

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.”

Jeannie Oakes 1985. *Keeping Track*: xiv



Riverview School Demographics: 2005 – 2006

	Students		Teachers	
White	1,471	46.5%	166	73.8%
Black/ African American	1,193	37.7%	46	20.6%
Hispanic	314	9.9%	8	3.6%
Asian / Pacific Islander	95	3.0%	5	2.0%
Native American	6	0.2%	0	0.0%
Multiracial/Ethnic	85	2.7%	n/a	n/a
TOTAL	3,164	100.0%	225	100.0%

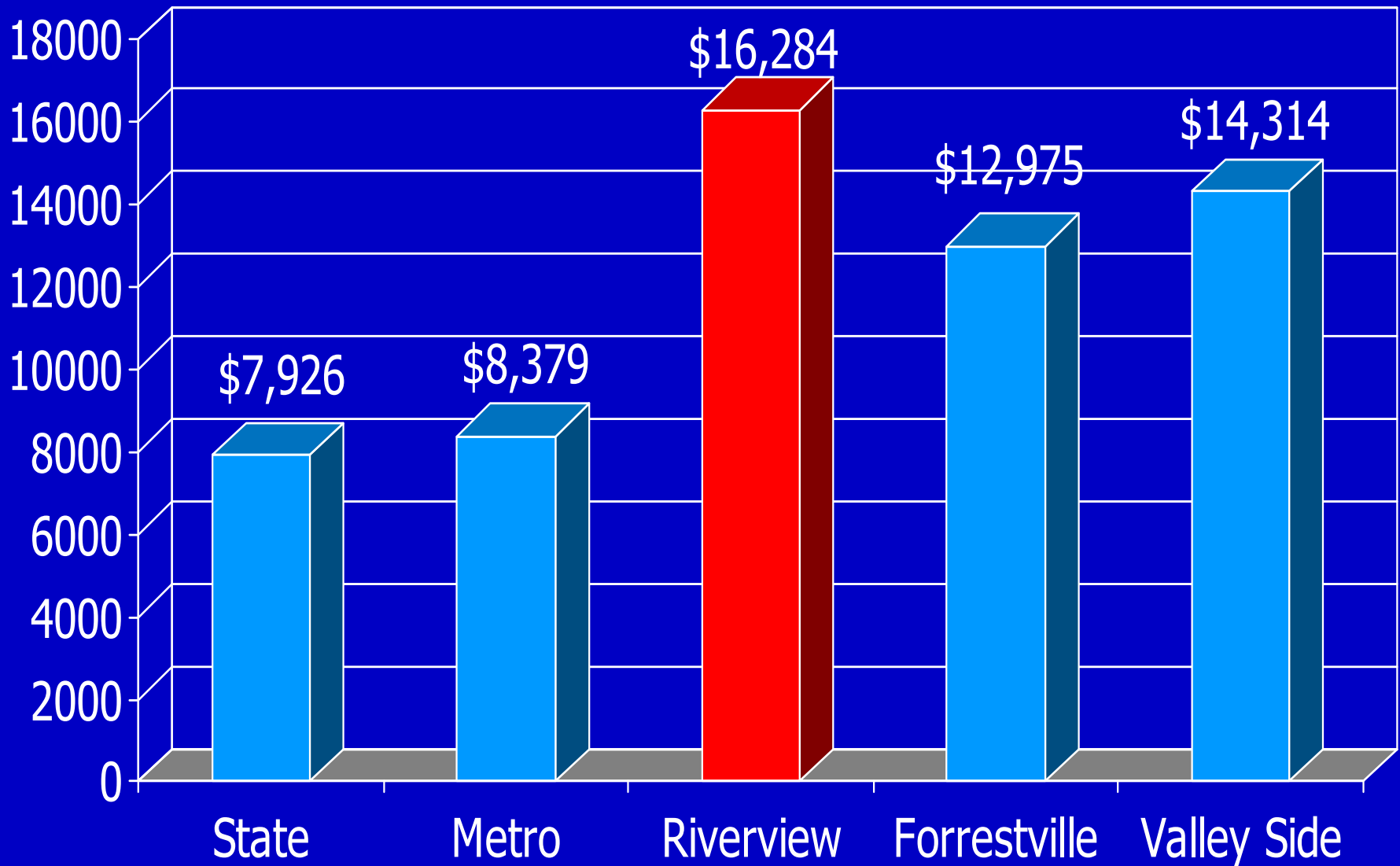
Source: Riverview School Report Card 2006

Riverview Graduation Rates, 2005 – 2006

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

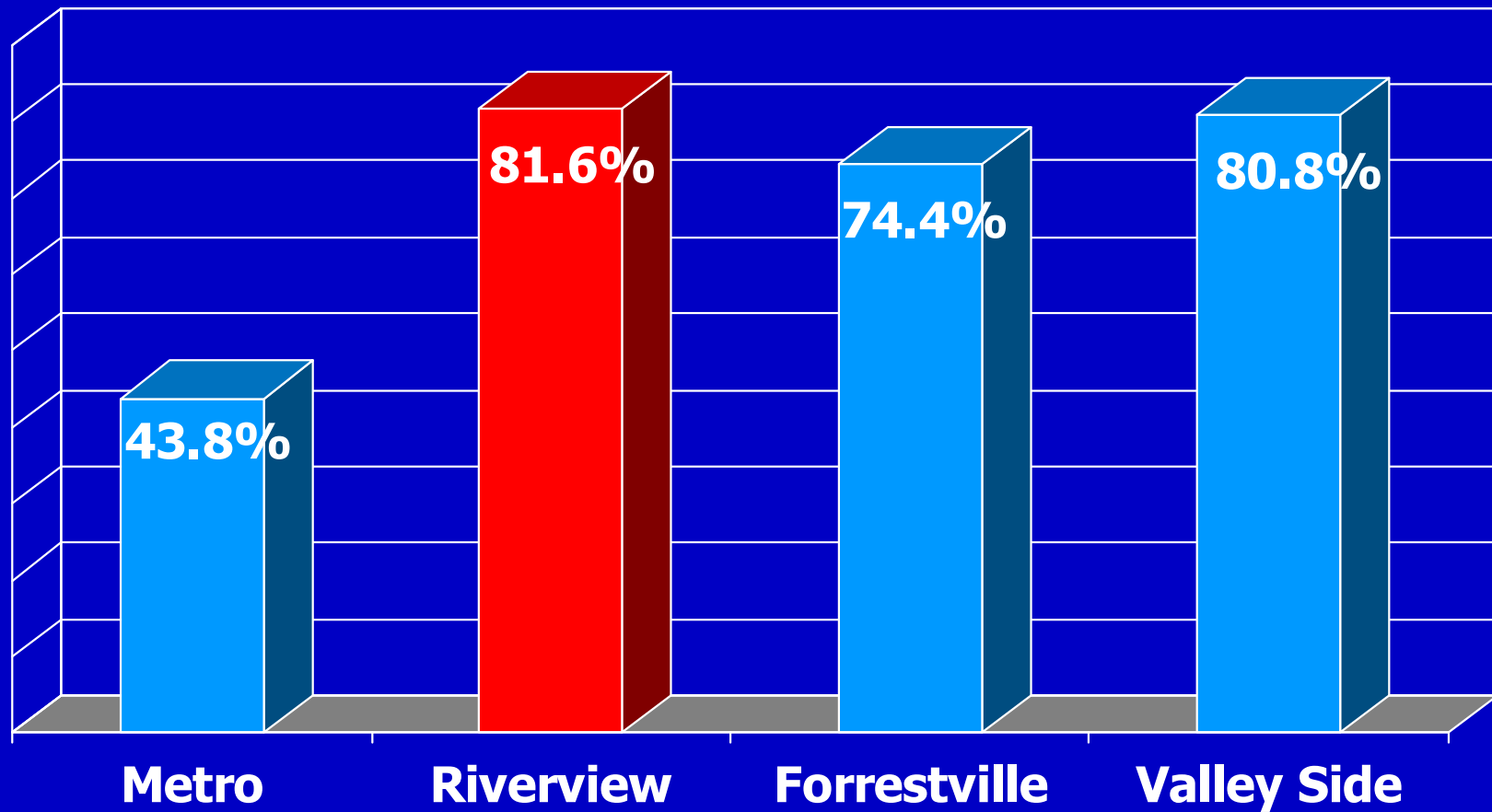
Source: Lakeside School Report Card 2006

Operating Expenditures Per Pupil Statewide, City, and Suburbs, 2002

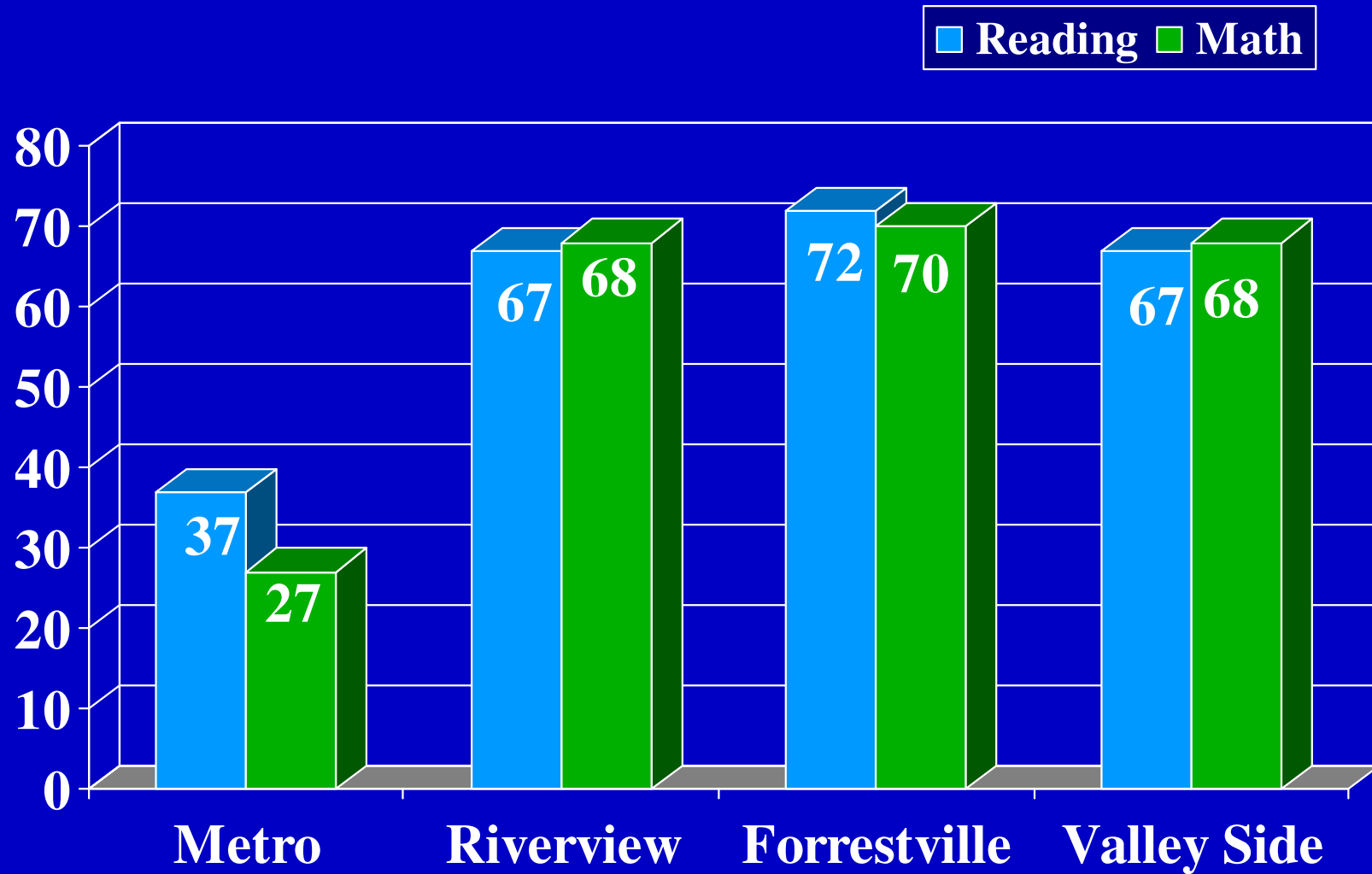


Measure of Teacher Quality: City/Suburb Differentials

■ Metro ■ Riverview ■ Forrestville ■ Valley Side



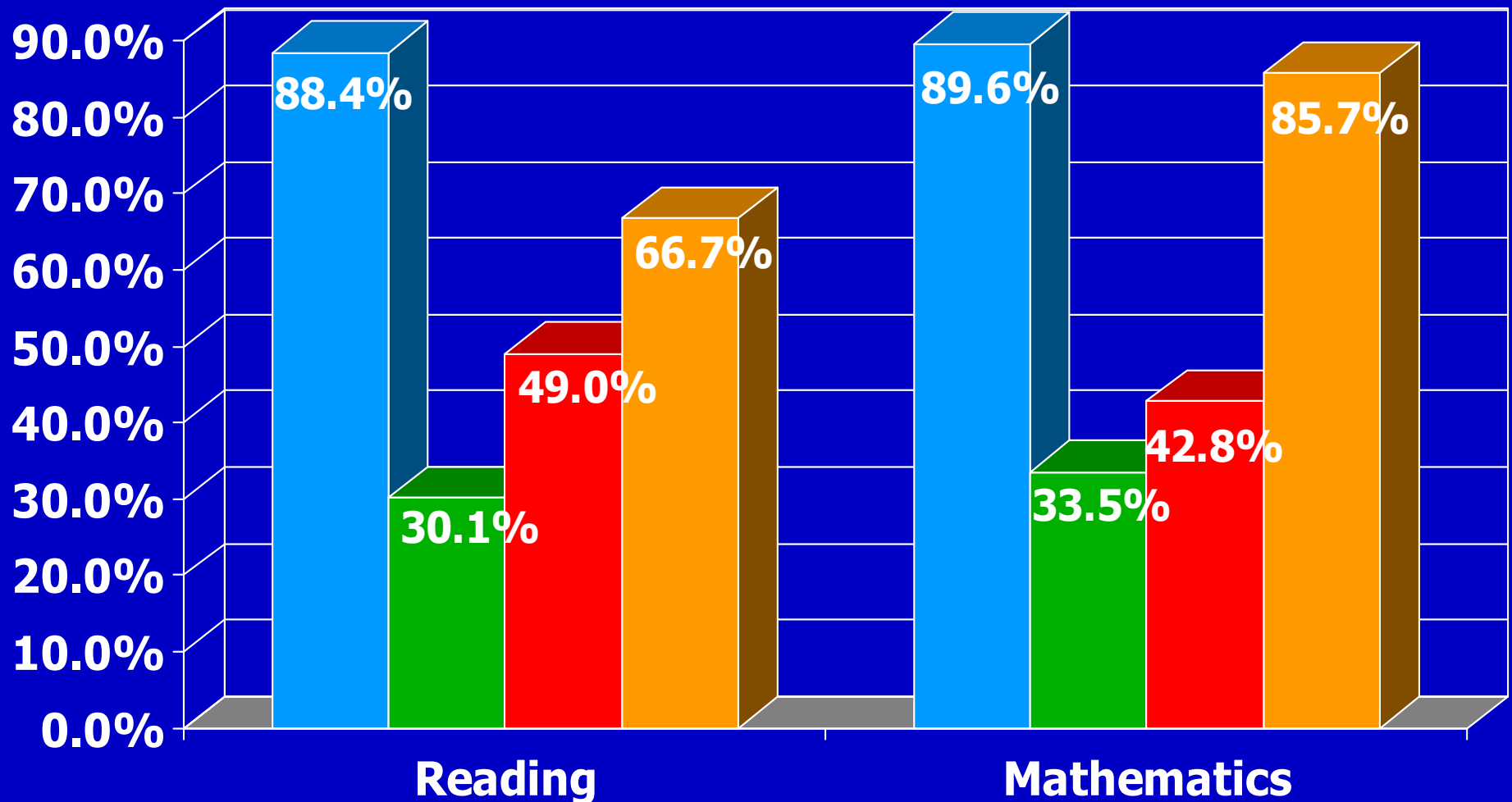
11th Graders Meeting or Exceeding Reading and Math Standards in Four Metro School Districts



11th Graders Meeting or Exceeding Math and Reading Standards on State Achievement Exam

(Prairie State Achievement Test 2005-06)

White Black Latino Asian-PI



Racial Gaps in Achievement at Riverview: Composite ACT Scores

Racial/Ethnic Group	School	National
White	26.5	22.0
African American	18.2	17.1
Latino/a	18.8	18.6

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”

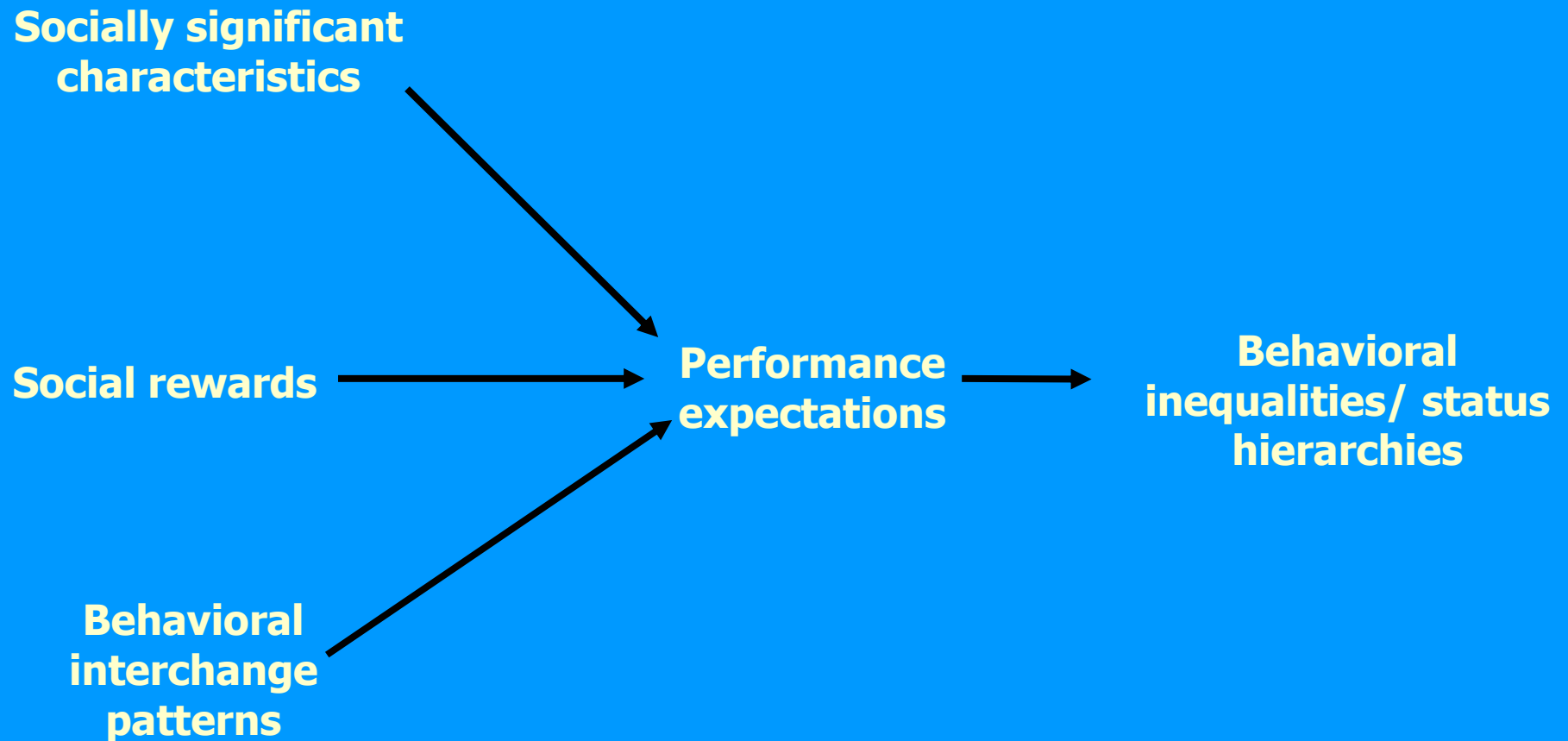
Actual and Anticipated Parent Intervention

“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)



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

