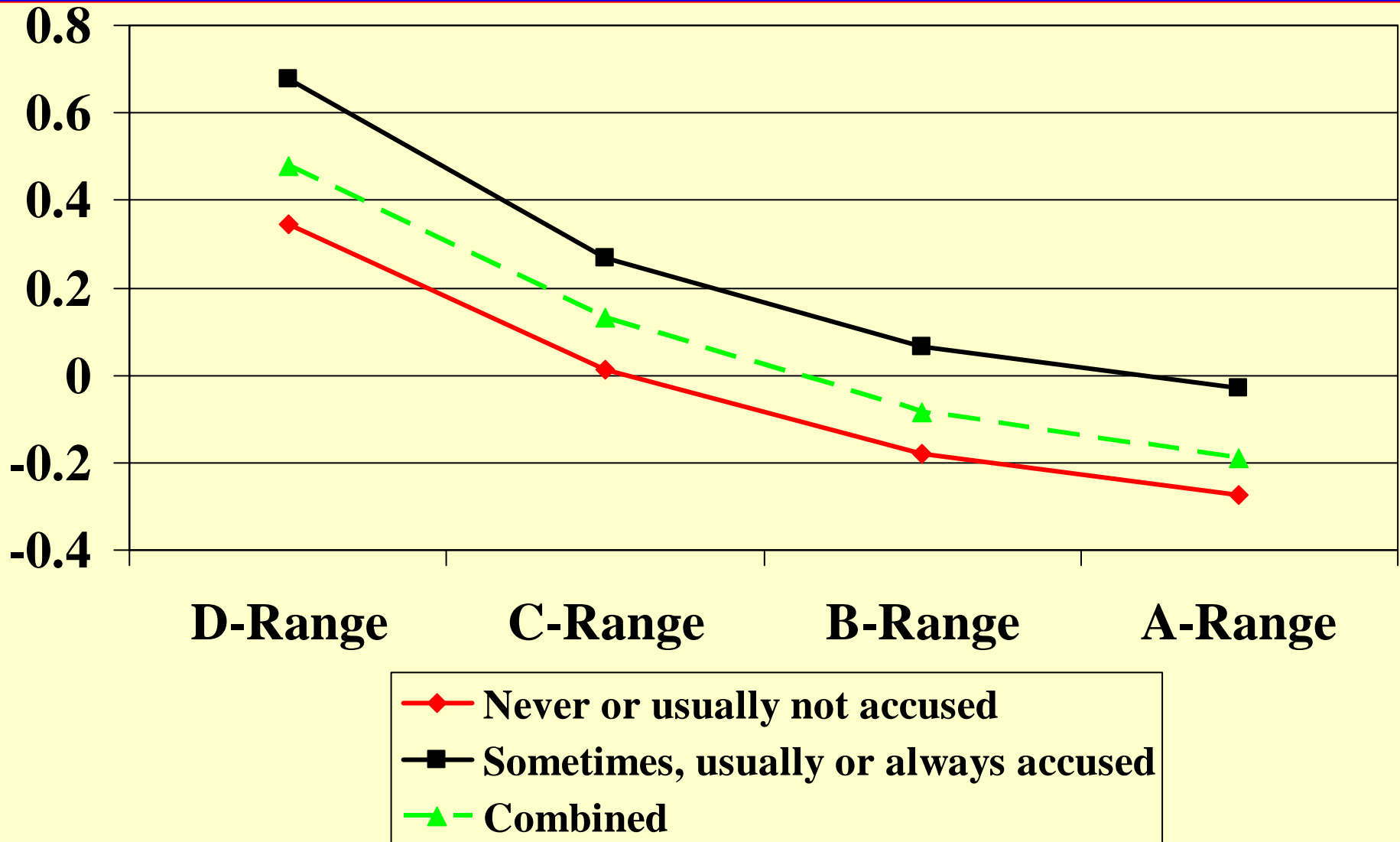
Levels of agreement among **black** high school students with the statement, “*I feel out of place in this class, like I don’t really fit in.*” Lines distinguish students for whom people like themselves are “never or usually not accused” of acting white versus “sometimes, usually or always” accused. (z-values)



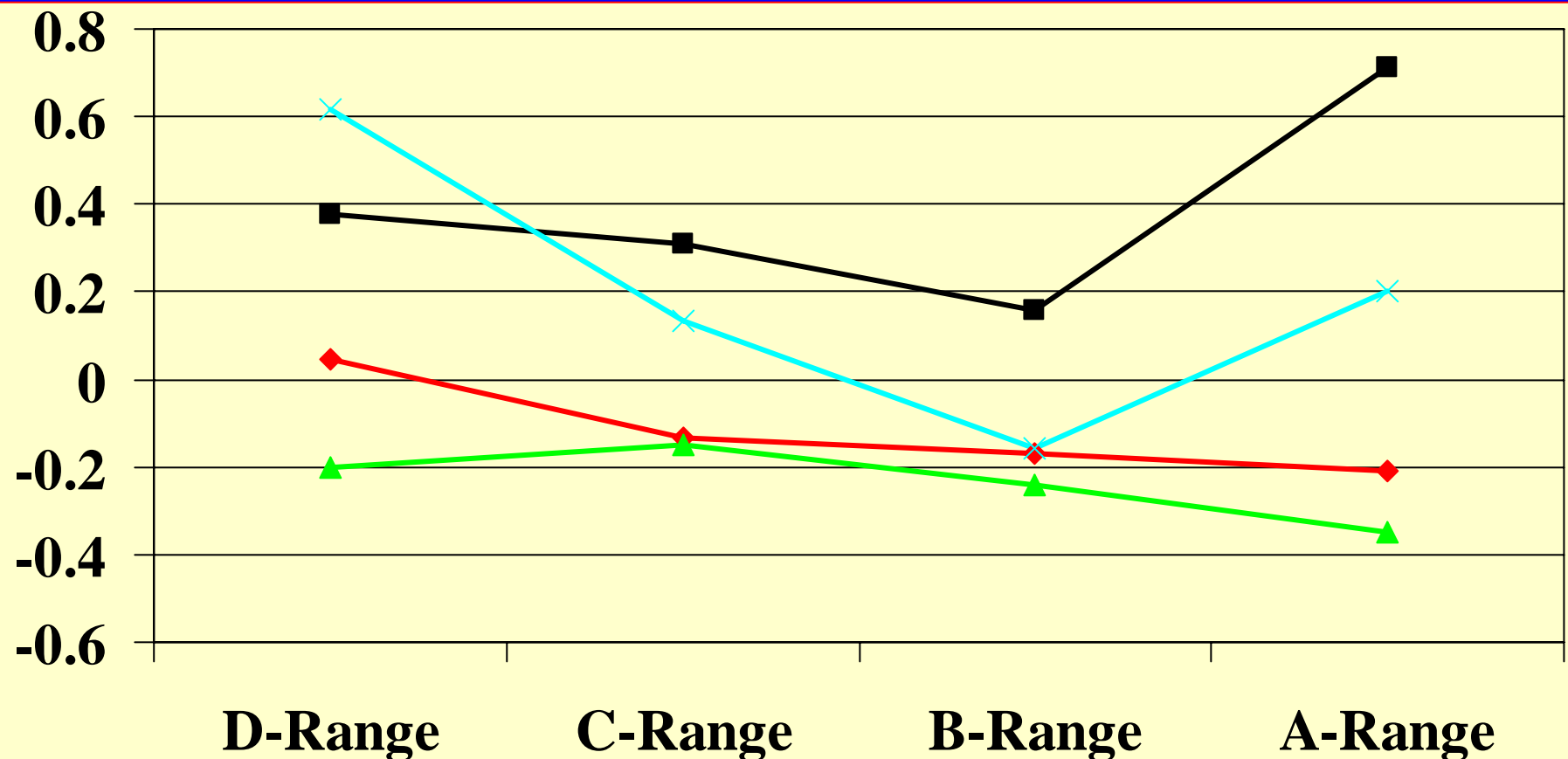
Levels of agreement among **Hispanic** high school students with the statement, “*I feel out of place in this class, like I don’t really fit in.*” Lines show distinguish students for whom people like themselves are “never or usually not accused” of acting white versus “sometimes, usually or always” accused. (z-values)



Levels of agreement among **white** high school students with the statement, *“I feel out of place in this class, like I don’t really fit in.”* Lines show distinguish students for whom people like themselves are “never or usually not accused” of acting white versus “sometimes, usually or always” accused. (z-values)

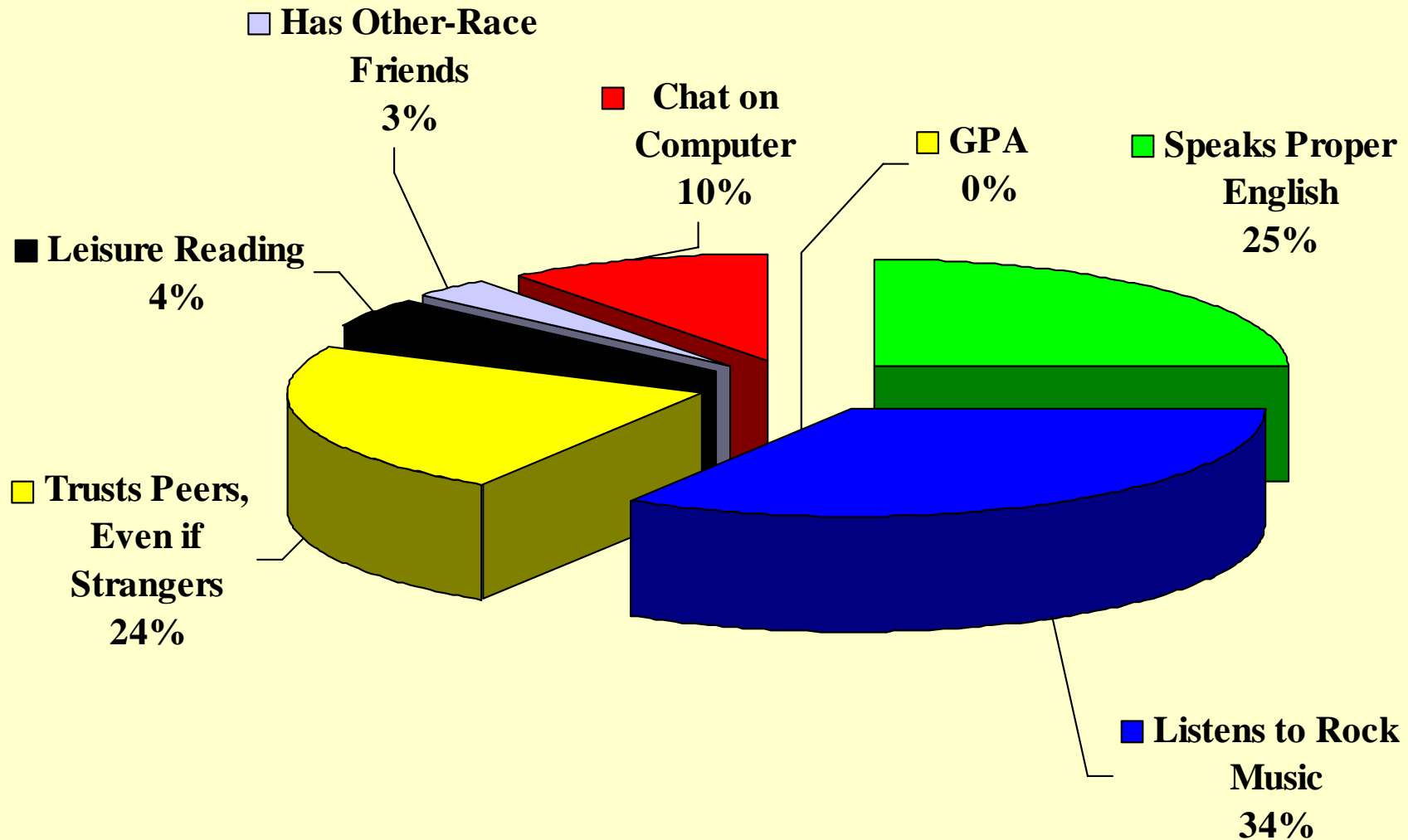


Levels of agreement among **black male and female** high school students with the statement, *“I feel out of place in this class, like I don’t really fit in.”* Lines distinguish students for whom people like themselves are “never or usually not accused” of acting white versus “sometimes, usually or always” accused. (z-values)

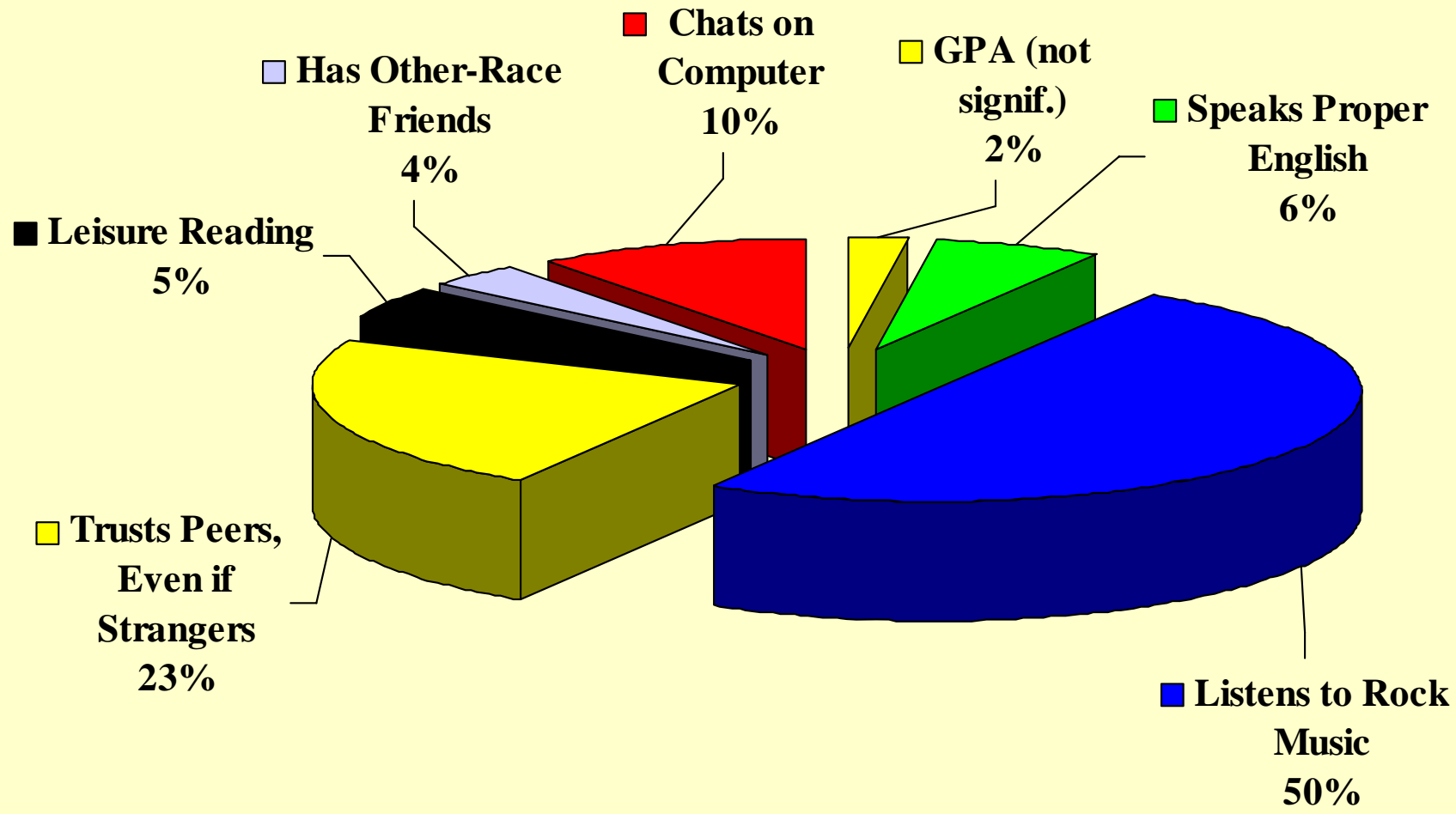


◆ Males, seldom accused ■ Males, sometimes accused
▲ Females, seldom accused ✕ Females, sometimes accused

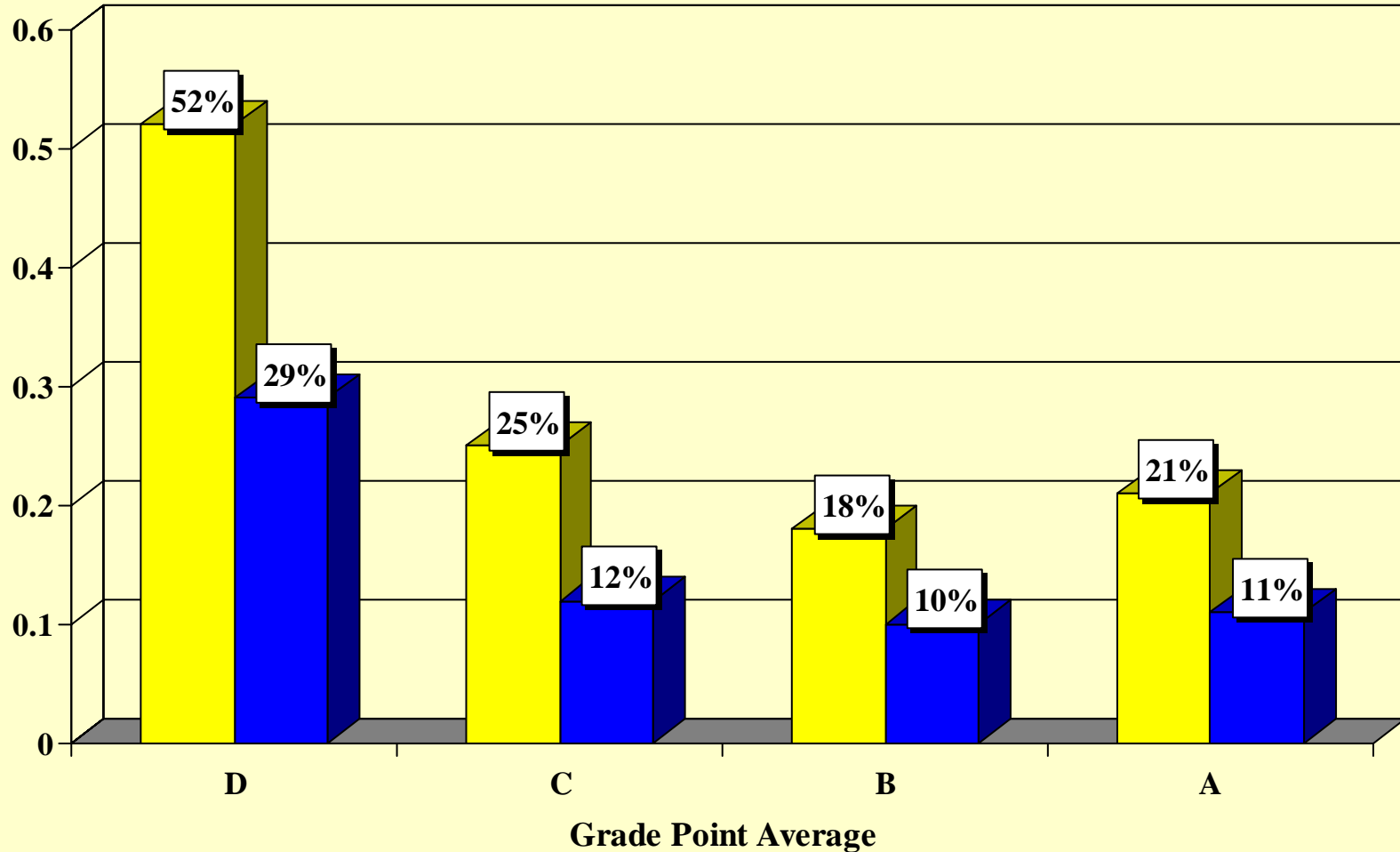
Why black high school students with “A”-range GPA’s agree somewhat more than black students with “C”-range GPA’s with the statement that, “At this school, students like me get accused of acting white.” Percentages of the predicted difference attributable to each listed factor.



Considering *all* black high school students, why some respond that people like themselves “usually” or “always” get accused of acting white, while others say “usually not” or “never.” Percentages attributable to each listed factor.

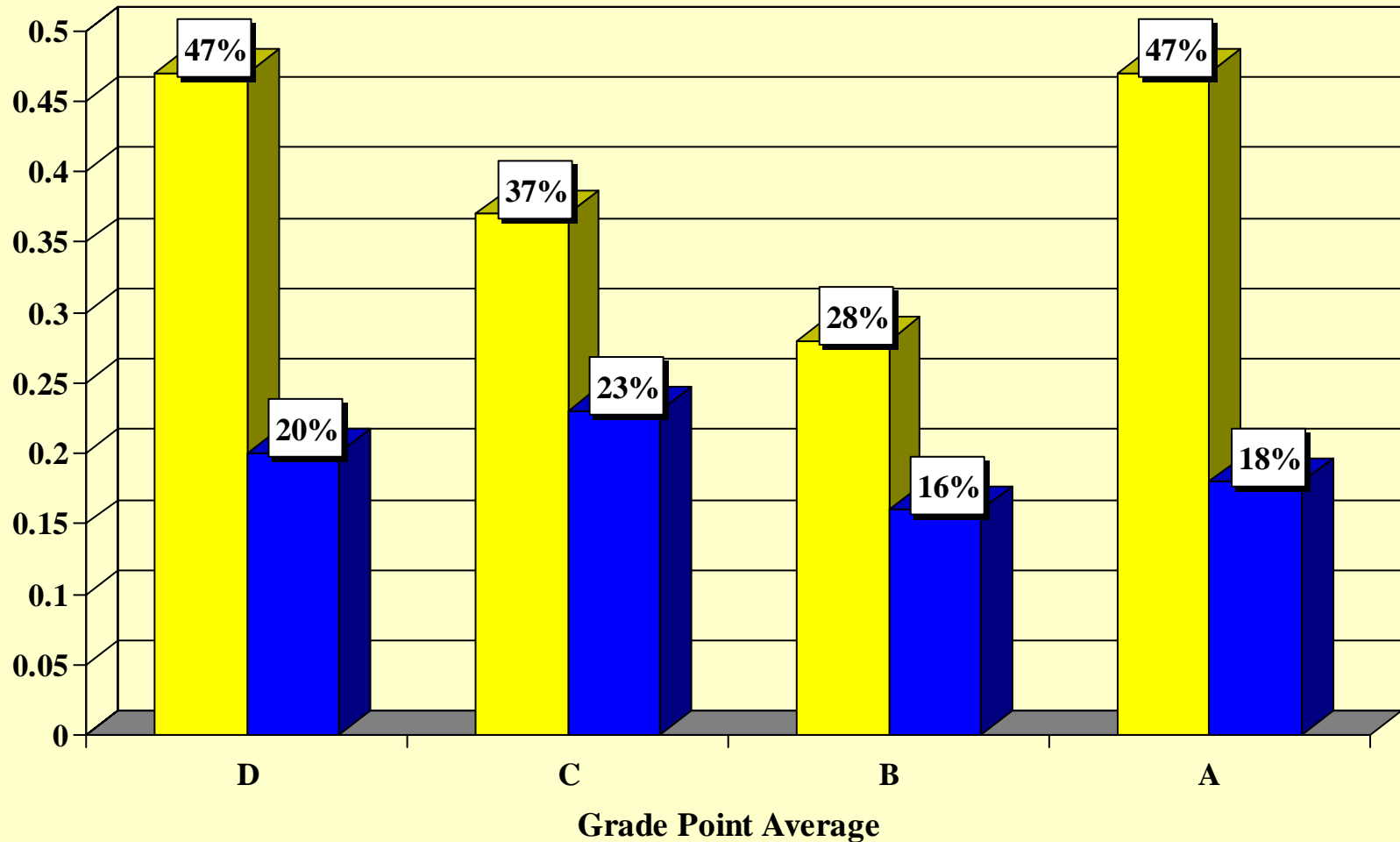


Percentages of black female high school students agreeing that it is *at least somewhat* true that, "I sometimes hold back from doing my best in this class, because of what others might say or think." Shown by GPA and by whether students responded "never" to the statement, "At this school, students like me get accused of acting white."



■ Students NOT responding "never." ■ Students who responded "never."

Percentages of black male high school students agreeing that it is *at least somewhat* true that, "I sometimes hold back from doing my best in this class, because of what others might say or think." Shown by GPA and by whether students responded "never" to the statement, "At this school, students like me get accused of acting white."



■ Students NOT responding "never." ■ Students who responded "never."

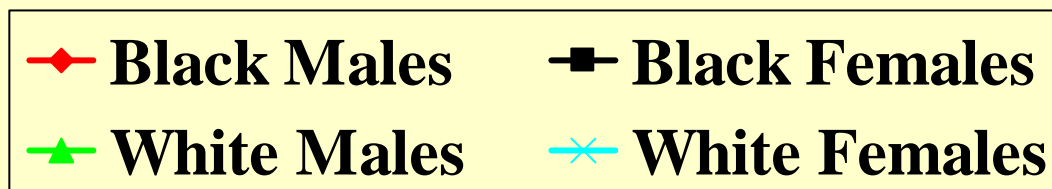
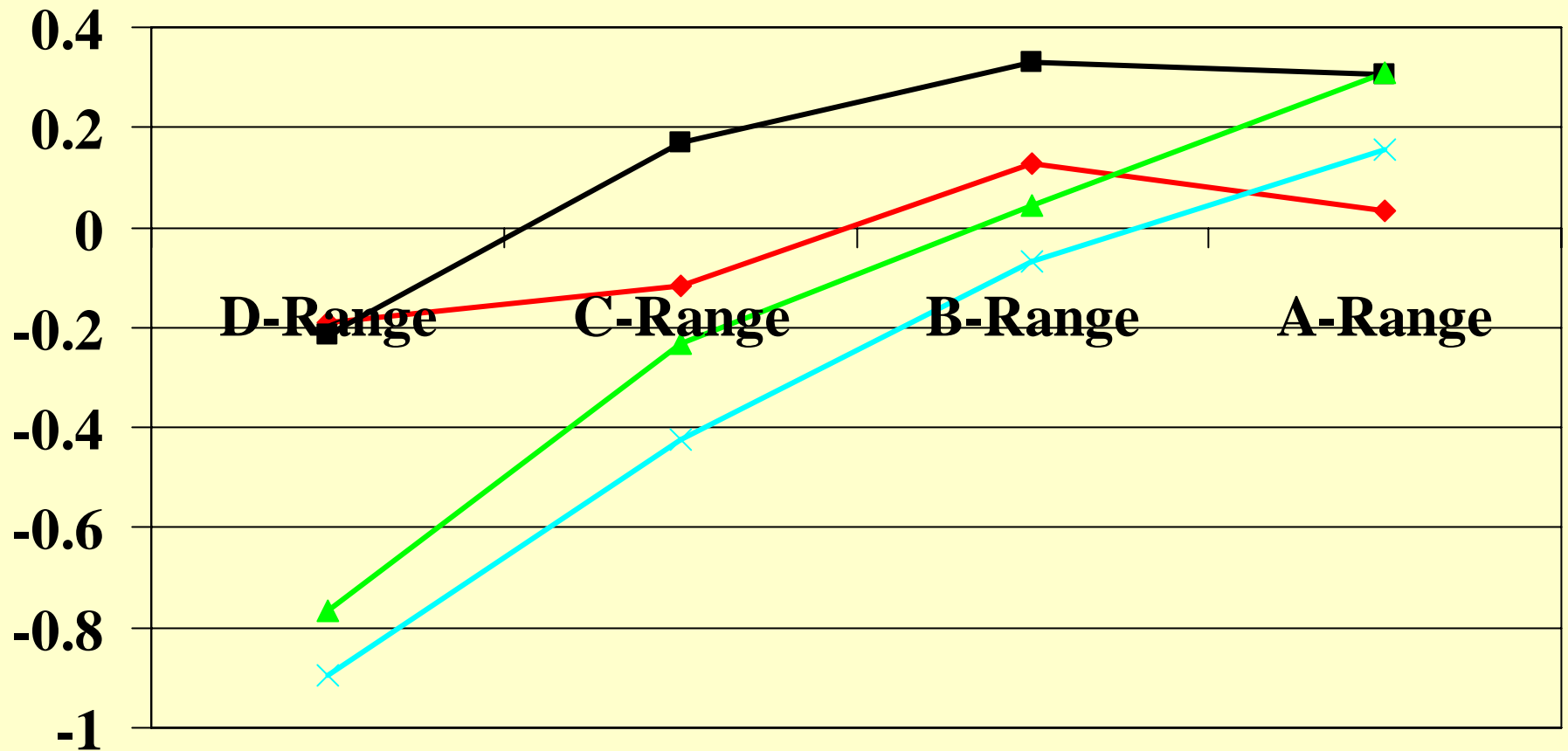
Youth Culture beyond Acting White

Who are black youth trying to be?

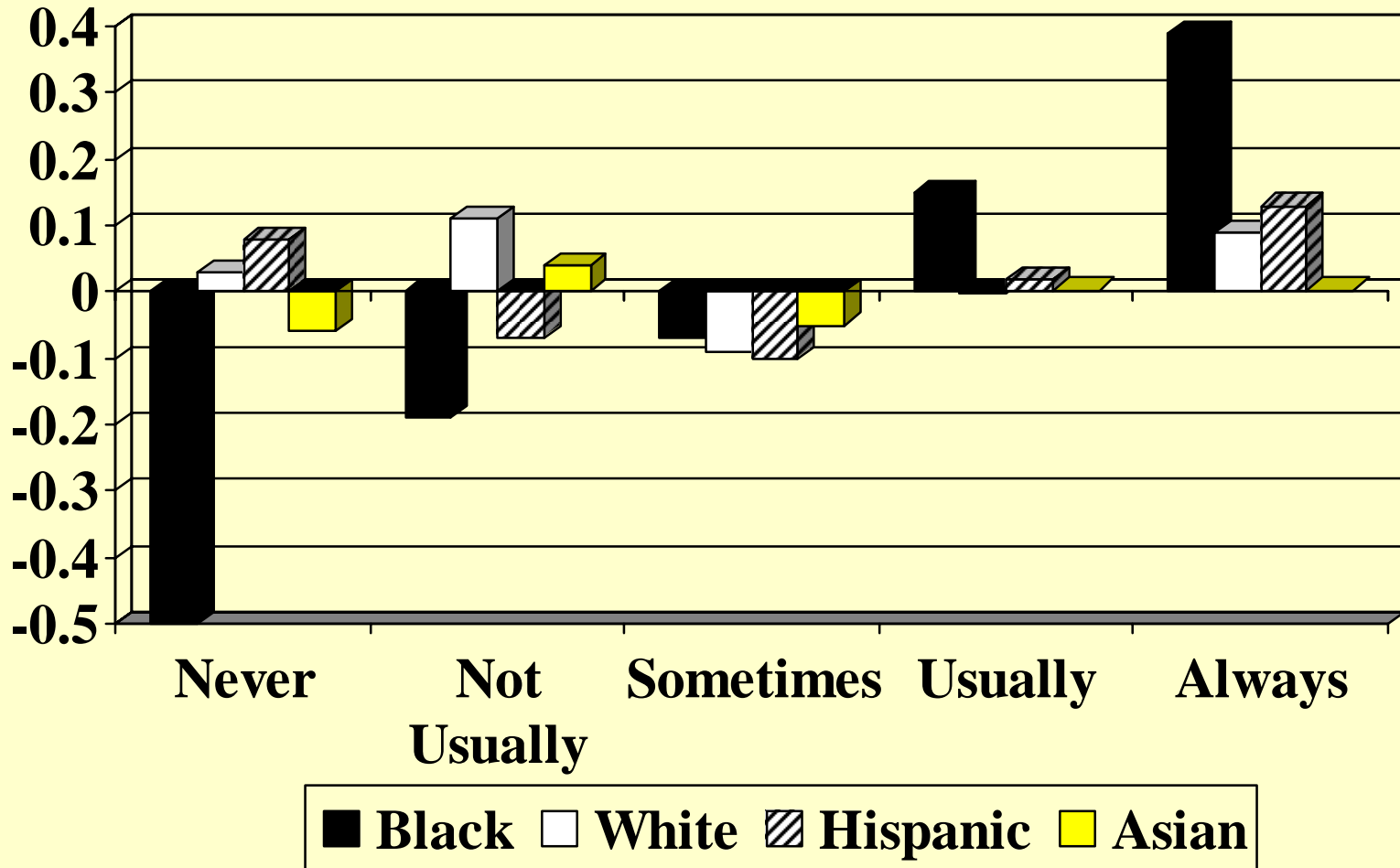
What gives them self esteem? i.e.,:

1. On the whole, I am satisfied with myself.
2. I feel that I am a person of worth, at least on an equal basis with others.
3. I take a positive attitude toward myself.

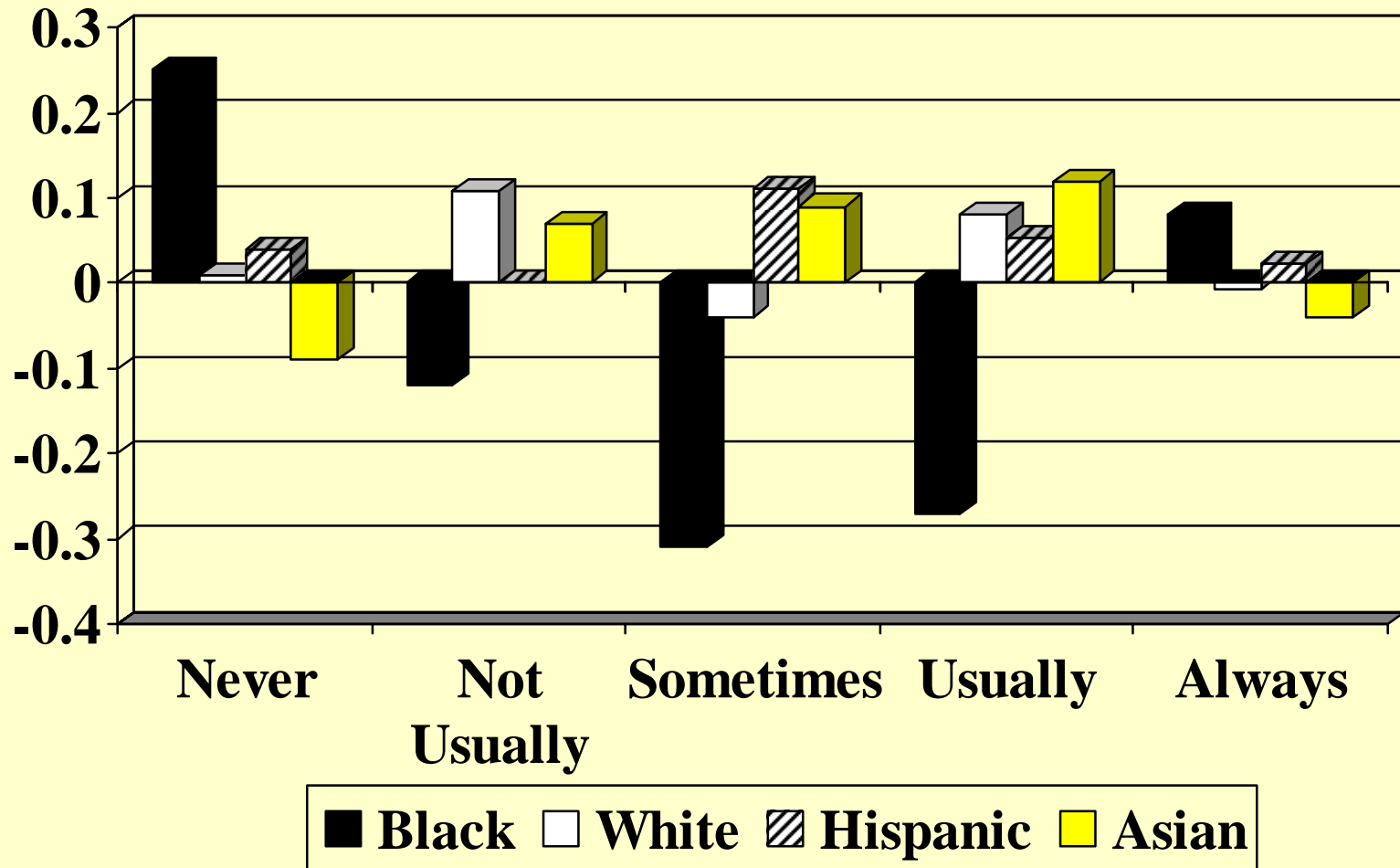
Self-Esteem, by GPA for black and white High School Students



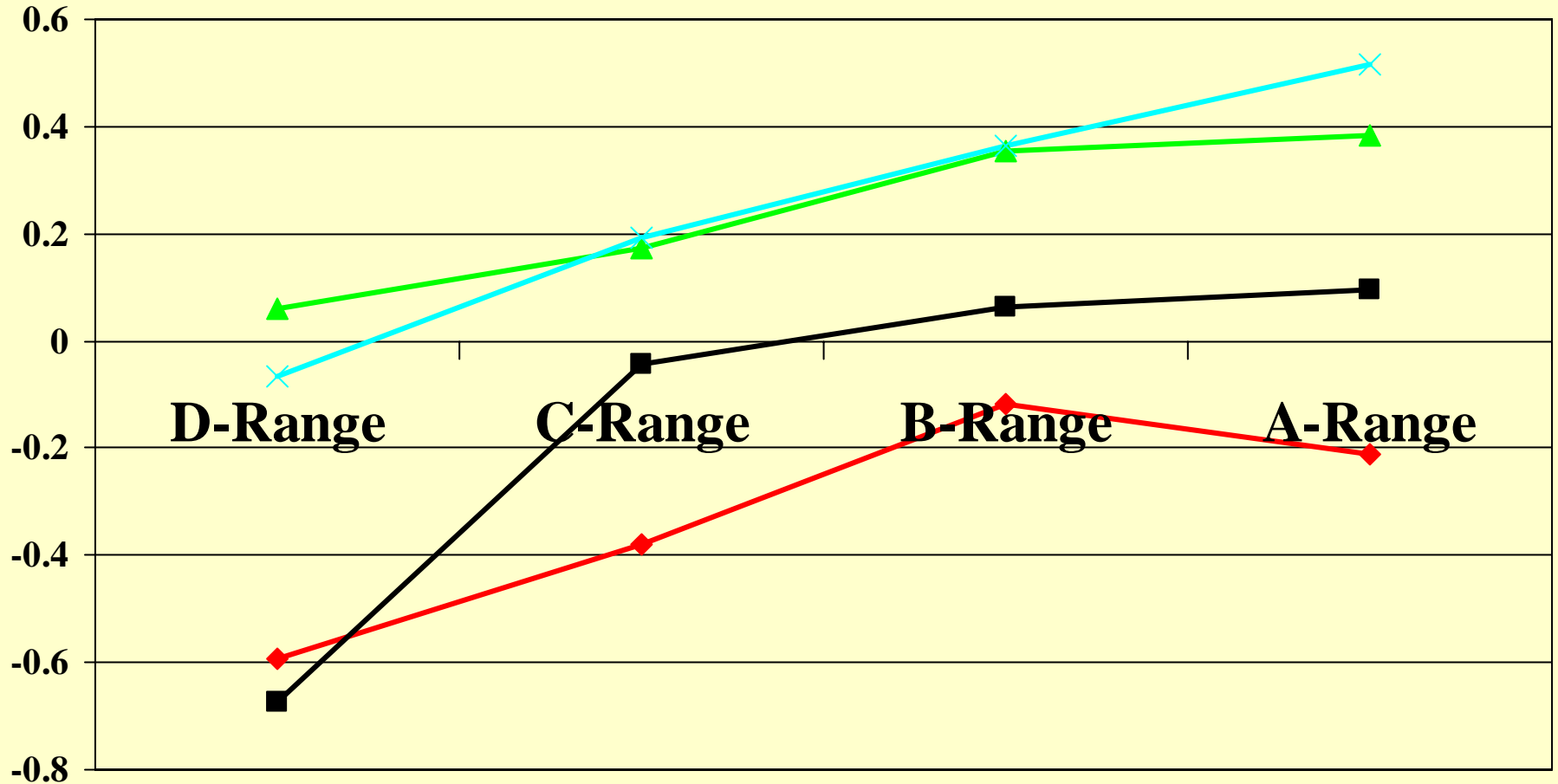
Self-Esteem for male and female teenagers, related to whether rap or hip-hop music is “always” “usually,” “sometimes,” “usually not” or “never” “an important part of my life.”



Self-Esteem for male and female teenagers, related to whether rock music is “always” “usually,” “sometimes,” “usually not” or “never” “an important part of my life.”



Self-esteem, by GPA and by whether Hip-Hop music is “usually or always” “an important part of my life,” for black teenagers.



◆ Black Males Low HipHop

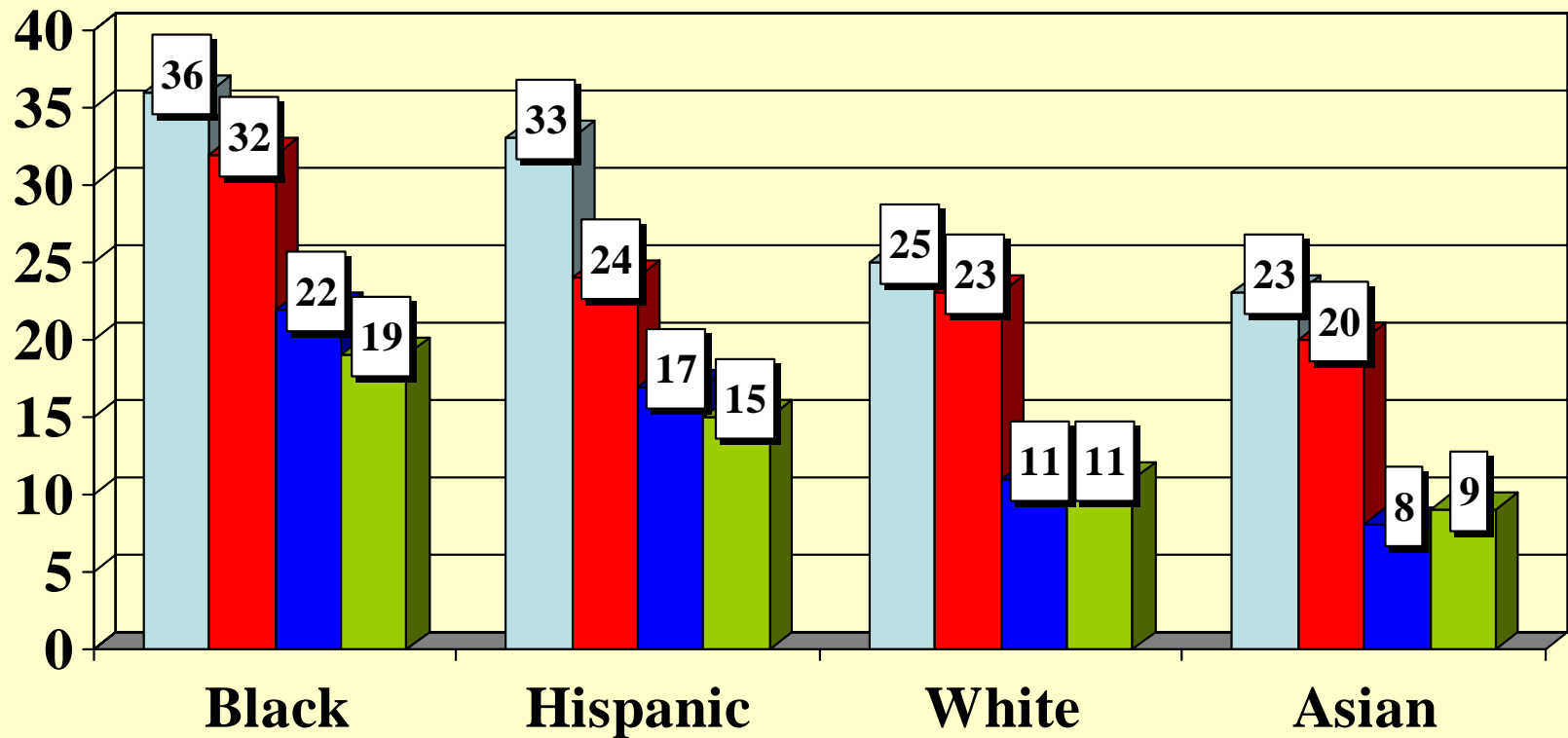
■ Black Females Low HipHop

▲ Black Males High HipHop

× Black Females High HipHop

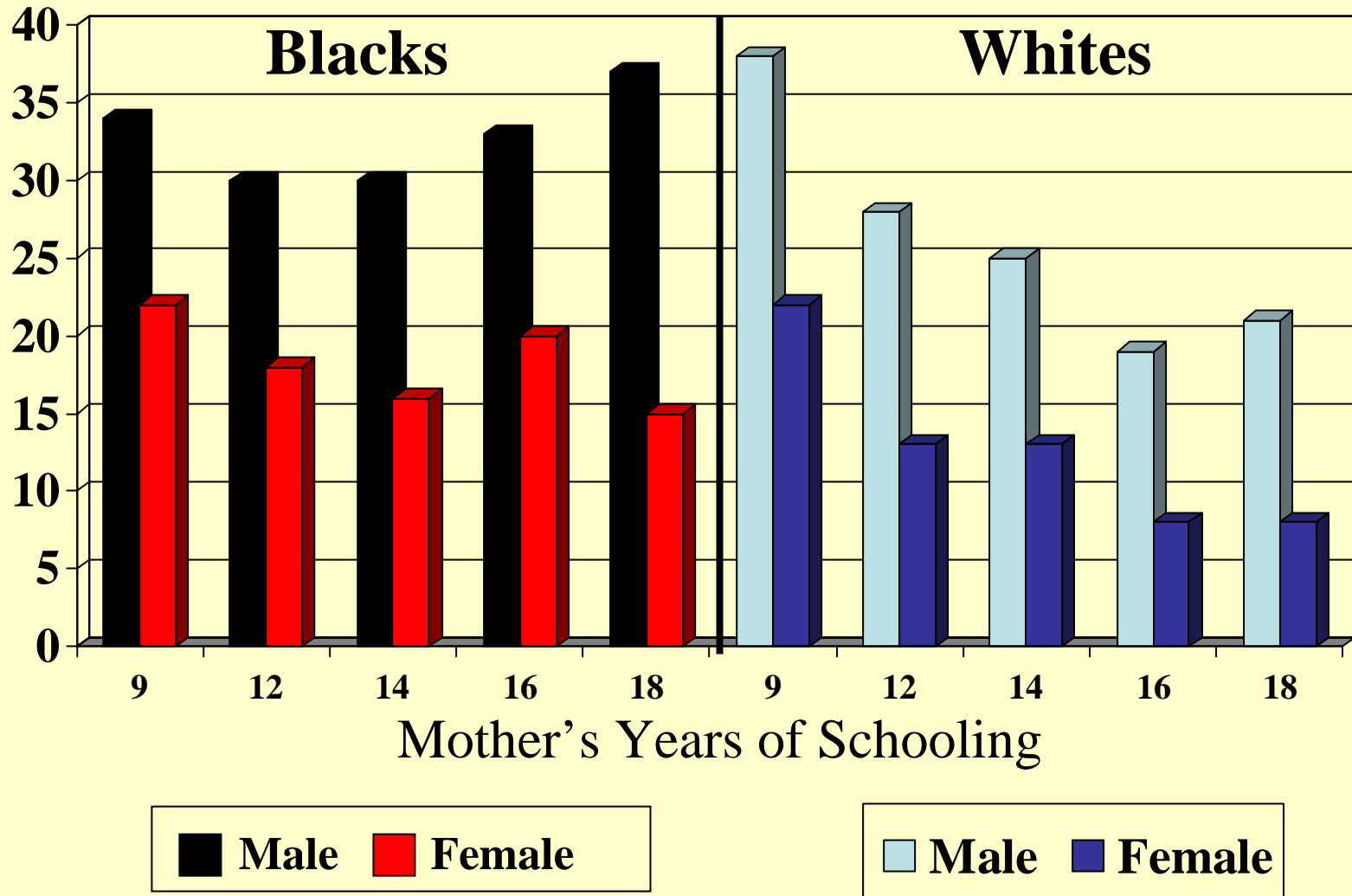
*Racial and SES Differences
in School Behavior*

Percent responding, “somewhat true,” “mostly true,” or “totally true,” that, *“My behavior is a problem for the teacher in this class.”*

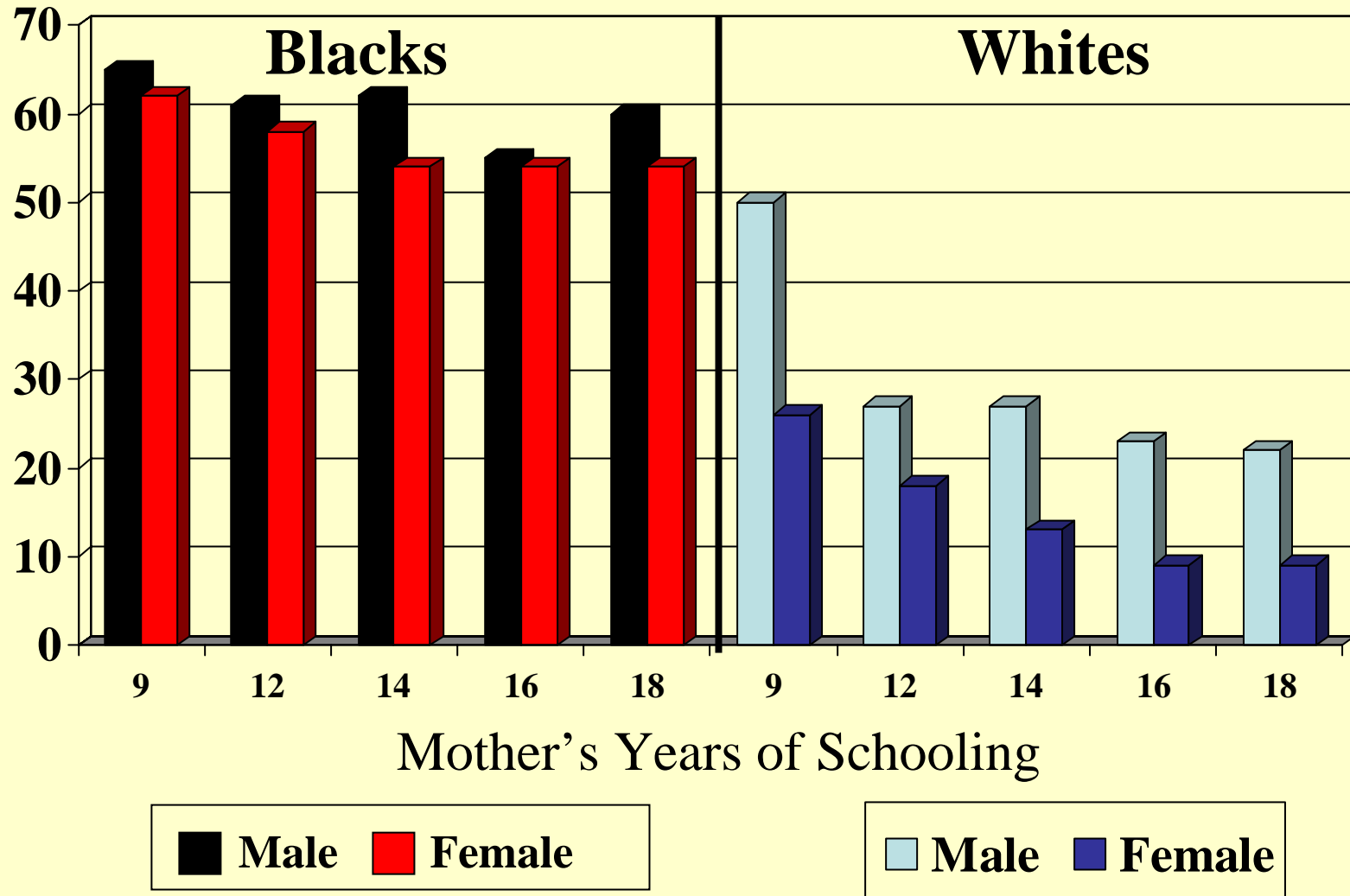


■ Middle School Males ■ High School Males
■ Middle School Females ■ High School Females

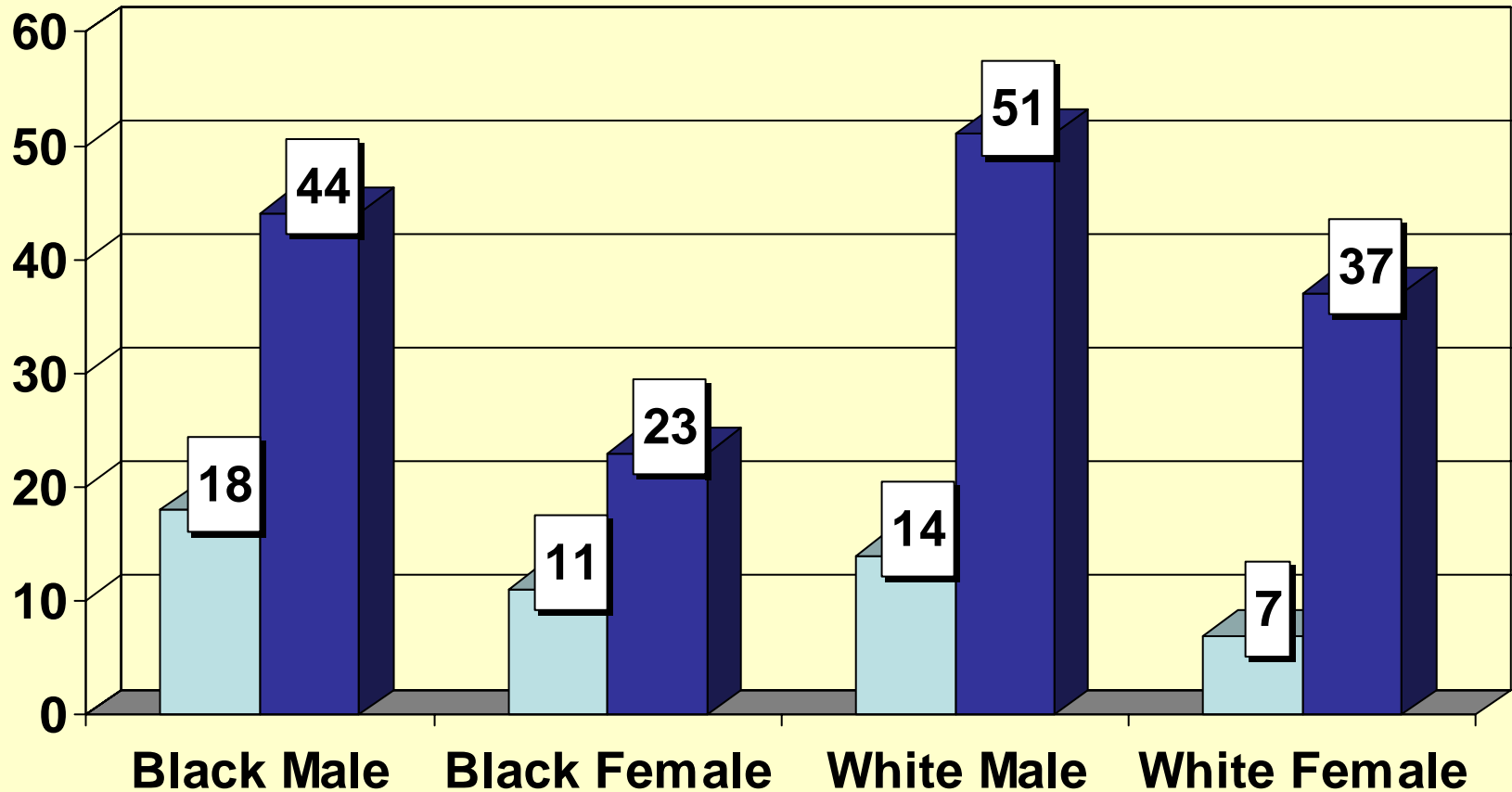
Percent responding, “somewhat true,” “mostly true,” or “totally true,” that, *“My behavior is a problem for the teacher in this class.”*



Percent responding that at least sometimes, "People would probably describe my *behavior* style as 'ghetto'."



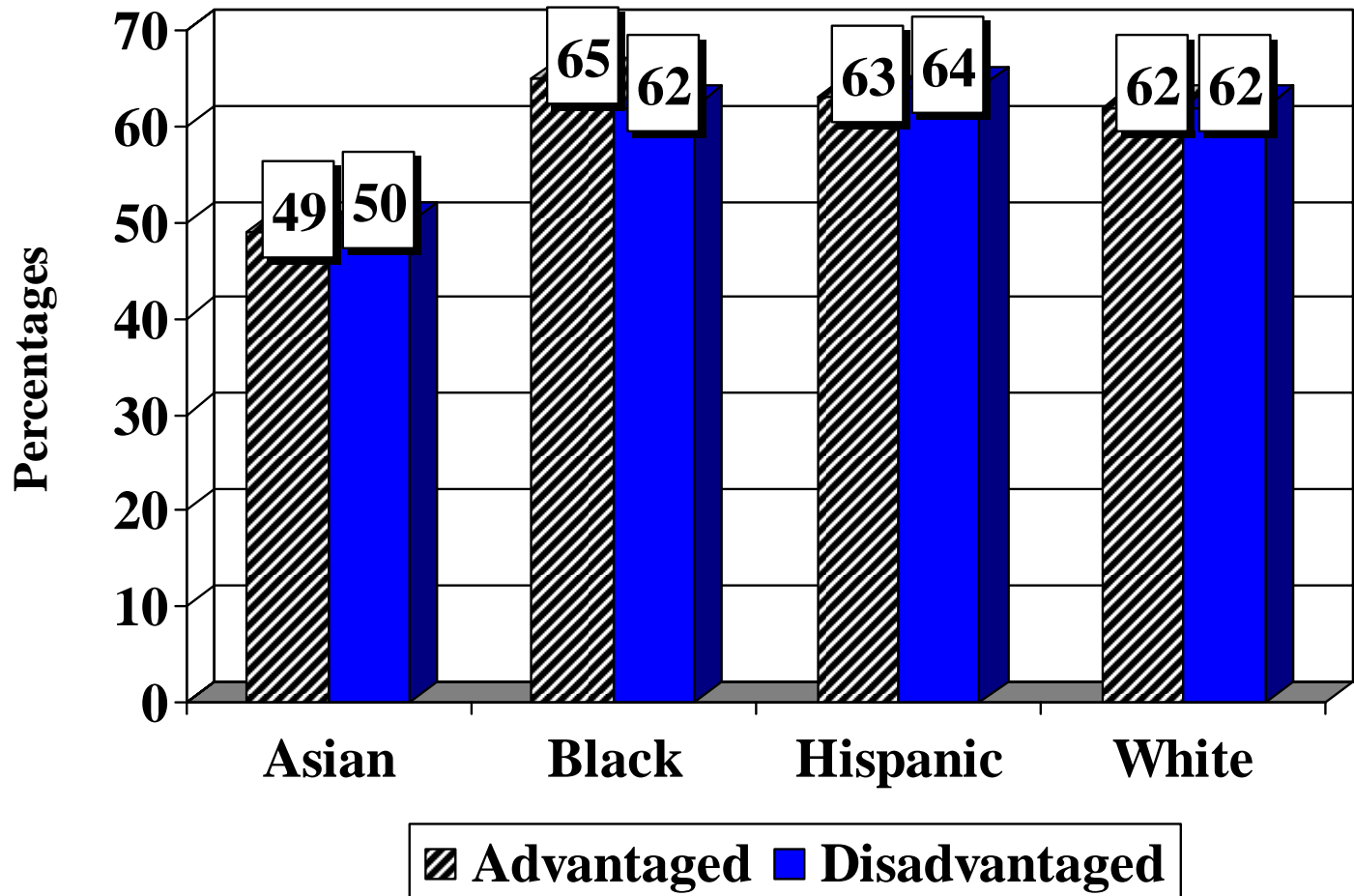
Percentage who agree that at least sometimes, "Some teachers seem afraid of me,"



■ Behavior usually not "ghetto"
■ Behavior at least sometimes "ghetto"

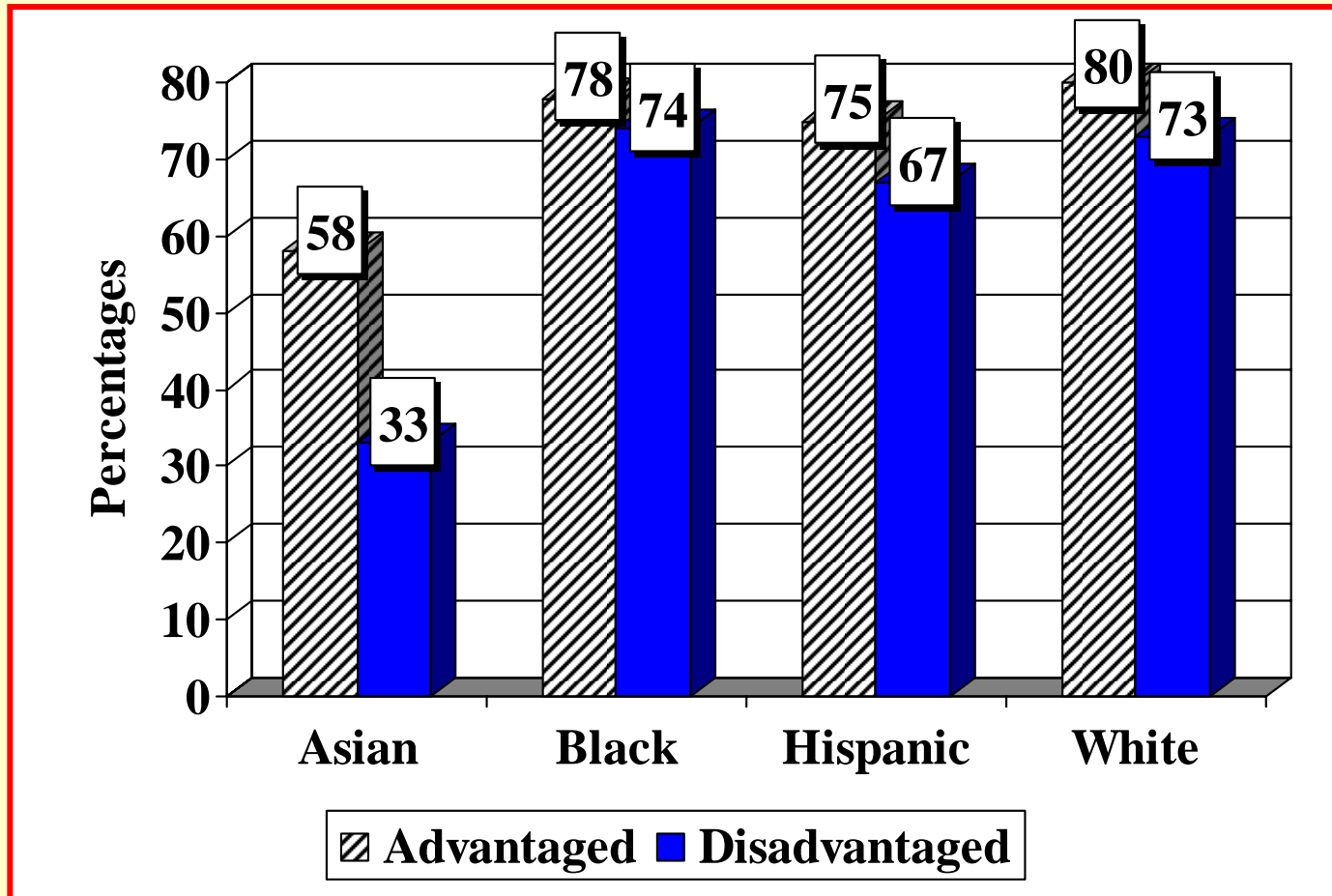
*Racial and Ethnic Disparities
in Home Intellectual Lifestyles*

My parents want me to tell them what I learned in school. ("Yes," instead of "Maybe" or "No.") (Grades 1-6)



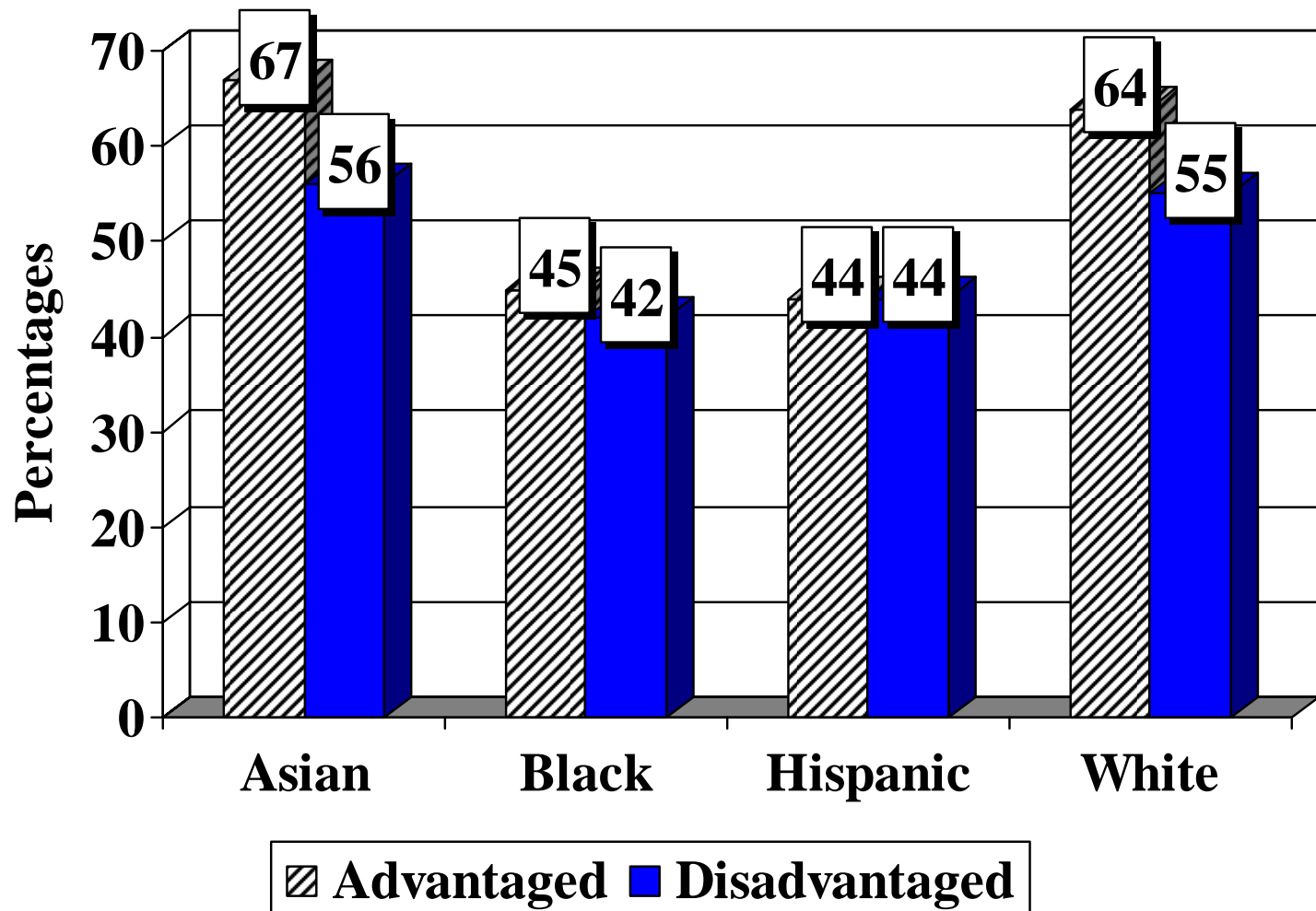
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. **"Advantaged"** students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=687; Black, N=1355; Hispanic, N=561; White, N=2647. Disadvantaged: Asian, N=100; Black=936; Hispanic=281; White=337.

At home, someone is always there
to help me with my homework if I need it.
("Yes," instead of "Maybe" or "No.") (Grades 1-6)



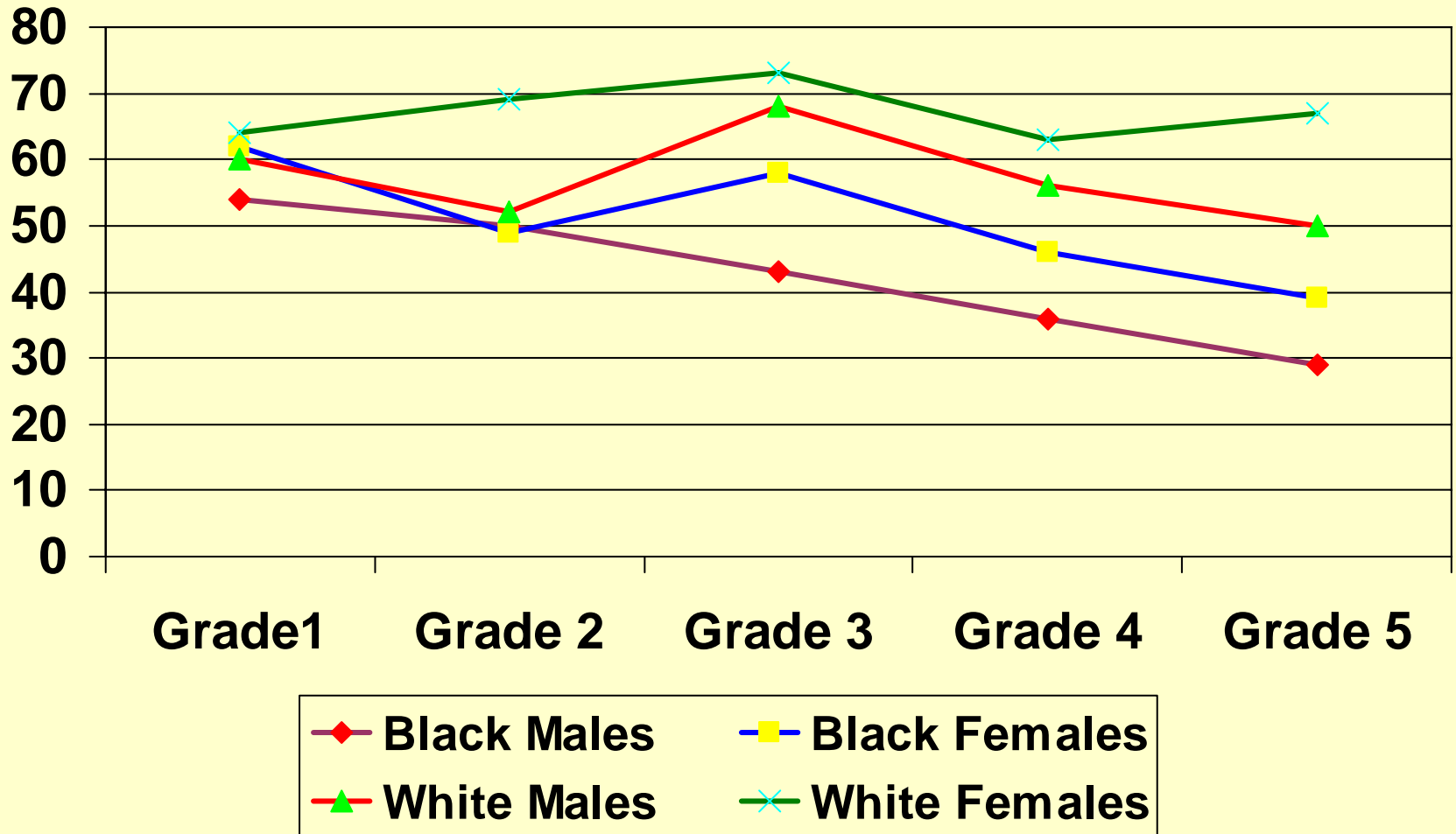
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "Advantaged" students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=687; Black, N=1351; Hispanic, N=564; White, N=2639. Disadvantaged: Asian, N=102; Black=940; Hispanic=281; White=331.

I read almost everyday at home. ("Yes," instead of "Maybe" or "No.") (Grades 1-6)



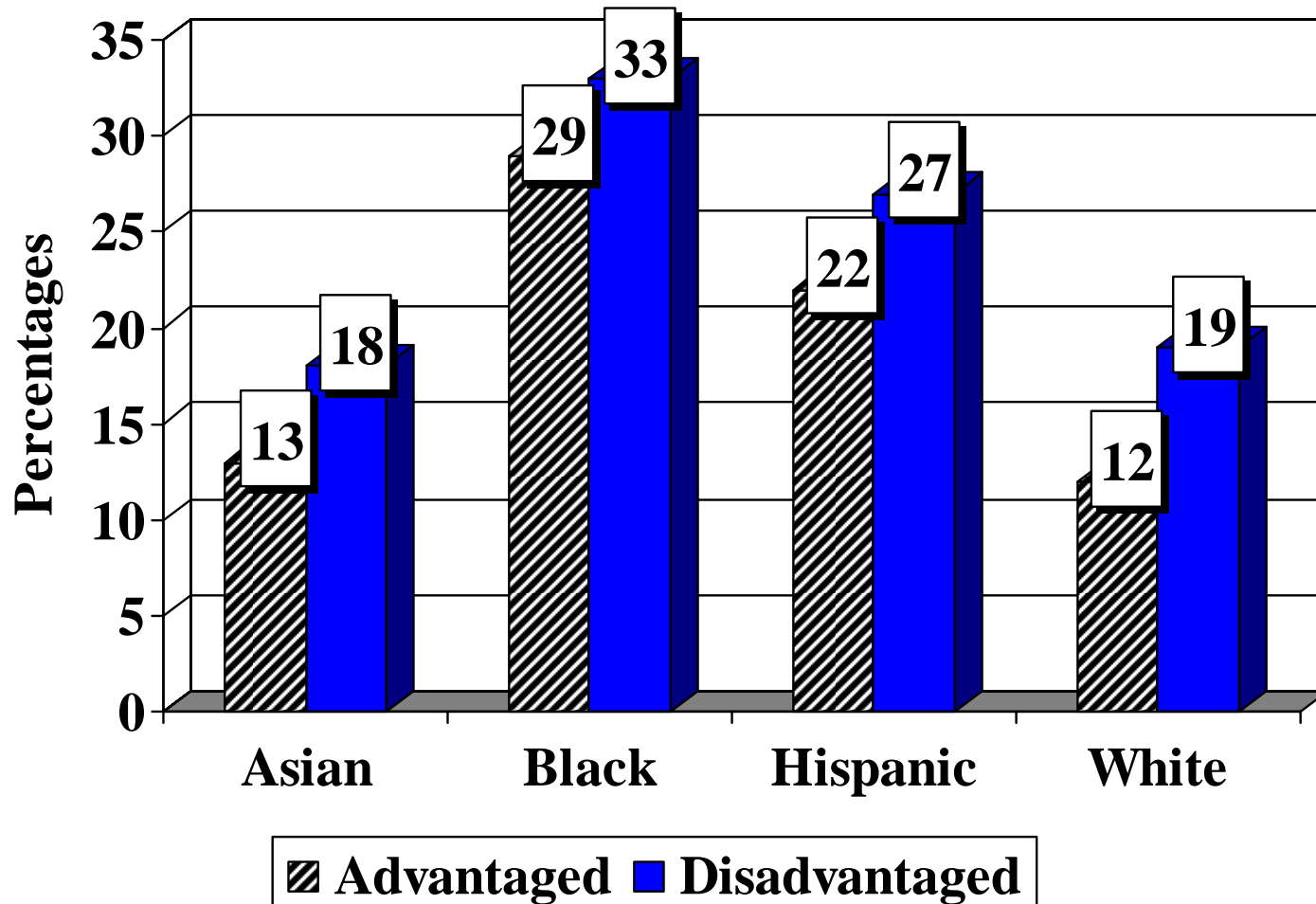
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. **"Advantaged"** students have (by our definition) *at least one computer in the home AND are not from single parent households; 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.

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



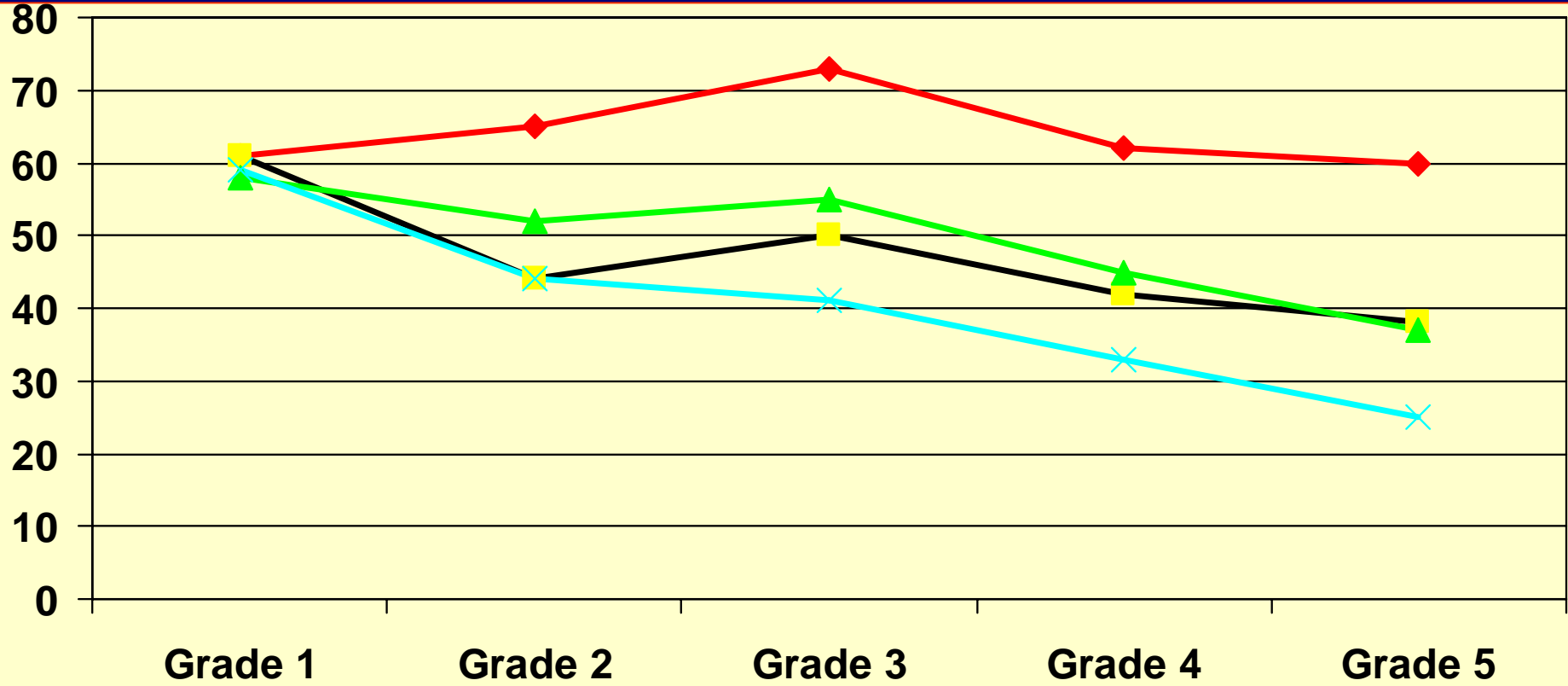
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. “**Advantaged**” students have (by our definition) *at least one computer in the home AND are not from single parent households*; others are labeled “**Disadvantaged.**” Advantaged: Asian, N=688; Black, N=1360; Hispanic, N=567; White, N=2650. Disadvantaged: Asian, N=103; Black, N=944; Hispanic, N=285; White, N=227.

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



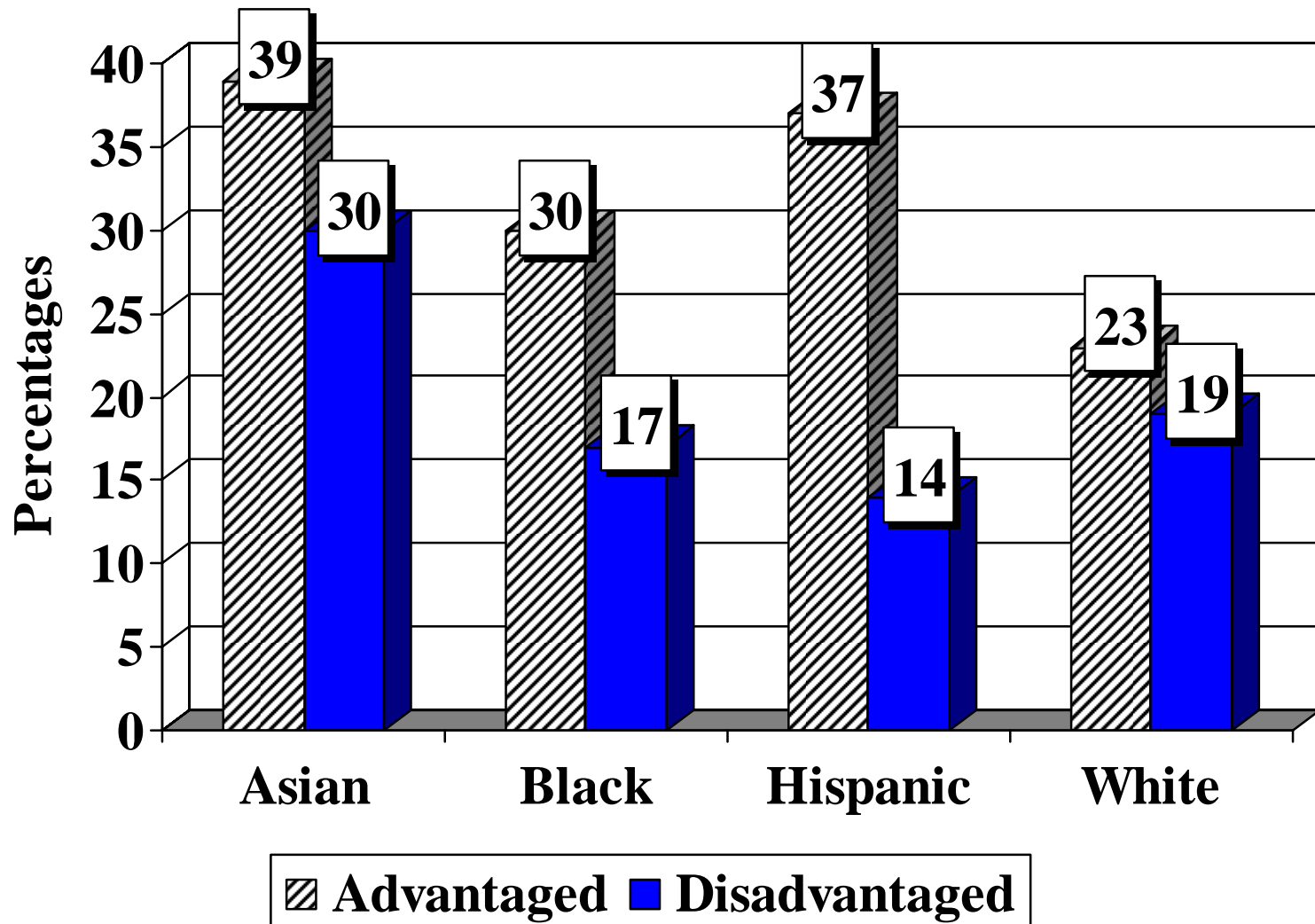
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "Advantaged" students have (by our definition) *at least one computer in the home AND are not from single parent households;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

Percentage of black and white elementary school children who answered “yes” to the statement, “*I read almost everyday at home,*” shown by whether they responded “yes” to the statement, “*At home, I watch television more than I do anything else.*”



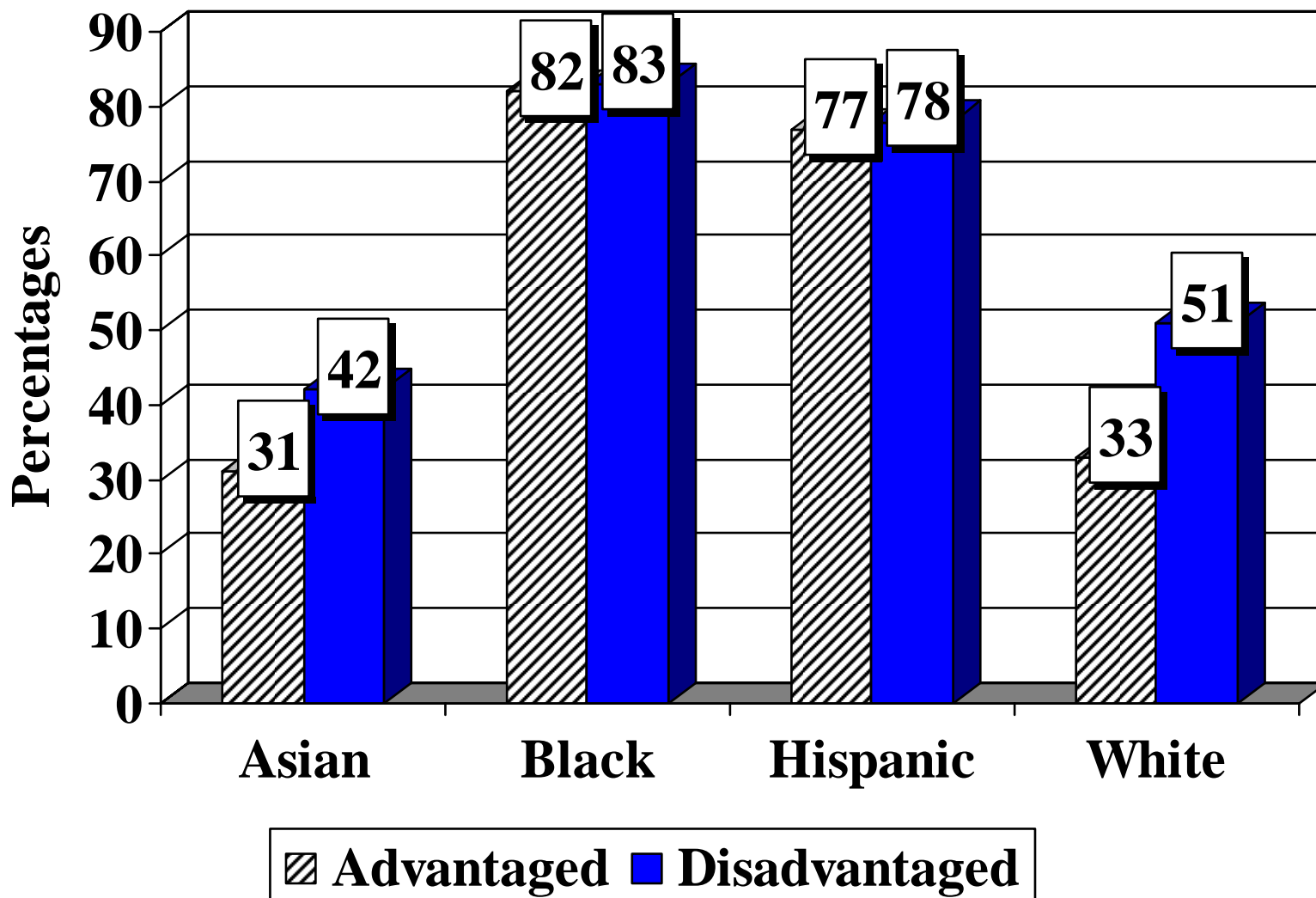
- ◆— "No" or "maybe" to the TV statement. (whites)
- "Yes" to the TV statement. (whites)
- ▲— No or "maybe" to the TV statement. (blacks)
- ×— Yes to the TV statement. (blacks)

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



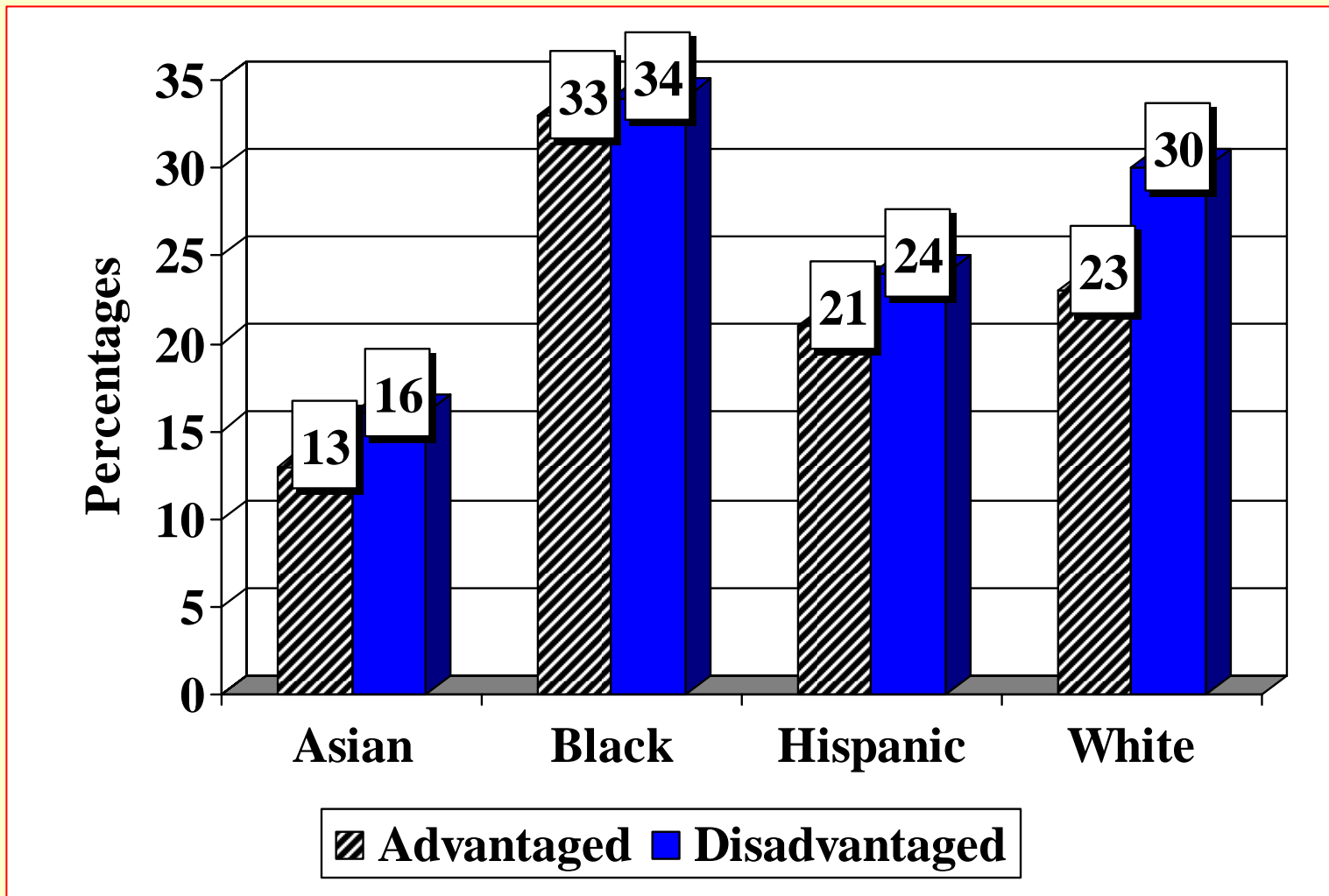
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and MO. **“Advantaged”** students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled “Disadvantaged.”* Advantaged: Asian, N=690; Black, N=1362; Hispanic, N=568; White, N=2649. Disadvantaged: Asian, N=103; Black=939; Hispanic=286; White=339.

Percentages with televisions in their bedrooms. (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=693; Black, N=1364; Hispanic, N=570; White, N=2654. Disadvantaged: Asian, N=105; Black=937; Hispanic=285; White=336.

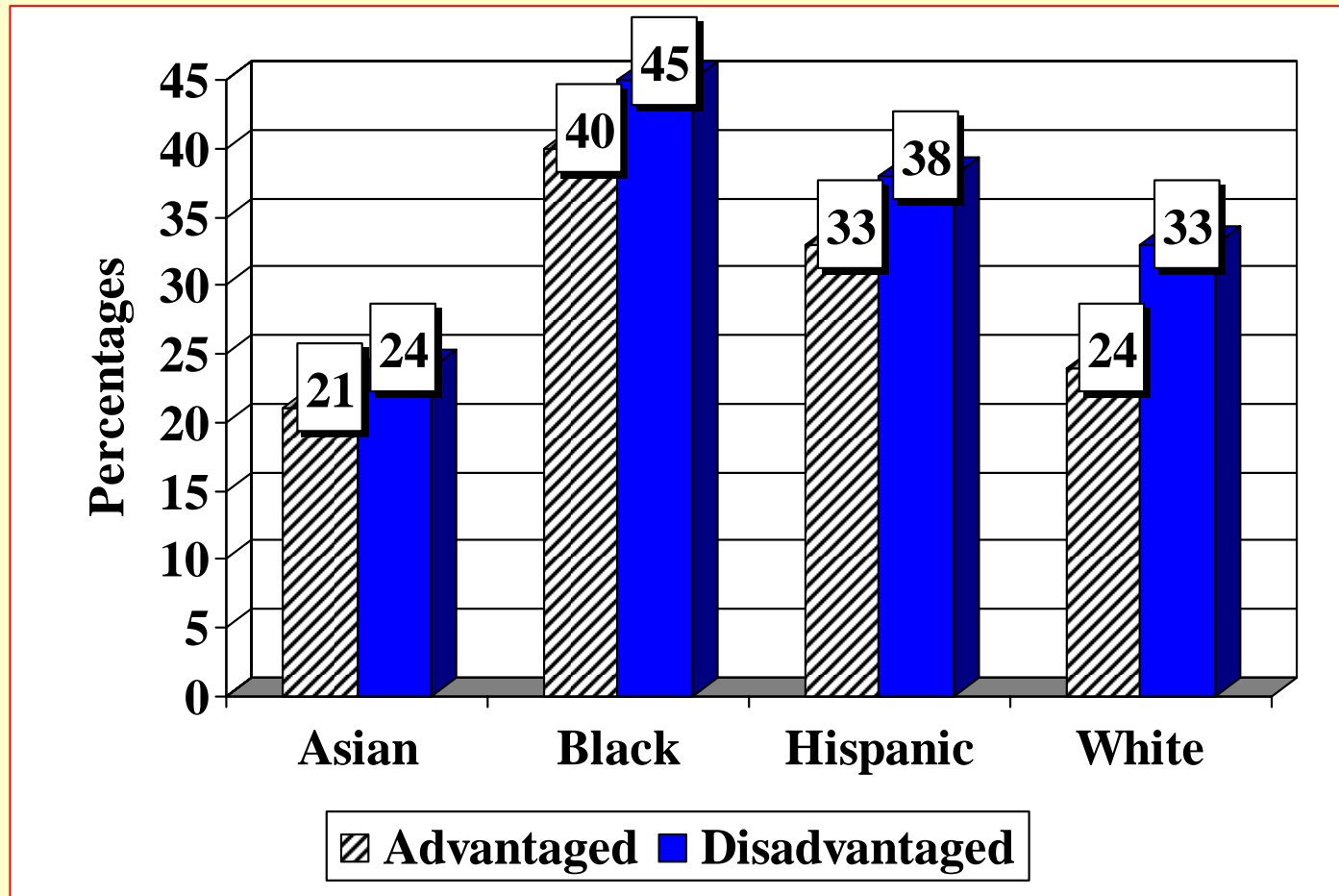
On many days, I get very sleepy at school. ("Yes," instead of "Maybe" or "No.") (Grades 1-6)



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=683; Black, N=1341; Hispanic, N=557; White, N=2631. Disadvantaged: Asian, N=103; Black=933; Hispanic=280; White=335.

Sometimes my teacher says that I don't
pay attention like I should.

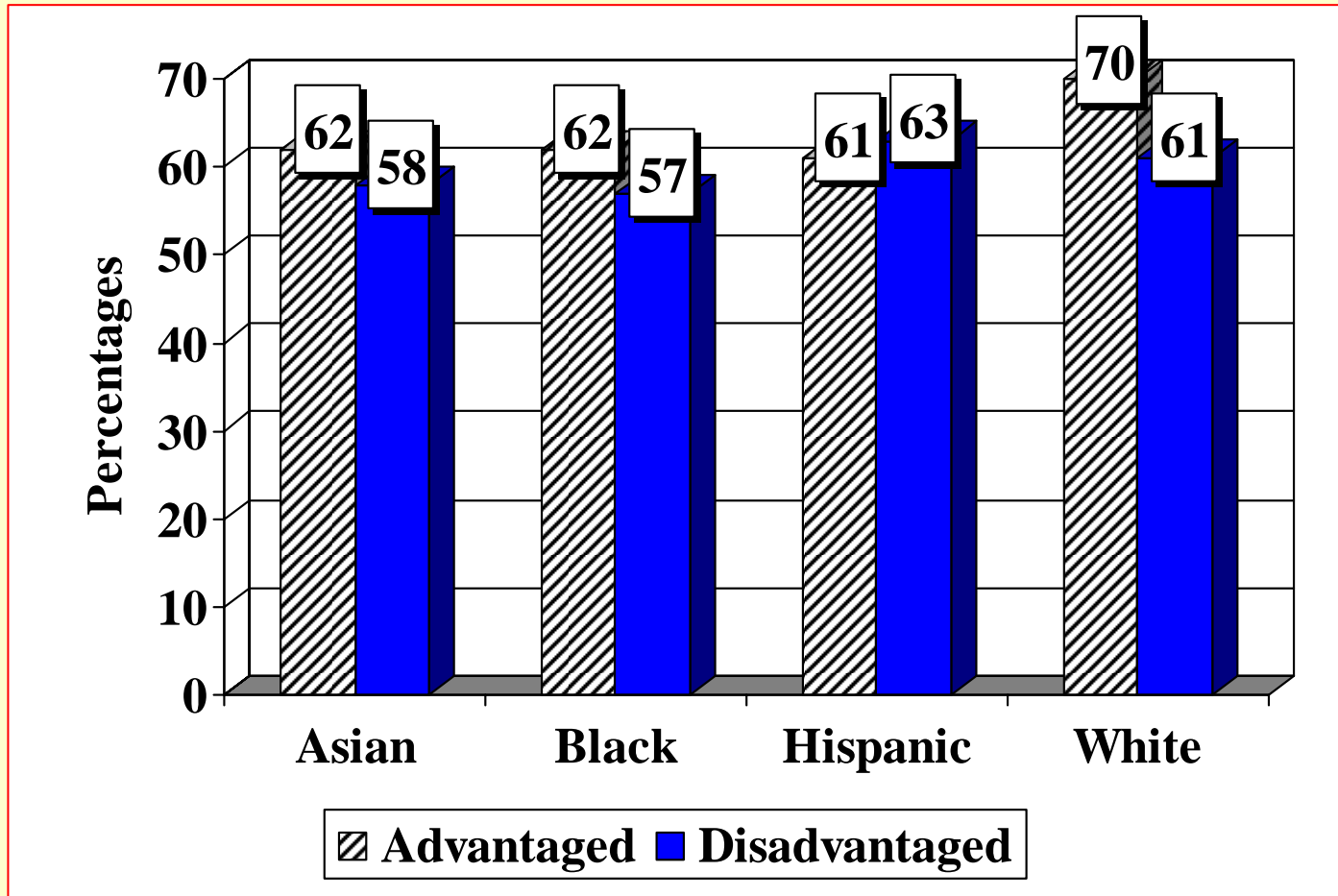
(“Yes,” instead of “Maybe” or “No.”) (Grades 1-6)



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=681; Black, N=1342; Hispanic, N=560; White, N=2619. Disadvantaged: Asian, N=103; Black=933; Hispanic=278; White=329.

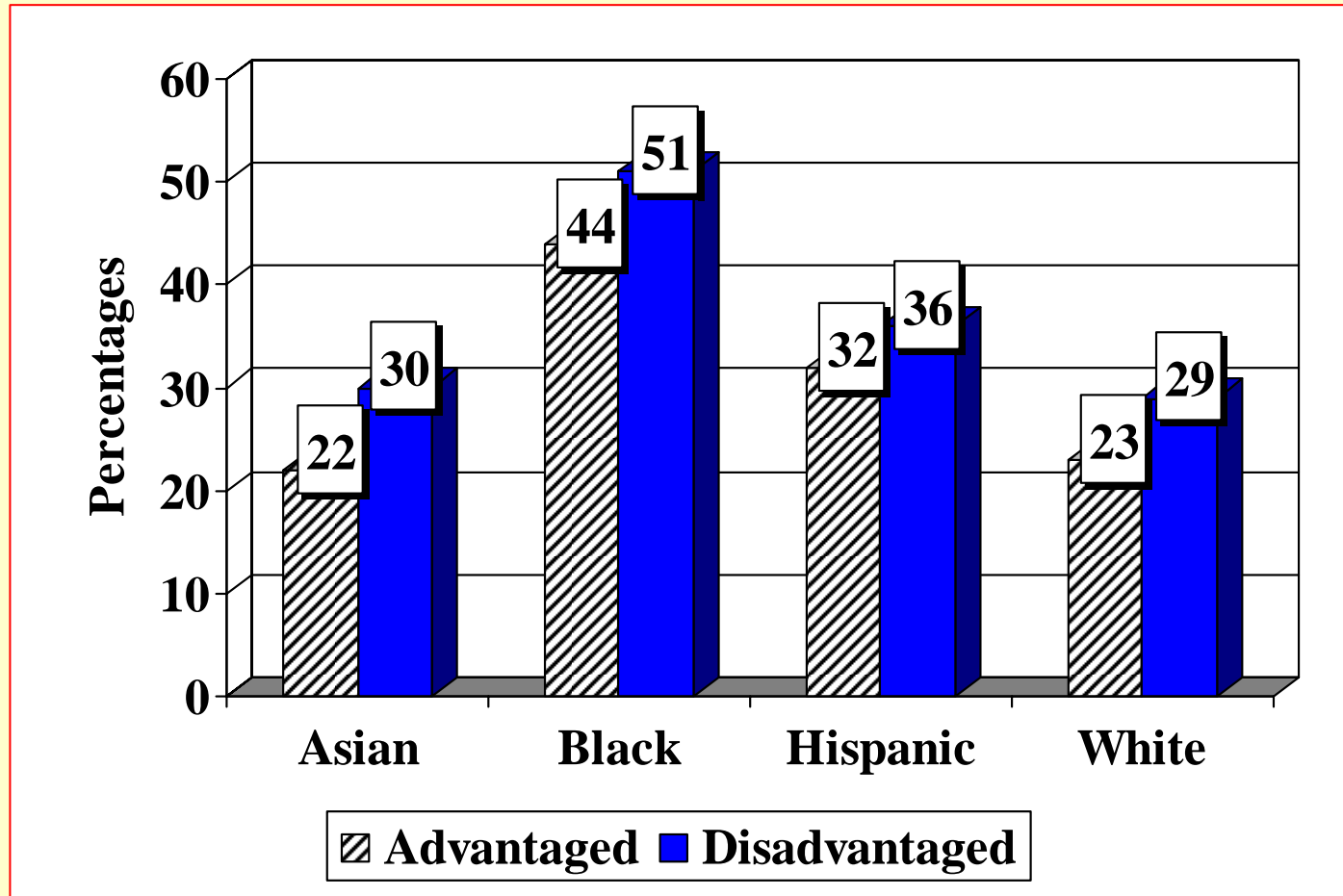
I have done my best quality work in school
all year long.

(“Yes,” instead of “Maybe” or “No.”) (Grades 1-6)



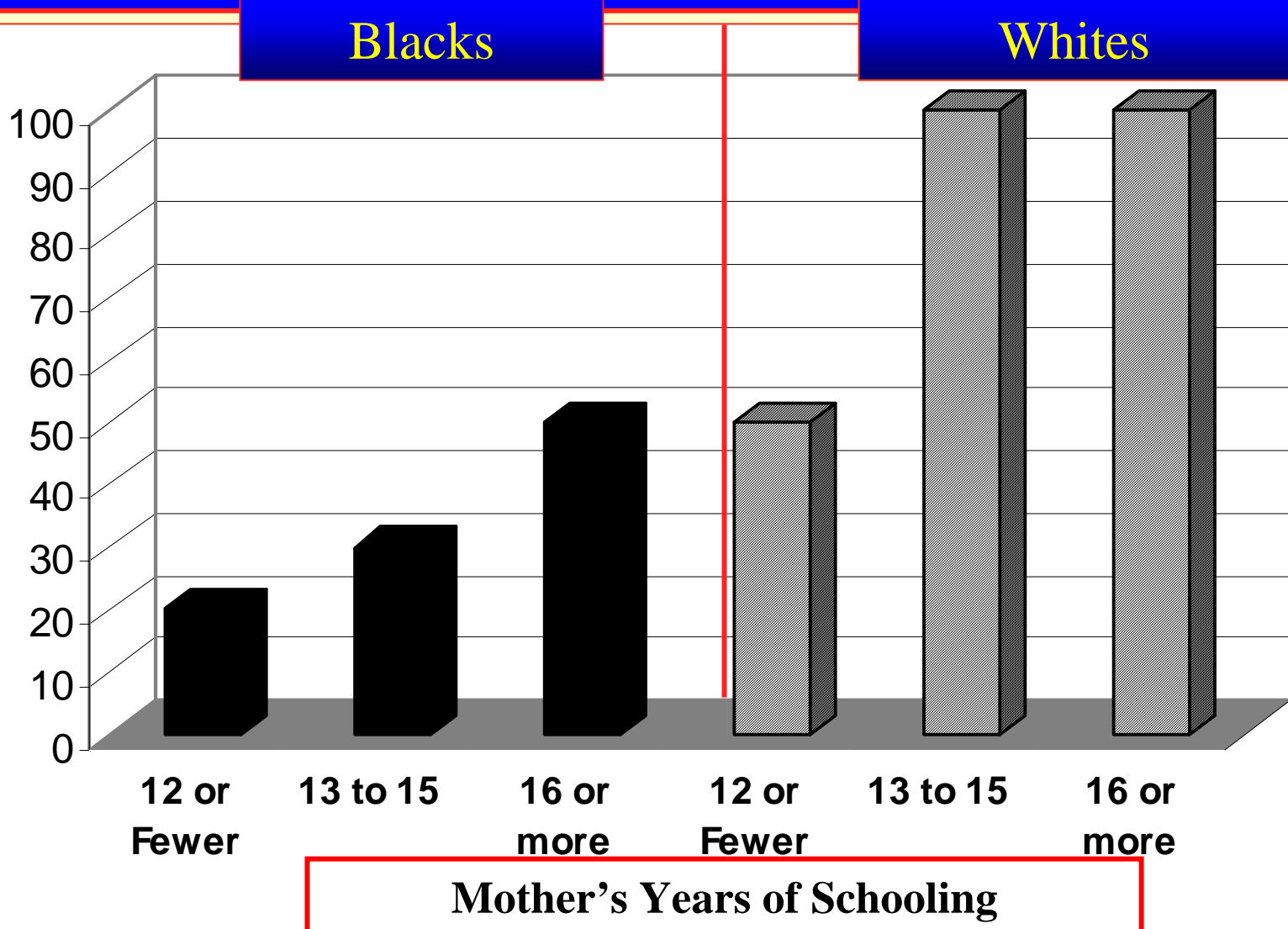
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. “**Advantaged**” students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled “Disadvantaged.”* Advantaged: Asian, N=681; Black, N=1344; Hispanic, N=561; White, N=2625. Disadvantaged: Asian, N=101; Black=930; Hispanic=279; White=332.

Sometimes I get into trouble at school. ("Yes," instead of "Maybe" or "No.") (Grades 1-6)

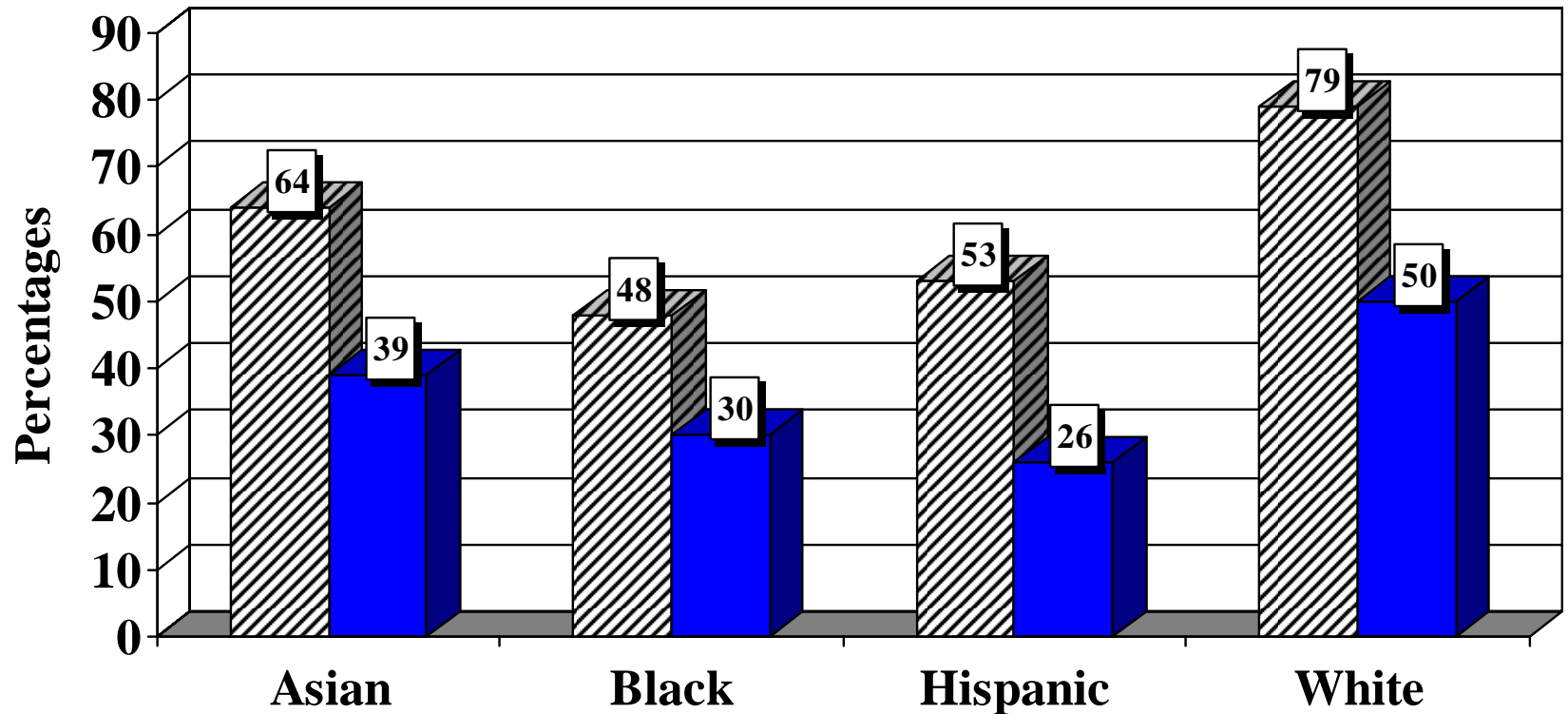


Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "Advantaged" students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=687; Black, N=1363; Hispanic, N=568; White, N=2642. Disadvantaged: Asian, N=105; Black=941; Hispanic=287; White=344.

Within-race median parental responses in 1998 to: **How many children's books does your [kindergarten] child have in your home now, including library books?** By mother's years of schooling.

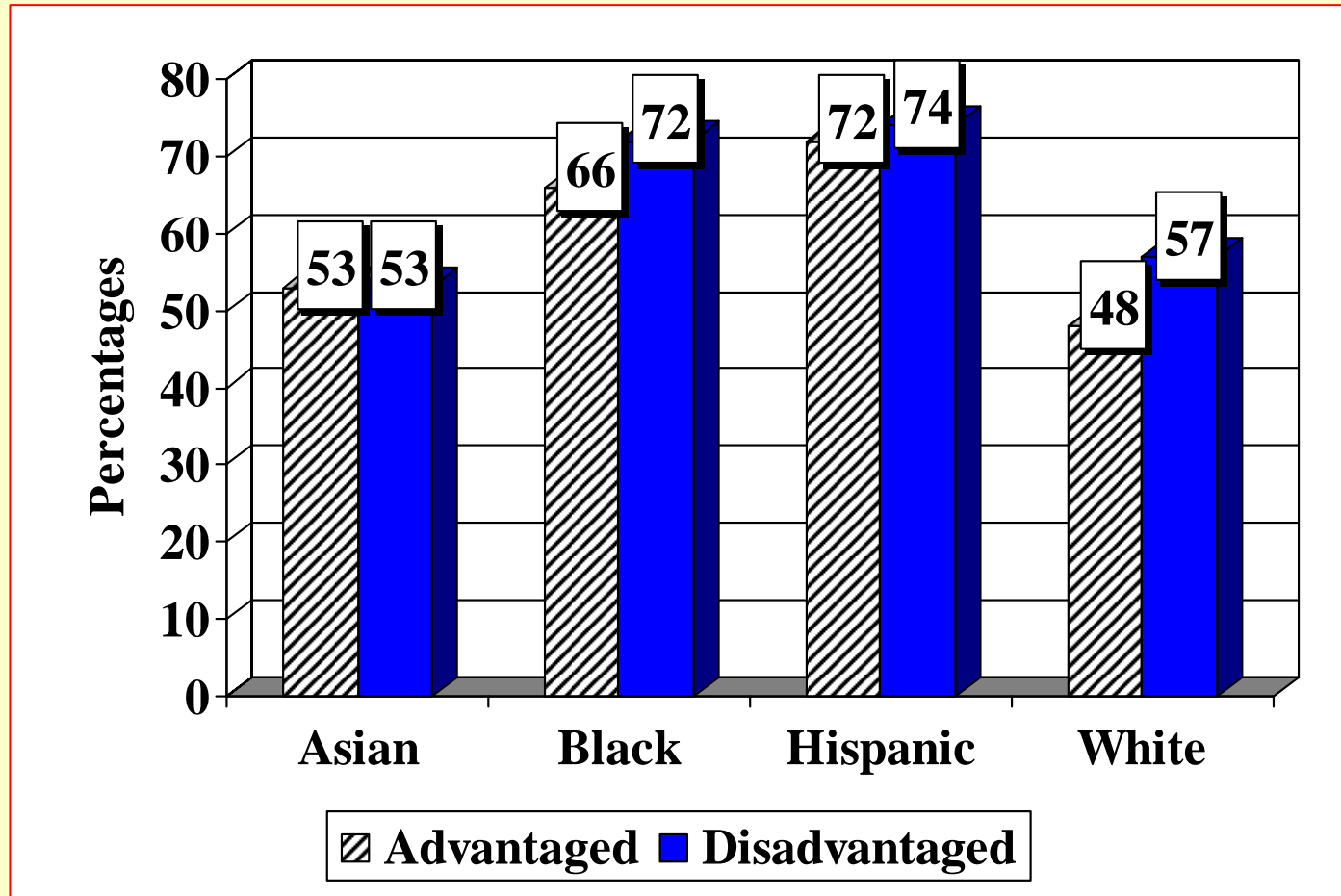


Percentages of students from 30 high schools across seven states responding that there are at least 100 books in their home, from surveys conducted 2004 & 2005. Shown by mother's years of schooling.



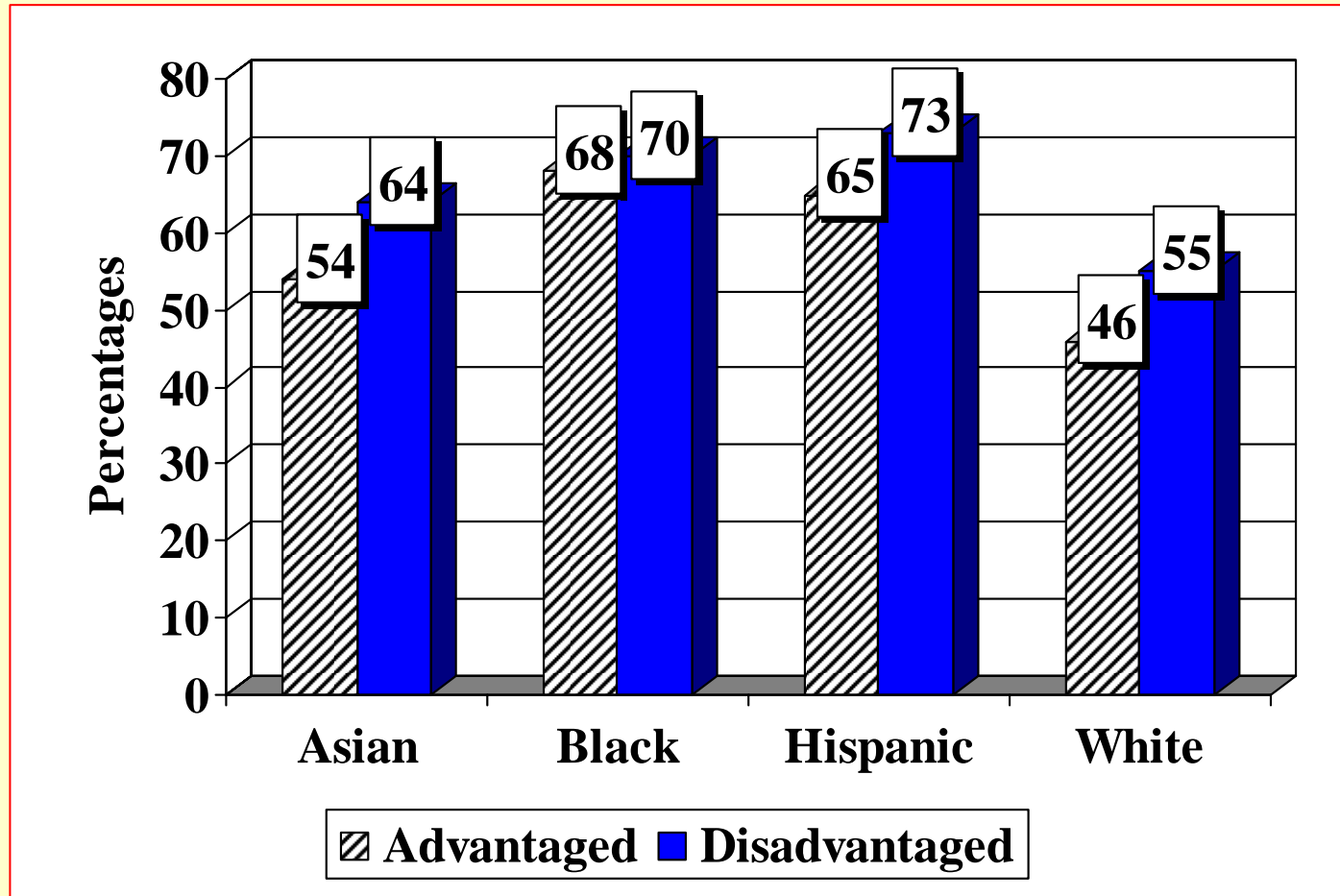
▨ Mother 16+ Years Schooling ■ Mother Less than 16 Years Schooling

When I work hard,
it is because my teacher tells me I can do well.
("Yes," instead of "Maybe" or "No.") (Grades 1-6)



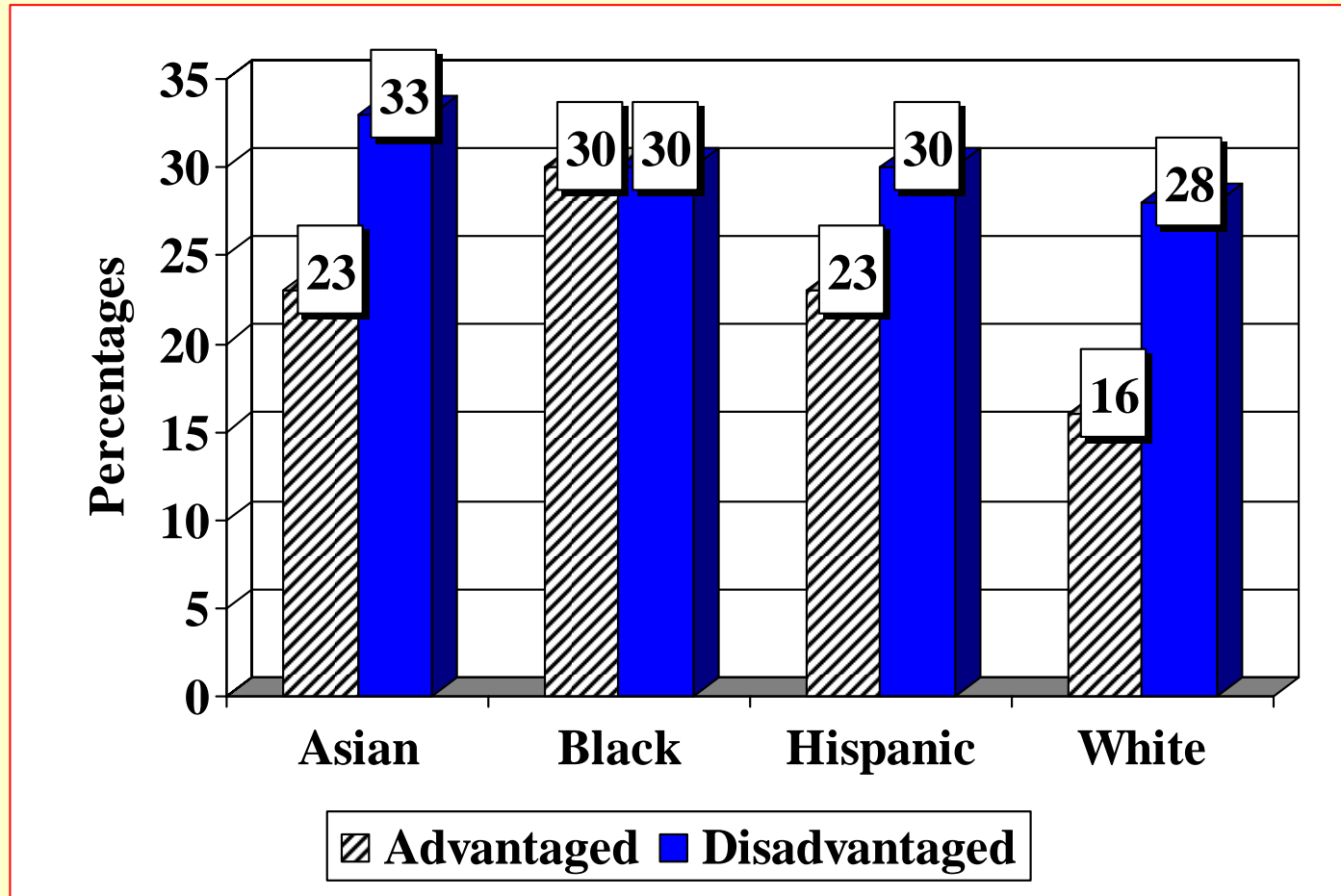
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "Advantaged" students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=679; Black, N=1352; Hispanic, N=566; White, N=2629. Disadvantaged: Asian, N=103; Black=934; Hispanic=284; White=334.

When I work hard,
it is because my parents tell me I can do well.
("Yes," instead of "Maybe" or "No.") (Grades 1-6)



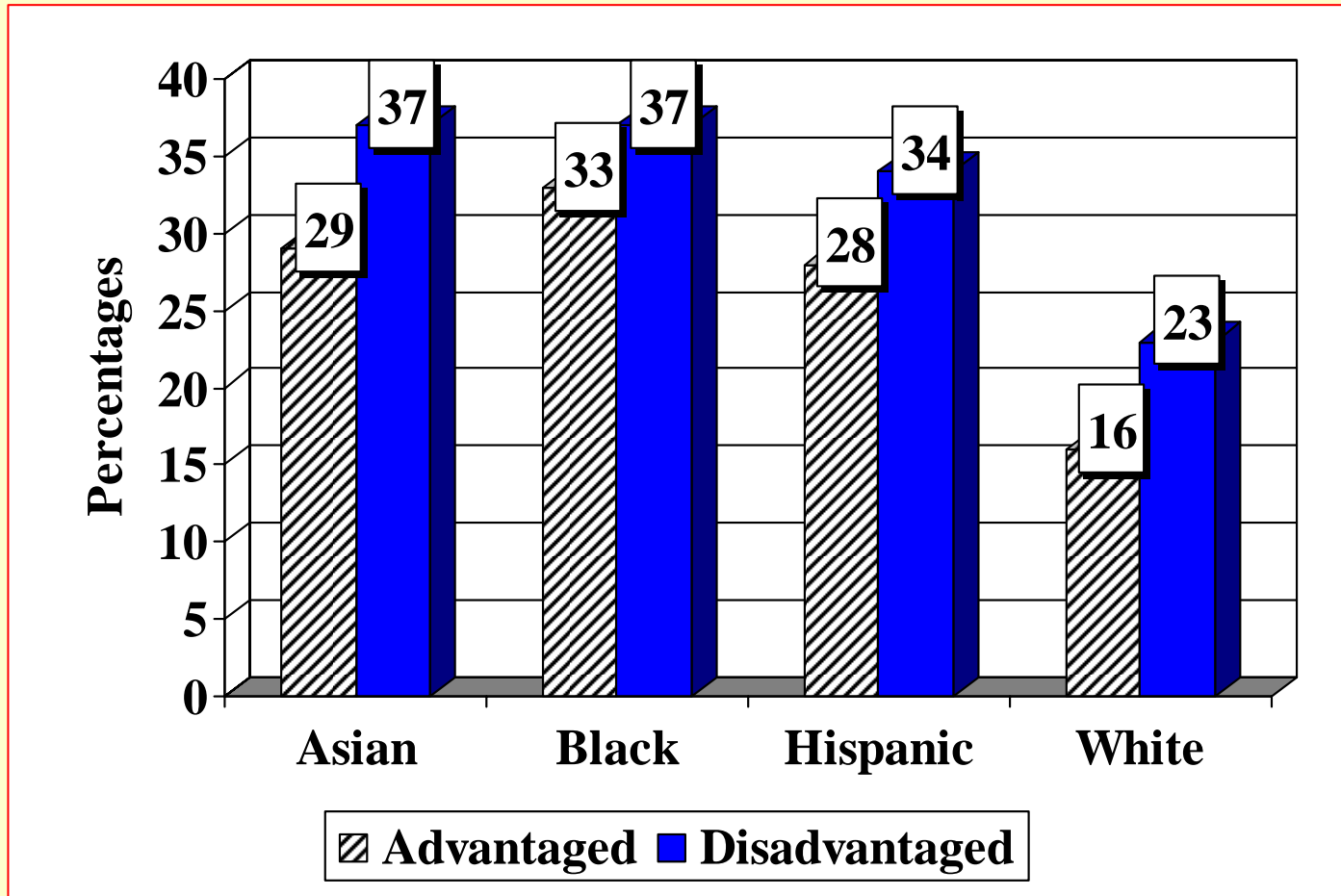
Source: Calculations by Ron Ferguson, using Tripod Project data for 1st to 6th graders collected spring 2005 & '06 from 45 elementary schools in NJ, CT, OH, NM, IA, MA, MI and CA. "Advantaged" students have (by our definition) *at least one computer in the home AND are not from single parent households; others are labeled "Disadvantaged."* Advantaged: Asian, N=682; Black, N=1343; Hispanic, N=561; White, N=2614. Disadvantaged: Asian, N=103; Black=930; Hispanic=282; White=331.

When I work hard,
it is because my teacher makes me do it.
("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=675; Black, N=1346; Hispanic, N=565; White, N=2637. Disadvantaged: Asian, N=104; Black=934; Hispanic=278; White=337.

When I work hard,
it is because my parents make me do it.
("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=680; Black, N=1345; Hispanic, N=562; White, N=2620. Disadvantaged: Asian, N=104; Black=930; Hispanic=281; White=333.

Achievement gaps are often largest between children of highly educated parents of different racial and ethnic groups. Parenting, especially by highly educated parents, is frequently a neglected topic in achievement-gap discourse. Along with other issues, it should be higher on our agenda as we search together for ways of helping all children to reach their full potential.

*Class-to-Class Instructional Quality
Differences
and How They Matter*

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.*

**Aspects of Student Engagement
Affected by the Quality of Instruction, in ways that
sometimes differ by race and gender:**

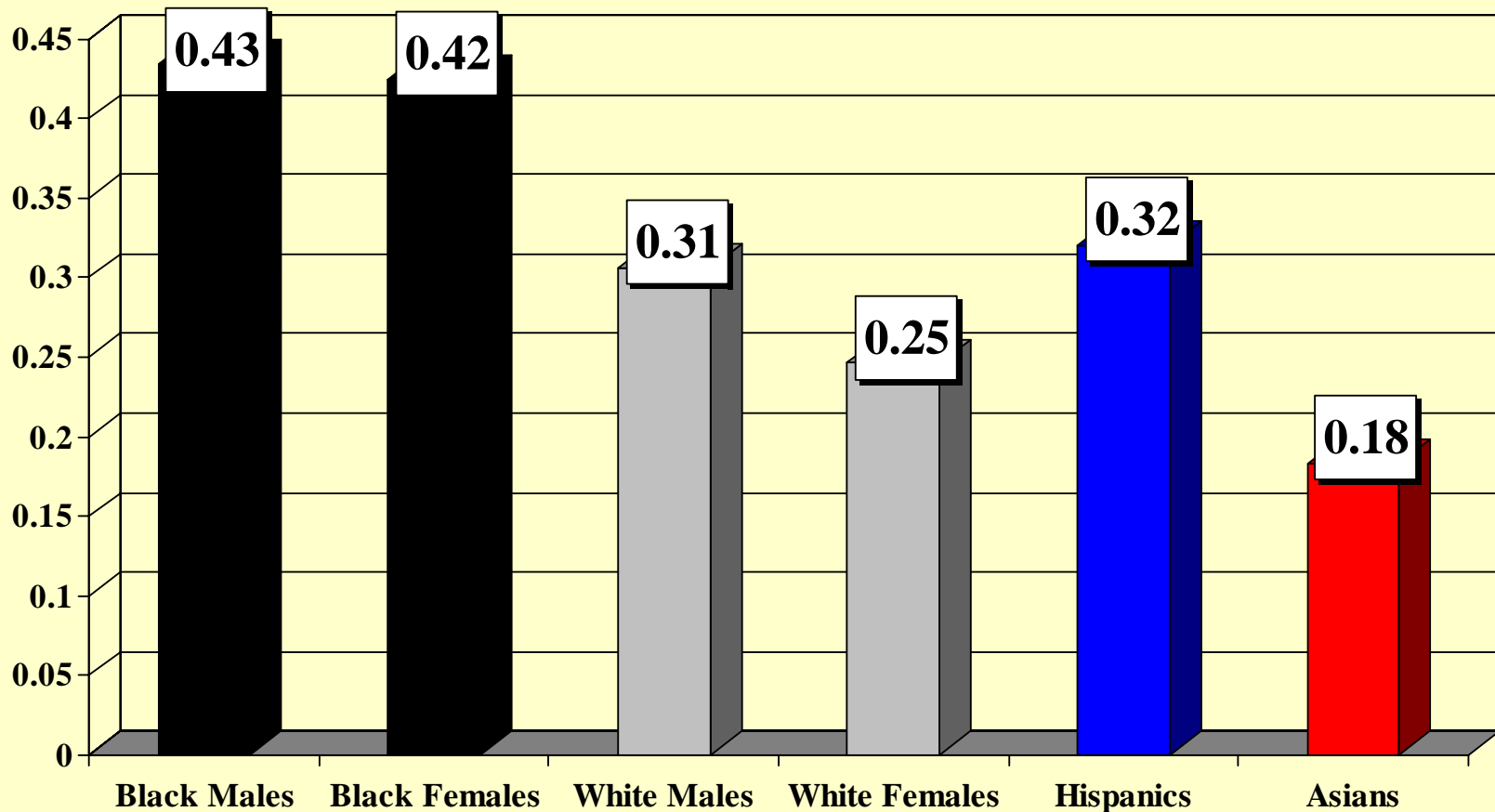
- ✓ **Mastery orientation (focus on learning)**
- ✓ **Help seeking attitudes and behaviors**
 - ✓ **“Good” vs. “Problem” behavior**
 - ✓ **Punctuality and Attendance**
 - ✓ **Sense of efficacy**
 - ✓ **Homework completion rates**

**Findings from three-dozen secondary schools
across eight states**

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)

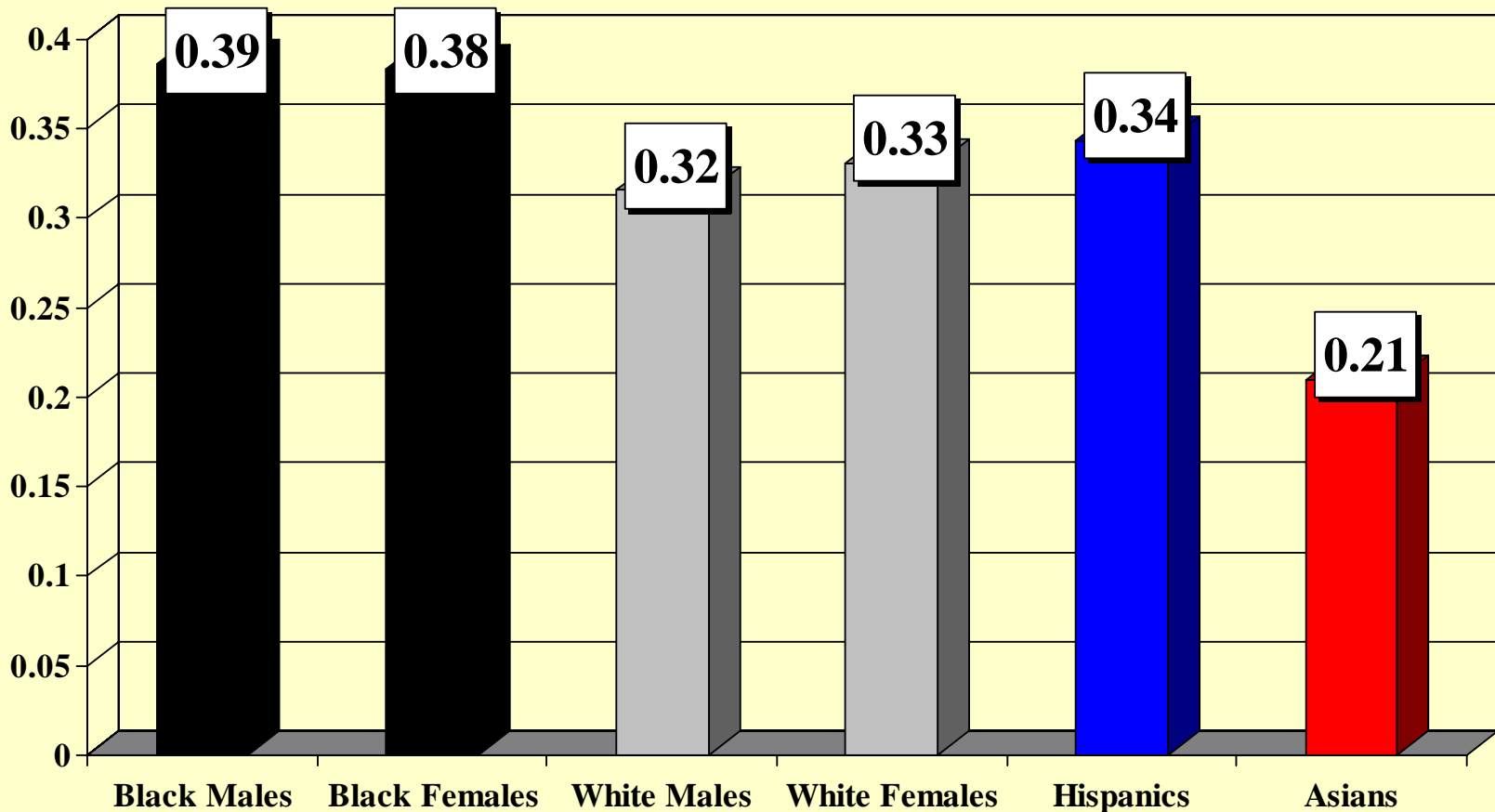


Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

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)

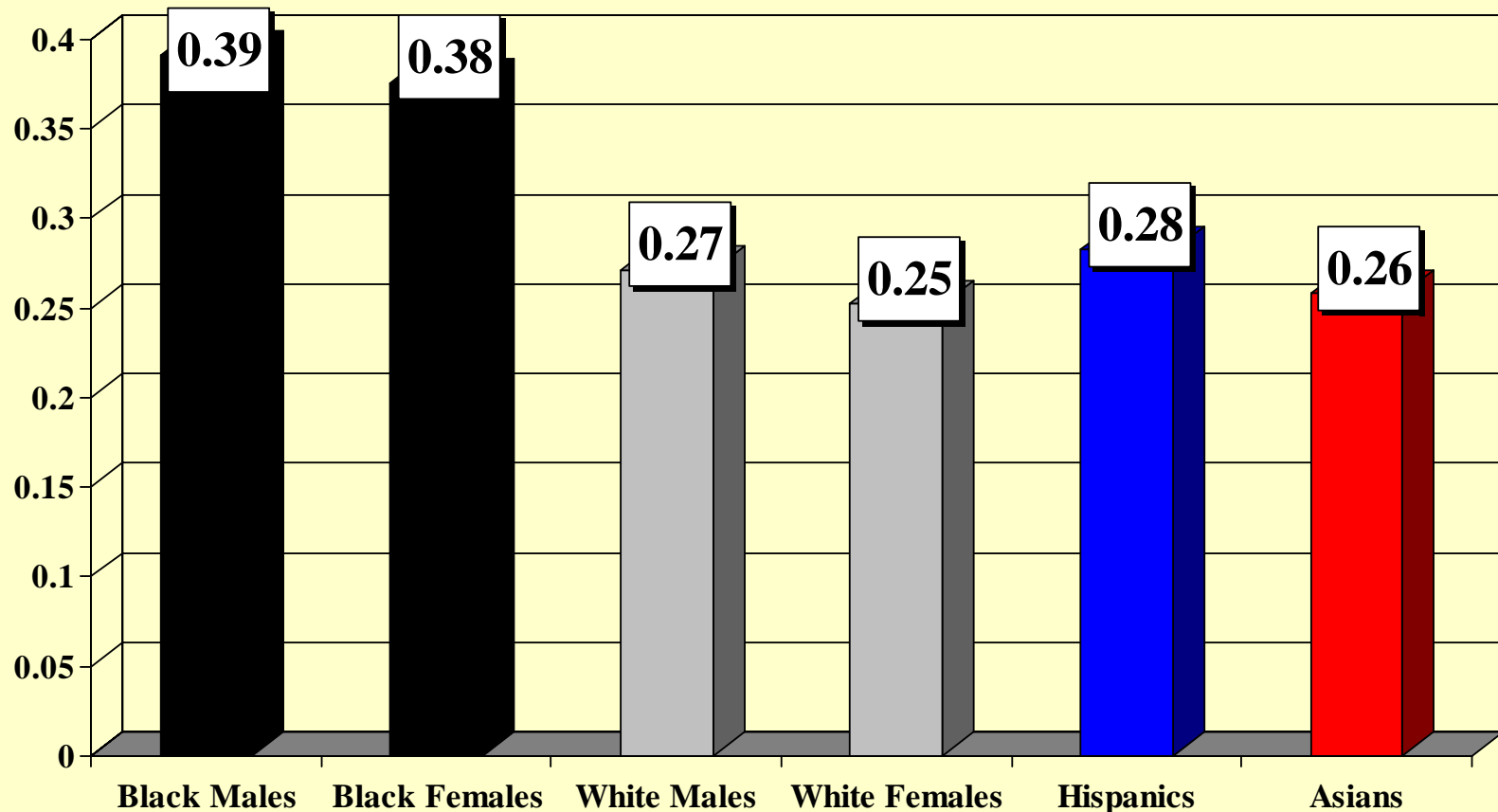


Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

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)

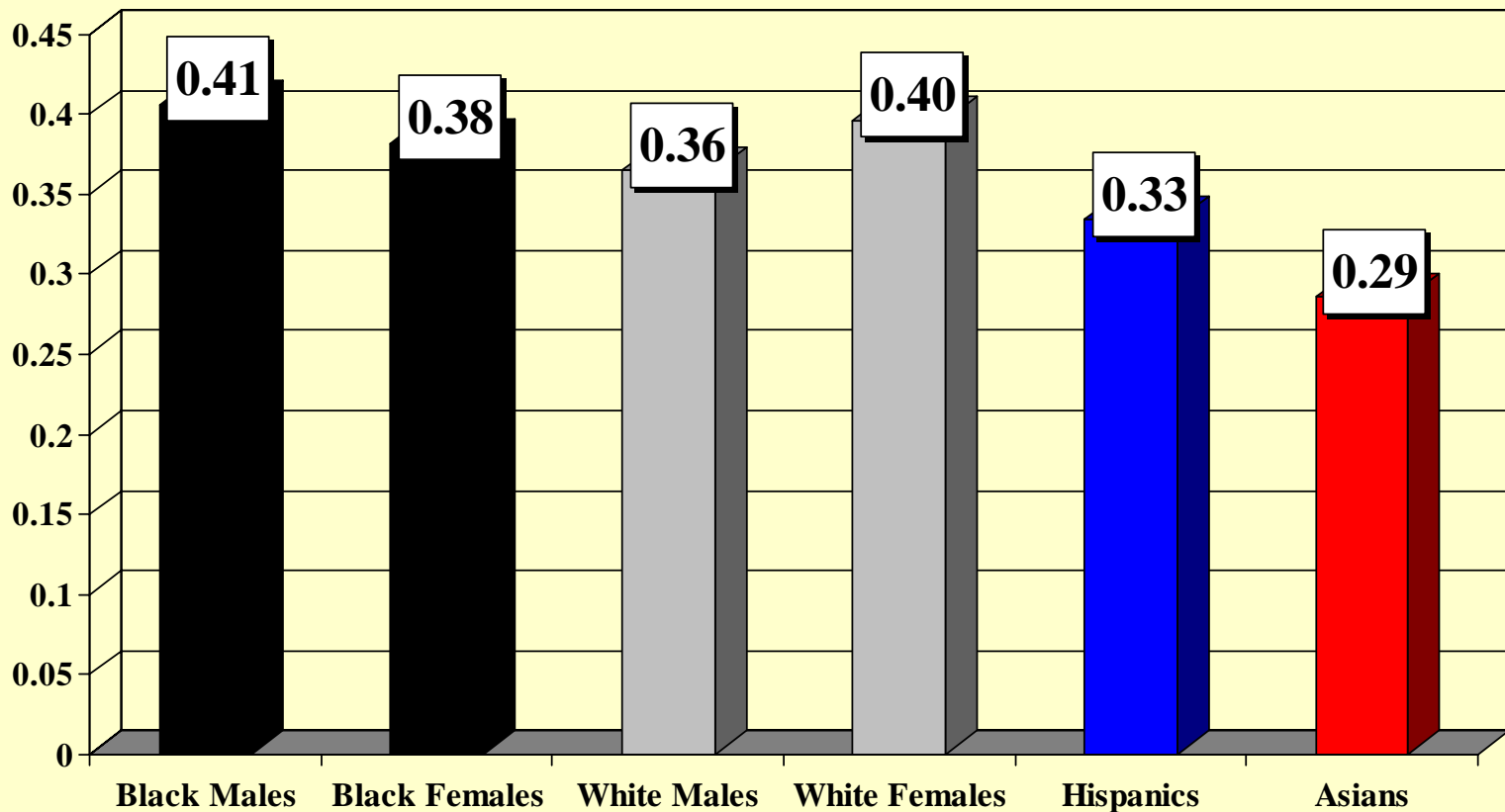


Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

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

MASTERY ORIENTATION.

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)

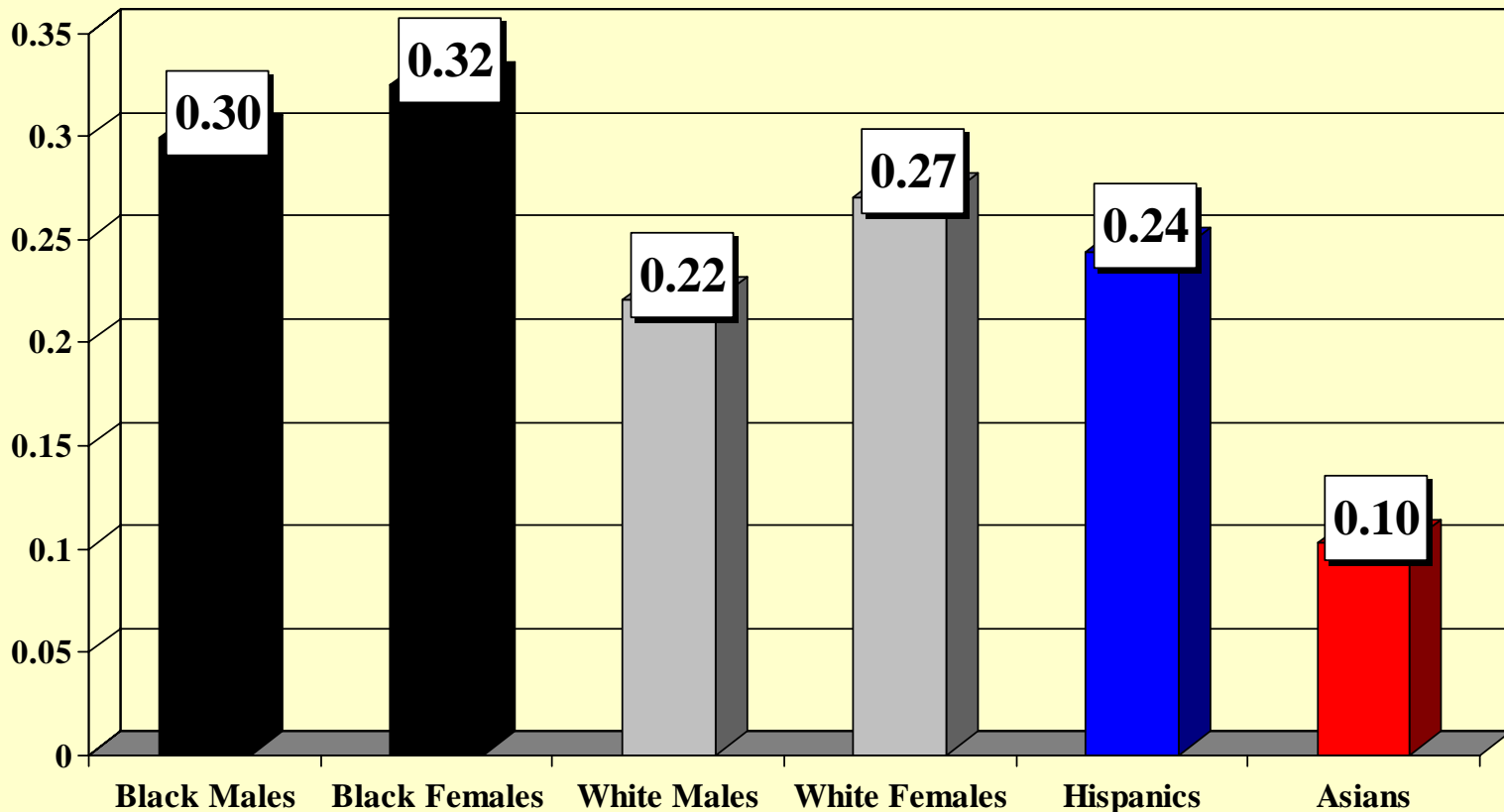


Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

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

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)

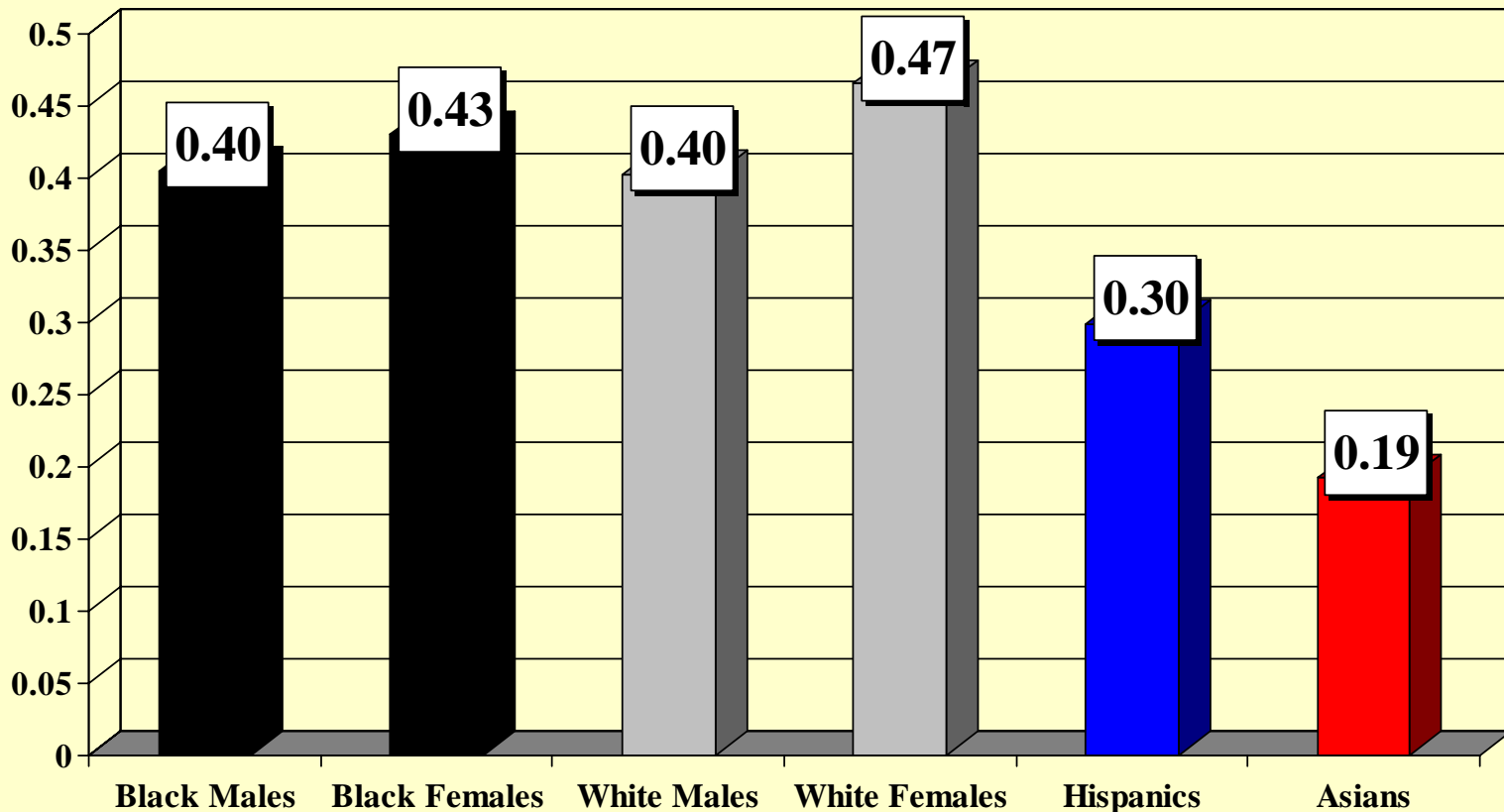


Note: sample sizes for Hispanics and Asians were too small for separate gender estimates.

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.

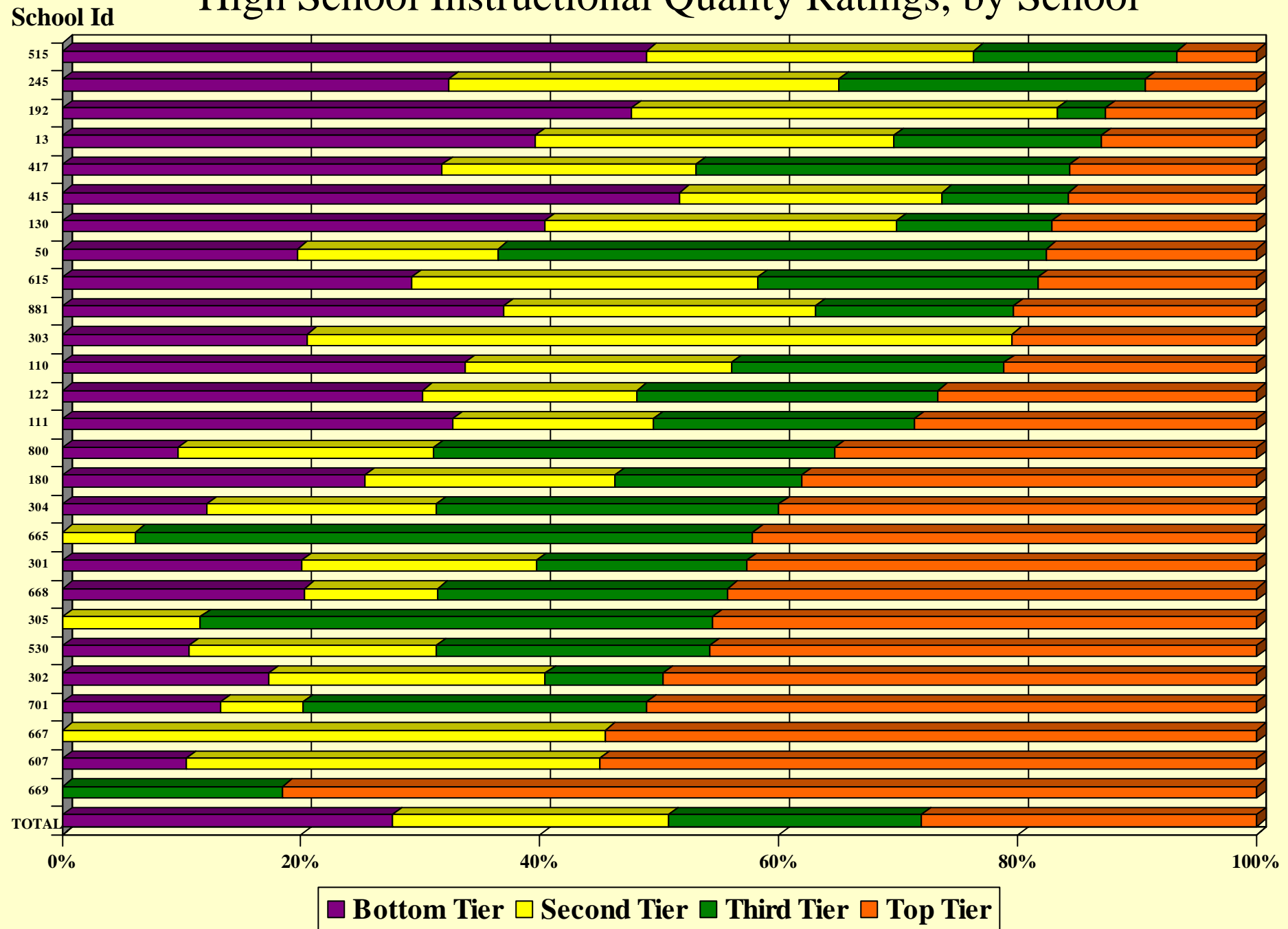
Percentages in each tier who agree with the statement:

		Teacher Quality Index Tiers:			
		1	2	3	4
Interesting					
1.	<i>My teacher makes lessons interesting.</i>	25	40	54	72
2.	<i>My teacher makes learning enjoyable.</i>	23	39	52	70
Relentless					
3.	<i>My teacher doesn't let people give up when the work gets hard.</i>	32	48	60	75
4.	<i>In this class, the teacher accepts nothing less than our full effort.</i>	36	48	59	71
5.	<i>My teacher works hard to make sure we learn a lot.</i>	40	58	72	86

Table Continued.

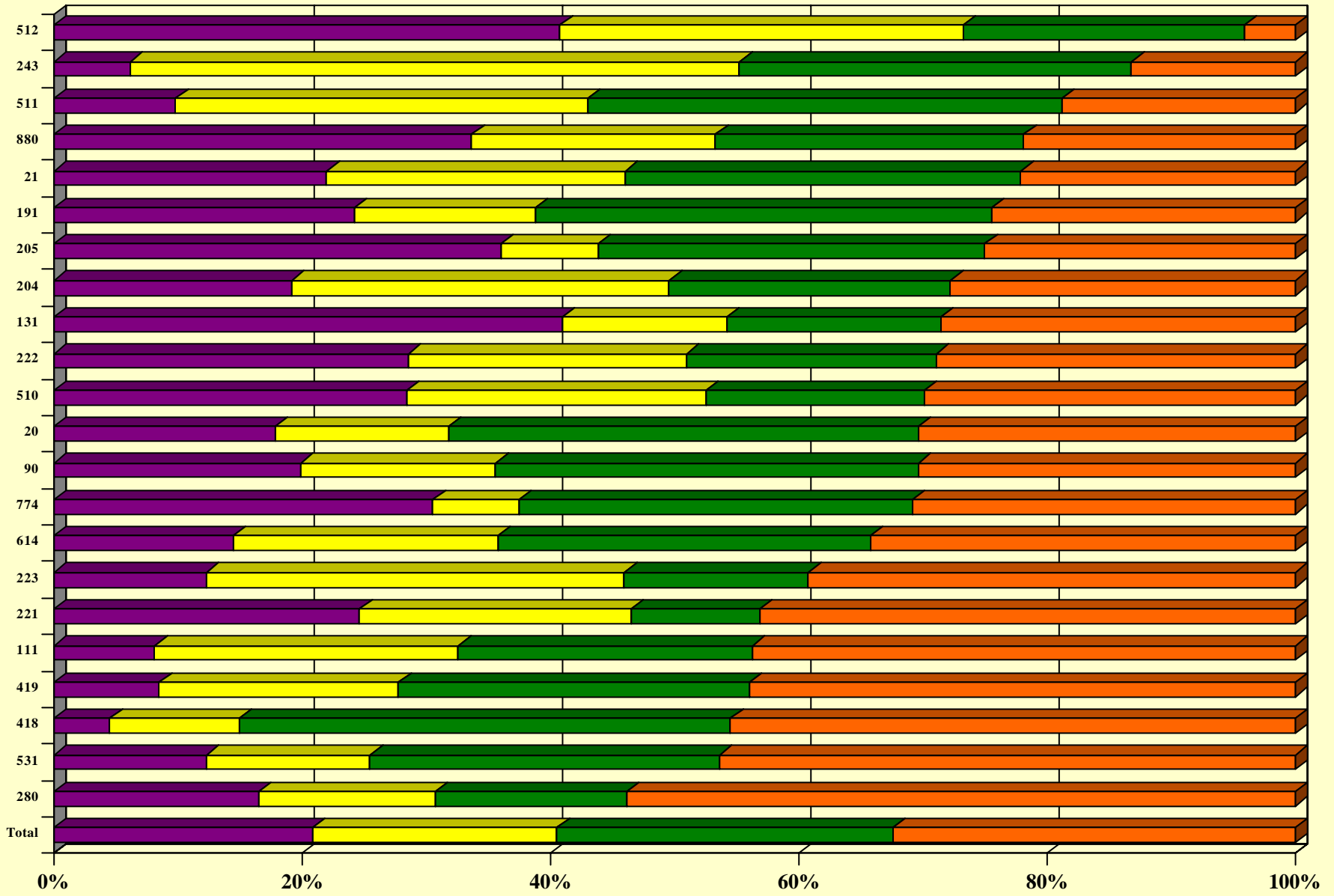
	TQI Tiers:	1	2	3	4
	Rigorous				
6.	<i>My teacher wants us to use our thinking skills, not just memorize things.</i>	41	56	66	80
	Welcomes Questions				
7.	<i>My teacher in this class likes it when we ask questions.</i>	36	53	64	79
8.	<i>The teacher in this class welcomes questions if anyone gets confused.</i>	42	59	70	83
	Multiple explanations				
9.	<i>If you don't understand something, my teacher explains it another way.</i>	33	53	66	80
10.	<i>My teacher has several good ways to explain each topic that we cover.</i>	29	47	60	76

High School Instructional Quality Ratings, by School



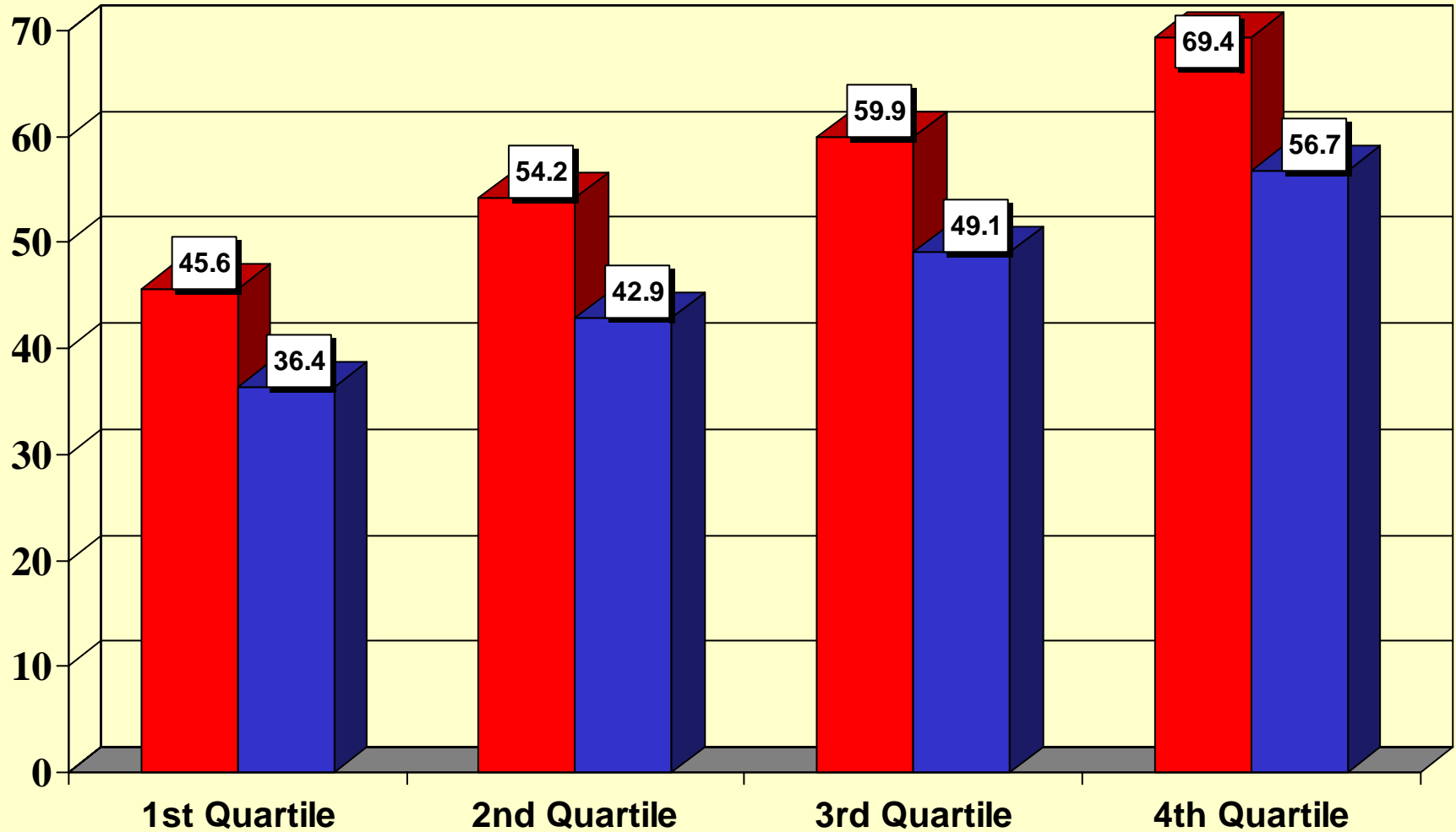
Middle School Instructional Quality Ratings, by School

School Id



Bottom Tier Second Tier Third Tier Top Tier

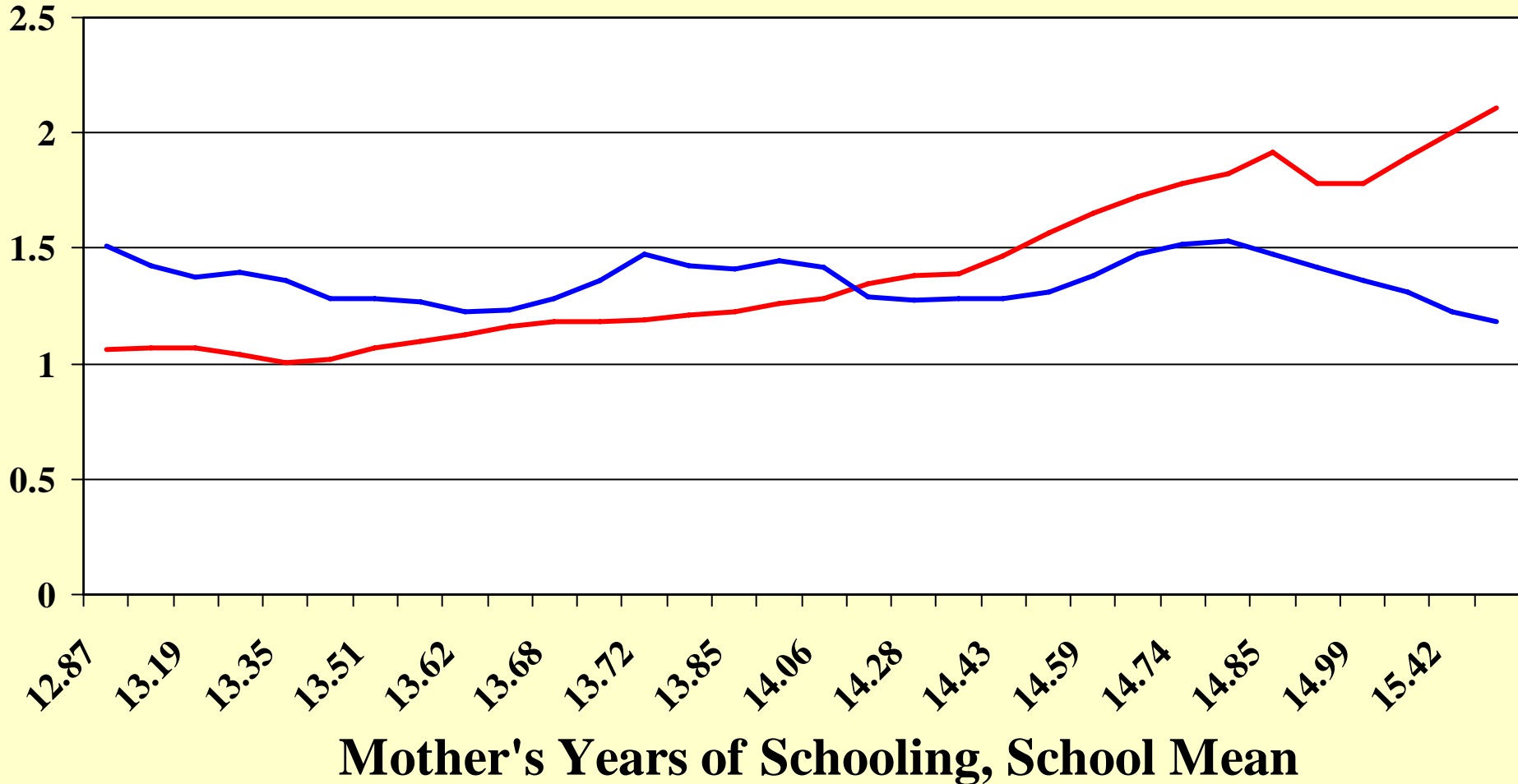
Percent responding “True” or “Mostly True,” to: “I have done my best quality work in this class all year long,” in each quartile of the instructional quality distribution across secondary school classrooms in three dozen secondary schools.



■ Female

■ Male

Hours Per week of Homework for Surveyed Class, School Means for 17 Middle Schools and 19 High Schools (smoothed)



— High School — Middle School

Conclusions

regarding the quality of instruction

- ✓ **The quality of instruction matters!**
Sometimes it matters more for some students than for others, including more for the behavior of blacks than whites.
- ✓ **Further, all qualities of instruction are well represented in most schools.**
- ✓ **Our task may be less to turn bad schools into good ones, than to turn bad instruction into better instruction in all types of schools.**

Summary, we need to work on:

- *Youth Culture*
- *Out-of-School Time Supports*
- *Home Intellectual Lifestyles*
- *The Quality of Instruction*

Challenges – how to develop and sustain a constructive, race-conscious but non-racist narrative in a national movement to raise achievement while narrowing gaps.