

Is Great Teaching Enough?

The impact of school-community connections
on the achievement gap

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Objectives

- The five essential supports
- The role of trust in building the essential supports
- Consequences of weak social relationships
- Impact of community social capital
- Implications of school community connections for policy

Five Essential Supports for School Improvement

Coherent, Ambitious Instruction

Strong Professional Capacity

Robust Parent-Community Ties

Supportive Student-Centered Learning Climate

School Leadership as Driver for Change

Five Essential Supports - The Evidence

Schools strong in most supports:

- were 10 times more likely to improve substantially in reading and math
- were very unlikely to stagnate

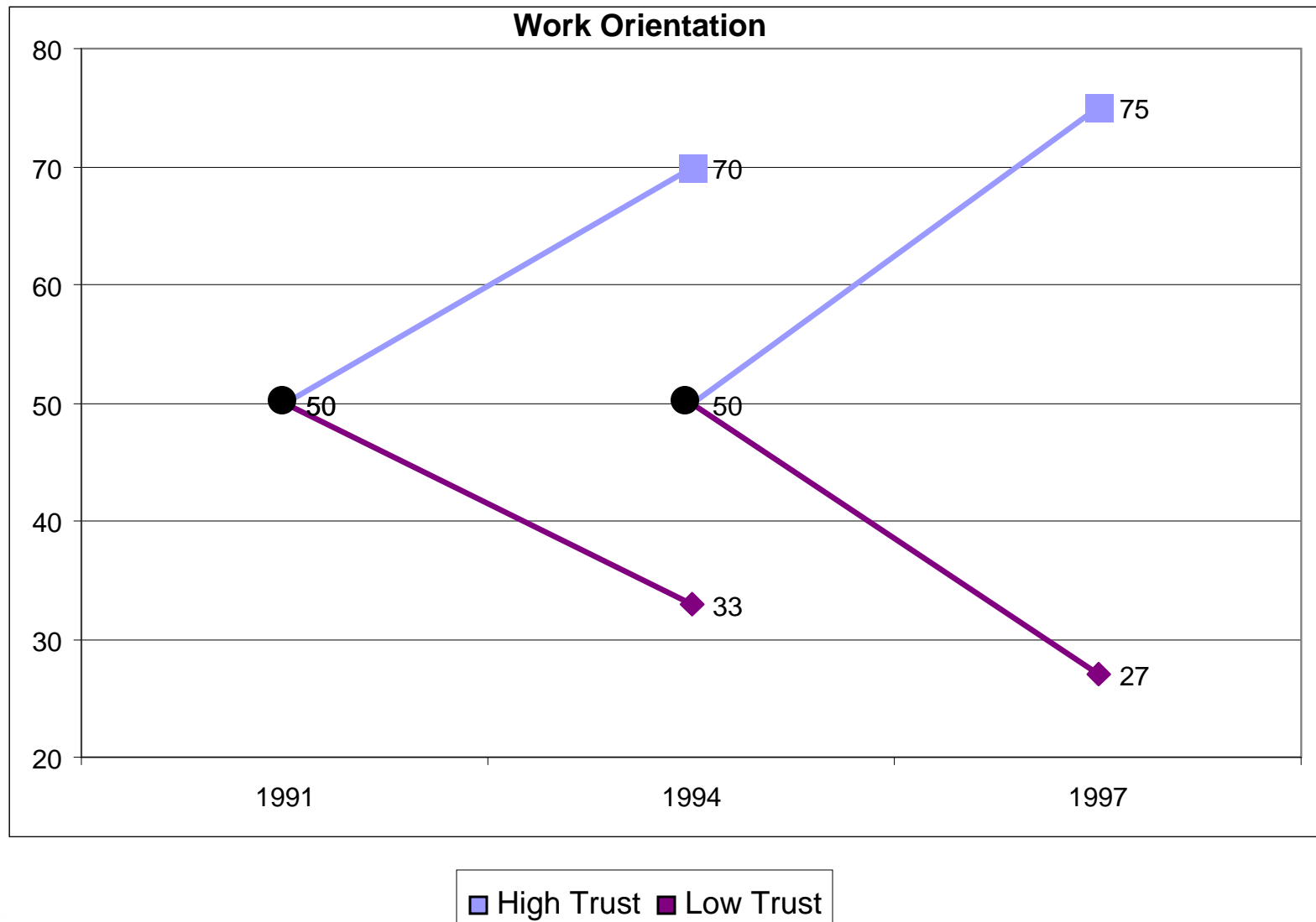
Not a single school weak in most supports showed substantial improvement in math

Schools weak in most supports were 4-5 times more likely to stagnate

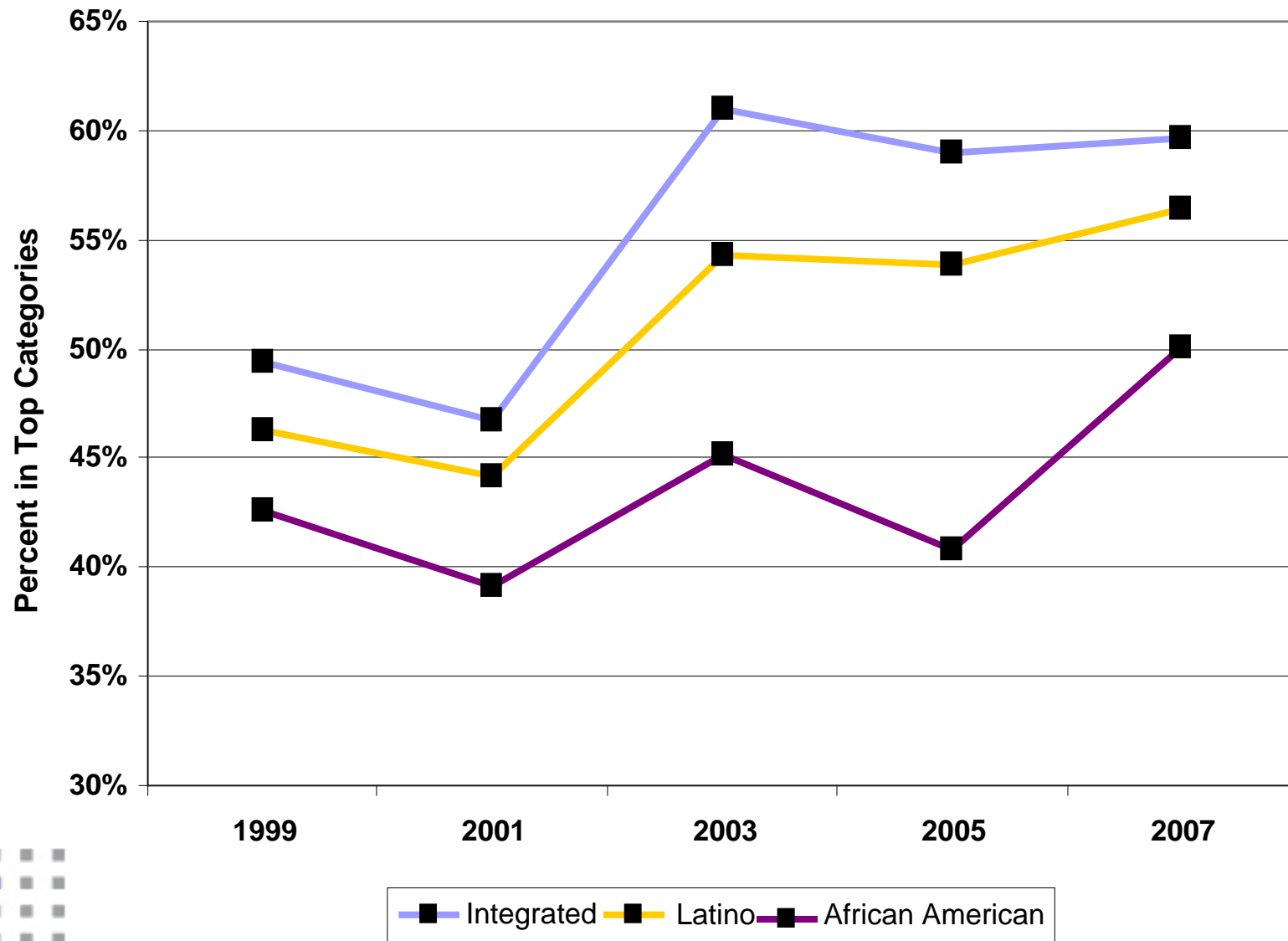
Trust as the Oven's Heat

Trust Affects Development of Essential Supports

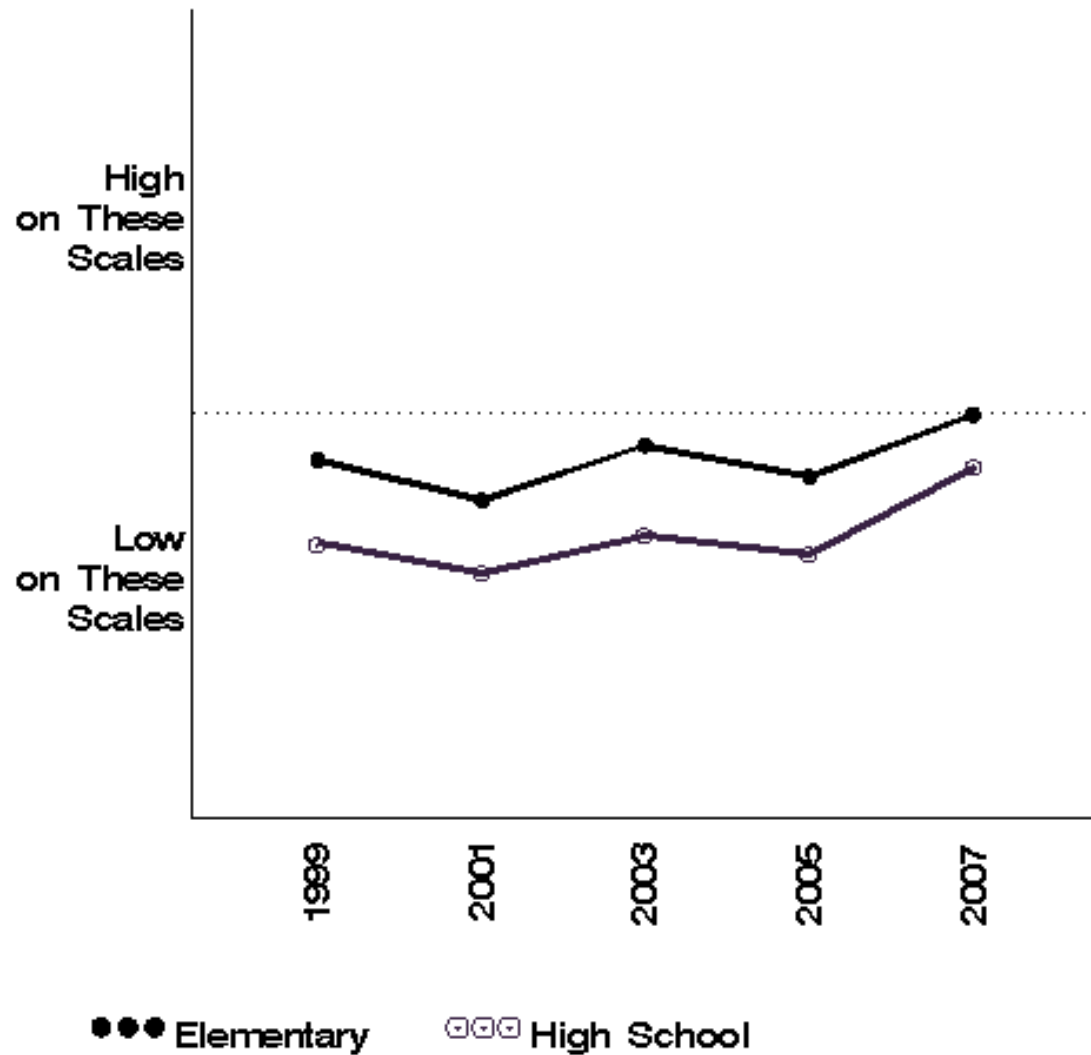
Teachers' Work Orientation for Schools with Different Levels of Relational Trust



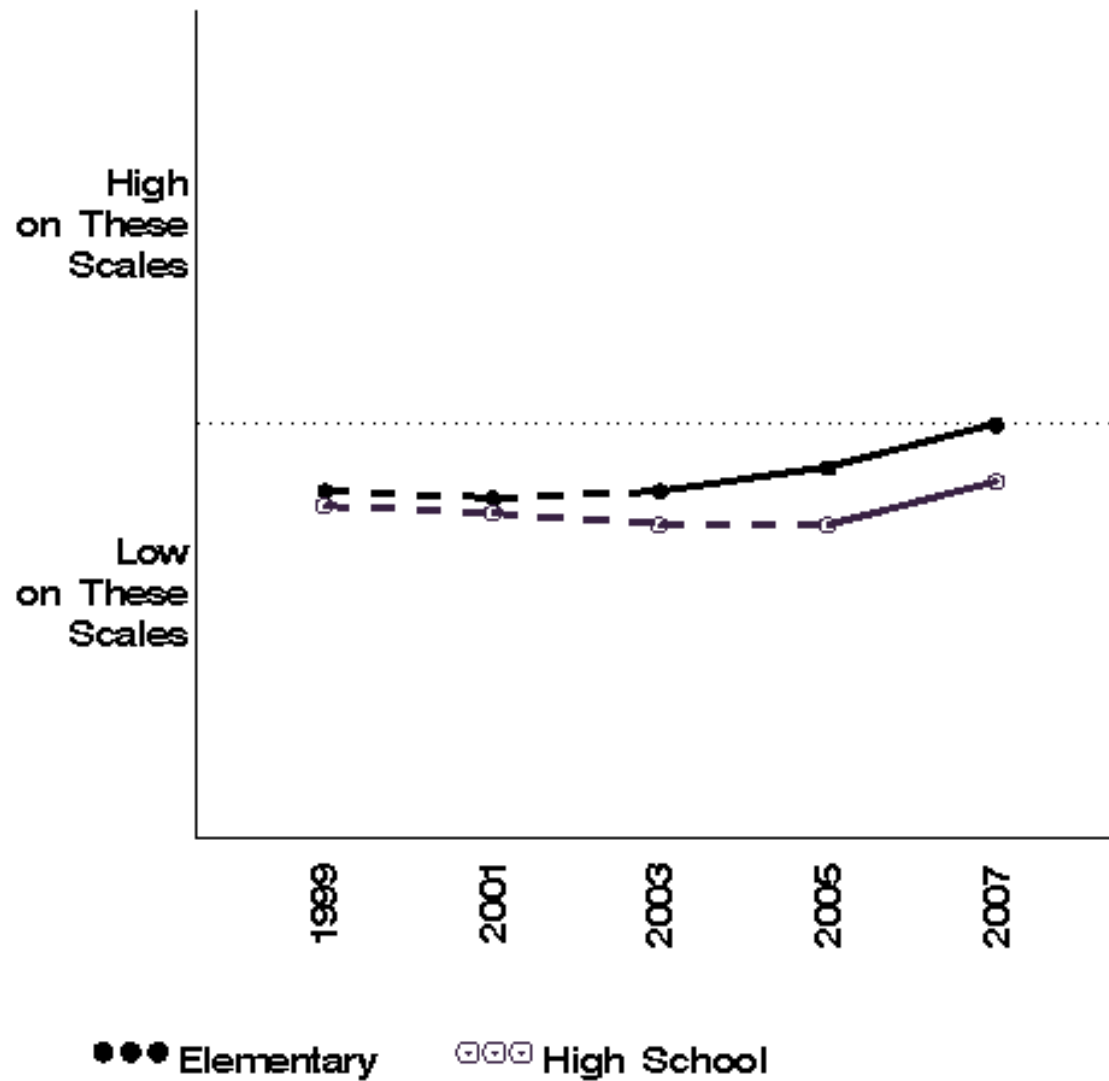
Teacher Parent Trust by Racial Composition of Schools



Teacher-Parent Trust from 1999 through 2007



Teacher-Teacher Trust from 1999 through 2007

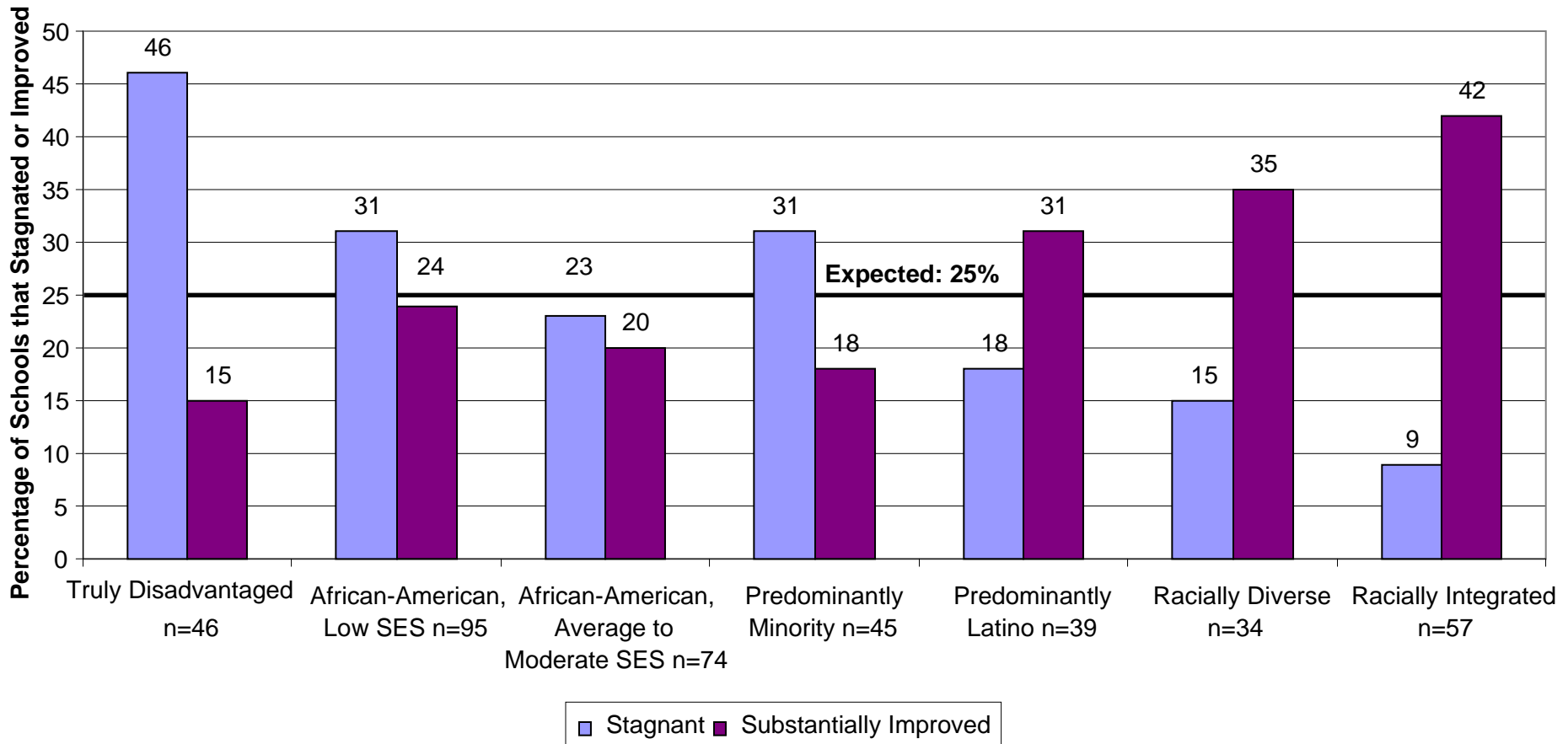


Community Social Capital and Students' Needs

Classification of School Communities by Students' Racial/Ethnic and SES Composition

	Percent African American	Percent Latino	Percent White	Median Family Income
Truly Disadvantaged	100	0	0	\$9,480
African-American Low SES	99	1	0	\$19,385
African-American Moderate SES	99	1	0	\$33,313
Predominantly Minority	34	61	4	\$23,293
Predominantly Latino	3	93	4	\$23,381
Racially Diverse	21	56	17	\$33,156
Racially Integrated	14	35	40	\$37,350

Stagnation or Substantial Improvement in Reading by Race/Ethnicity and Socioeconomic Status of Students and Their Communities



Data on Community Characteristics

Bonding Social Capital

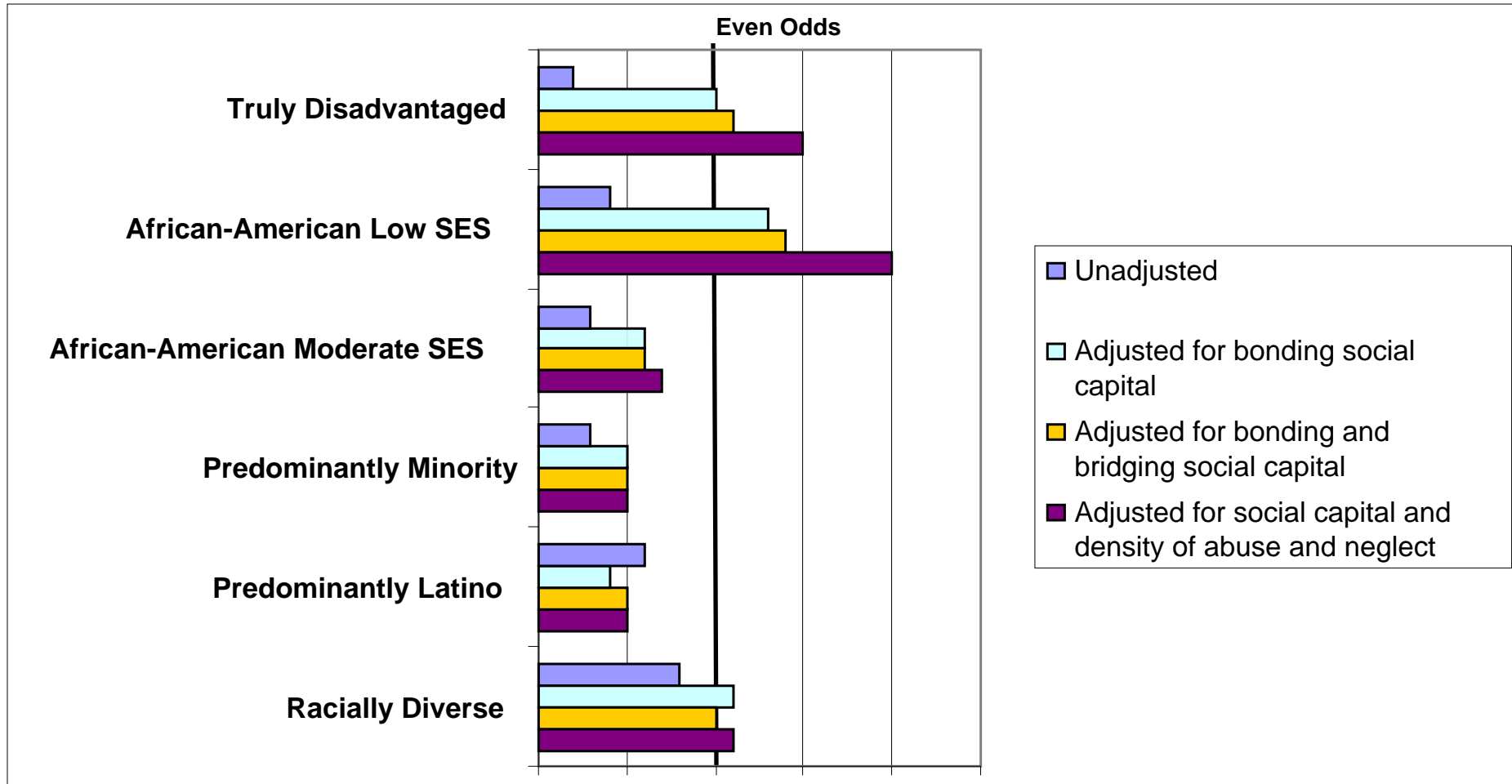
- Collective Efficacy
- Religious Participation
- Crime statistics for school neighborhood and students' neighborhoods

Bridging Social Capital

- Contacts with people in other neighborhoods

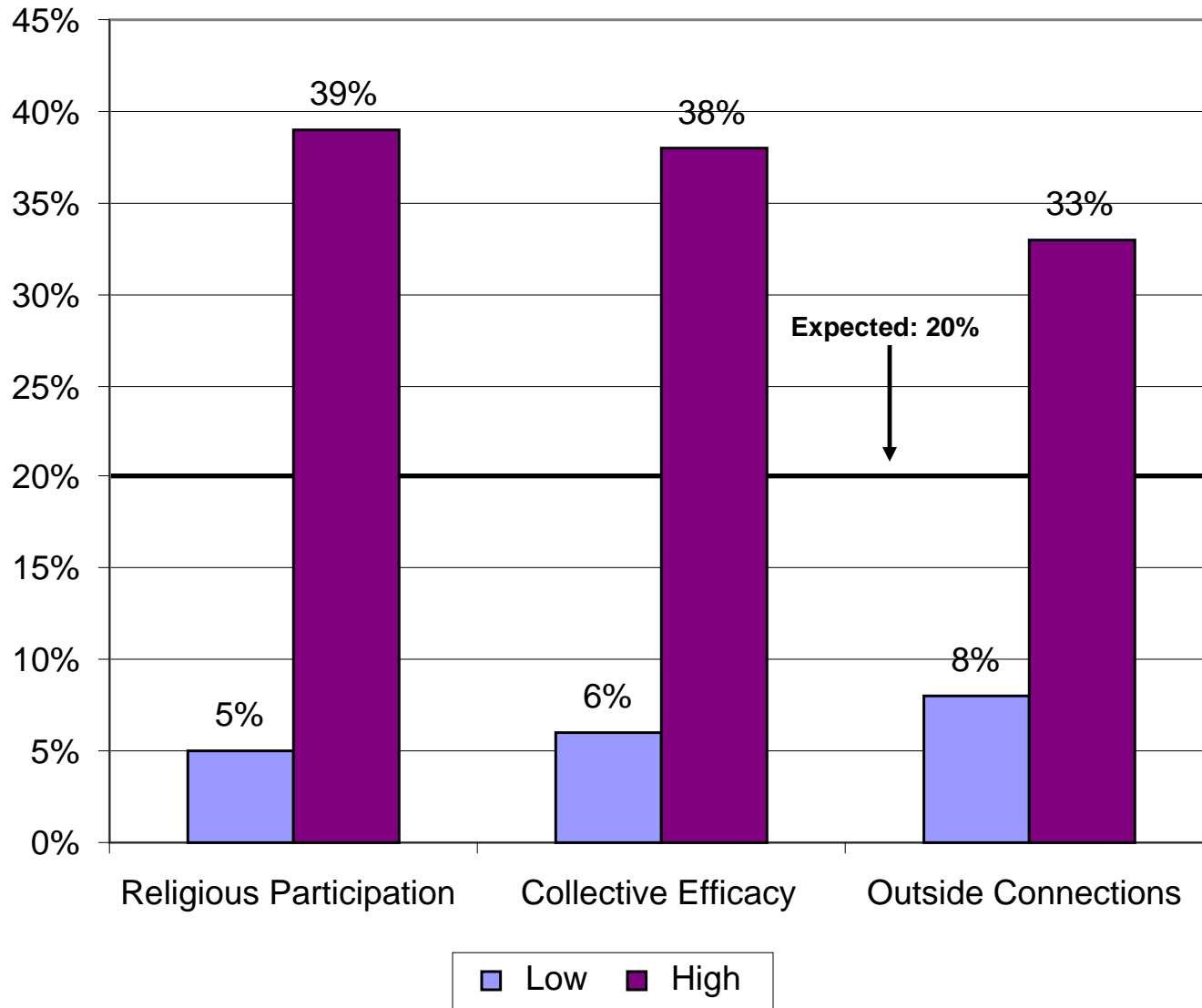
Percent of Students Who Were Abused or Neglected

Odds of Substantial Improvement in Reading Compared to Integrated Schools, Unadjusted and Adjusted

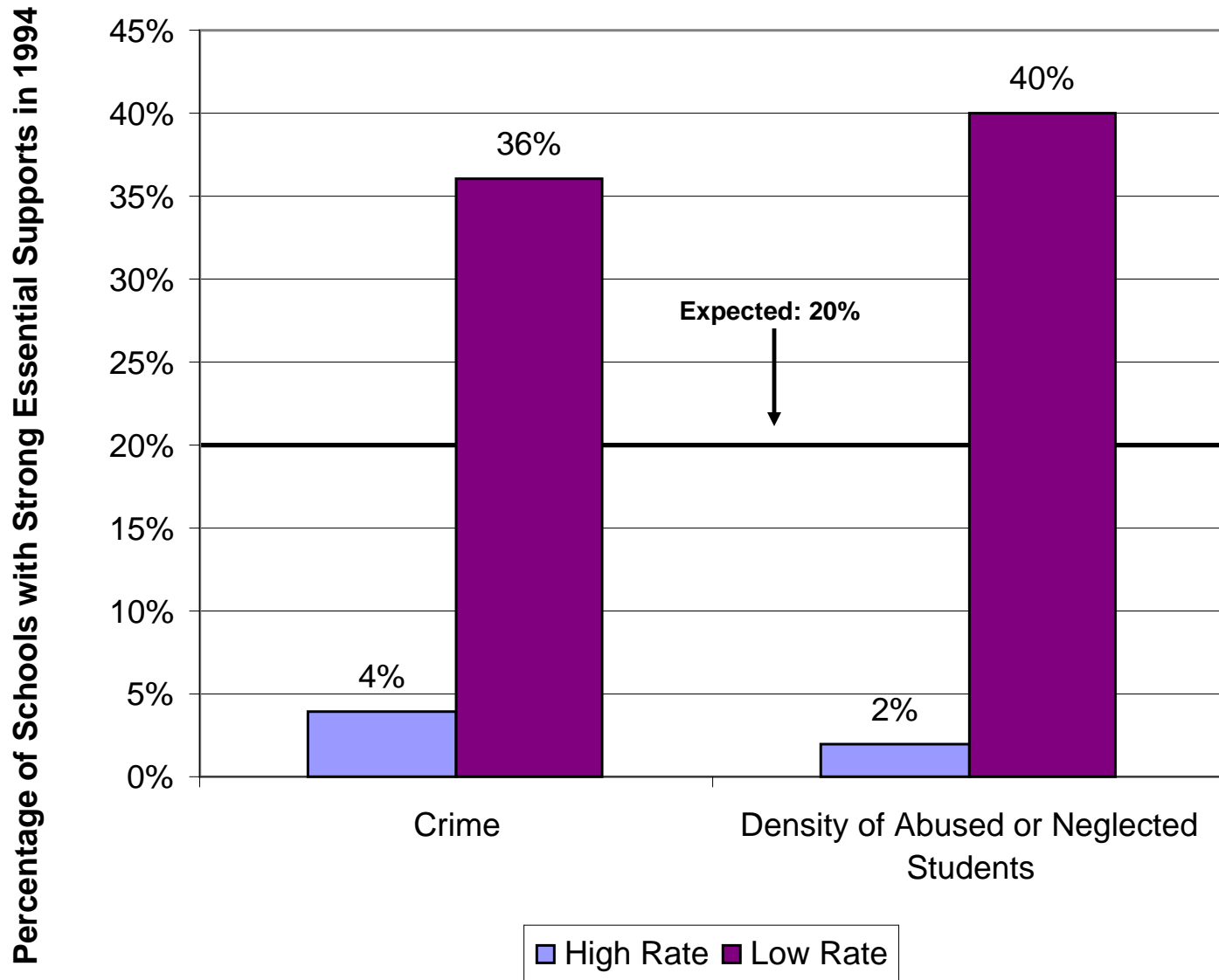


Influence of Bonding and Bridging Social Capital on Essential Supports

Percentage of Schools with Strong Essential Supports in 1994



Influence of Crime and Abuse and Neglect on Essential Supports



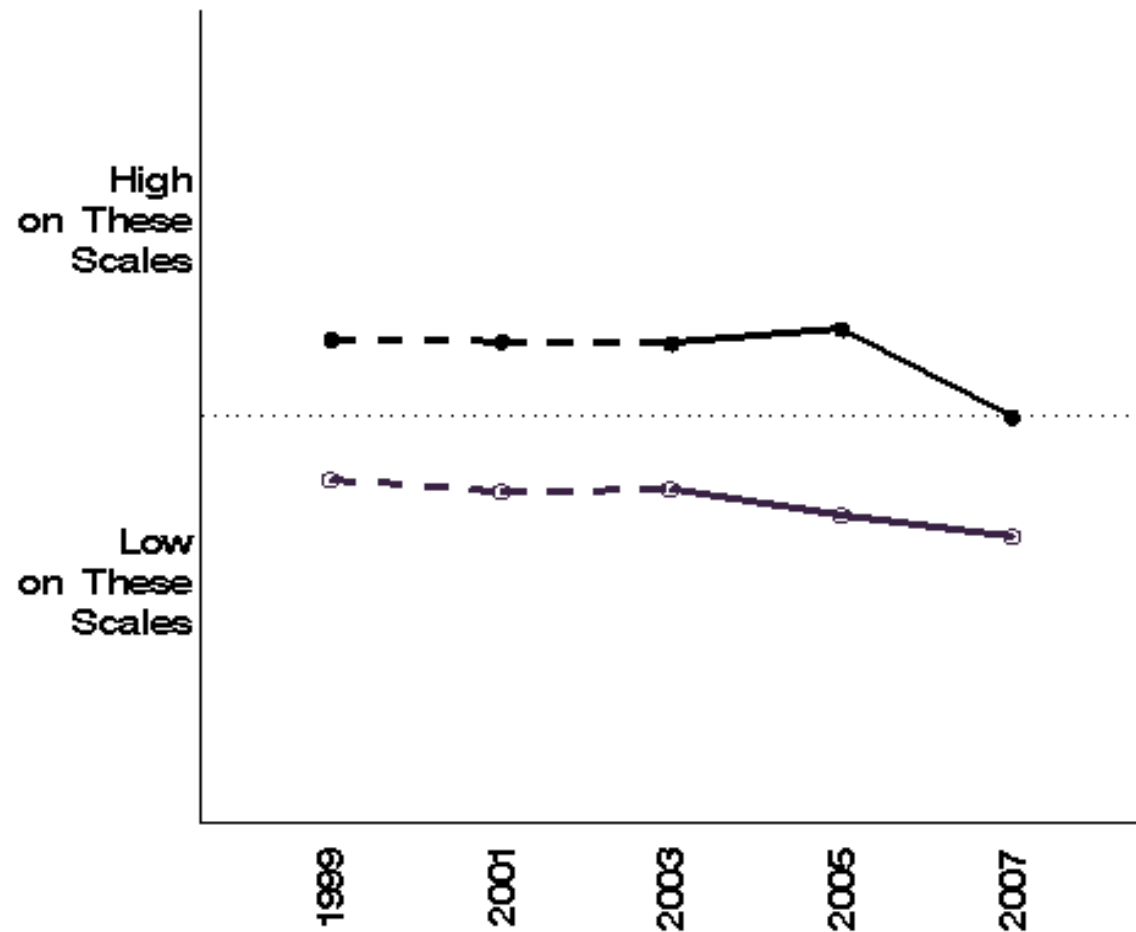
Essential Supports as Antidote

Disadvantaged communities – schools needed **robust** essential support practices to improve student learning.

Better off communities – some schools improved with even **average** essential supports.

Implications

Student-Teacher Trust from 1999 through 2007



●●● Elementary

□□□ High School

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