Institutional and Everyday forms of Discrimination and Achievement Outcomes

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“In our search for the solution to the problems of educational inequality, our focus was almost exclusively on the characteristics of the children themselves. We looked for sources of educational failure in their homes, their neighborhoods, their language, their cultures, even in their genes. In all our searching we almost entirely overlooked the possibility that what happens within schools might contribute to unequal educational opportunities and outcomes.”

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,471</td>
<td>166</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1,193</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic</td>
<td>314</td>
<td>8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>Native American</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Multiracial/Ethnic</td>
<td>85</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,164</td>
<td>225</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Riverview</th>
<th>Metro</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>96.6%</td>
<td>79.0%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>88.6%</td>
<td>73.9%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70.8%</td>
<td>70.7%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>87.5%</td>
<td>85.7%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>n/a</td>
<td>77.1%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Multiracial/Ethnic</td>
<td>85.2%</td>
<td>n/a</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

Source: Lakeside School Report Card 2006
Operating Expenditures Per Pupil Statewide, City, and Suburbs, 2002

- State: $7,926
- Metro: $8,379
- Riverview: $16,284
- Forrestville: $12,975
- Valley Side: $14,314
Measure of Teacher Quality: City/Suburb Differentials

Metro | Riverview | Forrestville | Valley Side
--- | --- | --- | ---
43.8% | 81.6% | 74.4% | 80.8%
11th Graders Meeting or Exceeding Reading and Math Standards in Four Metro School Districts

![Bar Chart]

- **Metro**:
  - Reading: 37
  - Math: 27

- **Riverview**:
  - Reading: 67
  - Math: 68

- **Forrestville**:
  - Reading: 72
  - Math: 70

- **Valley Side**:
  - Reading: 67
  - Math: 68
11th Graders Meeting or Exceeding Math and Reading Standards on State Achievement Exam
(Prairie State Achievement Test 2005-06)
Racial Gaps in Achievement at Riverview: Composite ACT Scores

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>26.5</td>
<td>22.0</td>
</tr>
<tr>
<td>African American</td>
<td>18.2</td>
<td>17.1</td>
</tr>
<tr>
<td>Latino/a</td>
<td>18.8</td>
<td>18.6</td>
</tr>
</tbody>
</table>
Institutional and Everyday Discrimination

- Institutional Discrimination
  - Highly racialized school practices and structures
    - Tracking
    - Discipline
  - Payoff for racialized resources in school outcomes
    - Cultural capital
    - Social networks

- Everyday/Interpersonal Discrimination
  - Racial stereotypes and race based performance expectations
“it’s like two ships traveling in parallel lives”
Actual and Anticipated Parent Intervention

“And I know that you’re going to call me every day… I’m going to advocate for that kid” (Ms. Hicks)

“When there’s a student and they know the parent is gonna get involved, it tends to be a different process” (Mr. Clark)
The formation of performance expectations and status hierarchies

(From: Correll and Ridgeway 2003)

- Socially significant characteristics
- Social rewards
- Behavioral interchange patterns
- Performance expectations
- Behavioral inequalities/status hierarchies
Conclusions

- Need greater focus on school practices and dynamics rather than on Black/Latino family values or individual attitudes.

- Institutional and everyday discrimination prevalent and consequential.

- Hard to explore in context of racial defensiveness and colorblind discourse.

- Only as part of a discussion of all the ways that race continues to matter and through our collective hard work will it come to matter less.

- Goal should be not merely to document ascriptive inequality but to explain it (Reskin 2002).
Data

The Suburban School Achievement Study
(with John Diamond)

Multi-racial sample of community members from one affluent suburb in Midwest
- 170 + Interviews (students, teachers, administrators, staff, and parents)

Survey data from 40,000 students across 15 suburban school districts including Riverview
Percentage of Riverview Graduates Attending 2 or 4 year Colleges by Race/Ethnicity

- **White**: 94.7% (2 yr College), 5.2% (4 yr College)
- **Black**: 69.2% (2 yr College), 30.7% (4 yr College)
- **Latino/a**: 41.3% (2 yr College), 58.0% (4 yr College)
- **Asian**: 25.0% (2 yr College), 75.0% (4 yr College)