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Enabling the Recovery and Transformation of our Neighborhoods and Communities

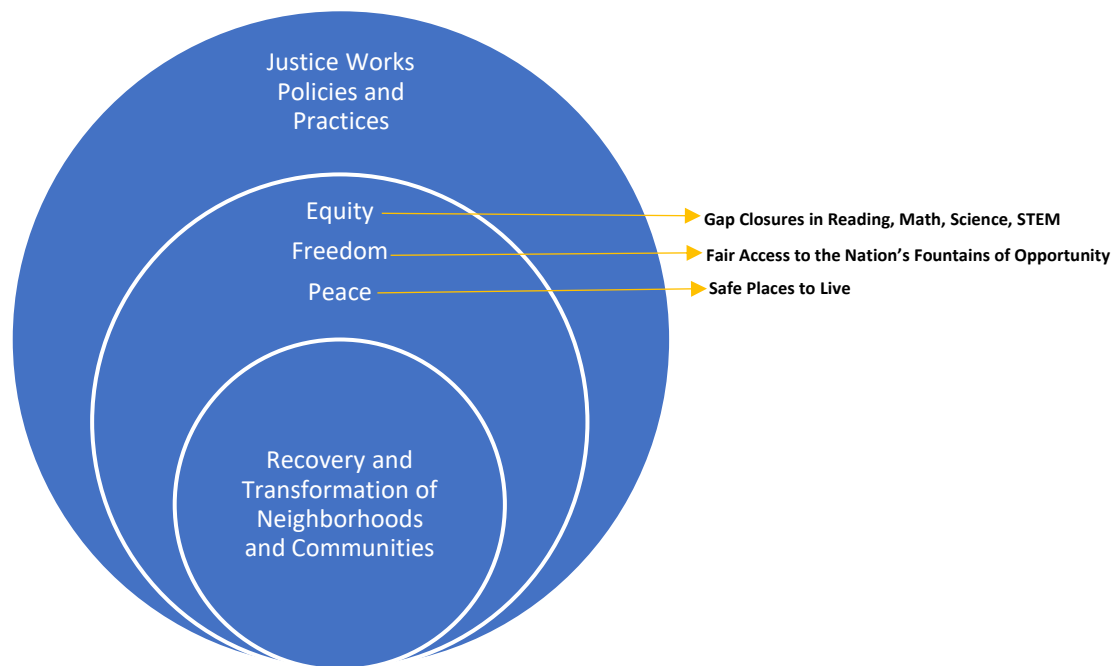
## Introducing Justice Works: Academic Objective

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# *Justice Works*

## *to Close Racial and Socioeconomic Achievement Gaps*

Policies and Practices	Eudaimonic Norms WAVES				
	<u>W</u> orldview	<u>A</u> adaptivity	<u>V</u> alues	<u>E</u> manicipation	<u>S</u> pirituality
1 Values for Life	X	X	X	x	x
2 Dame-Dame Schools	X	X	X	X	X
3 Normative Enhancements	X	X	X	x	X
4a Curricular Enhancement: Think Through Math	X	X	X	X	
4b Curriculum Enhancement: STEM	X	X	X	X	
(4c Curricular Enhancement: Lexis Core5 Digital Reading)	(x)	(X)	(X)	(X)	
Percent:	100	100	100	100	50



How *Justice Works* to enable the recovery and transformation of neighborhoods and communities

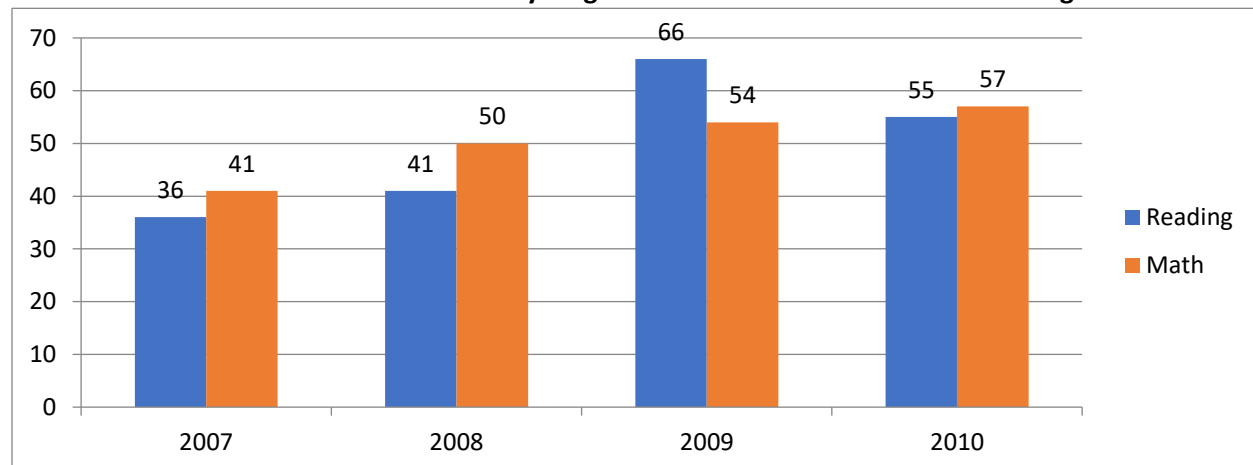
**1. Seven Values for Life:** High levels of Love and Respect; Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance (Taylor & Kouyatè, 2003)

Table 1. Odds Ratios Describing the Relationship between Teacher Ratings of 3<sup>rd</sup> Graders' Behavioral Expression of Seven Values and Students' Performance Six Months Later on Standardized Measures of Math (Iowa Test of Basic Skills) and Reading Stanford 9)

Values	ITBS: Math	SAT 9: Reading
<i>Love &amp; Respect</i>	2.5	7.0
<i>Interpersonal Skills</i>	3.5	28.0
<i>Learning Orientation</i>	2.5	>6.0
<i>Self-Confidence</i>	2.5	7.0
<i>Self-Persistence</i>	8.0	2.5
<i>Self-Esteem</i>	5.3	7.0
<i>Self-Reliance</i>	8.0	2.5

In late Fall, teachers completed inventories that measured the behavioral expression of each value for each student. In late Spring of the same academic year, students were administered nationally standardized tests on math and reading. In the above table, the value 2.5 means that students scoring above the median on Love and Respect in the Fall were two-and one-half more likely to score at or above the 50<sup>th</sup> percentile in math than students who were below the median in the Fall. Keep in mind these results are based on nationally standardized tests.

#### Values for Life at Northside Urban Pathways High School: State Proficiencies in Reading and Math



Notes: (a) Values for Life is associated with accelerated gap closures in reading and math on national and state tests and (b) the 2010 decline in proficiencies at Northside Urban Prep coincided with major changes in both the organization and leadership of this school.

2. **Networking local principals and teachers with Dame-Dame School Principals** (based on Taylor, Kyere, & King, 2018) whose schools had nearly closed or actually reversed racial and socioeconomic achievement gaps in predominately black low-income settings. Two years of Dame-Dame principal exposure to the principals of three low-income predominately black Hill District Schools in Pittsburgh was associated with:

- Accelerated reading and math scores within these schools;
- Rates of acceleration undocumented in the history of these schools;
- Proficiency growth in these schools exceeded almost all other schools in the district with similar demographics; and
- Gains in reading and math achievement exceeded gains for black and white students across the district.
- In one Hill District school that chose not to participate in this initiative, there were no appreciable achievement gains.

### 3. Normative Enhancements (Based on Pre-Post Intervention Assessments)

Our strategies for normative enhancements which mobilize students, parents, schools, and communities in support of accelerated learning have received five local, state, and international awards. Epryl King's report (2008), where accelerated gap closures were documented, was well received at a national conference convened at Harvard University.

#### 4a, 4b, and (4c) Curriculum Enhancements: C. Diane Colbert, PhD (Education) & Kenn Thomas, B.Eng (Engineering)

Name	Grades	Term	Year	Results
<b>a. Think Through Math</b>				
Hill House	6-8th	5 months	2012	Math proficiency increased by 45 percent.
Schenley Heights	6-8th	5 months	2012	Math proficiency increased by 33 percent.
Wesley Center	6-8th	5 months	2012	Math proficiency increased by 30 percent.
UPrep ZONE	6-8th	3 months	2013	Math proficiency increased by 30 percent.
<b>b. Engineering Robotics</b>				
Hill House	6-8th	5 months	2012	Knowledge of engineering robotics principals and procedures increase 29% from pre-to-post intervention.
Schenley Heights	6-8th	5 months	2012	Knowledge of engineering robotics principals and procedures increase 62% from pre-to-post intervention.
Wesley Center	6-8th	5 months	2012	Knowledge of engineering robotics principals and procedures increase 57% from pre-to-post intervention.
<b>(c. Lexia Core5 Digital Reading)</b>	<b>(R E C O M M E N D E D but we have not yet evaluated in Pittsburgh)</b>			

#### Pittsburgh's STEM Trained Lincoln Technology Students

were invited to attend Hampton University's Summer Robotics Institute

*The New Pittsburgh Courier's* report of their experiences (5/22/08):

*The eight Lincoln students not only built and programmed robots—starting with a box of parts and a manual—but did so while politely refusing all assistance from their college supervisors. Not only did the group complete the assignment—which staff said incoming freshmen are not expected to finish—one of them found and corrected an error in the assembly manual that, if not corrected, would have made building working robots impossible.*