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Sommario/riassunto	This challenge to influential educator Ruby Payne's theories about the impact of class differences and economics on teaching and learning puts forward other factors as better predictors of student performance. Pointing to success stories in schools that serve low-income students, this refutation of Payne's popular teacher-training program asserts that teacher expectations, time on task, and the principal's leadership are the main factors in determining educational outcomes at a school. Abandoning Payne's framework of teacher-student income disparities, racial makeup, and per-pupil ex