Why Is This Important?

For decades, educators and administrators have convened to address differences in achievement scores seen between white and black students. Students demonstrate the knowledge and skills they have acquired in a variety of ways, depending on the subject area, the level or course, and the performance standards set by local, state, and national authorities. But one root cause—typically not addressed by school reform programs—begs special attention by those interested in leveling the educational playing field. Because this problem is complex and systemic, we must address it in a head-on manner, not by sidestepping it or ignoring it. A Balanced Framework for Research and Action on the Achievement Gap—The Dismantling Racism Institute for Educators (DRIE)

The National Conference for Community and Justice (NCCJ), founded in 1922 as The National Conference of Christians and Jews, is a human relations organization dedicated to fighting bias, bigotry and racism in American. The NCCJ promotes understanding and mutual respect among people who differ in religion, race and ethnicity through active, conflict resolution and education. The full report of the DRIE Impact Study is available on the NCCJ Web site (www.nccj.org) and Call 314-415-8077 or email: info@nccj.org for information about DRIE.

One school

Despite the efforts of the past few decades to reduce prejudice, African-Americans still face an uphill climb in our schools. The result is a reality that is rarely acknowledged: black students face an uphill climb in our schools. The problem is clearly not a simple one. It’s one that the National Conference for Community and Justice believes we must address head-on, not by sidestepping it or ignoring it. African-American and Hispanic students, for instance, are more likely to attend schools that have lower performance scores. But one root cause—typically not addressed by school reform programs—begs special attention by those interested in leveling the educational playing field. Because this problem is complex and systemic, we must address it in a head-on manner, not by sidestepping it or ignoring it.

One school: Leveling the playing field for African-Americans.

The Dismantling Racism Institute for Educators (DRIE)

Contact Information for School Districts Participating in the Study

Rockwood School District
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Director of Communications
(314) 415-8077

Kirkwood School District
Hannah Helfer
Director of Communications
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Kirkwood School District
Sandra Jordan
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A Promising Intervention

The Dismantling Racism Institute for Educators (DRIE) was launched in the fall of 2005 by the St. Louis Metropolitan NAACP and the St. Louis NAACP. The DRIE is an educational institute that prepares educators to take appropriate action. Participants work in groups to help diverse participants identify attitudes and behaviors that hinder progress, and then identify and take action to remove barriers to equity in the schools and communities they serve.

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Since 1996, the National Conference for Community and Justice (NCCJ) has conducted a well-researched, six-day-long workshop called the Dismantling Racism Institute for Educators (DRIE). The goal of the institute—held at various universities and colleges—was to provide educators with tools and techniques to analyze and address the cultural dynamics of racism in education. The program, which was developed with the assistance of Missouri Department of Elementary and Secondary Education, has since spread to other states, and now offers workshops and conferences throughout the country.

The Dismantling Racism Institute for Educators (DRIE)—was launched in the state of Missouri in 2005, and has since reached over 515 school administrators and faculty working in all sectors of the state. The DRIE workshops and conferences have been exploratory, and have included educational leaders from school districts, state departments of education, and universities. Participants have also included faculty from colleges and universities, and community leaders, including people of faith.

The DRIE Institute provides educators with the tools and techniques to analyze and address the cultural dynamics of racism in education. The program is a comprehensive, six-day-long workshop that is designed to help educators understand the impact of racism on students and schools.

The DRIE Institute is intended to provide educators with the knowledge and skills they need to address the cultural dynamics of racism in their schools. The program is based on the principles of the Institute for Educational Leadership and Policy Studies, and is designed to provide educators with the tools and techniques to analyze and address the cultural dynamics of racism in education.

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Part of the Problem is Ourselves

Despite New Programs and Earnest Efforts, Black Students as a Group Lag Behind

In the fall of 2004, NCCJ and RegionWise commissioned the Center for Organizational Leadership and Research at St. Louis University to conduct an impact evaluation of DRIE since its inception. The evaluation study sought to answer the question: What behaviors—individual and institutional—might actually have changed as a result of DRIE, and whose data were used to inform the research. Participants included 12 districts in St. Louis County, Missouri, as well as 12 districts in the St. Clair County, Illinois, area.

The study found that four core school districts that had sponsored at least two participants over the course of DRIE programs. The districts were Hazelwood, Kirkwood, Ladue, and Parkway.

27 educational leaders and part in the intensive (5-day) district-level focus (and included five board members) and 34 were building-level administrators.

The study’s strategy was to question participants about three dimensions of potential change:

1. Changes in how educational leaders perceived their roles and role practices
2. Changes in how schools and school districts communicated about racial performance gaps in the schools
3. Changes in district and district policies and practices

The study found that most participants described the impact of the DRIE experience most in terms of new views and practices, engaging in a variety of new activities, and not as stereotypes. The study found that most participants were building-level leaders, and 14 were building-level administrators.

The study found that when teachers and administrators held lower expectations for black students, or employed a double standard for white and black students, they were more likely to motivate black students. They’re also admit that they’ll be more open to feedback from their colleagues on their own practices. With respect to feedback from their colleagues, they’re more likely to ask for input on how they can improve their practices.

Despite New Programs and Earnest Efforts, Black Students as a Group Lag Behind

Impact on role perceptions and priorities

Participation in the study included 12 districts in Missouri, as well as 12 districts in the St. Clair County, Illinois, area. Participants included 12 districts in St. Louis County, Missouri, as well as 12 districts in the St. Clair County, Illinois, area.

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In the fall of 2004, SCOE and RapWire commissioned the Center for Organizational Leadership and Renewal at Saint Louis University to conduct an impact evaluation of DRIE since its inception. The evaluation study sought to answer the question “What behaviors—individual and institutional—might actually have changed after DRIE alumni went back to their districts and schools?” The study focused on four core school districts that had sponsored at least two participants over the seven years of DRIE operations. The districts were:

- 11th Grade Reading & Communication Arts Mathematics

The study’s strategy was to question participants about three dimensions of personal change:

- Changes in how educational leaders perceived their roles and role priorities
- Changes in their own behavior when directly confronting racial performance gaps in the school’s data
- Changes in explicit and implicit policies and practices

Part of the Problem is Ourselves

When teachers and administrators hold lower expectations for black students, or employ a double standard for whites and blacks in disciplinary actions, they are practicing a sort of discriminatory behavior. The needs are educationally denuded to black students.

They’re also unclear. Black students and black school professionals are crypto in such behaviors, for an obvious reason. The underlying assumptions are profound. Black parents (and their parents) are more likely to give their children a higher level of expectations. A black student, on the other hand, is more likely to receive a lower level of expectations. School districts that have a high percentage of black students will be more likely to produce test scores that are lower than those of schools with a lower percentage of black students or their test scores will otherwise be more likely to be obtained from students who have grown up in lowerexpectations for black students, or employ a double standard for whites and blacks in disciplinary actions, they are practicing as sort of discriminatory behavior. The needs are educationally denuded to black students.

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Missouri scores are not comparable. The study focused on four core school districts that had sponsored at least two participants over the seven years of DRIE operations. The districts were: Despite New Programs and Earnest Efforts, Black Students as a Group Lag Behind

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What the Study Found

Impact on role perceptions and priorities

Finally, all participants identified personal changes in how they perceive their roles and priorities as a result of the DRIE experience. Most significantly, their descriptions of how these changes affected their daily work varied depending on their role. Specifically, these changes included:

- School counselors:
  - Increased belief in their ability to make a difference (even if it isn’t always a large difference);
  - Increased understanding of student cultures and their role in meeting those needs;

- District leaders:
  - Increased involvement in strategic planning activities and focus on data-driven decision-making;

- Principals:
  - Increased commitment to creating inclusive and equitable school environments;

- Teachers:
  - Increased understanding of culturally relevant instruction and its impact on student achievement.

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Impact on policies and practices

Particularly, all participants identified personal changes in how they perceived their role and implemented new policies and practices to meet the needs of African-American students (and their parents) in individual districts.

- Increased involvement in developing new policies and practices, including:
  - Increased attention to the development of new policies and practices for addressing the specific needs of African-American students;
  - Increased involvement in developing new policies and practices to support the needs of African-American students;

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In the school year ending June 2004, several indicators confirmed continuing gaps in the school performance of white and black students.

Despite New Programs and Earnest Efforts, St. Charles County, Missouri

10th Grade Mathematics by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>134.0</td>
<td>171.2</td>
</tr>
<tr>
<td>Black</td>
<td>134.8</td>
<td>162.5</td>
</tr>
</tbody>
</table>

Part of the Problem is Ourselves

Practically all participants interviewed reported changes in how they see race and race relations. Most significantly, their descriptions of these changes often included specific examples of how they were delivering these changes through their roles. Specifically, these changes included:

- New rules and procedures that are neutral (but fair) for black and white students and for African-American students (and their parents) in individuals - and not in a group.
- Increased willingness to talk about race among colleagues, and increased interest in doing so.
- Increased awareness of different treatment as a function of race (stigmatizing in some cases, enabling in others).
- A commitment to change the “rules” on school instructional activities.

The study’s strategy was to question participants about three dimensions of potential change:

- Changes in how educational leaders perceived their roles and role practices
- Changes in how schools and school districts evaluated race-related performance in the school take place.
- Changes in school and district policies and practices

Despite New Programs and Earnest Efforts, St. Clair County, Missouri

11th Grade Communication Arts & 11th Grade Mathematics

<table>
<thead>
<tr>
<th>Race</th>
<th>Communication Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>144.2</td>
<td>185.7</td>
</tr>
<tr>
<td>Black</td>
<td>135.1</td>
<td>194.1</td>
</tr>
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- Changes in school and district policies and practices

Impact on role perceptions and priorities

In the fall of 2004, NCUE and RaceWire commissioned the Center for Organizational Leadership and Research at St. Louis University to conduct an impact evaluation of DRIE since its inception. The evaluation study sought to answer the question: “What behavior—individual and institutional—might actually have changed as a result of DRIE?” Although the study focused on four core school districts that had sponsored at least ten participants over the course of DRIE’s existence, the districts were four urban school districts. Thus, each has three school-boundaries, but all practice similar policies and practices that are comparable.

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