

# Dame-Dame Schools

## What Does Justice Look Like in Predominately Black Low Income Schools?

*Jerome Taylor, PhD*

AFTER READING THE FOLLOWING PAGES, would you like to reserve a seat at our spring conference when we will review methods used by Dame-Dame Schools to close and reverse racial, socioeconomic, and black male achievement gaps in reading and math? Our Academic Health Research Team will review results of recent and prior in-depth interviews with Dame-Dame School principals.

If so, please contact my Executive Assistant Marcella Freeman at [admin001@cfei.org](mailto:admin001@cfei.org) to confirm your availability on Friday, June 24th, from 10:00 to 12:00 noon in 4165 WW Posvar Hall, University of Pittsburgh. Limited seating will be filled on a first come first served basis.

# Keep Hope Alive!

## Sample of Predominately Black Low Income Schools that Have Reversed Racial Achievement Gaps



Funded by  
The Neighborhood  
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Excellence

409 Dinwiddie Street  
Pittsburgh PA 15219  
412-232-0322  
July 17, 2009

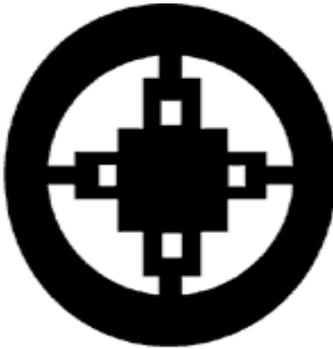
Jerome Taylor, PhD, Project Director  
Martens Roc, MA  
Jessica Mpamugo

This sample of *Dame-Dame Schools* (see next page for full description), which ordinarily would be considered at risk of academic underachievement, have defied the odds. Just what are they doing? How have they achieved such spectacular results in reading and math proficiencies? For the academic year 2009-2010, we will invite two to three of these principals to Pittsburgh. They will share their stories at a public forum. Over their two-day visit, time also will be allocated for private interviews with educational activists and community leaders and with university researchers, public policy makers, and district administrators as well as principals and teachers of Hill District schools. The intent of these consultations is to learn how schools and community together can transform Hill District schools into *Dame-Dame Schools*—centers of academic excellence which multiply students' career options while enhancing the safety, vitality, and generativity of communities where they live. Dates when principals of *Dame-Dame Schools* visit Pittsburgh will be announced.



# Introducing Dame-Dame Schools:

## *Pathways to Communal Recovery and Transformation*



### Initiative of the Educational Justice Project

Jerome Taylor ([taylor@pitt.edu](mailto:taylor@pitt.edu)), Convener  
Department of Africana Studies  
University of Pittsburgh  
May 2, 2009

## What are Dame-Dame Schools?

These schools close or reverse racial achievement gaps in the least expected places—predominately black low-income settings. Our Dame-Dame designation is inspired by its Adinkra icon which symbolizes *intelligence, curiosity, and ingenuity*—attributes of successful schools that have closed or reversed racial achievement gaps in least expected places.

## How do schools qualify?

High achieving predominately black (minimum 75%) low-income (minimum 75%) schools are eligible for one of three Dame-Dame Awards:

- *Gold* if the average black proficiency in reading *and* math is a minimum of 85%;
- *Silver* if the average black proficiency in reading *and* math is a minimum of 75%; or
- *Bronze* if the average black proficiency in reading *or* math is a minimum of 75%.



2006-2007 samples generated from [schooldatairect.org](http://schooldatairect.org) >>>

# Charles Rice Elementary

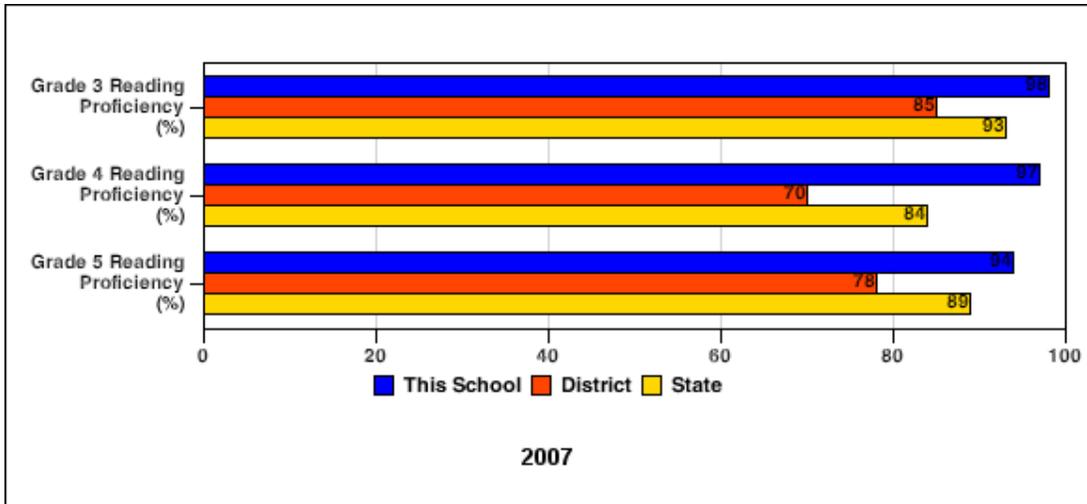
## School Facts

Grade Levels	<b>PreK-5</b>	2425 Pine
2007 Number of Students	<b>476</b>	Street
Did this school make Adequate Yearly Progress in 2007?	<b>Yes</b>	Dallas, TX 75215
Is this school a Charter School?	<b>No</b>	(972)749-1100 Dallas ISD

Principal: Alpher Garrett-Jones

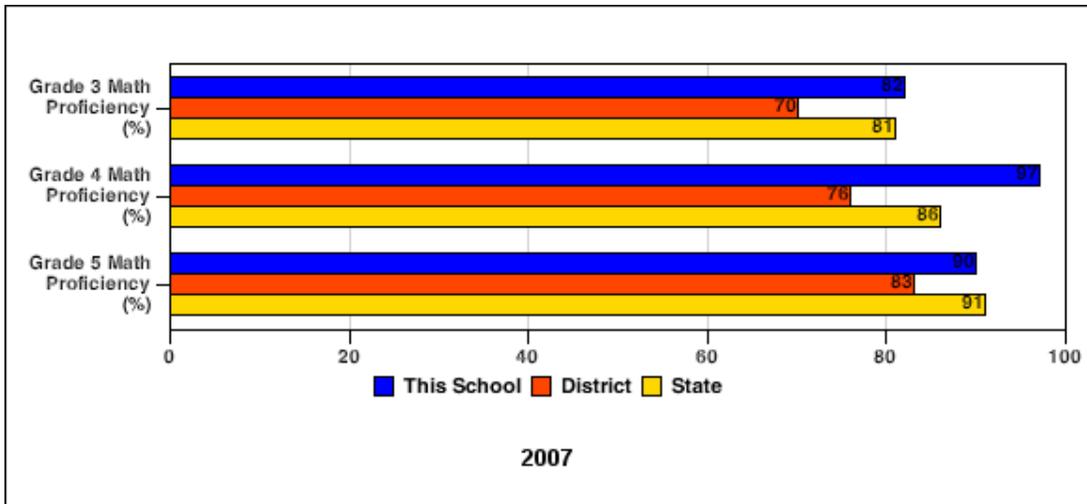
### How Students Performed on State Reading Tests

These state test results show how well students have mastered reading skills in comparison to state standards. State test results alone do not convey a complete picture of academic achievement, and should be viewed with other performance and demographic information.



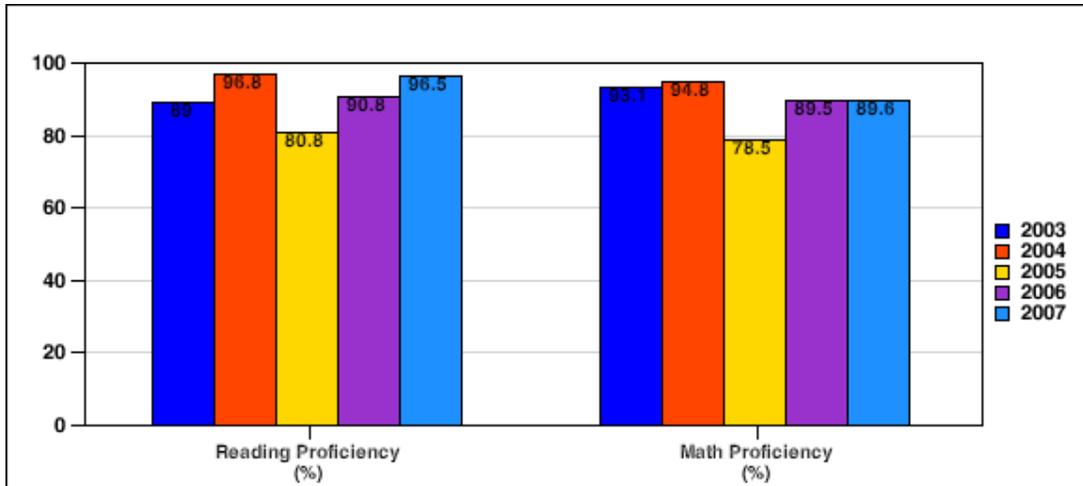
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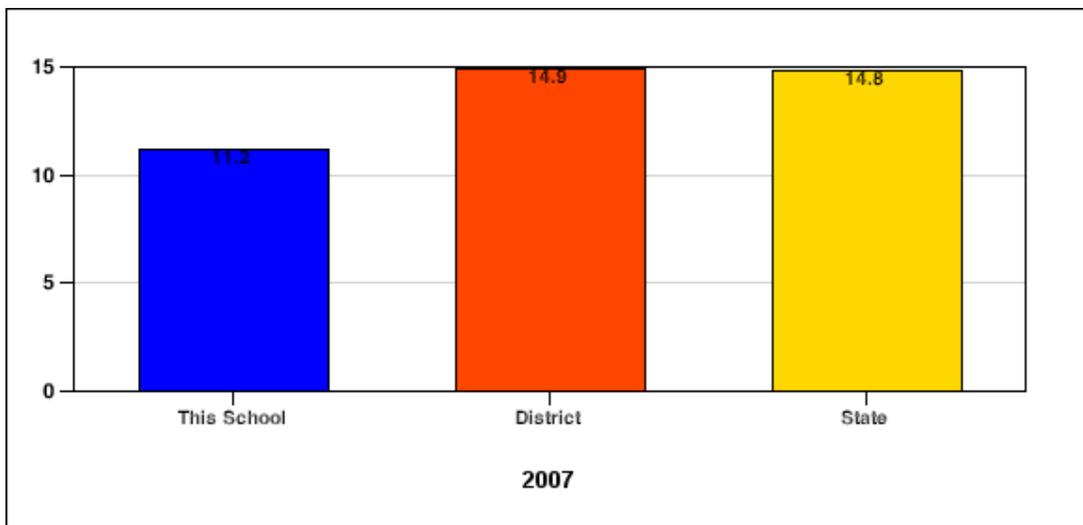
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In addition to comparing student performance on state tests to other comparison groups, it is important to compare the school to itself over time as a means of understanding the school's success in increasing student achievement.



## Students Per Teacher

The number of students per teacher presents an estimate of class size. While smaller classes may allow for more individualized attention and permit greater flexibility in teaching strategies, the benefits of smaller classes are not consistent.



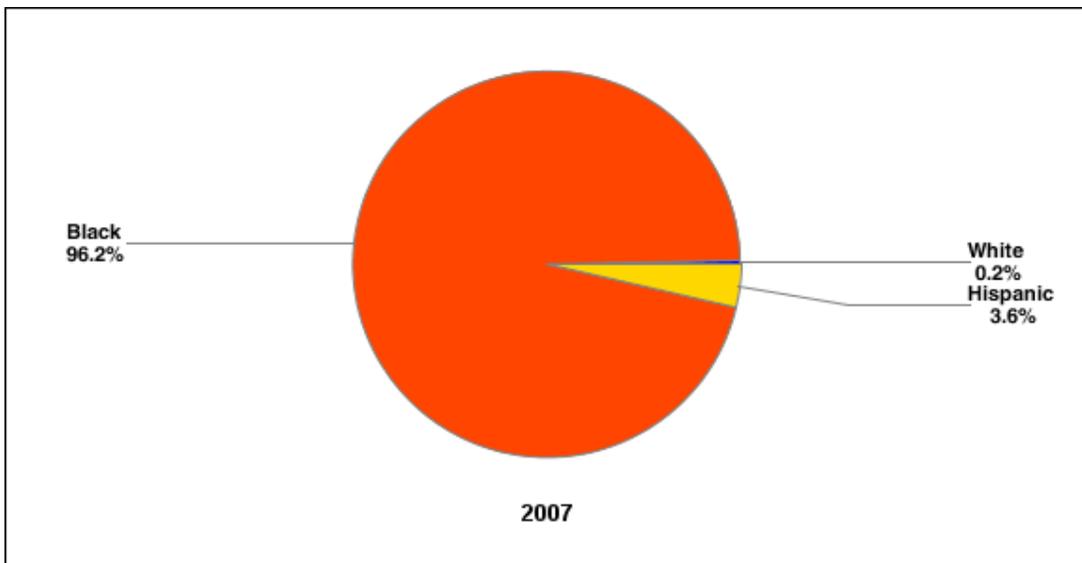
### Enrollment of Students with Special Needs (2007)

School spending shows the monetary resources devoted to a school and its individual students over time. The annual school budget contains all expenditures budgeted for a school, while per-student spending illustrates funds allocated on a per student basis minus facilities and transportation costs.

	This School	District	State
<b>Economically Disadvantaged (%)</b>	91.6	83.9	55.5
<b>English Language Learners (%)</b>	0.8	31.2	16.0
<b>Students with Disabilities (%)</b>	4.4	8.2	10.6

### Enrollment of Racial/Ethnic Groups

The composition of a school's student body is an important contextual factor because of the need to reduce the achievement gaps between student groups.



## Alcott Elementary

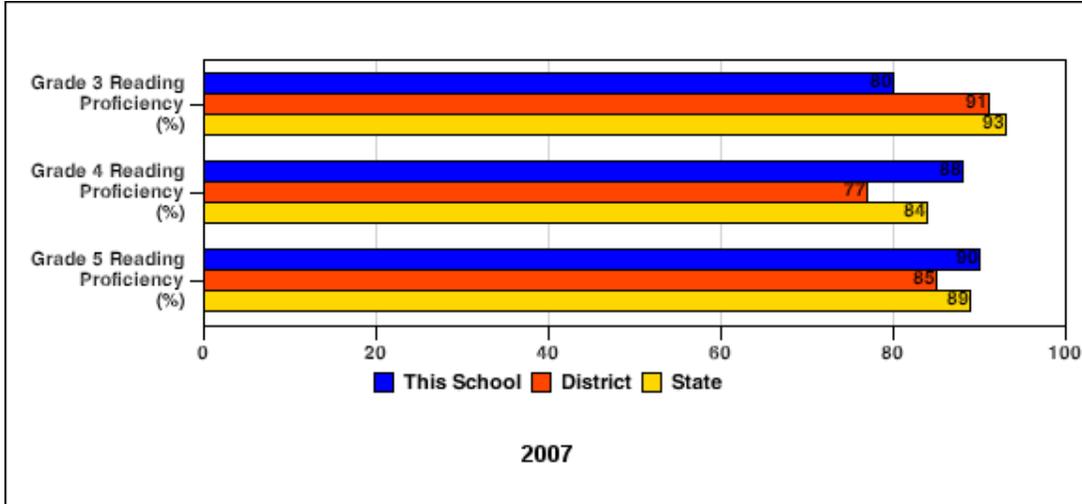
### School Facts

Grade Levels	<b>PreK-5</b>	5859 Bellfort
2007 Number of Students	<b>531</b>	Houston, TX 77033
Did this school make Adequate Yearly Progress in 2007?	<b>Yes</b>	(713)732-3540 Houston ISD
Is this school a Charter School?	<b>No</b>	

Principal: Marshall Scott

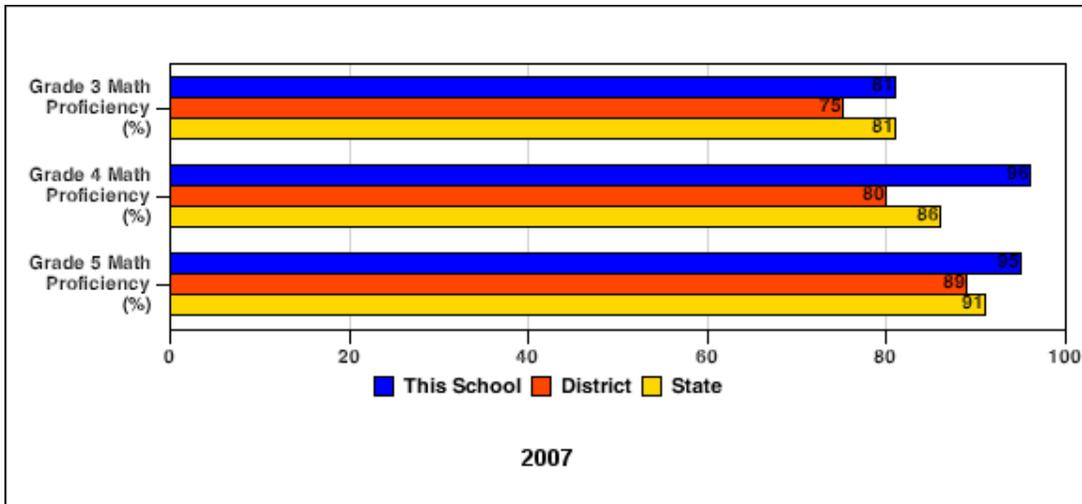
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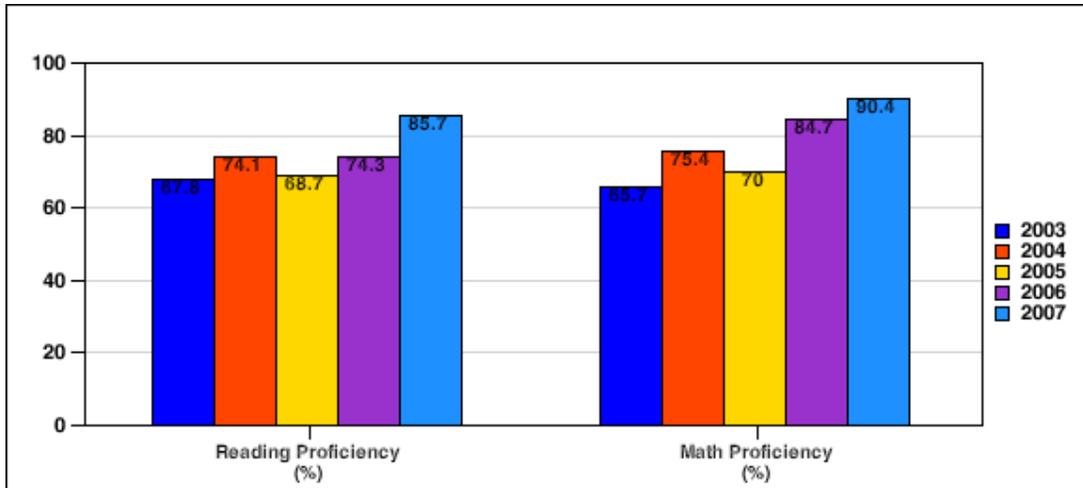
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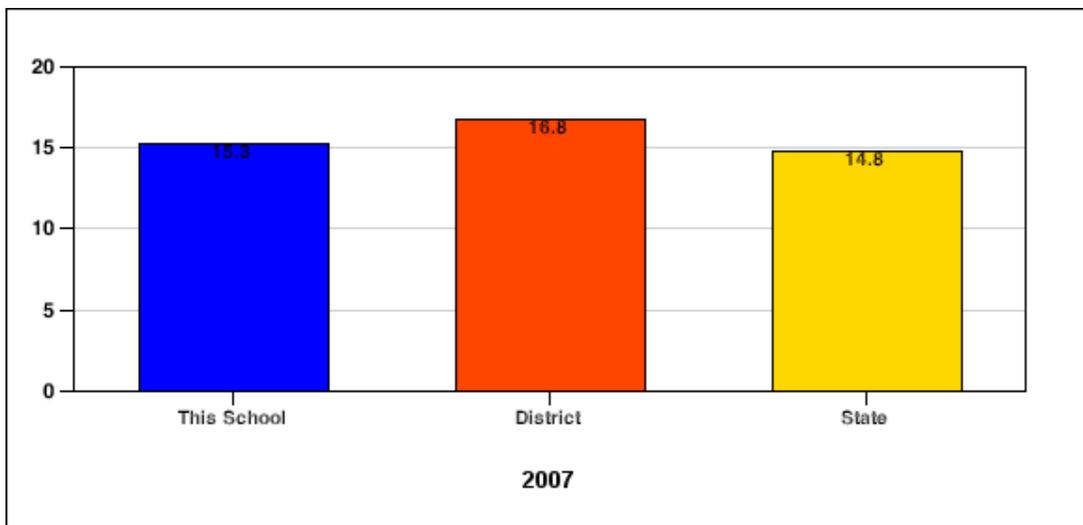
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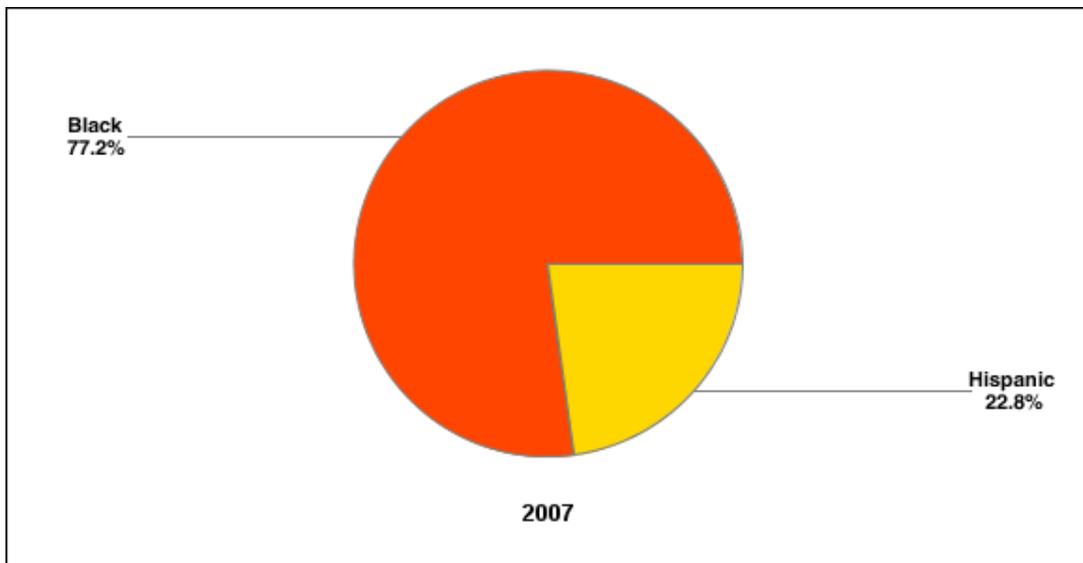
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	<b>This School</b>	<b>District</b>	<b>State</b>
<b>Economically Disadvantaged (%)</b>	93.0	78.1	55.5
<b>English Language Learners (%)</b>	14.3	27.4	16.0
<b>Students with Disabilities (%)</b>	10.0	9.9	10.6

### Enrollment of Racial/Ethnic Groups

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# Cecil Elementary

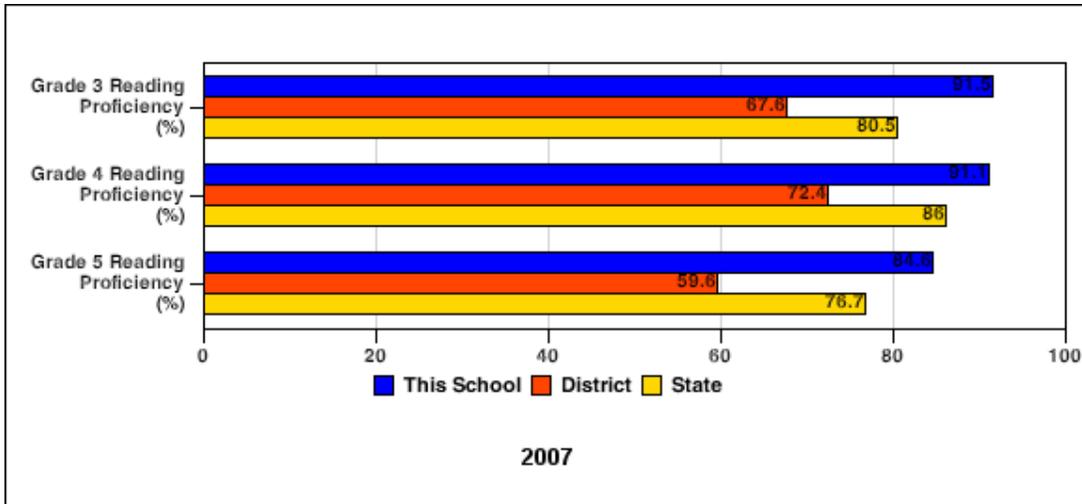
## School Facts

Grade Levels	<b>PreK-5</b>	2000 Cecil Avenue
2007 Number of Students	<b>374</b>	Baltimore, MD 21218
Did this school make Adequate Yearly Progress in 2007?	<b>Yes</b>	(410)396-6385
Is this a Charter School?	<b>No</b>	Baltimore City Public Schools

Principal: Roxanne Forr

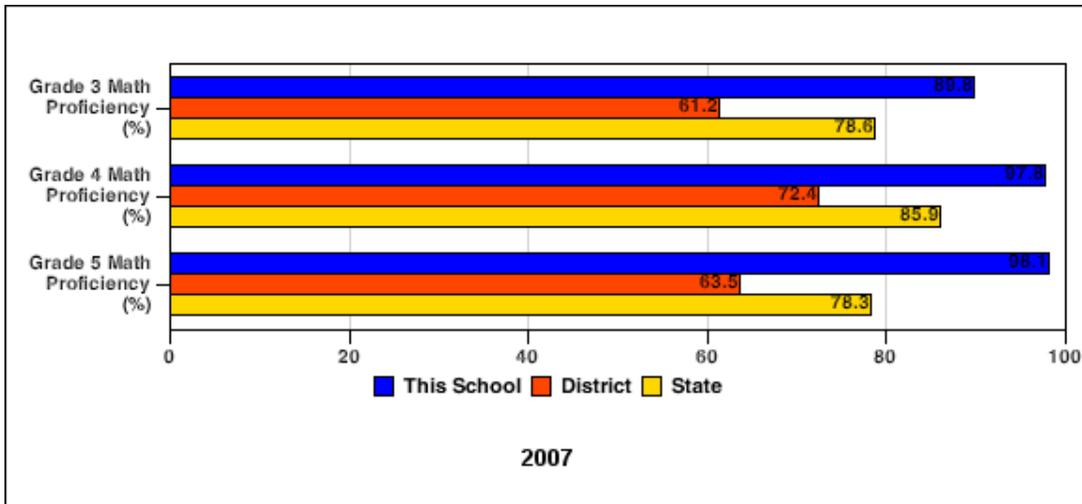
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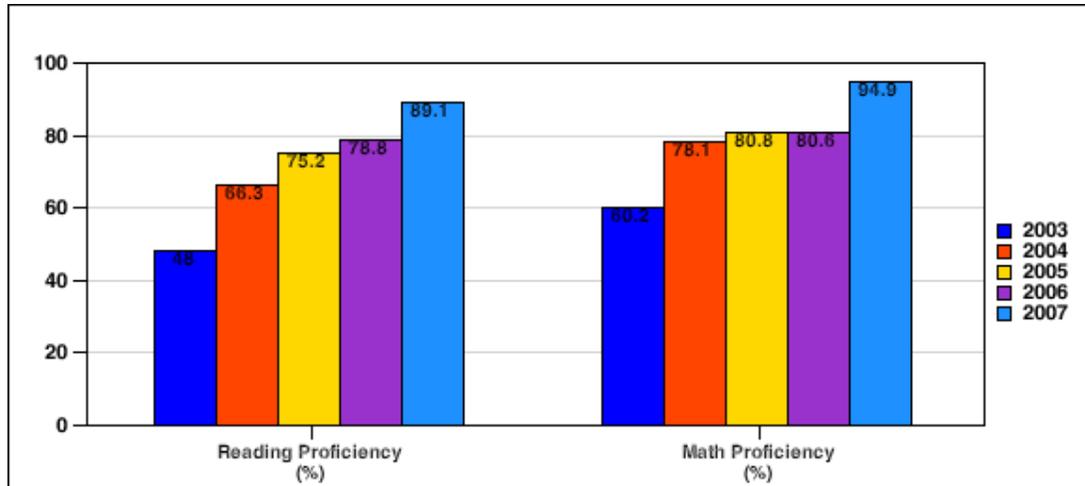
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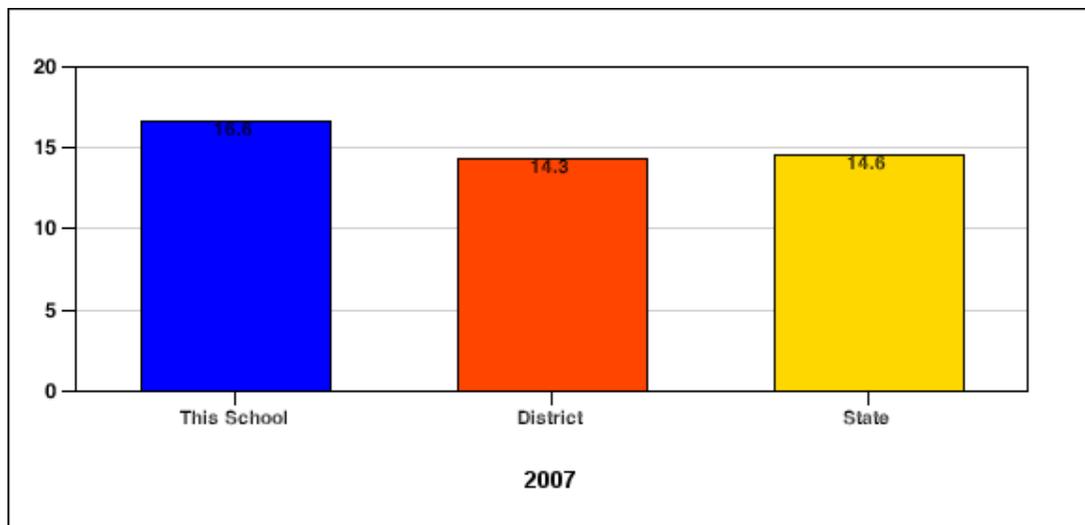
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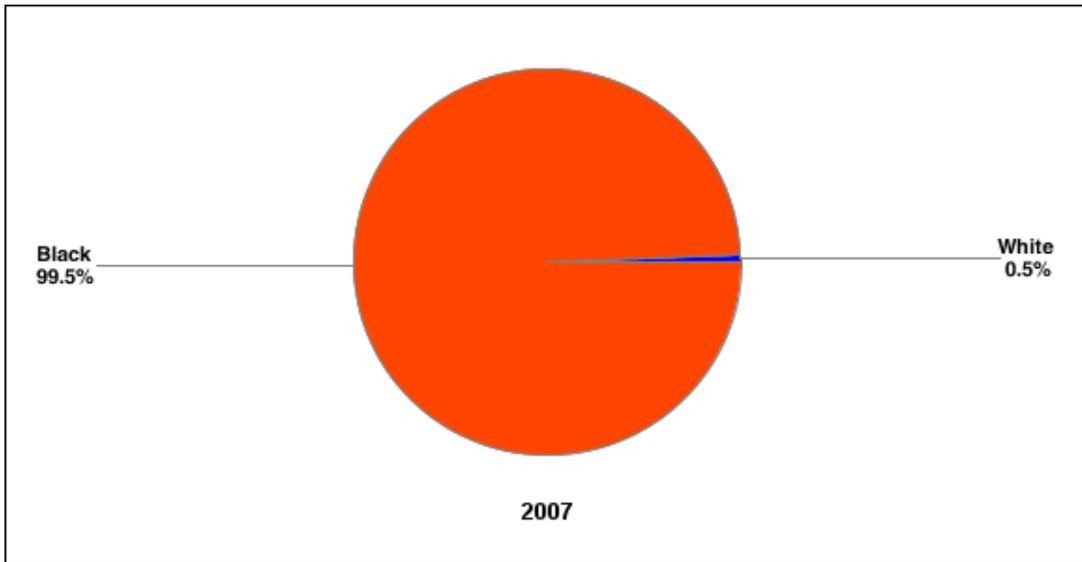
### Enrollment of Students with Special Needs (2007)

The percentage of students with special needs is important to consider when viewing student performance because these students often require additional instruction and resources to help them achieve their full potential.

	This School	District	State
<b>Economically Disadvantaged (%)</b>	92.3	72.2	32.2

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## George Washington Elementary

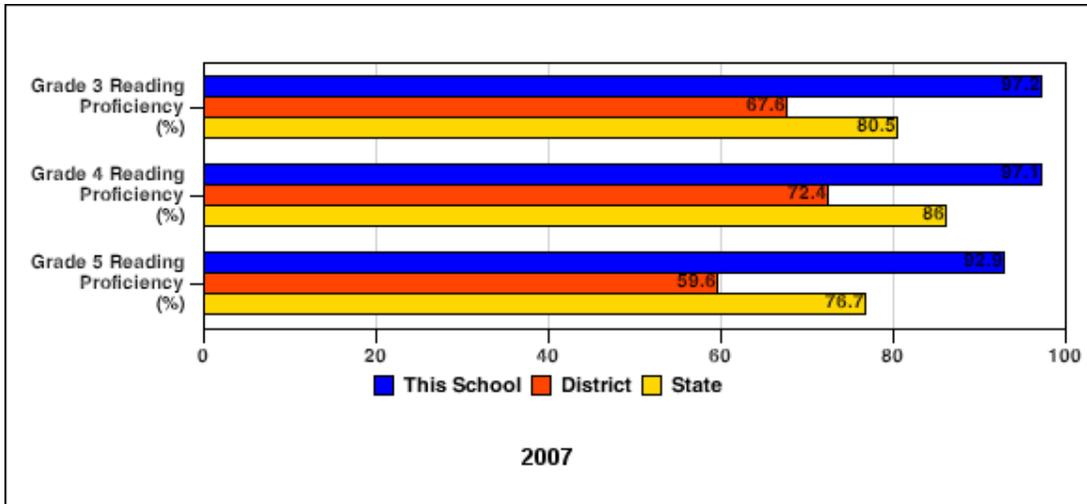
### School Facts

Grade Levels	<b>PreK-5</b>	800 Scott Street
2007 Number of Students	<b>227</b>	Baltimore, MD 21230
Did this school make Adequate Yearly Progress in 2007?	<b>Yes</b>	(410)396-1445 Baltimore City Public Schools
Is this a Charter School?	<b>No</b>	

Principal: Susan Burgess

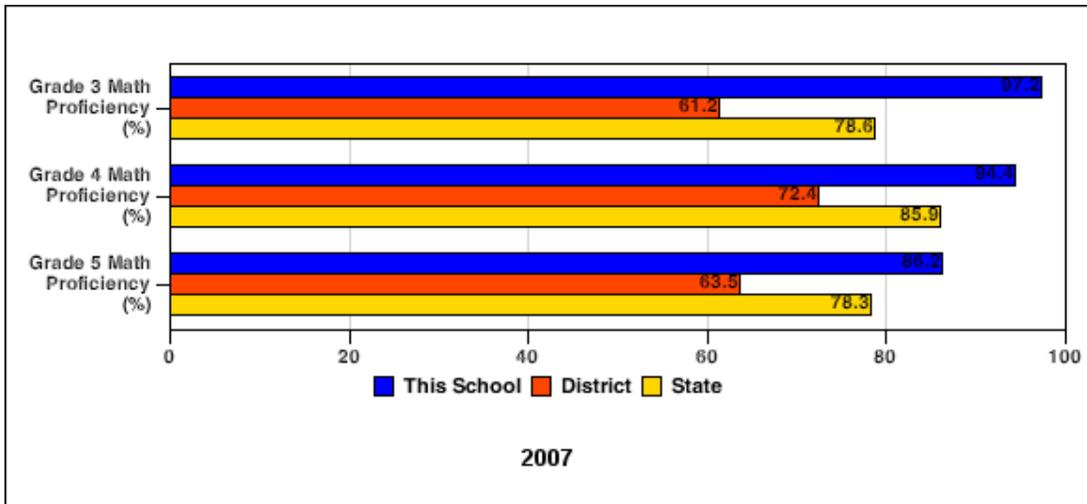
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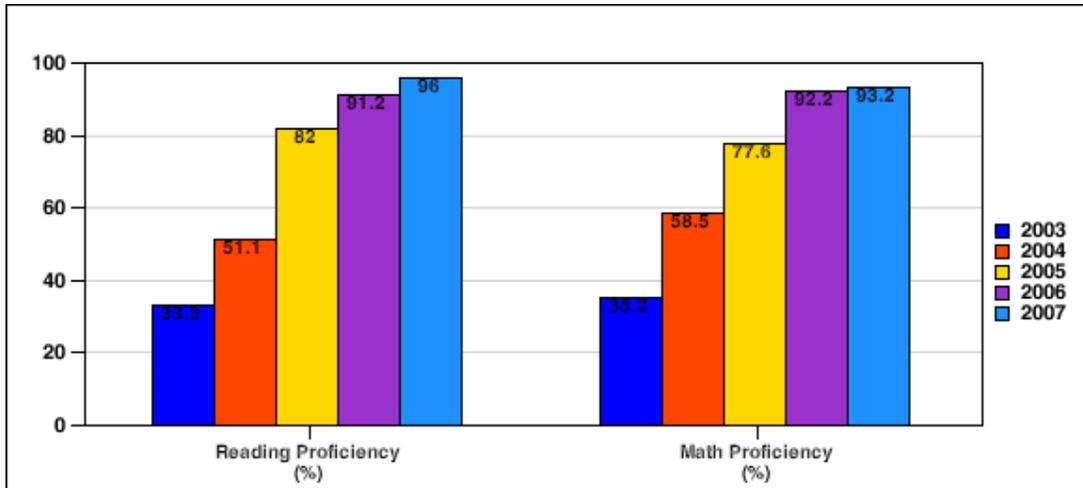
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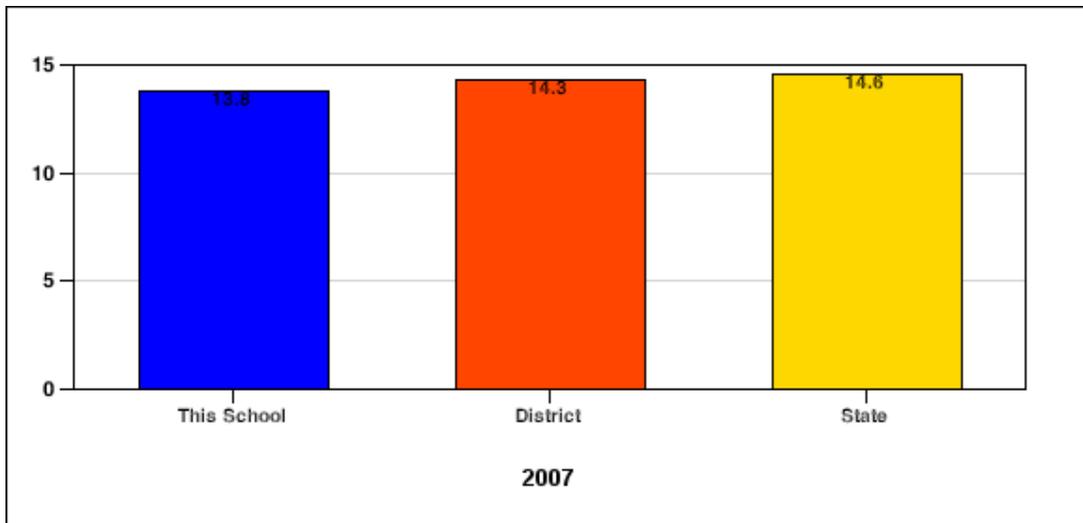
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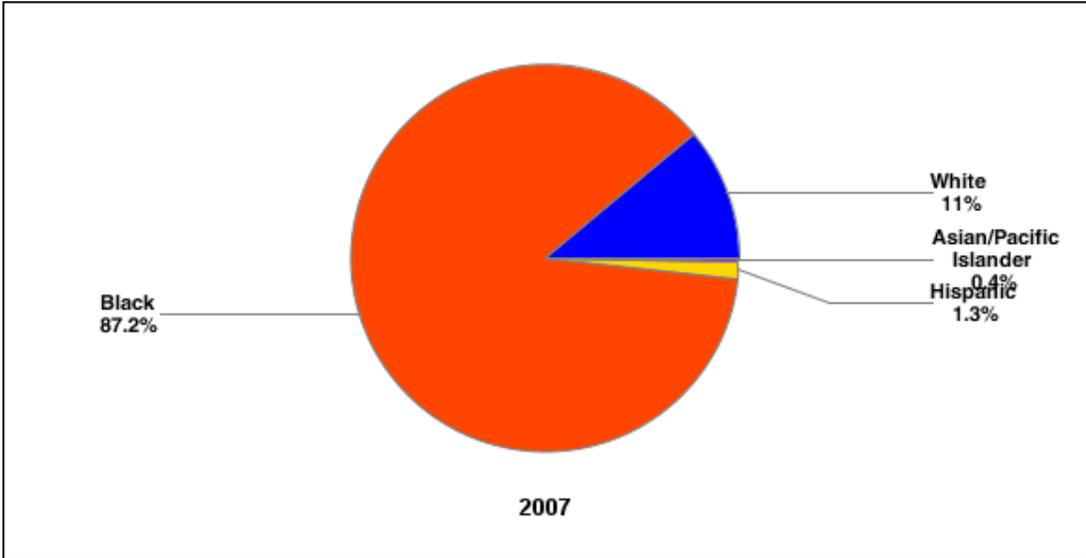
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## Harriet Tubman

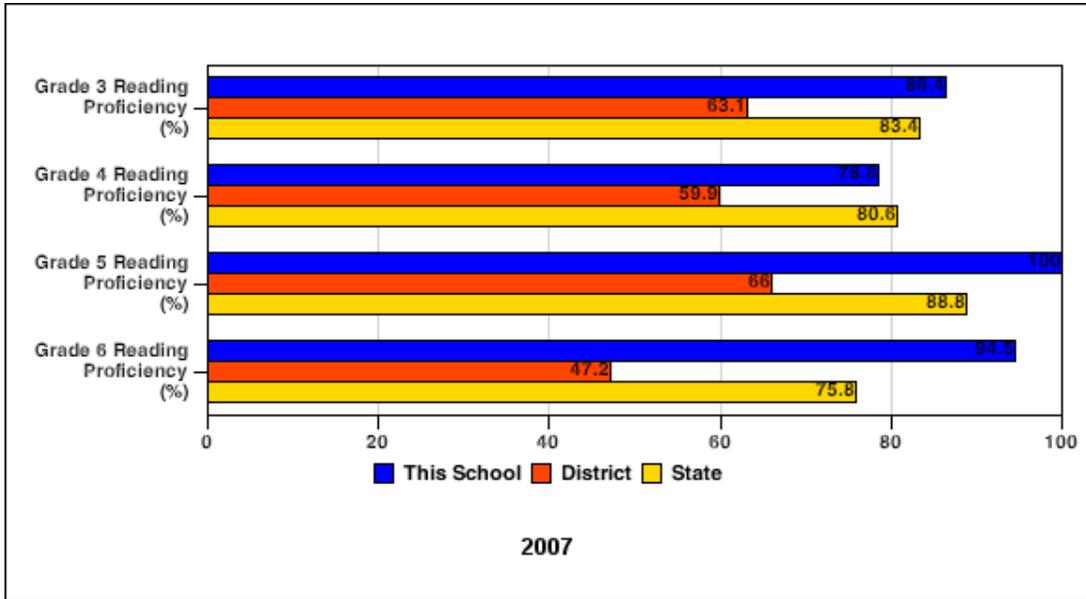
### School Facts

Grade Levels	<b>PreK-6</b>	504 South
2007 Number of Students	<b>274</b>	Tenth Street
Did this school make Adequate Yearly Progress in 2007?	<b>Yes</b>	Newark, NJ 07103
Is this a Charter School?	<b>No</b>	(973)733-6934 Newark

Principal: Deborah Terrell

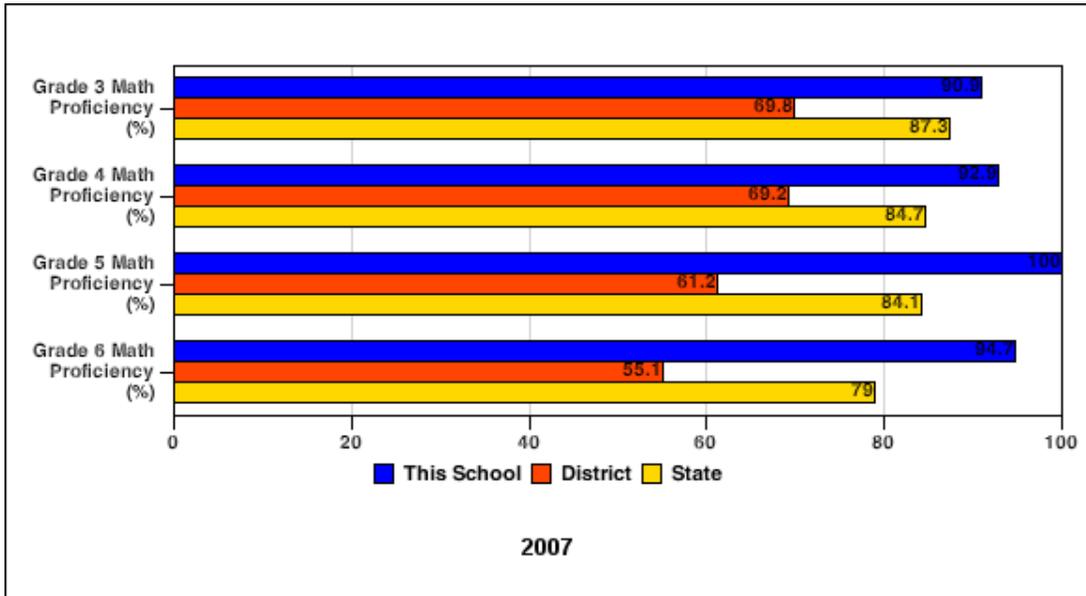
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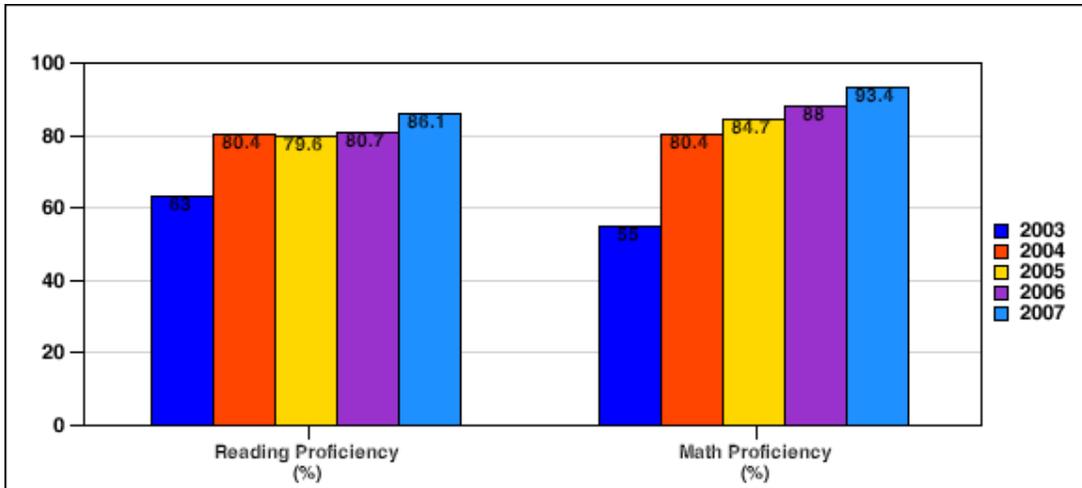
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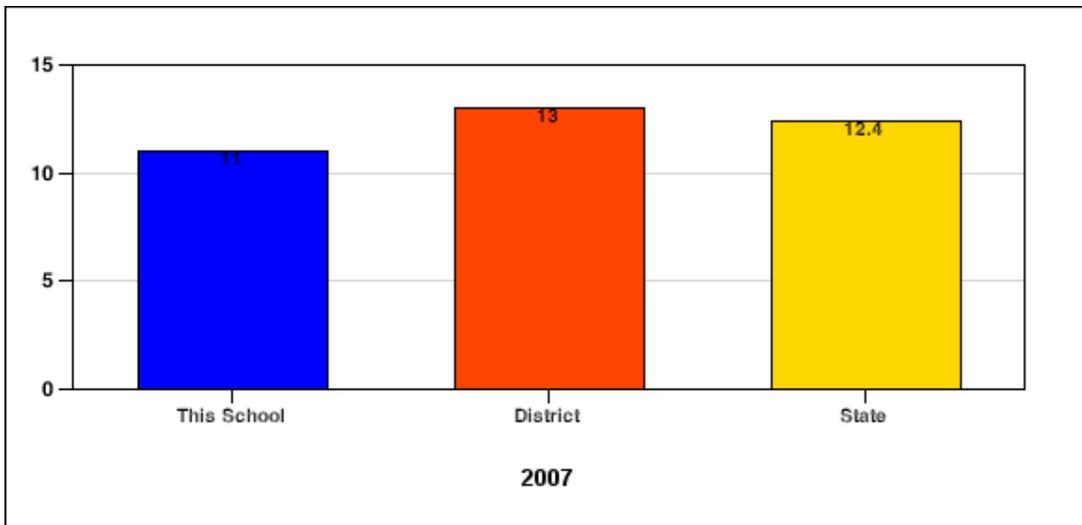
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