

Summary of *Class and Schools* by Richard Rothstein

The achievement gap between poor and middle-class black and white children is widely recognized as [the United States'] most important educational challenge... Demography is not destiny but students' family characteristics are a powerful influence on their relative average achievement...

Describing the concrete ways that social class actually affects learning may help to make it obvious why the achievement gap can be substantially narrowed only when school improvement is combined with social and economic reform.

The reading gap

Young children of educated parents are read to more consistently and are encouraged to read more to themselves when they are older. Most children whose parents have college degrees are read to daily before they begin kindergarten, but few children whose parents have only a high school diploma or less benefit from daily reading. And, white children are more likely than black children to be read to in their pre-kindergarten years.

A 5-year-old who enters school recognizing some words and who has turned the pages of many stories will be easier to teach than one who has rarely held a book. The second child can be taught, but with equally high expectations and effective teaching, the first will be more likely to pass an age-appropriate reading test than the second. So the achievement gap begins.

If a society with such differences wants all children, irrespective of social class, to have the same chance to achieve academic goals, it should find ways to help lower-class children enter school having the same familiarity with books as middle-class children have.

Class backgrounds influence *relative* achievement everywhere. The inability of schools to overcome the disadvantage of less-literate homes is not a peculiar American failure but a universal reality. The number of books in students' homes, for example, consistently predicts their test scores in almost every country. Turkish immigrant students suffer from an achievement gap in Germany, as Bangladeshi pupils in Great Britain, and as do low-caste Buraku in Japan.

An international reading survey of 15-year-olds, conducted in 2000, found a strong relationship in almost every nation between parental occupation and student literacy. After reviewing these results, a U.S. Department of Education summary concluded that "most participating countries do not differ significantly from the United States in terms of the strength of the relationship between socioeconomic status and literacy in any subject."

Urging less-educated parents to read to children can't fully compensate for differences in school readiness. Children who see parents read to solve their own problems or for entertainment are more likely to want to read themselves.

Parents who bring reading material home from work demonstrate by example to children that reading is not a segmented burden but a seamless activity that bridges work and leisure. Parents who read to children but don't read for themselves send a different message.

Parents who are more literate are more likely to ask questions that are creative, interpretive, or connective, such as, "What do you think will happen next?" "Does that remind you of what we did yesterday?" Middle-class parents are more likely to read aloud to have fun. Their children learn that reading is enjoyable and are more motivated to read in school.

The conversation gap

There are stark class differences not only in how parents read but in how they converse. Explaining events in the broader world to children at the dinner table, for example, may have as much of an influence on test scores as early reading itself. Through such conversations, children develop vocabularies and become familiar with contexts for reading in school. Educated parents are more likely to engage in such talk and to begin it with infants and toddlers.

Soon after middle-class children become verbal, their parents typically draw them into adult conversations. Being included in adult conversations this early develops a sense of entitlement in children;

they feel comfortable addressing adults. Children who ask for reasons, rather than accepting assertions on adult authority, develop intellectual skills.

Parents whose professional occupations entail authority and responsibility typically believe more strongly that they can affect their environments and solve problems. At work, they explore alternatives and negotiate compromises. They naturally express these personality traits at home when they design activities in which children figure out solutions for themselves.

But parents whose jobs entail following orders or doing routine tasks are less likely to encourage their children to negotiate and more likely to instruct them by giving directions without extended discussion. Following orders, after all, is how they themselves behave at work.

Middle-class children's self-assurance is enhanced in after-school activities that sometimes require large fees for enrolment and almost always require parents to have enough free time and resources to provide transportation. Organized sports, music, drama, and dance programs build self-confidence and discipline in middle-class children. For children with greater self-confidence, unfamiliar school challenges can be exciting. These children, who are more likely to be from middle-class homes, are more likely to succeed than those who are less self-confident.

Homework exacerbates academic differences between these two groups because middle-class parents are more likely to help with homework. Yet homework would increase the achievement gap even if all parents were able to assist. Parents from different social classes supervise homework differently. Consistent with overall patterns of language use, middle-class parents—especially those whose own occupational habits require problem solving—are more likely to assist by posing questions that break large problems down into smaller ones and that help children figure out correct answers. Lower-class parents are more likely to guide children with direct instructions.

Twenty years ago two researchers from the University of Kansas, visited families from different social classes to monitor the conversations between parents and toddlers. They found that, on average, professional parents spoke more than 2,000 words per hour to their children, working-class parents spoke about 1,300, and welfare mothers spoke about 600. So by age 3, the children of professionals had vocabularies that were nearly 50 percent greater than those of working-class children and twice as large as those of welfare children.

Deficits like these cannot be made up by schools alone, no matter how high the teachers' expectations. For all children to achieve the same goals, the less advantaged would have to enter school with verbal fluency that is similar to the fluency of middle-class children.

The Kansas researchers also tracked how often parents verbally encouraged children's behaviour and how often they reprimanded their children. Toddlers of professionals got an average of six encouragements per reprimand. Working-class children had two. For welfare children, the ratio was reversed -- an average of one encouragement for two reprimands. Children whose initiative was encouraged from a very early age are more likely, on average, to take responsibility for their own learning.

The role model gap

Social class differences in role modelling also make an achievement gap almost inevitable. Not surprisingly, middle-class professional parents tend to associate with, and be friends with, similarly educated professionals. Working-class parents have fewer professional friends. If parents and their friends perform jobs requiring little academic skill, their children's images of their own futures are influenced. On average, these children must struggle harder to motivate themselves to achieve than children who assume, on the basis of their parents' social circle, that the only roles are doctor, lawyer, teacher, social worker, manager, administrator, or businessperson.

Lower-class parents say they expect children to get good grades, but they are less likely to enforce these expectations, for example with rewards or punishments. Teachers and counsellors can stress doing well in school to lower-class children, but such lessons compete with children's own self-images, formed early in life and reinforced daily at home.

As John Ogbu and others have noted, a culture of underachievement may help explain why even middle-class black children often don't do as well in school as white children from seemingly similar socioeconomic backgrounds. On average, middle-class black students don't study as hard as white middle-class students and blacks are more disruptive in class than whites from similar income strata.

This culture of underachievement is easier to understand than to cure. Throughout American history, many black students who excelled in school were not rewarded for that effort in the labour market. Many black college graduates could find work only as servants or Pullman car porters or, in white-collar fields, as assistants to less-qualified whites. Many Americans believe that these practices have disappeared and that blacks and whites with similar test scores now have similar earnings and occupational status. But labour market discrimination continues to be a significant obstacle—especially for black males with high school educations.

Evidence for this comes from studies that find black workers with darker complexions have less success in the labour market than those with identical education, age, and criminal records but lighter complexions. Still more evidence comes from studies in which blacks and whites with similar qualifications are sent to apply for job vacancies. In one recent study where young, well-groomed, and articulate black and white college graduates, posing as high school graduates with identical qualifications, submitted applications for entry-level jobs, the applications of whites with criminal records got positive responses more often than the applications of blacks with no criminal records.

So the expectation of black students that their academic efforts will be less rewarded than the efforts of their white peers is rational for the majority of black students. Some will reduce their academic efforts as a result. As long as racial discrimination persists, the average achievement of black students will be lower than the average achievement of whites, simply because many blacks (especially males) who see that academic effort has less of a payoff will respond rationally by reducing their effort.

The health and housing gaps

Overall, lower-income children are in poorer health. They have poorer vision, partly because of prenatal conditions and partly because, even as toddlers, they watch too much television, so their eyes are poorly trained. Trying to read, their eyes may wander or have difficulty tracking print or focusing. A good part of the over-identification of learning disabilities for lower-class children may well be attributable to undiagnosed vision problems that could be easily treated by optometrists and for which special education placement then should be unnecessary.

Lower-class children have poorer oral hygiene, more lead poisoning, more asthma, poorer nutrition, less-adequate paediatric care, more exposure to smoke, and a host of other health problems. Because of less-adequate dental care, for example, they are more likely to have toothaches and resulting discomfort that affects concentration. They are more likely to suffer from asthma, leading to more absences from school and, when they do attend, drowsiness from lying awake at night, wheezing. In addition, there are fewer primary-care physicians in low-income communities, where the physician-to-population ratio is less than a third the rate in middle-class communities. For that reason, disadvantaged children—even those with health insurance—are more likely to miss school for relatively minor problems, such as common ear infections, for which middle-class children are treated promptly.

Each of these well-documented social class differences in health is likely to have a palpable effect on academic achievement; combined, their influence is probably huge.

The growing unaffordability of adequate housing for low-income families also affects achievement. Children whose families have difficulty finding stable housing are more likely to be mobile, and student mobility is an important cause of failing student performance. It is hard to imagine how teachers, no matter how well trained, can be as effective for children who move in and out of their classrooms as they can be for those who attend regularly. Differences in wealth are also likely to be important determinants of achievement, but these are usually overlooked because most analysts focus only on annual family income to indicate disadvantage. This makes it hard to understand why black students, on average, score lower than whites whose family incomes are the same. It is easier to understand this pattern when we recognize that children can have similar family incomes but be of different economic classes. In any given year, black families with low income are likely to have been poor for longer than white families with similar income in that year.

White families are also likely to own far more assets that support their children's achievement than are black families at the same income level, partly because black middle-class parents are more likely to be the first generation in their families to have middle-class status. Although the median black family income is about two-thirds the median income of white families, the assets of black families are still only 12 percent those of whites.

Narrowing the gaps

If we properly identify the actual social class characteristics that produce differences in average achievement, we should be able to design policies that narrow the achievement gap. Certainly, improvement of instructional practices is among these, but a focus on school reform alone is bound to be frustrating and ultimately unsuccessful. To work, school improvement must combine with policies that narrow the social and economic differences between children. Where these differences cannot easily be narrowed, **school should be redefined to cover more of the early childhood, after-school, and summer times,** when the disparate influences of families and communities are most powerful.

Because the gap is already huge at age 3, **the most important new investment should no doubt be in early childhood programs.** The quality of early childhood programs is as important as the existence of such programs themselves. Too many low-income children are parked before television sets in low-quality day-care settings. To narrow the gap, care for infants and toddlers should be provided by adults who can create the kind of intellectual environment that is typically experienced by middle-class infants and toddlers. This requires professional caregivers and low child-adult ratios.

After-school and summer experiences for lower-class children, similar to programs middle-class children take for granted, would also be needed to narrow the gap. The advantage that middle-class children gain after school and in summer comes from the self-confidence they acquire and the awareness of the world outside that they develop through organized athletics, dance, drama, museum visits, recreational reading, and other activities that develop inquisitiveness, creativity, self-discipline, and organizational skills. After-school and summer programs can be expected to narrow the achievement gap only by attempting to duplicate such experiences.

Provision of health-care services to lower-class children and their families is also required to narrow the achievement gap. Some health services are relatively inexpensive, such as school vision and dental clinics. A full array of health services will cost more, but it cannot be avoided if we truly intend to raise the achievement of lower-class children.

The connection between social and economic disadvantage and an academic achievement gap has long been well known. Most educators, however, have avoided the obvious implication: Improving lower-class children's learning requires ameliorating the social and economic conditions of their lives. Calling attention to this link is not to make excuses for poor school performance. It is only to be honest about the social support schools require if they are to fulfil the public's expectation that the achievement gap will disappear.