



REDLINING IN OUR
SCHOOLS:
*HOW WHITENESS
CONTROLS ACCESS*

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Whiteness

- A political, economic, and cultural system
 - Whites overwhelmingly control material resources,
 - Ideas of white superiority and entitlement are widespread,
 - White dominance and non-white subordination are daily reenacted¹
- Culture of segregation²
- Whiteness as property^{3,4}

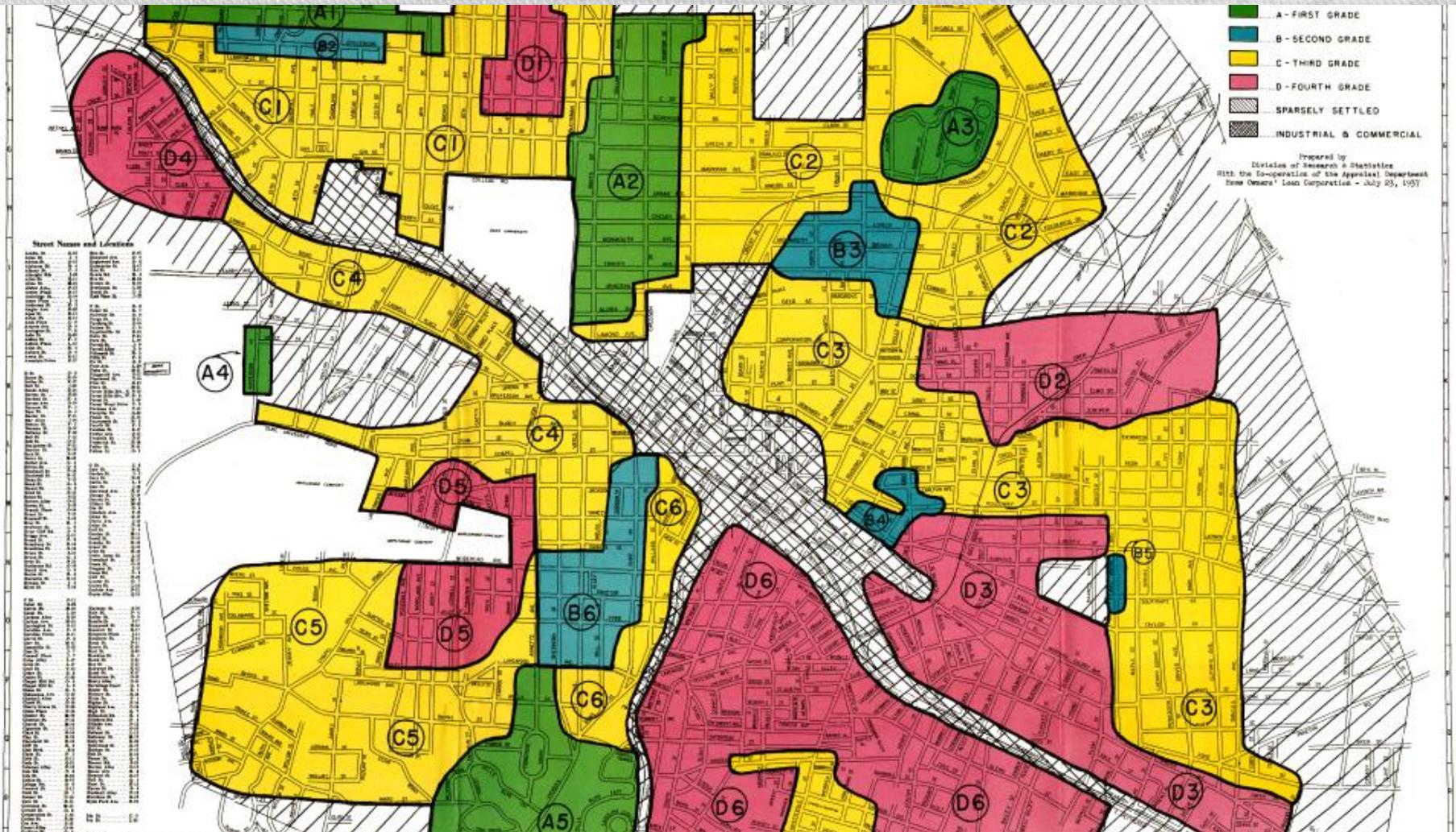
1(Ansley 1997)

2(Calmore 1995)

3(Harris 1993)

4(Ladson-Billings & Tate 1995)

Redlining



Redlining

Schools use a culture-of-segregation logic and whiteness as property to create barriers to meaningful and rigorous curriculum for students of color. These barriers are not necessarily physical but are in effect invisible redlines that create different zones within the classroom. Students of color are in zones with more limited access to the curriculum, in in-class “ghettos” that restrict their movement, voice, and social well-being.

(Blaisdell 2015)

Redlining in “Integrated” Schools

- Norms and expectations
 - *“Justifying” vs. “Calling out”*
- Standardized assessments and grading
 - *“Fragile learners”*
- Racialized tracking:
 - *“maintains a set of conditions in which academic success is linked with whiteness”* (Tyson 2011, 6)

Redlining: Racialized Tracking Between Classes

3rd grade math at South Shore Elementary:

- 48 white students
- 20 Latino students (18 ELLs)
- 10 black students

4 classrooms:

- Classroom 1: 1 Latino and no black students
- Classroom 2: 1 Latino and 2 black students
- Classroom 3: 6 white and 4 black students, all EC
- Classroom 4: 18 Latino ELLs and 4 black students

Redlining: Racialized Tracking within the Classroom

- Over-reliance on ability grouping
- “...it doesn’t work to bring some kids up to speed where they need to be or how to function when they do get something that’s harder to read. If all year they get stuff at their level and then at the end of the year they get something that’s way above their level, and they’ve never had any experience with it, then of course they’re not going to do well. They don’t know how to pick it apart.”

– Ashley, 3rd grade teacher

Racialized Tracking: In class

- Sonya: How are the groups made up? People are supposed to look at the data but then they make decisions to move kids down and they are usually kids of color. They say that can't do that level even though they tested at that level.
- Marvin: And they use the equity lens to say they are making the right decision. They say that the kid needs extra language support so they should be in a group that gives them that support, which are the lower level group, versus what the data tells us he can do.

- Sonya: And I have seen students in the wrong group. They come to my group to focus on a specific skill but they can already do it and I know they have been put in the wrong group.
- Marvin: Sometimes the argument has been that certain students can't be together so one student is moved down
- Jake: We're pigeonholing kids. Sometimes white kids don't do well, and then they still get things. We had a group given this test and the test was blamed when they did poorly on it and we had to retest them.

Racialized Tracking: In Class

- Marvin: White parents don't see their own kids being separated out to do higher level work. They see it as the white kids having to be in class with lower-level kids, like the lower-level students are breathing up all the smart people air
- Marvin: I gave a group a jigsaw activity, and the higher-level kids wanted to know why the lower-level kids got to do it, too. The higher kids thought that was their special thing.
- Whitney: A lot of times it's kids being kids. They want something special and want it to be their special thing.
- Sarah: And the higher-level students need to be challenged [implying that allowing lower level kids into their activities might prevent that from happening].

Interventions and Accommodations

De-Racing

Supplanting a focus on how students are treated as racialized groups with a focus on their individual treatment within the institution. That individualized focus causes schools to fail to see the underlying structural causes of racial disparity.

(Stec 2007)

Dysconscious Racism

“an uncritical habit of mind...justifies inequity and exploitation by accepting the existing order of things as given” (135)

“is a form of racism that tacitly accepts dominant White norms and privileges” (133)

(King 1991)

Successful Teachers

- Resisted dysconsciousness and de-racing
- Address race and whiteness

= Racial literacy

“the capacity to decipher the durable racial grammar that structures racialized hierarchies”

(Guinier 2004, 100)

- *Greater access to higher level curriculum*
- *Lowering the discipline gap*
- *Academic self-esteem*

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