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*Program: Leadership Studies and Adult
Education*

*Title: “A Case Study Analysis of the Influence
that High School Leaders have on African
American Male Student Achievement”*

Major Professor: Dr. Michael Brooks

Demographic Data of School A

Race/Ethnicity	Males (n)	Females (n)	Cumulative Total
African American or Black	289	256	545
White or Caucasian (non-Hispanic)	117	98	760
Hispanic	91	80	931
Asian/Pacific Islander	10	7	948
American Indian/Alaska Native	6	3	957
Other	24	24	1005
Total	537	468	1005

Demographic Data of School B

Race/Ethnicity	Males (n)	Females (n)	Cumulative Total
African American or Black	326	276	602
White or Caucasian (non-Hispanic)	34	24	660
Hispanic	65	37	762
Asian/Pacific Islander	22	18	802
American Indian/Alaska Native	2	1	805
Other	15	16	836
Total	464	372	836

Demographics of both schools utilized for the case studies.

RESEARCH QUESTIONS / PROBLEMS:

1. How do school leaders define student achievement?
2. How do school leaders describe African American male achievement?
3. How do school leaders perceive their influence on African American males?
4. How do school leaders perceive their interactions with African American males?

METHODS:

- The purpose of this collective case study was to explore the influence of high school leaders on African American male student achievement.

RESULTS / FINDINGS:

The emerging themes are as follows:

- Counselors and administrators are perceived to have a positive influence, while some perceptions are that teachers have a negative influence.
- African American males' challenges spill over into school.
- It's all about relationships, be consistent.
- It's important to “walk a mile” in African American male students shoes.

SIGNIFICANCE / IMPLICATIONS:

- Implications support administrators, school counselors, teachers, and school districts to better understand and support African American male student achievement.