

Motives and Other Data in Evaluation

Gene Glass

22.* Are some evaluations incomplete unless they examine the motives of the actors? Are motives "fair game" in an evaluation? And if they are, what is the best way to find out about them?

23.* What if certain actions are driven primarily by racial suspicions and hatred (ethnophobia—fear & hatred being closely related)? Do we stand a chance of documenting this? How?

* Sanders, J. R. (2006). Ten things evaluation needs: An evaluation needs assessment., *JMDE*, 6.
http://evaluation.wmich.edu/jmde/content/JMDE006content/Ten_Things_Evaluation_Needs.htm



~April 16, 2007

The Evaluation Center

Are motives fair game for evaluators?

Some say that it is impolite or unfair to question people's motives. They would have us confine ourselves to the facts, as though the personal interests of the protagonists were not themselves facts of sometimes overpowering importance. But people's actions can be unpredictable or incomprehensible without knowing what drives.

"It is also important, I think, to make the context of your remarks available to the group you are delivering them to, in sufficient advance for them to make comments in response without simply having been blindsided or without having to sit in front of an audience worrying about what sort of "attack" might be coming. This gives them the chance to make better comments and be less defensive. Plus it helps focus on the **issue**, not on **personalities and motives**."

(Rick Garlikov, EDPOLYAN, Jan 30, 1994)



From a referee's comments on *IQ & the Wealth of Nations*
(in which the authors propose to prove that nations'
economic progress is caused by the general level of
intelligence of its people)

"The paper directly accuses Lynn and Vanhanen [father of the President of Finland] of being racially motivated. I am certain that in their minds they are being persecuted for speaking openly and honestly. I am not fully convinced by the paper that their motivations are evil and dark. Their actions are knowable; we just don't know their motivations. I think a summary recognizing that we never truly know one's motivation, is necessary."



← This is my totem (sorta like Bishop Sheen's "JMJ").
I can not speak falsely when this appears on the
page.

Low imputing of motives

Miron, Gary; Cullen, Anne; Applegate, E. Brooks; & Farrell, Patricia. (2007). Evaluation of the Delaware Charter school Reform: Final Report. Kalamazoo, MI: The Evaluation Center, Western Michigan University. (p. ii)

"The aggregate of charter schools does not differ greatly from the traditional public schools in the state. However, when we look at the data by schools, we find substantial differences in student demographics. Some charter schools primarily serve minority students, and others cater primarily to white students.

"This pattern of segregated charter schools based on race is also repeated in segregation by class and ability. Some charter schools serve a high proportion of students that qualify for free or reduced lunches, and other schools have few of these students. At one charter school nearly half the students have been identified as needing special education services, while at most other schools the number of students with special education needs is surprisingly low.

...

"Some reasons that explain why the charter schools have become so segregated include the following:

- The school may be located in a highly segregated housing market.
- Parents choose these highly segregated environments for their child(ren) because of their desire for a homogeneous learning environment.
- Targeted marketing and recruitment efforts by charter schools. For example, particular cultural profiles may attract a particular ethnic group; and specific offerings such as full day kindergarten may be more attractive to low-income families.
- Because individual charter schools enroll students that differ greatly from sending districts, one can argue that charter schools may be accelerating the resegregation of public schools by leaving them more fragmented based on race, class, and ability." (Miron et al., p. 3)

"These comparisons suggest that while the charter schools on the whole are not "creaming" or attracting the best performing students in lower elementary grades, they clearly are doing so in the lower and upper secondary levels." (Miron et al. p. 8)

High imputing of motives

“A good deal of Arizona charter schools present scenarios that lend credence to comments that charters are ‘creaming’ or ‘skimming’.”

“...subtle exclusionary practices that can vary across charters include charter-initiated parent contracts and the provision of transportation.”

“Corwin and Flaherty (1995) noted, ‘Although charter schools were created to allow parents greater choice in the kinds of schools their children attend, parent contracts seem to give schools greater choice over the kinds of parents they choose to serve’ (p. 105). “

[Cobb, C.D. and Glass, G.V \(1999\). Ethnic segregation in Arizona charter schools. *Education Policy Analysis Archives*, Vol. 7, No. 1. \[Entire Issue\] \(Online at <http://epaa.asu.edu/epaa/v7n1/>\).](http://epaa.asu.edu/epaa/v7n1/)

In other places, Cobb & I have said openly that Arizona parents are trying to “escape” minority concentrated public schools because they do not want their children associating with Hispanics and African-Americans.

Warren and Tyagi report that the average American family with children in 1983 owned a home with market value of \$98,000. By the year 1998, that same family would live in a home worth \$175,000 in inflation corrected dollars. Oddly, Americans quest for bigger, fancier homes is not attributed to an increased appetite for consumption, according to Warren and Tyagi. The motive for bigger homes, they assert, lies elsewhere. Incredibly, they blame public education:

"In order to free families from the [two-income] trap, it is necessary to go to the heart of the problem: public education. Bad schools impose indirect—but huge—costs on millions of middle-class families. **In their desperate rush to save their children from failing schools, families are literally spending themselves into bankruptcy.** The only way to take the pressure off these families is to change the schools."[\[1\]](#)

[\[1\]](#) Warren, Elizabeth & Tyagi, Amelia Warren. (2003). *The two-income trap: Why middle-class mothers and fathers are going broke*. NY, NY: Basic Books. P. 33.



Fertilizers, Pills & Magnetic Strips



I'm writing a book about K-12 public education, and the only way I can make sense out of the things going on in all the policy debates—next slide—is to make some inferences about people's motives.

- Is it necessary to attempt to tie all these policy issues together under one or two simple explanations?
- Is it possible to get at people's underlying motives?
- Is it necessary to get at these motives?

Major Contemporary Policy Debates

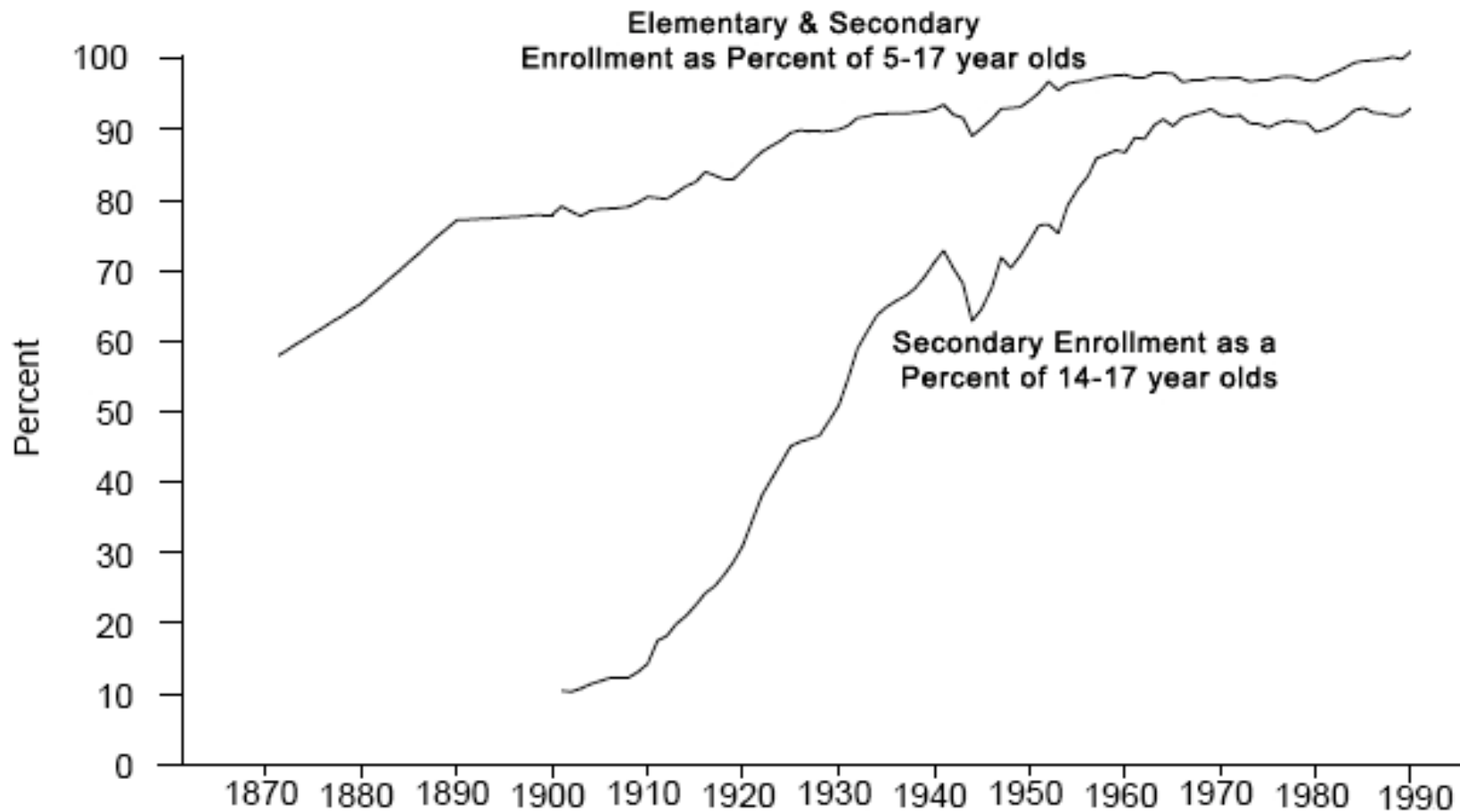
- Vouchers
- Charter schools
- Tuition tax credits
- Home schooling
- Virtual schools
- Open enrollment
- Advanced placement
- Immersion/Bilingual education
- Alternative teacher certification
- High-stakes Testing



Fertilizers

Fertilizers—in 1910— (Haber process and farm mechanization) launched the rural to urban migration.

In urban societies, each child born to a family lowers its standard of living. The fertility rate in the US declined steadily (with the minor exception of the 1947-1964 Baby Boom) throughout the 20th century.



Pills

Pills (in about 1960) gave couples an effective means of limiting fertility, and now pills (and medical innovations) extend life.

Total fertility rates by race/ethnicity of mother, 1990 to 2001

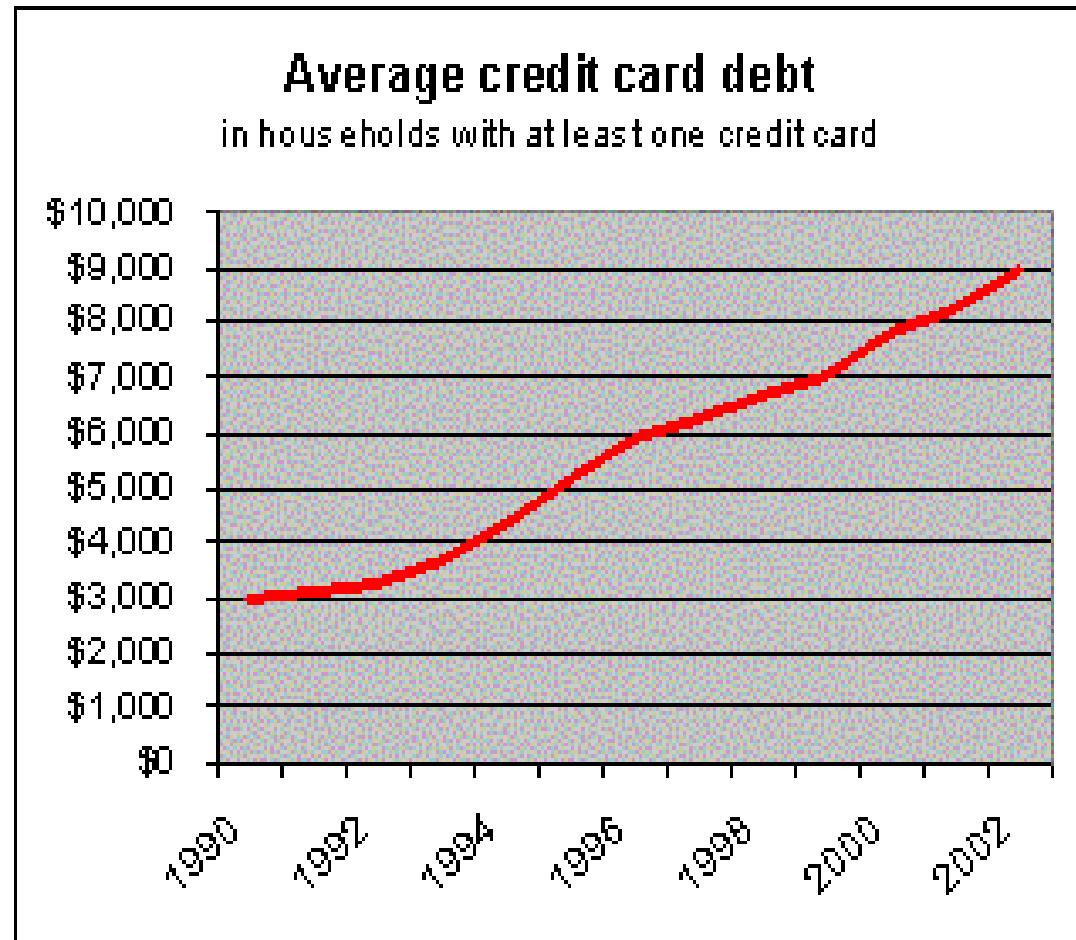
	Year										
Race/ethnicity	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Non-Hispanic white	1.85	1.83	1.81	1.79	1.79	1.79	1.79	1.80	1.84	1.85	1.88
Non-Hispanic black	2.55	2.55	2.51	2.46	2.37	2.25	2.20	2.21	2.24	2.21	2.26
Hispanic	2.96	3.00	3.04	3.02	3.01	3.02	3.05	3.00	2.95	2.99	3.11



Life expectancy increased 30 years in the 20th century.
A person age 60 today can expect to live another 30 years.

Magnetic Strips

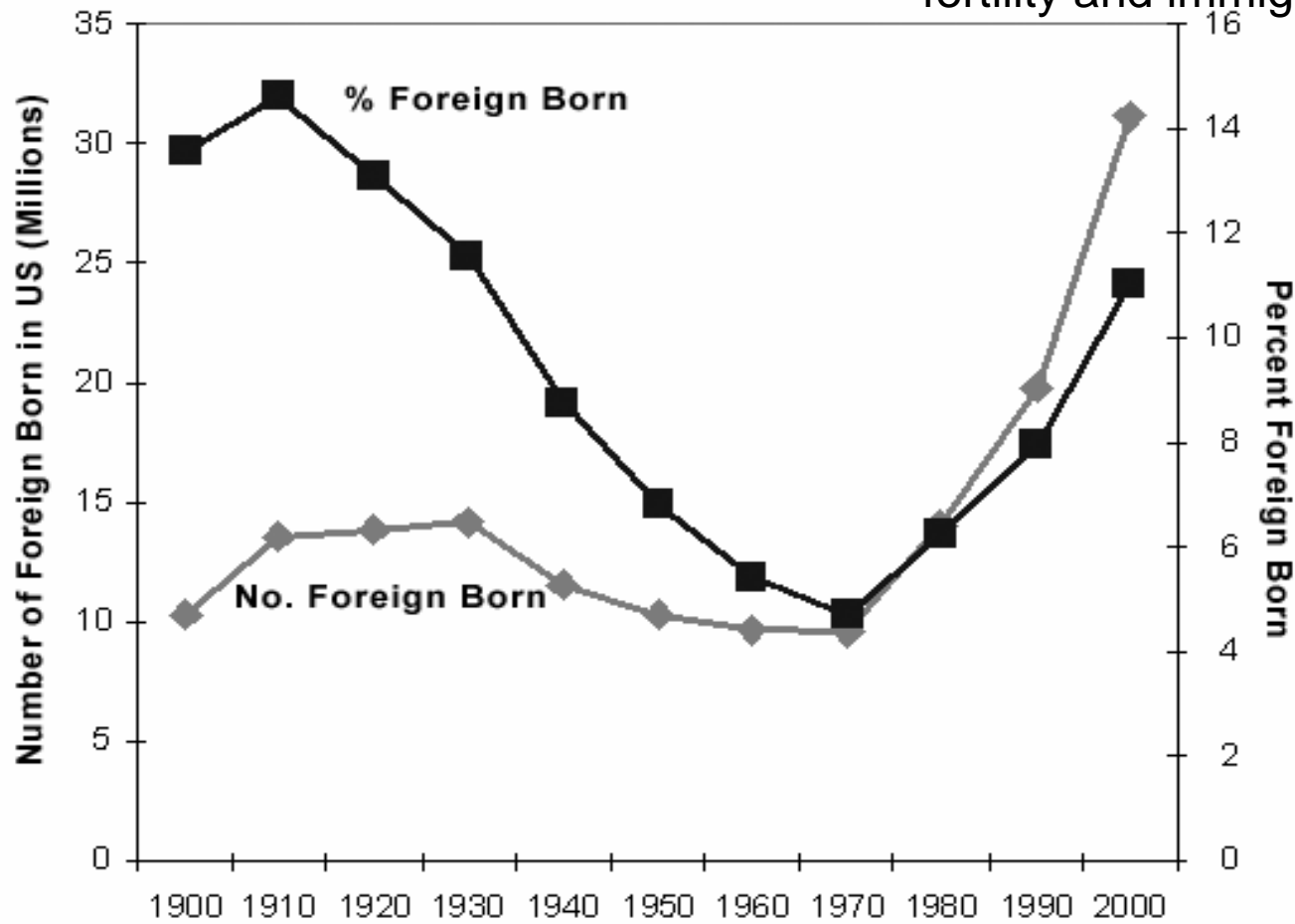
Magnetic strips on plastic cards and the associated telecommunications network permitted the banking industry to make small unsecured loans to virtually every one.



America Today

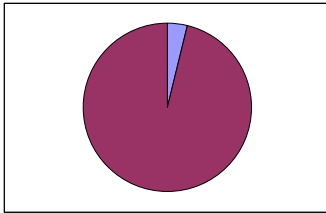
Browner, Older & Deeper in Debt

...browner both through high fertility and immigration

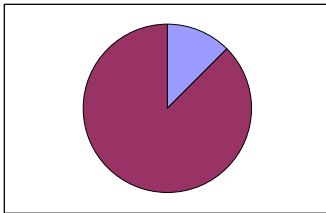


...Older

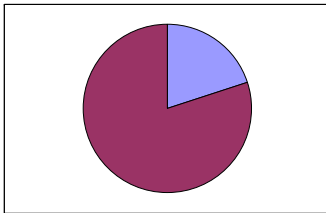
Share of U.S. Population Older than Age 65 in 1900, 1995, and 2025 (Projected)



The “elderly” (age 65 and older) constituted only 1 in every 25 Americans in 1900.

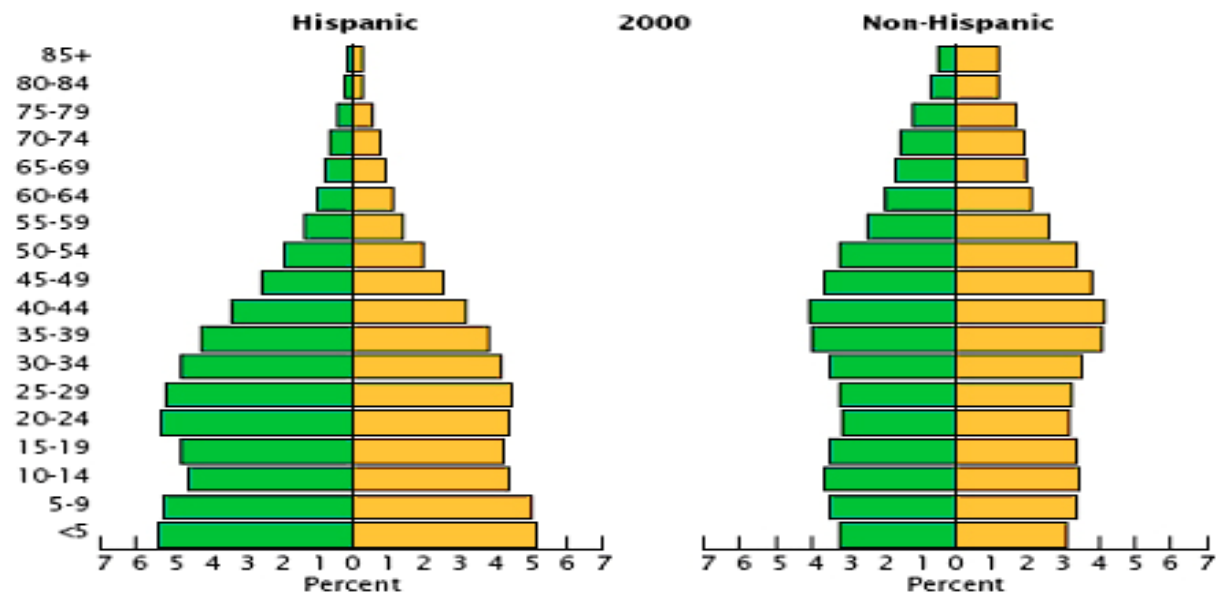
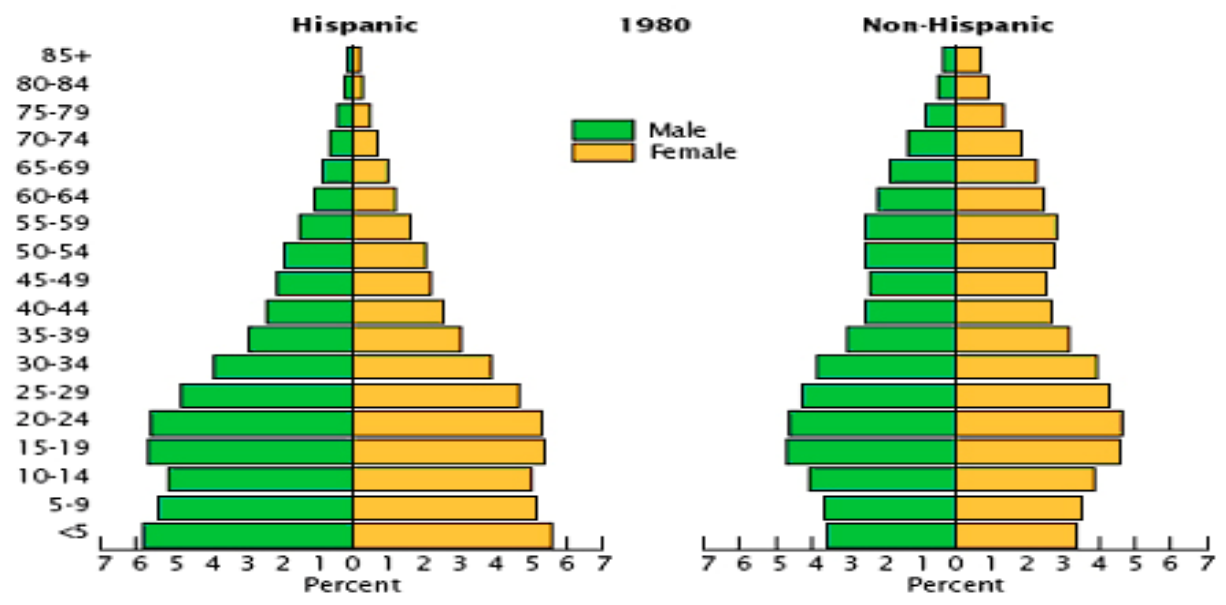


In the year 1995, approximately 1 in every 8 Americans is elderly,



And in a few years (2025), 1 in every 5 Americans will be classified as elderly.





...Browner & Older



U.S. 2000 Population Classified by Selected Ages and Race/Ethnicity

Ages	Hispanic	White	Other	% Hispanic	% White	% Other Races ^[1]
<5	3717975	11194346	7981452	16%	49%	35%
5 to 9	3623680	12303903	8245602	15%	51%	34%
10 to 14	3163412	12882540	7645532	13%	54%	32%
15 to 19	3171646	12759934	7459956	14%	55%	32%
50 +	4804966	61751490	15100500	6%	76%	19%

[1] "Other races" comprise Black, American Indian, Native Hawaiian and other Pacific Islander, Asian, and persons unclassified as to race.



..and the public schools are rapidly becoming browner.

Percentage distribution of public school students enrolled in grades K–12 who were minorities: October 1972–2000

	White	Black	Hispanic	Other Minority
1972	77.8%	14.8%	6.0%	1.4%
1975	76.2	15.4	6.7	1.7
1980	72.8	16.2	8.6	2.4
1985	69.6	16.8	10.1	3.5
1990	67.6	16.5	11.7	4.2
1995	65.5	16.9	14.1	3.5
2000	61.3*	16.6	16.6	5.4

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–2000.



*The 61% figure for Whites in 2000 includes charter school students who are seldom Hispanic. So the % White for “traditional (non-charter)” public schools is even lower.

...deeper in debt

- A survey of 1,000 adults in 2004, reported that "get out of debt" led "lose weight" as the most frequent New Year's resolution.
- The level of debt as a percent of after-tax income is the highest ever. In 2006, mortgage and consumer debt was greater than after-tax income on average.
- Personal savings in the U.S. was negative in 2006 for the first time since the 1930s. The indebtedness of U.S. households rose over 40% in real dollars (inflation adjusted) in the first six years of the 21st century.
- The average "baby boomer" (a person born between 1946 and 1964), the earliest of whom turned 60 in 2006, has total net worth—assets, including real estate equity, minus liabilities—of \$110,000.
- Economists are beginning to speak of the 50-50-50 problem: **50% of the people over age 50 have total savings (including 401K and retirement) under \$50,000.**
- The average baby boomer can expect to inherit from his or her parents less than \$50,000.

Why We Have the Policy Issues We Have Today

The major policy debates today are driven by two motives that are at the top of the agenda of the voting public:

The first is rooted in the economic condition of the aging American middle-class:

Reduce costs (of all public institutions).

The second is rooted in the racial & ethnic phobia of the White middle class:

Make schooling private at public expense for *my* children.

	Quasi-privatize	Cut costs
Vouchers	X	X
Charter schools	X	X
Tuition tax credits	X	X
Home schooling	X	X
Virtual schools	X	X
Open enrollment	X	
Advanced placement	X	
Immersion/Bilingual education*		X
Alternative certification		X
High-stakes Testing		X
Class size reduction		X



* Stryker and Colorado bilingual education.

I believe...

..that you can not explain the persistence of the debates over these issues or the repeated attempts of some political interests to institute certain “reforms” without appealing to these two motives: reduce costs, separate races (and classes).

Cobb, C.D. and Glass, G.V (1999):

“Nor do these analyses address in the most definitive ways possible the motives, mechanisms or reasons for ethnic separation in charter schools. Such determinations must await the findings of other research, differently conceived and differently executed. “

But who can demonstrate it? Only the “ethnography folks”?

My tennis buddies are clearly racist, but they are shrewd enough not to reveal it on a questionnaire.

Overheard in Dunkin Donuts, Chicago, April 15,2007:

“You know what they call this place? Sanctuary City! You get here, and you can get a Social Security card and a driver’s license just like that. It’s disgusting!”

