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IDRA's **Actionable Knowledge for Equity bulletin** gives you info on four campaign areas: bullying and harassment, actionable data, quality teaching, and school leadership.

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IDRA's empirically-based **Quality Schools Action Framework** outlines indispensable levers of change that depend on the production and use of actionable knowledge - clear, accurate and timely information - to assess what is needed to strengthen public schooling.

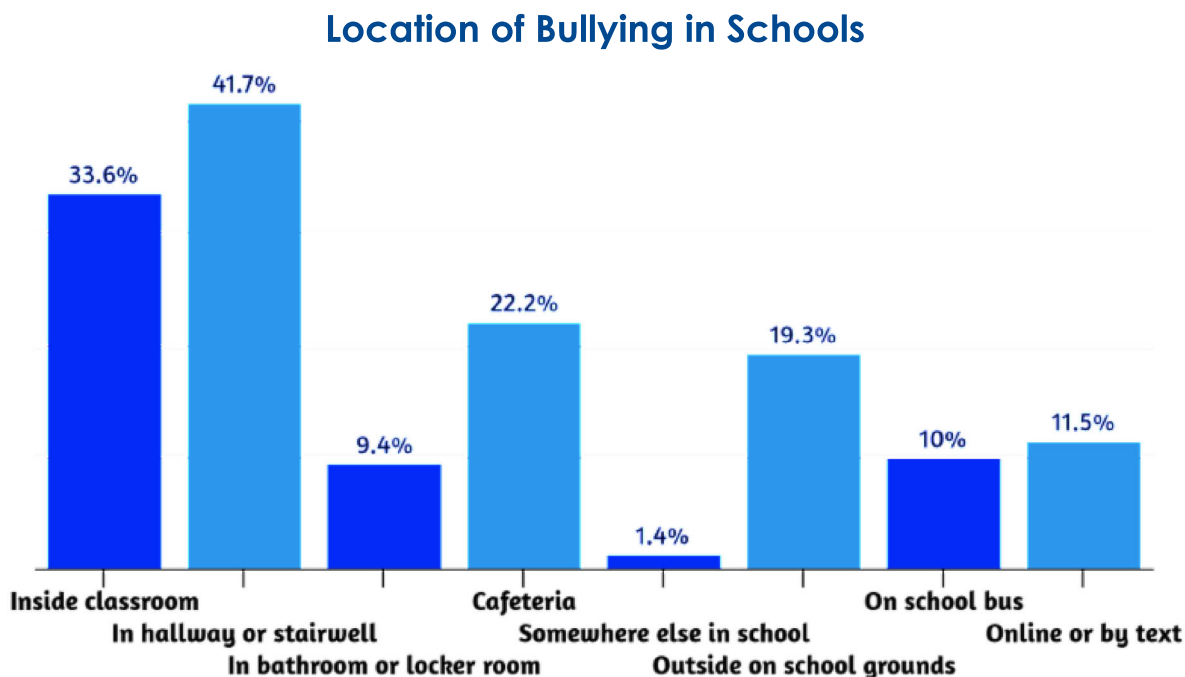
Bullying and Harassment

Most In-school Bullying Occurs in Hallways and Classrooms

In May, NCES released the School Crime Supplement to the National Crime Victimization Survey with data on bullying. About 21 percent of teens (12 to 18 years old) reported being bullied at school during the school year in 2015. By race-ethnicity, 25 percent of Black students, 22 percent of White students and

17 percent of Hispanic students reported being bullied at school. By grade levels, the percentage was higher for sixth graders than students in eighth through 12th grades.

The graph below shows the location where the bullying was reported to have occurred, with the most being in a school hallway or stairwell followed by bullying inside the classroom.



Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2015. Location totals may sum to more than 100 percent because students could have been bullied in more than one location.

[See the report overview, "Bullying at School and Cyber-Bullying Anywhere"](#)

Other Resources

* "[Bullying Prevention Guide for Parents, Teachers, School Administrators & Community Members](#)," by ING

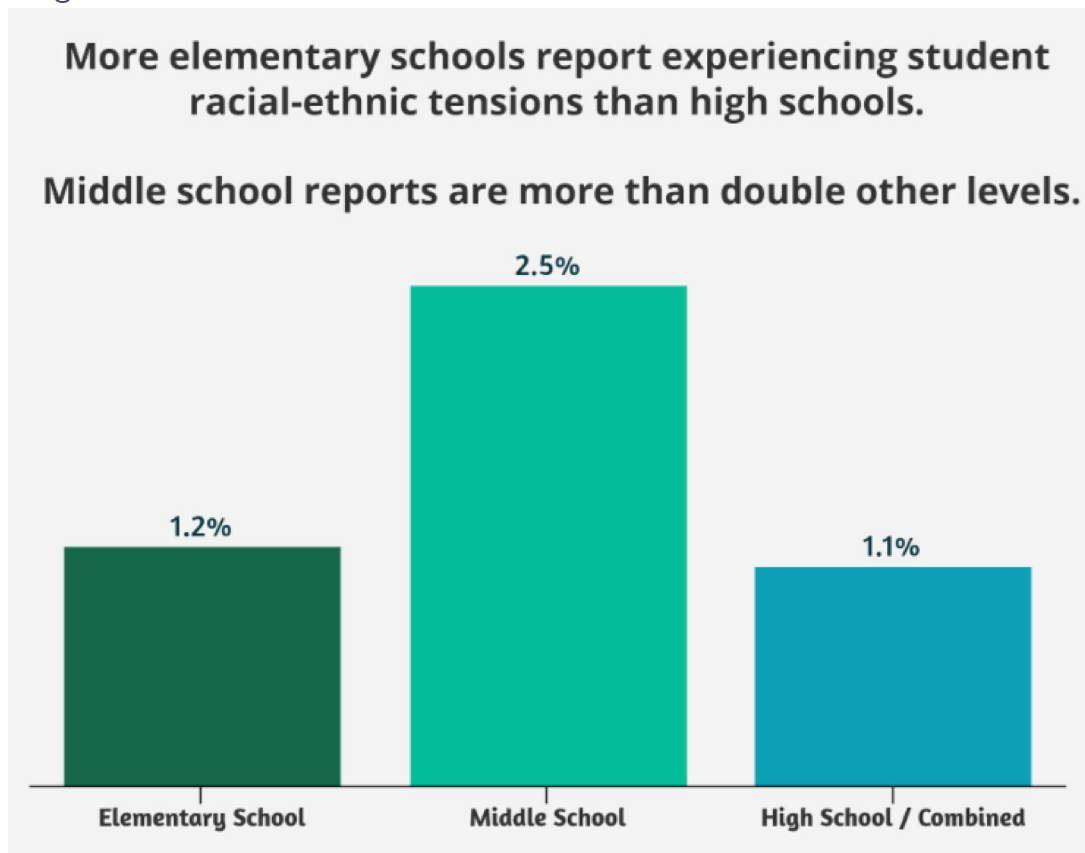
* "[Bullying: Guidelines for Teachers](#)," by Teaching Tolerance

Actionable Data

Racial-ethnic Tension Occurs at All Grade Levels

While the perception may be that racial-ethnic tension is most prominent among older teenagers, schools across the country are reporting issues that lead to discipline problems at all grade levels. Middle schools have over twice

the rate of other levels. And surprisingly, elementary schools have higher rates than high schools.



Source: NCES Digest of Education Statistics. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999-2000 through 2013-14.

Quality Teaching

Research Brief Outlines Teacher Shortage Issues and Key Strategies

Teacher retention is just as important as teacher recruitment.

5 Reasons

Research Shows

Teachers Leave



Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement. The Learning Policy Institute recently published a research brief exploring factors that are contributing to the teacher exodus.



Inadequate Preparation



New teachers who have little or no preparation are **2-3 times more likely** to leave after their first year than teachers who are well prepared.

Good preparation = Chances to observe other teachers, spending at least one semester student teaching, getting feedback, and having classes in teaching methods, learning theory and instructional materials selection.



Dissatisfaction with Compensation



New teachers earn about **20% less** than people in other fields with college degrees. The wage gap can widen to 30% for mid-career teachers.

Teachers are more likely to quit when they work in districts with lower wages. The best-paid teachers in low-poverty schools earn 35% more than their peers in high-poverty schools.



Better Career Opportunities & Personal Reasons



One-fourth of teachers who leave do so to seek other career opportunities. And **one-third** who leave do so (all or in part) for personal reasons, such as pregnancy and child care.

* Influence of school assessment and accountability measures on their teaching or curriculum, focus on testing, test preparation, and a narrower, mandated curriculum

** Sufficient instructional materials and supplies, safe and clean facilities, reasonable student-to-teacher ratios, and adequate support personnel

Source: Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the Teacher Shortage: How to Attract and Retain Excellent Educators. Palo Alto, Calif.: Learning Policy Institute. <http://budurl.com/LPIstsW>

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See "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators" and related resources by the Learning Policy Institute

School Leadership

School Boards that Lead for Equity - Classnotes Podcast

In order for educational equity to take hold in a school, it is critical that it be in an environment where the district level governance structure provides leadership for systemic equity. A former superintendent in

three school districts, Dr. Larry Leverett is the recently-retired executive director of Panasonic Foundation that supports efforts of school systems to improve academic and social outcomes for all students. In this podcast episode, he describes how the Panasonic Foundation has shifted its focus to school board leadership in advancing system-wide equity strategies. (Show length: 15:29 min.)



Listen now!

Dr. Leverett is one of the authors of the journal that was published earlier this year, [Essential Approaches for Excellence & Sustainable School System Transformation](#) , that was developed by a group of experts who came together to pull together capacity-building approaches for school and system change. As he relates in this interview, Larry's chapter, [Systems Change and Governance: School Boards That Lead for Equity](#), outlines several actions boards should take.

Larry is interviewed by Bradley Scott, Ph.D., former director of the IDRA South Central Collaborative for Equity, who also contributed a chapter in the ECCBN journal. Send comments to podcast@idra.org. Sign up to receive free e-mail notices when new episodes are available.

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We are committed to the IDRA valuing philosophy, respecting the knowledge and skills of the individuals we work with and build on the strengths of the students and parents in their schools.

