Addressing Racial Equity in Democracy Schools

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Chicago Public Schools

Conference Agreements

- Stay ENGAGED
- Expect to experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

From Glenn Singleton, [Beginning Courageous Conversations about Race](#)

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Social Emotional Check-in Stations

While it is a conference agreement to expect to experience discomfort, we must be mindful of supporting the emotional needs of conference participants.

In light of this, CPS Social Emotional Learning (SEL) Specialists are available in Rooms 206 and 226, at anytime during the conference, for individual and group support.

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Guiding Questions

Build (knowledge and skills)
- What does the current research tell us about racial equity in our schools and classrooms?   - What are the equity implications and intersections in my work?

Objectives

- Describe and analyze the civic empowerment gap in recent cohorts of Democracy Schools   - Discuss how teachers can address issues of inequity as it relates to civic learning and engagement

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Introductions

- Name/School/Organization/Role

- What does civic learning mean to you?

Defining the Civic Empowerment Gap

- What is your understanding of the civic empowerment gap?

- To what extent is there inequity of civic learning experiences in your school?

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The Civic Empowerment Gap

Meira Levinson, in her widely acclaimed 2012 book, "Leave no Citizen Behind", outlines a "...profound civic empowerment gap...between ethnographical minority, naturalized, and especially poor citizens, on one hand, and white, native-born, and especially middle-class and wealthy citizens on the other." This gap is caused or exacerbated, at least in part, by our system of education. There is "...incontrovertible evidence that poor and non-white students are receiving demonstrably less and worse civic education than middle-class and wealthy white students."

No Citizen Left Behind

MEIRA LEVINSON

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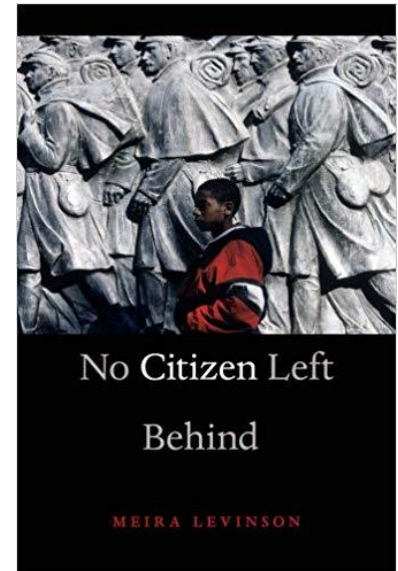
"…A student's race…determines the availability of school-based civic learning opportunities that promote voting and broader forms of civic engagement"


Joe Kahne

- African-American students reported fewer civic-oriented government classes
- Asian-Americans report fewer open classroom environments
- Latinos report fewer community service opportunities and open classroom environments

Source: Kahne and Middaugh, 2008

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In high school, the civic achievement gap rivals that of literacy and math, and correlates with less exposure to proven practices

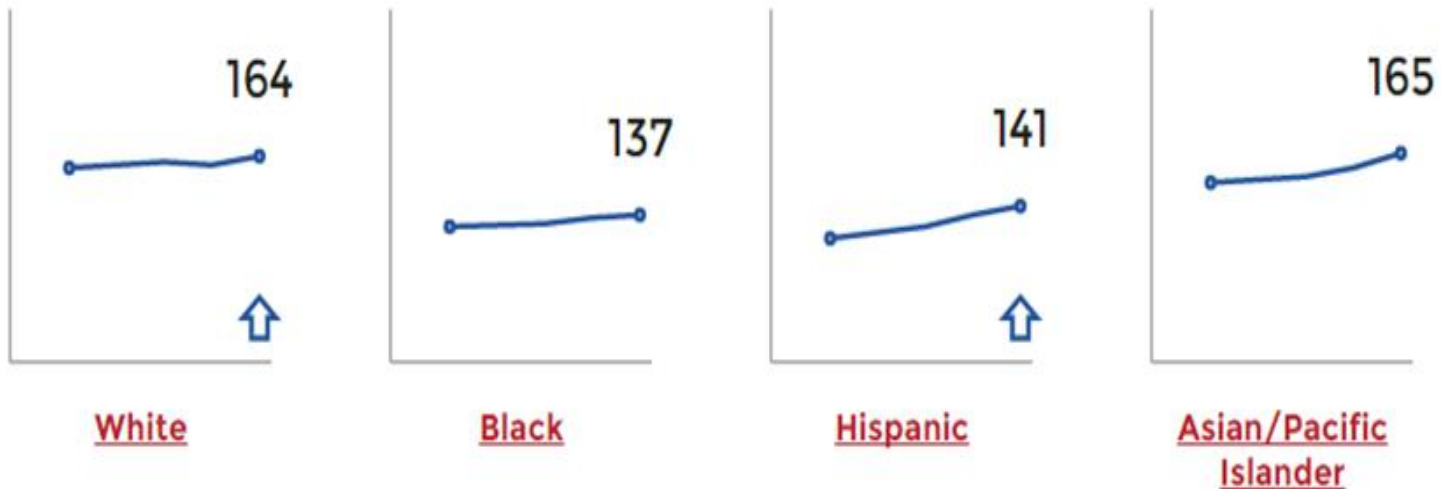Figure 22. Trend in twelfth-grade NAEP civics average scores, by race/ethnicity
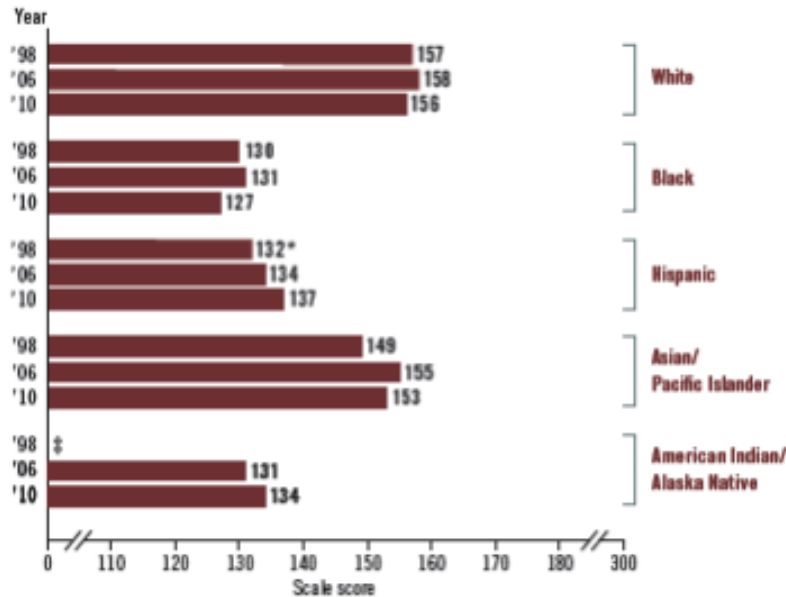
- 2010 gaps:
  - White/ Black: 29 points
  - White/ Hispanic: 19 points
  - White/ Asian-Pacific Islander: 3 points

Source: National Center for Education Statistics, 2011

Analysis of 2014 NAEP Civics 8th grade middle school results also suggest disparities related to civic learning.

RACE/ETHNICITY

White: 164
Black: 137
Hispanic: 141
Asian/Pacific Islander: 165

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Analysis of 2010 NAEP Civics results suggest that exposure to proven practices fails to fully close the achievement gap
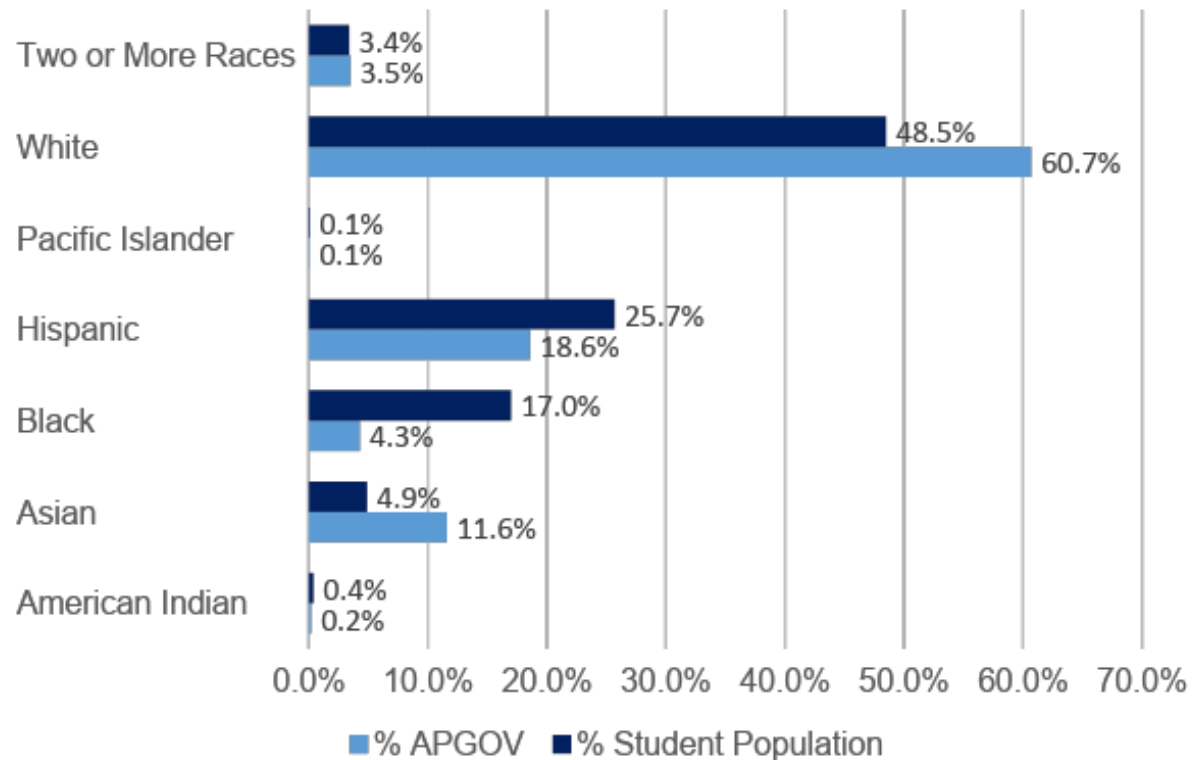

Kei Kawashima-Ginsberg

Test scores for Black and Hispanic students exposed to current events discussions, debate, and simulations still trail those of white students with no exposure to these practices.

Source: Kawashima-Ginsberg, 2013

11

Analysis of student participation in the 2017 AP Government and Politics test in Illinois revealed similar racial disparities

2017 IL Student Population vs. APGOV Test Population

Race	% APGOV	% Student Population
Two or More Races	3.5%	3.4%
White	60.7%	48.5%
Pacific Islander	0.1%	0.1%
Hispanic	18.6%	25.7%
Black	4.3%	17.0%
Asian	11.6%	4.9%
American Indian	0.2%	0.4%

■ % APGOV   ■ % Student Population

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And student performance on the APGOV test provides additional evidence of a civic achievement gap

APGOV Scores of 3 or Higher by Race

Race	% Earning 3 or Higher
Two or More Races	57.1%
White	55.5%
Pacific Islander	55.6%
Hispanic	29.6%
Black	30.6%
Asian	64.9%
American Indian	33.3%

■ % Earning 3 or Higher

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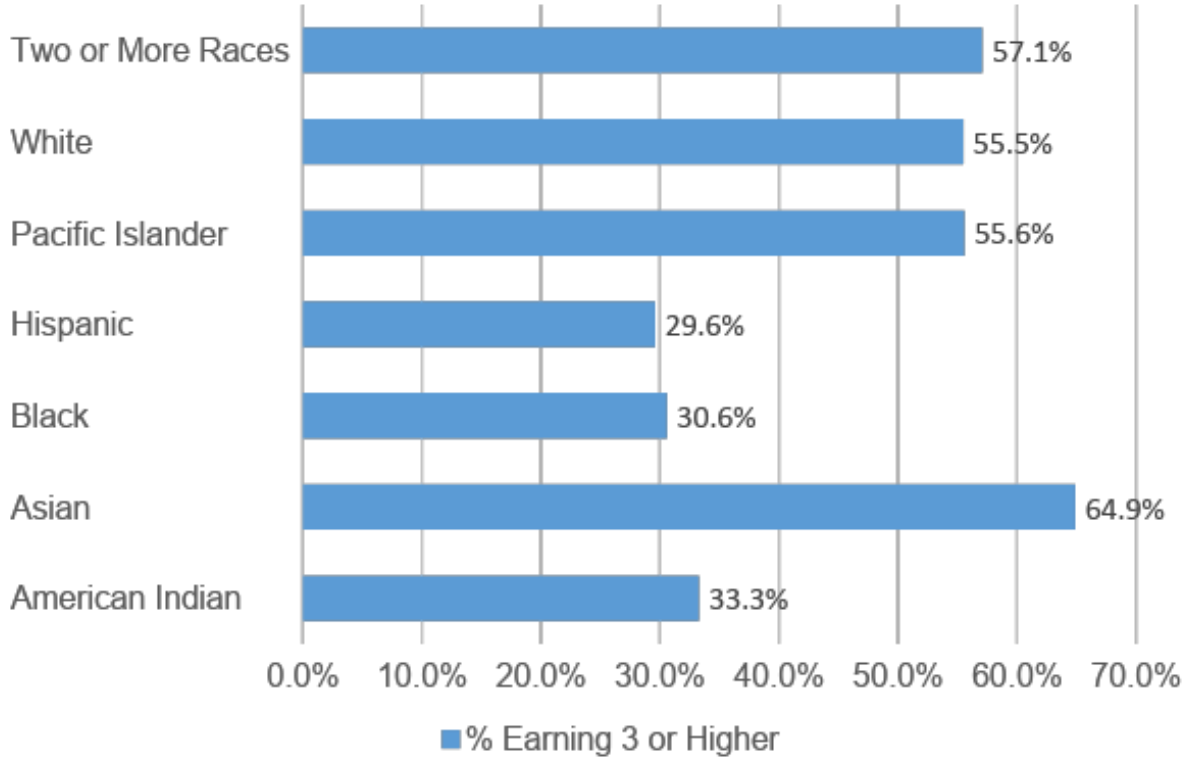
The Democracy Schools Initiative debuted in 2006, has since grown to a statewide network of 74 high schools, and focuses on both students' civic learning opportunities and the organizational culture of schools
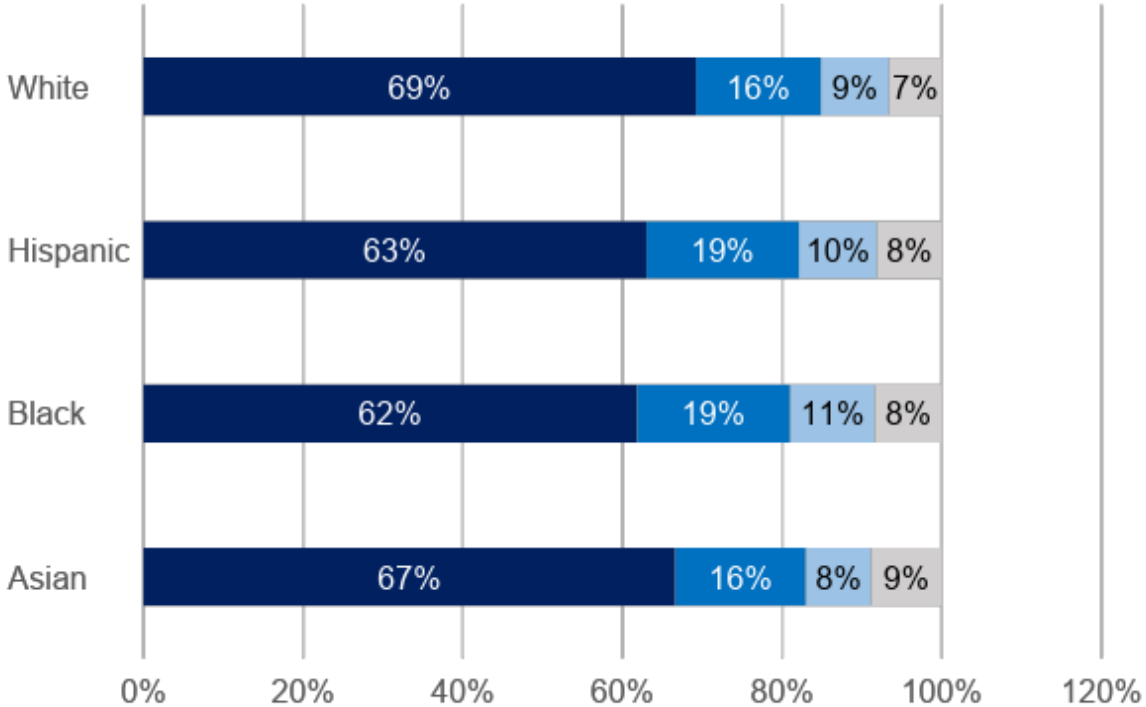
We have begun to disaggregate student survey data by race and encountered evidence of disparate access to civic learning opportunities

Extracurricular activity participation by race

Race	2016	2017
White	83%	86%
Hispanic	67%	66%
Black	76%	70%
Asian	82%	86%

■2017 ■2016
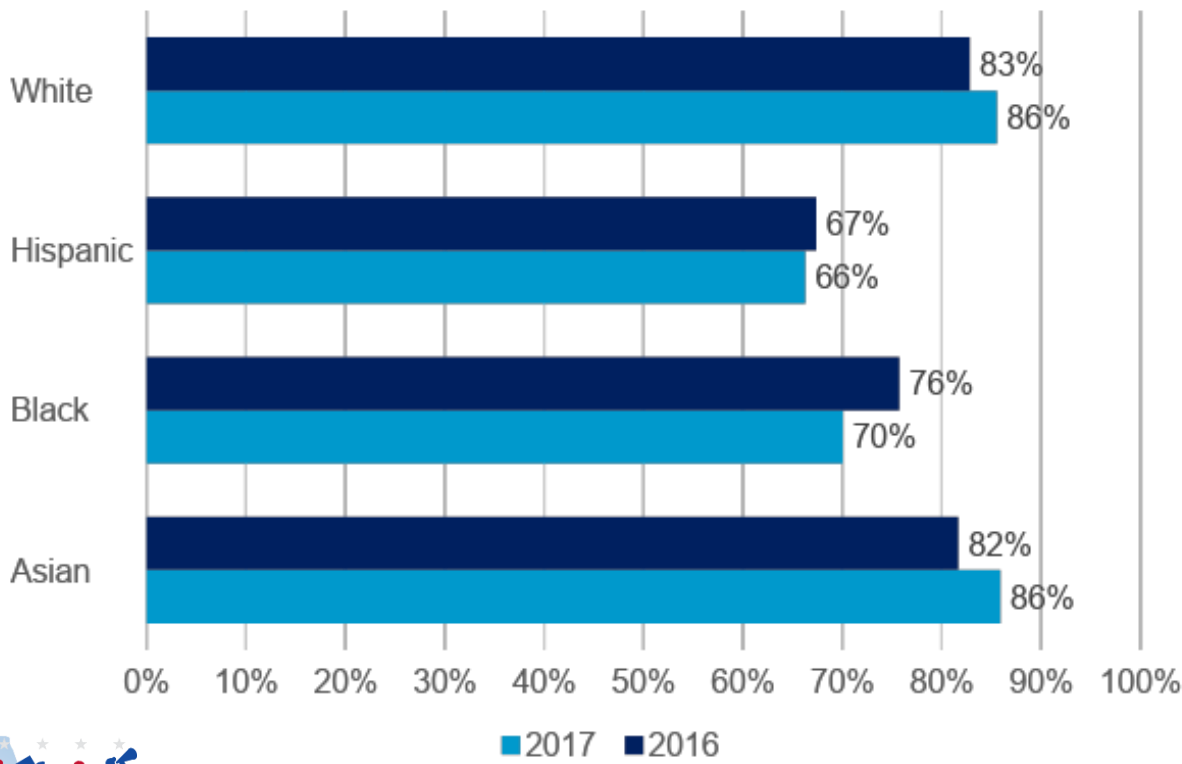
We have also encountered evidence of disparate civic engagement outcomes, such as, "Once I am 18, I plan to vote regularly"

2016-2017 Average

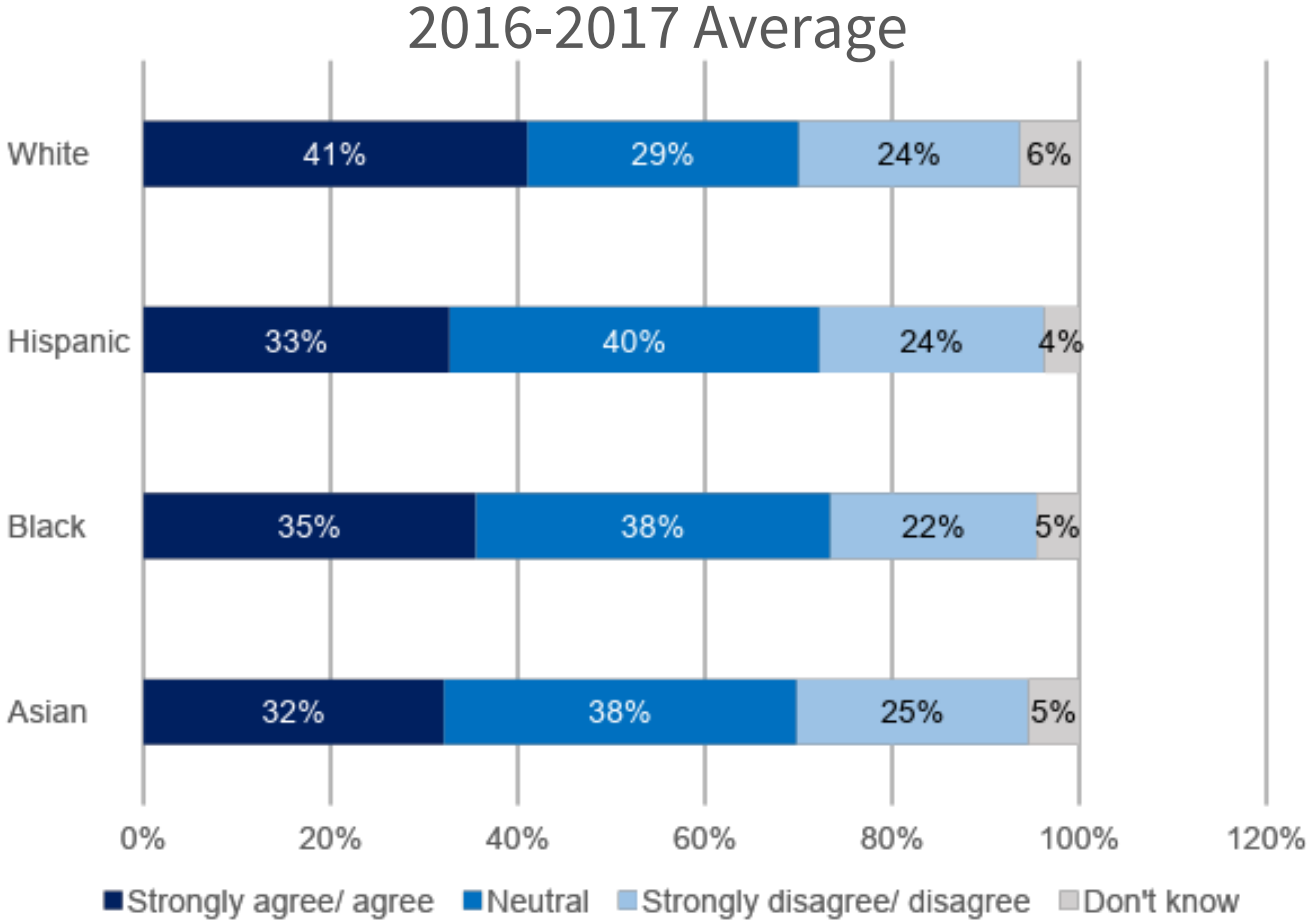White: Strongly agree/agree 69%, Neutral 16%, Strongly disagree/disagree 9%, Don't know 7%

Hispanic: Strongly agree/agree 63%, Neutral 19%, Strongly disagree/disagree 10%, Don't know 8%

Black: Strongly agree/agree 62%, Neutral 19%, Strongly disagree/disagree 11%, Don't know 8%

Asian: Strongly agree/agree 67%, Neutral 16%, Strongly disagree/disagree 8%, Don't know 9%

■Strongly agree/ agree   ■Neutral   ■Strongly disagree/ disagree   ▫Don't know

I am interested in political issues

2016-2017 Average

	Strongly agree/ agree	Neutral	Strongly disagree/ disagree	Don't know
White	41%	29%	24%	6%
Hispanic	33%	40%	24%	4%
Black	35%	38%	22%	5%
Asian	32%	38%	25%	5%

I think it's important to get involved in improving my community

2016-2017 Average

Race	Strongly agree/ agree	Neutral	Strongly disagree/ disagree	Don't know
White	61%	29%	6%	4%
Hispanic	49%	30%	8%	12%
Black	57%	31%	7%	5%
Asian	60%	27%	8%	5%

■ Strongly agree/ agree ■ Neutral ■ Strongly disagree/ disagree ▢ Don't know

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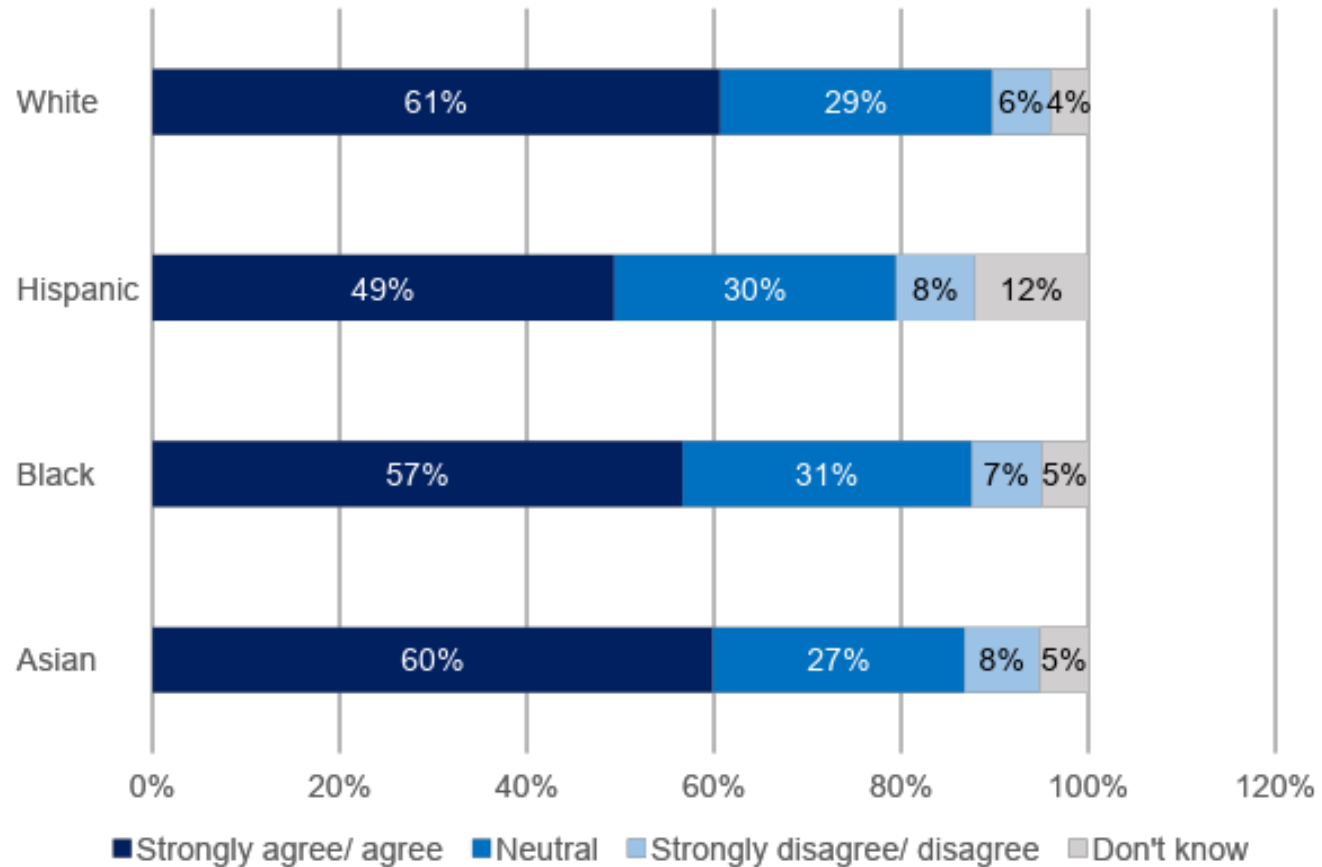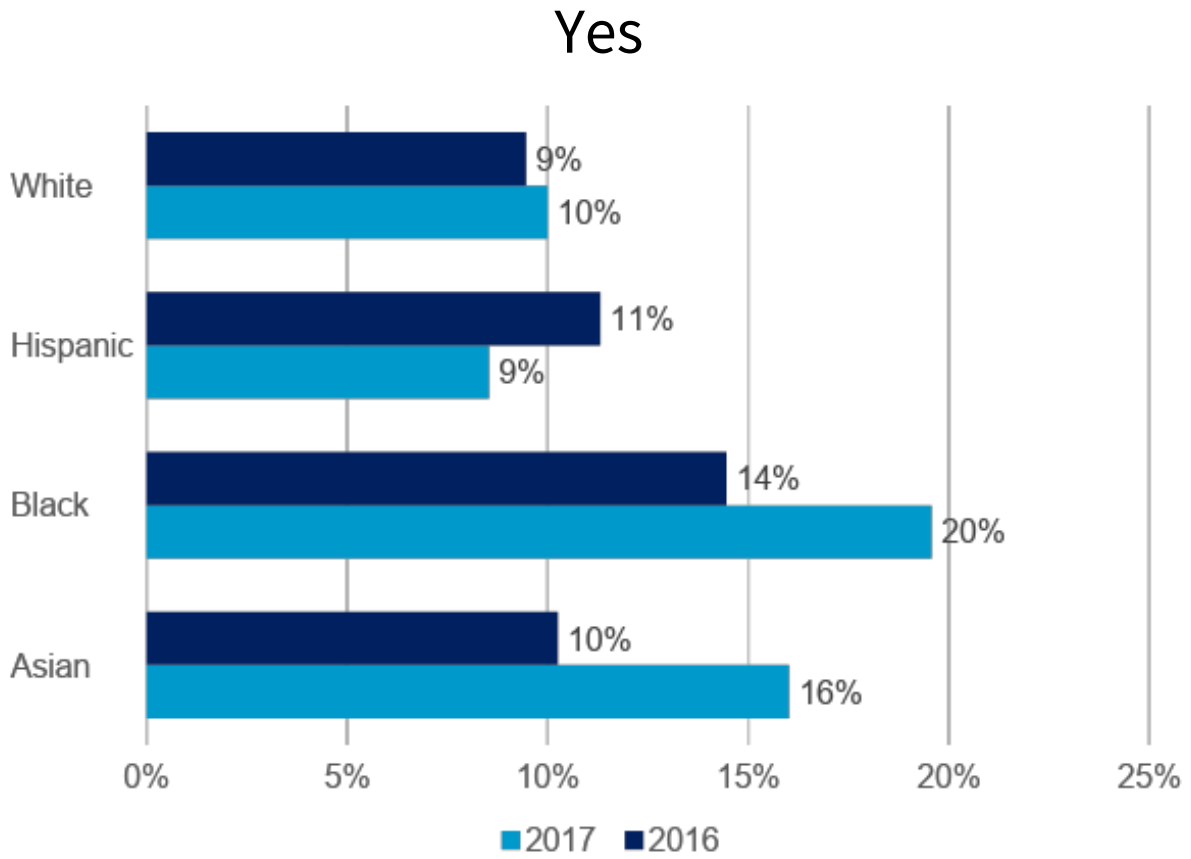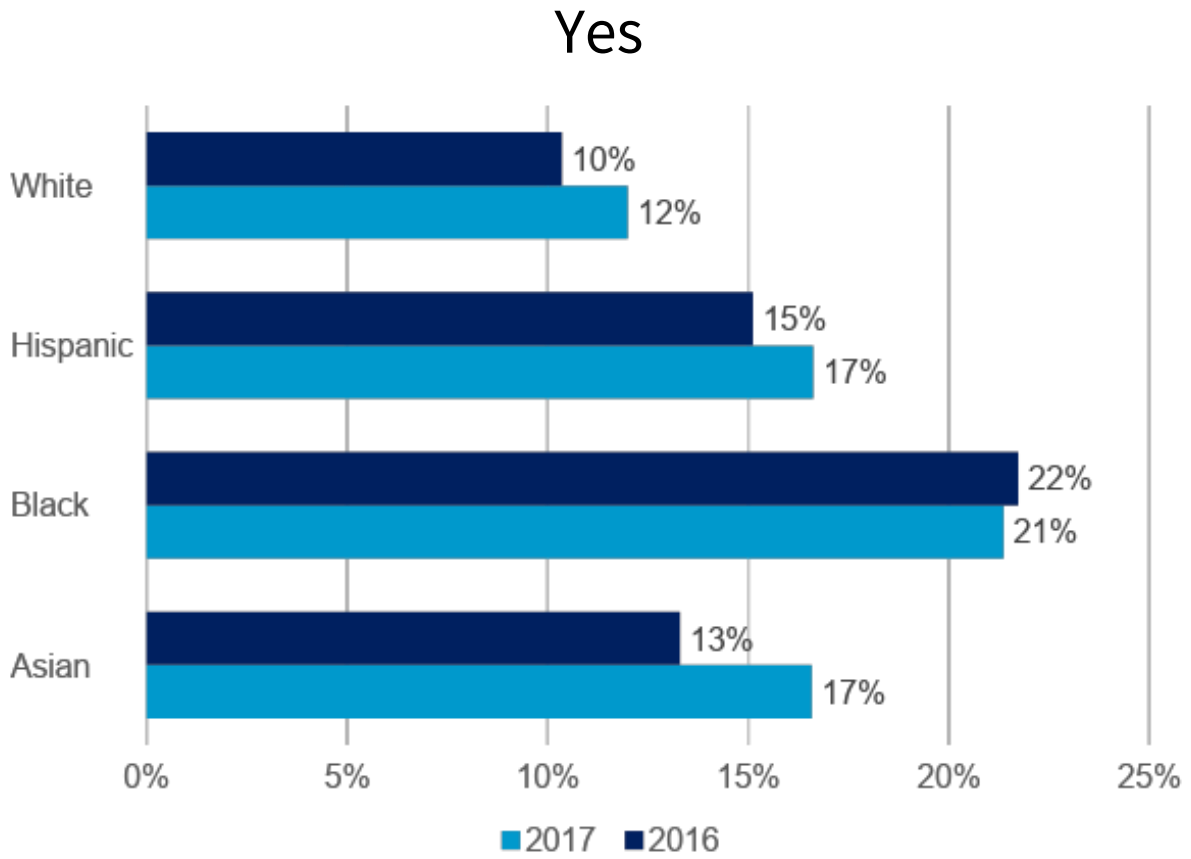
Students of color have higher responses to a few questions including, "In high school so far, have you participated in a poetry slam, youth forum, musical performance, or other event where young people express their political views?"

Yes

	2017	2016
White	17%	22%
Hispanic	15%	23%
Black	25%	26%
Asian	22%	26%

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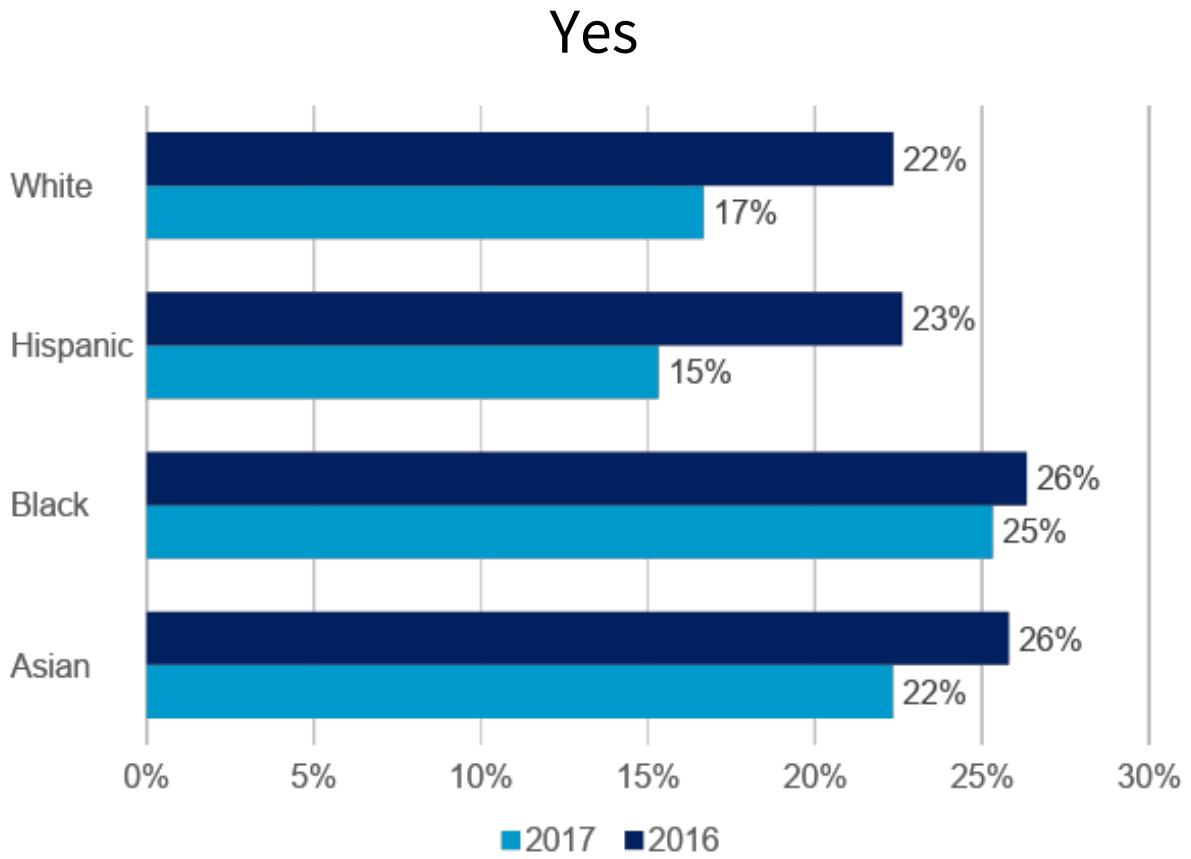
In high school so far, have you worked with a group to try to change a policy or law in your community, state, or nation?

Yes

Race	2017	2016
White	10%	9%
Hispanic	9%	11%
Black	20%	14%
Asian	16%	10%

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In high school so far, have you taken part in a peaceful protest, march, or demonstration?

Yes

	2017	2016
White	12%	10%
Hispanic	17%	15%
Black	21%	22%
Asian	17%	13%

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2018 Democracy Schools Trends

- Data was disaggregated by race for each individual school in our most recent cohort.
- Results show evidence of a civic empowerment gap between Black and Hispanic students and White majority student populations with:
  - Activities
  - Student Voice
  - School Climate
  - Volunteering
  - Civic Skill Development
 - Cognitive Engagement
  - Intention to Vote

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Discussion

- The 2016 and 2017 Democracy School cohorts defy national trends in offering equal civic learning opportunities across races (with the exception of student activities)
- Yet evidence of a civic empowerment gap still exists with respect to voting, political interest, and commitment to improving one's community with those cohorts and individual school data points to additional levels of disparity.

  - *How do you account for these disparities?*

  - *Where do we see successes with students of color?*

  - *How do we leverage those successes to strengthen civic learning in our schools?*

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It's also important to interrogate the current state of civics curricula and the extent to which it aligns with students' lived experiences

Let's Go There: Making a Case for Race, Ethnicity, Identity and Lived Experiences in Civic Education
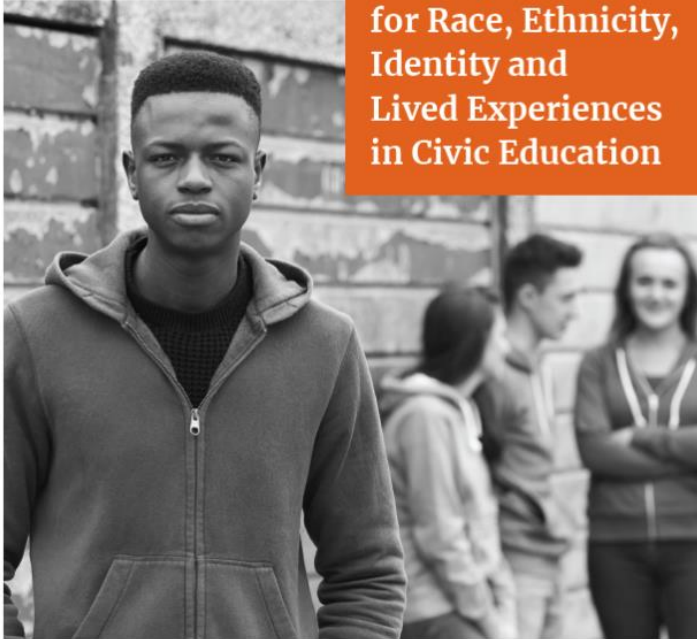
By Cathy Cohen, Joseph Kahne, and Jessica Marshall
With contributions from Veronica Anderson, Margaret Brower and David Knight

Principles of Lived Civics:
1. Students of color enter classrooms with significant political knowledge and experience
2. Students' race, identity, and lived experiences should be central to civics curricula
3. Educators must account for power and privilege in classrooms and how they impact students' engagement with civics content
4. Educators must have access to quality, continuous, reflective professional development to support Lived Civics classrooms

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Chalk Talk

- What is your reaction to these principles?
- What is a wondering about the principles?
- Respond to other comments/questions

What can we do as educators to incorporate this framework into our classes?

- *How are my students participating in the selection or shaping of the topics, themes and issues covered?*
- *How have I integrated the study of race, power and identity—including resistance narratives—into the curricula?*
- *How does my practice and the curriculum I implement acknowledge what students are bringing to the classroom and honor their lived experiences, critical analyses and commentary?*
- *How are students invited to co-construct the classroom community and in what ways does the learning space support students to explore, challenge, and share their ideas, experiences, and identities?*
- *Do students have an opportunity to question and interrogate traditional structures and power dynamics both in the classroom and beyond?*
- *How do I facilitate conversations that are difficult for me or for my students? How do I invite students to identify issues and themes that are critical to them but might be outside of my own comfort zone?*
- *How have I explored my own positioning and experiences relative to race, identity and power and how that shapes what I do and who I am in the classroom?*

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Triangle, Square, Circle
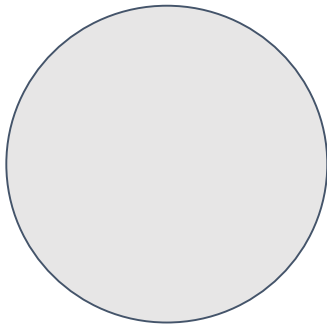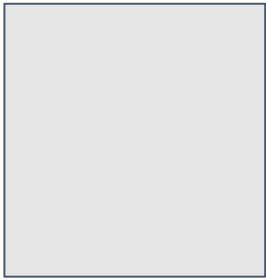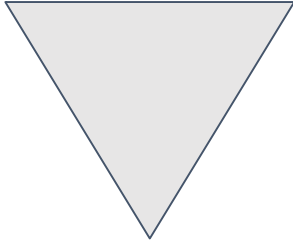
- *What is something pointed that stands out for you?*

- *What is something that squares with your prior/thinking or experience?*

- *What is something that is circling in your head or something that you are still wondering about?*

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Reflection Space

We will take the final 10 minutes of our session to reflect.

Share Your Feedback

I will be able to implement what I learned in this session to *positively impact my school.*

Please share your feedback.

○ ○ ○

We'd love if you would elaborate

In this box, **enter at least one Plus (✛) and one Delta (Δ)**

Submit

Citations

- Cohen, Cathy, Joseph Kahne, and Jessica Marshall. 2018. *Let's Go There: Making a Case for Race, Identity and Lived Experiences in Civic Education.*

- Kahne, Joseph, and Middaugh, Ellen: Democracy for Some: The Civic Opportunity Gap in High School. CIRCLE Working Paper 59. Available at: http://www.civicyouth.org/wp-content/uploads/2010/09/WP59Kahne.pdf, 2008.

- Kawashima-Ginsberg, Kei: Do Discussion, Debate, and Simulations Boost NAEP Civics Performance? CIRCLE Fact Sheet. Available at: http://www.civicyouth.org/wp-content/uploads/2013/04/CIRCLE_NAEPBechtelFactSheetApril30.final_.pdf, 2013.

- Levinson, Meira. *No Citizen Left Behind*. Harvard University Press, 2012.

- Sporte, Sue E., and Kahne, Joseph: Educating for Democracy: Lessons from Chicago. Chicago, IL: Consortium on Chicago School Research. Available at: http://ccsr.uchicago.edu/publications/EducatingForDemocracy.pdf, 2007.