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Principals' Perspectives Regarding Grades 9-12 Black, Asian, And Latino Males In North Dakota Public Schools

Maggie Harrison Lowery

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PRINCIPALS' PERSPECTIVES REGARDING
9-12 GRADE BLACK, ASIAN, AND LATINO MALES
IN NORTH DAKOTA PUBLIC SCHOOLS

by

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Submitted to the Graduate Faculty

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This dissertation, submitted by Maggie Harrison Lowery, in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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4/24/19
Date

Title   Principals' Perspectives Regarding 9-12 Grade Black, Asian, and Latino
               Males in North Dakota Public Schools

Department   Educational Leadership

Degree   Doctor of Education

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Maggie Harrison Lowery
May 2019

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ACKNOWLEDGMENTS

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ABSTRACT

The purpose of this study was to review school policy documents and seek secondary principals' perspectives regarding Black, Asian, and Latino males grades 9-12 in North Dakota public schools. Qualitative data was collected to investigate practices, policies, and routines that contributes to their graduation rates. Interviews were conducted to four secondary principals within two North Dakota school districts.

For the purpose of this study, participants included secondary principals from selected North Dakota public school districts where Black, Asian, and Latino students have the highest enrollment. School district data include public documents posted on districts' websites for the term 2017-2018, and data analyzed from the North Dakota Department of Public Instruction from the 2015-2016, 2016-2017, and 2017-2018 school terms. Data including results from interviews as well.

When developing the design of the study, data from five North Dakota school districts was looked at based on their graduation rates of the populations being studied. The districts included Bismarck, Fargo, Grand Forks, Minot, and West Fargo secondary schools. Four principals from four schools within two of the districts participated in the interview process.

The results of this study show that North Dakota public schools have recently experienced an increase of students from many different countries and other regions of this country. The four White principals believe that they provide an educational program, with many

different components, to provide educational benefits to help all students succeed under

conditions to be as successful as possible.

Search Words:

Minority males, Graduation rates, Academic achievement, White principals

CHAPTER I

INTRODUCTION

America's public schools are on the cusp of a new demographic era due to background changes in the landscape. For the first time, the overall number of Black, Asian, and Latino students in K-12 classrooms are expected to surpass the number of non-Hispanic White students (Maxwell, 2014). Because of immigration and people of different ethnic backgrounds moving into areas of the country that have traditionally been White, schools are seeing more students of color enrolling in unusual place. According to Hanford (2016) For too many African American, Asian, and Latino students the achievement gap all over the United States is still too far apart from non-Hispanic Whites, although the good news is that the country's overall graduation rate has hit a modern record of 83.2 percent (Hanford, 2016). Problems with achievements gaps can be attributed to sub-standard teaching and learning conditions that many students from these demographics face. (Hanford 2016) further states that nearly all Black and Latino students are in a school where the majority of their classmates are from low-income families, and that public schools in the United States are more segregated now than they were in the 1970s.

This study will only include Black, Asian, and Latino males in grades 9-12 in the North Dakota public schools because when studying this group in other states, they are perceived as having more difficulties than the females from these groups, although the difficulties are not always limited to academics. Native American males are not included in this study because most of the males from their group attend non-public schools in North Dakota, and they are not

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considered new to the state. The majority of Native American children, males and females, attend schools on the Reservations of North Dakota.

Statement of the Problem

The academic failure of many Black, Asian, and Latino students is directly associated with the conditions in which they learn and live. Maynard's (2016) research on what causes students from these groups to fail in schools, concluded that among some of the existing research, reveals that:

- 40% of students expelled from U.S. schools each year are Black,

- 70% of students involved in "in-school" arrest or referral to law enforcement are Black or Latino,

- Black and Latino students are twice as likely to not graduate from high school as White students, and

- 68% of all in-state and federal prison inmates do not have a high school diploma and are overwhelmingly Blacks and Latinos (Maynard, 2016, p. 3).

Okozaki and Tran's (2011) study on Asian male students' dilemmas with bullying found that they are often bullied in the classrooms and targeted with race-related hate words, that they are likely to be cyberbullied, and violently victimized. There are differences among and within Asian American groups also which can be more important than findings across pan ethnic Asian American groups such as Vietnamese Americans who are often regarded as a lower class (Okozaki & Tran, 2011).

Another issue that can no longer be overlooked is the fact that the majority of students in public schools today are students of color, but less than 20% of their teachers are of color (U.S.

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Department of Education, (2015-2016). John B. King, Secretary of Education, (2016) spoke at Howard University in Washington, D.C., saying:

> Without question, when the majority of students in public schools are students of color and only 18% of our teachers are teachers of color, we have an urgent need to act. We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our White students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully, (King, 2016).

Brownstein (2016) in the Atlantic newspaper, wrote that "with Whites now making up less than half of American's K-12 students, the country's success or failure in the 21st century will be decided in the classroom" (Brownstein, 2016). Brownstein further states that "unless the U.S. can equip more black and brown young people to succeed, it will face widening inequality, a skill shortage, and growing pressure on Social Security and Medicare as fewer workers earn the middle-class wages that sustain the payroll taxes underpinning those programs" (Brownstein, 2016).

Bill DeBlasio, mayor of New York, announced in the *New York Daily News* (Chapman & Colangelo, 2015) that "the city is looking to boost the number of Black, Latino, and Asian male teachers in schools through a new $16.5-million-dollar program to have more teachers mirror the population" thus it is expected that the Black, Asian, and Latino males' academic achievements are expected to increase significantly

Compared to other states, North Dakota has been experiencing a rapid growth in school attendance of Black, Asian, and Latino students according to data from North Dakota's Department of Commerce growth projection. Historical data from The Schott Report (2003) shows that "in 2003, North Dakota had the highest graduation rate of 93 percent in the nation of

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African American males in their public schools." In North Dakota during that time, there was a small population of Black, Asian, and Latino males in the state. According to the North Dakota Department of Commerce (2016) there have been many more males of color arriving since then, and they are from different cultural, religious, and ethnic backgrounds. Many are classified as Black and non-traditional African Americans, who are immigrants from African countries.

Latino populations are also growing rapidly in North Dakota, and the largest groups have settled in Bismarck, Minot, and Williston (North Dakota Department of Commerce, 2016). They have come from different South American countries with different cultural backgrounds and are learning English as a second language. Non-English speaking students bring new education issues to schools that are not prepared to teach them in their native languages.

Importance of the Study

Currently, in the state of North Dakota, no studies that focus on graduation rates of Black, Asian, and Latino males exist. Because the state is rapidly becoming more diverse in its population, it is important to start the foundation for this information. The North Dakota Department of Public Instruction's (NDDPI) website lists the graduation rates for 2017-2018 as 86.3% for all public school students, 91.4% for White students, 75.9% for Black students, 88.7% for Asian students, and 75% for Latino students. Although the NDDPI identifies graduation rates by race for four-year cohorts, it does not address why the White students are at a higher graduation rate than their non-White peers. Data from this study will help guide North Dakota's school systems regarding practices, policies, and routines supporting the education of Black, Asian, and Latino students to support graduation.

This study's population consist of four secondary principals from two school districts. These principals were interviewed to identify how districts regard and develop culturally

appropriate curriculum, parent assistance and involvement of parents of color, and recruitment of principals, teachers, and staff who represent diversity.

The principals feel that the many services their schools provide are helpful for all students regardless of their race. They think that by providing many different services and programs to accomplish their academic goals, all of the students will find the proper accommodations to succeed academically and emotionally.

Current Graduation Rates for Black, Asian, and Latino Students in North Dakota Public Schools

The following tables of data represents the findings regarding Black, Asian, and Latino students in five North Dakota school districts as compared to White students in those same districts. All data included in Tables 1-7 and Table 9 was retrieved from the website for the: State of North Dakota [US] https://www.nd.gov/dpi/data/.

An explanation of why there are many different categories of graduation rates is that some students attend school in non-traditional ways such as earning credits online and from multiple schools. Some who entered ninth grade for the first time may have joined or transferred into the cohort, or transferred out of the cohort.

Table 8 contains the data found on each school's website. It is an explanation of demographic data including race, population, and graduation rates.

This data was taken from the North Dakota Department of Public Instructions (NDDPI). The overall summary of the data shows the students in North Dakota's public secondary schools grades 9-12 performed slightly better during the year of 2015-2016. The school year of 2016-2017 showed a slight decline in the graduation rates, but the rate did show improvement for the 2017-2018 school year.

Table 1. North Dakota Four Year Graduation Rates 2015-2018. This is the On-Time Graduation Rate Based on High School Students Obtaining a Diploma Within Four Years of Entering 9th Grade.

Race	2015-2016	2016-2017	2017-2018
Asian	88.5	88.7	77.8
Black	77.3	75.9	75.2
Hispanic	87.5	75.0	76.2
White	90.8	91.4	90.5

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 2. North Dakota Completer Rates 2015-2018. This is the Adjusted Graduation Rate for Students Who Obtained High School Diplomas Within Four Years of Entering 9th Grade.

Race	2015-2016	2016-2017	2017-2018
Asian	90.4	79.7	89.2
Black	82.5	77.9	77.8
Hispanic	88.2	100.0	76.1
White	92.2	91.3	92.1

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 3. North Dakota Five Year Graduation Rates 2015-2018. This is the Graduation Rate for Students Who Obtained a High School Diploma With Five Years of Entering 9th Grade.

Race	2015-2016	2016-2017	2017-2018
Asian	91.4	84.4	88.7
Black	82.5	78.1	79.9
Hispanic	78.0	78.9	75.0
White	91.6	91.7	91.4

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 4. North Dakota Six Year Graduation Rates 2015-2018. This is the Graduation Rate for Students Who Obtained a High School Diploma Within Six Years of Entering 9th Grade.

Race	2015-2016	2016-2017	2017-2018
Asian	91.4	84.4	88.7
Black	82.9	78.1	75.9
Hispanic	n.d.	78.9	75.0
White	92.3	91.7	91.4

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 5. North Dakota Seven Year Graduation Rates 2015-2018. This is the Graduation Rate for Students Who Obtained a Diploma Within Seven Years of Entering 9th Grade.

Race	2015-2016	2016-2017	2017-2018
Asian	91.4	84.4	88.7
Black	82.9	78.1	75.9
Hispanic	n.d.	78.9	75.0
White	92.3	91.7	91.4

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 6. North Dakota Traditional Graduation Rates 2015-2018. This is the Graduation for Students Who Obtained a High School Diploma in a Given Academic Year.

Race	2015-2016	2016-2017	2017-2018
Asian	89.7	78.3	89.2
Black	79.6	75.1	76.1
Hispanic	n.d.	75.0	75.1
White	90.7	89.6	91.2

State of North Dakota [US] https://www.nd.gov/dpi/data/

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Table 7. North Dakota Population and Graduation Rates of Selected Districts in 2015-2016.

School District	# White Students	% Graduation Rates	# Black Students	% Graduation Rates	# Latino Students	% Graduation Rates	# Asian Students	% Graduation Rates
Bismarck	1,380	92.6	20	80.00	19	64	No data	No data
Fargo	3,377	89.0	96	85.00	24	71.00	40	90.00
West Fargo	1,198	89.8	56	87.50	18	89.00	33	79.00
Grand Forks	2,055	90.5	33	69.00	20	70.00	38	87.00
Dickinson	857	93	10	50.00	14	71.00	No data	No data
Grafton	252	93	No data		21	71.00	No data	No data
Minot	1,724	88.5	24	87.50	19	79.00	14	93.00
Williston	983	83.8	No data		10	90.00	6	No Data

*No data indicates that the district does not provide data or an explanation.

Table 8. North Dakota Public School Graduation Rates for Four-Year Cohorts 2017-2018.

Graduates	Graduation Rates
All Students	88.27
Asian Students	88.7
Black Students	75.9
Latino Students	75.0
White Students	91.4

State of North Dakota [US] https://www.nd.gov/dpi/data/

Table 9. North Dakota Graduation Dropout Rates for 2017-2018.

	Dropouts	Cohort Size	Percentage
Overall	705	7661	9.2
Black	35	291	12.03
Hispanic	41	231	17.75
White	401	6225	6.44
Asian	No Data	No Data	No Data

State of North Dakota [US] https://www.nd.gov/dpi/data/

The data shows that in North Dakota schools White students outperformed all of the other demographic groups with Asians falling closely behind. The rates of graduation for Blacks and Latinos are still on an average of nearly twenty percent lower than Whites in some school districts. Five of North Dakota's school districts Bismarck, Fargo, Grand Forks, West Fargo, and Minot that are included in Table 8. It identifies the graduation rates and number of White, Black, Asian, and Latino students enrolled in each district, and the percentages that graduated during the 2015-2016, 2016-2017 & 2017-2018 school years. The data supports the researcher's rationale for why it is important to seek information about educational practices in North Dakota Schools that supports education practices, policies, and routines for Black, Asian, and Latino males grades 9-12 in North Dakota schools. Other data shown from Dickinson, Grafton, and Williston school was included to show the progress of surrounding school districts that are beginning to accumulate the populations in this study.

For accuracy of citing the NDDPI's data, the names of the groups of students are sometimes different from their identities throughout this dissertation. Black represents African

American/Blacks and Hispanic represent Latino/Hispanic. The initials n.d. indicates that the NDDPI did not include data for that group at that time.

North Dakota Population Growth

The population in North Dakota has grown to include more African Americans, Asian, and Latinos since the beginning of 2000. The North Dakota Department of Commerce's (2016) website lists the following data regarding the population growth and increases in minority population for the state:

- The state's population overall increased from 642,000 in 2000 to 757,000 in 2015, and births increased from 8,616 in 2005 to 11,352 in 2014.

- The 2000 decennial census showed that non-Hispanic Whites constituted more than 92% of the state's population but declined to 85% by 2016.

- Minorities grew from 8% in 2000 to 15% by 2016.

- Population growth in North Dakota as a result of in-migration changed the representation of each race except Native Americans whose population decreased in numbers.

- In the years 2010-2016, the number of minorities increased in every county in the state. The Fargo-Moorhead region gained more than 11,300 minorities since 2010, increasing Cass County's population by 41%. This almost doubled any other region in the state. As a result, almost half of the new residents in Cass County are Black. Between 2015 and 2016, the non-Hispanic African American group increased the most, estimated to have increased by 2,500 people or by nearly 14% during this time frame.

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- Latino growth was greater in the western half of the state, especially the Bismarck, Minot, and Williston regions. Their population grew by 69%.

- Williston and Fargo had the largest growth. Williston had the highest capital income, and homes were at a higher value.

- Six percent of North Dakotans older than five years of age speak a language other than English. This language is German, as indicated by the NDDC, however, many of these may speak English as well. Pacific Islanders speak English; forty-nine percent of Asians speaks English as well.

For this study, I have included data from the districts of Bismarck, Fargo, West Fargo, Grand Forks, and Minot. Although data from NDDPI included some surrounding schools, only secondary principals from two districts of the five districts were interviewed. All of these school districts were included because many new immigrant and refugee children in North Dakota schools are enrolled in them.

North Dakota Area Diversity Dilemma

Helmut Schmidt, (2016) *The Fargo Forum*, wrote an article that focused on major factors of diversity dilemma throughout the Fargo area saying that "[One] in 4 students in the area are not White, but 98 percent of the teachers are" (Schmidt, 2016). *The Forum* requested the 2015-16 school year data within Fargo Public Schools which showed that 25% of students are Asian, Black, Hispanics, Native Americans, or Pacific Islanders, but administrators and teachers are monolithically White (Schmidt, 2016). "[Ninety-eight] percent of the 2,400 teachers in the Fargo area are White, and only 2 of 160 administrators are non-White." Schmidt (2016) wrote that 96.7 percent of the area's (Fargo, West Fargo, and Moorhead) 8,807 public school teachers were

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White." After interviewing some of the areas' teachers, administrators, and professors, Schmidt (2016) wrote some of their statements:

- It can sometimes be easier for Black students to connect with Black teachers.

- Students need to see someone who looks like them or similar to them in positions of authority.

- Given the area's increasing ethnic diversity, it would be wise to invest in molding the teaching and administrative bodies to better reflect that diversity.

- In 2014, three out of 103 students enrolled in teacher education were students of color.

- We who teach education have to make it more accessible to students of color.

- North Dakota has been examining teacher equity for about two years, and more work needs to be done to recruit minority students into teaching.

- White teachers have higher retention rates than teachers of color. Smaller proportions of Blacks and Hispanics earn a college degree which is needed to teach.

- Half of the nation's K-12 students are students of color, but only 18% of teachers are of color.

Rationale for Population Being Studied

Data from the Center for Law and Social Policy, Inc. (2012) indicates that collectively Asians outperform Blacks, Latinos, and Whites on many socioeconomic indicators including income and graduation rates. Many Asians still experience incidences of prejudice, stereotypes, and discrimination," and for that reason their experiences in the public schools are included in this study.

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Blacks and Latino males for the most part share the same or similar experiences throughout their life cycles. Many of the historical statistical reports referenced in this study indicate that the statistics for both African Americans and Latino males today shows the same indicators. In July of 2012, scholars and educators from school districts, organizations, and businesses gathered at the American Reading Company's "Excellence Through Equity Conference" to discuss how to best educate African American and Latino males. The company was built and run by an education activist who supports that every student is reading on or above grade level.

Pedro Noguera is an advisory board member who has conducted extensive research on educating African American and Latino males, was the guest speaker of the July 2012 conference. The participants of the conference concurred that African American and Latino males are more likely to be classified as mentally retarded, or to be identified as suffering from a learning disability and placed in special education instead of gifted and talented programs. The group collaborated and identified five reasons that males from these groups are not successful in school including unconscious biases, fears, and assumptions are obstacles to school success meaning that cultural differences and issues with being accepted because they are not sure how they are perceived to be. The participants discussed entrenched institutional practices limit opportunities for male students of color where they are often enrolled in special education classes and not included in Advanced Education courses.

The participants discussed how hyper-segregated poverty brings additional challenges for males of these groups because it brings because it separates them from the mainstream White society. Finally, the discussion included the curriculum and instructional practices that deliver the curriculum often fail to engage males of color was presented by Clark, Hicks, and Hileman

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(2012) at the conference. The biggest obstacle to students' success is the adult who believes they cannot succeed and the behaviors that follow from that belief (Boykin & Noguera, 2012).

Purpose of the Study

The purpose of this study was to review principals' perspectives regarding African American, Asian, and Latino males in grades 9-12 in North Dakota public schools, and to identify any barriers or opportunities that hinder or support their high school graduation rates. I examined perceptions of four secondary principals regarding their understanding and support of increasing graduation rates for males from these groups.

Research Questions

The research questions guiding this study were:

1. What educational practices, policies and routines occur within two North Dakota public school districts that support academic achievement for African American, Asian, and Latino males in grades 9-12?

2. What achievement gaps exist in educating African American, Asian, and Latino males in grades 9-12 in two North Dakota public school districts?

3. How do North Dakota secondary public school principals within two districts advocate for diversity within their certified personnel?

Only four principals from two districts agreed to participate in the study.

Researcher's Background

I am a student enrolled in a doctoral program in Educational Leadership at the University of North Dakota. As the researcher, I have worked in the fields of education, social work, and juvenile corrections, working with youth of many different racial, ethnic, and socioeconomic backgrounds throughout the United States. The majority of my work experience with males in

grades 9-12 has been with middle to upper middle-class White males, but as I continue my advocating for equitable education for all, I have turned my attention to those experiencing lower graduation rates and other problems in public schools. I have a working knowledge of males in juvenile corrections and education including males in special education areas of Autism, Emotional and Behavior Disorders, Special Learning Disabilities, and Attention Deficit Disorders. I have worked with both, male and female youth, in regular education settings and a magnet education program.

I grew up in Alabama during the Civil Rights era and was educated in an all-Black, K-12 public school in a rural community. I earned a Bachelor of Arts degree and a Bachelor of Science degree from the University of North Dakota and a Master of Education from Auburn University.

Theoretical Framework

The Critical Race Theory (CRT) provides a theoretical framework to address the role of race in the United States public schools. "As a conceptual framework, CRT provides a lens for understanding inequalities in our education system and sets the stage for accelerated educational reform" (Klupchak, 2014, p.7). Klupchak further states that "CRT is an American theory based upon the sociopolitical history of the United States and mainly is applied to study and change policies that affect unequal treatments based upon race, especially in education and criminal justice issues" (p. 7). A full definition and background of the Critical Race Theory can be found in chapter II.

Acronyms and Definitions

The following acronyms and terms are used throughout this study and are defined to facilitate meaning for the reader's understanding.

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Acronyms

AAPI. Asian Americans and Pacific Islanders who are defined by the US Census Bureau as one with origins in any of the people of the Far East, Southeast, Indian sub-continent or Pacific Islands (e.g. China, India, Japan, Korea, the Philippine Islands and Samoa. (Segen's Medical Dictionary. 2012 Farlex. Inc.)

ABP. Association of Black Psychologists. It is a professional association of African American Psychologist founded in 1968 in San Francisco. It is dedicated to the mental liberation of African/Black people. (www.abpsi.org, n.d.)

ELL. English Language Learner. Ell or English Language Learners are students who have difficulty speaking, writing, or reading English ("English Language Learners," n.d.).

ESEA. Elementary Second Education (ESEA) Act. The law "was passed in 1965 as a part of the 'War on Poverty'. This law authorizes federally funded education programs that are administrated by the states. The law places emphasis on equal access to education and establishes the standards and accountability that school systems must follow.("Elementary and Secondary Act," n.d., para 1).ESEA was amended by Congress in 2002 when President George W. Bush reauthorized it as the No Child Left Behind Act (NCLB). (ESEA-Ed.gov.essa).

FAIR. Federation of American Immigration Reform which is a non-profit tax exempt organization in the United States that self-identifies as an organization seeking to reduce both legal and illegal immigration. (Immigration Reform Law Institute, 2019, & Fairus.org).

FERPA. Family Education Rights and Privacy Act. It is a law that protects the privacy of students' education records. It applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (U.S. Dept of ED., Protecting Student Privacy, 2018; FERPA Epic.org/electronic privacy information center).

IDEA. Disabilities Education Act. It is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. (ADA.gov.).

IIRIRA. Illegal Immigration Reform and Immigration Responsibility Act. It was started in 1996, and made more people eligible for deportation and fewer people legalized. (dara@vox.com, 2012).

NDDC. North Dakota Department of Commerce. It is the lead agency charged with growing the state and improving the quality of life for its people. (commerce@nd.gov. n.d).

NDDPI. The North Dakota Department of Public Instruction oversees the school system, the North Dakota State Library, the North Dakota School for the Blind, and the North Dakota School for the Deaf in the United State of North Dakota. It is headed by the North Dakota Superintendent of Public Instructions. It's headquarter is located in the state's capital of Bismarck.(North Dakota Department of Public Instructions," 2011b, para1).

SSI. Supplemental Security Income which is a federal income supplement program designed to help aged, blind, and disabled people who have little or no income. (www.ssa.gov, 2018 edition).

Definitions

  Four-Year Cohort—Applied to students who are educated at the same period of time
    (Example: the graduating class of 2017 all entered high school at the same time)
    (North Dakota Department of Public Instruction, 2018).

  Pan ethnicity—Classifying people from different ethnic backgrounds into a "race."
    Research Gate (2015).

Response to Intervention(RTI) A multi-tier approach to the early identification and

support of students with learning and behavior needs (edutopia.org, 2007).

School-to-Prison Pipeline--A metaphor used to describe the increasing patterns of

contact students have with the juvenile and adult criminal justice systems as a

result of the recent practices implemented by educational institutions' zero

tolerance policies and the use of police in schools (www.aclu.org).

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An Explanation of Multiple Term Usage

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Some terms in this study that identify racial and ethnic backgrounds of the populations

included have been used interchangeably. I have consistently referred to subjects in this study as

Black, Asian, and Latino males. The differences in the usage of identifying terms are due to

direct quotes, citing of other researchers, and demographic data taken from websites. For the

reader's clarity, the term African American/Black identifies the same population, however the

two terms have different meanings when identifying the two groups interchangeable. Simms

(2018) defines the two terms and explains how they are different. According to Simms (2018)

the term African American describes more recently sub-Saharan African immigrants to the

United States. Black is not only African. It describes the race of dark skin people. Simms (2018)

explains that many who identify as the Black race is not African and have a different

combination of history,(such as Caribbean descendants) thus the term African American is too

restrictive for the current US population, and when identifying dark skin people, the term Black

is used.

Asian/Asian American/Pacific Islander identifies the same population. They may hail

from many different regions of the eastern world. Latino/Hispanics identifies the same race of

people sometimes from different geographical areas although non-Hispanic can be used to

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identify people of races who are not Latinos. Latino is their country of origin, but Hispanics is more about language.

Delimitations of the Study

This study was the first on understanding the education processes of African American, Asian, and Latino males in grades 9-12 in North Dakota public schools. A delimitation to this study was finding participants to answer open-ended questions via telephone interviews. I will only study about the educational processes of Black, Asian, and Latino males in grades 9-12 in five North Dakota public school districts. Each secondary principal who participated in the interview process was very forth coming about providing answers to the seven interview questions. Their answers were reflective of the many activities, programs, and services provided for African American, Asian, and Latino males in their schools. I was able to verify some of their answers regarding the programs and resources in the schools by examining their websites. I was not able to determine how these programs and resources specifically helped the males in this study, and was not able to determine in this study what programs and resources would serve them better.

Organization of the Study

Chapter I provides an overview of issues regarding educating Black, Asian, and Latino males nationwide and the importance of the problems that facilitate this study. This chapter includes terms related to historic problems with educating students from this population in America. It also includes explanations of the growth of North Dakota's school districts, the researcher's background, and organization of the study. This chapter also includes the purpose of the study, the research questions that guides the study, and the researcher's background.

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Chapter II includes a review of literature including research studies by experts in the field on issues relating to educating Black, Asian, and Latino males, documents containing demographic data of North Dakota's schools, and recent growth from the North Dakota Department of Public Instruction, the North Dakota Department of Commerce, and data from North Dakota's school districts. The background information in this chapter supports the reader's understanding of the complexity of the issues.

Chapter III includes a discussion of the research methods, school populations, the participating schools involved in the study, designs of questions, data collection, and analysis. This chapter identifies the research methods used to collect data and identifies the means for analyzing it.

Chapter IV presents the results of all data collected. The data collected through telephone interviews provides answers regarding the programs and resources the schools have that are available for all students, however, it does not answer or show how it helps the students in this study and if so to what extent. The results of this study were used as the guide to develop recommendations for the schools and for further studies for Chapter V.

Chapter V provides a summary of the data results for each research question, discussions, and recommendations for North Dakota educators and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter contains a literature review that describes the education of the populations of Black, Asian, and Latino males throughout the United States who are performing below White males of the same age and grade levels. The literature review is divided into three sections, one for each population of Blacks, Asian, and Latino, males. The purpose of defining the unique characteristics of each group is that while there are many of the same obstacles that hinder their educational processes, each group encounters different experiences based on their cultural backgrounds.

This literature review includes more data on Blacks because they have a longer history of being in America, have been studied by many researchers, and therefore more research is available. There are more Black students in all White schools throughout America which enables researchers to have access to more statistical data.

This literature review aims to address several issues. It addresses how legal and legislative issues have influenced integration in the public schools by enacting laws that enabled all children to attend public schools. It addresses issues that define each group in this study as it relates to their cultural and ethnic backgrounds, and how it relates to their educational progress. It addresses the emergences of the Critical Race Theory and how the intransigence of racism in the United States has followed unequal race relations. The literature includes a discussion on

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factors that influence disproportionality, and finally, it addresses the need for more teachers of color.

First, it is important to note that the Black population in this study is an aggregate of many groups of Blacks in America that has been consolidated into one race. Likewise, Latino Americans descend from more than twenty different countries with distinct cultural backgrounds and dialects of the Spanish language. Finally, Asians identify as Chinese, Filipinos, Vietnamese, Koreans, Japanese, Cambodians, Pakistanis, Laotians, Thais, India, and the Pacific Islands.

Legal and Legislative Issues that Influenced Integration of Public Schools for Black Students

Several amendments to the U.S. Constitution and lawsuits have been enacted to change the way students of color and those with disabilities are treated in the public school system. Historically, one of the landmark cases that has caused the most changes in the education system to date is Brown v. The Board of Education (1954) it consisted of five different cases in Delaware, Kansas, Washington D.C., South Carolina, and Virginia. These cases were combined, entitled Brown v. The Board of Education, and sent to the Supreme Court. The main issues for the lawsuits were that Black children were subjected to an inferior education with respect to teacher training, pupil-teacher ratio, curriculum and extra-curricular activities, the physical plant, and time and distance involved in travel.

In the case of Belton v. Gebhart, Delaware, 33 Del Ch. 144, (1952) there were two separate cases in Delaware, but the issues were the same. Black families were frustrated with the inequitable conditions in schools reserved for their children. In one case, Belton v. Gerhart, was regarding Black children being forced to attend a run-down segregated high school in Wilmington. Another case was regarding a parent who made several attempts to convince the

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Delaware Department of Public Instruction to provide bus transportation for Black children in the town of Hockessin.

In the case of Bolling v. Sharp, 347 U.S. 497 (1954), 11 African American students were refused admission to all White schools in the District of Columbia, so a Consolidated Parent Group began a crusade to end segregated schooling in Washington, D. C. The sole issue of this case was that of segregation itself.

In the case of Briggs v. Elliott 347 U.S. 483 (1952), 20 African Americans in Clarendon County, South Carolina sued to secure better schools, equal to those provided for White students. Parents initially sued over the lack of transportation to school for their children. They later sued challenging segregation itself.

In the case of Brown v. Board of Education of Topeka, 347 U.S. 483 (1954), the National Association for the Advancement of Colored People (NAACP) challenged the "separate but equal" doctrine governing public education. This case was regarding students in Topeka being refused to attend all-White schools that were located closer to where these Black children lived.

In the case of Davis v. County School Board of Prince Edward County, 103 F. Supp., 337, (1952), High school students organized a strike to protest poor school conditions. The students believed that the deplorable conditions at the school deprived them of equal educational opportunities.

The 13th, 14th, and 15th Amendments, known collectively as the Civil Rights Amendments, were designed to ensure equality for recently emancipated slaves. The 13th Amendment banned slavery and all involuntary servitude, the 14th Amendment defined a citizen as any person born or naturalized in the United States, and the 15th Amendment prohibits governments from denying United States citizens the right to vote based on race, color, or past

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servitude. These amendments were all preludes to integration of the public schools nationwide. (U.S. Const. Amend. XIII, XIV, XV).

Many laws were enacted and are known as acts. The Civil Rights Act began in 1954 and continued through 1964. It is a landmark civil rights and U.S. labor law that outlawed discrimination based on race, color, religion, sex, or national origin. That time period is also known as the Civil Rights Movement. This was the beginning of desegregation. https://www.history.com/topics/black-history/civil-rights

President Lyndon Baines Johnson passed the Civil Rights Act to achieve "full educational opportunity" for all children. It provides federal grants for textbooks and all related services to ensure that children have everything needed for a public education. These laws, reforms, and acts have all been instrumental in changing how public schools are mandated in order to serve all children regardless of race, creed, or color. Blacks set the pace for integration because they were first to do so in large numbers.

Critical Race Theory

The Critical Race Theory (CRT) first emerged as a counter legal scholarship to the positivist and liberal legal discourse of Civil Rights (Ladson-Billings, 2010). It emerged during the early 1980s as scholars of color in legal studies began to examine the intransigence of racism within the landscape of the United States following the Civil Rights Movement and the role of the law in maintaining unequal race relations (Sleeter, 2012). Oremus (2012) reported that Derrick Bell, a former law professor at Harvard University, is known as the founder of Critical Race Theory. Ladson-Billings (2010) explains that CRT began with the notion that racism is normal in American society, it departs from mainstream legal scholarship by sometimes employing storytelling, and it critiques liberalism and argues that Whites have been the primary

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beneficiaries of civil rights legislation. Klupchak (2014) states that: "many youths from immigrant, ethnic, and racial minority groups value education equal to their majority counterparts and can do very well academically and socially, but whose families lack equal access to information about the educational system in a way that helps their children to be successful in the United States school systems" (2014, p. 9).

Many researchers and scholars are studying and examining CRT. Dixson (2007) noted that it can be summarized as White ideology, values, and interest being at the center of how culture is defined and how policies are formed. White is often seen as "what is normal" and other cultures are often seen as "not normal". Goodman (2011) provides a more comprehensive definition by explaining that White, Christian, middle-class, heterosexual norms of the dominant group have become the point of reference against which other groups are judged (Goodman, 2011).

> John Michael Lee (2008) explains how the CRT framework should be viewed when applied to education today beginning with the centrality of race and racism in society, asserting that racism is a permanent component of American life; that the challenges to dominate ideology, where CRT challenges the claims of neutrality, objectivity, colorblindness, and meritocracy in society; the centrality of experimental knowledge of people of color is appropriate, legitimate, and an integral part to analyzing and understanding racial inequality; the interdisciplinary perspective, where CRT challenges a historicism insisting that race and racism be placed in both a contemporary and historical context; and, that CRT is a framework that is committed to a social justice agenda to eliminate all forms of subordination of people.

"CRT is a framework that can be used to theorize, examine, and challenge the ways race and racism implicitly and explicitly impact social structures, practices, and discourse" (Amezcua, 2016, p. 5). "It is interdisciplinary and draws from and extends a broad literature base of critical theory in law, sociology, history, ethnic studies, and women's studies" (Amezcua, 2016, p. 5).

Contemporary racism in U.S. schools takes the position that minority students and their families are at fault for poor academic performances. Amezcua (2016) asserted that a) "they

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enter school without the normative cultural knowledge and skills causing the students to be labeled lazy, unmotivated, and lacking certain social skills, and b) parents neither value nor support their child's education" (Amezcua, 2016, p. 14). This contemporary racism mindset is based on the Cultural Deficit Theory (CDT) (Aguilar-Hernandez, 2012).

When studying the Critical Race Theory the notion of how achievements are normalized must be considered. Kirkland (2010) suggest that normal means positive interactions when students are able to overcome obstacles, inspire others, and achieve success, whereas negative outcomes may inspire poor habits and bad behaviors. (Kirkland, (2010) also asserts that when the history of the devastating conditions that people of color endured is considered, normalized notions of achievements is false ideology. Its claims to urgency and its fierce repetition in the national discourse reinforces a particular kind of performance-one tied to promoting Whiteness, but mischaracterizes the true differential between White and non-White students (Kirkland, 2010).

Critical Race Theory is widely taught and studied, not only in law but in sociology, education, and other fields. (Oremus, 2012) defined it as part of the mainstream debate over affirmative action, immigration, and hate crime laws and studied, not only in law but in sociology, education, and other fields.

North Dakota, will serve as a method to understand how students from different cultures assimilate with Midwestern, rural majority White Americans while maintaining their own culture perspectives. CRT will be used in this research to show how the lack of racial and cultural perspectives in schools can diminish a student's ability to achieve academically. For North Dakota, currently CRT looks like the definition defines it, what's White is right meaning that the cultural standards set for everyone is based on the White culture.

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CRT is applied to this study by addressing some of the research questions that principals from North Dakota public secondary school districts answered. The research and interview questions seek answers regarding the learning environment and expectations of the males in the study. Questions regarding graduation rates, academic support, non-English speaking support will seek answers to whether Black, Asian, and Latino males are educated with regards to their racial and cultural needs, or are they instead victims of elements of the Cultural Race Theory. White principals proudly emphasize their abilities to organize the most effective and up-to-date academic programs for students in their schools. Their limitations are that they operate on a one-size-fits-all approach because their programing fits the needs of White students and others are expected to fit in and thrive.

Black Males in the Public School System

Black male adolescents face many disparities in schools that may contribute to their educational outcomes. There are many causes that contribute to the disparities and inequalities. Codrington & Halford (2102) Some of them include: a) busing, and b) attitudes of teachers who do not want to teach them due to cultural mismatch between African American males and the schools and teachers, community and family issues, disproportionate placement in special education, and pedagogy that does not relate to their culture. Codrington & Halford (2012) asserted that as a result of these causes, African American males are at risk of failure in the nation's schools, because they are identified as underachievers with fractured academic identities and environmental and cultural factors that prohibit their success in school.

Maramba and Palmer (2011) African American males are placed in categorized, disenfranchised, and stereotyped learning environments that limit their education possibilities. Many experts (Maramba & Palmer, 2011) in the field say that there is a tendency to stigmatize

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the African American male youth with the neighborhood in which they live, but the appallingly low graduation rates of African American males in urban schools do not reflect the social challenges that males face in schools throughout this country. The assertation here is that the neighborhood and school are two places with supposable different standards in which the school should reflect higher standards.

The 14th Amendment to the Constitution requires that all students be given equal educational opportunity regardless of their race, ethnic background, religion, sex, socioeconomic status, or citizenship (U.S. Const. Amend. XIV). For too long, the academic achievement levels for African American males have been lower than average, despite an abundance of research on the topic and examples of best practices in communities across the nation (Clasp, 2014). "Despite positive steps taken to reduce the incidence of dropout among African American males over the past decade, their dropout rates still remain high" (Clasp, 2014, p. 2). "Poverty can have a significant impact on educational outcomes. Concentrated poverty, in particular, causes severe social, economic, and health repercussions that make it difficult for students to succeed" (p. 5).

The Department of Education Civil Rights Data Collections (CRDC) has confirmed immense disparities between African American males and all other children in suspension, expulsion, and school arrest rates" (Clasp, 2014, p. 6). When they are suspended, they are more likely to be assigned to an alternative program where they are less likely to be successful and more likely to become discouraged. Suspension often negatively affects a student's grades, which can result in many negative effects such as dropping out if they are old enough. Unfortunately getting arrested causes them to be placed in juvenile hall and separated from the traditional school setting. "According to some estimates, nearly half of all African American male students who begin high school fail to graduate four years later" (Clasp. 2014, p. 9).

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**Factors That Influence Inequalities and Disproportionality
for African American Males**

Jones (2011) states that "a study of racial and gender disproportionality in school punishment found African American males to have experienced significantly higher rates of discipline referrals, suspensions, and expulsions when compared to White males" (Jones, 2011, p. 11). The constant referrals and suspensions cause these males to get behind in their school assignments, thus leading to low grades. This causes them to feel inferior for being older than their classmates.

In its 2008 report, the Alliance for Excellence Education found that African American male students are nationally underrepresented in Advanced Placement classes which are rigorous high school courses that may count as college credit. Similarly, the Office of Civil Rights' 2006 biennial projection for African American male enrollment in Advanced Placement math and science classes were significantly lower than any other male groups (Jones, 2011, p. 14). "African American male students are overrepresented in special education programs where they have limited access and exposure to the general education curriculum" (Jones, 2011, p. 17). According to Jones (2011) African American males are most likely to be placed in special education programs with diagnoses of learning disabilities and/or emotional and behavioral disorders. Jones (2011), asserts that many are believed to have been misdiagnosed and subsequently become victims and develop characteristics of the environment which is often a disabled setting. The education system resembles the era of segregation because so many African American males are separated from the main classroom.

"The educational inequalities for African American males are national and pervasive in urban areas" (Jones, 2011, p. 20). This is due to the fact that the least qualified teachers are

recruited and hired by urban schools, and often the turnover is high for those teachers. This predicament leaves the students with no choice but to receive a sub-standard education Jones (2011). Teachers employed in predominantly White student school districts are more likely to be highly qualified. Conversely, in urban districts, a very high percentage of teachers are less likely to be highly qualified according to (Jones, 2011, p. 20) "African American males may not identify with teachers and the school community when they do not perceive genuine support from teachers" (Jones, 2011, p. 20).

"Stereotypes associated with achievement and discipline can negatively influence Black males' sense of belonging within the school community" (Jones, 2011, p. 23). Being respected by their teachers is very important to African American males. Often when an African American male bonds with a specific teacher, that relationship will boost the student's confidence causing him to perform at a higher level because he perceives that someone believes in him (Jones, 2011). Sometimes an African American male's behaviors and emotional expressions are misunderstood by teachers, causing him to be viewed as violent or uncaring. Because the African American male is often exposed to negativity, it is important that teachers give praise and listen more closely to what they have to say. "African American males relate to a dynamic youth culture that is greatly influenced by hip-hop music, speech, and fashion trends. Generational disconnects or middle-class principles held by educators may interfere with their willingness to respect the symbols held in high esteem by youth culture" (Jones, 2011, p. 55).

Teachers can learn to embrace the culture by not behaving as though they are afraid of it. To be successful educators, it is important that teachers develop an understanding and appreciation for the diverse cultures of all students. Teachers can begin by attempting to understand what the cultures mean to the student and include some of it in classroom activities.

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African American males are very sensitive about the need to be respected. They sometimes believe that only a mother or close relative deserves respect (Jones, 2011).

Cook (2015) wrote a statistical report for US News and states "schools in the United States are still separate and unequal" (Cook, 2015, p.1). Cook further explains that some African American parents often do not set high expectations for their children beginning at birth. By the time a Black child reaches age two, disparities already show between Black and White children due to Black parents having fewer resources (Cook, 2015). Head Start programs have helped Black children by age four. However, once formal schooling begins, the inequalities continue as more Black students get held back beginning in kindergarten (Cook, 2015). Cook (2015) stated that "35% of students held back are Black" (p. 3). Regarding retention, Cook (2015) wrote that "there are disparities in suspensions, although Blacks make up 18% of students in preschool, they count for 42% of students with an out-of-school suspension and 48% of students with multiple out-of-school suspensions (Cook, 2015, p.3)." These disparities often lead to Cook's next statement that "Black males are disproportionately arrested and incarcerated" (Cook, 2015, p. 4). This is where the school-to-prison pipeline begins. Thompson (2015) presented a fact sheet:

> Behind every catch phase is a young person whose future will be lost if something is not done immediately to change his or her reality. And when it comes to young African American men, the numbers are staggering and the reality is sobering. (p. 1)

Thompson further states:

> Young Black men across the board score below their counterparts in other racial and ethnic groups when it comes to graduation rates, literacy rates and college preparedness: and many African American men, in turn, are virtually locked out of employment and are filling up the nation's prisons in disproportionate numbers (p. 2).Nationally, African American male students in grades K-12 were nearly two and a half times more likely to be suspended from school in 2000 than White students. The twelfth grade reading scores of African American males were significantly lower than those of men and women across every other racial and ethnic group, and African American males are placed in special

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education programs in some cases at a rate of 47% of their population. (Thompson, 2015, p. 2)

Kerby (2012) states:

Today people of color continue to be disproportionately incarcerated, policed, and sentenced to death at a significantly higher rate than their White counterparts. Further, racial disparities in the criminal justice systems threaten communities of color, disenfranchising thousands by limiting voting rights and denying equal access to employment, housing, public benefits, and education to millions more. (Kerby, 2012, p. 2)

Closing the School-to-Prison Pipeline

The United States Departments of Justice and Education (2015) released an important plan to combat education policies that push students out of school and limit their educational opportunities. The plan takes a significant step towards closing the school-to-prison pipeline, a set of school policies and practices that funnel students out of school, providing a one-way path to the criminal justice system, and causing the students to drop out altogether. "Cutting our dropout rate by half would increase earnings by $7.6 billion and add $9.6 billion in economic growth and $713 million in increased tax revenue, all in an average year" (Lawyer, 2013, p. 1). The U S Department of Education Data (2015) shows that harsh school punishments, from suspensions to arrest, have led to a high number of Black males coming into contact with the juvenile justice system at an early age. Thirty-seven percent of the Black male cases are moved to criminal court while only 16% of the entire youth population are moved to criminal court. Additionally, 58% of Black male youth are sent to adult prisons.

Besides having inadequate educational opportunities, many different issues regarding the reasons why Black males are disenfranchised remain outstanding (U.S. Department of Education, 2015). Some of the most compelling issues that prohibit their success in school are:

- Issues in the community such as crime, poverty, health, and single parent homes.

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- The high rate of recidivism of Black and Latino males.

- Teen issues such as anger problems and drug and alcohol abuse.

- Fighting and problems in the streets such as gang involvement.

- The disproportionate number of Black males placed in special education programs.

Diagnosis of Disabilities and Special Education Eligibility

Terrance D. Fitzgerald's (2009) work and passion toward social justice have driven him to explore the volatile relationship between the public education system and students of color. His research supports the understanding of how systemic racism compels improper policies and procedures which are in part to blame for the continued limited level of academic and social achievement among children of color, and how it influences disproportionality.

Fitzgerald (2009) presents a strong argument that seems sensible; however, most of it is a repeat of the views of others. He presents a timeline through history beginning with the arrival of Black male slaves in America while emphasizing the harsh and mental conditions they endured. He then addresses issues after the Civil War including the 13th, 14th, and 15th Amendments through the Civil Rights Movement to show how overt control tactics were used to control especially Black males (Fitzgerald, 2009).

Regardless of the 1954 Supreme Court ruling, further legislation was needed to push for legal and social change:

> The Civil Rights Act of 1954 and the Elementary and Secondary Education (ESEA) of 1965 were both needed to ensure the end of school segregation and provide authority for the amplification of the 1954 decision. But despite these advances, the discriminatory measures used in the public schools and universities did not disappear, instead, they were transformed into covert, politically savvy forms of oppression and control. This fact is illustrated in the areas of corporal punishment, special education and alternative warehousing, and the use of psychotropic behavior stimulants among special education students. (Fitzgerald, 2009)

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Fitzgerald (2009) indicates that "all" White educators are racist and have an agenda to destroy children of color, especially Black males, but he does not provide evidence to support his belief.

In the process of diagnosis of disabilities and special education eligibility:

> IDEA requires that states engage in the Find Child process. This process requires states to identify, locate and evaluate all children with disabilities who are in need of early intervention or special education services. The state must then give children with disabilities a Free Appropriate Public Education (FAPE) to meet all of their needs. (Collins, 2009)

Collins (2009) outlined some of the problems found with diagnosis and eligibility: a) some school systems do not have a psychologist with enough experience or training to diagnose certain types of disabilities such as dyslexia, learning disabilities, or autism, b) many school districts refuse to acknowledge that a child has autism because services are expensive, and c) many special education personnel want to label a child with behavior or emotional disorder rather than figure out what the child's disability truly is.

The child will not receive an appropriate education if their disabilities are not correctly diagnosed. Often there are not enough free or low cost qualified medical personnel to determine diagnoses for children with disabilities. Collins (2009) explains that insufficient resources can cause a misdiagnosis or even no diagnosis for disabled children. Additionally, many special education personnel are not truthful with parents during the rigorous process of diagnosing a disability. Also, many parents struggle to understand the process causing additional roadblocks to the students' education.

While Collins (2009) seems to suggest that children are too often denied services, the argument regarding special education and Black males is that they are disproportionately placed in special education.(Collins, 2009) further explains that Black males are diagnosed with mental,

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emotional, and learning disabilities based on the observation that: a) they do not behave as expected because their expectations are based on White, middle-class values, b) their inappropriate behaviors are observed by multiple staff members, c) their behaviors are often not age appropriate, or d) they may suffer from poor interpersonal relationship skills. It is imperative that special education staff engage in an extensive and timely observation process of the students to avoid misdiagnosing them. (Collins, 2009) asserts that teachers often grow up in an environment with little similarities to the students they are hired to teach, and because if they have never had contact with their students' cultures, even though a social or business relationship, the teachers might misconstrue the students' behaviors as abnormal and feel that they should be placed in special education" (Collins, 2009).

Reports From the Association of Black Psychologists

In 2012, the Association of Black Psychologists (ABP) issued a position paper entitled "Special Education and the Miseducation of African American Children: A Call to Action" (Codrington & Halford, 2012). The ABP's report identified many of the same theories of discrimination as Jim Crow, the name of the racial caste system (but also a person) which operated primarily, but not exclusively, in southern and border states between 1877 and the mid-1960s. Jim Crow, which refers to racist and segregationist policies in the late 1800s and lasted until the mid-1900s, mandated segregation but focused more on consequences, teacher training, school psychologists, and student and family factors. This (ABP) report goes further by outlining solutions that focus on: a) teacher attitudes, b) behaviors and training, c) the role of the school psychologist including attitudes, training, and assessment techniques, d) diversifying the professional work force, e) creating new research and policy agendas, and f) continuing to eliminate structured inequalities and institutional racism. Among the many cited statements by

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the ABP, some recommendations for teachers were included such as "teachers must be trained to adjust their pedagogical strategies for culturally and ethnically different students" (Codrington & Halford, 2012), and "culturally responsive pedagogy involves teaching that embraces diversity, develops respectful relationships, affirms cultural identifies, and displays genuine concern" (Sullivan, 2010, p. 13).

African American Males in Urban Schools

African American males in urban schools are described as being underachievers and having fractured academic identities:

> Culturally sustaining pedagogy in urban schools' context builds upon non-dominant cultural resources within and beyond schools and classrooms. It is a pedagogical stance that includes a focus on the plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth counterhegemonic potential while maintaining a clear-eye critique of the ways in which youth culture can also reproduce systemic inequalities. (Johnson, 2015, p. 7)

Educators must liberate themselves from looking at youth culture as one-dimensional. They must stop focusing on what they think is normal, which is usually that of White males. Educators should instead seek methods and ideologies that can enhance teaching practices. "Culturally sustaining pedagogical frameworks illuminates the complexities of African American male experience calling into question pervasive educational discourses that relegates them to the margins" (Johnson, 2015, p. 19). These practices have reduced the African American males' academic identities in which they are either considered the problem or the exception. Ineffective practices categorize the students as essentialized and disenfranchised in a way that causes them to be stereotyped, which in turn, can limit their educational abilities (Johnson, 2015).

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Johnson (2015) "our work with African American males must move away from pedagogies too closely aligned with linguistic, literate, and cultural hegemony and towards developing a pedagogical agenda that does not concern itself with seemingly panoptic White gaze" (Johnson, 2015, p. 19). "We must re-examine the lives of African American males so that we can imagine how to reteach them along the lines of pedagogy that is not independent of culture" (Johnson, 2015, p. 19).

When it comes to African American males, the percentage placed in special education programs is increasingly high. "African American males are placed in special education programs in some cases at a rate of 47% of their population" (Thompson, 2015, p. 2). Although this number is unbelievably high, it is still true for some areas in the United States. When many students are left out of the regular classrooms, there is an increase of dropouts, unemployment, and crimes. "Young Black males across the board score below their counterparts in other racial and ethnic groups when it comes to graduation rates, literacy rates, and college preparedness" (Thompson, 2015, p. 2). The Schott Report (2012) on Public Education and Black Males indicates that there is alarming data for states with the lowest estimated graduation. Many of such reports can impact the perceptions of how the public view African American males in the public school system. Fears identified by the media can cast doubt in the minds of the public in general, as well as, teachers and school administrator

Many would argue that the demise of African American males in schools is mainly their own fault. "The behaviors that some Black boys bring to the classroom thwarts the learning and consequently weakens their propensity towards academic performances" (Bell, 2012, p. 1). The students' jokes, annoyances, and immature social conduct present a destructive trajectory in an academic environment. Additionally, classrooms are often led by White middle-class females,

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who may not possess the cultural dexterity to effectively handle troubling behaviors (Bell, 2012). While there are times African American males are extremely disruptive and noncompliant despite the best efforts of teachers, is it fair to completely blame the students for their behavior? Or are they victims of a system which has allowed disparities and discrimination? Are we blaming the victim? Do such behaviors even apply to all African American males or not?

"Not all school districts are having trouble with educating Black males, and the good news is that not all of them are at risk" (Noguera, 2015). Noguera further elaborates on the successes of these males by pointing out they attend effective schools that possess a clear sense of purpose, provide core standards within a rigorous curriculum, commitment to education for all students, safe and orderly learning environments, and strong partnerships with parents (Noguera, 2015).

According to Ellis, Nellum, Rowley, Lee, and Smith (2015):

> Academic self-efficacy refers to students' efficacious beliefs in academic settings and is empirically linked to other psychological and achievement outcomes, and has been defined as attitudes, feelings, and perceptions relative to one's intellectual or academic skills, and students' perceived capabilities to carry out academic tasks. (p. 2)

Ellis et al. (2015) further state that "self-efficacy is considered to be an individual's perceived capability to perform behaviors and tasks required to produce specific outcomes."

Additionally:

> School efficacy assumes that African American male adolescents, who demonstrate a higher sense of self-efficacy, would be more likely to set goals, and maintain their commitment to achieving those goals, and be poised to anticipate and respond to non-academic and academic events that affect them on a daily basis. (Ellis, et al 2015, p. 5)

"Scholars have found academic self-efficacy and racial identify to be significant predictors of African American male youth achievement" (Ellis et al., 2015, p. 5). "African American males' centrality has significant positive influence on school efficacy" (Ellis et al.,

2015, p. 10). African American male adolescents thrive on having a strong sense of belonging and attachment to other African Americans. Consequently, in their schools or communities, these perceptions of attachment are positive predictors of their school efficacy, and "how they are socialized by teachers, parents, peers, and mentors to view Blackness as a positive aspect of who they are in the midst of negative societal narratives that have strong implications for interventions designed to work with this population to address educational disparities" (Ellis et al., 2015, p. 18). "Allowing students to construct meaning from their schooling experiences is important because it provides a window to better understand how they conceptualize their success and how they might imagine their future work as well" (Brooms, 2016, p. 17).

Latino Males in the Public School System

The achievement gap between Latino students and their counterparts is a concern in the United States due to the increasing Latino population and the economic and social implications for American society (Marrero, 2016, p. 180). The Latino population in American schools was 25.4% of the entire population for the 2014-2015 school term according to Education Data Express (2016). "The Latino population is the fastest growing in America, and their numbers are expected to grow from 47 million to 133 million by 2050" (Rivera, 2016). Many Latino students are not legal citizens, but under the *Plyler v. Doe 457 U.S. 202* (1982) Supreme Court decision, any undocumented child in this country is entitled to attend the public schools.

Legal and Legislative Issues that Influenced Integration of
Public Schools for Latino Students

Plyler v. Doe is the leading case regarding the education of undocumented Latino students in the United States. "It stands among a pantheon of landmark educational cases such as Brown v. Board of Education" (Lopez & Lopez, 2010, p. 20). "The named plaintiffs in *Plyler v.*

Doe, a class action lawsuit, were sixteen Mexican children who could not establish that they had been legally admitted into the United States" (Lopez & Lopez, 2010, p. 26). These families had settled in Tyler, Texas, so the state argued that "they were less likely to remain within Texas and put their education to productive social or political use within the state, but the Court dismissed this argument asserting that no state has such a guarantee" (Lopez & Lopez, 2010, p. 26).

There were challenges to *Plyler v. Doe*. At the Federal level, a bill was introduced named the Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA). This amendment would have authorized states to disqualify undocumented noncitizen students from public education (Lopez & Lopez, 2010, p. 28). Many states such as California, Arizona, Nebraska, Indiana, and Michigan continued their fight against being required to educate undocumented children. The amendment was unsuccessful in overturning *Plyler v. Doe*. Subsequently, many schools adopted the "don't ask" policy in compliance with the Family Education Rights and Privacy Act (FERPA) which prohibits schools from releasing personal information about students and their families. "Groups such as the Federation for American Immigrant Reform (FAIR), an anti-immigrant group, were established to express concern about undocumented children in their schools citing the high cost and burden on the states to educate these children" (Lopez & Lopez, 2010, p. 44).

These efforts failed, and the No Child Left Behind (NCLB) (2001) act continues to uphold the rights of immigrant children. Although laws have been passed and groups like the FAIR are monitoring the progress of Latino children, many barriers still remain for Latino males' success in the school system.

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Barriers to School Success for Latino Students

Researchers have demonstrated that there are many barriers that prohibit Latino students from being successful in school. Some barriers are: a) interrupted school year, b) inconsistent attendance, c) poor educational foundations, d) English as a second language, e) transportation, and f) incomplete records (Marrero, 2016). "When a school lacks resources and personnel that may provide insight to the issues and cultural clues that may assist the school in engaging traditionally marginalized groups, it debilitates the effort put forth by that school on behalf of its students" (Marrero, 2016, p. 181).

Gandara and Hopkins (2010) wrote that "to excel, or even survive academically in school, students must be able to understand a specialized vocabulary, comprehend complex written text, write essays that are well structured and coherent, make presentations, and pass exams" (p. 14). NCLB required that all states develop an English language proficiency (ELP) guideline to use in every state to determine whether a student can be considered an English learner to receive proper placement. The main problem with implementing the ELP program in U.S. schools is "finding enough highly qualified teachers who are proficient in Spanish" (Gandara & Hopkins, 2010, p. 15). All Latino students in schools are not in need of ELP because many are able to speak and understand English.

Latino Parental Engagement in Public Schools

"The cultural differences between Hispanics and the mainstream culture of a school contribute to this misunderstanding of Latino parental engagement in education" (Marrero, 2016, p. 183). Marrero (2016) noted that Latinos generally regard teachers with deference, and within some Latino cultures, asking questions of teachers is considered inappropriate. "Latino families will trust community members before school officials because they understand their explanations

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in their own languages" (Marrero, 2016, p. 183). Rodriguez-Brown (2010) stated that the expectations of the school, in relations to parent involvement in their children's education, may be in conflict with the parents' belief as to what their responsibility and role are in their children's education. "Latino parents simply view the role teaching as one for the teachers to carry out. These parents differentiate between educar (to educate) and ensenar (to teach) in their relationship with their children" (Rodriguez-Brown, 2010, p. 351). Rodriguez-Brown further states that "Latino parents see their role as helping their children to become good people by teaching morals, manners, and values" (Rodriguez-Brown, 2010, p. 351).

Additionally, the lack of communication between families and teachers presents another barrier. Latino parents are not able to properly assist their children because they often cannot reach the expectations of the teachers. This is primarily due to cultural differences and language barriers. Programs for Latino families should be directed toward the development of knowledge that leads to self-efficacy for parents (Rodriguez-Brown, 2010, p. 353).

Latinos in Special Education

Many Latinos are placed in special education classes simply because of language barriers (Gandara & Hopkins, 2010). Additionally, the unavailability of qualified Spanish-speaking teachers contributes to the language barrier which inhibits the students' success in the classroom. The disproportionate representation of minority students, including Latinos, has been addressed in federal legislation due to concerns for the appropriate treatment of students of all cultural and linguistic backgrounds (Murillo, 2010). Murillo (2010) further states that IDEA does not hold states accountable for the treatment of language minority students to the same degree as the legislature, so the possible disproportionate representation of students identified as ELLs is not examined by many states. IDEA has authorized changes for identifying learning disabilities by

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using what is known as Response to Intervention (RIT) as a means to reach students who speak a language other than English (Murillo, 2010). "Of all racial/ethnic groups, Latino elementary and secondary students had the highest percentage of students who spoke a language other than English" (Lopez & Lopez, 2010, p. 5).

Community Issues for Latino Males

Many Latino children mostly live in poverty-infested communities filled with gang activity, access to drugs, and neighborhood issues that contribute to the high rate of dropouts. "Some of them have low expectations; some of they live in neighborhoods where there is graffiti, trash on the streets, few sidewalks, lack of green space, and overcrowded schools" (Rivera, 2016, p. 3). Because so many Latino children are new undocumented immigrants, they tend to be employed in low paying jobs often leading to a life of poverty. The illegal status of many Latinos makes them ineligible for public assistance. Many who work as immigrants move from place to place causing their children to miss a significant amount of school. The children also suffer when they are placed in multiple schools within one academic year. Many Latino children, especially boys, have to avoid school in order to work in fields with their parents (Rivera, 2016), but today Latino males are avoiding school for reasons much more devastating than going to work. Today the issue is their immigration status.

In 1982 the United States Supreme Court issued a ruling that all undocumented immigrant children could attend school in America. Today there is a different issue surrounding legality of children and their parents. Jennifer Dubin, a writer for the American Educator 2017-2018 issue wrote that parents worried that signing a school document, such as a permission slip, might invite unwanted questions about their immigration status. Dubin's article "You Are

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Welcome Here" is an attempt to reassure immigrant students and families in Northwestern

Indiana that-in schools, at least-families have nothing to fear (Dubin, 2017-2018).

Similarities and Differences Between Latino Males and Black Males

Latino and African American males share the same obstacles in obtaining an appropriate

education, socioeconomic conditions, and activities that contribute to dropout rates.

Consequently, members of both ethnic groups often gravitate toward the school-to-prison

pipeline. Saeed Ahmed (2016) conducted a study on the persistence of racial disparities in

United States schools and found that:

- Schools with more students of minority offered fewer advanced classes such as calculus, algebra 11, chemistry, and physics to Black and Latino students.

- Blacks and Latinos made up 42% of the student body in schools with gifted classes, and yet they made up just 28% of the students enrolled in gifted classes.

- Minorities were more likely to attend schools with police officers but no counselors.

- Around the nation, 6.6 million kids attend schools that had a law enforcement officer but no counselors. Asians, Blacks, and Latinos were more likely to be among those kids.

- Among high schools with more than 75% Black and Latino students, 51% had an officer.

- A Black student was 2.3 times more likely than a White student to be referred to or arrested by an officer.

- Minorities were more likely to be taught by less qualified teachers.

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- Nearly 800,000 students were enrolled in schools where 20% of the teachers did not meet all the requirements for a state license. Blacks and Latinos were more likely to attend such schools.

- Students of color were more likely than White students to attend schools with teachers who were in their first year of teaching.

Although Black and Latino students may face the same disparities in school, differences do exist in some cases. The differences that separate Black and Latino students is that some Latinos who are considered to be "new immigrants" have trouble understanding and speaking the English language. Most American-born Black students have an advantage in knowing the English language, whereas Latinos from some countries and non-American born African Americans are at a disadvantage of trying to learn a new language in addition to academic learning. Immigration status is another obstacle for non-American born students of color. It not only presents barriers for the students but also their families because they are not legal citizens, and that prohibits them from acquiring many services and opportunities.

Asian Males in the Public School System

In the rare instance when Asian Americans and Pacific Islanders (AAPIs) are included in the racial discourse about access to and equity in education, they have been reduced to a stubbornly persistent narrative. They are often portrayed as a "model minority," a group with stellar educational achievement (Teranishi, 2010, p. 2). Teranishi (2010) further states that "according to the U.S. Census Bureau, 49.8% of Asian Americans, 25 years or older, completed 4 years of college compared to 30.6% of Whites, 17.6% of blacks, and 12% Hispanics in 2005." Unlike African Americans and Latinos, Asians are considered "model minorities" because of their success stories (p. 2).

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Regarding race, most problems in the past between America people have been between African American and Whites. "Until recently there has actually been very little research that considers how and where AAPIs fall along the color line, and how race, ethnicity, and class, among other ecological factors, play out in terms of the mobility of Asian Americans and Pacific Islanders" (Teranishi, 2010, p. 10). Teranishi (2010) noted that AAPIs are often treated as though they are invisible-irrelevant in the many important discussions that exist about educational and social mobility in America. Teranishi (2010) points out that race is defined in America by stating that attainment gaps are usually between high performing Whites and low performing African Americans, leaving the Latinos, AAPIs, and Native Americans in problematic positions. Of all the minority groups, Asian Americans are viewed as more likely to be successful and unlike African Americans and Latinos, but Asians suffer when they are placed in the middle of affirmative action issues.

The increase in African American enrollment at many colleges and universities meant that Asians would face the decrease to offset the balance (California Affirmative Action, Proposition 209, 1996). Proposition 209 amended the California Constitution to prohibit public institutions from discriminating on the basis of race, sex, or ethnicity. "In 2009, the University of California at Los Angles approved a new admission test change that would require only one SAT causing 20% of AAPIs to be rejected and the gain going to White students" (Teranishi, 2010, p. 12). Unfortunately, the problems do not start at the college level, but rather, in K-12. One of the main problems is the unavailability of Asian teachers in public schools mainly due to the fact that most college bound AAPIs do not choose the education field as their career choice. Additionally, research shows that there is low education recruitment among that group. In one case, there were 83% White teachers, 7.9% Black teachers, 6.2% Latino teachers, and only 1.5%

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Asian teachers in the K-12 classrooms (Teranishi, 2010, p. 13). Teranishi also points out that Asian Americans are considered to be of a higher socioeconomic status than Pacific Islanders, and that brings discrimination among the two groups, and further states that Asians are more likely to attend schools in suburbs with higher populations of Whites, whereas Pacific Islanders are more likely to attend schools with a higher percentage of Blacks and Latinos and in urban communities.

How Asian Families Raise High Achievers

Many Asian Americans believe that their child is in a good school, and they do not have to become involved in their education (National Education Association, 2010). This is because parent engagement is a new concept for many Asians American communities even though many are heavily invested in education (N.E.A., 2010). In 2017 Jane Kim wrote a review on how do Asian students get to the top of the class. This article was taken from the book on "how Asian parents raise high Achievers-and how you can too" (Abboud, Kin, & Kim, 1995). Kim stated that "the reason Asian students outperform their peers in the classroom has nothing to do with how they are born and everything to do with how they are raised". Kim elaborated further on how Asian families have raised their children stating that:

> Asian families believe in specific roles for each family member. Their children's roles are more clearly defined than their American counterparts who have their time divided between extracurricular activities in addition to household chores. Asian children concentrate more on their schoolwork. They have clear cut and two- fold roles that includes 1.) respect your elders and obey your parents, and 2.) study hard and do well in school to secure a bright future. Asian students have continued studies at home including homework, review of previous learned material and additional assignments given by their parents. They rarely shed the role of student.

Kin pointed-out that Asian parents do several things that allow their children to embrace the role of student including:

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- They manage their children's time outside of school.

- They assume the role of educator after school hours.

- They teach their children that being a student is both fun and rewarding.

- They have a genuine respect for educators. They never undermine an educator's authority, and they view their children's educators as collaborators-not adversaries.

- Asian parents tend to dole out praise less frequently, and tend to be more result oriented.

- Asian parents have an attitude that is deemed highly uncool among American adolescents.

Asians as Model Minorities

"The 'model minority' is a stereotype with several implications for Asians and Pacific Islanders because of the perception and treatment by others' oversimplified generalizations based on stereotypes prevent people from acknowledging the complexity of individuals or subgroups within the population" (Teranishi, 2010, p. 145). South East Asian refugees, for instant, they do not often have the same benefits as some other such as Korean immigrants. Teranishi (2010) further states that stereotypes about AAPIs have led to racism, prejudice, and discrimination on both interpersonal and structural levels, and the image is problematic because it is often unattainable in reality.

Museus & Ledesma (2015) presented statistical data and explanations that presents an argument refuting that all Asians fit into the "model minorities" stereotypical image of excellence. "While Asian American communities exhibits poverty rates below 11%, which is a rate lower than all other racial groups, there are drastic disparities in poverty within the Asian American population" (Museus & Ledesma, 2015, p. 4), quoting data from the U.S. Census 2013

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American Community Survey (ACS) and the Public Use Microdata System (PUMS). The data shows disparities among five ethnic groups exhibiting the highest and five ethnic groups exhibiting the lowest poverty were included (p. 5). According to Museus, Ledesma, and Parker (2015), (1) the five groups exhibiting the highest levels of income included Punjab, Okinawan, Indian, Filipino, and Japanese while (2) five groups exhibiting the lowest levels of income were the Cantonese, Burmese, Mongolian, Bhutanese, and Bengali.

Aggregated statistics shows the high levels of education attainments among some Asian groups overs and showing the groups with the lowest graduation rates to be Laotian, Cambodian, Tibetan, Burmese, and Bhutanese. Those having the highest graduation rates includes Indonesian, Mongolian, Taiwanese, Filipino, and Sri Lankan (ACS) & (PUMS) 2013, P. 7). Maramba & Bonus (2012) presents an argument that one cannot adequately and appropriately understand the complex histories, cultures, and contemporary conditions faced by Filipino Americans in education unless one grapples with the specificities of their colonial past and presents. (Maramba & Bonus, 2012) elaborated on their unique migration and migration patterns, their differing racialization and processes of identity formation, the connections between diaspora and community belongings, and the various perspectives offered by ethnic group-centered analysis to multicultural projects gives meanings to their unique background.

Teranishi (2010) emphasized that "other barriers to Asians' educational processes are: identity development, high levels of stress, depression, psychological distress and low self-esteem. [These] all contribute to AAPI students not graduating." The idea that race, by itself predicts, is associated with, or reveals anything about education or social disparities leads to problematic generalizations about groups. (Teranishi, 2010, p. 147).

Teranishi (2010) identified several issues that need to be considered in order to help Asian students feel more aligned with others:

- Greater communications and competencies in cultural linguistic knowledge.

- Recognizing and appreciating the assets that different groups bring to the table.

- A greater understanding of histories and customs of Asian people.

- More research focusing on the gaps between groups.

- Different divergent vantage points and constituents with different types of experience and expertise (p. 147).

Teranishi (2010) identifies several reason why it is imperative that more AAPIs should be employed in K-12 schools including: a) hiring administrators who can provide guidance in education at every level on behalf of all AAPIs, b) moving the educational system beyond the language deficit model, and c) modifying the desired learning outcomes to include curricula that reflects AAPI history, art, literature, and culture (p. 149). Our cultural differences are what define us as a richly diverse country. America is becoming more diverse due to globalization including assimilation of immigrants and refugees with many different cultures. The most essential objective as a country is to effectively educate all people so that each student encounters an all-encompassing formation within the education system.

The Need for More Teachers of Color

"Teachers of all races, backgrounds, sexes, and ages have proven to be effective educators of urban youth" (Vilson, 2015, p. 27). Vilson states that "our children have to survive in the same world as everyone else." Vilson (2015) further states that:

- The number of teachers of color still lags far behind the number of White educators.

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- We must consider the importance of recruiting teachers of color, especially male teachers of color.

- We need to close the gap in how low-income and more affluent students view themselves as future professionals.

- Students of color can form relationships with professionals who may share their cultural background and possess powerful narratives for success.

- Teachers of color specifically could help to improve the academic achievement of students of color (p. 27).

- Educators of color can also make a positive impact on White students because a more diverse teaching population can help White students interact with and understand people of different races and cultures.

The Albert Shanker Institute (2015) did a study and found that teacher diversity is an educational civil right for students. Their findings were that not only do Blacks, Hispanics, American Indians, and Asians benefit from a diverse teaching staff, but that there is evidence that all students would benefit from a teaching force that reflects the full diversity of the U.S. population. The research found that:

- Minority teachers can be more motivated to work with disadvantaged minority students in high-poverty, racially and ethnically segregated schools.

- Minority teachers tend to have higher academic expectations for minority students, which can result in increased academic and social growth among students.

- Minority students profit from having among their teacher's individuals from their own racial and ethnic group who can serve as academically successful role models and who can have greater knowledge of their own heritage culture.

- Positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help reduce stereotypes, attenuate unconscious implicit biases and help promote cross-cultural social bonding

- All students benefit from being educated by teachers from a variety of different backgrounds, races and ethnic groups, as this experience better prepares them to succeed in an increasingly diverse society (Albert Shanker, 2015).

The Albert Shanker, (2015) researchers concluded that progress is being made toward a more diverse teaching force, but at a relatively modest pace. Quinton (2013) noted that good teachers embrace their students' cultural backgrounds, further stating that all good teachers build a bridge between what students know and what they need to learn. Figlio (2017) wrote about the importance of same-race teachers stated that "minority students often perform better on standardized test, have improved attendance, and are suspended less frequently when they have at least one same-race teacher".

In 2016, the United States Department of Education reported on "The state of diversity in the educator workforce". Among their findings were the following: 1. The elementary and secondary school teacher workforce in the United States is not as racially diverse as the population at large or the students; 2. In 2011-12 school year, 82% of public school teachers were White, compared to 51% of students were White; 16% of students were Black with 7% of Black teachers; 24% of students were Latino with 8% of Latino teachers.

Boston public schools created a new plan to hire more teachers of color focused on three distinct areas: workforce diversity, workforce inclusion, and sustainability (United States Department of Education, 2016). They identify potential teachers and set them up with mentors, college prep courses, pays half of their tuition, and assist in helping them find teaching jobs

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(U.S.D.E., 2016). I taught in the Jefferson County Public School system in Louisville, Kentucky under such a program called the Minority Teacher Recruitment Project (MTRP) where the same plans were instituted. MTRP helps hundreds of students realize their goal of becoming certified teachers in Kentucky's schools providing career guidance, course advising, professional development seminars, and financial assistance.

Students who show an interest in entering the field of education as a teacher enrolls into an Education Magnet Academy at the ninth grade level. Students are placed on a contract which states that their grades, attendance, and behavior must meet the required standards throughout the time they are enrolled in the Academy. Students follow regular classes for science, mathematics, language arts, and social sciences. They attend the Academy where they follow a curriculum of teaching and learning. They get hands-on experience by working with kindergarteners at the elementary school. At the twelfth grade level, they do student teaching.

After the students graduate from high school, they may attend the college/university of their choice within the state of Kentucky. The state of Kentucky will pay all of their expenses for tuition and books until they have completed their education. The state will pay for six years of expenses because the requirements to teach there is to have completed a Master of Education. The program is designed to:

- Increase the number of highly qualified minority teachers in elementary, middle, and secondary schools in the JCPS and the state.

- Identify and recruit middle and high school students who are interested in teaching.

- Recruit students at community colleges and support their transition to a four-year institution.

- Recruit professionals seeking a career change to the teaching field and support their enrollment in one of our graduate teacher preparation programs (MTRP, 2018).

A new study co-authored by a John Hopkins University economist (2017) showed that Black students who have at least one Black teacher in elementary school are significantly more likely to graduate high school and attend college. Those who participated in the study and stated assigning a Black male teacher in the third, fourth, and fifth grades significantly reduces the probability that a Black male drops out of high school.

The United States Department of Education, (2016) found that in 2011-12, 80% of all principals were White, 10% were Black, and 7% were Latino. Even fewer teachers and principals were Asian. The United States Department of Education, 2016 also reported on "Teach Tomorrow in Oakland" a teacher recruitment and development program that aims to place teachers in the classroom who reflects the diversity of the local student population. . Recruiting teachers of color, particularly Black, Asians, and Latinos has become a phenomenon across the country, and North Dakota could benefit from this trend in the long-run due to more students of color entering into its school systems.

Although most of the research presented declared reasons to hire more teachers of color, there is also research that defends the leadership of White principals declaring that they are also efficient for achievements in students of color. Theoharis and Haddix (2011) presented an article discussing how colorblind ideologies and false notions of meritocracy still pervades schooling progress. "Issues deeply ingrained in U.S. society, and by extension, public education still prevails today" (p. 1347). Although the article emphasizes the fact that in some systems educational opportunities are still unequal for some, particularly students of color, Theoharis and Haddix (2011) reported on six White principals who came to administration with a commitment

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to create more equitable and excellent schools for students from marginalized communities. Their report shows how these leaders made strides in raising student achievement, creating a climate of belonging for students, staff, and families, thus increasing access to learning opportunities for marginalized students.

Theoharis and Haddix's (2011) report does not override the fact that more teachers of color are needed in schools, nor does it report on whether or not the principals included diversity in their teaching staff. What is shows is that it takes the proper leadership skills to guide teachers, counselors, and other staff into the proper procedures needed to create an equitable teaching and learning for all students and that can be accomplished by White principals who are responsible for getting students of color educated.

Summary

The literature review identifies how Black, Asian, and Latino males in grades 9-12 in America's public schools have experienced difficult paths in attaining an effective education because of issues regarding prejudices, inequalities, and disparities. Undoubtedly, these issues have caused failure for many of these males, resulting in poverty, crime, and loss of life. Today, almost everyone has an equal opportunity to a free and fair education, but for many years Black and Latino males have been disproportionally enrolled in special education classes. Often the route of special education impedes their learning environment, therefore diminishing their opportunities for a successful life. As a result, America is bombarded with the cost of maintaining their lives financially by paying the high cost of incarceration or providing for their care and well-being through public support programs such Supplemental Security Income (SSI).

The problem of inequality in education for Black males has been a problem since slavery, and for Asians and Latinos, since the beginning of their immigration to America. Although this

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has been a difficult process for these groups, some members have managed to succeed, reaching the same level of education and success as other Americans. Chapter three contains the methodology which guides the research including the research methods, survey design, data collection, and data analysis.

CHAPTER III

RESEARCH METHODS

Introduction

This chapter presents the methodology used in the research conducted to identify secondary public school principal's perspectives regarding Black, Asian, and Latino males in grades 9-12 in North Dakota's public schools. I used qualitative research methods. The goal is to add to the knowledge base of educating Black, Asian, and Latino males grades 9-12 in North Dakota's public schools.

Research Questions

The research questions used to guide this study included:

1. What educational practices, policies, and routines occur within two North Dakota public school districts that supports academic achievement for African American, Asian, and Latino males in grades 9-12?

2. What achievement gaps exist in educating African American, Asian, and Latino males grades 9-12 in two North Dakota public school districts?

3. How do North Dakota secondary public school principals within two districts advocate for diversity within their certified personnel?

Qualitative Research

"Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2009, p. 4). The process includes

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emerging questions and procedures, data that is collected at the participant's setting, data analyzed by building general to specific themes and the researcher making interpretations of the meaning of the data (Creswell, 2009, p. 4).

"Qualitative researchers are concerned with an interaction in a particular setting" (Slavin, 2007, p. 122), "and use a natural setting as the direct source of data" (p. 122). Slavin (2007) further clarified, "When the data in which researchers are interested in, comes in the form of existing documents, such as official records, researchers want to know where, how, and under what circumstances the records came into being" (Slavin, 2007, p. 122).

Creswell (2009) explains considerations within qualitative research as: "the potential audience and their knowledge; using a natural setting; the researcher is the key instrument and will collect their own data; will collect multiple sources of data; builds their data analysis from the bottom-up' and uses an emergent design" (p. 175). Creswell (2009) continues by explaining that "qualitative researchers uses a theoretical lens to view their studies; they make an interpretation of what they see; and, they try to develop a complex picture of the problem or issue under study" (pp 175-76).

Lee, (2013) explains that qualitative research allows researchers to hear the voices of participants as they go into their communities because they can rely on the participants to help shape the research and learn the details of experience through their stories. This method allows the researcher to obtain in-depth information about a small sample of people. Qualitative researchers believe that human behavior is greatly influenced when they are in their natural setting.

The qualitative research is the most appropriate method for using questions because it seeks to describe and give meaning to the centrality of the theme. It is user friendly because it

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can be done over the telephone directly with the respondent, and all participants will answer the same questions.

Researcher's Role

At the time of this study, I was a student enrolled in a doctoral program in Educational Leadership at the University of North Dakota in Grand Forks, North Dakota. I conducted this study for various reasons regarding Black, Asian, and Latino males based on a) national statistics, b) experiences working with them, c) concerns about the recent population growth of these groups in the North Dakota public school systems, and, d) I am a member of one of the groups (Black).There is no potential bias on my part as to whether these minority males in grades 9-12 will have a fair chance at receiving an equitable education. Third party readers evaluated the interview data prior to the preliminary approval meeting. The third party readers consisted of students who are currently enrolled, or have completed degrees in education.

A meeting was scheduled with my doctoral advisor for approval of the topic proposal. Upon securing my advisor's approval, I followed the procedures of the University of North Dakota including attending a topic proposal meeting with my doctoral committee. The doctoral committee approved the topic proposal on September, 2018.

In order to carry out the research plan, I had to identify the school districts to gain their permission to conduct research in their schools. I composed a template letter (Appendix A) seeking their permission and explaining the reason for the research and the details of how it would be carried out. Some districts approved based on the fact that since only principals were included, individual principals could decide on their own whether to participate or not. Next, after the districts consented, I contacted some of their principals using a template letter (Appendix B) requesting their participation in the research by answering questions via telephone

interview regarding secondary Black, Asian, and Latino males in grades 9-12. After agreeing to participate in the approximately one hour interview, seven open-ended interview questions (Appendix C) were provided for the principals. The topic proposal was submitted to the University of North Dakota Institutional Review Board (IRB) for approval from the University of North Dakota. IRB approval was granted December 18, 2018 (Appendix D).

North Dakota School District Populations

The following schools' districts were selected for the research based on enrollment of the populations being studied including Bismarck, Fargo, Grand Forks, West Fargo, and Minot. A brief narrative describes each North Dakota school where African American, Asian, and Latino males are enrolled with the highest numbers in the selected schools. The data shown is based on a Four Year Cohort, meaning that students who begin their ninth grade school term should graduate together after four years. Some districts do not give an explanation of the outcomes of 100% of their students meaning 100% did not graduate together, and the districts do not account for their displacements. School districts of Dickinson, Grafton, and Williston are included in these descriptions to allow the reader to have insight into the surrounding districts where African American, Asian, and Latino males are beginning to enroll as well.

Bismarck is the capital of North Dakota. It is economically diverse and has a population of about 100,000. It has the largest school district in the state as of the 2017-2018 school term. The Bismarck public school system has 12,861 students, 2,187 staff members, 500 classrooms in the 16 grade schools, three middle schools, three senior high schools, alternative high school, Career Academy and Technical Center, and early childhood program (Bismarck Public Schools, 2017). According to the North Dakota Department of Public Instruction, during the school term 2015-2016, 20 African American students showed a graduation/dropout rate of 70.00/20.00. The

www.manaraa.com

NDDPI shows that for the year 2017-2017 was 80/20 for African Americans. Nineteen Latino students showed a graduation/dropout rate of 52.63/20.05 in 2015-2016, but that rate increased to 64 % in 2017-2018. There were no Asian students indicated in this count. White students had a 92.6 5 IN 2015-2016 with a slight decrease to 92% IN 2017-2018(North Dakota Department of Public Instruction, 2016-2016 & 2017-2018). https://www.nd.gov/data/gradrate.

Fargo public school system is the second largest school district in North Dakota, serving more than 11,321 students grades K-12. Fargo is North Dakota's largest city and also economically diverse. In the Fargo district, there are 16 elementary schools, three middle schools, three comprehensive high schools, and one alternative high school. The average daily attendance is 95%, and the overall graduation rate is 85% (Fargo Public School, 2017-2018). During the school term 2015-2016, The North Dakota Department of Public Instruction (2015-2016) identified 96 African American students with a graduation/dropout rate of 85.42%/9.38%. For the year 2017-2018, their graduation rate has decreased to 72%. Forty Asian students 2015-2016 showed a graduation rate of 90.00, but that rate has decreased to 82% in 2017-2018., and for 24 Latino students, the graduation/dropout rate was 70.83%/20.83% was in 2015-2016, but has decreased to 53% in 2017-2018. White students graduated at the rate of 89.0 in 2015-2016, but showed a slight decrease to 88% in 2017-2018. (Fargo Public Schools, 2015-2016 & 2017-2018). https://www.nd.gov/dpi/data/gradrate.

Grand Forks public school system is the fourth largest school district in North Dakota with 7,460 students in grades PreK-12. There are 12 elementary schools, four middle schools, two high schools, one alternative high school, and a head start program. The average daily attendance rate is 96.8%. (Grand Forks Public Schools, 2017). There are 33 African American students enrolled in two high schools and 12 in the alternative school with a graduation/dropout

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rate of 68.97%/17.24% in 2015-2016, but that rate showed a slight increase to 71.4% in 2017-2018. There are 38 Asian students with a graduation/dropout rate of 86.84%/7.89%, in 2015-2016 with no change indicated for 2017-2018. 20 Latino students with graduation/dropout of 70.00/30.00. There was no change indicated for 2017-2018. White students graduated at the rate of 90.5 in 2015-2016, but showed a slight decrease in 2017-2018 to 90.3%. (North Dakota Department of Public Education, 2015-2016 & 2017-2018).

https//:www.nd.gov/dpi/data/gradrate.

West Fargo public school system is the third largest school district in North Dakota with 10,573 students in grades PreK-12. There are two early childhood schools, 11 elementary schools, two middle schools, two high schools, and one alternative high school. Their average daily attendance rate is 90% (West Fargo Public Schools, 2017). There are 56 African American students with a graduation/dropout rate of 87.50%/1.79% in 2015-2016, but showed a slight decrease to 82% in 2017-2018. There are 18 Latino students with a graduation/dropout rate of 88.98%/11.11% in 2015-2016, but decreased to 60% in 2017-2018. 33 Asian students with a graduation/dropout rate of 78.79%/12.12% in 2015-2016 showed an increase to 82% in 2017-2018. White students graduated at 89.8 in 2015-2016, but showed a slight decrease to 87% in 2018-2018. (North Dakota Department of Public Instruction, 2016-2016 & 2017-2018).

https://www.nd.gov/dpi/data/gradrate

Minot public school system has 7,406 students enrolled in 12 elementary schools, three middle schools, three high schools, an adult learning center/alternative high school, and a head start program (Minot Public Schools, 2017). Three schools are located on Minot Air Force Base, 15 miles north of Minot. Twenty-four African American students show a graduation/dropout rate of 87.50%/8.33% in 2015-2016, deceased to 72% in 2017-2018. There were 19 Latino students

with a graduation/dropout of 78.95%/15.79% in 2015-2016, but showed an increase to 87% in 2017-2018. 14 Asians students have a graduation/dropout rate of 92.86%/7.14% in 2015-2016, but he NDDPI does not show any increase or decrease for 2018. (North Dakota Department of Education, 2015-2016 & 2017-2018). https://www.nd.gov/dpi/data/gradrate.

Interview Questions and Process

Seven interview questions were developed based on the inquiry of the three research questions. Of the seven interview questions presented to secondary principals, interview questions number 1, 2, 3, 4, and 7 related to research question number 1; interview question number 5 relates to research question number 2; and, interview question number 6 relates to research question number 3.

Research Questions	Interview Questions
1. What educational practices, policies, and routines occur within two North Dakota public school districts that supports academic achievement for African American, Asian, and Latino males in grades 9-12?	- Interview question number 1: What are your plans for increasing graduation rates for the following males: Blacks, Asians, and Latinos? - Interview question number 2:What are your plans of support for practices, policies, and routines within your school for Black, Asian, and Latino males? - Interview question number 3: What programs in your school supports non-English speaking students and their parents? - Interview question number 4: What discipline patterns does your school use for the following males: Blacks, Asians, and Latinos? - Interview question number 7: How does your school provide for social and

emotional needs regarding Black, Asian, and Latino males?

2. What achievement gaps exist in educating African American, Asian, and Latino males grades 9-12 in two North Dakota public school districts?

- Interview question number 5: What are your school's academic achievement progress for Black, Asian, and Latino males in your school?

3. How do North Dakota public school principals within two districts advocate for diversity within their certified personnel?

- Interview question number 6: How does the plans that your district integrate/incorporates issues on recruitment of teachers of color

This qualitative research was conducted by telephone interviews with open-form questions that according to Slavin (2007) questions on a questionnaire and/or interview questions to which subjects may give any answer where individuals are asked specific questions but allowed to answer in their own way (Slavin, 2007, p. 111). Slavin provides a step-by-step guideline beginning with: creating an interview protocol which includes a set of questions laid out and instructions on how the interviewer will ask each respondent. Seven questions were created and instructions were provided in the contracts issued to principals who participated.

I then piloted the questions with respondents similar to the intended subjects of the main study during the Spring semester of 2018 at the University of North Dakota in Educational Leadership. This was part of the interview protocol. They provided input for the appropriateness of the questions as compared to the principals' knowledge of their schools. "Questions posed in a questionnaire should seek to gain information on specific events or experiences the interviewee has participated in" (Maxwell, 2013, p. 103). For the open-ended questions, I had a general area of interest and concerns but let the conversation develop within the area (Robson & McCartan, 2016, p. 285). Furthermore, the questionnaire employed a majority of open-ended questions

because open-ended questions tend to elicit richer, fuller answers (Houston, 2010, p. 12). The questions were drafted based on information from the literature review, other studies about the populations included in this study, government websites and research data, and information from other scholars.

For the second step of the interview protocol, I piloted the questionnaires approximately two weeks before the actual study for feedback and understanding of the language and appropriateness for the participants. Slavin (2007) identified a pilot test as a trial run of the study, done for the sole purpose of testing the instrument and identifying questions or procedures that need to be adjusted. The pilot group consisted of secondary principals from 3 selected North Dakota public school districts. These principals were directed to the UND Quantric website to review the questions that were used in the interviews. The 3 selected principals were asked to analyze the questions based on their appropriateness, and how they related to North Dakota's schools. I used their feedback to finalize the questions that are "a carefully laid out set of questions used by an interviewer to conduct an interview using a series of structural questions to which the respondent makes verbal responses" (Slavin, 2007, p. 111).

Feedback from the committee members was also collected, after which feedback and approval was finalized by the Institutional Review Board. After all participants had consented (Appendix B) to be included in the interview, the data was collected to build a profile of 5 North Dakota's secondary public schools' education for African American, Asian, and Latino males in grades 9-12.

Data Collections and Procedures

"The data collection step includes setting the boundaries for the study, collecting information through unstructured or semi structured observations, interviews, documents, and

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visual materials" (Creswell, 2009, p. 178). A protocol for recording information must also be established (p. 178).

Multiple sources of data are used for increased validity. The statistical data were collected from NDDPI, and ND school districts' public documents. The public documents reviewed includes information regarding students based on race/ethnicity within a four- year cohort, and school district policies listed on the internet. Graduation rates for students in this study group also includes the completer rate, the five- year rate, the six -year rate, the seven - year rate, and the traditional graduation rates.

A plan for what type of data needed for this study was developed based on the contents of the literature review, the qualitative research method, and the research questions. To increase validity of the data, multiple sources of collected data was used. Data collected from the NDDPI and district websites are the undisputed factual records of schools within the state of North Dakota. Using multiple sources will minimize the effects of bias, and increase a richer description of the collected data. Public documents and were collected from the North Dakota Department of Public Instructions for the years of 2015-2016, 2016-2017, and 2017-2018. Other data was collected from the five districts where the populations in this study are enrolled in schools. The collected data from various websites are available to the public. They are included in this study for validity of students' actual progress, and includes population and graduation rates by race. Tables including that data can be found in Chapter I.

Creswell (2009) explains the data collections procedures as "setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, visual materials, and protocol for recording information" (p. 178). For

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this study, I interviewed four school principals by telephone. "Telephone interviews are useful when participants cannot be directly observed" (Creswell. 2009, p. 179).

The research includes two North Dakota school districts in this study including data from NDDPI's website and the school's websites, and responses from four secondary principals in two school districts. Explanations in of the five letters (Appendix A) that were sent to school district administrators seeking consent included a purpose of the study, procedures to be followed, explains that there is no foreseen risk involved, benefits for the North Dakota public schools, duration, statement of confidentiality, statement of voluntary involvement, and rights to ask questions. The consent letter also explains that no identifying data of participants or their school will be used.

Participants were given a date and location where results of the study may be obtained if interested. After permission was granted, and consent was approved by the district, four secondary principals were emailed consent letters with the consent to participate (Appendix B). After approval of participation was consented by the principals, I scheduled an appointed time to interview them by telephone. The principals consenting to participate in the study were given a link to access the interview questions prior to the scheduled interview. The time needed to complete the interview was approximately one hour, depending on the knowledge principals had about their school and students. I arranged to use an unoccupied office for privacy. I telephoned each principal at a different time. Each principal stated that "they had reviewed the interview questions." Each responded by answering the questions as they desired with me using follow-up questions for further clarity.

Interviewees' responses were recorded using a digital tape recorder by me. "Taping provides a permanent record of what was actually said, instead of what the interviewer thought

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was said" (Slavin, 2007, p. 112). The four secondary principals were given the option of receiving a copy of the transcript to validate their responses.

Data Analysis

Data analysis in qualitative research in general is comprised of: transcribing; examining raw data; identifying themes through coding and recoding processes; and representing the data in various formats including but not limited to figures, tables, and narratives in a final research text. The first step of analyzing the interview results was to transcribe the recorded response into a verbatim transcript to recapture the original interview. The interviews were transcribed by a paid transcriptionist. The transcripts, along with the recorded interviews, were uploaded to a password protected Google Drive. The participants were not identified in the recordings or transcripts, and the audio recordings was deleted after being uploaded. I analyzed the data from the transcripts using Atlas. ti (http://www.atlasti.com). "This software is a method that is used by researchers to organize text, graphic audio, and visual data files, along with coding, memos and findings into a project" (Creswell, 2009, p. 188). Results of that analyzed data was converted onto an Excel spread for easy readability.

To begin analysis, I read the transcripts multiple times to capture participant's' responses by looking for patterns to emerge. Preliminary groups were established by highlighting significant statements, sentences, and quotes in each transcript. This is coding, which is the process of organizing the material into chunks or segments before bringing meaning to information (Creswell, 2009, p. 186). Moustakas (1994) notes "this is horizontalization which we consider each of the horizons and the textural qualities that enable us to understand an experience" (p. 95). "Treating each expression equally allows various themes to emerge and bring forth a fresh perspective" (Creswell, 2013; Moustakas, 1994).

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The data analyzed are the results of seven interview questions that participants were asked. Significant statements from secondary principals were examined for 'what' is already known regarding practices, policies, and routines within their schools, and 'how' regarding their future plans to increase graduation plans and academic improvement for Black, Asian, and Latino males in grades 9-12 in selected North Dakota public schools.

I validated trustworthiness of this study by using triangulation of data which is multiple sources of information, peer review using a peer reviewer to examine transcripts and interpretations to avoid bias, and rich and thick description as explained by Creswell (2013)noted thick and rich description and extensive use of quotes which increases transferability or whether the results of the study can be generalized to others in a similar context or situation.

This chapter outlines the research design, research methods, the role of the researcher, data collection, and analysis of the data in order to gather information for a profile of North Dakota public schools and how the information relates to educating African American, Asian, and Latino males in grades 9-12. The results of this data are analyzed and presented in Chapter IV.

CHAPTER IV

RESULTS

The purpose of this study was to review data and four principal's perspectives regarding the educational processes of Black, Asian, and Latino males in grades 9-12 in two selected North Dakota school districts. The study included qualitative methods based on interviews of four secondary North Dakota principals who represented two districts. All principals participating in the interview process are currently employed within the North Dakota public school system. They all have a long history of working as administrators, some in several districts, and have all completed doctoral degrees in Educational Leadership from universities in North Dakota. This chapter also includes the findings from interviews conducted with these principals. These sources of data were analyzed to determine the graduation rates of students in North Dakota public schools according to demographics.

Interviews

There were four secondary principals who responded to the open-ended interview questions. Their responses provided qualitative data. Their transcriptions were coded individually first, then all responses were combined and coded together. Specific codes emerged from the principal's responses that aligned with both the constructs/categories identified from the literature review and the three research questions: educational practices, policies, and routines for academic support; identifying existing achievement gaps; and, how administrators will advocate

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for diversity in hiring. Next, the codes were transferred to an Excel spreadsheet, defined and placed in categories according to similarities. Finally, the categories were converted into themes.

Chapter IV includes the results of the findings that shows the analysis of each principal's interview done chronologically followed by a narrative telling the stories of their interviews combined and analyzed where codes, categories, and themes emerged to summarize the findings. Chapter IV was arranged according to the three research questions with the appropriate interview designed to guide the study:

1. What educational practices, policies, and routines occur within two North Dakota public school districts that support academic achievement for African American, Asian, and Latino males in grades 9-12?

2. What achievement gaps exist in educating African American, Asian, and Latino males in grades 9-12 in two North Dakota public school districts?

3. How do North Dakota secondary public school principals within two districts advocate for diversity within their certified staff?

Findings From Interview Question # 1. What Are Your Plans for Increasing Graduation Rates for the Following Males: Black; Asians; and Latinos?

All principals who participated in the interview process indicated that "they did not have a specific plan for Black, Asian, or Latino males regarding increasing graduation rates." They all did provide information regarding academic support systems that are available to those males as well as all students on their campuses.

Findings show that all four principals reported that "their incoming students including Black, Asian, and Latino males in grades 9-12 complete a transition program as they prepare to leave middle school, and is completed before entering high school." Once students arrive at all of

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the high schools, all principals reported that "they are given an orientation to become acquainted with the school and its classes, programming, staff, procedures, and all general information on how the school works." All of the principals reported that "students are first introduced to the support systems that includes counselors and social workers, who will help them develop a schedule and enroll in classes and programs that are most appropriate for their academic level." All stated that "after meeting with counselors, students are able to design a success plan incorporating various support structures." All of the principals stated that "Counselors also meet with family members to get their input and explain their children's academic plans, and Counselors monitor the student's academic progress and their attendance records."

All principals reported that "students have many choices regarding the academic settings they feel or believe are best for themselves." The principals reported that "there are regular classes, online classes, self-paced classes, and that some students perform better at the Alternative School where they have one class during the mornings and one class during the afternoon." All principals reported "having the Multiple -Tiered Systems of Support (MTSS) to monitor student's progress and advance them when they are ready to move to a higher level." All principals reported that "their students also may take advantage of the Advanced and Individual Differences (AVID) classes that are available in each of the schools involved in the interview."

Principals reported that "teachers in the classrooms are able to provide much assistance for students also by helping with test interpretation, provide support in reading, mathematics, science and communications, proctored exams, and teach skills on studying." "They are also helpful in helping students identify the proper programs that fits their needs to succeed in school."

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The findings show that principals report that "principals, counselors, and social workers provide meetings for at-risk students and their parents, and are attempting to understand the differences between different cultural groups." Principals reported that "they are planning to build a more culturally sensitive and inclusive curriculum."

Findings From Interview Question #2. What Are Your Plans of Support for Practices, Policies, and Routines Within Your School for Black, Asian, and Latino Males?

The findings show that the secondary public schools within two North Dakota districts do not have any specific practices, policies, or routines for Black, Asian, or Latino males in their schools, but all principals interviewed reported that their schools have "really nice built in support." Principals reported that "there is a school within a school, emphasizing the many support programs available in their schools in each of the schools headed by principals included in the interview." They identified the "many programs available includes the MTSS, online classes, tutorial classes, UND tutors, and distance education."

The principals reported that "data is used for correct placement of all students in each school, and students are able to meet with Student Wellness Coordinator who helps to find services to facilitate their needs in order to become successful in school in all of the schools." Each principal reported that "there are social workers who work directly with families whose children are experiencing difficulties."

The findings show that one principal "reported to had paid for online classes for low income students out of their own pockets." This is not a common practice for the school, but the principal said "he showed empathy for students who could not afford the classes." One principal chuckled and said that "we are diverse impaired" referring to the school's staff lack of understanding diversity.

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**Finding for Interview Question # 3. What Programs in Your School Support
Non-English Speaking Students and Their Parents?**

The findings show that "four public schools in North Dakota have very robust English
Learners (ELL) programs" according to their principals. Two principals reported that "they have
19 different languages spoken within their schools," and two reported that "there are 30 different
languages spoken in their schools." Two principals report that "approximately 30% of their
student population are considered ELL." Four principals reported that "their schools are aided by
Para-professionals to assist the students' every need whether its one-on-one throughout the day,
or to be placed in the classrooms to assist communications between the teacher and student to
interpret languages." Because there are so many different languages spoken, all four principals
"reported that they have to resort to other resources such as using a Buoyance interpreter which
is a computer program used to communicate when there is no person available to speak a
particular language."

Four principals reported that "there are more Para-professionals assigned to the ELL
programs than any other areas in their schools, and that ELL students have needs that includes
other assistance beside academics." All four principals reported that "all of their staff including
Paras-professionals, teachers, counselors, social workers, and principals work with the families
of ELL students."

All four principals reported that " other supports are provided for students and their
families includes home visits and paring families with services such as those to help financially,
get school supplies, clothing, and schedule appointments with health agencies, and other
programs throughout the city." One principal reported that" his school uses the American School
Counselor Association (ASCA) model where 80% of the counselors work with students, and

20% complete other assignments." Principals reported that "ELL students often need help filling out forms such as for Free Application for Federal Student Aid (FAFSA) to apply for financial aid for college."

The findings show that principal from four North Dakota public schools reported "to have incorporated many programs to welcome and help ELL students and their families acclimate to the American culture, while also embracing their own cultures." All four principals reported "having a Welcome Center with programs that helps students and their families adjust to school." Two principals reported that "their New Neighbor program host several cultural events where all different backgrounds gather with their specific foods and share with others, teaching about their cultures." One principal reports to "have as many as thirty flags displayed in his building."

All four principals reported that "coaches work very closely with ELL students by inviting them to participate in sports." Two principals reported that "ELL students have high participation rates in the soccer and track teams." One principal reported that" there were twenty eight different languages spoken among students on the track team." Four principals reported that "when the ELL students become involved in sports and other activities such as music and theater, they are able to acclimate with the other students more easily." Another principal reported that "when you see the ELL students' interaction with other students that they maybe would not have a chance to get to know, that is pretty special."

Three principals reported that "ELL students are usually placed in a resource room in the beginning, and some are placed in block classes for mathematics, science, social science, and English." The findings show principals report that "all ELL students are moved to the mainstream as soon as they are ready to participate in English speaking classes."

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Findings for Interview Question #4. What Discipline Patterns Does Your School Use for the Following Males: Black, Asian, and Latino?

The findings show that principals reported that "there are no specific disciplinary patterns for Black, Asian, or Latino males enrolled in their schools, and that they did not have records on discipline patterns." One principal did report that "he does see a disproportionate number of African Americans being disciplined as compared to Whites."

The findings show that four principals report that "they have programs where students are taught coping skills." Each principal highly emphasized having such programs in their schools, although the programs may be referred to by different program titles." They report that "they use training modules where students may attend mini classes where they learn skills such as how to cope and redirect to modify their behaviors."

The findings show that all four principals states "try to reframe from suspending students, but to use redirected training instead." They reported "using their counseling services for disciplinary actions, and Counselors may refer the student to any of the appropriate services in their building." All four principals reported that they are "getting away from expelling students or using expulsion, but use training to teach understanding and how to assess different situations before getting involved into something that could lead to greater consequences." One principal reported that "he especially does not expel Black males because they seem to get used to it or expect it." That principal reported that "the African American males seems to look forward to it." Principals report that "they use other options before expelling any student."

The findings show that the four principals stated "they will only have a student arrested for a serious crime that would be considered a felony." Of the two arrests reported "within these two districts, one was for disseminating pornography in one of the districts, and the other was for

being in possession of illegal drugs in another district". Principals reported that "when students are arrested at school, they are placed in the local juvenile facility to be processed by the court system."

The findings show that the in-school training modules that principals used "have been very effective, and helped students to remain in the school building instead of being expelled." "Principals report that there were eleven expulsions last year, but that there have been only two expulsions this year. "Principals reported that "the expulsions did not represent the students included in this study, but it includes all students who were expelled from their schools."

Findings for Interview Question #5. What Are Your School's Academic Achievement Progress for Black, Asian, and Latino Males in Your School?

The findings show that all four principals in the two districts within North Dakota's public schools said that "they are proud of the growth and academic achievements that Black, Asian, and Latino males in their schools are making." All four principals said that "they are showing much growth because their schools are offering many different programs and opportunities for all students to be successful." Two principals report that "sometimes it's the stress of being in a new environment, or the school moves at a much faster pace than they are accustomed to," "so that is when they refer the males to the counselors to receive help in identifying a more suitable program for them that is maybe at a slower pace."

The findings show that each of the two public school districts included in this study have an Alternative High School. In North Dakota these schools are referred to as Community schools because they do not specifically serve to relocate students who have been expelled from the regular school setting, but as an alternative learning setting. Principals reported that "they are not use as placements for disciplinary purposes, but rather as an alternative setting for learning."

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Four principals report that "if the smaller classes or intervention programs on campus do not work, the programming at Community High School will likely meet their needs to become successful in school." Principals reported that "Community schools have fewer class settings, a smaller environment, and it is more self -paced, and students are able to retrieve any classes that they may have missed." Four principals reported that "because they can work at a slower pace, they can pass the class in sixty days or thirty to forty days, and they also have the opportunity to finish classwork at home on their computer."

The principals reported that "students may request to go the Community School, and all four principals report that they accommodate those students by working out the transition for them." Principals said that "students are able to be successful at the Community School because sometimes the regular school setting is too big and overly whelming for them, and they want a smaller and more intimate setting." The principals reported that "at Community, they have one class for three hours in the morning and one class for three hours in the afternoon, that students are rarely sent to Community for behavior problems."

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Findings for Interview Question #6. How Does the Plans That Your District Integrate/Incorporate Issues on Recruitment of Teachers of Color?

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Findings show principals reported that "this issue is not well reviewed by them." Two of the four principals stated that "their district selects teachers from a national data-base." One respondent said "that matter was left up to their Human Resources Department." One respondent stated that "their district will sometimes hire teachers with a specific skill such as being able to speak a foreign language, however, that person does not need to be a person of color." The findings showed that when principals felt open to discuss the issue, they were more forthcoming about the discussions that their districts have actually had. Answers ranged from "the issue has

not been discussed in our district", "I am sure it has been discussed", "I am sure that looking at our changing population that comes up", "it will be interesting to see how we rollout policies and procedures to address that issue because how could you recruit for teachers of a specific race without discriminating", "we have hired a female teacher to work specifically with females" and, "I do not have an answer for that, but I am willing to be the voice at the table."

When asked about recruiting from local colleges and universities two principals stated that "when students of color complete their studies at the colleges and universities, they move away from the area." Four principals were presented with data to show how public schools in other states have overcome that obstacle of creating programs within their schools that would help to increase the numbers of teachers of color in their buildings. Two principles did report that "colleges and universities in the state of North Dakota should be the first to address this issue."

Findings for Interview Question #7. How Does Your School Provide for Social and Emotional Needs Regarding Black, Asian, and Latino Males?

The findings show that once again principals report that "their schools do not have any specific programs to address the needs of Black, Asian, or Latino males within their schools." They report that "these males are privy to any of the many resources available to any and all students in their schools." Principals reported that "often students of color enter the school without many skills in regards to solving social and emotional problems."

Findings show that "all of the principals rely on some of the existing programs such as Buoyance, which is an on-demand phone interpreting in seconds, around the clock with professional interpreters if there is a demand for interpreting not available in their school." Principals reported that "some emotional needs can be meet through the Multiple-Tired Systems of Support (MTSS) program which is a framework to provide all students with the beast

opportunities to succeed academically and behaviorally in school" (NDDPI, 2018). One principal reported that "counselors work on social and emotional needs as well to coordinate with hired intervention specialists, and that all students have access to drug and addiction counseling." Principals reported that "sometimes certain students are paired with coaches and teachers as mentors." Some of the two districts reports "having Ramp-UP programs where students can learn to use the pillars of that which guides them to school success, life success, and emotional understanding." Ramp-Up programs aka Ramp-Up to Readiness is a school-wide advisory program that features an engaging and interactive series of activities to help all students graduate. These principals report that "the program provides activities to help students graduate from high school, and to prepare for the next level of their lives."

Table 10 shows the themes per principal in relations to each of the seven questions. This analysis was finalized after using Moustakas' (1994) method six steps including (a) begin with a full description of participants' personal experience, (b) create a list of significant statements, (c) group the significant statements into "meaning units" or themes, (d) write textural description, (e) write structural description, and (f) write a composite description which incorporates the textural and structural descriptions and represents the essence of the phenomenon (Moustakas, 1994).

Table 10. Themes per Principal in Relation to Each Question.

Themes/ Question Nos	Customized Curriculum	English Learner Program	Cultural Program	Academic Support	Health Services Support	Counselling Services	Social Worker Services	Discipline	Diversity Recruitment	Services for at Risk
1				4		4				
2	4	3	3			4	4			
3		3		4		4	4			
4						4		4		
5			4	4						
6									2	
7					4	4				4
Total Theme per Principal	4	6	7	12	4	20	8	4	2	4

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Summary

The interviews included four principals in two North Dakota public school districts. They all appear to provide a robust program of learning for students. Because the schools work with a smaller population than average, when compared to other regions throughout the United States, the two districts are able to offer a wider selection of programs and special learning environments to help each student be successful. Data from school website and NDDPI shows that students in North Dakota schools graduate at an above average compared to some surrounding states. Black, Asian, and Latinos enrolled in North Dakota public schools graduate at lower rate when compared to White students in North Dakota. (See data tables in Chapter I).

Using CRT in this research shows how the lack of diversity in their staff (teaching and others) creates a lack of racial and cultural perspectives which can diminish a student's ability to achieve academically. It is obvious that the principals are proud of the services that they offer in their schools, but with no consideration as to whether their schools are disconnected with other schools in this country. As a researcher who witness Black students being bused to White schools in the south, I know of the disconnect. Although the services and resource are available, for students of color not seeing or having the opportunity to connect with educators who looks like themselves can greatly affect whether them graduate, be placed in special education, or succeeds.

North Dakota public schools included in this study has experienced a major demographic change over the last decade. An influx of new students, mostly students of color have entered into the schools leaving the district leaders scrambling to find ways to accommodate each and every learning need. One major problem for North Dakota school leaders has been providing an education for students from many different countries speaking different languages. The leaders

have found help by using Para-professionals who are familiar with the languages, but have also had to resort to using technology for interpretation. The districts have also had to provide for the different cultural needs by adding extra staff for counseling, social workers, and many others who help with special interventions.

While North Dakota public schools have needed to acquire extra services for non-English speaking students, they do not provide any other special programs that reflects the needs of Black, Asian, or Latino males in grades 9-12. The four principals stated that "they are hopeful that those males will find solutions to their needs within the many different options that they already provide." The data from their school's websites, and NDDPI's website show that Black, Asian, and Latino students are still lagging behind White students' graduation rates.

North Dakota public schools are excelling, but there are concerns surrounding their lack of diversity among the certified staff. So far there seems to not be any aforethought as to how to implement the start of finding teachers of color to teach in their schools.

CHAPTER V

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

Chapter V is the culmination of this study based on data derived from a qualitative study including a literature review, the North Dakota Department of Public Instruction, websites from North Dakota public school districts, and interviews from four North Dakota secondary school principals. The chapter is organized beginning with a discussion of the related issues, followed by the conclusion of the issues that were discussed. Recommendations include a section on further research that is needed, and finally, the summary.

Discussion

This is a first time study for public school districts in the state of North Dakota that seeks to provide answers regarding educational opportunities for Black, Asian, and Latino males in grades 9-12. Based on the findings of this study, the perceptions are that for African American, Asian, and Latino males in North Dakota secondary schools there are existing educational gaps. The findings also shows that secondary principals in two North Dakota school districts perceive that their practices, policies, and routines are applicable to all students regardless of race or gender.

The results of this study provides data that suggest the four North Dakota high schools within the two school districts are well organized including a highly academic program, many resources, and many levels of social and emotional support. Considering all of the resources and support provided to these schools, my goal was to determine why Black, Asian, and Latino males

in grades 9-12 did not achieve the same academic success as White males in the 9-12 grade levels. Based on data from the school's websites and data from NDDPI's websites, African American, Asian, and Latino students have a lower graduation rate during the years of 2015-2018 than White males. My findings did not provide a conclusive reason why the African American, Asian, and Latino males in grades 9-12 had a lower rate of graduation, and that information will be clearer after further studies are done that should include those male students, teachers, counselors, and parents.

The four White principals within two North Dakota school districts were suddenly faced with the burdens of educating students new to their environment and schools. North Dakota schools have long seen a great majority of students who were White and predominately from Scandinavian backgrounds. Recently, many different cultures have migrated to the state, thus causing school administrators scrambling to get children from many different racial, culture, and ethnicities educated. These principals were faced with the tasks of how to get all of these students educated and to make them feel welcome in their schools. Just the same as those principals in the Theoharis and Haddix (2011) report, the four North Dakota principals who answered open-ended interview questions showed that they also became school administrators with a desire to create more equitable, socially just, and excellent schools.

Questions presented for the interviews were meant to specifically reference African American, Asian, and Latino males in grades 9-12, but these principals described academic, social, and emotional programs for the benefit of all students. These four principals saw issues of race as being central to their work and promoted equity for all students. They found the need to reflect upon their own beliefs, emotions, and professional studies regarding race as they prepared to encounter the task of providing an equitable education for students from many different

backgrounds. Providing for so many different backgrounds and needs also meant increasing programming and choices in order for each student to succeed.

In this study, I included males of the Black, Asian, and Latino races, but all of these races presented different challenges such as language barriers, previous educational backgrounds deficits, different nationalities, and socioeconomic backgrounds. One of the major challenges for these principals was to create a program for students who did not speak or understand the English language. Those programs became known as English Learners (ELL) programs. Their dilemmas were even more compounded by the fact that there were often as many as thirty different languages to facilitate for. When finding personnel became too difficult principals often had to result to using technology programs such as Buoyance which is an interpretative language that can be used with an online interpreter.

Not only was language a major problem, but many of the Black, Asian, and Latino males were New Americans who needed to learn how to function in a new world. These principals were faced with challenges of how to help children and their families acclimate to a new culture. They reported that "it was necessary to connect with the families and not be seen as just White principals." They realized that in order to help the children become successful, it was critical for them to develop relationships that encouraged the parents to view them as allies. One principal described his efforts to reach out to parents by asking for help from their own communities to facilitate when needed.

The four principals reported the difficulties of having to assess each student to determine the best opportunity to succeed academically. Some courses could be facilitated in regular classrooms as soon as those who needed were able to excel in a regular classroom setting, but for many reasons, some students often need many different settings due to being overly whelmed in

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regular settings. The principals presented situations that provided for the needs of all of their students. They provided different environments such as alternative schools where the pace was slower, online classes, or specialized non-special education classes for others. Students could move back to the regular class environment when they were ready to.

All of the principals strongly emphasized that "the programs within their schools were for the benefit of all students according to their abilities to excel in school." This also included their disciplinary policies. Principals stated that "all students were disciplined according to their consequences and not according to their race." One principal addressed the question of suspending Black males by stating that "he never suspends them from the school building because they become use to that method." "Instead having the student at school using learning models to correct their behaviors is more beneficial."

Principals in this study did not attempt to avoid the discussions about race. It is obvious that they were adjusting to providing answers because two of them stated that "they had been contemplating answers, but that their districts had not provided any discussions on the subject." It is not apparent whether or not having teachers of color would increase the successes of the Black, Asian, and Latino males in grades 9-12 in North Dakota schools. If White teachers have such a record of non-failure, practices, policies, and routines established for all students, then why are the graduations lower for these males? Hiring some teachers of color would make a difference, and be beneficial for all of the students.

Although the principals explained that they had very strong academic, social, and emotional programs for all students regardless of their race, the data from the school website and data from NDDPI still shows that Black, Asian, and Latino males in grades 9-12 in these school districts' students are still are falling behind White males in grades 9-12. What are the causes of

the achievement gaps? If the schools have many options for success could the problems be other issues such as lack of motivation from the family? Are these 9-12 grade students entering the North Dakota school too late to catch-up? Hanford (2016) presents an argument that achievement gaps can be attributed to sub-standard teaching and learning conditions; low income families; and, does the curriculum and instructional practices engage the student. Again, the answer to Hanford's argument will become clearer when further studies are done as a follow-up to this study. I did learn that all of the principals interviewed believed that their schools provided a high standard of teaching, but if there are learning gaps for Black, Asian, and Latino males in grades 9-12. Further studies will help clarify where the problem lies.

Conclusions

Helping new students to the area has presented a seemly unsurmountable task for schools in two North Dakota districts. The four principals within the schools have described at length practices, policies, and routines they are using to assure that all of their students regardless of their race can be successful. They have provided all of the necessary support that a student needs to be successful in school. Some of the many support programs within their schools includes:

1. A counseling and career center with its own staff.

2. Guidance counsels for each grade level.

3. Individualized planned programs for each student.

4. Special instructions in reading, mathematics, science, and communication as needed.

5. Individualized counseling for students/parents with outreach counselors for follow up.

6. Transitional counseling from middle to high school/orientation once in high school.

7. Help with study skills and academic support in a resource tutorial class.

8. At risk student meetings with parents.

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9. "School within a school" for students who are struggling academically.

10. Online classwork to help those who are behind retrieve credits, and to help students who must miss classes because they work to help support their families.

11. EL programs with support from Paras and technical programs such as Buoyance where they are able to get help from and interpreter on line.

12. Cultural events for students, parents and the community to learn about others.

13. Social Workers to help with social and emotion support, as well as, help acquire financial support and other needs from the community.

14. Drug addiction counselors.

15. MTSS/Multi-Tiered System of Support

16. In leu of suspension, they provide classes within the school that helps the student to modify their behaviors. Suspensions and expulsions are only given in case where a severe crime has been committed.

17. Students may attend the district's Community School where they are able to work at a slower pace, taking one class during the morning and one during the afternoon.

Principals within these two North Dakota schools systems have provided information regarding the practices, policies, and routines throughout their schools that would seemly achieving the same rate of graduation, but for Black, Asian, and Latino males in grades 9-12, there are still some short comings. One of the interview questions that seemed to have left the four principals baffled was the question regarding how would they advocate to recruit/hire certified personnel to include diversity in their schools. It must be considered that with so many choices to help students succeed, what recommendations could be made to help narrow the rates

of graduation between Black, Asian, and Latino males and White males in these five public school districts in the state of North Dakota.

Recommendations

Leadership within the North Dakota public schools must become cognizant to the changing demographics and also recognize the need to create changes in their teaching, counseling and leadership staff of principals and superintendents to include staff who reflect the race, culture, and ethnicities of their student body. Principals within two North Dakota school districts were not able to provide answers regarding their plans to hire teachers of color that would reflect the images of their students of color. The typical answer given by most of them was that they select candidates from a national database. Given the fact that method has not provided diversity in their teaching staff, I am going to recommend that they make an effort to create ways to find teachers, counselors, and principals of color. They do report to have Para-professionals that can work with some teachers such as in the ELL programs, but my recommendation is that the districts should hire more professionally trained certified personnel who better understand the needs and roles of educating students, and who can better relate to African American, Asian, and Latino males and their parents. Having a more diverse staff would be beneficial for all students. They would be able to better recognize specific issues and assist other staff with developing programs that would be directed more specifically for resolving issues that affect these males.

There are currently many schools across this country that have had to address having more diversity within their certified staff. There are several recommendation that I suggest to help fulfill their need to accomplish this. First, the schools could recognize students in their own high schools who shows potential and interest in becoming teachers. Some schools across the

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country have even created programs such Education Magnets were students began their learning at the high school level. They would earn dual credits. In the state of North Dakota currently many college students of color are receiving Cultural Diversity Tuition Waivers meaning that students who wanted to go into the field of education could also have their tuition waived.

I recommend that collaborations be initiated at the NDPPI, colleges and universities, and school district leaders to begin brainstorming about this specific issue. The change in the cultural populations in the state of North Dakota is likely to become more diverse in the near future.

<div align="center">**Further Research**</div>

The research conducted in this study includes the views of secondary principals within two districts in the North Dakota public schools, data taken from the NDDPI, and data taken from the school district's websites. While the principal's responses were very generous, they do not reflect the feelings and opinions of other staff within the schools, students, or their parents. I recommend a wider research population to get a combined opinion of the needs of Black, Asian, and Latino males in grades 9-12 enrolled in schools in these two school districts.

First, to begin the additional studies, students and teachers should be invited to respond to the survey. At the end of the survey, one short open-ended question could be included to allow teachers and students to include a short statement to add any other information not covered within the survey questions.

Secondly, guidance counselors and social workers should be allowed to provide input by responding to an open-ended interview the same as the principals did, considering that they work so closely with students regarding any problems they may have with issues related to academics, social and emotional, financial, medical, or issues in the home and community. I would

recommend a combination or survey questions and interview questions for counselors and social workers.

Third, parents should be invited to participate in focus groups in order to respond to and discuss issues of their concerns. The researcher would determine the number of participants for each group. Also, the researcher should be allowed to suggest the issues to be discussed among the group. These discussions should reflect the issues related to the students and the school's environment.

Finally, further research should include other students such as African American, Asian, and Latino females in grades 9-12, and the same groups of students at the middle and elementary levels. Further research could compare the academic successes of American born students from these groups to students who identify as Black, Asian, and Latino but were born in other countries and are considered "new" to American schools.

Summary

Creating an equitable education for all students enrolled in North Dakota public schools is essential if all students including Black, Asian, and Latino males in grades 9-12 are to graduate at the same rate as White males. In order to get this done will require the input from all who are involved in their educational processes because of the many challenges brought upon the state by the flow of non-traditional students coming into the district.

This research was based on the needs of Black, Asian, and Latino males in order to determine if there are disconnects in their educational processes, and how could those disconnects be corrected. Although this research provided some very valuable data from NDDPI, school websites, and responses from four principals from within two North Dakota school districts, it did presents some disconnects that are not conclusive. Once school leaders address

and respond to the needs and recommendations for further research in this study, expectations for higher graduations rates for the males in this study can be accomplished. This study is a pioneering work that ought to be recognized by all educational leaders throughout the state of North Dakota.

APPENDICES

Dear (District Administrator)

My name is Maggie Lowery. I am currently a University of North Dakota doctoral student in the Educational Leadership K-12 program. To fulfill the requirement of the degree, for the dissertation, I am conducting research on "A review of limited data and perspectives regarding Black, Asian, and Latino males in grades 9-12 in North Dakota public schools."

Principals from select secondary schools will be asked to participate in an interview answering open-ended questions. Participation is voluntary. There are no known or anticipated risk to participants. Consent by the participants is granted by completing and submitting the survey online. These surveys are anonymous and no identifying information will be requested from the participants. No schools or districts will be identified in the study. A web link will be provided where the initial questions can be found. Follow-up questioning will occur during the telephoned interview. The link will be provided to the questions once a district consent to participate.

Once I receive the district's consent approval, a letter will be sent to secondary principals in your district. See attached letter. The letter will request principals' consent to participate in the interview.

Consent to participate in the research is granted once principals have agreed and scheduled an appointed time to be interviewed.

The time needed to complete the interview will be based on their knowledge of their school and students, however, participants in the pilot groups finished in approximately one hour. The web link will be connected to the University of North Dakota's Qualtrics system. All participant answers will be recorded by the researcher.

The University of North Dakota Instructional Review Board's (IRB) approval of this study will be assigned an approval code following your consent to participate. That code will be forwarded to you. All IRB guidelines for this research will be followed.

If you have any questions regarding this questionnaire, please contact me at 701-213-5101, my advisor Dr. Sherryl Houdek at 701-777-3577, or the UND Institutional Review Board at 701-777-4279. Please return your approval on your district's letter head by April 10, 2018.

Thank you for your assistance with this research. A summary of the results will be sent to you following its completion. The results of this study will assist in the educational instructions of African American, Asian, and Latino males grades 9-12 in North Dakota public schools.

Respectfully,

Maggie B. Lowery

Maggie B. Lowery	Dr. Sherryl Houdek
University of North Dakota	University of North Dakota
Grand Forks, ND	Grand Forks, ND
Maggie.lowery@und.edu.	sherryl.houdek@und.edu.

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Appendix B
Consent Letter for Principals

THE UNIVERSITY OF NORTH DAKOTA
CONSENT TO PARTICIPATE IN RESEARCH

TITLE: Principals' Perspectives Regarding Grades 9-12 Black, Asian, and Latino
                            Males in North Dakota Public Schools.
PROJECT DIRECTOR: Maggie Bernice Lowery
PHONE #:   **(**701) 213-5101
DEPARTMENT: Educational Leadership

STATEMENT OF RESEARCH
A person who is to participate in the research must give his or her informed consent to such participation.
This consent must be based on an understanding of the nature and risks of the research. This document
provides information that is important for this understanding. Research projects include only subjects who
choose to take part. Please take your time in making your decision as to whether to participate. If you
have any questions at any time, please ask by contacting the project at the above number or email:
maggie.lowery@und.edu.

WHAT IS THE PURPOSE OF THIS STUDY?
You are invited to be in a research study about principals' perspectives of African American, Asian, and
Latino males grades 9-12 in their schools that helps them to achieve academic success.

The purpose of this study is to review school policy documents and seek secondary principals'
perspectives regarding African American, Asian, and Latino males grades 9-12 in 5 North Dakota public
school districts with the highest enrollment of students in this study. Qualitative data will be collected to
investigate practices, policies, and routines that contributes to their graduation rates. Interviews using
open-ended questions will be administered to selected secondary principals by a telephone call to the
principal from the project director.

HOW MANY PEOPLE WILL PARTICIPATE?
Approximately 1-2 secondary principals from your school will be invited to participate in this study.
Approximately 1-2 secondary principals will be invited to participate from 4 other public school districts
in North Dakota.

HOW LONG WILL I BE IN THIS STUDY?
Your participation in this study is expected to last no longer than 1 hour. You will be contacted at your
school via of telephone by the project director. The project director will later provide a copy of your
interview statements for validity.

WHAT WILL HAPPEN DURING THIS STUDY?
You are being asked to participate in an interview. The time needed to complete the interview is expected
to be approximately 1 hour, however it will be based on your knowledge of your school and students.
You will be given a list of open ended interview questions sent via email. The project director will record
your responses using a digital recorder.

To provide anonymity for you and your school, a pseudonym will be assigned. During the interview, the project director will refer to you by your assigned pseudonym which will be provided to you when the interview time is scheduled.

Open-ended questions may require a follow-up question for clarity. You will be free to skip any questions that you would prefer not to answer.

WHAT ARE THE RISKS OF THIS STUDY?
There are no foreseen risks to you by participating in this interview questionnaire.

WILL IT COST ME TO BE IN THIS STUDY?
You will not have any cost for being in this research study.

WILL I BE PAID FOR PARTICIPING?
You will not be paid for being in this research study.

WHO IS FUNDING THIS STUDY?
The project director is not receiving no payments from other agencies, organizations, or companies to conduct this research study. This study will provide information for a dissertation.

CONFIDENTIALITY:
The records of this study will be kept private to the extent permitted by law. In any report about this study that might be published, neither you or your school will be identified. Your study record may be reviewed by the projects director's Advisor and the University of North Dakota Institutional Review Board.

Any information that is obtained in this study and that can be identified with you or your school will be disclosed only with permission or as required by law. Your responses to interview questions will be recorder using a digital recorder. All data included in this study will be maintained in a confidential manner that is consistent with the regulations of the Institutional Review Board at the University of North Dakota. All collected data will be kept for a period of at least but no longer than three years. All collected data will be kept on the project director's private computer, and downloaded data will be kept in a locked cabinet in my home. Because of anonymity, no recorded or transcribed data stored will contain your name or your school's name.
If a report or article is written about this study, the project director will describe the study in a summarized manner so that you nor your school can be identified. You will have the right to review only your interview statements. The recordings will be used for educational purposes, and will be erased after being transcribed. The transcriptions will then be coded into themes.

IS THIS STUDY VOLUNTARY?
Your participation is voluntary. You may choose to participate or you may discontinue your participation at any time. Your decision whether or not to participate will not affect your current of future relations with the University of North Dakota or the project director.

You are requested not to disclose any information regarding interview questions or any data enclosed in this study.

CONTACTS AND QUESTIONS?
The researcher conducting this study is Maggie Bernice Lowery of the Educational Leadership Doctoral program at the University of North Dakota. You may ask any questions you have now. If you later have

questions, concerns, or complaints about the research please contact Dr. Sherryl Houdek (**701) 777-3577** or email sherryl.houdek@und.edu.

If you have questions regarding your right as a research participant, you may contact The University of North Dakota Institutional Review Board at **(701) 777-4279** or UND.irb@UND.edu.

- You may also call this number about any problems, complaints, or concerns you have about this research study.
- You may also call this number if you cannot reach the researcher, or you wish to talk with someone who is independent of the researcher.
- General information about being a research subject can be found by clicking "Information for Research Participants" on the web site: http://und.edu/research/resources/human-subjects/research-participants.cfm

I give consent to be audio recorded during this study.

Please initial: _____Yes   _____No

I give consent for my quotes to be used in the research; however, I will not be identified.

Please initial: _____Yes   _____No

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Subject's Name_____

_____   _____
Signature of Subject   Date

I have discussed the above points with the subject or, where appropriate, with the subject's legally authorized representative.

_____   _____
Signature of Person Who Obtained Consent   Date

Appendix C
Principal's Questionnaires

The purpose of this study is to review perspectives regarding African American, Asian, and Latino males in North Dakota public schools.

Directions: Please review the following interview questionnaires regarding African American, Asian, and Latino males in your school. The questions are open-ended. Some questions may require answers specific to the race of the students, whereas some may require answers relating to your school/district policies for all students. **You will have approximately one hour to respond to the interviewer in a recorded interview.**

1. What are your plans for increasing graduation rates for the following males: Black; Asians; and Latinos?

2. What are your plans of support for practices, policies, and routines within your school for Black, Asian, and Latino males?

3. What programs in your school supports non-English speaking students and their parents?

4. What discipline patterns does your school use for the following males:
   Black, Asians, and Latinos?

5. What are your school's academic achievement progress for Black, Asian, and Latino males in your school?

6. How does the plans that your district integrate/incorporates issues on recruitment of teachers of color?

7. How does your school provide for social and emotional needs regarding Black, Asian, and Latino males?

Thank you for taking the time to participate and respond to the interview questions. Your participation will help benefit North Dakota's educational instructions. An abstract of the results will be available in May 2019.

UND UNIVERSITY OF **NORTH DAKOTA**

DIVISION OF RESEARCH & ECONOMIC DEVELOPMENT

UND.edu

Institutional Review Board
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December 18, 2018

Principal Investigator:	Maggie Lowery
Project Title:	A Review of Limited Data and Perspectives Regarding African American, Asian, and Latino Males in Grades 9-12 Five North Dakota Public Schools
IRB Project Number:	IRB-201812-141
Project Review Level:	Expedited 7
Date of IRB Approval:	12/17/2018
Expiration Date of This Approval:	12/16/2019
Consent Form Approval Date:	12/17/2018

The application form and all included documentation for the above-referenced project have been reviewed and approved via the procedures of the University of North Dakota Institutional Review Board.

Attached is your original consent form that has been stamped with the UND IRB approval and expiration dates. Please maintain this original on file. *You must use this original, stamped consent form to make copies for participant enrollment. No other consent form should be used.* It must be signed by each participant prior to initiation of any research procedures. In addition, each participant must be given a copy of the consent form.

Prior to implementation, submit any changes to or departures from the protocol or consent form to the IRB for approval. No changes to approved research may take place without prior IRB approval.

You have approval for this project through the above-listed expiration date. When this research is completed, please submit a termination form to the IRB. If the research will last longer than one year, an annual review and progress report must be submitted to the IRB prior to the submission deadline to ensure adequate time for IRB review.

The forms to assist you in filing your project termination, annual review and progress report, adverse event/unanticipated problem, protocol change, etc. may be accessed on the IRB website:
http://und.edu/research/resources/human-subjects/

Sincerely,

Michelle L. Bowles, M.P.A., CIP
IRB Manager

MLB/sb
Enclosures

Cc: Sherryl Houdek, Ed.D.

The University of North Dakota is an equal opportunity / affirmative action institution.

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