PREDICTING STUDENT OUTCOMES FOR WASHINGTON STATE MIDDLE SCHOOLS USING SCHOOL COUNSELOR'S AND ADMINISTRATOR'S RACIAL CONSCIOUSNESS AND ORGANIZATIONAL VARIABLES

By

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To the faculty of Washington State University:

The members of the Committee appointed to examine the dissertation of WENDY S. BLEECKER find it satisfactory and recommend that it be accepted.

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Chair

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Abstract

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There is disparity in academic performance, truancy, and discipline referrals for students of color as compared to White students within most of this nation's public schools. Literature offers two theories—cultural conflict and racial identity—to explain these disparities. This study examines data collected using the Oklahoma Racial Attitudes Scale (ORAS) from a randomly selected sample of 108 Washington State middle school counselors and assistant principals as well as their school's data as reported by the Office of Superintendent of Public Instruction. Counselors and assistant principals expressed attitudes of racial acceptance and recognized their privilege, but appeared to hold to traditional values. Variables associated with both cultural conflict and racial identity theory correlated with the measures of disproportionality in eighth grade reading achievement on the Washington Assessment of Student Learning (WASL) and unexcused absences; however, only the cultural conflict variables average years of teacher experience teacher/student ratio, were retained through the multiple regression analysis.

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DEDICATION

I dedicate this project to my God in heaven for providing me continual direction and leading me in this project. I am thankful for the unveiling of knowledge and learning I have gained during this journey. God's creativity is obvious in his formation of human kind which is inclusive of people of every tribe, race and tongue. From God's creativity, unique cultures are fashioned and the beauty of each culture is derived. Diversity must be celebrated and appreciated rather than used as a weapon to exclude, discount and sort individuals within this world. Thank-you to my amazing Lord. My hope is that this understanding and learning is conveyed to all others.

CHAPTER ONE

INTRODUCTION

The purposes of this study are threefold. First, this study describes the self-reported racial consciousness of a randomly selected sample of 108 middle school counselors and assistant principals in Washington State. Second, the study explores the degree to which measures of racial consciousness and middle school data reported by the Office of Superintendent of Public Instruction explain observed levels of disproportionality for students of color in academic achievement, truancy, and discipline referrals for the schools of these educators. Third, the study assessed the predictive value of the evaluated racial consciousness and reported middle school data on the three measures of disproportionality in school level outcomes for students of color. Chapter one below offers the background for the study, statement of problem, research questions, purpose of the study, and definitions. The chapter continues by providing a brief overview of the methodology used given such problem and purpose, as well as the limitations and delimitations, and significance of the study.

Over the last several decades, researchers, policy makers, and the public have expressed increasing concerns over inequitable outcomes for students of color in American public schools. More specifically, the disparity in academic achievement between students of color and White students has garnered much attention given the shocking degree of disproportionality (Cooper, 1996; Education Trust Foundation, 2001; Gamoran, 2001; Hallinan, 2001; Johnson, Crosnoe, & Elder, 2001; Katz, 1999; Mickelson, 2003; Skiba, Michael, Nardo, & Peterson, 2002; Riehl, 2000; Skrla & Scheurich, 2001; Waks, 2005).

Although many students of color experience discrimination on a frequent basis in public schools (Cohen, Garcia, Apfel, & Master, 2006; Cooper, 2003; Cooper, 1996; Farkas, 2003; Gamoran, 2001; Jenkins, 1995; Johnson, et al., 2001; Katz, 1999; Mickelson, 2003; Morris, 2005; Mukuria, 2002; Riehl, 2000; Skiba, et al., 2002; Skrla, Scheurich, Garcia, & Nolly, 2004; Smith-Maddox, 1999; Stevenson & Gonzalez, 1992), federal legislation known as *No Child Left Behind* (NCLB) requires educators to modify practices and institute programs so that all students perform successfully on minimum competency state mandated standardized assessments (Sloan, 2007). Accountability is the new policy driving change in schools. One of the intended goals of accountability is greater equity for students of color on measures of learning and academic performance.

Along with accountability for student achievement, NCLB also requires that schools, districts, and states submit public attendance data disaggregated by student demographic classification. The intent of such policy change is to encourage educators to implement structures that reduce truancy and drop out rates. Although minimally funded by federal and state dollars, this mandate has spurred many school districts in Washington State to further explore strategies that improve student engagement (Office of the Administrators for the Courts, 2000). In the wake of such mandates, researchers focused on truancy, dropout rates, and discipline referrals have investigated and debated the nature of the relationship between variables assessing student dropout rates and generational poverty, learning disabilities, discipline problems, and student/teacher interaction (National Center for School Engagement, 2006).

As researchers disaggregate truancy, dropout, and discipline referrals by race, disparity for students of color in these categories has also become evident. Alarmingly, students of color are referred for disciplinary actions at elevated rates, and possess higher truancy and dropout rates when compared to their European American and Asian American counterparts (Ladson-Billings, 1994). According to the U.S. Department of Education, Office of Civil Rights, during the 1997 school year, African American children made up 17% of the U.S. student population, but 32% of them were suspended (Equity Research Brief, 2001).

Participation in the learning process is critical for all students. When opportunities for learning are not equal and students are suspended and removed from the classroom it diminishes the likelihood that positive attendance patterns and engagement with classroom instruction can be established. In fact, low academic achievement for students of color is clearly associated with truancy and early dropout from school (Gamoran, 2001; Huizinga, Loeber, & Thronberry, 1994; Huizinga, et al., 2000; Morris, Ehren, & Lenz, 1991; Riehl, 2000).

Inequity in education cannot be ignored if it is to be rectified (Ladson-Billings, 1994). The disproportionate academic achievement rates, as well as disparity in truancy and discipline referrals for students of color is concerning, not only because such inequality violates a major tenet of American mythology, but its resolution entails answers that are complex and contested. Skiba, et al., (2002) note that despite the extensive documentation of disproportionate achievement, truancy, discipline, and dropout rates of African American students the reasons for those disparities are not well understood and changes necessary for rectifying these outcomes are educational platitudes that prevent meaningful or appropriate

action by educators responsible for carrying out policies and programs. Skrla and Scheurich (2001) explain, “Virtually every U.S. school had a mission statement containing some form of the aphorism *all children can learn*, actual practices and programs in these same schools [however] are suffused with deficit views of the adaptability of children of color and children from low-income homes” (p. 236). Others also note that recent accountability mandates imposed through federal legislation have spurred school districts to implement strategies for improving equity which may be fueling rather than impeding deficit model thinking (Lipman & Gustein, 2001; Mickelson, 2003; Riehl, 2000). Districts may be jumping the gun in a rush to program adoption that educators see as taking care of the problem in a neat package.

Although educational leadership has only recently taken seriously the matter of inequity for students of color, its presence in education has long been observed (Tyack & Hansot, 1982). Cultural conflict theorists offer historical analysis of public education’s role in perpetuating the cultural dominance of Western values in American society. Early educators, advocates of the free common schools, preached to their rural communities about the merit of such schools for developing moral, law-abiding citizens in a republican society (Kaestle, 1983). Pan-protestant, white, middle-class values were defined as the accepted standard for schooling. Many of the values, traditions, beliefs, and ways of being belonging to other groups within American society were omitted or rejected. African American, Native American, and Latino/a customs were neither included nor welcomed within schools, even in places where the enrollment was predominately composed of students from these demographic groups. As such, schools became sites of cultural conflict.

Cultural conflict theory argues that schooling is structured and infused with student learning and pedagogical practices that encourage disproportionality of academic achievement and instructional disengagement (Gamoran, 2001). Indeed, throughout the history of the nation's public school system, educational policies and practices were enacted to ensure such disparities (Riehl, 2000). Racially and ethnically motivated educational policies and practices based on white, middle-class values are presented as having undermined equal opportunities for learning for students of color (Lipman & Gutstein, 2001; Perry, Steele, & Hilliard, 2003).

A second body of scholarship known as racial identity theory also offers insights on the observed disparity for students of color in today's public schools. While in many respects, the racial identity position can be viewed as complementing the cultural conflict explanation provided above, it shifts attention to the problem from a different direction. Scholars embracing racial identity theory contend that people of color develop a connection or bond with others of their own race and/or ethnicity. The identity process is presented as a natural component of child development. As racial identity develops, it integrates the experiences of discrimination and negative social encounters related to race and/or ethnicity. By adulthood, persons of color who work through the process come to embrace a multicultural perspective of society (Thompson & Carter, 1997).

Just as people of color form a racial identity, European Americans also develop such identity, although racial discrimination is not typically perceived as an influential factor in this process. Racial identity theorists argue that due to a lack of multi-racial experiences, the majority of Whites do not develop a multicultural perspective (Helms, 1990; Tatum, 1999;

Tettegah, 1996). The curtailed development of racial identity in Whites is evident by the lack of awareness of racial biases within one's own self, as well as racial discrimination and biases that exist within society or systems at large (Helms, 1990; McConahay, 1986). Thus, the lack of understanding or low level of racial consciousness appears to be an outcome resulting from the lack of racial identity development experienced by many European Americans.

Delpit (1986) suggests that the negative attitudes about the behavior of students of color held by European American principals and teachers are rooted in this lack of consciousness and awareness. Wayman's (2002) commentary about student views of teacher ethnic bias possesses some relevance here, "Studies describing such perceptions have been conducted using low sample sizes of specifically targeted students, so it is not clear how widespread these perceptions are" (p. 28). The qualitative research on educator racial identity fails to muster evidence sufficient to generalize to the larger population of teachers (Johnson, 2002; Tatum, 1992). Furthermore, little or no research has been conducted to assess the racial consciousness of school counselors and administrators. Counselors, principals, and assistant principals are those most responsible for establishing and interpreting discipline related policies. Research is needed for measuring the racial consciousness of teachers, counselors, and administrators to inform policies targeted at educator professional development and multicultural training.

In the absence of direct evidence, circumstantial and anecdotal data have been used in the literature to argue that the racial consciousness of educators is a major source of disparity for students of color. For example, the Office of Superintendent of Public Instruction's

(OSPI) report, *Addressing the Achievement Gap* (2002), highlights concern over the disparity between the amount of explicit attention received by students of color and the amount received by White students. Included in the report's discussion are references to findings described in a newspaper about the disproportionate percentage of discipline referrals for students of color in the Seattle School District. The report concludes with the statement,

> Steps to enhance teacher knowledge and skills need to be taken. Teacher and administrator preparation and in-service programs need to strengthen training on diversity and cultural responsiveness…Changes in attitude and beliefs evolve over time. Expectations for changed behaviors may help shift attitudes in regard to students of color and poverty and their capacity to meet high standards. (p.44)

While strong evidence is presented about the nature and scope of disparity between the achievement of students of color and White students to support the above call to action, little substantive data are presented on discipline referrals, truancy rates, or any measures of racial consciousness of educators in the employment of the state's public schools. Essentially, the nature and degree of the disparity in disciplinary actions for students of color in the state, as well as that of educator racial consciousness, have yet to be assessed and evaluated. Without valid and reliable data, calls for change only too frequently become rhetoric unable to secure the intended purpose or outcome.

Statement of Problem

Nationally, statistics reveal that inequity exists in academic success and truancy behavior for students of color. European American and Asian American students are passing state standards at higher rates, are truant less, and receive referrals for discipline at much

lower rate than African American, Native American, and Latino/a students (Ladson-Billings, 1994). Despite the abundance of documentation about the problem, research has yet to provide clear evidence identifying variables associated with the disparity in academic achievement, discipline referrals, and truancy for students of color (Skiba, et al., 2002). Indeed, the theories of cultural conflict and racial identity provide complementary yet competing frameworks for investigating the problem. Base on historical analysis, cultural conflict theory suggests that the deficiency is associated with organizational structures, systems, and policies that reproduce racial biases and impede racial responsiveness (Riehl, 2000). Racial identity theory on the other hand affirms that European Americans administrators, counselors, and teachers often deny and/or have not reached levels of racial awareness sufficient for examining biases or attitudes regarding difference (Tatum, 1999).

Research Questions

The lack of multicultural understanding on the part of educators, it is argued, contributes to and/or perpetuates the observed disparities in school level outcomes for students of color. Thus, cultural conflict theory suggests the relevance of organizational characteristics, while racial identity theory posits the significance of the racial consciousness of education personnel. Given such problem, three researchable questions are identifiable: (a) what is the nature of racial consciousness possessed by educators? (b) how well do the variables aligned with the theories of racial identity and cultural conflict explain the disproportionality in academic achievement, truancy, and discipline referrals? and (c) which of the two theories best predicts the disparity in school level student outcomes?

Purpose of the Study

In seeking to address these questions, the purposes of this study are threefold. First, the study describes the self-reported racial consciousness using data collected from a randomly selected sample of middle school counselors and assistant principals in Washington State. Individuals holding the administrative position of counselor and assistant principal were identified for study as they are responsible for student discipline, attendance, and engagement as well as being increasingly involved in efforts to improve student academic achievement. Included in the descriptive analysis of collected data is discussion of the organizational characteristics of the schools that employed the surveyed counselors and administrators. Second, the study analyzes the various variables using bivariate correlation to examine the strength and direction of the association of the variables. Third, multiple regression analysis was engaged to determine the contribution of each independent variable whether assessing a concept aligned with racial identity or cultural conflict on the dependent variables of disproportionality in student achievement, truancy, and discipline.

Definitions

Several terms are used within this study to describe concepts or label particular variables. Definitions for these terms are provided in order to offer clarification of meaning used within this study:

(a) Counselors are defined as qualified staff within the participating buildings who are responsible for working with eighth grade students during conflict and supporting the formation of a positive school climate.

(b) Assistant principals are defined as qualified staff within the participating buildings who are responsible for supporting academic achievement, student engagement, and discipline.

(c) Minorities is inclusive of Black, Asian, Hispanic and Native American persons. The terms Black, Asian, Hispanic, and Native American were selected given their employment by the Office of Superintendent of Public Instruction for student classification for registration.

(d) Students of color include Black and Hispanic students only.

(e) Academic achievement refers specifically to meeting standard in the reading portion of the eighth grade Washington Assessment of Student Learning (WASL)

(f) Disproportionality in academic achievement for students of color is defined as the over representation or under representation of Black and Hispanic students in comparison to White and Asian students in academic achievement.

(g) Truancy is defined in this study as one day of unexcused absence as reported by the State of Washington.

(h) Disproportionality in truancy for students of color is defined as the over representation or under representation of Black and Hispanic students in truancy as compared to their proportion in the enrolled population.

(i) Discipline referral is characterized as a short- term suspension or the removal from school for ten or less days.

(j) Disproportionality in discipline referrals for students of color is defined as the over representation or under representation of Black and Hispanic students within

discipline referrals as compared to the same racial group within the enrolled population.

(k) Racism is a universal term to describe a belief or doctrine that suggests differences among the human groups is attributable to biology and usually involves the idea that one's own race is superior.

(l) Racial identity is defined as incorporating aspects of personality and attitudes based on an individual's membership in a particular racial group.

(m) Racial consciousness describes the degree to which one recognizes racial differences and is sensitive to, and appreciates, other racial groups.

Methodology

In order to address the stated problem, research questions, and purposes of the study, three strategies of data collection were employed. First, the racial consciousness of a randomly selected sample of Washington State middle school counselors and assistant principals was assessed via the Oklahoma Racial Attitude Scale (ORAS). Greater details about the ORAS are presented in chapters two and three of the dissertation. Second, variables measuring the organizational characteristics and two dependent variables disproportionality in academic achievement for students of color and disproportionality in truancy for students of color were collected for the schools of the sampled educators by way of the Office of Superintendent of Public Instruction (OSPI) Report Card website. Third, discipline data were not available via the OSPI website; therefore, district level directors of evaluation and assessment were sent surveys requesting information about student discipline.

The data from these multiple sources were collected, assembled into a single matrix, and variables computed in preparation for analysis. The analysis began with an examination of the descriptive statistics, followed by bivariate correlation to identify the strength and direction between variables. Further, two multiple regression analyses were performed to determine the unique contribution of each of independent variables on the dependent variables measuring school level disproportionality in student outcomes.

Limitations and Delimitations

Generalizations based on outcomes from this study should be made with caution and limited to middle schools in school districts with student enrollment greater than 10,000 students in the State of Washington. In addition, generalizations should only be made with districts and schools with counselor and assistant principals of similar racial origin, as the ORAS only measures White racial awareness. Responses from respondents of color had to be eliminated from this study. Additionally, the survey response rate for this study was 46% for the White assistant principals and is considered low. The 60% response rate for counselors was somewhat higher. The achieved response rate threatens the generalizability of the findings as pertaining to the racial consciousness of White counselors and assistant principals in middle schools in the State of Washington.

Second, it should be recognized that the ORAS has had limited research. Furthermore, the instrument was developed using college students in their mid-twenties and therefore may pose questions that are not appropriate for professionals. Although efforts were made to ensure confidentiality and honesty of the participant's responses, it is important to note that subjects may not have self-reported accurately given the sensitive nature of the

topic being measured. Many people, especially Whites, are not comfortable discussing or admitting their thoughts or feelings of their own racial consciousness (Michael, et al., 2002). The responses on the ORAS should be viewed with prudence.

Third, data analyzed within this study were calculated to determine direction and strength of relationship between variables rather than establish cause. The study employed a cross sectional survey design which prevents attribution of cause such that it could not assess the nature of causation. It could be that the poor climate of a school as evident in disproportionality in student of color performance could contribute to the racial consciousness of the educators. Further, it is also possible that school organizational characteristics may be influenced by student achievement, truancy, and discipline. For example, high rates of truancy impact school funding. Funding levels determine the quality and quantity of teachers hired. Such reciprocal relationships cannot be assessed through the study's design. Many additional factors such as poverty, neighborhood social concerns, and community norms also play an important role in the influence of disproportionality for students of color in school level outcomes (MacLeod, 1987; Noguera & Wing, 2006; Noguera, 2003; Perry, Steele, & Hilliard, 2003).

Finally, in addition to the above limitations, discipline data were difficult to obtain for this study. Discipline data were not required to be collected for reporting purposes by OSPI, therefore these data could not be collected through the OSPI Report Card website. Few of the district assessment departments responded to the request for these data and the information that was collected was inconsistent from district to district. There is no state requirement or regulation on how discipline data should be collected. Even though the survey asked

standard questions, district responses varied greatly and a number of districts reported that these data were not readily available. The low response rates for discipline data limited its use and interpretability in the analysis that is presented in chapter four.

Significance

Although cultural conflict and racial identity theory may provide insight to the history, development, and significance of disproportionality for students of color within the educational system, knowledge of how to transform the system and provide equitable education for all students appears to be more difficult for many policy makers, administrators, and teachers to grasp. Identifying key variables that have strong associations with this dilemma of disproportionality may be the key to unlocking this puzzle.

It is intended that this study will contribute to efforts currently underway in the states to correct such concerns as set forth in *Addressing the Achievement Gap* (2002). In particular, the study contributes to needed discussion and enhanced awareness about the current disparity in academic achievement, truancy behavior, and discipline referrals for middle school students of color. Additionally, the study collected data from counselors and assistant principals of Washington State middle schools about their racial consciousness. It is important to note that within their roles, counselors and assistant principals are responsible for key decisions that affect student success. For example, counselors are responsible for supporting students in the selection of classes at a level of rigor that is best suited to their individual ability. In addition, counselors are also responsible for supporting students with social and emotional difficulties. When counselors have racial bias or lack racial consciousness, students of color are more likely to be assigned to lower level classes and

referred for discipline rather than resolving the emotional issue with the guidance of the counselor (Nuguera, 2003; Nuguera & Yonermura-Wing, 2006).

Assistant principals are also responsible for school-wide key decisions that contribute to student performance. Their daily actions have a powerful influence over teacher behaviors as they interact with students in the classrooms (McAdams, 1998). Specifically, assistant principals are responsible for consistency of rules, accepted levels of respect between students and teachers, and rigor of instructional programs. They also have a strong influence on the cultural relevancy of adopted curricula used within classrooms (Mukuria, 2002). Assistant principals that lack racial awareness could negatively influence the school environment in such a way that students of color become over-represented in discipline referrals, develop negative relationships with school staff, and disengage from learning within the classroom.

Therefore, before proceeding to training mandates and adoption of other policies targeted at improving the cultural and racial awareness of educators, a clear and accurate assessment is necessary. The results of this study move in such direction as pertaining to middle school counselors and assistant principals.

The variables chosen for this study align with two theories: cultural conflict and racial identity. Identifying and assessing the nature of the relationship between these variables and disproportionality in school level student outcomes, which are at the focus of this study, moves theory and policy in the direction necessary for diminishing inequity for students of color. With better understanding about the strength and direction of the relationship between the study's independent and dependent variables, Washington State policy makers,

researchers, and educators can more effectively and accurately focus attention on actions needed to better address inequity and reduce the achievement gap for students of color. The study uses a cross sectional methodology, thus attributions of cause are limited. However, by studying the inequality of academic achievement, truancy behavior, and discipline referrals for students of color in Washington State middle schools along with the observed relationships between these student level school outcomes and identified organizational characteristics and levels of educator racial consciousness, those who are interested in bringing about school reforms for social justice can gain insights into such problems. The study contributes to such efforts. It also identifies an important step in the research sequence of dialogue and investigation that seek to clarify theory about the underlying factors associated with the disproportionality for students of color within the educational system.

Determining which of the two theories ,cultural conflict or racial identity, has a greater influence on school level student outcomes is an important step in assisting Washington State to direct funds to support specific educational needs, instructional strategies, and the development of district improvement plans and/or policy changes needed to provide equal educational opportunities for all students. Gaining knowledge regarding the theory which best provides insight on how to obtain better outcomes for students of color could also greatly support individual schools in assessing their school level data and implementing training, practices, and policies for the improvement of academic and relational needs for students of color.

The following chapters will continue with a review of literature exploring disproportionality for students of color in academic achievement, truancy, and discipline.

Additionally, this review will offer an in-depth analysis of literature detailing cultural conflict theory as well as racial identity theory. Next, chapter three will provide information about the methodology employed in this study such as the sampling, instrumentation, data collection and analysis procedures and ethics. Chapter four will offer specific information about the selected variables chosen and analysis used in this study. Lastly, this study will conclude with chapter five providing dialogue summarizing the study's findings, the significance and interpretation of these results, ethical issues raised, and limitations of the study.

CHAPTER TWO

REVIEW OF LITERATURE

Inequity exists in educational outcomes for students of color. European American and Asian American students are passing state standards at higher rates, are truant less, and receive referrals for discipline at much lower rates than African American, Latino/a, and Native American students (Ladson-Billings, 1994). The theories of cultural conflict and racial identity provide complementary yet competing frameworks for investigating this problem. The purposes of this chapter are to review in greater detail the literature that provides theoretical and research-based findings on these issues. Specifically, the review begins with an examination of the literature on the disparity in academic achievement, truancy, and discipline in American public schools. Next, the chapter reviews the theories of racial identity and cultural conflict. The chapter concludes with a summary of key arguments presented in the literature.

Academic Achievement

Disproportionality for students of color within the academic arena has been a topic of discussion for several decades. Both national and state data identify the problem of disparity for African-American, Latino/a, and Native American students in terms of measures of academic performance as compared to their White and Asian counterparts. In particular, disparity concerns for students of color have emerged as school districts have gained understanding of need and the capacity to disaggregate achievement data by race and ethnicity. According to the results from the National Assessment of Educational Progress (NAEP), test gaps have been evident for students of color across all age cohorts, during the

1970s, 1980s and 1990s in the subject areas of reading, mathematics and science, for African American and Latino/a students (Campbell, et al., 2000; Gamoran, 2001; Hedges & Nowell, 1999). Adding a sense of urgency and complexity to the problem of academic disparity is the verity that an increasing number of students of color are enrolling into the country's school systems. Specifically in Washington State, the numbers of African American and especially Latino/a students being served by public schools are growing more rapidly than that of White students (Baptiste, 1999; Natriello, McDill, & Pallas, 1990). Projections suggest that by the years 2020, only 49% of the school-aged population will be White, 26% of all children will be living in poverty, and 8% will speak a primary language other than English (Natriello, et al., 1990). In combination, the above factors lay a foundation for increased concern of school failure for children in the public educational system and that the educational system will continue to perpetuate disproportionality for students of color.

Although disparity is blatantly evident, educational leaders struggle to understand why the gap exists and what strategies they can employ to reduce the gap. The following section explores background information about the topic related to traditional school practices, class and cultural capital, and federal mandates with particular attention to accountability policies which have been charged with perpetuating disproportionality.

Recognition of the existence of an achievement gap is well known, but knowledge and understanding of how to close the achievement gap appears stymied. Even though schools serve increasing numbers of nontraditional students, literature reveals that educators continue to follow traditional practices of assimilation and homogenization of diverse students through academic instruction and pedagogy that reflect White, middle class

standards (Adams, 1997; Baptiste, 1999). These practices appear to be based on the notion that common forms of schooling would help create a unified society and best serve American public ideals, but clearly current data demonstrate that the lack of culturally relevant materials and non-inclusive teaching strategies have left youth of color on the outside of the learning circle (Kowlaski, 1995).

Riehl (2000) suggests that school principals hold the key to unlocking these non-inclusive practices because principals occupy positions that carry unique responsibility and opportunities to respond to and change traditional practices and pedagogy. School administrators can help change traditional practices by changing the routine ways in which teaching is done and how the school organization is designed (Meyer, 1984). Riehl (2000) specifically points out that research on culturally relevant and responsive teaching supports models in which,

> Teachers promote learning among culturally diverse students when they honor different ways of knowing and sources of knowledge, allow students to speak and write in their own vernacular and use culturally compatible communication styles themselves, express cultural solidarity with their students, share power with students, focus on caring for the whole child, and maintain high expectation for all. (p. 64)

In other words, effective models for inclusive teaching practices focus on adjusting the strategies and materials used by the teachers to address the diversity of the students rather than focusing on homogenizing the students and trying to make the students fit into and adjust to the pedagogy designed for the White, middle-class majority.

The practice of tracking also perpetuates privilege for the majority and disproportionality for students of color. Nuguera and Yonemura-Wing (2006), point out, "Tracking, teacher assignment and so forth, often place low income students of color at a distinct disadvantage. The structure of tracking undermines efforts to provide consistently high-quality education to all students, regardless of how well intentioned the teachers or how hard working the students" (p. 85). Although the notion of tracking was originally intended to be objective and support students who appeared to need additional academic support, students of color, specifically African American and Latino/a students, have been disproportionately placed in classes with lower standards and less accountability, or in special education or behavior intervention programs (Cooper, 1996; Ladson-Billings, 1996; Mickleson, 2003). Even through tracking is often recognized by school administrators to be detrimental, it unfortunately continues in schools today through class recommendations of school counselors. Counselors, as well as other educators, have been found to guide and direct students based on their own beliefs about the students. When beliefs are biased they often lead to differential expectations and treatment based on race and/or ethnicity (Guttmann & Bar-Tal, 1982; Hale –Benson, 1982; Pajares, 1992).

Additionally, policies that allow students to self select courses can also perpetuate disproportionality for students of color. The practice of student self selection is usually done without much guidance from the school counselors. Students, who have more privilege, generally White and middle class, tend to have parents that support more challenging classes. When students are left on their own accord to choose their courses, they tend to choose teachers who are known for being less demanding. The practice of tracking and self selection

of classes leads students of poverty and students of color toward a path of academic failure and excludes parental input (Nuguera & Yonermura-Wing, 2006).

Interestingly, while existing data provides evidence of the problem of disproportionality in academic achievement for students of color, the research often minimizes the importance of relationship and collaboration with home and community and both home and community are key components of cultural responsiveness. Smith-Maddox (1999) indicates, “Any discussion of education within a multicultural context must consider the implications of personal and cultural knowledge, values, and language for the learning process” (p. 302). Although this information regarding implementation of culturally responsive programming is accessible, school district personnel struggle to grasp its concepts and understand how to implement it; thus, parental and community involvement is minimized (Cooper, 2003; Ladson-Billings, 1994). Research clearly verbalizes that diverse parental involvement is important in the creation of school cultures that are inclusive of multiple forms of diversity (Koonce & Harper, 2005).

Therefore, research also implicates embedded social structures in neighborhoods and school districts as supporting failure for students of color. Parental privilege is an example of a social structure that has been determined to be detrimental for students of color. Inequity identified through a body of research demonstrates how parents of privilege are able to use their financial resources, knowledge, and social networks to make certain their child will be placed in higher level classes and with quality teachers (Baker & Stevenson, 1986; Lucas, 1999; Oakes, 1985; Wells & Serna, 1996). Parents lacking social capital and knowledge of

the unwritten social rules and protocols can not advocate for their children in the same way as those with privilege.

Finally, as the name implies *No Child Left Behind* (NCLB) was developed in order for all students to meet standard and find success throughout their school experience. Under the umbrella of NCLB, high stakes testing was proposed to provide teacher accountability and improved instruction for all students. Although some researchers argue that accountability has provided motivation for teachers to perform at their best (Comfort, 1991; Smith & O'Day, 1991), other researchers argue that policies of accountability work against teachers, disallowing them the flexibility and time to include culturally responsive materials and practices within their instruction (Street, 1995; Guerra, 1998). Lipman and Gutstein (2001) argue high accountability,

> Undermines efforts to develop rich literacy within a framework of libratory education. The school-level processes unleashed by accountability measures, work against teachers' efforts to nourish critical literacy and culturally relevant education and to validate students' home language and identities. Inevitably, eliminating culturally diverse opportunities to be integrated within the classroom. (p. 289)

In other words, during a time when culturally responsive teaching is critical for all students, teachers are too busy and focused on meeting state standards; therefore, they eliminate culturally responsive teaching practices and supportive curricula again lessening the chance for students of diverse cultures to be equally included in the learning process. This lack of cultural responsiveness within instruction neutralizes education once again; providing instruction and materials only geared for the majority culture.

Although most educators acknowledge that disproportionality for students of color in academic achievement is evident, it appears difficult for them to fully understand the complex factors that perpetuate this tragedy. Homogenization and assimilation of practices and instructional policies, white parental privilege, tracking and pressures of high stakes testing appear to continue the disparity for students of color, which prevents these students from gaining equal access to learning opportunities. In addition, educational materials and pedagogy continue to be delivered in non-culturally responsive ways, diminishing the relevancy of learning and engagement for students of color.

Truancy

Unlike academic achievement, literature focusing on truancy is in its infancy. The following section articulates the difficulty in collecting information on disproportionality for students of color in truancy despite federal mandates to collect and report such behavior. Afterwards, the relationship between truancy, student engagement, and early dropout is discussed.

NCLB requires, for the first time, that school districts submit attendance data to their state office. Although the mandate's intent is to enforce accountability for school districts, truancy is defined and standardized by each state, therefore the definitions differ state to state and calculating the number of truants across multiple states for national data is complex and not readily available. Even though there is not an abundance of national truancy data, many metropolitan areas report thousands of unexcused absences each day (DeKalb, 1999). Data from Wisconsin show that during the 1998-99 school year 15,600 students, or 1.6% of enrolled students, were truant per day. In addition, truancy accounted for about one third of

the total absences. In Wisconsin's ten largest urban school districts; truancy was twice as high in the city as the state average (Legislative Audit Committee of the State of Wisconsin, 2000). Further complicating the truancy problem, dropout rates nation wide are clearly higher for students of color than their White counterparts (Gordon, Dellp-Piana, & Keleher, 2000; Ladson-Billings, 1996; Gregory, 1997). Dropout rates are lowest among Whites and highest among Latino/a students. Also, African Americans are more likely than Whites to repeat a grade (Campbell, al., 2000). Truancy has been clearly identified as one of the early warning signs for students headed for potential educational failure and for dropping out of school (Huizinga, Loeber, Thronberry, & Cothern, 2000; Huizinga, et al., 1994; Morris, Ehren, & Lenz, 1991) Relationships between truancy and academic failure also appeared to be circular. That is, truancy can be both a cause and a consequence of academic failure with both factors leading to early dropout from school.

Further, research postulates truancy is associated with a lack of engagement in school, low self-esteem and experiences of rejection. School engagement not only leads to truant behavior, but has also been linked to academic failure and the eventual dropping out of school (Bell, Rosen, & Dynlacht, 1994; Blum, Beuhring, & Rinehar, 2000; Corville-Smith, et al., 1998; Loeber & Farrington, 2000). Within schools, student engagement refers to behaviors that broadly represent a student's level of participation in the educational process. Examples of student engagement behaviors include trying hard in class, participating in discussions, completing homework and attending classes.

Trailing research a step further, student engagement has also been defined as a student's sense of belonging and membership in the social order of school (Johnson, et al.,

2001). Consequently, research reveals students of color are truant and drop out of school early largely because they feel discriminated against, stereotyped, or excluded (Fine, 1991; Oakes, 1985). Katz, (1999) found students of color who were truant and who had dropped out of school felt their teachers did not look beyond stereotypes to see them as individuals and perceived them as doomed to fail. The students simply felt invisible. These negative relationships specifically point out the importance of teacher/student relationships and the impact these relationships have on school engagement and truancy issues.

Although research concerning truancy is limited, studies in the areas of school engagement and dropout rates are accessible and valuable. Research clearly links school engagement and early dropout to school truancy. Again, it is important to note, students of color are overrepresented in comparison to their White counterparts in low school engagement, truancy and dropout rates. In addition other school factors including poor relationships with teachers and feelings of discrimination have been found to contribute to students' engagement and truancy behavior especially for students of color (Corville-Smith, et al., 1998; Katz, 1999).

Student Discipline

Associated with the research surrounding truancy are data related to student discipline and its effect on student engagement and disproportionality for students of color. This next section offers an overview of research beginning with data depicting disproportionality in discipline referrals, specifically for African-American and Latino/a students, followed by information on discipline policies and their contribution to disproportionality. Lastly, this section will examine how interactions between staff and students and the incorporation of

racial biases is presented as producing disproportionate discipline referrals for students of color.

It appears that student discipline may be a precursor to truancy and/or a result of truancy which ultimately leads to early dropout from school. Not surprisingly, research indicates schools that experienced high levels of student behavioral concerns also experienced high levels of student dropout, truancy and disciplinary suspensions (Short, Short, & Blanton, 1994). An examination of discipline data reveals that disproportionality exists in disciplinary referrals for African American and Latino/a students. In addition, these same students tend to receive sanctions much more severe than White students (Ladson-Billings, 1994; Morris, 2005; Noguera & Yonemura-Wing, 2006; Raby, 2004; Skiba, et al., 2002). For example, Morris (2005) discovered White teachers disproportionately targeted African American and Latino boys for discipline concerns and dress code violations at much higher rates than their White and Asian counterparts. Morris argues that although discipline data reveal disproportionality for students of color, and policies and practices in the public school setting have been standardized across most of the country's school districts, an understanding about why disproportionality in discipline exists is not understood by most educators and blame is often placed on the students.

No tolerance discipline policies are common among the country's schools and are designed to delineate specific inevitable consequences ranging from suspension to expulsion for various behaviors. These policies are focused on a one size fits all practice centered on reducing violence and other school problems (Raby, 2004). Consequently, Gregory, Nygreen and Moran (2006) argue, "Students are removed from the spaces of learning and placed into

spaces of punishment" (p.122). It appears that discipline strategies have become sorting practices in an attempt to separate the "good kids" from the "bad kids". What seems to be missing is an investigation and understanding of why the behaviors in need of discipline occur in the first place.

Most discipline practices attempt to mold students into what school administrators consider proper comportment: becoming compliant, quiet and respectful. Unfortunately, discipline practices also hold many unhidden rules about behavior and unspoken lessons about the student's race, class, and sex (Morris, 2005). Interestingly, African American male students typically have the highest rates of discipline referrals with the majority of these referrals listed as defiance/disruption. This vague offense is often plagued with subjectivity when individual staff members perceive an action or behavior as defiant or disrespectful. The ambiguity of the offense and the ability for staff to make the accusation often leaves room for misperception, overreaction and racial bias (Gregory, Nygreen, & Moran, 2006).

Literature related to student discipline establishes that school environmental conditions and/or teacher behaviors within a school setting such as trivial and/or inconsistent rules, teacher disrespect toward students and teacher disinterest or lack of understanding of student issues can lead to an increase in student behavioral problems and consequently early dropout (Short & Greer, 1997). When taking steps in reducing disproportionality, expectations held by teachers, administrators, parents, and security guards must be analyzed. Noguera and Yonemura-Wing (2006) indicate, "We must look at assumptions and beliefs that are ingrained in our cultural landscape – so ingrained that we often fail to recognize them. Because of these collective and unspoken assumptions, (unfortunately) we are not

surprised when we walk into the on-campus suspension room and see mostly black and brown faces there" (p. 123-124).

Even though African American dropout rates in many cities are more than 50% and a positive relationship between high discipline rates and dropout rates are prominent, little research has been conducted focusing on the relationship between discipline practices and racial disproportionality (Garibaldi & Bartley, 1988; Short & Greer, 1997). Adding to the complexity, confounding factors including socioeconomic status and difference in cultural perspectives between school staff and students have made it difficult to pinpoint the features that are responsible for disproportionality. What is known however, is African American students, when compared to White students, are more frequently exposed to harsher disciplinary actions, less likely to be offered restorative options, and more frequently experience expulsion rather than suspension (McFadden, et al., 1992). During qualitative interviews and observations of four African American majority schools, Mukuria (2001), found lower student behavioral problems were associated with schools that practiced flexible and alternative options to suspensions, supported higher levels of student and teacher voice within decision making, held up higher levels of community and parent involvement, and employed staff who carried deep compassion and understanding for their students' needs. (Skiba, et al., 2002).

While most school officials view discipline as a way of teaching valuable social skills, it appears instead that discipline may perpetuate cultural conflict and reinforce racial stereotypes (Morris, 2005; Raby, 2004). Although the purpose of school discipline is to change unwanted or negative behavior, discipline data reveals a different picture.

Unfortunately, current discipline practices appear to be unsuccessful at changing behavior and have been found inequitable, non-restorative in nature and disproportionately implemented with students of color.

As evident in the discussion above, there appear to be numerous positions and related arguments pertaining to the conditions, causes, and consequences of disproportionality in academic achievement, truancy, and discipline for students of color. Given the plethora, complexity, and significance of the problem scholars have synthesized and aligned findings and arguments into organizing theories. Two are of relevance to this dissertation: cultural conflict and racial identity.

Cultural Conflict

Cultural conflict theory contends that racism is embedded within most of American society's institutions and systems including public education. Supporters of the cultural conflict theory argue, "Blacks (and other people of color) are not socialized to succeed in an educational system dominated by Whites; rather, they are trained to cope with their lower status in a society that limits their occupational opportunities" (Hallinan, 2001, p. 55). Although the American school system purports to provide a free and appropriate education for all students, disparity between races has been a salient historical feature. Sociologists grounded in the perspective of cultural conflict state that educational inequity today is the result of historical practices. The following section will provide a historical overview, describing the foundational development of the country's educational structures that are depicted as identified as critical for understanding current inequities. Specifically, disparity is

perceived as rooted within organizational structures, systems, and policies that reproduce racial biases and impede racial responsiveness education.

Beginning in the early 1800s, pubic education developed through leadership that embraced a vision and supported values with a narrow focus. These leaders, such as Horace Mann and John Pierce promoted principles reflecting a pan-protestant, middle-class morality (Kaestle, 1993; Tyack & Hansot, 1982). Catholics, the poor, African Americans, Native-Americans and non-English speaking immigrants were ignored. During the mid to late 1800s as the country's population grew, society became increasingly urban and industrial. As industry developed and became a major force in the economy, educational leadership transformed the structure and purpose of education from being evangelical to that which was bureaucratic. Importantly, the emphasis in schooling shifted from teaching morality and securing civil peace to producing quality industrial workers. Tyack and Hansot elaborate, "Society would control its own evolution through schooling; professional management would replace politics; science would replace religion and custom as sources of authority and experts would adapt education to transformed conditions of modern corporate life" (p.107).

Although there was compulsory attendance legislation early in American history, many southern states were slow to enforce these laws, especially for African Americans. Further, schools were segregated, and offered lesser quality education to African American students (Hallinan, 2001) than to White students. Finally during the mid 1950s, the historical ruling of *Brown v. Board of Education* was instituted by the Supreme Court. The Court stated the current practice of desegregation was unconstitutional and supported inequitable schooling (Brown Foundation for Educational Equity, 2004). The integration of African

American and other students of color into White, middle-class schools presented a new dilemma for these diverse youth. Integration, however, failed to resolve issues of academic equity and lack of cultural acceptance for students of color (Wax, 2005).

Although participation in education was granted to all children, evidence of inequality for the poor and children of color continued to surface. Competition emerged as a prominent feature within the school's achievement system. A philosophy of meritocracy was promoted. Meritocracy endorses winners and losers, and in its own way reproduced disparity for students of color and poverty (Dworkin, 1959; Tyack & Hansot, 1982; Stevenson & Gonzalez, 1992). Although the educational system asserted equality for all, historical data fails to validate this concept as true. Inequalities between African American and European American students reveal the institution of merit-based schools as culturally biased (Hallinan, 2001).

Today's remedial programs continue to provide an uneven playing field for children of color. Ironically, programs designed to mitigate the bumpy playing fields, reduce disparity, and support behavioral difficulties have consequently deepened the lines of inequality. Students are labeled as learning disabled, at-risk, emotionally disturbed, or behaviorally impaired and become sorted and placed in specialized programs with the intent of reducing learning difficulties. The outcomes of these programs have resulted in tragic failure. Tracking policies used to support students with language and learning difficulties only create additional tension and conflict which attribute to further academic and behavioral disparity (Cooper, 2000; MacLeod, 1987). In addition, labels, which are created by the

institutions, ignore the child's individuality, thus ignoring diverse cultural needs (Vareene & McDermott, 1998).

Cultural conflict theory also contends that European American systems and values support current policies that continue to institutionalize racism. Accountability and high stakes testing have encouraged the development of improved teaching strategies and provided motivation for many educators to examine student academic success by race, sex, language, and socio-economic status. Although rigor has increased, Osterman and Kottkamp (2004) argue,

> The advent of standards-based education and the emphasis on accountability through frequent mandated and publicly compared testing, in some cases, seem to have reinforced enduring practice and widened the gap between advantaged and disadvantaged students. Critiques of high-stakes testing, for example, note negative effects on teacher creativity and the richness of the curriculum, as teachers and students devote even more time to test preparation. Of even greater concern is the disproportionate rate of failure and dropout of students from low socioeconomic and minority backgrounds, and some argue that attention to the test distract us from deep discussions of problems confronting children who live in poverty. (p. 4)

Policies focused on meeting state standards influence and even shape teachers' decisions about curriculum and pedagogy; therefore, eliminating culturally responsive teaching practices and supportive curricula that would encourage relevancy and engagement in learning for students of color.

Racial Identity

Although racial identity theorists support the concept of cultural conflict and the institutionalization of White, middle-class culture rooted in the educational system, these theorists focus their attention on the reactions individuals may have because of the biased nature of these institutions and the development of an individual's racial consciousness. The following section provides an in-depth discussion depicting the development of racial identity for people of color, followed by a dialogue examining the racial identity and developmental stages for people of White, European descent and finally, this section concludes with a comparison of two recognized models of white racial consciousness.

Racial identity theory can be described as incorporating those aspects of personality and attitudes that are based on an individual's membership in a particular racial group, including biased reactions of others. Tettegah (1996) explains, "Perceptions and beliefs about oneself and others are influenced by the particular racial group(s) to which a person belongs" (p.154). Scholars supporting racial identity believe people of color develop their sense of racial identity during childhood. Adolescents of color integrate their experiences of the world and assimilate these experiences, which often include discrimination, into the formation and process of identifying with their race. Four stages explain this process, but these stages are not rigidly held in the theory. Resnicow and Ross-Gaddy (1997) describe these four stages within a more narrowed Nigrescence theory of racial identity.

> During stage one, the individual is characterized as being pre-dominantly pro-White and anti Black, an assimilation whose African roots are largely ignored or denied. Beginning in stage two and crystallizing in stage three, there are characteristics of strong feelings of Black pride (pro-Black, as well as anger toward White people and

> White society (anti-White). During the later part of stage three and culminating in the fourth and final stage, pro-Black attitudes, though somewhat tempered and more sophisticated remain central to the individual's personality, while anger toward Whites often dissipated and is replaced by a more universalist and multicultural view. (p. 249)

Therefore, adults of color, if they progress to the final stage of identity formation develop an understanding of diversity and reflect this understanding within their day to day interactions. Before moving into this stage, people of color often experience anger due to discrimination and express their anger through rejection of White values (Ladson-Billings, 1994; Resnicow & Ross-Gaddy, 1997; Tatum, 1999). Unfortunately, students of color often experience this anger and reaction during their school years, resulting in disengagement from school. Perry, Steele, and Hilliard (2003) explain this phenomenon using the term effort optimism.

Effort optimism is a philosophy in the African American community taught to young African American children where education represents freedom; freedom from oppression. African American children begin their young years in the educational system with hope and promise. Eventually, biased experiences teach these young children that freedom is not equal and freedom by way of academic success comes by paying a price. Young children soon learn that freedom within the school system is associated with being and acting White. Many children of color are not willing to pay this price. As students experience continual racism and non-acceptance of African American culture by school personnel, feelings of conflict develop into cultural dissonance and anger within many African American students; thus disengagement from the learning and school.

Just as people of color develop a sense of racial identity, racial identity theorists propose that European Americans may experience a similar process of racial identity development. Racial identify theorists argue that due to a lack of multi-racial experiences, the majority of European Americans do not develop a multicultural perspective (Helms, 1990; Tatum, 1999; Tettegah, 1996). Abridged development of racial identity is manifested by the lack of awareness of racial biases within one's self, as well as racial discrimination in society at large (Helms, 1990).

Helms (1990) advances a six stage model of racial identity development for European Americans. Stage one, *contact*, is marked by little or no understanding of white privilege, racial issues or one's own racial biases. Stage two, *disintegration*, is marked by increased awareness and possible feelings of shame and guilt as one discovers the issues of racism and recognizes their own biases. Stage three and four, known as *reintegration and pseudo-independent*, are known by the development of knowledge and questioning of racial issues, but can also become stages of "stuckness," placing blame on persons of color or developing feelings of embarrassment for being part of a "racist" group. Stage five, *immersion/emersion*, is marked by the fading of shame and guilt as well as the need to do something about racism, while stage six, *autonomy*, becomes a stage of continued growth.

Although Helms stages of white racial identity parallel the development of other racial identity models such as Resnicow and Ross-Gaddy's Nigrescence theory discussed earlier, some criticism has unfolded regarding White racial identity (Chrobot-Mason, 2004). Most racial identity theories are based on the premise that identity for racial minorities is developed in part through continuous experiences of oppression. Many scholars question the

parallels drawn in the two models since European Americans are a part of the dominant culture and do not typically experience oppression. These scholars believe that White racial identity may develop through other personal experiences or national/local events such as the Civil Rights Movement or local demonstrations of White supremacy, and that these experiences create a sense of cognitive dissonance, shifting an individual's attitude. In addition, researchers also question whether White racial identity models are truly measuring identity traits, or rather if they might not be measuring levels of sensitivity to and appreciation of other racial ethnic groups. Therefore, White racial identity may be a measure of an individual's level of racial consciousness rather than actual identity (Chrobot-Mason, 2004; Rowe, Bennett, & Atkinson, 1994).

Consequently, LaFleur, Leach, and Rowe (2003) developed the Oklahoma Racial Attitude Scale (ORAS) measuring a White individual's level of racial consciousness. The ORAS is divided into seven sub scales measuring the individual's racial attitude within three orientations. The dominative and integrative scales measure the individual's sense of racial justice. The conflictive and reactive scales measures the individual's commitment to racial acceptance and the avoidant, dissonant and dependent scales measure the individual's level of racial acceptance. Table 1 depicts a comparison of the Helms and ORAS models.

Research using the ORAS has been limited, but suggests its utility in understanding racial attitudes. One strand of research indicates that European American adults who work

Table 1:

Comparison of Helms' White Racial Identity and The Oklahoma Racial Attitude Scale

Helms sub-scales	ORAS sub-scales	Definitions
Pseudo-Independent	Dominative	Holds view that persons of color are inferior.
Immersion-Emersion	Integrative	Bases views on individuals rather than stereotypes.
Content	Avoidant	Non-recognition of racial identity.
N/A	Dependent	Look toward others for understanding
Reintegration	Conflictive	Some understanding of racial issues, but remains aligned with traditional White values.
Autonomy	Reactive	Sensitive to racial issues and feels compelled to actively engage in prevention.
Disintegration	Dissonant	Minimal recognition and openness to new information.

within organizational settings and college campuses that maintained higher levels of racial consciousness, had more positive reactions to individuals of diverse races than those who maintained low levels of racial consciousness (Block, Roberson, & Neuger, 1995; Claney & Parker, 1989).Cumming-McCann and Accordino (2005) sampled White practicing vocational rehabilitation counselors using the ORAS – Preliminary form (ORAS – P) to assess their racial consciousness. Subjects were also given the Multicultural Counseling Inventory (MCI) to assess the level of comfort with diverse people. Results using hierarchical regression analysis revealed that the ORAS – P subscales explained variability of the MCI scores beyond measures of demographic factors. Tettegah (1996) surveyed a sample of perspective teachers using the ORAS and the Teachable Pupil Survey (TPS). TPS was used to measure the perspective teachers' assessment of student characteristics across three behavioral dimensions. Interestingly, dominative White prospective teachers rated Asian American students higher than any other group in cognitive-autonomous-motivational and institutionally appropriate behavioral categories and scored African-American students the highest rating in personal-social dimensions. Consequently, reactive White prospective teachers scored African-American students lowest in cognitive ability. Taken as a whole, theses studies indicate levels of racial awareness appear to be important in the perceptions and interactions between people.

Summary

The historical institutionalization of White middle-class values in the framework of the country's school system and lack of racial consciousness of many European American administrators and teachers provide insight to plausible connections with the significant

problem of disparity for students of color in the academic and student engagement arenas; including truancy and discipline referrals. Gooden, Lane, and Levine (1989) found instruction provided for "at-risk" students typically consists of boring, low-rigor lessons that are typically taught by discouraged teachers whose initial goal is to maintain some form of discipline and structure to their classroom. Mills (2003) explains, "Often differences in social behavior and culture are misidentified by teachers and examiners as deficiency in functioning or problematic behavior requiring placement in special education" (p. 71). In addition, non-culturally conscious, White, middle-class teachers do not recognize cultural traits in diverse students which then interferes with relationship building and understanding of diverse students' needs and behaviors. Reactions from students of color to the lack of relationship and cultural acceptance result in feelings of separation and a sense of divorce from the educational process (Johnson, Crosnoe, & Elder, 2001). Feelings of rejection and experiences of discrimination also link students of color to each other forming bonds and strong relationships (Tatum, 1999). Thus, cultural conflict issues and lack of cultural consciousness of teachers and principals may be key variables related to the disenfranchisement of students of color. In other words, the biased organizational structure of the educational system may not be alone in creating disproportionality of academic achievement, truancy rates and discipline referrals for students of color, but the level of racial consciousness of the various teachers and administrators who were hired to support and encourage all students may also be a negative relational factor.

CHAPTER THREE

METHODOLOGY

Currently, there is much evidence of and attention being given to, inequitable outcomes for students of color in American public schools. New policies and programs have been deliberated and enacted by legislators and educators to rectify the achievement gap, as well as differences in truancy rates and discipline referrals. Despite such action, improvement is hampered by inadequate data, poorly developed models, and conflicting theories guiding these efforts. The present study contributes to the ongoing work that attends to these concerns through collecting and analyzing data on a sample of Washington State middle school counselors and administrators in order to address the following three questions: (a) what is the nature of racial consciousness possessed by these educators? (b) how well do variables aligned with the theories of racial identity and cultural conflict explain the disproportionality in academic achievement, truancy rates, and discipline referrals observed in these schools? and (c) which of the two theories best predicts the observed levels of disparity in outcomes for students of color in these schools? The following chapter provides the details of sampling, instrumentation and variables, data collection and management procedures, and statistical analysis. Study ethics are addressed in data collection and management procedures.

Sampling

The school counselors and assistant principals selected for participation in this study were from 108 middle schools randomly selected from the population of 142 middle schools in the 29 school districts in Washington State that have a student enrollment greater than

10,000 students during the academic year of 2005-2006. The sample size of 108 was determined using Krejcie and Morgan's (1970) formula for constructing representative samples. The 108 selected middle schools enrolled students with the following grade level configurations: 6 – 8, 7 – 8, 7 – 9 and 6 – 9. One district was eliminated since it possessed no middle schools (i.e., buildings were configured to enroll students K – 7 and 8 – 12). Special schools, alternative schools, and special program schools were excluded from the pool of potential schools.

One eighth grade counselor and one assistant principal within each of the selected middle schools were selected to be sent the ORAS. The names and contact information for the counselors and assistant principals were obtained through the *Washington State School Resource Guide*. When names and/or addresses were unavailable, names and/or addresses were identified through phone calls to the office of the selected school. In schools that provided counselor caseload by alphabetization of student last names or by student cadres, counselors within these configurations were randomly selected from each site. Counselors were selected for this study because of their role in working with students during conflict and supporting the formation of a positive school climate. Assistant principals were also randomly selected for each site if more than one was present and were chosen for this study because of their role in supporting academic achievement, student engagement, and discipline.

Instrumentation and Variables

The data collected for this study entailed various instruments and numerous variables that can be arranged into three groupings. The first set of variables includes those associated

with the ORAS and demographic information collected from the counselors and assistant principals. These variables represent factors consistent with, or related to, racial identity theory. The second set of variables consists of those measuring the organizational features of the schools. These variables reflect, or mirror, several important constructs in cultural conflict theory. The three disproportionality variables identify the third grouping and present the disparity for students of color in meeting academic standards and student engagement. The following provides description of the instruments and definition of variables involved in the study.

Racial consciousness and demographics. The ORAS is a survey that assesses attributes of cultural awareness related to the development of racial consciousness (LaFleur, Leach, & Row, 2004). Responses from the ORAS measure a respondent's level of racial acceptance, racial justice, and commitment to racial attitudes. Chapter two provided greater detail on the theory and research that supports the concepts and measures embedded in this instrument. The ORAS has been considered a sound tool for collecting information on an individual's racial consciousness. This survey was chosen for this study based on evidence in previous research of valid and reliable scores. In addition, very few researched surveys that collect information on racial awareness from White populations are available for use (Skiba, et al., 2002).

The ORAS consists of 42 items using a five-point Likert scale with responses ranging from *strongly agree* to *strongly disagree*. Each of the items loads into one of six scales, which are categorized within three orientations. The first orientation defined as racial awareness includes the bi-polar scales of dominative/integrative. The dominative scale of the

ORAS contains items that address attitudes on the inferiority of racial minorities. The integrative scale includes items that align with rejecting stereotypes. Taken together these two scales provide measures of the racial acceptance of respondents. The second orientation, labeled racial justice, includes the scales of conflictive and reactive to measure an individual's commitment to racial justice. The conflictive scale identifies the degree to which a respondent's views are aligned with traditional middle class American values. The reactive scale includes items that record an individual's sensitivity to racial discrimination and compulsion to resist or oppose such behaviors. The third orientation, commitment to racial attitudes, is comprised by the scales of avoidant, dissonant, and dependent. Avoidant items assess the degree to which respondents overlook issues of racial identity. Items that load on to the dissonant scale register minimal recognition and openness to information about racial groups. The dependent scale measures the degree to which an individual looks to others for understanding of racial issues. These three measures can be understood as indicating an individual's level of unachieved racial awareness.

The items for each of the scales are totaled and used to assess the level of racial consciousness or attitude within that orientation. Developers of the instrument report following stringent psychometric procedures in creating the ORAS. Construct validity of each scale was originally examined by utilizing an inter-factor correlation (phi) matrix analysis. In addition, a chi square was calculated with the seven original scales and then calculated after collapsing the four achieved scales of dominative, integrative, conflictive and reactive to create the bipolar scale of dominative/integrative. Following six different rounds of administration, analysis and revision, it was determined that the factorial structure of the

instrument was sufficiently valid to be used within research settings (Choney & Behren, 1996).

Developers of the instrument also report internal consistency reliability coefficients (Cronbach's alpha) for the scores they collected in its construction. Reliability coefficients were stated as being .77 for the dominative side of the dominative/integrative bi-polar scale, .79 for the integrative side of the dominative/integrative bi-polar scale, .80 for the conflictive scale, .72 for the reactive scale, .68 for the avoidant scale, .75 for the dissonant scale and .82 for the dependent scale (Pope-Davis, Vandiver, & Stone, 1999).

A Cronbach's alpha was calculated for each scale of the data collected in this study to assess the internal consistency of responses provided by the study's subjects. Reliability scores for each scale include: .54 for the dominative/integrative scale, .81 for the conflictive scale, .70 for the reactive scale, .81 for the avoidant scale, .67 for the dissonant scale and .80 for the dependent scale. Table 2 shows a comparison of this study's alpha coefficients and those reported by the instrument's developers.

Given the low reliability of the dominative/integrative scale in this administration of the instrument, an inter-item correlation matrix was factored to determine whether omitting a particular question would increase the reliability for the dominative/integrative scale. Correlations between questions ranged from .08 to .48. The low correlations suggest that omitting a particular question or questions would have minimal impact on increasing the reliability of the scale. Additionally, factor analysis was conducted and revealed three individual clusters of scores with indication of shared variance. Questions 3, 13, 18, and 25 obtained a shared variance ranging from .55 - .82, questions 8 and 15 ranged from .73 - .74,

and questions 5 and 10 ranged from .68 - .77. All questions in these clusters, with the exception of question 5, represent dominative scores. Question 5 represents an integrative score. Dominative scores support the concept of pro-White, ethnocentric attitudes while integrative scores support pragmatic, positive racial attitudes (LaFleur, Leach, & Rowe, 2003). Therefore, the decision was made to retain all items on the dominative/integrative scale as recommended in the ORAS manual.

Table 2.

Cronbach's Alpha Reliability Scores

Scale score	Current analysis	Instrument analysis
Dominative/integrative	.54	.77
Conflictive	.81	.80
Reactive	.70	.72
Dependent	.80	.82
Dissonant	.67	.75
Avoidant	.81	.68

Explanation for differences between the two administrations of the ORAS in the reliability of the scores may be found within the demographics of the subjects chosen for each study. Subjects selected during instrument analysis were undergraduate college students with a mean age of 21 years. Respondents did, however, attended diverse college campuses across the country. The mean age of respondents within this study was 44.5 years and had achieved a masters' degree or higher. Furthermore, through examination of the dominative

questions, it appears questions 3, 15, 13, 18 and 25 are racially provocative and overt in their inquiry regarding racism and racial understanding. Although racism clearly exists within the educational system, both age and experience may play a factor in the social desirability in responding to overt questions reflecting ethnocentric attitudes.

Demographic information about the respondents was also collected. Counselors and principals were asked about their sex, ethnicity, age, highest level of education attained, years of experience, years at current school, and years in current position. These questions were posted at the end of the survey after the ORAS.

School level variables. In addition to the ORAS and demographic data collected from the counselors and assistant principals, school level measures were collected. These data were gathered using two strategies. The first strategy involved downloading information on schools in the State of Washington from the Office of Superintendent of Public Instruction (OSPI) website for the 2005-2006 academic year. Collected data included variables pertaining to the staff of the school: the average years of teacher experience, student to teacher ratio, and percent of teachers with master's degrees or above. School data provided by OSPI also included measures pertaining to students: total enrollment, number of students qualified for free and reduced price meals, and the number of students by ethnic classification (i.e., Black, Hispanic, Asian, Native American, and White). The four ethnic classifications are those used by the State of Washington for collecting student demographic information.

Also collected were the percent of students qualified for free and reduced price meals, and percent of students by each ethnic classification. OSPI also provides measures of student

academic achievement and truancy. Specifically, the school level indicator for the percent of students passing the Washington Assessment of Learning and Skills (WASL) for the eighth grade in reading, math, writing, and science were collected. The eighth grade WASL passing rates by student ethnic group were also downloaded. These data were used to calculate the disproportionality in achievement for students of color for each school. The formula for calculating this variable will be discussed in the procedures section which follows.

The final school level organizational data downloaded from OSPI pertains to student attendance or truancy. An unexcused student absence is defined within Washington State as one day of unexcused absence equals one day of truancy (OSPI, 2003). Specifically, the total unexcused absences for students were collected, as well as the unexcused absences by student ethnicity. The unexcused absences by student ethnic category were used to calculate the variable used to represent disproportionality in truancy for students of color. The formula to calculate this variable is also presented below in the procedures section of this chapter.

In Washington State, school personnel are required to follow specific procedures and audits in the collection and reporting of their data as outlined in the *Enrollment Reporting Handbook: Instructions for the 2004-05 School Year* (OSPI, 2004b) and *Personnel Reporting Handbook* (OSPI, 2004c). The definitions, procedures, audits, and training of school personnel for collecting student and personnel data ensures quality and reliability of these data. The validity of OSPI data are established through the articulation and precision of these measurements as provided in these policies and procedures. The validity and reliability for WASL data have also been established (Bergeson, 2004).

The third and final source of data used in this study was the district evaluation and research units of the middle schools selected for study. In particular, the total number of discipline referrals were collected as defined: (a) short-term suspension, removal from school for 10 or less days; (b) long-term suspension, removal from school for more than ten days and more than the next grading period; and (c) emergency expulsion, removal from school until the emergency no longer exists or the emergency expulsion is converted to a short-term suspension, long-term suspension or expulsion (Washington Administrative Codes 180-40-245, 180-45-260, 180-45-295 and 180-45-275, 2005). Also collected were the numbers of students receiving discipline referrals by ethnic classification. These data allowed calculation, to be described in the procedures below, of the disproportionality in discipline referrals for students of color.

Data Collection and Management Procedures

Prior to surveying respondents with the ORAS, its developers were contacted via e-mail and their permission to use the instrument for this study was obtained (Appendix A). After receiving permission, a survey plan for conducting the ORAS began with field testing the ORAS with counselors and assistant principals from 20 Washington State middle schools not included in the larger population of schools. The ORAS was field tested in April, 2006 with counselors and assistant principals from middle schools in Washington State districts with student enrollments smaller than 10,000 students to determine the readability and applicability of the questions for professionals living in the northwest United States. The ORAS was development with college students living in the south, which suggested possible differences that needed to be assessed before dissemination to study respondents. In the field

test, respondents were requested to identify problems or concerns that they had with the survey as well as to answers its questions. The response rates from the pilot survey plan were 70% for counselors and 40% for assistant principals. The analysis of the responses revealed no issues of concern or need for modification of the questions.

Once the instrument had been field tested, the 216 respondents selected for study were sent the ORAS in the mail in May, 2006 along with a cover letter and stamped return addressed envelope (Appendix D and F). The cover letter explained the purpose and goals of the study and promised confidentiality. Subjects were informed about their level of involvement, the potential benefits of participating in the study, and appreciation of their time was expressed

All subjects received a unique identification number and all surveys were coded. Addresses were rechecked as two sets of mailings were returned. Two weeks after the initial mailing a second mailing was sent to all subjects who had not responded (Appendix D and F). The use of coded surveys enabled follow-up surveys to be administered. Included in the second mailing was the ORAS and cover letter that once more stated the importance of participation and provided detailed information regarding who to contact if they have any questions.

Three respondents returned their survey indicating they had concerns regarding the content of the survey. One White respondent indicated the questions were impossible to answer without labeling the respondent as a racist. Two African American respondents stated they felt that their race should have been investigated and considered before they were sent the survey. One of the above African American respondents who felt his race should have

been investigated and considered before receipt of the survey contacted the Washington State University Institutional Review Board (IRB) by way of a letter. The respondent's correspondence stated his concerns. Through conversation by telephone and e-mail with a representative from the IRB, a response letter was drafted and mailed to the concerned respondent providing an appreciation and acknowledgement of the concern, further explanation of the ORAS and a proposed consideration to be employed if the ORAS were to be selected as a survey tool in future studies.

After all surveys had been collected, information gathered from the ORAS about the respondents was placed on an Excel spreadsheet and imported into SPSS. Next the school level data downloaded from the OSPI Report Card website were merged into this file. The organizational data on the schools are publicly accessible thus no permission was requested. No individual schools are identified through this analysis, reducing the likelihood of harm to the study's participants. The downloaded data were sorted and matched with the ORAS data using a unique identification number composed through merging the campus number and the district county code number provided by the state for each school. This unique identification number was used in the sampling procedures for selecting subjects for surveying with the ORAS, as well as the gathered disciplinary data from the district director of evaluation and assessment.

Student discipline data were collected for each of the schools in the study by way of phone conversations with the district evaluation and research director and then followed up with a mailed letter and data collection form. The letter explained the purpose of the study and confidentiality information as well as other important aspects of human subject

protection. Seven of the 29 districts responded, providing discipline data for a total of twenty middle schools. Seventeen districts did not respond and offered no explanation for their lack of participation. Three directors indicated that they did not have the time to query discipline data because of impending pressures to analyze their district's WASL data. One director stated the district did not collect their discipline data by race and could not participate and one very large district indicated that they could not recognize a connection between student discipline and academic achievement and therefore would not participate. The collected discipline data were entered into an Excel spreadsheet, imported, and merged with the ORAS and school level data downloaded from OSPI into the SPSS spreadsheet.

Once the data were assembled into a single file, the scoring procedures for the ORAS was completed by using the ORAS scoring instructions as specified in the ORAS manual. Question 1 was eliminated because it is not associated to any of the six scales, while all other questions were organized by their corresponding scale. Next, scores for each question within each scale were tallied and six scale scores were determined for each respondent. For example, all scores from questions 3, 8, 13, 18, 20, 23 and 25 on the dominative/integrative scale were reversed. These questions represent the dominative portion of the bi-polar dominative /integrative scale. Next, T scores were calculated for the dominative/integrative, conflictive, and reactive scales for standardization purposes and comparability with the other scales. T scores can be calculated by transforming the sum of the total items per scale into z scores. Z scores are simply the individual score minus the mean of the item divided by the standard deviation of the item. Z scores are then multiplied by 10 and added to by 50 creating the T score.

Developers of the ORAS indicate the survey was specifically designed to measure racial awareness of White adults; therefore all survey scores gathered from respondents of color would be invalid. Subjects were sorted by ethnicity and all subjects indicating an ethnicity of Black, Hispanic, Native American, and Bi/Multi-Racial were removed from the sample. All ORAS scores analyzed in this study are from subjects who checked White as their ethnicity to the demographic question. Once the data were cleaned, Cronbach's alpha was calculated for the each of the scales to determine reliability of the scores, which have been presented previously in this chapter.

After calculating the scale scores on the ORAS for the counselors and assistant principals, the three variables reporting the disproportionality in student achievement, truancy, and discipline were computed from the collected data. Disproportionality in student achievement was calculated by subtracting the percent of White and Asian students passing the eighth grade WASL in reading by the percent of Black and Hispanic students passing to determine the percent of under or over representation existing between the two groups. The percent of White and Asian students passing was determined by adding the number of students who passed the assessment per group and dividing it by the sum of the number of students tested per group and multiplying by 100. The same formula was followed for the students of color, which contained students who indicated on their school registration their ethnic preference of Black or Hispanic. Native American students were not included in the study due to their low levels of enrollment in these schools and the state's policy of not reporting student achievement for small numbers of student per demographic group. The

content area of reading was selected as it is the area where educators have spent much effort in improving test scores.

The second disparity variable calculated by using the collected data measured the disproportionality in truancy for students of color. Using the unexcused absences data the variable was computed by following this procedure: the number of unexcused absences reported for Black and Hispanic students were added and divided by the number of Black and Hispanic students enrolled in the schools to give the percent of students of color truant. This percent was then subtracted from the percent of students of color in the schools. The percent of students of color was determined by adding the number of Black and Hispanic students in the school and dividing by the number of students enrolled.

Finally, a calculation was performed to obtain the disparity in discipline referrals. This procedure involved a similar calculation used to determine the percent of disproportionality for unexcused absences discussed above. The minimal numbers of long term suspensions and emergency expulsions within each ethnic category was found to skew percentages, as such these data were not considered. Only data pertaining to short term suspensions were used to determine the disproportionality in discipline for students of color. The percent of Black and Hispanic students referred for discipline referrals was subtracted from the percent of Black and Hispanic students in the school to determine the percent of under or over representation in discipline referrals. The percent of Black and Hispanic students referred for discipline was calculated by dividing the number of Black and Hispanic students referred for discipline by the number of Black and Hispanic students enrolled in the school.

Once data were collected, cleaned, merged, and calculations performed using SPSS, the data were examined using standard statistical procedures. The following section presents the statistical procedures that were conducted.

Statistical Analysis

Data analysis in this study began by first computing descriptive information on the school counselors and assistant principals, as well as the data on their schools. Second, a correlational analysis was performed to assess the nature of the relationship between the variables collected or calculated for the study. Finally, the analysis was completed using multiple regression techniques to determine which independent variable best predicted the dependent student outcome variables.

Descriptive analysis. Measures of central tendency and variability were calculated for each of the variables included in the study using SPSS. Specifically, modes, means, standard deviations, and percentages were assessed for the demographic data (i.e., sex, ethnicity, age, highest level of education attained, years of experience, years at current school, and years in current position) gathered on the counselors and assistant principals. The examination of data also included the congruency between the ethnicity of the counselor and assistant principals.

The descriptive analysis also included examination of the responses by counselors and assistant principals to each of the ORAS items organized by scale (i.e., dominative/ integrative, conflictive, reactive, avoidant, dissonant, and dependent). Scale scores on the ORAS were also analyzed. Patterns in responses of counselors and assistant principals on the dominative/integrative, conflictive, and reactive scales were examined using cross-tabulation. Dominative/integrative scores were arrayed by conflictive and reactive scores to reveal, for

example, the percent of counselors who scored dominative and conflictive or the percent of assistant principals who scored insignificant on the dominative/integrative scale as well as the reactive scale. Finally, the counselor and assistant principal pairs were matched for each school and their dominative/integrative, conflictive, and reactive scores were examined using cross-tabulation. Such analysis exposed, for example, the percent of counselors who scored integrative compared to the percent of assistant principals scoring integrative. Pearson's Product Moment Correlation Coefficient was calculated for the three commitment orientation scales: avoidant, dissonant, and dependent. The correlations gave evidence about the percent of shared variance, for example, between counselors' avoidant scores and assistant principals' avoidant scores per campus.

Assessment of the data continued on to the descriptive analysis of the school level organizational variables provided by OSPI and the district evaluation and research units. Specifically, the variables analyzed were as follows: average years of teacher experience, student to teacher ratio, percent of teachers with a master's degrees or above, total enrollment, percent of students qualified for free and reduced price meals, and percent of students by ethnic classification (i.e., Asian, Black, Hispanic, Native American, and White). Student achievement, truancy, and discipline variables were also examined. Measures of central tendency and variability were calculated for the eighth grade Washington Assessment of Student Learning (WASL) passing rate for math, reading, and science. The student passing rates for the eighth grade WASL in reading for each ethnic category were then analyzed. Further, measures of central tendency and variability were calculated for unexcused absences for all students and by ethnic classification.

Finally, the descriptive analysis examined measures of central tendency and variability for the disparity variables calculated from the collected data. Specifically, measures of central tendency and variability were examined for disproportionality in the percent of students of color passing the eighth grade WASL in reading, disproportionality in the percent of unexcused absences for students of color, and disproportionality in the percent of short term suspensions for students of color.

Correlational analysis. Following the descriptive analysis, Pearson's Product Moment correlation coefficients were calculated as appropriate given the assumptions required by this procedure. In particular, the two disparity variables of disproportionality for students of color meeting standard on the eighth grade WASL in reading and disproportionality of unexcused absences for students of color were correlated with the racial identity scale scores of the counselors and assistant principals to explore the association of the disparity in student outcomes with these measures of racial consciousness. Disproportionality for students of color meeting standard on the eighth grade WASL in reading and for unexcused absences were also correlated with the organizational variables of percent of teachers with a master's degree, student to teacher ratio, percent of minority students enrolled, and percent of all students of who met standard on the eighth grade WASL in reading. The correlation of the disparity in student outcomes with the stated organizational variables provided an assessment of the utility of conflict theory. The disproportionality in disciplinary rates for students of color could not be assessed as the number of districts that provided data was too small. The correlation coefficients are reported in the following chapter without their accompanying probabilities. Such reporting was used to reduce the

chance of making an error of rejecting a true null. Therefore, the reported coefficients are descriptive in function and cannot be used to infer to the larger population from which the sample was drawn. The coefficients report the strength and direction of the observed relationships present in the data. The correlation analysis conducted for this dissertation provides the initial stage in identifying statistical models for predicting the disproportionality in academic achievement and truancy for students of color identified through the multiple regression analysis.

Multiple regression analysis. Finally, regression analysis was conducted to determine the model that best represents the contribution of each of the independent variables on the dependent variables. Two dependent variables were used in the regression analysis: the disproportionality of students of color meeting standard on the eighth grade WASL in reading and the disproportionality of unexcused absences for students of color. The selected independent variables were chosen using the correlational analysis to determine those variables aligned with theories of racial identity and cultural conflict which possessed the largest percentages of shared variance with each of the disparity in school level outcomes for students of color. Factors from cultural conflict were represented by variables assessing the organizational characteristics of the schools while factors for racial identity were provided by ORAS scale scores. SPSS was used to compute the calculations.

Importantly, the sample size used for the study was sufficiently large to perform this regression analysis given Tabachnick and Fidell's (1989) recommendation for regression solutions to possess 20 times more cases than independent variables. Less conservative, Shavelson (1996) recommends a minimum of 10 to 1 cases per independent variable. Further

assumptions for each of multiple regression models were tested through the following procedures. The residuals and predicted scores that were generated for each of the regression models were analyzed by constructing scatterplots. Scatterplots were examined for normality, linearity, and homoscedasticity. The independence of residuals was also assessed through examination of scatterplots of the standardized residuals created as an output of the regression analysis. Finally, the variance inflation factor (VIF) was calculated to assess the degree to which multicollinearity threatened the accuracy and interpretability of the regression solutions. Both models generated through the analysis were found to conform appropriately, suggesting that the assumptions were satisfactory met.

CHAPTER FOUR

ANALYSIS

Historically, children of color have not been viewed as valued learners within the American educational system. Historians, as well as advocates of cultural conflict theory, contend that children of color have been largely ignored, defined as non-participants, and tracked into non-academic pursuits (Allan, 2001; Kaestle, 1993; Tyack & Hanson, 1982). Cultural conflict theory claims students of color are marginalized within the White, middle class, educational system and marginalization is perpetuated through school district policies and procedures. These scholars point to school personnel including administrative leaders as having traditionally been of European American decent and as lacking knowledge and awareness of their white privilege (Helms, 1993; Tatum, 1999). Like cultural conflict theory, racial identity theory alleges school staff of European American descent often lack cultural competence and are often unaware of their own biases, exhibiting both covert and overt prejudice. Biases of the White staff often become a part of their interactions with students of color, which prompts a reaction and detachment from the learning process for these students (Allen, 2001; Perry, Steele, & Hillard 2003).

Although disproportionality in student outcomes is plainly evident in data collected and reported for purposes of educational accountability, there is much that remains unclear about how to understand and interpret these differences between student demographic groups. Research has yet to provide sufficient evidence identifying variables associated with the disparity in academic achievement, truancy, and discipline referrals for students of color (Skiba, et al., 2002), which maintains various complimentary yet competing models—the

most notable of which are the theories of racial identify and cultural conflict. The study addresses this problem through describing the self-reported racial consciousness of a sample of middle school counselors and administrators in Washington State. Second, the study analyzes measures of racial identity and cultural conflict as associated with disproportionality in school level student outcomes using bivariate correlation analysis. Finally, multiple regression analysis was engaged to determine which of the variables from the two theories best predicts the dependent variables of disparity in student outcomes. The chapter is broken down into three sections each presenting the findings to address the above questions and purposes.

Descriptive Analysis

There were 142 middle schools in 29 school districts in Washington State that had a student enrollment greater than 10,000 students during the 2005-2006 academic year. Special schools, alternative schools, and special program schools were excluded from the pool of potential schools. From these 142 schools, 108 were selected for study and they enrolled students with the following grade level configurations: 6 – 8, 7 – 8, 7 – 9 and 6 – 9. One eighth grade counselor and one assistant principal from each of the selected middle schools were sent the ORAS. The descriptive analysis is organized into three parts. The first part provides a demographic analysis from survey respondents. The second part describes a descriptive analysis of survey responses from the counselors followed by responses from the assistant principals on the ORAS. The third part offers descriptive information about the schools, including both a discussion of the organizational characteristics of the schools and the disproportionality in outcomes for students of color.

Counselor and Assistant Principal Demographics

Of the 108 middle school counselors surveyed for the study, 65 (60%) responded. The majority (72%) of counselors who responded stated that they were female, while a smaller percentage (28%) indicated that they were male. 91% of counselors who responded to the survey indicated that they were White, 8% checked Black, and 1% offered no response. There were no counselors that identified Asian, Hispanic, or Native American as their ethnicity. Analysis of survey responses indicated that for the sample, counselors were on average 44 years old (SD = 10.9). 97% of the counselors had obtained a masters' degree with 1% having earned a doctorial degree. Surprisingly, 2% of responding counselors had only a bachelors' degree. The mean number of years experience was 18 (SD = 10.6) with 9 years (SD = 4.1) employment within their current school. The average years of employment within their current position was eight (SD = 6.1).

A lower response rate was observed for the assistant principals (46%) than that of the counselors. Of the 50 assistant principals who responded, 47% indicated that they were female and 53% of stated they were male. 78% of the assistant principals reported being White, 10% as Black, 8% were Hispanic, and 4% were Native American. There were no assistant principals who identified Asian as their ethnicity. The average age of the assistant principals was 45 years (SD = 8.3). 98% of the responding assistant principals had obtained a master's degree and 2% had earned a doctorial degree. The mean total years of experience was 17 (SD = 7.4). The administrators reported that they had, on average, 5 years of employment in their current school (SD = 4.6) while their average number of years of employment in their current position was 4 (SD = 5.4).

The analysis examined the pairing of the counselors and assistant principals on their ethnicity. A total of 32 occurrences were found where both the counselor and assistant principal from the same building responded to the survey. Table 3 presents the findings. Since the majority of the respondents identified their ethnic category as White, only counselors selected the ethnic categories of White and Black, the possible combinations of ethnicity were limited. Thus, it is not surprising that the largest proportion of the schools were found with both counselors and assistant principals reporting their ethnicity as White. The only Black counselors in the study were found in schools with Black assistant principals.

Table 3:

Percent Matched Ethnicity Between Counselors and Assistant Principals

Counselor	Assistant principal	N	Percent matched
Black	Black	1	3%
White	Black	2	6%
White	Hispanic	3	8%
White	White	30	83%

Racial Consciousness

The following part of chapter four describes responses to the ORAS provided by the counselors and assistant principals. Items on the ORAS have been grouped together by orientation and scale. Separate analyses were conducted for the counselors and assistant principals. Therefore, this part proceeds by first describing, through modes, means, and standard deviations, the counselors responses to the items for each of the scales (i.e.,

dominative/integrative, conflictive, reactive, avoidant, dissonant, and dependent) followed by the mode, mean, and standard deviation for each particular scale. A racial consciousness profile for the counselors is explored through cross-tabulation. Next, the responses of the assistant principals to the ORAS are provided. The same format is followed as previously discussed for the counselors. The final component of the descriptive analysis of the ORAS explores or compares the observed scores between counselors and assistant principals on a campus. Here the paired responses of the counselors and assistant principals from the same school are examined using cross-tabulation and Pearson's Product Moment Correlation Coefficient. A summary is offered to discuss differences and similarities in the racial consciousness evident in the data for the counselors and assistant principals before continuing on to a descriptive analysis of the school level data downloaded from the OSPI Report Card website and data collected from the district evaluation and research units.

Counselors. Under the orientation of racial awareness, the counselors' mean scores for the 10 questions within the dominative/integrative scale are presented on Table 4. The highest mean score for this scale was 4.4 (SD = .99) indicating strong agreement to the statement, "In selecting my friends, race and culture are just not important." At the opposite end, 1.1 (SD = .28) was calculated as the lowest mean in response to the statement, "Minorities are not as smart as Whites." The item on smartness and the statement about a minority family moving next door received the lowest scores of any of the ORAS items. The mean response of 1.6, indicating disagreement to the statement, "Whites usually have higher goals than minorities" was the stereotype that received most concurrence. Taken together, the

average mean responses to items on the scale suggest that counselors reported feeling comfortable with the identified racial issues as they are presented within their daily living.

Table 4:

Descriptive Analysis of Dominative/Integrated Scale for Counselors

Statement	N	Mean	Mode	SD
(5) In friends, race and culture not important	64	4.4	5	.99
(10) Don't mind being White in a minority group	61	4.2	5	1.1
(15) I am comfortable with my non-racist attitude	65	4.0	5	1.1
(23) Whites usually have higher goals than minorities	65	1.6	1	.99
(20) Whites are commonly less emotional than minorities	64	1.4	1	.99
(18) I would not like if a friend had intimate relationship	65	1.2	1	69
(3) Minority cultures are pretty backward	64	1.2	1	.63
(8) Don't deal much with minorities	65	1.2	1	.60
(25) Minority family moved next door	65	1.1	1	.29
(13) Minorities are not as smart as Whites	64	1.1	1	.28

The summation of raw scores for questions 3, 8, 13, 18, 20, 23 and 25 were reversed scored. Next, the data were converted into T scores and data for the dominative/integrative scale were analyzed. According to the ORAS manual, scores falling between 49 and 51 on the dominative /integrative scales are considered insignificant. Scores below 49 qualify as dominative and scores above 51 represent integrative. 87% of the scores for the counselors

who responded to the ORAS were valid. Scores are considered invalid when the respondent scores below 46 on dominative/integrative scale and above 54 on the reactive scale.

The mean score of the dominative/integrative scale for the counselors was 50 (SD = 11). A clearer depiction of counselor responses is communicated by examining the percentage of respondents falling within each of the two categories (i.e., they scored either below 49 or above 51). 21% of these counselors were assessed as dominative only, while 49% were observed as scoring integrative. Such findings imply that while almost half of the counselors claimed to attend to minority students as individuals, a significant proportion embraced some degree of stereotypical views pertaining to minorities.

Under the orientation of racial justice, descriptive summary of the responses to the 7 statements aligned with the conflictive scale are provided on Table 5. Little variation was evident between the conflictive mean scores for the items which ranged from 2.3 (SD = 1.2) to 1.6 (SD = .79). The most common response for this scale was *strongly disagree.* The highest mean score indicating a response of *somewhat disagree* was observed for the statement, "Previous ethnic groups, such as the Irish or Italians adapted to American culture without massive government aid programs and that is what minorities today should do." However, the item that received the lowest mean score, indicating a response of *strongly disagree*, was, "About all that is necessary to achieve racial equity in the U.S. has been done." Overall, the counselor respondents were in disagreement with the conflictive scale's statements which pointed toward a general support of racial justice.

Item scores for each respondent were summed and converted into T scores for the conflictive scale. A score above 52 on the conflictive scale indicates a respondent is

conflicted in that they do not condone racial injustices; they tend to also embrace the notion that efforts to redress discrimination are discriminatory against Whites. A mean score of 50 (SD = 10) was observed or 35% of the White counselors whose responses scored conflictive. Therefore, while the individual item analysis revealed support of racial justice given the degree of disagreement, the analysis of the ORAS conveys that the majority of middle school counselors have further to go in challenging traditional values or embracing equality.

Table 5:

Descriptive Analysis of Conflictive Scale for Counselor

Statement	N	Mean	Mode	SD
(14) Previous ethnic groups, adapted to America	65	2.3	1	1.2
(4) Welfare programs are used too much by minorities	64	1.9	1	1.0
(29) Minorities get more media attention than Whites	65	1.9	1	1.1
(24) The government paid more attention to minorities	64	1.8	1	1.1
(19) Minorities to be treated fairly, but demand too much	65	1.7	1	.92
(9) Minorities more influence government than should	65	1.6	1	.85
(33) Achievement of racial equality has been done	65	1.6	1	.79

The ORAS also includes the reactive scale under the social justice orientation. Mean responses to the statements within the reactive scale were found to range from 3.7 (SD = 1.0) to 2.3 (SD = 1.3) with most frequent responses ranging from *strongly disagree* to *somewhat agree* as shared and indicated by the modal responses. The items that received the highest scores as measured by the mean were assertions that “The advantages that Whites get are

taken for granted" and "Whites have an unfair advantage over minorities." Counselors replied with *somewhat agree* to these statements. At the other end, respondents were in disagreement with the statement, "It's impossible to get a fair deal if you are a minority" given the mean score of 2.3 (SD = 1). Interestingly, one statement asserted, "Sometimes I feel guilty about being White when I think about all the bad things Whites have done to minorities," which received a mean score of 2.3 (SD = 1.3) indicating *somewhat disagree*. Overall, the counselors appeared to agree that Whites have privilege but did not feel obligated or feel guilty about it. Table 6 provides descriptive data from counselor responses to the 7 statements aligned with the reactive scale.

Table 6:

Descriptive Analysis of Reactive Scale for Counselors

Statement	N	Mean	Mode	SD
(31) The advantages that Whites get are taken for granted	64	3.7	4	1.0
(17) Whites have an unfair advantage over minorities	65	3.5	4	1.1
(2) Minorities deserve special help in education	62	3.1	4	1.2
(7) Being White gives us a responsibility	63	2.9	3	1.1
(22) I believe that it is society's responsibility	64	2.6	2	1.2
(12) Sometimes I feel guilty about being White	63	2.3	1	1.3
(27) It's impossible to get a fair deal if you are minority	65	2.3	1	1.0

Similar to the conflictive scale of the ORAS, computation and analysis of reactive scale T scores revealed many of the counselors not to have achieved racial justice. The cut

off for achieving racial justice on the reactive scale is 52. The counselors were found to score on average 50 (SD = 10) with 44% scoring at 52 or above. These findings confirm the pattern evident in the item analysis.

The third orientation of commitment to racial attitude comprises the last three scales. Mean responses to the three statements from the avoidant scale imply counselors tend to disagree with statements supporting avoidant behavior. In other words, counselors reported that they do not avoid racially charged issues or concerns. Table 7 provides descriptive data from counselor respondents on the avoidant scale. No T scores were calculated for the avoidant scale. Scores exceeding 13 on the avoidant scale are considered unconcerned about racial justice. All scores for the avoidant scale were valid with a mean score of 5.7 (SD = 2.6). Therefore all counselors who responded to the survey indicated that they attend to issues of racism.

Table 7:

Descriptive Analysis of Avoidant Scale for Counselor

Statements	N	Mean	Mode	SD
(6) I avoid discussions that have to do with race	65	1.9	1	1.1
(30) I don't want to think about minority concerns	65	1.9	1	.99
(21) Racial issues important, but I don't think about them	64	1.8	1	1.0

Table 8 provides descriptive data for items on the dissonant scale of the commitment to racial attitude orientation. Counselor scores on the dissonant scale were similar to scores on the avoidant scale. Measuring a respondent's level of uncertainty for racial issues, the

counselor responses on the dissonant scale varied slightly with mean scores ranging from *strongly disagree* to *somewhat disagree* and a mode of *strongly disagree* for all four statements. Indeed, the strongest response of disagreement was received for the item "I am not sure how I feel about minorities" with a mean score of 1.3 (SD = .66). This item was the lowest scored item of any of the items included in the commitment to racial attitude.

Table 8:

Descriptive Analysis of Dissonant Scale for Counselor

Statement	N	Mean	Mode	SD
(32) I am having to change my thinking about minorities	65	2.0	1	.92
(16) I'm looking for answers to questions I have	64	2.0	1	.97
(35) My feelings about minorities are mixed	65	1.9	1	1.1
(26) I am not sure how I feel about minorities	65	1.3	1	.66

No T scores are calculated for the dissonant scale. Rather each item was summed and a total value was averaged. The cumulative score on the dissonant scale was observed to possess a mean of 7.1 (SD = 2.6). All scores were within the range indicating that respondents felt fairly certain about their attitudes towards racial minorities.

Table 9 provides descriptive data for counselors to statements representing the dependent scale. The dependent scale consists of three statements implying one's racial opinion is a reflection of the views of others. As an example, one statement affirms, "What I think about minorities are based on what I've heard others say." Counselors reported not

looking to others for their opinions about minorities. The mean score on the scale was observed at 4.4 (SD = 2.2). There is little variance across the three items responses.

Table 9:

Descriptive Analysis of Dependant Scale for Counselors

Statement	N	Mean	Mode	SD
(11) Other opinions have determined how I feel about	64	1.6	1	.90
(28) My attitudes toward minorities are based on others	65	1.4	1	.78
(34) What I think about minorities is based on others	65	1.4	1	.78

Examination of the cross-tabulated scores for the three scales of dominative/ integrative, conflictive, and reactive revealed a pattern that supported consistency in responses. Table 10 shows the percentage of counselors with valid scores on the dominative/ integrative scale by their scores on the conflictive and reactive scales. The avoidant, dissonant, and dependent scales were not included as the counselors scored in a manner that suggested a high degree of commitment to their racial attitudes. The 10% of the counselors who scored dominative as well as reactive were those who possessed dominative scores that were just below the cut-off for being insignificant. The largest percentage (27%) of counselors were found to score integrative and reactive, however a small percentage (4%) also scored conflictive. This small percentage of counselors evidenced a high level of racial acceptance and recognized their privilege but held onto their traditional values. 10% of counselors scored either dominative or insignificant but also reactive suggesting that while they possessed low levels of racial acceptance, they also perceived the privilege of Whiteness

in society. 12% of counselors scored dominative and were conflictive about feelings towards racial justice.

Table 10

Percentage of Counselors by Dominative/Integrative, Conflictive, and Reactive (N = 65)

	Dominative	Insignificant	Integrative
Neither conflictive or reactive	8%	8%	17%
Conflictive only	8%	6%	10%
Reactive only	6%	4%	23%
Both conflictive and reactive	4%	2%	4%

Assistant Principals. Similar to the analysis completed for responses provided by the counselors, a descriptive analysis was also performed on the responses provided by the assistant principals for seven scales of the ORAS. Under the orientation of racial acceptance, the mean scores for the ten questions in the dominative/integrative scale varied between *strongly agree* to *strongly disagree*. The assistant principals highest mean score was 4.1 (SD = 1.2) for the statement, "I am comfortable with my non racist attitude toward minorities." The assistant principals lowest mean score was 1.0 (SD = .00) for, "If a minority family with about the same income and education as I have moved next door, I would not like it at all." The overall outcome of the responses suggested the respondents felt comfortable with racial factors incorporated within their day to day living. Table 11 shows the descriptive analysis from statements on the dominative/integrative scale.

Table 11:

Descriptive Analysis of Dominative/Integrated Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(15) I am comfortable with my non-racist attitude	50	4.1	5	1.2
(5) In friends, race and culture not important	50	3.9	5	1.5
(10) Don't mind being White in a minority group	49	3.9	5	1.0
(23) Whites usually have higher goals than minorities	50	1.5	1	.82
(20) Whites are less emotional than minorities	50	1.4	1	.79
(13) Minorities are not as smart as Whites	50	1.1	1	.35
(18) I would not like if a friend had intimate relationship	50	1.1	1	.32
(3) Minority cultures are pretty backward	50	1.1	1	.27
(8) Don't deal much with minorities	50	1.0	1	.00
(25) Minority family moved next door	50	1.0	1	.00

T scores for the scale were examined and 11% of the assistant principals scored invalid as they were at or below 46 on the dominative/integrative scale and at or above 54 on the reactive scale indicating an inconsistent response pattern. Of the 89% valid scores, it was determined that 32% were dominative, 49% were integrative, and 19% were insignificant. Less revealing was the finding of the mean score of 50 (SD = 10) on this scale of racial acceptance.

Representing the orientation of racial justice are the conflictive and reactive scales. The seven statements aligned with the conflictive scale are provided in Table 12. Similar to

the counselors, statement 14 revealed the highest mean score of 2.1 (SD = 1.1) indicating a response of *somewhat disagree* to the statement, "Previous ethnic groups, such as the Irish or Italians adapted to American culture without massive government aid programs and that is what minorities today should do." Again, statement 33 received the lowest mean score with the observed value of 1.5 (SD = .68) representing a reply of *strongly disagree* to the statement, "About all that is necessary to achieve racial equity in the U.S. has been done." Overall, the assistant principal respondents were in disagreement with the conflictive scale's statements which pointed toward non-support of racial justice issues. The assistant principals' most frequent response for all seven questions was *strongly disagree*.

Table 12:

Descriptive Analysis Conflictive Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(14) Previous ethnic groups, adapted to America	50	2.1	1	1.1
(29) Minorities get more media attention than Whites	50	2.0	1	1.2
(4) Welfare programs are used too much by minorities	39	2.0	1	1.1
(19) Minorities treated fairly, but demand too much	50	1.8	1	1.2
(9) Minorities more influence government than should	49	1.8	1	1.2
(24) The government paid more attention to minorities	50	1.6	1	.87
(33) Achievement of racial equality has been done	50	1.5	1	.68

The T scores for this scale were examined and a mean of 50 (SD = 10) was observed. Examination of the distribution of score, however, revealed a sizable proportion of the

assistant principals as embracing beliefs that aligned with traditional values. Indeed, 39% of the assistant principals with valid scores were observed with scores in the conflictive range. Thus, while the individual items suggest alignment with racial justice, over one third of these respondents agreed too readily to statements that support the idea that racial minorities benefit unfairly or unduly from policies and practices that seek to redress discrimination.

Table 13 provides the descriptive analysis for responses from the 7 statements aligned with the reactive scale. Like the counselors' responses, there was little variability in assistant principals' scores. Although the range of scores were small, the scores fell higher on the Likert scale and means per item ranged from 4.0 (SD = .9) to 2.8 (SD = 1.3) with the most frequent scores reported between 3 and 4. The statement, "The advantages that Whites get are taken for granted" received the highest mean score with a modal response of *somewhat agree*. Administrators were in less agreement with the remaining five statements from the reactive scale that measure respondent beliefs about the responsibility of White people to use their privilege and address inequality for people of color. Mean responses from these statements fell within *neither agree nor disagree* to *somewhat disagree* range therefore indicating that respondents were not sure about using their privilege to improve disparity for people of color. Indeed, the lowest scoring item was "Being White gives us a responsibility toward minorities," which received a mean of 2.8 (SD = 1.3).

Like the dominative/integrative and conflictive scales, scores from the reactive scale were converted into T scores. The mean score of 50 (SD = 10) was found. 37% of the respondents scored at a 52 or above, thus the majority (63%) of assistant principals fell within the category of unachieved racial justice. The percentage of assistant principals who

scored unachieved racial justice is slightly larger than the 56% of counselors who fell within this category as measured by the ORAS.

Table 13:

Descriptive Analysis of Reactive Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(31) Advantages that Whites get are taken for granted	50	4.0	4	.97
(17) Whites have an unfair advantage over minorities	50	3.8	4	.93
(27) It's impossible to get a fair deal if you are minority	50	2.9	4	1.2
(22) I believe that it is society's responsibility	50	2.9	3	1.3
(12) Sometimes I feel guilty about being White	49	2.7	3	1.3
(2) Minorities deserve special help in education	48	2.9	3	1.0
(7) Being White gives us a responsibility toward	50	2.8	3	1.3

The analysis now turns to the three scales of the commitment orientation assessed by the ORAS. The first to be discussed is the avoidant scale which consists of three statements which are provided on Table 14. These three statements relate to attitudes pertaining to avoidant behavior such as "I avoid discussions that have to do with race" and "Racial issues may be important, but I don't want to think about them." The mean scores for the three statements fell within the range of *somewhat disagree* to *strongly disagree*. The most frequent score for all three statements was *strongly disagree*. Therefore, respondents indicated they did not agree with and/or support avoidant behavior related to racial issues.

Table 14:

Descriptive Analysis of Avoidant Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(6) I avoid discussions that have to do with race	50	2.0	1	1.1
(30) I don't want to think about minority concerns	50	1.8	1	1.1
(21) Racial issues important, but I don't think about them	50	1.1	1	.87

Unlike the scales in the proceeding orientations, scores for the three scales in the unachieved racial attitude orientation are not converted into T scores. Descriptive data calculated for the total avoidant scale revealed a mean of 5.3 (SD = 2.7) with a most frequent total score of 3.0. Scores exceeding 13 on the avoidant scale are considered unconcerned about racial issues. All scores for the avoidant scale were below this cut-off.

Table 15 provides descriptive information from the four statements from the dissonant scale. The dissonant scale measures a respondent's level of uncertainty about racial issues. Statements 16 and 35 make the assertion "Because I'm really not sure about how I feel, I'm looking for answers to questions I have about minority issues." and "My feelings about minorities are mixed compared to what I used to think." Mean responses to these statements ranged from *somewhat disagree* to *strongly disagree*. Additionally, statements 16 and 35 both had a mode of 1 with their means reported 2.5 (SD = 1.2) and 2.2 (SD = 1.1) respectively. This indicates that a few outlier responses have pulled the mean toward the middle most score.

Table 15:

Descriptive Analysis of Dissonant Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(16) I'm looking for answers to questions I have	50	2.5	1	1.2
(32) I am having to change my thinking about minorities	50	2.4	3	1.1
(35) My feelings about minorities are mixed	50	2.2	1	1.1
(26) I am not sure how I feel about minorities	50	1.4	1	.71

From an analysis of the total scale scores, a total mean scale score of 8.5 (SD = 3.1) was calculated for the dissonant scale with a most frequent score of 6. A frequency distribution revealed that all respondents scored within the certainty range for the dissonant scale.

The dependent scale provides statements indicating a reflection of influence from the views of others. Statement 1 asserts, "Other peoples opinions have largely determined how I feel about minorities." Similar to the counselors' responses, there is little variance between the mean, mode and standard deviations within all three statements. Mean responses remained between *strongly disagree* to *somewhat disagree*. Table 16 provides descriptive information from responses to the three statements aligned with the dependent scale.

The total mean scale score of 4.2 (SD = 1.5), with a mode of 3, was calculated for the dependent scale. A frequency distribution indicates all scores were such that no assistant principal was found to report looking to others on these issues.

Table 16:

Descriptive Analysis of Dependant Scale for Assistant Principals

Statement	N	Mean	Mode	SD
(11) Other opinions have determined how I feel about	49	1.7	1	.81
(28) My attitudes toward minorities are based on others	50	1.3	1	.55
(34) What I think about minorities is based on others	50	1.3	1	.61

A profile for the assistant principals was also generated like the counselors' profile using cross-tabulation. Table 17 provides the percentage of assistant principals with valid scores on the dominative/integrative scale by their scores on the conflictive and reactive scales. Interestingly, 17% of the assistant principals scored dominative as well as conflictive indicating attitudes that are pro-White, but also did not condone obvious racial discrimination, while 20% of the assistant principals scored integrative and reactive indicating a comfort with minority issues and a belief that Whites benefit from the status quo.

Table 17

Percentage of Assistant Principals by Dominative/Integrative, Conflictive, and Reactive (N =50)

	Dominative	Insignificant	Integrative
Neither conflictive or reactive	10%	5%	17%
Conflictive only	15%	5%	12%
Reactive only	5%	10%	15%
Both conflictive and reactive	2%	0%	5%

Counselor and assistant principal responses to the ORAS were examined to assess the similarity of the of the racial consciousness profiles for those pairs who responded. Of the 32 pairs found in the data, the scores of 3 counselors and 3 assistant principals were assessed as invalid (the remaining invalid scores occurred without a match) for a total of 26 valid matched responses provided by the counselor and assistant principal in a school. Table 18 shows the cross-tabulation of counselor by assistant principal on the dominative/integrative scale.

Table 18:

Percentage of Counselors by Assistant Principals on Dominative/Integrative Scale (N = 36)

		Counselors		
		Dominative	Insignificant	Integrative
Assistant Principals	Dominative	8%	12%	15%
	Insignificant	0%	0%	15%
	Integrative	15%	0%	35%

For the conflictive scale, cross-tabulation revealed, that that the smallest percentage was 8% when both counselor and assistant principal were found to strongly embrace the attitude that Whites are placed at a disadvantage through policies and practices that endeavor

to address discrimination against minorities. In 19% of the schools, the counselor was scored conflictive but not the assistant and in 27% of the schools the reverse was found.

In only 12% of the schools were both counselors and assistant principals observed to score insignificant as assessed by the ORAS. In 27% of schools, the counselor scored reactive while the assistant principals did not and in another 12% the assistant principal was reactive while the counselor was not.

The similarity between counselors and assistant principals for the three scales measuring the commitment orientation were examined using Pearson's Product Moment Correlation Coefficient. For all three scales, avoidant, dissonance, and dependent observed correlations were small (i.e., -.04, -.19, and .07 respectfully). Such findings were not surprising given the lack of relatedness observed on the earlier three measures of the ORAS.

In summary, descriptive analysis of the participant demographic information and responses to the ORAS survey revealed many commonalities or similar profiles. The majority of individuals holding these positions were White. Overall, there was little variability in demographics between counselors and assistant principals. There was minimal distinction in age, years of experience, years working within their current building and years experience in current job. In addition, there was little difference between the average scale scores of the participating counselors and assistant principals (See Appendix G for a summary). Further, for both groups almost half (49%) of the individuals qualified as integrative as assessed by the ORAS. The most noticeable difference observed was that almost a third of assistant principals scored dominative. Indeed, the percentage of assistant principals who scored dominative was 11 percentage points greater than that of counselors.

Further, the percentage of counselors scoring reactive was less than half but greater by 7 percentage points than that observed for the assistant principals. The average scores of the two groups were almost identical for the commitment scales with no counselor or assistant principal scoring in a manner that revealed a lack of concern, uncertainty, or that their views were not their own. Such findings provide both a very detailed analysis of the racial consciousness—attitudes of racial acceptance, racial justice, and commitment—possessed by middle school counselors and assistant principals in Washington State, but also one that offers generalizable conclusions.

Despite the overall similarity in the scores of the two groups the analysis of the matched pairs revealed little building level compatibility in the racial consciousness between counselors and assistant principals. It is important, however, to note findings should be viewed with caution because only 32 of the 108 were matched pairs. Indeed, given that these were analyzed descriptively rather than inferentially the findings apply only to the sample and no claims of generalizability are made.

Organizational Characteristics of the Schools

108 schools were selected for study and were from 29 school districts in the state of Washington that enroll more than 10,000 students. Of the randomly selected sample, counselors and assistant principals from 70 schools responded. Only those schools whose counselor and/or assistant principal responded were included in the descriptive analysis below (Appendix H). The description of the school level data will be presented as follows. First, the student enrollment and demographics are offered. Included in this presentation is the correspondence between counselors, assistant principals, and student ethnicity. Second,

data pertaining to the teachers are presented. Student performance measures on the WASL, attendance, and discipline are offered next. Embedded within this discussion are the three measures of disparity pertaining to academic achievement, unexcused absences, and discipline.

The average total student enrollment for the buildings whose counselor or assistant principal responded was 764 students (SD = 168) with a minimum of 427 to a maximum of 1129 students. On average, 41% of the students (SD = 21.2) in these schools qualified for free or reduced priced meals. The student ethnic breakdown for these schools averaged 13% Asian (SD = 10.1), 10% Black (SD = 10.4), 11% Hispanic (SD = 10.0), 2% Native American (SD = 1.8), and 62% White (SD = 22.8). A combined percentage for these buildings averaged 21% (SD = 15.9%) of the students indicating their ethnicity or race as Black or Hispanic.

The ethnicity of the participating counselors and assistant principals in comparison to the student enrollment are depicted in Table 19. Unsurprisingly, the percent of White assistant counselors and assistant principals was disproportionately higher as compared to student body. The ethnicity of the counselors and students is equal in the category of Black, but underrepresented in the categories of Hispanic and Native American.

The teacher/student ratio of 1 to 18 (SD = 1.9) was the mean for the buildings of the respondents. The average years of experience per building for the staff was 12 (SD = 2.2) years with a mean of 62% (SD = 8.7) of the teachers employed having earned a master's degree.

The number of students tested for the eighth grade WASL on these campuses was examined. A mean of 54 (SD = 19.1) students of color and 225 (SD = 49.7) Asian and White students were identified for the sample. Of these students tested, the mean percent of eighth

Table 19:

Ethnicity of the Participating Counselors, Assistant Principals and Students

Ethnicity	Counselors	Assistant principals	Students
Asian	0%	0%	13%
Black	8%	10%	10%
Hispanic	0%	8%	10%
Native American	0%	4%	2%
White	91%	78%	62%

grade students meeting standard on the WASL in math, reading, and science were 47% (SD = 15.1), 70% (SD = 11.2), and 41% (SD = 16.6) respectfully. The percent of students meeting standard in reading by ethnicity were as follows: Asian 76% (SD = 14.6), Black 53% (SD = 14.1), Hispanic 56% (SD = 14.4), Native American 62% (SD = 16.2), and White 72% (SD = 11.2). Of the students tested with a counselor and/or assistant principal participating within this study, 52% (SD = 10.4) of the students of color met standard in reading while 70% (SD = 11.1) of the White and Asian students met standard in reading on the WASL. The average campus possessed a disproportionality on the eighth grade reading WASL of 18.6% (SD = 10.8) for students of color. Even with intentional efforts to improve

student reading scores to assist students to meet standard on the WASL, scores for students of color still reflect significant disparity compared to their Asian and White counterparts.

The mean days of unexcused absences for students from schools with counselors and assistant principals participating in this study totaled 860 (SD = 882) days, which can be interpreted as students were unexcused .7% of the school year. The breakdown by ethnicity of the unexcused absences for the campuses averaged: 6.9% Asian (SD = 6.7), 13% Black (SD = 11.5), 16% Hispanic (SD = 11.5), 5% Native American (SD = 5.1), and 59% White (SD = 23.2). The percent of unexcused absences was 28% (SD = 17.8) for students of color and 66% (SD = 19.4) for Asian and White students. However, these percentages of unexcused absences need to be interpreted given the higher enrollments for Asian and White students. Thus, 7.3% (SD = 9.5) was mean disparity in the unexcused absences observed for students of color.

The final school level variable to be discussed in the descriptive analysis pertains to student discipline. The number of responses from the district research and evaluation departments was minimal. Only 7 districts responded to the survey with data about discipline for 20 of the 108 middle schools selected for the study. Of the 20 schools for which discipline data were provided, only 11 had a counselor and/or assistant principal respond to the ORAS survey. An average of 164 short term suspensions per campus (SD = 144) was identified in the compiled information. When data were disaggregated for the average campus by ethnicity 3% students receiving a short term suspension were found classified as Asian (SD = 3.1), 9% were Black (SD = 6.2), 8% were Hispanic (SD = 6.8), 4% were Native American (SD = 3.5), and 78% were White (SD = 5.5). When considering the percent of

students enrolled by ethnicity within each of these schools, the percent of short term suspensions referred for students of color were over-represented by 8%. Clearly, disproportionality is evident. Due to the low response rate, discipline data will not be considered for further analysis.

Descriptive Correlational Analysis

The following section examines the strength and direction of the associations for the variables related to racial identity and cultural conflict with measures of disparity in school level outcomes for students of color to address the second research question. ORAS scale scores for the counselors and assistant principals identify the measures of racial identity collected for this study. The organizational characteristics of the schools that provide measures of cultural conflict include the variables: percent of teachers with at least a masters' degree, average for teacher years of experience, teacher/student ratio, percent students of color enrolled, and percent of students meeting the standard on the eighth grade WASL in reading. The two variables of disparity include the disproportionality of students meeting standard on the eighth grade WASL in reading and disproportionality of unexcused absences. Discipline referrals were not included in the analysis as there were too few responses. Correlations were calculated for the purpose of describing the sample as opposed to making inferential statements about the data; therefore significance levels are not included in the reported findings. The regression analysis offered in the chapter's final section identifies the probabilities for the observed models to service such purposes and therefore reduces exposure to making an alpha error. Thus, discussion below identifies the nature of the bivariate associations to examine the degree to which the variables aligned with the theories

of racial identity and cultural conflict explain the observed variance in disproportionality in academic achievement and truancy rates.

Racial Identity Theory. The ORAS scale scores that measure the racial consciousness of the counselors and assistant principals were correlated using Pearson's Product Moment Correlation with the disproportionality of students of color passing the eighth grade WASL in reading and the disproportionality of unexcused absences. Scatter plots of the joint distributions were examined prior to running the bivariate analysis to assess the degree to which the assumptions of the test had been met. The analysis of the counselors will be presented first and is followed by a discussion of the assistant principals.

Table 20 presents the bivariate correlation coefficients between the variables measuring disparity in student outcomes and the ORAS scale scores for the counselors. Mean scores for each variable are placed along the diagonal of the matrix, but since they have been discussed previously, they will not be included in the narrative below. The strongest relationship evident on the table occurring between a measure of racial identity and disproportionality is the association between the dependent ORAS scores and disproportionality in unexcused absences ($r = .34$), which can be interpreted as 11.6% shared variance between the two variables. The positive direction of the association reveals that as dependent ORAS scale scores of counselors increases so too does disparity in the unexcused absence rates for students of color. The next highest correlation was observed between counselor dissonant scores and disparity in unexcused absences ($r = .28$). Apparently, as counselors score more uncertain about their racial identity the level of disparity in attendance for students of color also increases by 7.8%. Dissonant scores were also correlated with

disparity in student achievement (r = .24), which was the largest measure of association observed for the disproportionality in the eighth grade WASL for reading for students of color.

Table 20:

Bivariate Correlations for Student Outcomes and Counselor ORAS Scores

	DR	DUA	D/I	Conf.	Reac.	Avd.	Dis.	Dep.
				Counselors (n = 65)				
DR	(18.6)	.70	-.24	.09	.24	.06	.24	.22
DUA		(7.3)	-.09	-.06	.25	.18	.28	.34
D/I			(50.1)	-.32	-.08	-.30	-.50	-.29
Conflictive				(50.0)	-.02	.52	.22	.19
Reactive					(50.0)	.02	.34	.31
Avoidant						(5.7)	.41	.32
Dissonant							(7.1)	.54
Dependent								(4.4)

Also of interest was the observed 5.8% (i.e., r = -.24) shared variance observed between the integrative/dominative scores and the disparity for students of color in reading achievement and the slightly smaller finding of r = .24 between the reactive scores and disparity in reading achievement. The negative direction of the first coefficient suggests that as the counselors score higher on the integrative end of the scale disparity for students of color in reading decreases while the positive direction for the second demonstrates the opposite. The

observations indicate that as middle school counselors score more dominative and express a negative attitude toward affirmative action policies, the disparity for students of color in reading increases.

Table 20 also presents several findings that are of interest pertaining to the relationship between the racial consciousness scores. Importantly, the response pattern is in a manner that would be expected given the nature of the scores. For example, the largest correlation coefficient observed on the table ($r = .54$) suggests that as counselor scores become more dissonant they also score higher as dependent. Further, it also appears that as counselors score higher on the avoidant scale they also tend to score higher about their conflicted attitudes ($r = .52$).

Table 21 depicts the relationships between the disproportionality for students of color meeting standard on the eighth grade WASL in reading and unexcused absences for students of color with the ORAS scores for the assistant principals. The correlation coefficients that were calculated using the assistant principal scores as found on Table 19 evidence a similar degree of strength as observed for the counselors. However, the specific coefficient for each of the bivariate relationships occurring between the assistant principal ORAS scores and the two measures of disparity in school level student outcomes were unlike those observed for the counselors. Such outcome is not surprising given the descriptive analysis of the matched pairs that revealed little congruence in the racial identity profile of counselors and assistant principals by building. The difference between Table 20 and 21 is most noticeable given the generally low to non existent shared variance observed between the variables.

The three highest coefficients evident on Table 21, although low, are worth noting. The largest coefficient (i.e., r = .17) revealed a 2.9% of variance explained for disproportionality for students of color on the eighth grade WASL in reading with the dependent ORAS scale scores and indicated that the more affirmatively the assistant principals responded to questions about adopting the racial attitudes held by others, the disproportionality for students of color in reading increased.

Table 21:

Bivariate Correlations for Student Outcomes and Assistant Principal ORAS Scores

	DR	DUA	D/I	Conf.	Reac.	Avd.	Dis.	Dep.
Assistant principals (n = 50)								
DR	(18.6)	.70	-.03	-.02	-.16	-.06	.09	.17
DUA		(7.3)	.15	-.02	-.10	-.17	.02	-.04
D/I			(50.1)	-.32	-.02	-.17	-.48	-.38
Conflictive				(50.0)	-.15	.50	.36	.28
Reactive					(50.0)	-.29	.12	.09
Avoidant						(5.7)	.36	.35
Dissonant							(7.1)	.37
Dependent								(4.4)

Somewhat contradictory, the disparity in reading achievement for students of color shared 2.5% (r = -.16) of variance with reactive scores for the assistant principals, which indicated

that stronger responses to rejecting actions aimed at attending to racial injustices were associated with lower differences in reading performance between minority and majority students. Finally, the negative coefficient of .17 was observed between the avoidant scores of assistant principals and the disparity in unexcused absences for students of color. This association indicated that as the assistant principal admits to being concerned about racial issues, disparity in truancy decreased by 2.9%.

In summary, the correlational analysis revealed a number of noteworthy coefficients that provide direction for further analysis about the strength and direction of the association between measures of racial consciousness of Washington State middle school counselors and assistant principals with variables assessing the degree of disproportionality in reading and attendance for students of color in these schools. From this analysis, it is apparent that racial identity obtained from staff that is hired to support and engage students does have some level of association with the disproportionality of academic success and student attendance for students of color. It also appears that the racial identity of counselors may share a larger percentage of shared variance with these school level student outcomes; however, the lack of response by assistant principals significantly weakens the evidence offered by this study. Before progressing to the regression analysis to determine the unique contribution of those racial identity scores that surfaced in the correlational analysis as explaining variance with the disproportionality in the eighth grade WASL in reading and unexcused absences for students of color, the correlation coefficients between these two variables and those school level variables measuring concepts offered in cultural conflict theory will be examined.

Cultural Conflict Theory. The following narrative provides a summary of the analysis of the bivariate correlations using the two disparity variables with the organizational characteristics of the schools. Table 22 presents the findings for this analysis of the data.

When examining the coefficients on Table 22, the variable reporting the ratio of students per teacher generated the strongest correlations with the disproportionality for students of color on both the eighth grade WASL in reading and unexcused absence rate r = .43 and r = .44 respectively. Both coefficients were positive, indicating that as the ratio of students per teacher on a campus lowered the observed disproportionality in academic achievement for reading and unexcused absence also became lower. Additionally, the percent of students on the campus that met standard on the eighth grade WASL in reading also was found to correlate positively with the variables that measure disparity in outcomes for students of color. The correlations of r = .38 for the disproportionality in reading achievement and the percent of students meeting standard and r = .36 for disproportionality in unexcused absences with the percent of students meeting standard suggest that 14% of the variance is shared between the first pair and 13% for the second pair. Therefore, as scores in reading increased for students in a building the disparity for students of color on the campus also tended to increase for both reading as well as truancy. Scholars have noted that there are higher percentages of students of color enrolled within urban, high-need neighborhoods while higher income schools enroll lower numbers of students of color (Cooper, 1996, Farkas, 2003; Gamoran, 2001; Ladson-Billings & Riehl, 2000). Such pattern would suggest that disparity in outcomes for students of color would be higher in these high needs schools and indeed is evident in the coefficient r = -.56 observed between the percent of students

meeting standard and the percent of minority students enrolled. However, researchers have also found that higher income schools with lower numbers of students of color tend to track students of color into lower achieving classes and programs (Cooper, 1996), which would produce the observed school level findings presented in the analysis conducted for this study.

Two measures of teacher quality can also be observed as correlated with the two measures of disparity in student outcomes. Both present negative relationships, which suggest that as teacher quality increases disparity decreases for students of color in read achievement and unexcused absences.

Table 22:

Bivariate Correlations for Student Outcomes and Organization Characteristics

	DR	DUA	PTM	ATYE	STR	PME	PMS
			Schools (n = 70)				
DR	(18.6)	.70	-.19	-.33	.43	-.05	.38
DUA		(7.3)	.20	-.16	.44	-.09	.36
Percent master's (PTM)			(17.9)	-.07	-.13	-.08	-.18
Teacher experience (ATYE)				(11.7)	-.15	-.15	.14
Student/teacher ratio (STR)					(17.9)	-.23	.44
Percent minorities (PME)						(21.1)	-.56
Percent met standard (PMS)							(70.2)

Specifically, as the percent of teachers with at least a masters' degree increases the disparity in tardiness for students of color decreases given the 4% shared variance. The shared variance of 11% emerged between the average years experience of teachers and disparity for students of color on the eighth grade WASL in reading. These associations, while smaller than the previously discussed variables derived from cultural conflict theory, indicate some importance attributed to teacher quality for understanding disproportionality in school level student of color outcomes.

In summary, examination of correlation coefficients provide evidence supporting both racial identity and cultural conflict theories as contributing to the disproportionality for students of color in reading achievement and truancy at the middle school level. The pattern of responses for the racial identity of counselors and assistant principals conformed to those that would be expected given the nature of the assessed variables. In other words, greater disparities in student outcomes were observed when counselors and assistant principals responded with lower levels of racial acceptance, racial justice, and commitment. It is important to note that such correlations do not suggest a causal relationship. The data reported here provide only evidence for the covariance in the joint distributions of the scores. Specifically, the pattern in the coefficients identify particular measures of racial identity (i.e., dependent, reactive, and dissonant) as contributing more to an understanding of disproportionality for students of color in reading achievement and unexcused absences than the conflictive, avoidant, and dominative/integrative measures of the ORAS. Finally, these findings indicate a greater influence of counselors than assistant principals on the two measures of disparity in school level student outcomes, for the counselor scores were more

strongly correlated with both disproportionality in academic reading achievement and truancy for students of color than the racial identity scores of assistant principals.

Examination of correlational analysis, however, also supported cultural conflict theory. Additionally, the observed coefficients generated findings that also conformed to expectations (i.e., schools with lower measures of teacher quality and higher proportions of students of color tended to be those with greater levels of disproportionality in outcomes for students of color). Overall, class size, teacher education, and experience had low to moderate relationships with disparity for students of color. Interestingly, the percent of minorities enrolled had no relationship with the disproportionality variables while the percent of all students meeting standard in reading possessed a notable degree of covariance with both measures. Indeed, these coefficients revealed that as the percent of students who passed the eighth grade WASL in reading on a campus increased, the disproportionality for students of color also increased. Previous research offers some explanation of this occurrence through social factors such as poverty and tracking which limit the educational opportunities for students of color as compared to traditional White middle class students (Cooper, 1996).

The evidence collected for this study provides support for both racial identity and cultural conflict as observed in the correlation analysis. The chapter now will report and examine the multiple regression analysis that occurred to address the third question that guided the purposes for the study. The findings from the regression analysis address the issue of which of the two theories best predicts the disparity in school level student outcomes.

Regression Analysis

The following section provides information to assess the percentage of variance explained by each of the independent variables associated with racial identity and cultural conflict on the dependent variables pertaining to disparity in school level outcomes for students of color. Specifically, two regressions models were calculated. Multiple regression analysis identifies the contribution that each of the independent variables entered into the model provides for each of the dependent variables while controlling for all other independent variables. The dependent variables used in the regression models were the disproportionality of students of color meeting standard on the eighth grade WASL in reading and the disproportionality of unexcused absences for students of color. The independent variables selected for the regression models were those observed in the correlational analysis to possess the largest percentage of shared variance.

Given the number of cases required for regression analysis (i.e., a minimum of 50 cases with at least 10 times the number of case per independent variable) a maximum of 5 independent variables were selected for entry into each regression model. Each regression consisted of one dependent variable and five selected independent variables. The first model included the dependent variable of disproportionality for students of color on the eighth grade WASL in reading. The independent variables included two measure of racial identity for the school counselors and three measures of cultural conflict. All independent variables possessed coefficients larger than or equal to .24 in the bivariate correlational analysis. The results of the analysis are presented on Table 23 below.

The adjusted R^2 revealed that 26% of the disproportionality for students of color on the eighth grade WASL in reading can be explained by two of the independent variables:

average years of teacher experience (beta = -.28, p = .03) and student to teacher ratio (beta = .25, p = .05). The direction of the associations followed those noted in the correlational analysis. In particular, every standard deviation increase in the average years of teacher experience is associated with a .28 standard deviation decrease in the disparity for reading achievement for students of color on the eighth grade WASL holding all other variables constant. The percent of students on a campus meet standard on the eighth grade reading

Table 23:

Regression Summary for Disproportionality in WASL Reading for Students of Color (N = 70)

Disproportionality in WASL reading	R^2	Adjusted R^2	*SE*
	.33	.26	9.6
Independent variables	Stand. beta	*t*	*p*
Dissonant	.06	.42	.68
Dominative/integrative	-.13	-.96	.36
Student/teacher ratio	.27	1.9	.05
Teacher experience	-.28	-2.2	.03
Percent met standard	.25	1.8	.08

WASL, however, was associated with an increase in the disparity in these scores for students of color. None of the other variables were found to enter into the model. As such, the best predictors of disproportionality in the passing rates for eighth grade WASL reading for students of color were the variables aligned with cultural conflict theory. The variables representing racial identity theory failed to contribute to the prediction of disproportionality

for students of color in reading achievement despite the fact that 74% of the variability remained unexplained.

The second regression model pertained to the disproportionality in unexcused absences for students of color. Four variables were identified from the correlational analysis as possessing coefficients larger than .24 and were entered into the model. The summary of procedure results are offered on Table 24 below. Two variables were aligned with racial identity (i.e., dissonant and dependent ORAS scores for counselors) and two were representative of cultural conflict (i.e., student to teacher ratio and percent of students passing the eighth grade WASL in reading).

The adjusted R^2 revealed that 25% of the disproportionality in unexcused absences for students of color was explained by only one variable: the number of students to teachers per campus.

Table 24:

Regression Summary for Disproportionality in Unexcused Absences for Student of Color (N = 58)

Disproportionality in unexcused absences	R^2	Adjusted R^2	*SE*
	.28	.25	8.13
Independent variables	Stand. beta	*t*	*p*
Dissonant	.06	.45	.65
Dependent	.23	1.7	.08
Student/teacher ratio	.32	2.6	.01
Percent all met standard	.17	1.3	.19

The best predictor of the disparity in truancy for students of color was a variable representing cultural conflict theory with a strong independent effect (beta = .32 $p < .01$). As the number of students per teacher increases so too does the disparity in truancy. While the dependent scores for counselors approached a degree of magnitude that was meaningful (i.e., beta = .23 $p = .08$) it failed to enter into the model at the required level of significance. Similar to the previous multiple regression analysis, a large percentage of the variance remains unexplained.

The models generated by the regression of the variables representing racial identity and cultural conflict on the two measures of disparity in school level outcomes for students of color suggest that salience of cultural conflict for understanding such differences in the performance between Hispanic and Black students from White and Asian students in Washington State middle schools. In neither model were the independent variables aligned with racial identity found to contribute to the prediction of the dependent variables. While such a conclusion can be deduced from the above analysis, several comments about this argument are noteworthy.

First, the collection and analysis of data assessing the racial consciousness of educators was limited to counselors and assistant principals. The response rate for the assistant principals was 46% and was less than desired which prevented the utilization of the gathered information in the regression analysis. The ORAS scale scores for the assistant principals was limited to descriptive purposes. Furthermore, there were differences in the racial consciousness observed for those matched pairs of counselors and assistant principals.

It could be conjectured that the attitudes of racial acceptance, racial justices, and commitment possessed by one educator could be offset by those held by others. Clearly further research is needed to assess the climate of a building and how the racial consciousness of more than two individuals contributes to espoused beliefs and behaviors.

Summary and Conclusion

In conclusion, children of color have struggled in the educational system in many arenas. Cultural conflict theory presumes that children of color have not been valued as learners and continue to experience marginalization within the educational system (Allan, 2001; Kaestle, 1993; Tyack & Hanson, 1982). In addition cultural conflict contends that the institution of education was founded on White, middle class values that continue to dominate educational policies, procedures, and the resulting structures. Complicating matters, school personnel including administrative leaders are typically of European American descent, lacking knowledge and awareness of their White privilege and how their privilege continues to support equity gaps between White students and students of color (Allen, 2001; Perry, Steele & Hillard, 2003). Racial identity theory also purports educational staff and leaders of European American descent are typically lacking understanding in cultural competence and contend these individuals are often unaware of their own racial biases. Racial identity continues to assert that biased interactions between key personnel such as assistant principals and counselors and students of color are laced with racial bias. Students of color suffer from these biased interactions which often create environments filled with resentment and frustration, pushing the students toward disengagement from school and the learning process (Carter & Helms, 1990; Tettegah, 1997).

This study began its analysis with descriptive data from the participating counselors and assistant principals followed by data from associated schools and students. 60% of the 108 middle school counselors surveyed for the study responded. The majority (72%) of counselors who responded stated that they were female, 91% identified as White, and were on average 44 years old (SD = 10.9). 97% of counselors reported holding a masters' degree and possessed on average 18 years experience (SD = 10.6) with 9 years (SD = 4.1) employment within their current school. The average years of employment within their current position was 8 years (SD = 6.1).

A lower response rate of 46% was observed for the assistant principals. 53% of the assistant principals identified as male, 78% identified as being White, and possessed the average age of 45 years (SD = 8.3). 98% of the responding assistant principals had obtained a master's degree. The mean total years of experience was 17 (SD = 7.4) with an average of 5 years of employment in their current school (SD = 4.6) and 4 years in their current position (SD = 5.4).

Mean and modal scores were calculated and examined for each question under each scale of the ORAS followed by calculating mean and modes for the total scale scores of the counselors and assistant principals. 54% of counselors were found to score integrative. 14% of these counselors also scored conflictive. These counselors evidenced a high level of racial acceptance and recognized their privilege but appeared to hold onto their traditional values. 46% of counselors scored either dominative or insignificant but 10% of these were reactive, suggesting that while almost half of the counselors possessed low levels of racial acceptance, there was a small minority of these who also perceived the privilege of Whiteness in society.

12% of counselors scored dominative and were conflictive about their feelings towards racial justice.

The measures of racial consciousness revealed that a smaller 49% of assistant principals scored integrative. 17% of these counselors also scored conflictive. 52% of these educators scored either dominative or insignificant but a portion (i.e., 17%) of these were reactive, suggesting that while almost half of the assistant principals possessed low levels of racial acceptance, there was a minority of them who also perceived the benefits that Whites derive from the status quo.

Means and modes did not appear to vary much between the counselors and assistant principals in the sample and yet at a building level the racial consciousness of paired counselors and assistant principals were found to differ. In 19% of the schools, the counselor was scored conflictive but not the assistant and in 27% of the schools the reverse was found. In 12% of the schools both counselors and assistant principals observed to score insignificant as assessed by the ORAS. Finally, for 27% of schools, the counselor scored reactive while the assistant principals did not and in the last 12% the assistant principal was reactive while the counselor was not.

The average total student enrollment for the buildings of those who responded was 764 students (SD = 168) with an average of 41% of the students (SD = 21.2) qualifying for free or reduced priced meals. The student ethnic breakdown for these schools averaged 13% Asian (SD = 10.1), 10% Black (SD = 10.4), 11% Hispanic (SD = 10.0), 2% Native American (SD = 1.8), and 62% White (SD = 22.8). The teacher/student ratio of 1 to 18 (SD = 1.9) was the building average, with 12 being the average years of experience for the staff (SD = 2.2)

and a mean of 62% (SD = 8.7) for the percentage of teachers employed having earned a master's degree. The mean percent of eighth grade students meeting standard on the WASL in math, reading, and science were 47% (SD = 15.1), 70% (SD = 11.2), and 41% (SD = 16.6) respectfully. The average campus possessed a disproportionality on the eighth grade reading WASL of 18.6% (SD = 10.8) for students of color. The mean days of unexcused absences for students from schools with counselors and assistant principals participating in this study totaled 860 (SD = 882) days with 7.3% (SD = 9.5) being the mean disparity in the unexcused absences observed for students of color. Finally, only 7 districts responded to the survey with data about discipline for 20 of the 108 middle schools selected for the study. An average of 164 short term suspensions per campus (SD = 144) was identified in the compiled information. In the short term suspensions, students of color were over-represented by 8%. The descriptive data disaggregated by race, revealed disproportionality for students of color in each of the areas including academic achievement in reading for eighth graders, unexcused absences, and short term discipline referrals.

Following descriptive analysis, correlations were calculated to determine the level of relationship that existed between variables. Organizational characteristics represented factors of cultural conflict while racial consciousness of the counselors and assistant principals represented factors aligned with racial identity theory. Overall, when correlating the two disproportionality variables with the variables aligned with racial identity and cultural conflict theory, racial identity appeared to possess weaker relationships than the variables assessing cultural conflict. Specifically, most relationships between the disproportionality factors and the racial identity factors were low and associations ranged from .02 - .34. Low

correlations between the identity factors and disproportionality factors may be due to the differences in scores of counselors and assistant principals at the building level. The racial climate of a school may be influenced in contradictory ways given differences in the racial acceptance, racial justice, and commitment held by the counselor and assistant principal as well as other educators present in the building. The contribution of any one member of a staff to the climate of a building will of course be limited and therefore be evident as a weak relationship with school level student outcomes. Indeed the degree of association evident in the correlation coefficients suggests the importance of counselors' and to a lesser extent the assistant principals' racial consciousness in schools.

Finally, a multiple regression analysis was conducted to analyze the effect all the independent variables simultaneously have on each dependent variable as well as individual contributions that each independent variable may make while controlling for all the other independent variables. The variables representing cultural conflict theory appeared to provide a stronger effect on both dependent variables of disproportionality for students of color meeting standard on the eighth grade WASL in reading and the disproportionality in unexcused absences for students of color. The adjusted R^2 revealed that 26% and 25%, of each respective dependent was explained by the independent variables. The student to teacher ratio and the percent of student passing the eighth grade WASL in reading identified structural variables that best predicted the disparity in school outcomes for students of color. In both cases, fewer students per teacher and lower academic performance were observed as associated with buildings with less disparity in reading and attendance outcomes for students of color. Such observation supports state policies and efforts to reduce class size. In addition,

more attention is necessary for students of color on campuses generally defined as experiencing student success. Although more research is necessary, the findings lend support for the argument that educators could benefit from training designed to address racial acceptance, racial justice and commitment. Counselors and assistant principals scoring high on the integrative and reactive scales and/or low on the conflictive, avoidant, dissonant, and dependent scales need support. Although the findings do not support a causal argument, these findings suggest that there is room for improvement in the racial consciousness of Washington State middle schools. Changes in educator attitudes may not result in increases in student outcomes or decreases in the disparity in outcomes for students of color. Yet a better understanding on the part of educators of such issues would not hurt either. Middle schools in Washington State have a ways to go in addressing the disproportionality in school level outcomes for students of color in the areas of reading achievement as measured by the eighth grade WASL and in unexcused absences.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

Recent research has enlightened the dilemma of disproportionality in academic achievement, student discipline and truancy for students of color in the public educational system (Cohen, Garcia, Apfel, & Master, 2006; Cooper, 2003; Cooper, 1996; Farkas, 2003; Gamoran, 2001; Jenkins, 1995; Johnson, Crosnoe, & Elder, 2001; Katz, 1999; Mickelson, 2003; Morris, 2005; Mukuria, 2002; Riehl, 2000; Skiba, et al., 2002; Skrla, Scheurich, Garcia & Nolly, 2004;Smith- Maddox, 1999; Stevenson & Gonzalez, 1992). Although solutions to resolve the disproportionality problem are not well understood, cultural conflict theory provides explanations for this disparity as a result of systematic deficits that perpetuate discrimination through policies and procedures (Gamoran, 2001; Ladson-Billings, 1994; Lipman & Gutstein, 2001; Perry, Steele, & Hilliard, 2003). Cultural conflict theory also purports that biased educational policies and procedures were created during the early development of education because early, White, middle class, protestant leaders lacked cultural competence; thus inequities were embedded into educational policies and procedures that continue today (Gamoran, 2001; Kaestle, 1983; Riehl, 2000).

On the other hand, racial identity theory focuses on the reaction individuals have to institutional racism. Racial identity asserts that students of color in the educational system experience racism on a regular basis and the disparity in student outcomes is due to these negative experiences. Students of color disengage and often reject the system that discriminates against them. Furthering this tragedy, the very adults within the system that are hired to support and engage students may hold biases themselves that continue the negative

experiences for these students (Helms, 1993; Tatum, 1999; Tettegah, 1996; Thompson & Carter, 1997).

Which theory holds the answers and insight to disproportionality for students of color in the system of education? Do organizational factors or personnel factors have a greater association to disproportionality for students of color? If so, how significant are each of these relationships? Which of the above theories best predicts the disparity for students of color in academic achievement, discipline referrals and truancy? This study sought to answer these questions by examining selected factors representing the above theories to determine how significant these factors are in relationship to the problem of disproportionality in academic achievement and truancy for middle schools in Washington State. This study addressed the above questions by collecting and analyzing data on school and student organizational characteristics and administrator and counselor racial awareness from a randomly selected sample of Washington State middle schools.

Schools selected for participation were from 29 school districts in the State of Washington that enroll a student population greater than 10,000 students. A randomly selected sample of 108 middle schools was chosen from this population of 142 middle schools. Data on the racial consciousness of educators were collected through distribution of the ORAS to counselors and assistant principals from selected schools. Organizational data were collected from participating schools in two ways. Official school level data were downloaded from the OSPI Report Card website and discipline data were collected from each participating school district's director of evaluation and assessment.

Findings

The descriptive analysis began with the collection and analysis of demographic data from the responding counselors and assistant principals. Next, personnel characteristics of the responding counselors and assistant principals from responses on the six scales of the ORAS were gathered and analyzed. Finally, organizational data composed of the schools and students associated with the participating counselors and assistant principals and disproportionality outcomes were collected and analyzed.

Of the 108 middle school counselors surveyed for the study, 60% responded. The majority (i.e., 72%) of counselors who responded stated that they were female, 91% identified as White. Responding counselors were on average 44 years old (SD = 10.9) and 97% of counselors reported holding a masters' degree and possessed on average 18 years experience (SD = 10.6) with 9 years (SD = 4.1) employment within their current school. The average years of employment within their current position was 8 years (SD = 6.1).

A lower response rate of 46% was observed for the assistant principals. 53% of the assistant principals identified as male, 78% identified as being White, and possessed the average age of 45 years (SD = 8.3). 98% of the responding assistant principals had obtained a master's degree. The mean total years of experience was 17 (SD = 7.4) with an average of 5 years of employment in their current school (SD = 4.6) and 4 years in their current position (SD = 5.4).

The only Black counselors in the study were found in schools with Black assistant principals. Interestingly, there were no counselors who selected Asian, Hispanic or Native

American as their ethnicity and there were no assistant principals who selected Asian as their ethnicity.

When examining counselor and assistant principal responses to the ORAS, modes, means, and standard deviations were calculated for each question from each of the six scales under the three racial orientations. 54% of counselors were found to score integrative. 14% of these counselors also scored conflictive. These counselors evidenced a high level of racial acceptance and recognized their privilege but appeared to hold onto their traditional values. 46% of counselors scored either dominative or insignificant but 10% of these were reactive suggesting that while almost half of the counselors possessed low levels of racial acceptance, there were a small minority of these who also perceived the privilege of Whiteness in society. 12% of counselors scored dominative and were conflictive about their feelings towards racial justice.

The measures of racial consciousness revealed that a smaller 49% of assistant principals scored integrative. 17% of these principals also scored conflictive. 52% of these educators scored either dominative or insignificant but a portion (i.e., 17%) of these were reactive suggesting that while almost half of the assistant principals possessed low levels of racial acceptance, there was a minority of them who also perceived the benefits that Whites derive from the status quo.

Means and modes did not appear to vary much between the counselors and assistant principals in the sample and yet at a building level the racial consciousness of paired counselors and assistant principals were found to differ. In 19% of the schools, the counselor was scored conflictive but not the assistant and in 27% of the schools the reverse was found.

In 12% of the schools both counselors and assistant principals observed to score insignificant as assessed by the ORAS. Finally, for 27% of schools, the counselor scored reactive while the assistant principals did not and in the last 12% the assistant principal was reactive while the counselor was not. It is important, however, to note that only 32 of 108 pairs were evident and thus such findings should be taken with caution. Indeed, given that these were analyzed descriptively rather than inferentially the findings apply only to the sample and no claims of generalizability are made.

Of the randomly selected sample, counselors and assistant principals from 70 schools responded. The average total student enrollment for the buildings whose counselor or assistant principal responded was 764 students (SD = 168) with a minimum of 427 to a maximum of 1129 students. Students who qualified for free or reduced priced meals included 41% (SD = 21.2) of the student population. The student ethnic breakdown for these schools averaged 13% Asian (SD = 10.1), 10% Black (SD = 10.4), 11% Hispanic (SD = 10.0), 2% Native American (SD = 1.8), and 62% White (SD = 22.8). A combined percentage for these buildings averaged 21% (SD = 15.9%) of the students indicating their ethnicity or race as Black or Hispanic. Interestingly, just as disparity was evident between the ethnic categories of the assistant principals and counselors an even greater disparity exists between the ethnicity of the participating counselors and their corresponding student populations. Counselors and assistant principals were 91% and 78% White, respectively, while the student populations were 79% White. Ethnicity was not equally represented between the participating counselors and the students they serve for schools in this study.

A mean teacher/student ratio of 1 to 18 (SD = 1.9) was calculated for the buildings of the respondents and are lower than the state maximum limit of 1 to 32. Teacher experience and education were substantial and the average years experience per building for teaching staff was 12 (SD = 2.2) and the number of teachers employed having earned a master's degree was 62% (SD = 8.7).

The descriptive data were calculated in the areas of academic achievement, truancy and student discipline. Disproportionality was determined in all three categories. The mean number of students tested for the eighth grade WASL within the schools whose counselor and/or assistant principal responded to this study was 54 (SD = 19.1) students of color and 225 (SD = 49.7) Asian and White students. Of the students tested, the mean percent of eighth grade students meeting standard on the WASL in math, reading, and science were 47% (SD = 15.1), 70% (SD = 11.2), and 41% (SD = 16.6) respectfully. The percent of students meeting standard in reading by ethnicity were as follows: Asian 76% (SD = 14.6), Black 53% (SD = 14.1), Hispanic 56% (SD = 14.4), Native American 62% (SD = 16.2), and White 72% (SD = 11.2). Of the students tested with a counselor and/or assistant principal participating within this study, 52% (SD = 10.4) of the students of color met standard in reading while 70% (SD = 11.1) of the White and Asian students met standard in reading on the WASL. A disparity of 18.6% (SD = 10.8) is undoubtedly evident for students of color on the eighth grade reading WASL.

The mean days of unexcused absences for students from schools with counselors and assistant principals participating in this study totaled 860 (SD = 882) days. When the data was disaggregated by ethnicity the unexcused absences for the campuses averaged: 6.9%

Asian (SD = 6.7), 13% Black (SD = 11.5), 16% Hispanic (SD = 11.5), 5% Native American (SD = 5.1), and 59% White (SD = 23.2). The percent of unexcused absences was 28% (SD = 17.8) for students of color and 66% (SD = 19.4) for Asian and White students. Thus, a 7.3% (SD = 9.5) was the mean disparity in the unexcused absences observed for students of color.

The last organizational variable examined was the number of referrals for short term suspensions. The responses from the district research and evaluation departments was minimal and only 7 districts responded providing discipline data for 20 of the 108 middle schools selected for the study. Of the 20 schools for which discipline data were provided, only 11 had a counselor and/or assistant principal respond to the ORAS survey providing average of 164 short term suspensions per campus (SD = 144) for the 11 schools. When data were disaggregated for the average campus by ethnicity 3% students receiving a short term suspension were found classified as Asian (SD = 3.1), 9% were Black (SD = 6.2), 8% were Hispanic (SD = 6.8), 4% were Native American (SD = 3.5), and 78% were White (SD = 5.5). When considering the percent of students enrolled by ethnicity within each of these schools, the percent of short term suspensions referred for students of color were over-represented by 8%. Again, disproportionality is evident. As predicted by earlier researchers, findings during examination of this study's organizational data indicate the variables of academic achievement, truancy and discipline referrals were disproportionate for Black, Hispanic and Native American children in all three categories (Morris, 2005; Mukuria, 2002; Skiba, et al., 2002).

The examination of the descriptive data clearly demonstrated that disproportionality for students of color was present within participating Washington middle schools in the areas

of academic achievement, truancy, and discipline referrals. Although disproportionality is evident, the counselors and/or assistant principals working with these students revealed in their survey responses that they are aware of their White privilege, but are reluctant or uncomfortable about the use of their privilege to address racism within the school. Thus, those hired to provide a safe and secure academic learning environment appear to lack either the will or ability to provide a safe and appropriate learning environment for all students.

Correlations were calculated and presented by way of three matrixes. All three matrixes included the two selected disparity variables of percent disproportionality for students of color meeting standard on the eighth grade WASL in reading and unexcused absences. The first correlation matrix calculated the relationship between the ORAS scores of the counselors and the two disparity variables. The second matrix reported the correlations between the ORAS scores of the assistant principals and the two disparity variables. The final matrix provided information about the relationships between the two disparity variables and five selected organizational variables.

Overall correlations between the two factors of disproportionality were much stronger between the ORAS scores of the counselors than those of the assistant principals. The two strongest relationships ($r = .34$ and $.28$) were found between the counselor's dependent and dissonant scores and the disparity of unexcused absences for students of color. These relationships offer an interesting outcome, as the dissonant scale determines the need to look toward others in gaining understanding about racial issues and the dependent scale provides information on a person's uncertainty about racial issues. In both cases, as the counselors'

level of outside influence and uncertainty about racial concerns increased, the disparity of unexcused absences for students of color also increased by 11.6% and 7.8% respectively.

In addition, three relationships between the counselors ORAS scores and the disproportionality for academic achievement in reading for students of color emerged all reflecting almost 6% shared variance. Two of these relationships were positive and were observed between the disparity variable of truancy and the reactive and dissonant scales. The third relationship was negative and discovered between the disparity of academic achievement in reading and the dominative scale. These relationships can be considered low but do provide insight into the associations between a counselor's racial consciousness and disproportionality for students of color. The negative direction of the first coefficient suggests the more the counselors view racial differences in a positive light, disparity for students of color in reading decreases while the positive direction between the first two relationships demonstrates the opposite.

Interesting, only low relationships emerged during the examination of the assistant principals ORAS scores and the two variables of disparity. The two largest relationships revealed correlations of .17 and -.17. The first positive relationship was found between the disparity for students of color in reading and the dependent ORAS scale score indicating that as the more affirmatively the assistant principals respond to questions about adopting the racial attitudes held by others, disproportionality increases. On the contrary, as the assistant principal admits to being concerned about racial issues the disparity in truancy decreased by 2.9 %. Overall, the relationships between the counselors were more noteworthy than those of the assistant principals, indicating the relationship between the assistant principal may play

less of a role for disparity for students of color in academic success as well as truancy concerns.

The two variables of disproportionality were correlated with measures of cultural conflict. Variables reporting the ratio of students per teacher generated the strongest association with the disproportionality factors and were calculated at r = .43 for academic achievement and r = .44 for truancy. Both coefficients were positive indicating that as the ratio of students per teacher on a campus lowered the observed disproportionality in academic achievement for reading and unexcused absences also became lower. By and large, a smaller class size can afford more time for a teacher to build the teacher/student relationship. Relationships are important for most students. And positive student/teacher relationships have been found to be critical for students of color. Student of color often need to build trust and develop mutual respect with their teachers in order to learn at higher levels (Delpit, 1986; Tatum, 1999).

The association of r = .38 between disproportionality in reading achievement and the percent of all students meeting standard and the finding of r = .36 between disproportionality in unexcused absences and the percent of all students meeting standard suggest that 14% of the variance is shared between the first pair and 13% for the second pair. Therefore, as scores in reading increased for students in a building the disparity for students of color on the campus also tended to increase for both reading as well as truancy. Poverty as well as tracking practices may provide explanation for some of this variance. As research has noted, there are higher percentages of students of color enrolled within urban, high-need neighborhoods while higher income schools enroll lower numbers of students of color

(Cooper, 1996, Farkas, 2003; Gamoran, 2001; Ladson-Billings & Riehl, 2000). Such patterns would suggest that disparity in outcomes for students of color would be higher in these high needs schools and indeed are evident in the coefficient r = -.56 observed between the percent of students meeting standard and the percent of minority students enrolled. However, researchers have also found that higher income schools with low numbers of students of color tend to track students of color into lower achieving classes and programs (Cooper, 1996), which would produce the observed school level findings presented in the analysis conducted for this study.

Two measures of teacher quality were also important associations observed between the two measures of disparity in student outcomes. Both present negative relationships, which suggest that as teacher quality increases disparity decreases for students of color in reading achievement and unexcused absences. Specifically as the percent of teachers with at least a masters' degree increased the disparity in truancy for students of color decreased by 4%. The shared variance of 11% emerged between the average years experience of teachers and disparity for students of color on the eighth grade WASL in reading. These associations also derived from cultural conflict theory indicate some importance of teacher quality for improving and understanding disproportionality in school level student of color outcomes.

In short, during examination of the disproportionality variables with personnel factors gathered from the scales scores of the counselors and assistant principals on the ORAS, it was determined that counselor's scores on the ORAS had stronger relationships with the two disparity variables than those of the assistant principal. The associations between the disparity variables and the scale scores on the ORAS for counselors ranged from .06 to .34.

Although correlations were overall stronger than those of the assistant principals, the associations were still categorized as low. Information gathered from this analysis reveals that racial identity of staff hired to support and engage students does have some association with the disproportionality of academic success and school attendance for students of color, although this relationship is low.

The relationships between the two disparity factors and variables representing cultural conflict were found to be unmistakably stronger than relationships calculated between the two disproportionality factors and racial identity of the counselors and assistant principals. Specifically, lower teacher to student ratio provided a 19% decrease in both disparity in academic and truancy. The variables assessing teacher quality, such as the level of education and years experience, also contributed to the decrease in disparity for students of color.

Findings from the two regression analysis provide information about the effect the selected independent variables had simultaneously on each of the two dependent variables of disproportionality as well as the exclusive contribution each of the independent variables made on each dependent variable while controlling for all the other independent variables. Results from the first regression indicated the two best predictors of disproportionality in reading for students of color represent cultural conflict theory. The strongest variable was the average years of teacher experience with a strong independent effect (beta = -.28 p = .03). The second strongest predictor was the teacher/student ratio with a strong independent effect (beta = .27 p = .05). The beta coefficients for the average years of teacher experience and the teacher/student ratio revealed that one standard deviation increase in all students meeting

standard on the WASL in reading is associated with a -.28 and .27 standard deviation unit change in the disproportionality for student of color on the eighth grade WASL in reading.

The second regression analysis revealed the best predictor of disproportionality in unexcused absences was again the independent variable representing cultural conflict theory and was the teacher/student ratio which had a strong independent effect (beta = -.32 p = .01) The beta coefficients for the teacher/student ratio revealed that as teacher/student ratio decreases so does the disparity for students of color in unexcused absences.

Within Washington State middle schools, factors representing cultural conflict theory can be observed to possess a greater percentage of variance explained with the disparity concern for students of color than variables representing racial identity. Specifically, teacher experience and teacher to student ratio had a strong and unique influence on disproportionality for students of color. Although the beliefs or personnel factors of the counselors and assistant principals had some relationship with the disproportionality factors, determined through correlational analysis, these relationships become less salient when measures of cultural conflict are controlled for in the regression models.

Ethics

The administrators and counselors involved in the participation of the ORAS survey were at minimal risk for any emotional reactions or loss of dignity. Because of the voluntary nature of the survey portion of this study, all participants were notified and allowed to terminate participation at any time. In addition, all responses from the survey were coded and any identifiable information was kept confidential. This study was conducted following protocol designated by the Washington State University Human Subject Review process and

was conducted with approval of the Institutional Review Board of Washington State University.

During the dissemination of the ORAS, three respondents returned their survey indicating they had concerns regarding the content of the survey. One White respondent indicated the questions were impossible to answer without labeling the respondent as a racist. This respondent returned the survey unanswered and emotional discomfort was most likely alleviated because of the respondent's decision not to participate. Two African American respondents provided feedback stating they felt that their ethnicity should have been determined and considered before they were sent the survey because the survey is designed to measure White racial consciousness. In agreement with their concern, it is recommended that the survey only be sent to participants of European American decent if this study were to be replicated. If participants' ethnicity is not available prior to dissemination of the survey, it is recommended that language explaining the nature of the survey and the inability to obtain ethnicity prior to dissemination of the survey be provided within the cover letter. All recipients of color could be asked to disregard the survey.

Limitations of the Study

Internal validity and reliability were strengthened through proper randomization of subject selection, properly identified independent and dependent factors and appropriate administration of the survey plan. External validity is of some concern and may be limited to middle schools in school districts with student enrollment greater than 10,000 students in the State of Washington. Generalizing information from this study should be done with caution.

Because the ORAS only measures White racial awareness, responses from counselors and assistant principals of color had to be eliminated from this study. Additionally, survey response rates within this study were low for White assistant principals. Response rates for counselors were somewhat higher. These low response rates may not reflect the beliefs of all White counselors and assistant principals in the State of Washington and responses should be viewed with prudence.

In addition discipline data were difficult to obtain. Discipline data are not required to be collected for reporting purposes by OSPI, therefore this data could not be collected through the OSPI Report Card Web Site. Discipline data were collected from each school district's assessment department. Because there is no state requirement or regulation on how discipline data should be collected, the collection of this data varies and data are not readily available. In addition, most districts were reluctant to provide discipline data and response rates for discipline data were considerably low and could only be used for descriptive analysis.

Although the topics of race and poverty are separate matters, socio economic status was not included within the regression analysis due to a strong association between the two subjects. Scholars have clearly demonstrated a strong connection between poverty, race and disparity for students of color within the educational system (Coleman, 1966; Kalenberg, 2001; Rumberger & Larson; Saporito & Sohoni, 2007) and the ability to separate the variables was not possible in this study. Calculated correlations did reveal as the scores in reading increased for all students in school buildings, the disparity for students of color on the campus also increase in both reading as well as truancy. Poverty could be a probable

explanation for some of this variance. As prior research has illustrated, there are higher percentages of students of color enrolled within urban, high-need neighborhoods while higher income schools enroll lower numbers of students of color (Cooper, 1996; Farkas, 2003; Gamoran, 2001; Ladson-Billings & Riehl, 2000). Due to this murky association between race and socio economic status, the variable of socio economic status was eliminated from the regression analysis.

Due to the controversy and social stigma related to racial bias, this study attempted to reduce reporting bias by coding the surveys and providing language in the cover letter assuring the participants that their responses would be kept confidential. Although this effort was made, it is important to note that some variability in accuracy of responses could have occurred because of the varying nature of the subject being measured. Many people, especially racially unaware European American's are not comfortable discussing or admitting their thoughts or s of their own racial consciousness (Michael, et al., 2002).

Significance of the Study

Without employing effective strategies when attempting to close the achievement gap and increase school engagement for African American, Latino/a and Native-American students, disparity in academic failure, truancy, and dropout rates will continue. A negative school experience can have devastating outcomes for people of color and for society as a whole. With low school success, often comes lower paying jobs and less desirable housing. Schools however, can become a prime entry point for intervention of this problem (Tettegah, 1996). Obtaining knowledge and understanding of the specific factors that play a role in

perpetuating disproportionality for students of color is critical when creating systematic transformations.

Institutional change must be embedded in policies that effect practices such as hiring procedures, professional development directed at cultivating racially conscious staff and the development of culturally responsive practices. As this study has revealed, increased teacher experience as well as low class sizes were the best predictors of reducing disproportionality for students of color in academic achievement as well as truancy. Hiring teachers with considerable experience, embedding culturally responsive interview questions within the hiring process and creating smaller class sizes must be employed to reduce disparity for students of color especially within schools with high enrollments of diverse students.

In addition, the development of culturally conscious administrators is crucial before sustainability of improved practices can occur. Education and training through professional development and distribution of educational resources for staff must occur and must be integrated within educational strategies (Appendix I). Sustainability will be gained through integration of a deeper belief system that all children will succeed; including students of color. As leaders of their schools, administrators, with support from their diverse communities, can develop deeper knowledge and understanding in their staff about how to integrate culturally responsive practices in their school and how to implement these practices into policies. The development of culturally responsive discipline, curriculum and teaching strategies, as well as hiring quality teachers and administrators of color are some examples of systemic change that, with sustainability, can improve school success for students of color.

Reform efforts studied by Cooper (2000) revealed, "Alterable classroom conditions can improve the schooling experience of students of color. Students (of color) reported that educators must empower students who are at intellectual risk in supportive, diverse, noncompetitive learning communities and that curriculum must be multicultural and relevant to the lives of the students" (p. 618). If positive experiences and culturally responsive pedagogy are more engaging for students of color in the classroom, it is reasonable to suggest that highly engaged students are less likely to display disruptive behavior, become truant and drop out of school. Likewise, it is reasonable to suggest that creating safe, inclusive school environments and employing culturally responsive and restorative discipline techniques would better meet students' needs and reduce disproportionate discipline rates, truancy and early dropout. (Delpit, 1986; Gladson-Billings, 1994). In order to further understand the relationship these additional variables may have in association with disproportionality, qualitative and other longitudinal studies focused on student interactions between community, peers, and school staff are needed.

Students must be attending school to engage in high quality learning and learning is critical for school achievement. High discipline, truancy and dropout rates can enhance an already disproportionate employment rate and high poverty for this at-risk population. According to the U. S. Bureau of the Census in 1996, the median African American family income in the United States is about 60% of the median family income of Whites (Journal of Blacks in Higher Education, 1998). Therefore, developing culturally responsive teaching strategies and safe, inclusive learning environments with restorative discipline practices

could not only effect school success, but also inhibit a cycle of further economic disparity for African American, Latino/a and Native-American people.

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Appendix A

Approval Letter

February 15, 2006

Dear Ms. Bleeker,
Thank you for your interest in the ORAS. You have my permission to use the instrument for your study, though I ask that you do not distribute to others without prior permission. I wish you well with your study.

Sincerely,

Mark M. Leach, Ph.D.
Director of Training
Counseling Psychology Program

Appendix B

District Letter

Date

To Whom It May Concern,

Recently OSPI published a completed study ***Addressing the Achievement Gap***. This study has explicitly revealed the urgent need to strengthen training on diversity and cultural responsiveness within education. Although much research had been focused on reducing this critical gap for students of poverty and students of color, little research has been conducted pertaining to measures of racial consciousness and the relationship in may play in disproportionate discipline practices.

Per our previous phone conversation, this letter represents my request for data relating to discipline representing your district's middles schools. Please provide for each of your middle schools only, the total number of short-term suspension, long-term suspensions, and emergency expulsions disaggregated by race (African-American, Asian, Caucasian, Latino/a, and Native American). In addition, please provide the total number of students enrolled within each of your middle schools disaggregated by race. **Please utilize the attached form, along with the self addressed stamped envelop for return.**

In addition, attached is the Okalahoma Racial Attitude Survey for you're your review. The assistant principal and eighth grade counselor within each of your middle schools will be sent this survey and will be asked to complete it. Your districts identity and participants within this study will be kept confidential. School or staff names will not be associated with the findings. Approximate participation time to complete this survey is 20 minutes.

Schools selected for this study were randomly chosen and all schools/district names will be kept confidential. Information gained from this study will be used to develop strategies focused on culturally responsive discipline practice to reduce disproportionality for students of color.

If you have any questions not addressed by this letter, please do not hesitate to contact Wendy Bleecker at (509) 354-7248. You may wish to keep a copy of this letter for your records. This project has been reviewed and approved by the WSU Institutional Review Board. If you have any questions regarding your rights as a participant, you may call the WSU Institutional Review Board at 509-335-9661.

You are a valued participant in this study and your time is much appreciated.

Sincerely,

Wendy Bleecker
Doctorial Student, Washington State University

Appendix C

Middle School Data Collection Form

Middle School Data Collection Form

Name of school:				
Race	**Total number of short-term suspensions**	**Total number of long-term suspensions**	**Total number of emergency expulsions**	**Total Number of students enrolled within school**
African – American				
Asian				
Caucasian				
Latino/a				
Native American				

Appendix D

Counselor and Assistant Principal Letter

Date

To Whom It May Concern,

Recently OSPI published ***Addressing the Achievement Gap***. This report argues for strengthening training on diversity and cultural responsiveness for educators. Although much research had been focused on reducing this critical gap for students of poverty and students of color, little research has been conducted about educator racial consciousness that substantiates such argument.

You have been selected at random to participate in this study of Washington State school administrators' racial consciousness. Attached is the Okalahoma Racial Attitude Survey for you to complete. Your participation will take approximately 20 minutes. Your identity within this study will be kept confidential. Your name will not be associated with the findings. When you have completed the survey, please return using the pre-addressed stamped envelope.

Your participation is completely voluntary, but important for without valid and reliable data, calls for change only too frequently become rhetoric unable to secure the intended purpose or outcome. If you have any questions not addressed by this letter, please do not hesitate to contact Wendy Bleecker at (509) 354-7248. You may wish to keep a copy of this letter for your records. This project has been reviewed and approved by the WSU Institutional Review Board. If you have any questions regarding your rights as a participant, you may call the WSU Institutional Review Board at 509-335-9661.

You are a valued participant in this study and your time is much appreciated.

Sincerely,

Wendy Bleecker
Doctorial Student, Washington State University

Appendix E

Follow up Counselor and Assistant Principal Letter

Date

Dear,

Several weeks ago, the attached Oklahoma Racial Attitude Survey was provided for you to complete. Again, I would like to share that the purpose of this study is to better understand factors related to disproportionate referrals of disciplinary action for students of color at the middle level within Washington State. As the administrator responsible for discipline within your building, your participation within this survey is valuable. Schools selected for this study were randomly chosen from a list of Washington middle schools containing 10,000 or more students.

As the administrator for your building, I know your time is limited. Taking just a few minutes will provide important information that can be used to support research focused on culturally responsive discipline practices and reduce disproportionality of discipline referrals for students of color.

Your identity within this study will be kept confidential. Your name will not be associated with any findings. Your participation will take approximately 20 minutes. When you have completed the survey, please return using the pre-addressed stamped envelope included.

Again, your participation is completely voluntary and you are free to withdraw from the study at any time.

If you have any questions not addressed by this letter, please do not hesitate to contact Wendy Bleecker at (509) 354-7248. You may wish to keep a copy of this letter for your records. This project has been reviewed and approved by the WSU Institutional Review Board. If you have any questions regarding your rights as a participant, you may call the WSU Institutional Review Board at 509-335-9661.

You are a valued participant in this study and your time is much appreciated.

Sincerely,

Wendy Bleecker
Doctorial Student, Washington State University

Appendix F

Oklahoma Racial Attitude Survey

Form 2000 Page 1

ORAS

Completely darken a circle on the answer sheet to show how much you agree with each statement according to the following:

Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
1	2	3	4	5

1. _____ I can accept minorities intellectually, yet emotionally I'm not really sure.
2. _____ Minorities deserve special help in education.
3. _____ Minority cultures are pretty backward when you compare them to White cultures.
4. _____ Welfare programs are used too much by minorities.
5. _____ In selecting my friends, race and culture are just not important.
6. _____ I avoid discussions that have to do with racial issues.
7. _____ Being White gives us a responsibility toward minorities.
8. _____ I don't want to deal much with minorities because they are different in ways that I don't like.
9. _____ Minorities have more influence on government programs than they should have.
10. _____ I don't mind being one of the few Whites in a group of minority people.
11. _____ Other people's opinions have largely determined how I feel about minorities.
12. _____ Sometimes I feel guilty about being White when I think about all the bad things Whites have done to minorities.
13. _____ I believe that minority people are probably not as smart as Whites.
14. _____ Previous ethnic groups, such as the Irish or Italians, adapted to American culture without massive government aid programs, and that is what minorities today should do.
15. _____ I am comfortable with my non-racist attitude toward minorities.
16. _____ Because I'm really not sure about how I feel, I'm looking for answers to questions I have about minority issues.

(Go to the next page)

Strongly Disagree 1	Somewhat Disagree 2	Neither Agree Nor Disagree 3	Somewhat Agree 4	Strongly Agree 5

17. _____ Whites have an unfair advantage over minorities.

18. _____ I would not like it if a friend had an intimate relationship with a minority person.

19. _____ Minorities deserve to be treated fairly, but they demand too much.

20. _____ Whites are commonly less emotional or impulsive than minorities.

21. _____ Racial issues may be important, but I don't want to think about them.

22. _____ I believe that it is society's responsibility to help minority people whether they want it or not.

23. _____ Whites usually have higher goals than minorities.

24. _____ Over the past few years the government has paid more attention to minority concerns than they deserve.

25. _____ If a minority family with about the same income and education as I have moved next door, I would not like it at all.

26. _____ I'm really not sure about how I feel about minorities.

27. _____ It's impossible to get a fair deal if you are a minority person.

28. _____ My attitudes toward minorities are really based on what others have told me.

29. _____ Minorities get more media attention than is necessary.

30. _____ I don't really want to think about minority concerns.

31. _____ The advantages that Whites get are taken for granted.

32. _____ I am really having to change my thinking about minorities.

33. _____ About all that is necessary to achieve racial equality in the U.S. has been done.

34. _____ What I think about minorities is pretty much based on what I've heard others say.

35. _____ My feelings about minorities are mixed compared to what I used to think.

Appendix G

Total Mean Scale Scores

Total Mean Scale Scores of Counselors and Assistant Principals

Scale	N	Counselors	N	Assistant principals
Dominative/integrative	65	50 (SD = 11)	50	50 (SD = 10)
Conflictive	65	50 (SD = 10)	50	50 (SD = 10)
Reactive	65	50 (SD = 10)	50	50 (SD = 10)
Avoidant	65	5.7 (SD = 2.6)	50	5.3(SD = 2.7)
Dissonant	65	7.1 (SD = 2.6)	50	8.5 (SD = 3.1)
Dependent	65	4.4 (SD = 2.2)	50	4.2 (SD = 1.5)

Appendix H

School Data

SID	GradeSpan	TotalEnrollment	PercentAsianPacificIslander	PercentAmericanIndianorAlaskanNative	PercentBlack	PercentHispanic
60373146	6-8	816	6	2	11	14
60373543	6-8	844	5	1	3	22
60373902	6-8	797	5	3	6	7
60374406	6-8	635	5	1	2	4
61143320	6-8	900	4	2	4	10
61143785	6-8	844	6	1	5	8
61144051	6-8	933	7	1	5	8
61144209	6-8	1,092	7	2	4	5
61144498	6-8	1,019	6	1	4	6
61193544	6-8	792	3	2	1	5
170012059	6-8	469	17	2	51	14
170012435	6-8	897	25	2	15	13
170013095	6-8	754	58	1	25	11
170013277	K-5	1,036	14	3	10	12
170013517	6-8	638	20	2	20	11
172103431	6-8	742	16	2	20	22
172103626	6-8	740	15	1	15	18
172103701	6-8	746	11	2	10	14
174013098	7-8	584	24	2	21	26
174013163	7-8	678	30	3	15	27
174033280	6-8	828	29	2	34	16
174033434	6-8	1,129	21	1	20	10
174082394	6-8	695	7	3	4	11
174083169	6-8	747	9	14	6	18
174113038	6-8	895	22	1	2	5
174113636	6-8	902	9	1	4	6
174113879	6-8	940	14	0	2	3
174114460	6-8	999	18	0	3	2
174114460	6-8	999	18	0	3	2
174142308	7-9	549	11	1	3	7
174143232	7-9	857	16	1	2	7
174143590	7-9	478	6	1	4	5
174143922	7-9	664	18	2	6	9
174144148	7-9	712	8	1	2	6
174153570	7-8	514	16	2	22	11
174153764	7-8	571	21	2	12	6
174154127	7-8	654	12	1	7	5
174174021	7-9	955	14	0	3	7
174174516	7-9	662	6	2	1	3
181004441	6-8	1,112	11	4	13	6
184014249	7-9	930	12	2	6	4
184023046	7-9	859	12	2	5	3
184023680	7-9	830	9	2	4	4
270032575	7-9	427	4	2	2	3
270033052	7-9	911	7	3	4	4
270033750	7-9	935	7	2	6	7
270103054	6-8	713	23	2	24	12
270103243	6-8	585	8	3	35	6
270103450	6-8	466	28	2	16	34
274003248	6-8	647	9	1	20	18
274003297	6-8	564	8	1	21	10
310024437	6-8	987	15	1	3	5
310063120	6-8	836	12	1	4	5
310064231	6-8	863	11	3	8	22
310064425	6-8	788	13	2	8	20
310064430	6-8	895	22	1	4	3
310153560	7-8	709	22	2	7	9
310153650	7-8	651	12	2	6	5
310153754	7-8	652	13	2	7	11
310253355	6-7	1,041	8	13	2	7
310254357	6-8	969	8	2	3	7
320813257	7-8	684	3	7	5	3
320813356	7-8	888	3	2	6	3
320813413	7-8	756	2	3	2	3
320814457	7-8	830	3	2	5	3
323562776	6-8	467	2	1	3	6
323563260	6-8	510	1	3	2	3
340033361	7-8	667	14	2	7	10
375014442	6-8	602	3	2	3	7

SID	PercentWhite	PercentMales	PercentFemales	StudentsPerClassroomTeacher	FreeorReducedPricedMeals	AvgYearsEducationalExperience
60373146	66	53	47	15	58	11
60373543	69	50	50	17	53	10
60373902	78	55	45	19	39	11
60374406	87	54	46	18	13	11
61143320	78	50	50	17	53	14
61143785	80	51	49	16	47	11
61144051	77	53	47	17	37	12
61144209	81	51	49	16	32	12
61144498	82	48	52	16	37	11
61193544	89	51	49	18	39	10
170012059	16	56	44	16	68	11
170012435	45	54	46	19	40	8
170013095	5	54	46	18	68	11
170013277	61	52	48	21	29	14
170013517	47	53	47	18	39	10
172103431	38	54	46	16	37	9
172103626	49	53	47	16	34	10
172103701	61	52	48	17	27	12
174013098	27	52	48	18	69	9
174013163	25	52	48	19	70	8
174033280	19	52	48	17	67	10
174033434	48	52	48	20	46	9
174082394	74	55	45	17	38	12
174083169	54	55	45	16	57	11
174113038	70	51	49	20	8	10
174113636	80	52	48	22	15	11
174113879	81	54	46	21	2	11
174114460	77	53	47	21	4	13
174114460	77	53	47	21	4	13
174142308	77	53	47	18	12	14
174143232	73	50	50	16	15	11
174143590	84	51	49	17	16	19
174143922	65	51	49	15	25	15
174144148	82	51	49	17	11	13
174153570	40	54	46	16	62	13
174153764	55	54	46	19	36	14
174154127	71	54	46	20	20	17
174174021	75	52	48	19	13	14
174174516	87	51	49	19	5	13
181004441	63	48	52	26	57	17
184014249	0	52	48	18	27	11
184023046	76	51	49	18	33	12
184023680	81	54	46	18	35	9
270032575	86	57	43	16	23	14
270033052	78	50	50	19	19	13
270033750	75	51	49	21	22	13
270103054	39	53	47	17	61	11
270103243	48	52	48	16	61	18
270103450	19	52	48	13	85	14
274003248	51	53	47	18	45	10
274003297	59	52	48	19	35	11
310024437	73	50	50	22	19	11
310063120	74	53	47	19	27	10
310064231	53	53	47	17	63	11
310064425	52	53	47	18	60	10
310064430	70	53	47	19	16	14
310153560	59	49	51	18	38	12
310153650	75	50	50	17	22	10
310153754	67	49	51	18	34	12
310253355	70	54	46	18	38	13
310254357	80	54	46	18	33	11
320813257	80	47	53	15	77	10
320813356	83	51	49	18	32	16
320813413	89	51	49	18	31	14
320814457	85	52	48	18	41	13
323562776	88	54	46	13	54	15
323563260	92	56	44	14	40	15
340033361	66	48	52	17	37	13
375014442	83	52	48	17	29	14

SID	PercentTeachersWithAtLeastMasterDegree	totaltestedA	pmsreadA	totaltestedAA	pmsreadAA	totaltestedL	pmsreadL	totaltestedNA
60373146	70	19	61.1	27	68	37	54.5	5
60373543	70	10	50.0	11	36	50	39.5	2
60373902	81	18	66.7	14	69	17	52.9	7
60374406	66	15	93.3	8		12	60.0	5
61143320	72	9		10		27	53.8	3
61143785	70	19	36.8	9		22	45.0	3
61144051	73	17	100.0	17	69	26	64.0	3
61144209	69	23	73.9	17	75	13	38.5	7
61144498	75	23	72.7	14	79	16	37.5	3
61193544	59	5		4		8		3
170012059	76	28	59.3	75	42	20	58.8	1
170012435	75	69	73.1	38	44	39	48.7	4
170013095	54	139	73.7	61	52	19	26.3	5
170013277	45	54	78.4	27	32	38	52.9	11
170013517	54	33	87.9	51	50	25	60.0	5
172103431	58	49	84.8	49	68	50	68.2	3
172103626	64	33	90.0	46	77	40	68.6	5
172103701	71	34	76.5	30	63	34	56.7	5
174013098	56	64	69.5	61	53	74	38.0	6
174013163	61	107	64.6	48	32	95	38.6	10
174033280	66	86	75.0	100	44	40	45.9	3
174033434	64	79	70.5	78	46	31	37.0	7
174082394	73	21	70.0	9		27	30.4	9
174083169	62	19	61.1	18	56	38	45.9	35
174113038	61	59	93.2	5		13	54.5	2
174113636	61	25	96.0	7		16	64.3	1
174113879	49	52	94.2	3		5		2
174114460	66	56	92.9	10	60	12	100.0	1
174114460	66	56	92.9	10	60	12	100.0	1
174142308	42	20	80.0	3		14	46.2	3
174143232	56	46	84.8	5		13	45.5	3
174143590	36	9		7		8		
174143922	56	46	79.1	18	71	18	64.7	4
174144148	62	17	100.0	4		15	71.4	2
174153570	56	37	86.5	62	38	33	40.0	4
174153764	50	68	75.4	30	62	16	76.9	4
174154127	58	52	66.0	22	43	17	58.8	3
174174021	63	48	83.0	6		26	52.0	2
174174516	66	15	100.0	2		8		3
181004441	67	54	78.8	45	48	26	65.4	20
184014249	64	45	82.2	25	64	17	64.7	11
184023046	63	35	67.6	12	33	17	76.5	5
184023680	60	12	33.3	14	57	14	72.7	5
270032575	56	7		5		2		6
270033052	73	24	82.6	13	50	13	66.7	6
270033750	61	26	76.9	22	52	25	64.0	8
270103054	58	66	65.1	55	44	24	57.1	7
270103243	61	18	66.7	66	66	10		4
270103450	58	50	53.7	23	40	41	55.3	4
274003248	56	19	63.2	52	53	35	38.2	
274003297	80	21	95.0	42	52	17	56.3	2
310024437	67	51	91.5	9		11	80.0	1
310063120	57	38	86.1	16	63	12	58.3	2
310064231	54	35	97.1	17	77	61	63.8	10
310064425	62	23	81.8	22	62	48	63.0	3
310064430	52	71	86.4	16	67	10	70.0	1
310153560	69	81	83.1	27	65	35	54.5	4
310153650	51	42	78.6	12	50	20	52.6	7
310153754	64	37	68.6	28	55	32	56.0	5
310253355	64							
310254357	56	30	75.0	9		25	52.2	8
320813257	70	11	50.0	21	39	10		22
320813356	76	11	81.8	23	67	18	88.9	15
320813413	71	8		6		12	75.0	8
320814457	75	15	80.0	16	47	15	71.4	10
323562776	61	4		5		7		1
323563260	50	3		1		3		6
340033361	65	46	63.4	24	79	33	46.2	10
375014442	47	8		9		14	78.6	5

SID	pmsreadNA	totaltestedW	pmsreadW	perminority	District#	BuildingNumber	STAA	STA	STW	STL	STNA	Daysinyear
60373146		186	73.6	27.08		3,146						
60373543		193	67.4	25.95		3,543						
60373902		193	69.1	15.93	6,037	3,902						169
60374406		201	84.0	8.03	6,037	4,406						169
61143320		250	67.3	16.11	6,114	3,320						168
61143785		238	61.7	13.27	6,114	3,785						168
61144051		242	77.5	13.93	6,114	4,051						168
61144209		292	71.8	11.54	6,114	4,209						168
61144498		254	85.5	10.89	6,114	4,498						168
61193544		254	71.4	7.70		3,544						
170012059		32	63.3	67.59		2,059						
170012435		144	76.2	29.88	17,001	2,435						162
170013095		13	66.7	37.40	17,001	3,095						162
170013277	90.9	229	85.3	25.10	17,001	3,277						162
170013517		96	85.4	32.76	17,001	3,517						162
172103431		106	77.2	43.80	17,210	3,431						161
172103626		135	89.8	33.51	17,210	3,626						161
172103701		167	81.7	26.14	17,210	3,701						161
174013098		76	58.7	48.63	17,401	3,098						163
174013163	60.0	82	65.4	44.99	17,401	3,163						163
174033280		51	42.0	52.17		3,280						
174033434		194	73.3	31.44		3,434						
174082394		199	70.2	18.56		2,394						
174083169	45.5	147	63.4	37.48	17,408	3,169						163
174113038		234	91.8	7.60	17,411	3,038	0.00	-0.19	0.12	0.03	0.04	162
174113636		250	82.3	10.53	17,411	3,636	0.05	-0.07	0.00	0.04	-0.02	162
174113879		268	92.9	4.89	17,411	3,879	-0.01	-0.14	0.19	-0.13	-0.01	162
174114460		267	89.1	5.11	17,411	4,460	0.07	-0.14	0.06	0.01	-0.01	162
174114460		267	89.1	5.11	17,411	4,460	0.07	-0.14	0.06	0.01	-0.01	162
174142308		134	78.4	10.38	71,414	2,308						168
174143232		212	81.1	9.92	71,414	3,232						168
174143590		150	80.7	10.46	71,414	3,590						170
174143922		137	84.2	16.11	71,414	3,922						168
174144148		202	89.6	8.71	71,414	4,148						168
174153570		121	66.7	35.02	17,415	3,570						165
174153764		179	79.9	19.09	17,415	3,764						165
174154127		255	63.2	13.61	17,415	4,127						165
174174021		222	83.7	10.26	17,417	4,021						162
174174516		225	91.1	5.59	17,417	4,516						162
181004441	75.0	198	70.6	23.02	17,210	4,441						159
184014249	72.7	245	70.5	12.58	18,401	4,249	0.12	-0.07	-0.14	0.09	0.00	165
184023046		204	63.8	10.13	18,402	3,046						164
184023680		225	59.5	10.36	18,402	3,680						164
270032575		118	69.8	6.79	27,003	2,575						165
270033052		224	68.6	10.98	27,003	3,052						165
270033750		245	69.2	15.51	27,003	3,750						165
270103054		94	66.7	37.31	27,010	3,054						165
270103243		89	68.8	44.10		3,243						
270103450		39	51.4	51.93	27,010	3,450						165
274003248		123	76.2	38.49	27,400	3,248						169
274003297		118	69.6	32.09	27,400	3,297						169
310024437		244	82.6	9.63	31,002	4,437						164
310063120		223	82.4	10.65	31,006	3,120						162
310064231	60.0	161	74.5	32.91	31,006	4,231						162
310064425		145	68.8	30.20	31,006	4,425						162
310064430		210	81.3	7.49	31,006	4,430						162
310153560		207	80.3	18.19	31,015	3,560						160
310153650		236	80.8	12.44	31,015	3,650						160
310153754		227	67.6	20.40		3,754						
310253355				22.00	31,025	3,355						164
310254357		274	62.3	11.87	31,025	4,357						164
320813257	63.2	282	54.8	15.79	32,081	3,257	0.08	0.30	-0.13	-0.01	0.04	168
320813356	64.3	368	85.4	11.94	32,081	3,356	0.12	-0.02	-0.08	0.03	-0.01	168
320813413		314	72.1	7.54	32,081	3,413	0.06	-0.02	-0.10	0.03	0.03	168
320814457		349	79.8	10.00	32,081	4,457	0.00	-0.02	-0.02	0.02	0.03	168
323562776		141	55.1	10.28	32,356	2,776						167
323563260		139	81.9	7.25	32,356	3,260						169
340033361		209	76.0	19.94	34,003	3,361	0.00	-0.07	0.02	0.05	0.00	169
375014442		159	87.1	12.79	37,501	4,442	0.08	-0.02	-0.07	0.01	0.00	164

SID	EGrades18Students	EAmer.Indian	EAsianPacIs	EBlack	EHispanic	EWhite	ESpecialEd	ELimitedEnglish	ELowIncome	UXAllStudents
60373146										
60373543										
60373902	791	22	49	54	54	611	120	0	318	269
60374406	640	9	33	15	29	553	62	0	100	96
61143320	913	17	40	36	89	715	128	87	471	2,252
61143785	854	8	55	39	67	683	122	55	391	1,732
61144051	911	8	66	48	75	705	112	52	335	1,732
61144209	1,088	19	79	49	57	878	92	43	340	1,698
61144498	1,006	6	62	41	66	822	122	56	359	871
61193544										
170012059										
170012435	889	17	224	131	115	403	121	86	366	821
170013095	748	10	430	186	85	38	103	160	519	1,324
170013277	1,028	32	141	104	119	632	116	56	303	690
170013517	636	10	130	129	70	297	96	61	246	902
172103431	743	12	132	142	171	280	109	61	287	650
172103626	754	9	120	115	138	362	99	54	268	1,082
172103701	750	12	87	76	111	456	93	37	218	715
174013098	572	13	141	120	152	147	70	94	391	3,473
174013163	675	15	208	101	189	163	93	116	468	3,461
174033280										
174033434										
174082394										
174083169	742	98	66	47	132	400	83	48	405	1,206
174113038	896	7	194	16	45	633	93	30	71	321
174113636	900	11	83	33	49	725	109	0	129	149
174113879	936	3	134	15	26	759	79	0	25	413
174114460	996	3	182	26	24	763	98	0	38	349
174114460	996	3	182	26	24	763	98	0	38	349
174142308	350	3	38	9	29	268	45	5	45	444
174143232	577	7	93	14	39	418	50	9	92	113
174143590	318	2	18	15	18	265	39	0	62	73
174143922	438	7	87	25	37	280	51	8	125	572
174144148	476	4	39	7	33	388	46	0	61	38
174153570	520	8	92	116	59	207	68	79	320	1,325
174153764	573	10	134	66	34	311	46	54	208	257
174154127	655	7	81	48	36	467	71	12	119	208
174174021	631	3	89	17	47	471	81	17	91	144
174174516	461	7	28	3	15	404	51	0	30	52
181004441	1,103	45	137	140	66	701	137	15	631	2,863
184014249	632	15	75	39	29	474	84	7	180	160
184023046	545	8	73	28	24	407	61	4	182	296
184023680	542	10	40	24	26	442	66	2	200	327
270032575	270	10	14	5	6	225	35	0	57	72
270033052	619	14	49	32	28	477	61	0	109	54
270033750	617	14	50	42	41	459	66	0	131	305
270103054	716	14	164	170	86	283	97	42	445	924
270103243										
270103450	464	11	132	75	154	93	83	107	399	919
274003248	652	8	61	129	118	331	48	40	295	623
274003297	574	6	50	122	57	335	66	4	193	316
310024437	990	10	157	34	52	718	82	35	186	621
310063120	838	10	106	34	44	624	69	36	240	536
310064231	862	27	97	63	190	457	100	109	551	870
310064425	799	19	109	67	152	421	108	111	491	865
310064430	898	7	196	37	25	624	91	35	148	500
310153560	712	11	163	52	69	418	45	75	250	1,406
310153650	648	10	82	35	33	488	69	0	130	783
310153754										
310253355	1,039	133	85	16	76	729	143	60	393	3,260
310254357	965	23	76	28	68	772	152	34	315	3,352
320813257	684	46	22	37	21	548	103	37	519	1,350
320813356	875	21	25	52	28	726	81	23	281	398
320813413	736	19	14	14	21	656	60	2	227	542
320814457	823	15	25	43	24	697	64	24	327	633
323562776	458	6	8	14	28	403	64	24	249	600
323563260	514	13	5	10	15	472	68	1	196	334
340033361	661	19	89	49	68	433	91	25	238	398
375014442	590	14	20	19	42	490	74	9	157	494

SID	UAmer.Indian	UAsianPacIs	UBlack	UHispanic	UWhite	USpecialEd	ULimitedEnglish	ULowIncome	RAllStudents	RAmer.Indian	RAsianPacIs
60373146	52	76	98	138	497						
60373543	52	76	98	138	497						
60373902	5	8	13	9	234	86	0	149	0	0	0
60374406	15	2	0	12	67	50	0	79	0	1	0
61143320	63	46	105	245	1,724	470	303	1,566	1	2	1
61143785	17	33	82	188	1,412	406	110	961	1	1	0
61144051	17	33	82	188	1,412	406	110	961	1	1	0
61144209	57	68	83	107	1,375	228	138	950	1	2	1
61144498	9	46	34	101	672	106	84	452	1	1	0
61193544	52	76	98	138	497						
170012059	52	76	98	138	497						
170012435	23	113	202	182	301	210	120	564	1	1	0
170013095	9	448	452	306	109	430	341	1,054	1	1	1
170013277	18	65	211	176	220	243	184	448	0	0	0
170013517	13	114	286	219	270	212	220	657	1	1	1
172103431	14	78	134	226	189	127	70	333	1	1	0
172103626	5	80	180	259	372	282	73	477	1	0	0
172103701	15	81	142	135	330	168	48	308	1	1	1
174013098	99	683	693	1,101	897	427	784	2,762	4	5	3
174013163	75	691	476	1,305	913	595	606	2,595	3	3	2
174033280	52	76	98	138	497						
174033434	52	76	98	138	497						
174082394	52	76	98	138	497						
174083169	294	138	162	211	401	207	135	877	1	2	1
174113038	20	21	41	45	194	117	20	148	0	2	0
174113636	7	5	7	43	87	30	0	69	0	0	0
174113879	13	18	36	28	318	46	0	60	0	3	0
174114460	0	41	33	21	254	90	0	117	0	0	0
174114460	0	41	33	21	254	90	0	117	0	0	0
174142308	3	38	23	89	282	105	11	111	1	1	1
174143232	0	0	0	0	0	0	0	0	0	0	0
174143590	0	4	5	7	55	15	0	19	0	0	0
174143922	4	106	24	86	344	120	11	335	1	0	1
174144148	0	0	4	5	29	0	0	0	0	0	0
174153570	16	74	280	420	402	332	211	236	2	1	0
174153764	3	46	42	31	123	51	43	82	0	0	0
174154127	5	26	39	15	123	42	23	27	0	0	0
174174021	5	4	6	42	85	22	18	50	0	1	0
174174516	4	2	2	13	31	8	0	16	0	0	0
181004441	300	295	543	326	1,968	502	24	2,666	2	4	1
184014249	13	10	15	8	114	79	2	102	0	1	0
184023046	0	28	10	6	243	101	0	185	0	0	0
184023680	2	8	27	3	287	58	0	176	0	0	0
270032575	6	1	9	1	48	32	0	12	0	0	0
270033052	2	1	1	6	72	14	0	17	0	0	0
270033750	20	4	49	16	210	66	0	64	0	1	0
270103054	46	76	114	102	586	92	9	572	1	2	0
270103243	52	76	98	138	497						
270103450	19	188	232	250	230	160	49	861	1	1	1
274003248	10	10	115	150	333	102	41	388	1	1	0
274003297	3	21	78	37	175	66	2	117	0	0	0
310024437	7	64	33	76	441	59	52	249	0	0	0
310063120	2	67	56	58	353	256	32	402	0	0	0
310064231	11	13	24	147	393	144	64	870	1	0	0
310064425	47	41	54	189	507	146	113	713	1	2	0
310064430	44	34	39	18	365	117	12	231	0	4	0
310153560	33	173	181	201	818	171	260	838	1	2	1
310153650	12	94	58	87	532	158	0	380	1	1	1
310153754	52	76	98	138	497						
310253355	1,069	96	38	292	1,764	899	208	2,111	2	5	1
310254357	244	106	98	258	2,646	691	218	1,674	2	6	1
320813257	179	30	65	25	1,029	291	48	1,201	1	2	1
320813356	24	1	41	5	307	135	8	323	0	1	0
320813413	8	8	7	17	497	68	2	384	0	0	0
320814457	111	2	29	9	457	80	39	675	0	4	0
323562776	4	4	5	23	563	142	38	481	1	0	0
323563260	49	1	5	1	265	100	0	232	0	2	0
340033361	31	35	35	51	240	100	12	209	0	1	0
375014442	20	0	20	102	352	68	24	6	1	1	0

SID	RBlack	RHispanic	RWhite	RSpecialEd	RLimitedEnglish	RLowIncome	numAAmetstand	numNAmetstand	numLmetstand
60373146							3	5	1
60373543							3	5	1
60373902	0	0	0	0	0	0	5	5	3
60374406	0	0	0	0	0	0	3	5	5
61143320	2	2	1	2	2	2	3	5	2
61143785	1	2	1	2	1	1	3	5	2
61144051	1	1	1	2	1	2	4	5	2
61144209	1	1	1	1	2	2	4	5	3
61144498	0	1	0	1	1	1	6	5	2
61193544							3	5	3
170012059							1	5	3
170012435	1	1	0	1	1	1	1	5	1
170013095	2	2	2	3	1	1	1	5	1
170013277	1	1	0	1	2	1	1	8	1
170013517	1	2	1	1	2	2	1	5	2
172103431	1	1	0	1	1	1	1	5	1
172103626	1	1	1	2	1	1	2	5	2
172103701	1	1	0	1	1	1	2	5	2
174013098	4	4	4	4	5	4	1	5	1
174013163	3	4	3	4	3	3	1	6	0
174033280							0	5	1
174033434							1	5	1
174082394							3	5	1
174083169	2	1	1	2	2	1	3	1	1
174113038	2	1	0	1	0	1	3	5	4
174113636	0	1	0	0	0	0	3	5	4
174113879	1	1	0	0	0	1	3	5	3
174114460	1	1	0	1	0	2	6	5	8
174114460	1	1	0	1	0	2	6	5	8
174142308	2	2	1	1	1	1	3	5	3
174143232	0	0	0	0	0	0	3	5	4
174143590	0	0	0	0	0	0	3	5	3
174143922	1	1	1	1	1	2	4	5	4
174144148	0	0	0	0	0	0	3	5	5
174153570	1	4	1	3	2	0	1	5	1
174153764	0	1	0	1	0	0	2	5	5
174154127	0	0	0	0	1	0	2	5	3
174174021	0	1	0	0	1	0	3	5	2
174174516	0	1	0	0	0	0	3	5	3
181004441	2	3	2	2	1	3	1	4	3
184014249	0	0	0	1	0	0	3	7	4
184023046	0	0	0	1	0	1	3	5	5
184023680	1	0	0	1	0	1	4	5	5
270032575	1	0	0	1	0	0	3	5	3
270033052	0	0	0	0	0	0	4	5	5
270033750	1	0	0	1	0	0	2	5	3
270103054	0	1	1	1	0	1	1	5	2
270103243							1	5	3
270103450	2	1	1	1	0	1	2	5	1
274003248	1	1	1	1	1	1	1	5	1
274003297	0	0	0	1	0	0	1	5	3
310024437	1	1	0	0	1	1	3	5	7
310063120	1	1	0	2	1	1	4	5	5
310064231	0	0	1	1	0	1	5	6	1
310064425	0	1	1	1	1	1	3	5	1
310064430	1	0	0	1	0	1	4	5	7
310153560	2	2	1	2	2	2	2	5	2
310153650	1	2	1	1	0	2	4	5	3
310153754							2	5	2
310253355	1	2	1	4	2	3	3	5	3
310254357	2	2	2	3	4	3	3	5	2
320813257	1	1	1	2	1	1	2	3	3
320813356	0	0	0	1	0	1	3	4	5
320813413	0	0	0	1	1	1	3	5	6
320814457	0	0	0	1	1	1	3	5	5
323562776	0	0	1	1	1	1	3	5	3
323563260	0	0	0	1	0	1	3	5	3
340033361	0	0	0	1	0	1	3	5	1
375014442	1	1	0	1	2	0	3	5	6

SID	disproportionalityDISminorities	totalmetstandardminority	totaltestedminority	percentminoritiesmetstand	totalwhiteasiantested
60373146		8.99	69.00	13.03	205.00
60373543		9.10	63.00	14.44	203.00
60373902		13.05	38.00	34.35	211.00
60374406		12.50	25.00	50.00	216.00
61143320		9.49	40.00	23.73	259.00
61143785		9.55	34.00	28.07	257.00
61144051		11.51	46.00	25.02	259.00
61144209		12.37	37.00	33.44	315.00
61144498		12.96	33.00	39.27	277.00
61193544		10.50	15.00	70.00	259.00
170012059		8.50	96.00	8.85	60.00
170012435		7.40	81.00	9.14	213.00
170013095		7.23	85.00	8.51	152.00
170013277		10.83	76.00	14.25	274.00
170013517		8.38	81.00	10.35	129.00
172103431		7.75	102.00	7.60	155.00
172103626		8.40	91.00	9.23	168.00
172103701		8.75	69.00	12.68	201.00
174013098		6.38	141.00	4.52	140.00
174013163		7.07	153.00	4.62	189.00
174033280		6.59	143.00	4.61	137.00
174033434		6.79	116.00	5.85	273.00
174082394		8.63	45.00	19.17	220.00
174083169		5.60	91.00	6.15	166.00
174113038	0.07	11.19	20.00	55.96	293.00
174113636	0.07	11.52	24.00	47.99	275.00
174113879	-0.15	10.50	10.00	105.00	320.00
174114460	0.07	19.13	23.00	83.19	323.00
174114460	0.07	19.33	23.00	84.06	323.00
174142308		10.80	20.00	54.00	154.00
174143232		11.00	21.00	52.38	258.00
174143590		10.50	54.00	19.44	159.00
174143922		12.52	40.00	31.29	183.00
174144148		12.26	21.00	58.38	219.00
174153570		6.82	99.00	6.89	158.00
174153764		11.88	50.00	23.75	247.00
174154127		10.41	42.00	24.78	307.00
174174021		9.50	34.00	27.94	270.00
174174516		10.50	13.00	80.77	240.00
181004441		7.33	91.00	8.05	252.00
184014249	0.21	12.97	53.00	24.48	290.00
184023046		12.28	34.00	36.10	239.00
184023680		14.27	33.00	43.25	237.00
270032575		10.50	13.00	80.77	125.00
270033052		13.98	32.00	43.68	248.00
270033750		9.94	55.00	18.08	271.00
270103054		8.18	86.00	9.51	160.00
270103243		9.00	80.00	11.25	107.00
270103450		8.09	68.00	11.89	89.00
274003248		7.11	54.00	13.16	142.00
274003297		9.56	61.00	15.67	139.00
310024437		14.77	21.00	70.35	295.00
310063120		13.76	30.00	45.88	261.00
310064231		11.55	88.00	13.12	196.00
310064425		9.13	73.00	12.50	168.00
310064430		16.17	27.00	59.88	281.00
310153560		8.97	66.00	13.59	288.00
310153650		11.80	39.00	30.25	278.00
310153754		8.70	65.00	13.38	264.00
310253355		10.50	54.00	19.44	
310254357		9.59	42.00	22.83	304.00
320813257	0.11	7.73	53.00	14.58	293.00
320813356	0.14	12.13	56.00	21.65	379.00
320813413	0.12	13.75	26.00	52.88	322.00
320814457	0.05	12.68	41.00	30.92	364.00
323562776		10.50	13.00	80.77	145.00
323563260		10.50	10.00	105.00	142.00
340033361	0.05	9.70	67.00	14.48	265.00
375014442	0.09	13.11	28.00	46.84	167.00

SID	percentdisminority	percentdiswasian	percentUnwhiteasian	percentUnminority	percentallmetstandard	percentsocreading	percentawreading
60373146					13.69		78.06
60373543					15.02		70.73
60373902			0.88	0.10	35.00		71.01
60374406			0.71	0.28	50.82		85.84
61143320			0.78	0.18	24.46		
61143785			0.82	0.17	28.46		62.99
61144051			0.82	0.17	25.70		81.39
61144209			0.83	0.15	33.90		73.98
61144498			0.80	0.17	39.77		67.33
61193544					70.73		
170012059					10.89		68.74
170012435			0.44	0.50	9.84		83.63
170013095			0.25	0.58	9.43		74.51
170013277			0.37	0.59	14.85	90.82	90.58
170013517			0.36	0.57	11.69		92.92
172103431			0.35	0.58	8.65		87.01
172103626			0.38	0.41	10.30		98.54
172103701			0.52	0.41	13.47		87.38
174013098			0.36	0.55	5.44		71.48
174013163			0.36	0.54	5.31	81.80	77.57
174033280					5.46		55.73
174033434					6.38		84.35
174082394					19.81		73.73
174083169			0.39	0.55	6.90	108.09	72.25
174113038	0.04	0.03	0.64	0.33	56.59		93.45
174113636	0.08	-0.04	0.60	0.38	48.64		84.27
174113879	-0.14	0.12	0.79	0.19	105.58		93.79
174114460	0.08	-0.01	0.79	0.15	83.75		90.21
174114460	0.08	-0.01	0.79	0.15	84.62		90.20
174142308			0.68	0.26	55.03		79.85
174143232			0.00	0.00	53.02		82.70
174143590			0.78	0.16	20.17		
174143922			0.69	0.20	32.18		86.66
174144148			0.76	0.24	59.25		91.29
174153570			0.33	0.54	7.86		77.71
174153764			0.57	0.30	24.38		82.99
174154127			0.65	0.28	25.20		65.82
174174021			0.60	0.37	28.56		86.61
174174516			0.62	0.37	81.57		92.33
181004441			0.74	0.41	8.64	121.78	79.72
184014249	0.21	-0.18	0.74	0.23	25.01	131.61	73.79
184023046			0.87	0.05	36.65		65.64
184023680			0.89	0.10	43.64		60.26
270032575			0.67	0.22	81.50		
270033052			1.34	0.17	44.29		70.47
270033750			0.70	0.28	18.62		73.33
270103054			0.68	0.28	10.34		73.00
270103243					12.52		74.13
270103450			0.35	0.55	13.07		55.51
274003248			0.54	0.44	14.15		80.67
274003297			0.59	0.37	16.86		75.24
310024437			0.76	0.19	70.94		83.89
310063120			0.72	0.22	46.53		84.25
310064231			0.46	0.21	14.00	144.59	81.44
310064425			0.61	0.34	13.40		74.91
310064430			0.76	0.20	60.48		82.73
310153560			0.64	0.30	14.16		86.17
310153650			0.74	0.20	30.82		83.35
310153754					13.90		72.54
310253355			0.56	0.43	20.17		
310254357			0.81	0.18	23.28		65.52
320813257	0.08	0.02	0.77	0.20	14.93		58.15
320813356	0.15	-0.09	0.77	0.18	22.09	158.51	89.10
320813413	0.10	-0.11	0.92	0.06	53.67		
320814457	0.03	-0.03	0.72	0.24	31.36		82.35
323562776			0.94	0.05	81.50		
323563260			0.79	0.16	105.73		
340033361	0.05	-0.02	0.65	0.29	15.02		80.22
375014442	0.09	-0.08	0.71	0.29	47.57		

Appendix I

Educational Resources Suggested for Professional Development and Book Studies

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* New York: Norton & Company.

Kendall, F. (2006). *Understanding white privilege.* New York: Routledge Taylor & Francis.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children.* San Francisco, CA: Jossey- Bass.

Loewen, J. (1995). *Lies my teacher told me.* New York: The New York Press.

MacLeod, J. (1987). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood.* Bolder, CO: Westview Press.

Mikaelsen, B. (2001). *Touching spirit bear.* New York: HarperCollins Publishers.

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education.* New York: Teachers College Press.

Noguera, P. & Wing, J. (2006). *Unfinished business: Closing the racial achievement gap in our schools.* San Francisco, CA: Jossey-Bass.

Perry, T., Steele, C. & Hilliard, A. (2003). *Young, gifted and black: Promoting high achievement among African-American students.* Boston, MA: Beacon Press.

Suskind, R. (1998). *A hope in the unseen: An American odyssey from the inner city to the ivy league.* New York; Broadway Books.

Ravitch, D. (2003). *The language police.* New York: Random House.

Tatum, B. (1999). *Why are all the black kids sitting together in the cafeteria: And other conversations about race.* New York: Basic Books.

Vareem. H. & McDermott, R. (1998). *Successful failure: The school America builds.* Bolder, CO: Westview Press.