



NSBA Bookstore

Home // NSBA Bookstore // ASBJ Coverstories

[About NSBA](#) → [Site Map](#) → [Contact Us](#) → [Help](#) →

→ [Advocacy & Legislation](#)

→ [School Governance](#)

→ [School Board Policies](#)

→ [Information & Research](#)

→ [Education Technology](#)


→ [School Law](#)

→ [NSBA Bookstore](#)

→ [Conferences & Training](#)

→ [News Room](#)

→ [Corporate Opportunities](#)

 [print view](#)

Class and the Classroom, by Richard Rothstein



The achievement gap between poor and middle-class black and white children is widely recognized as our most important educational challenge. But we prevent ourselves from solving it because of a commonplace belief that poverty and race can't "cause" low achievement and that therefore schools must be failing to teach disadvantaged children adequately. After all, we see many highly successful students from lower-class backgrounds. Their success seems to prove that social class cannot be what impedes most disadvantaged students.

Yet the success of some lower-class students proves nothing about the power of schools to close the achievement gap. In every social group, there are low achievers and high achievers alike. On average, the achievement of low-income students is below the average achievement of middle-class students, but there are always some middle-class students who achieve below typical low-income levels. Similarly, some low-income students achieve above typical middle-class levels. Demography is not destiny, but students' family characteristics are a powerful influence on their relative average achievement.

Widely repeated accounts of schools that somehow elicit consistently high achievement from lower-class children almost always turn out, upon examination, to be flawed. In some cases, these "schools that beat the odds" are highly selective, enrolling only the most able or most motivated lower-class children. In other cases, they are not truly lower-class schools—for example, a school enrolling children who qualify for subsidized lunches because their parents are graduate students living on



State Associations

NSBA is a federation of state school boards associations. Click on the map to find resources and programs in each state.

Full Text Search

Enclose phrase in " "

Search in...

Search entire NSBA site

» [Advanced search...](#)

» [Use NSBA Education Terms](#)

More Information for...

- [School Board Members](#)
- [District Staff & Operations](#)
- [State School Boards Assoc.](#)
- [School Attorneys](#)

Member Login

Last Name

Password [Login Help...](#)

low stipends. In other cases, such schools define high achievement at such a low level that all students can reach it, despite big gaps that remain at more meaningful levels.

It seems plausible that if *some* children can defy the demographic odds, *all* children can, but that belief reflects a reasoning whose naiveté we easily recognize in other policy areas. In human affairs where multiple causation is typical, causes are not disproved by exceptions. Tobacco firms once claimed that smoking does not cause cancer because some people smoke without getting cancer. We now consider such reasoning specious. We do not suggest that alcoholism does not cause child or spousal abuse because not all alcoholics are abusers. We understand that because no single cause is rigidly deterministic, some people can smoke or drink to excess without harm. But we also understand that, on average, these behaviors are dangerous. Yet despite such understanding, quite sophisticated people often proclaim that the success of some poor children proves that social disadvantage does not cause low achievement.

Partly, our confusion stems from failing to examine the concrete ways that social class actually affects learning. Describing these may help to make their influence more obvious—and may make it more obvious why the achievement gap can be substantially narrowed only when school improvement is combined with social and economic reform.

The reading gap

Consider how parents of different social classes tend to raise children. 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 prekindergarten 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. This requires rethinking the institutional settings in which we provide early childhood care, beginning in infancy.

Some people acknowledge the impact of such differences but find it hard to accept that good schools should have so difficult a time overcoming them. This would be easier to understand if Americans had a broader international perspective on education. 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 do Algerians in France, as do Caribbean, African, Pakistani, and Bangladeshi pupils in Great Britain, and as do Okinawans and 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. The gap between the literacy of children of the highest-status workers (such as doctors, professors, and lawyers) and the lowest-status workers (such as waiters and waitresses, taxi drivers, and mechanics) was even greater in Germany and the United Kingdom than it was in the United States.

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." Remarkably, the department published this conclusion at the same time that it was guiding a bill through Congress—the No Child Left Behind Act—that demanded every school in the nation abolish social class differences in achievement within 12 years.

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.

How parents read to children is as important as whether they do, and an extensive literature confirms that more educated parents read aloud differently. When working-class parents read aloud, they are more likely to tell children to pay attention without interruptions or to sound out words or name letters. When they ask children about a story, the questions are more likely to be factual, asking for names of objects or memory of events.

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, to start conversations, or as an entree to the world outside. 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, conducting pretend conversations long before infants can understand the language.

Typically, middle-class parents ask infants about their needs, then provide answers for the children. ("Are you ready for a nap now? Yes, you are, aren't you?") Instructions are more likely to be given indirectly: "You don't want to make so much noise, do you?" This kind of instruction is really an invitation for a child to work through the reasoning behind an order and to internalize it. Middle-class parents implicitly begin academic

instruction for infants with such indirect guidance.

Yet such instruction is quite different from what policy-makers nowadays consider "academic" for young children: explicit training in letter and number recognition, letter-sound correspondence, and so on. Such drill in basic skills can be helpful but is unlikely to close the social class gap in learning.

Soon after middle-class children become verbal, their parents typically draw them into adult conversations so the children can practice expressing their own opinions. Being included in adult conversations this early develops a sense of entitlement in children; they feel comfortable addressing adults as equals and without deference. Children who ask for reasons, rather than accepting assertions on adult authority, develop intellectual skills upon which later academic success in school will rely. Certainly, some lower-class children have such skills and some middle-class children lack them. But, on average, a sense of entitlement is based on one's social class.

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. Even the youngest middle-class children practice traits that make academic success more likely when they negotiate what to wear or to eat. When middle-class parents give orders, the parents are more likely to explain why the rules are reasonable.

But parents whose jobs entail following orders or doing routine tasks show less sense of efficacy. They are less likely to encourage their children to negotiate over clothing or food and more likely to instruct them by giving directions without extended discussion. Following orders, after all, is how they themselves behave at work. Their children are also more likely to be fatalistic about obstacles they face, in and out of school.

Middle-class children's self-assurance is enhanced in after-school activities that sometimes require large fees for enrollment 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. Lower-class parents find the fees for such activities more daunting, and transportation may also be more of a problem. Organized athletic and artistic activities may not be available in their neighborhoods, so lower-class children's sports are more informal and less confidence-building, with less opportunity to learn teamwork and self-discipline. 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 of children 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. Children from both classes may go to school with completed homework, but middle-class children are more likely to gain in intellectual power from the exercise than lower-class children.

Twenty years ago, Betty Hart and Todd Risley, two researchers from the University of Kansas, visited families from different social classes to monitor the conversations between parents and toddlers. Hart and Risley 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 behavior 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 modeling 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.

Even disadvantaged children usually say they plan to attend college. College has become such a broad rhetorical goal that black eighth-graders tell surveyors they expect to earn college degrees as often as white eighth-graders do. But despite these intentions, fewer black than white eighth-graders actually graduate from high school four years later; fewer enroll in college the following year; and fewer still persist to get bachelor's degrees.

This discrepancy is not due simply to the cost of college. A bigger reason is that while disadvantaged students *say* they plan to go to college, they don't feel as much parental, community, or peer pressure to take the courses or to get the grades they need to become more attractive to college admission offices. 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 counselors 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 labor 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 labor market discrimination continues to be a significant obstacle—especially for black males with high school educations.

Evidence for this comes from employment discrimination cases, such as the prominent 1996 case in which Texaco settled for a payment of \$176 million to black employees after taped conversations of executives revealed pervasive racist attitudes, presumably not restricted to executives of this corporation alone. Other evidence comes from studies that find black workers with darker complexions have less success in the labor 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; the whites are typically more successful than the blacks. 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 who do not expect to complete college. Some will reduce their academic efforts as a result. We can say that they

should not do so and, instead, should redouble their efforts in response to the greater obstacles they face. But 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

Despite these big race and social class differences in child rearing, role modeling, labor market experiences, and cultural characteristics, the lower achievement of lower-class students is not caused by these differences alone. Just as important are differences in the actual social and economic conditions of children.

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 pediatric 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.

Because low-income children live in communities where landlords use high-sulfur home heating oil and where diesel trucks frequently pass en route to industrial and commercial sites, 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. Recent surveys in Chicago and in New York City's Harlem community found one of every four children suffering from asthma, a rate six times as great as that for all children.

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. A 1994 government report found that 30 percent of the poorest children had attended at least three different schools by third grade, while only 10 percent of middle-class children had done so. Black children were more than twice as likely as white children to change schools this often. 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. Among other things, this difference means that, among white and black families with the same middle-class incomes, the whites are

more likely to have savings for college. This makes white children's college aspirations more practical, and therefore more commonplace.

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 now most powerful.

Because the gap is already huge at age 3, the most important new investment should no doubt be in early childhood programs. Prekindergarten classes for 4-year-olds are needed, but they barely begin to address the problem. 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. This does not mean remedial programs where lower-class children get added drill in math and reading. Certainly, remediation should be part of an adequate after-school and summer program, but only a part. 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. School board members—who are often the officials with the closest ties to public opinion—cannot afford to remain silent about the connection between school improvement and social reform. 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 fulfill the public's expectation that the achievement gap will disappear.

Richard Rothstein is a research associate of the [Economic Policy Institute](#) and a visiting professor at Teachers College, Columbia University.

He is the author most recently of *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap* (The Economic Policy Institute and Teachers College Press, 2004), on which this article is based. *Class and Schools* includes full bibliographic citations supporting the many claims and generalizations made in this article.

Copyright © 2004, National School Boards Association. American School Board Journal is an editorially independent publication of the National School Boards Association. Opinions expressed by this magazine or any of its authors do not necessarily reflect positions of the National School Boards Association. Within the parameters of fair use, this article may be printed out and photocopied for individual or educational use, provided this copyright notice appears on each copy. This article may not be

otherwise, linked, transmitted, or reproduced in print or electronic form without the consent of the Publisher. For more information, call (703) 838-6739.

Reprint requests: reprints@asbj.com
Advertising inquiries: advertising@asbj.com



© 2007 National School Boards Association

1680 Duke Street, Alexandria, VA 22314

Phone: (703) 838-6722 Fax: (703) 683-7590 E-mail: info@nsba.org

[Privacy Policy](#) | [Terms of Use](#)

[Site Index](#)