



# RETENTION OF AFRICAN-AMERICAN MALES IN HIGH SCHOOL

*A Study of African-American  
Male High School Dropouts,  
African-American Male Seniors  
and White Male Seniors*

Amde S. Barnes



# Retention Of African American Males In High School

**Henry T. Frierson, James H.  
Wyche, Willie Pearson Jr.**

## **Retention Of African American Males In High School:**

Retention of African-American Males in High School Annie S. Barnes, 1992-03-23 To find more information on Rowman Littlefield titles please visit us at [www.rowmanlittlefield.com](http://www.rowmanlittlefield.com) *The Retention of Black Males in Ninth Grade* Tracy Smith, 2015-11-25 In the United States more students are being retained in the ninth grade than in any other year in their K 12 school experience In addition African American males are retained more than any other group Studies show that when students especially African American males are retained in ninth grade there is an increased probability that they will drop out and consequently fail to graduate from high school The limitation of the majority of the prior studies on ninth grade retention is their focus on urban districts Thus it is unknown if the probability of ninth grade retention and the impact of that setback is significant in suburban integrated settings where African Americans make up smaller yet emerging percentage of the student population While the gravity of these issues is documented there have been few studies on the barriers to the academic success of African American students in suburban integrated environments The purpose of this study is to examine the ninth grade experiences of African American males in a high school in a suburban community of New York City Black American Males in Higher Education Henry T. Frierson, James H. Wyche, Willie Pearson Jr., 2009-12-04 Part of the Emerald s Diversity in Higher Education series this volume presents discussions related to reports on research and theoretical views pertaining to Black males in higher education It also includes discussions of intervention programs within or associated with institutions of higher education Academically Gifted African American Male College Students Fred A. Bonner II, 2010-01-22 The first ever study of African American giftedness at the collegiate level focusing on two extraordinary case studies At a time when so many studies of African American students focus on the factors of failure Academically Gifted African American Male College Students fills a conspicuous void in the research literature on post secondary education by focusing on success Like no other work before it this remarkable study goes deep inside the experiences of academically gifted African American men who successfully navigate their way through rigorous college level programs At the heart of the unique and long overdue work are two real life stories of African American male students one at a Historically Black College and University HBCU and the other at a Traditionally White Institution TWI In presenting comparing and contrasting these two cases the book identifies a number of personal characteristics and institutional approaches driving their notable achievements The result is a guidebook both for gifted African American male students and for the institutions looking to strengthen their support for them particularly in science technology engineering and mathematics STEM disciplines Men of Color in Higher Education Ronald A. Williams, 2023-07-03 Given the continued plight of men of color in college after a decade of ineffective interventions focused more on fixing the student than on addressing the social structural and institutional forces that undermine his academic achievement this book is intended as a catalyst to change the direction of the dialogue by providing a new theoretical framework and strength based models for developing strategies for success This

book brings together five of today's leading scholars concerned with the condition of males of color in higher education LeManuel Bits Edmund T Gordon Shaun Harper Victor S enz and Robert Teranishi who collaborated closely through of a series of conversations convened by the College Board to diagnose the common factors impeding the success of under represented males and to identify the particular barriers and cultural issues pertaining to the racial and ethnic groups they examine This cohesive volume starts with the recognition that understanding males disengagement from the classroom requires determining what it means to be a male in a non dominant group in today's society The authors use the methods of feminist theory to uncover the impact of dominant paradigms of White middle class heteronormative masculinity on men of color in general to define what comprises masculinity for various groups subgroups and individuals and to lay bare the social and institutional forces that perpetuate constructions of masculinity that negatively impact men of color They demonstrate that researchers and practitioners alike must pay more careful attention to within group diversity as they study college men of color and create initiatives that respond to their varied needs They establish the need for men of color campus initiatives to be mindful of the masculinities with which students enter college as well as how they develop negotiate and perform their gender identities on campus the vital importance in developing programs and interventions of addressing the sociological undercurrents of men's bad behaviors and poor help seeking tendencies and for providing opportunities for men to engage in critical individual and collective reflection on how they have been socialized to think of themselves as men This book advances the critical priorities of increasing enrollments and completion rates among college men of color and of graduating well developed men with strong conflict free gender identities For practitioners who work with these populations it offers insights and signposts to create successful programs for researchers it offers a set of new directions for analysis and for policymakers new ways of thinking about how policy and funding mechanisms ought to be reconsidered to be more effective in responding this issue     Engaging African American Males in Community Colleges Ted N. Ingram,James

Coaxum,2018-05-01 This volume dedicated to the engagement of African American males in community colleges furthers the research agenda focused on improving the educational outcomes of African American males The theme engagement also supports the anti deficit approach to research on African American males developed by renowned research scholars The true success of African American males in community colleges rests on how well these institutions engage young men into their institutions This will require community colleges to examine policies pedagogical strategies and institutional practices that alienate African American males and fosters a culture of underachievement The authors who have contributed to this volume all speak from the same script which proves that when African American males are properly engaged in an education that is culturally relevant they will succeed Therefore this book will benefit ALL who support the education of African American males It is our intent that this book will contribute to the growing body of knowledge that exists in this area as well as foster more inquiry into the achievement of African American males The book offers three approaches to understanding the

engagement of African American males in community college which includes empirical research policy perspectives and programmatic initiatives      **African American Male Students in PreK-12 Schools** Chance W. Lewis, James L. Moore III, 2014-05-28 Presents a comprehensive viewpoint on preK 12 schooling for African American males Including theoretical conceptual and research based chapters this edited volume offers readers compelling evidence of the education challenges and successes for this student population      Research Anthology on Culturally Responsive Teaching and Learning Management Association, Information Resources, 2021-05-28 As education continues to take great strides to become more inclusive and understanding of diverse students and cultures teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences Teachers must make meaningful connections between a student's culture language life experiences and background to what the student is learning in the classroom By integrating culture into the classroom student achievement can be fostered and students can excel Underserved populations may face discrimination when it comes to culture language or race and their needs can often be neglected By implementing culturally responsive teaching students can feel valued motivated understood and included in their education The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions classroom subjects and with different types of students from diverse cultural backgrounds The chapters focus on culturally responsive practices and how these methods for teaching can impact student success empowerment and cultural competence This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it This book is ideal for faculty teachers counselors administrators principals curriculum developers instructional designers professionals researchers and students seeking to improve their understanding of culturally responsive teaching and learning      *Diversifying STEM* Ebony O. McGee, William H. Robinson, 2020 2020 Choice Outstanding Academic Title Research frequently neglects the important ways that race and gender intersect within the complex structural dynamics of STEM Diversifying STEM fills this void bringing together a wide array of perspectives and the voices of a number of multidisciplinary scholars The essays cover three main areas the widely held ideology that science and mathematics are value free which promotes pedagogies of colorblindness in the classroom as well as an avoidance of discussions around using mathematics and science to promote social justice how male and female students of color experience the intersection of racist and sexist structures that lead to general underrepresentation and marginalization and recognizing that although there are no quick fixes there exists evidence based research suggesting concrete ways of doing a better job of including individuals of color in STEM As a whole this volume will allow practitioners teachers students faculty and professionals to reimagine STEM across a variety of educational paradigms perspectives and disciplines which is critical in finding solutions that broaden the participation of historically underrepresented groups within the STEM disciplines      **The African-American Male**, 1999-07-30 A

bibliography on dissertations and selected works on the African American male with topics including general arts and entertainment civil rights crime violence and criminal justice economic development education family gender and masculinity health and mental health history and social life leadership media and literature religion and sports

**Overcoming Challenges and Creating Opportunity for African American Male Students** Butcher, Jennifer T., O'Connor Jr., Johnny R., Titus, Freddie, 2018-11-09 This title is an IGI Global Core Reference for 2019 as it provides solution oriented approaches to confronting confirming and mitigating perpetual disparities within the educational system Containing research from researchers across the U S this publication covers comprehensive research on access to education racial battle fatigue and mentoring programs Overcoming Challenges and Creating Opportunity for African American Male Students is an essential reference source that supports the development of more widespread solution oriented approaches to confronting confirming and mitigating any perpetual disparities that may exist among these students Featuring research on topics such as access to education racial battle fatigue and mentoring programs this book is ideally designed for administrators policymakers educators scholars researchers students and academicians seeking coverage on the many factors that influence African American male success in various educational contexts

*Why Black Boys Fail in Public Schools* Melvin Hitchens, 2009 The book is one of a kind that speaks to the heart of the issues that face schools around the country the plight of black boys The author provides the reader with a clear view on why black boys fail in public schools After reading the book teachers parents and the students are encouraged to know that with support direction and encouragement black boys have the God given potential to reach success This book is unique because was designed to be in the student s hand in the classroom This book can be used as a current textbook that provides insight to them about their struggle So often teachers study the concerns of the students they serve but there are few times when the student and teacher can study the issues together and later come up with possible solutions This book offers such opportunities for the teacher and the student

**Retention Pathways for African American Males** Thaddeus L. Shubert, 2014 Author s abstract The purpose of this study was to assess the effects of a dropout prevention intervention on attitudes toward education among African American males in a rural alternative school in southeast Georgia as a means of understanding retention pathways for this population of students The researcher approach to retention personified the slogan Think Globally Act Locally by examining the nationwide dropout rate in the United States and implementing a dropout prevention program in a rural Georgia county African American males have an alarmingly high attrition rate at the middle school high school and college levels and so research on how to retain these students is needed Using a sample of 16 African American males enrolled in an alternative middle school the study investigated the influence of the Go to High School Go to College dropout prevention curriculum intervention on students attendance behavior and academic performance This quasi experimental study used a pre test and post test design with subjects serving as their own control Dependent variables included attendance behavior and academic performance The

descriptive statistics were compared for each tool to determine changes in scoring before and after the intervention. The findings of this study affirm that early prevention measures are essential to changing an adolescent's perception of the importance of persisting beyond high school graduation to the university college level. Students who learn to prioritize their academic pursuits in middle school are more prepared to overcome the academic and non academic factor that led to attrition and to continue their education after high school graduation.

**The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards. The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books, journals, and electronic content in over 40 categories. This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency. The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings. Len Foster, Washington State University. The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, PK-12 school leadership, higher education, current issues, and education policy. The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK-12 and postsecondary education. This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group.

**Key Features:** Promotes inquiry and development of questions, ideas, and dialogue about critical practice, theory, and research on African Americans in the United States educational system. Makes significant contributions to the scholarship on African Americans in the broad context of U.S. education and society. Addresses the central question: in what ways do African Americans in corporate, private, and public positions influence and shape educational policy that affects African Americans?

The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas: historical perspectives, teaching and learning, Pre-K-12 school leadership, higher education, current issues, and education policy.

**TEACHERS OF COLOR** A wise scientist once argued that to doubt everything or to believe everything often results in the same solution: set both aside, eliminate the need for reflection. This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools, communities, and society. The Handbook of African American Education is a repository of information developed to advance the human service professional.

William F. Tate IV, Washington University in St. Louis. This handbook represents the most comprehensive collection of research on African Americans in education to date. Its breadth spans the historical, the political, institutional, and community forces that have shaped educational opportunities and attainment among African Americans. The review of extant research on a range of topics, from the role of culture and identity in learning, teacher preparation, educational leadership, to higher education and educational policy, is far

reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill

Justice for Black Students Kofi Lomotey, 2022-08-30 A 2023 SPE Outstanding Book Award Winner In Justice for Black Students Black Principals Matter Kofi Lomotey begins with a two pronged premise 1 Black students do not receive a quality education in US public or private schools and 2 Black principals like Black teachers can make a positive impact on the academic and overall success of Black students Through the chronicling of his own work over 50 years as a practitioner and an academic Lomotey puts forth this argument with a focus on Black principals In this book he positions his 1993 coining of the term ethno humanism a role identity which he attributes to successful Black principals as a fundamental critical component of the leadership of these principals In reprinting three of his earlier articles and sharing new information including a review of the literature on Black male principals he provides a broad based description of this role identity and then links it to the more recent concepts of culturally responsive culturally relevant teaching pedagogy and culturally responsive culturally relevant school leadership before describing the implications for Black students of his own work and of other research that has been conducted on Black principals This volume is essential reading for all educators interested in seeing a significant improvement in the academic and overall success of Black students Preservice teachers practitioners and administrators will find enormous value in the book s message Perfect for courses such as Introduction to Education Leadership for Equity and Social Justice in Education Black Education Multicultural Education School Leadership Culturally Responsive Leadership

**Black Male(d): Peril and Promise in the Education of African American Males** Tyrone C. Howard, 2014 In his new book the author of the bestseller *Why Race and Culture Matter in Schools* examines the chronic under performance of African American males in U S schools Citing a plethora of disturbing academic outcomes for Black males this book focuses on the historical structural educational psychological emotional and cultural factors that influence the teaching and learning process for this student population Howard discusses the potential and promise of Black males by highlighting their voices to generate new insights create new knowledge and identify useful practices that can significantly improve the schooling experiences and life chances of Black males Howard calls for a paradigm shift in how we think about teach and study Black males The book examines current structures ideologies and practices that both help and hinder the educational and social prospects of Black males translates frequently cited theoretical principles into research based classroom practice documents teacher student interactions student viewpoints and discusses the troubling role that sports plays in th lives of many Black males highlights voices and perspectives from Black male students about ways to improve their schooling experiences and outcomes and identifies community based programs that are helping Black males succeed



**Resources in Education** ,2001-10      Recruiting, Retaining, and Engaging African-American Males at Selective Public Research Universities Louis A. Castenel,Tarek C. Grantham,Billy J. Hawkins,2018-06-01 A problematic yet uncommon assumption among many higher education researchers is that recruitment retention and engagement of African American males is relatively similar and stable across all majority White colleges and universities In fact the harsh reality is that selective public research universities SPRUs have distinctive academic cultures that increase the difficulty of diversifying their faculty and student populations This book will discuss how traditions and elitist assumptions make it very difficult to recruit retain and engage African American males The authors will examine these issues from multiple perspectives in three sections that highlight research policies and practices impacting the experiences of African American males including Pre Collegiate Preparation African American Male Student Athletes and Undergraduate and Graduate Considerations for African American Male Initiatives      College Student Self-Efficacy Research Studies Terence Hicks,Michael McFrazier,2014-02-11 College Student Self Efficacy Research Studies offers three uniquely designed sections that provide a unique mixture of research studies conducted on African American Mexican American and first generation college students This book explores a variety of factors affecting a diverse group of college students including institutional commitment college adjustment and social and academic self efficacy barriers      **Contexts for Diversity and Gender Identities in Higher Education** Jaimie Hoffman,Patrick Blessinger,Mandla Makhanya,2018-09-17 This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher education and it provides evidence based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world

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### Retention Of African American Males In High School Introduction

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