RACIAL IDENTITY DEVELOPMENT, RACIAL DISCRIMINATION, AND OTHER PSYCHOSOCIAL OUTCOMES OF AFRICAN AMERICAN STUDENTS IN RURAL, RACIALLY SEGREGATED HIGH SCHOOLS IN THE 21ST CENTURY.

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ABSTRACT

Cherish Williams: Racial Identity Development, Racial Discrimination, and Other Psychosocial Outcomes of African American Students in Rural, Racially Segregated High Schools in the 21st Century
(Under the direction of Dr. Dana Thompson Dorsey)

After more than 50 years since the Brown v. Board of Education (1954) ruling to desegregate public schools, racially isolated schools continue to exist. Previous research has shown that students attending racially segregated schools are subjected to larger class sizes, fewer teachers, fewer and lower-quality course offerings (Darling-Hammond, 2004), lower achievement scores (Rossell, Armor, & Walberg, 2002; Bankston & Caldas, 1996, 1997), higher dropout rates (Mickelson, 2003), and lower graduation rates (Orfield, Frankenberg, & Garces, 2008). The current secondary analysis, explored and examined the racial identities and rural experiences of the students attending three racially segregated and geographically isolated high schools within in a county of a Southeastern state. Student participants (n = 373) completed the Diversity Assessment Questionnaire, which was also accompanied by focus group interviews from teachers and administrators from each respective school.

Descriptive statistics were run to examine the demographics of the participants, including gender, grade level, and parent’s highest level of education. Regression models were conducted to determine the significance of the relationships between the independent and dependent variables. Overall results indicated that African American students in these schools reported a
moderately positive racial identity, and their educational aspirations were significantly related to
their experiences of racial discrimination and perceptions of institutional support within their
school climate. The study results provide support for the existing literature on racial identity
development for Black youth and implications for policy changes on the local and state level to
provide an equal education to students in geographically-isolated areas attending predominantly
one-race schools.
DEDICATIONS

This body of work is dedicated to the beautiful souls striving to make a difference in their community, culture, and the world. Continue to exude your greatness Kings and Queens, and never stop. Someone after you will push harder and strive for greater because you did not quit; because of you, they can. I would also like to dedicate this work to my late great-grandfather, William Foggie Sr., and my grandmother, Trutelia Williams; because of them, I can.
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ABBREVIATIONS

DAQ  Diversity Assessment Questionnaire

HS   High School
CHAPTER 1
INTRODUCTION

Racial segregation was once a legal mandate in the United States. The Jim Crow Era, lasting from 1897-1954, featured racially segregated churches, schools, and restaurants in the South. The Jim Crow South was permeated with signs forbidding the entrance of “coloreds” into White spaces. African Americans, referred to as coloreds during this time period, were coerced to use separate water fountains, restrooms, and separate entrances to buildings. During the Jim Crow South, African Americans created communities with businesses, schools, banks, hospitals, and housing to provide resources for their people to thrive. The Jim Crow laws made Blacks second-class citizens, as their separate facilities were never equal to the facilities provided for White citizens (Lippard, & Gallagher, 2014, p. 946). Following the landmark case, Plessy v. Ferguson (1896), African American students continued to live in segregation and attend schools that were separate from their White counterparts. In 1954, Brown v. Board of Education, became known as the monumental court case, which ruled Separate, but Equal as unconstitutional, thus promoting the integration of schools across the United States. After the Brown v. Board decision (1954), segregation was thought to be over, though many schools were slow to integrate their neighboring minority students. As a result of integration, Black businesses and communities were dismantled and closed. African American teachers and administrators lost their jobs due to school mergers and closures of traditionally African-American schools. Hudson and Holmes (1994) postulate that the removal of Black teachers after...
the *Brown* decision indicated that the White education system was superior to the Black education system. These Black students were thought to benefit from the direct exposure to White administrators and teachers (Green, 2004).

All children are supposed to receive equal educational opportunities according to the 14th Amendment’s Equal Protection Clause, but that has not happened. A quality of education is not guaranteed for all. Additionally, Lutz (1996) noted a school’s racial and social class makeup affects academic achievement through the student’s peer interactions, teaching climate, and the climate of the learning environment. The major concern is that minority students in racially segregated and geographically isolated schools may not be receiving equal educational opportunities, despite federal mandates that have made efforts to provide an equal education to all students. Lutz (1996) also reported that students in racially segregated schools face barriers with low self-esteem due to negative perceptions of their racial demographic in comparison to the majority group and structural barriers created by the majority group, such as segregated housing for low-income families and white flight from public schools. Students in geographically isolated rural areas experience similar barriers due to the segregated schooling and limited resources within their schools. Public education laws have continually changed over time to strive towards equal education opportunities, yet many students have not received equal opportunities due to factors such as lack of exposure to students from other backgrounds, budget cuts in systems, and loss of revenue in districts. It is important to understand the implications white flight has on public education and the loss of revenue, especially in rural and urban areas. A loss of public revenue for the public schools impacts the school’s academic resources, teachers, extracurricular activities available for students, and other issues of equity.
Within the last two decades, there has been a focus on providing equal education opportunities for all students in the public school setting through federal policies. The No Child Left Behind Act (NCLB) of 2002, which later evolved into the Every Student Succeeds Act (ESSA) of 2015, was developed to provide equal education opportunities to all students. Balfanz, Legter, West, and Weber (2007) concluded that NCLB’s legislation was failing high school students in low-performing high schools, due to their Adequate Yearly Progress being deemed inadequate. Many of the low-performing schools were characterized by urban and rural locations, high student-teacher ratios, Title I funds, high subgroup populations, high dropout rates, and limited resources (Balfantz et al., 2007). These students attending segregated schools are at risk of missing out on more than just an unequal education.

Racial Socialization as a Theoretical Lens

The research is viewed through a Race Socialization theoretical framework. How a parent chooses to define being Black in America to their children is known as racial socialization. Racial socialization is a continuous process where the African American parent teaches their child about how to cope with being Black and take pride in their ethnicity. Around the period of adolescence, the child is not only finding their identity within society, but they are also figuring out their racial identity. Hughes and Chen (1997) provide evidence suggesting that adolescence is the period of development where parents begin to instill messages within the child to help them cope and deal with racial discrimination. There are many external and internal factors that play a role in racial identity development such as family context and environmental experiences, just as the African American’s racial identity may be a key factor in the explanation of the choices the person makes such as their interests or preferred peer group. Racial socialization
highlights the importance of the messages an individual receives about their race and how these messages provide a foundation in developing their racial identity (Gaskins, 2015). This framework is an important factor to the current study, because the messages adolescents receive may also influence how they perceive experiences of racial discrimination. Racial socialization considers preparation for bias messages, cultural pride, mistrust of other ethnic groups, and silence about racial differences; whether the messages are negative or positive, they have a role in shaping the individual’s experience of racial discrimination, and their perceptions of sense of belonging within their racial group (Cooper and McLoyd, 2011).

To provide an initial overview of these issues, a literature review was conducted to determine the gaps in the literature and also to determine the presented research questions. The search was conducted using the UNC Libraries’ academic search engines to find research articles and books using a combination of the phrases: “racial identity”, “rural identity”, “academic achievement”, “race socialization”, “high schools”, “African Americans”, and “low-income”. The previous research provides a foundation for the current research to build upon.

**Research Questions**

When assessing the role of racial identity development in the student’s academic achievement, there are several questions that will be further explored in the current study. Through examining quantitative and qualitative data from three high schools in a Southeastern state, the following research questions will be addressed: (1) What are the demographics, including high school, gender, grade level, and highest level of parents’ education of the Black students attending geographically isolated and racially segregated schools? (2) Are gender, parent’s highest level of education, and student’s grade level significantly related to racial
identity development and educational aspirations of Black students? (3) Does school climate and racial discrimination act as a significant predictor of racial identity development for Black students? (4) Does school climate and racial discrimination act as a significant predictor of academic achievement for Black students? (5) Does school climate and racial discrimination act as a significant predictor of educational aspirations for Black students? (6) What are the faculty’s perceptions of students and their educational aspirations in geographically isolated and racially segregated schools?

DEFINITION OF TERMS

Independent Variables

Geographical Isolation. Defined by the physical location of the school and proximity to a major city.

Gender. Defined by the individual’s self-reported binary gender classification, either male or female.

Parent’s Level of Education. This variable is based upon the participant’s report of their mother and father’s highest level of education attained.

Racial Discrimination. Defined by the individual’s reported negative experiences attributed to their race and their whole-group perceptions of their race through focus group interviews and the Diversity Assessment Questionnaire (DAQ).

School Climate. Also referred to institutional support. This variable is defined by the individual’s reported perception of emotional, social, behavioral, and academic support available to students by their respective faculty members.
**Racial Socialization.** Implicit and explicit messages adolescent participants have received from adults, at home and within the school environment, about how they should view their race and navigate through society and race-related situations.

**Dependent Variables**

**Racial Identity.** Defined by the individual’s perception of their subgroup identification and whether their group’s role in society is significant. This variable is also defined by how the individual identifies their personal sense of belonging in their racial group.

**Rurality.** Defined by the individual’s perception of how their geographical location may affect their identity and sense of belonging within their community.

**Academic Achievement.** Defined by the individual’s self-reported academic success in school.

**Educational Aspirations.** Defined by the student’s reported educational and career aspirations, as reported by the DAQ and focus group interviews.
CHAPTER 2
LITERATURE REVIEW

Racial Socialization

Examining the African American family context and racial socialization can provide helpful insight into understanding how racial ideology is developed among African Americans (French & Coleman, 2013). In previous studies (Caldwell, Kohn-Wood, Schmeelk-Cone, Chavous, & Zimmerman, 2004) perceived discrimination has been linked with negative effects on the African American child’s psychosocial well-being (i.e., depressive symptoms and low self-esteem) but within this research protective factors that encourage positive outcomes for the child are of interest. One of those protective factors includes parental racial socialization. Parental racial socialization is defined as, “the implicit, explicit, purposeful, and unintended ways that parents’ beliefs and behaviors convey views about race to children” (Harris-Britt, Valrie, Kurtz-Costes, & Rowley, 2007). Parental racial socialization aims to equip African American children with the necessary tools to navigate through society and race-related situations and events they are likely to encounter. These messages are hypothesized to have a long-term impact on psychosocial outcomes for the child. Each parent does not share the same messages of racial socialization with their children, and the content of these messages may be different from parent to parent, but there are also similarities in the messages. Hughes, Rodriguez, Smith, Johnson, Stevenson, and Spicer (2006) noted messages of cultural socialization and preparation for bias are typically common messages in the parental racial socialization process. Messages of cultural socialization include taking pride within one’s
culture and being knowledgeable of African American history; these messages may also occur in schools through multicultural curriculum-based learning. Preparation for bias messages also includes messages about African American history in regard to oppression. These messages of racial socialization can also be related to findings from Stevenson (2004). Stevenson (2004) identified parental racial socialization messages as proactive and protective communication. These proactive messages endorse pride in the African American culture and experience, along with strengths associated with being Black; while protective messages aim to teach the child how to protect themselves in hostile situations attributed as a result of their race. Hughes et al. (2006) suggest there is a relationship between parental messages of racial socialization and the individual’s racial identity development.

In a study focusing on the preservation of resilience when discrimination is perceived, Brown and Tylka (2010) viewed racial socialization as a potential moderator to reduce the impact of racial discrimination and build resiliency. The study was comprised of 290 African American participants ranging from ages 17-34 years. The participants were administered measures on racial discrimination, racial socialization, resilience, and social desirability. Brown and Tylka found evidence supporting their hypothesis of racial socialization acting as a moderator between perceived racial discrimination and resilience. More specifically, participants who reported high levels of cultural appreciation and pride messages and high levels of racial discrimination, also reported higher levels of resilience, in comparison to participants who reported a lower amount of cultural pride messages. The researchers noted participants who reported fewer messages of racial socialization and higher racial discrimination levels experiences correlated with lower resilience. Two particular messages pertaining to cultural pride and using religion as a coping mechanism for racial hostility were not found to moderate
the correlation between racial discrimination and resilience. Other messages such as cultural legacy messages, underscoring why African Americans should take pride in their history (i.e., civil rights and equality struggle), were found to lead to higher levels of resiliency in comparison to general cultural pride messages. This research certainly adds to the literature on racial socialization, but there are gaps that should be addressed. The participant pool consisted of undergraduate, graduate, and professional students who either participated in an introductory psychology course or belonged to a multicultural student organization, implicating the participants may have shown a great deal of resiliency already and may have connections to networks and resources. The researchers conclude racial socialization messages could lead to better academic outcomes; however, no measure was administered to assess academic outcomes. Lastly, the results of this research were all correlational, therefore a deeper analysis of these findings is needed.

In a study by Harris-Britt, Valerie, Kurtz-Cistes, and Rowley (2007) the researchers hypothesized racial socialization to be a moderator of the relationship between perceived discrimination and self-esteem. Participants were 128 African American eighth grade students who were given measures to assess perceived racial discrimination, messages of racial socialization, and self-esteem. Hughes and Chen’s (1997) Racial Socialization scale was used in this study as a measure to assess adolescents’ perception of racial socialization. The researchers found that positive messages relayed to the child about racial pride served as direct buffers against perceived discrimination and racism. The child’s negative perception of racism and discrimination were also associated with low self-esteem. There was also a link found between low self-esteem and high levels of preparation for bias socialization messages. This finding suggested the parent’s reminder of racial barriers the child may face was associated with
negative outcomes for the child including feelings of helplessness and low self-esteem. Some major limitations within this study include self-reported data by the child, sampling participants from a predominantly Black school, and the lack of parental involvement (Harris-Britt et al., 2007).

Research conducted by Cooper and McLoyd (2011) focused on racial barrier socialization, or what is referred to as preparation for bias, included 190 single mothers and their 12-16 year old children as participants. The participants were administered measures on racial barrier socialization, quality of the mother-adolescent relationship, and adolescent well-being. Cooper and Lloyd found gender differences in how adolescents respond to racial barrier socialization messages and their sensitivity to how messages are transmitted from the maternal parent. An association was not found between racial barrier messages and self-esteem. A major gap to this data is only one type of racial socialization message was addressed; making the assumption every parent had shared this type of message with their child. Solely focusing on racial barrier socialization messages also does not allow the researchers to capture the full racial socialization messages the mother has shared with her child. Other limitations within this research include the inclusion of only single-parent mothers and the participants were all from low-socioeconomic status backgrounds, implying the findings have low generalizability (Cooper & McLoyd, 2011).

Much of the racial socialization literature focuses on messages communicated from the parent to the child. While racial socialization targets the messages youth receive from adults, it is also important to consider how children and youth are socialized in school. Throughout the school day, children are exposed to teachers, school administrators, and peers, who also provide messages and attitudes that inform cultural beliefs. Children are often first introduced to
individuals from other ethnic backgrounds when they enter school. Aldana and Byrd (2015) utilized a racial socialization framework to examine multicultural education practices in schools and the effects these practices have on racial identity development. The research consisted of a systematic literature review, but was inconclusive in determining the role schools have in shaping the racial identity development and understanding for African American youth.

Racially Segregated Schools

Racially segregated schools have a long history in the United States. More than 60 years ago, Black students were not allowed to be educated with White students. *Plessy v. Ferguson* (1896) was a landmark Supreme Court case that established the “separate but equal” doctrine, and upheld segregation laws across the United States. This ruling was overturned by the Supreme Court’s ruling in *Brown v. Board of Education* (1954), which ruled segregation in public education as an unconstitutional practice. Since, much research has focused on the effects of racially segregated or predominantly one-race schools and the effects of the environment on the students attending these schools. Relevant key findings from Frankenberg, Lee, and Orfield’s (2003) research on the racial composition and segregation of America’s public schools include: White students are the most segregated racial group in the public school system, the minority population of the nation’s public schools is nearly 40%, Latino students are currently the most segregated population in the public schools, and schools with concentrated populations of Black or Latino students also had limited resources, enormous poverty, and increased health and social issues. The researchers also identified the following case laws, which slowed the pace of desegregation in the 1990’s: Board of Education of Oklahoma v. Dowell (1991), Freeman v. Pitts (1992), and Missouri v. Jenkins (1995). These cases all addressed issues of de facto
(segregation not imposed by the law) segregation and whether the school systems were upholding the federal mandates of desegregation. Rothstein (2015) highlights the disadvantages of neighborhood segregation and how it influences the presence of segregated schools. Within this article, Rothstein suggests policies to address residential desegregation and geographical isolation, as a necessary step to narrow the racial achievement gap (2015).

Researchers in the field have continued to examine racially concentrated schools, why they continue to exist, and most importantly, how this effects the students enrolled in these schools. Ready and Silander (2011) attributed lower rates of foundational math and literacy skills to children in high minority concentrated schools. The researchers also concluded these minority students were learning at a slower rate than their White counterparts and racial isolation was a major factor in intensifying the state of educational inequality. In an analysis of literature, Thompson-Dorsey (2013) emphasizes the potential detrimental effects on students educated in racially isolated schools. These students were found to be at-risk to develop feelings of inadequacy and inferiority, as well-being underexposed to cultural diversity and a culturally balanced curriculum.

Examining segregated schools also requires examination of “white flight,” a phenomenon where White students are being sent to private schools, charter schools, or suburban schools to avoid integrating with minorities. Kenneth Andrews (2002) found the enrollment of White students in private academies dramatically increased, as the enrollment of Blacks students within the public schools increased across Mississippi from 1968 to 1971. Zhang (2011) presented data gathered from the National Center for Education Services, Common Core of Data, and census data on White enrollment within private schools to examine white flight and desegregation. Zhang found support within the data for heightened white flight due to desegregation plans.
Kucsera, Siegel-Hawley, and Orfield (2015) examined desegregation policies, efforts to address school inequity, and whether school segregation continues to be a problem in Southern California. The region was chosen based upon the history of segregated schools and unequal education based upon neighborhoods, despite its diverse demographics. The researchers provided data indicating students in segregated schools had lower graduation rates, and a lower percentage of students in college prep courses. This research identifies issues not only with unequal schools, but also how unequal learning affects educational opportunities and long-term outcomes (Kucsera et al., 2015).

**Racial Identity and Ideology**

Adolescence is typically a period where the child begins to explore and form their personal identity. This is a critical period for the child, especially in the social world. Within this time the child is also beginning to explore and form their identity within their race, also known as racial identity development. There are several researched models that explore racial identity development. Cross’ (1991) Nigresence model theorizes racial identity exploration is triggered through an experience of racial discrimination. Sellers, Smith, Shelton, Rowley, and Chavous (1998) developed the Multidimensional Model of Racial Identity (MMRI), an assessment of the African American’s racial identity. Sellers et al. (1998) defined racial identity in African Americans as “the significance and meaning that African Americans place on race in defining themselves that we refer to as racial identity.” (p. 19). The dimensions of the MMRI include racial salience, racial centrality, racial regard (public v. private), and racial ideology (nationalist, oppressed minority, assimilationist, and humanist). These four dimensions address how the person defines themselves within the race and what it means to be Black.
Racial ideology is a construct that shapes how African Americans interpret society and cope with race-related events and issues. Racial ideology could also influence how an African American may believe they should act in society. This measure identifies four non-mutually exclusive types of racial ideologies including the nationalist ideology, oppressed minority ideology, assimilationist ideology and humanist ideology. The national ideology is characterized by the unique history of the oppression of African Americans. The oppressed minority ideology connects African Americans to other minority groups who have also faced oppression. As it implies, the assimilationist ideology emphasizes the importance in integrating into the American mainstream culture, and the humanist ideology emphasizes the idea of humanity as a whole being more important than racial differences.

Other research conducted on the MMRI focused on the validity and reliability of the Multidimensional Inventory of Black Identity (MIBI); a measure based on the MMRI (Sellers, Rowley, Chavous, Shelton, & Smith, 1997). The MIBI is comprised of the racial centrality, racial regard, and racial ideologies subscales. The sample from Sellers et al. (1997) included 474 self-identified African American college students who were all administered the MIBI. From this research Sellers et al. concluded the MIBI is a reliable and valid measure of racial identity (1997). Some gaps with this study include a non-representative sample; African American college students are not representative of the African American population at large. These results may not apply to the younger or older population and populations of lower socioeconomic status. This work on racial ideology from Sellers et al. (1997) was important, as it laid the foundation for later measures of racial identity.

French and Coleman (2013) initiated a project examining the academic and race/ethnicity related experiences of ethnically diverse college students, using Sellers et al.
(1997) as a foundation. There were 89 participants, 84 of which identified as African American and five of which identified as bi-racial African Americans. Racial socialization was measured using Hughes and Chen (1997) measure of Racial Socialization and Fisher, Wallace, and Fenton’s (2000) egalitarian subscale. Racial Ideology was measured using the MIBI (Sellers et al., 1997). French and Coleman assert ideological views surrounding race are developed from the African Americans historical context and sociocultural experiences (2013). The research concluded there are links between parental race socialization and racial ideologies developed by their children. In particular, Cultural Socialization was correlated with higher rates of nationalist ideological views, but on the contrary messages of Cultural Socialization were correlated with lower rates of humanist ideological views. The researchers also found preparation for bias messages did not predict any ideology and parental race socialization messages were not connected with the oppressed minority ideology. A few gaps in this research that should be acknowledged included the lack of parental involvement and the underrepresentation of male participants within this study (62 females, 27 males). The researchers also recommend further exploration of the psychometric properties of the racial ideology subscale (French & Coleman, 2013).

In a relatively early article, Streitmatter (1988) addressed issues of racial identity development, self-esteem, and academic achievement for students in segregated schools. Streitmatter (1988) concluded that children who are comfortable and accepted within their school environments are able to achieve in their identity development. The researcher encouraged policymakers and educators to consider the well-being of the students and effects of segregation of their self-esteem and development as the American society strives towards integration (Streitmatter, 1988). Other research from Derlan and Umana-Taylor (2015) found that the
adolescent’s sense of belonging and positive affect towards their racial group acted as a buffer against peer pressure and negative behavior, which was hypothesized as a strategy to maintain their positive racial identity.

Research conducted by Seaton, Upton, Gilbert, and Volpe (2014) measured racial identity through racial centrality, racial regard, and racial ideology for African American adolescents using a shortened version on the MIBI (Martin, Wout, Nyguen, & Gonzalez, 2013). Seaton and colleagues also incorporated parental racial socialization into the study and they did not find support for a significant relationship between specific messages of racial socialization and racial ideology (2014).

**Racial Identity and Rurality**

Racial identity development is a critical developmental process within an individual’s life, though the geographical environment and community in which an individual is reared also has a role in the identity development process. Rural identity considers the sense of belonging one feels within their environment. Atkin (2003) described rurality as a “social construct shaping attitudes, behaviors, and beliefs” and it is characterized by small, self-reliant, isolated, traditional, conservative close-knit communities (p. 507). McGriff (2009) examined identity development for African American adolescents living in predominately White rural communities. The research highlights the racial identity experience for the African American adolescent who lives within a community that does not affirm their racial identity. Using Critical Race Theory, McGriff suggests examining racism on a systems level to address the impact for these students, acknowledging the impact of discrimination, immigration, and acculturation for
this population, and lastly providing a space for these youth to share their lived experiences as methods to promote positive racial identity development for these Black youth.

Berkel, Murry, Hurt, Chen, Brody, Simons, Cutrona, and Gibbons (2009) noted much of the research examining the impacts of racial discrimination have focused on urban adults, and in some cases urban youth. The researchers found that youth (n = 373) in the study did not conclude that racial discrimination impacted their self-pride and they underreported experiences of discrimination in the quantitative survey in comparison with the focus group interviews. One major finding in this study was the complexities to how adolescents define and understand racial discrimination. Other findings include the importance of rural communities’ protective influences through racial socialization, gender differences in experiences of discrimination, and the importance of successful African Americans from the community to serve as role models for racial identity development.

Evans, Smokowski, and Cotter (2014) conducted research in rural North Carolina to examine the various dimensions of ethnic identity in rural youth. The participants consisted of 4,321 middle-school students from two rural counties. Factors examined included social support, self-esteem, gender, socioeconomic status, religious orientation, race/ethnicity, language, future optimism, school satisfaction, perceived discrimination, and parent-adolescent conflict. Results of the research yielded a significant positive relationship between ethnic identity and the following variables: self-esteem, race/ethnicity, languages other than English, religious orientation, and perceived discrimination. Positive social support was also a predicting factor of ethnic identity. These results indicate a high sense of community, which is especially important for individuals in rural communities, since much of their time is spent with others belonging to their neighborhood.
Murry, Berkel, Brody, Miller, and Chen (2009) chose to focus on the emphasis rural African American families place on academic achievement as a mechanism to escape poverty and promote social mobility, while also examining the impact of racial socialization on academic achievement. Murry and colleagues (2009) sampled 671 families with 11-year old children across nine rural counties in Georgia. Messages of cultural pride and preparation for bias were positively correlated with racial identity and elevated self-esteem. These messages were also positively correlated with academic achievement. Murry and colleagues (2009) research was the first to focus on rural families and the dimensions of racial identity development, racial socialization, and academic achievement. The existing studies provide support that characteristics of rurality, such as the close-knit community, traditional communities, and geographical isolation have a significant role in individuals’ identity development, especially for African Americans and their racial identity development.

Racial Discrimination

One cannot consider racial identity development without the influence of racial discrimination. Experiences of racial discrimination can result in individuals developing negative attitudes towards their race and impact the healthy development of racial identity. Racial and ethnic discrimination are significant threats to the health development for children and youth of color (Neblett, Rivas-Drake, & Umaña-Taylor, 2012). Racial discrimination as it pertains to the life experiences of African Americans has been widely studied and researched. Longitudinal research conducted by Seaton, Yip, Morgan-Lopez, and Sellers (2012) assessed whether adolescents’ perceptions of racial discrimination experiences and racial socialization practices were correlated with a specific racial identity. Data was collected over three years from
the parent/caregiver and the adolescent, totaling 566 adolescent participants. The participants were given the Multigroup Ethnic Identity Measure (MEIM)-a measure on perceptions of racial discrimination; a measure on racial socialization, and latent transition analysis was used to examine changes in racial identity status over time. Seaton et al. (2012) found that experiences of racial discrimination were not associated with racial identity exploration and changes in racial identity status. The researchers also noted an association between parent racial socialization and well-developed racial identity status. However, Seaton et al. (2012) note inconsistencies in the literature when addressing racial discrimination studies as a predetermining factor of racial identity development for African American youth. Other gaps within the research include convenience sampling, lack of parental involvement, and the researchers did not provide an association between racial discrimination and racial socialization.

Neblett, Phillip, Cogburn, and Sellers (2006) were among the first to research the relationship between racial discrimination experienced by African American adolescents and academic achievement. Neblett et al. (2006) examined racial socialization messages, academic outcomes, and racial discrimination experiences. The researchers found a negative relationship between adolescent discrimination experiences and academic curiosity, persistence, and performance. The racial socialization messages were not found to either buffer or exacerbate the negative impact that racial discrimination experiences have on academic outcomes, but the researchers note these messages may still serve as protective factors to influence academic success and deserves future research. Other gaps within the research include the exclusion of parental involvement and the inability to examine the race socialization process as a whole due to the cross-sectional nature of the study. The researchers also suggest considering other sources of socialization that may impact the child such as other adults, peers, and media sources (2006).
Racial discrimination can have a lasting impact on racial identity development and the individual’s academic achievement. Chavous, Rivas-Drake, Smalls, Griffin, and Cogburn (2008) provided groundbreaking research regarding how gender plays a moderating role in youth’s experiences of school-based racial discrimination. This literature highlights society’s harsh stereotypes of Black boys, which could also affect how they process and cope with racial discrimination. The researchers concluded that Black males experience a heightened level of racial discrimination as they age, which may affect their academic self-concept, whereas girls have shown resilience in response to hostile school-based racial discrimination (Chavous et al., 2008). It is also important to consider how racial discrimination impacts girls and their self-concept. The effects of racial discrimination, especially school-based racial discrimination, can lead to detrimental effects for all genders (Oyserman, Harrison, & Bybee, 2001).

**Academic Achievement**

Sellers, Chavous, and Cooke (1998) found a link between adopted racial ideological views by African Americans, context, and academic achievement. Amongst African American college students Rowley, Chavous, and Cooke (2003) found the students who grew up in predominantly Black neighborhoods and attended predominantly Black schools typically endorsed the nationalist ideological view more strongly and the assimilationist view less strongly, than students who grew up in areas less populated with African Americans. In another study, Sellers et al. (1998) concluded nationalist and assimilationist views were associated with poorer academic outcomes for African American adolescents and college students, with the oppressed minority ideology being associated with better academic outcomes. As a result of these findings, the researchers concluded African Americans’ racial ideological views may be
linked with contextual factors including the demographic makeup of a neighborhoods and schools, and may affect the affiliation between how discrimination is perceived and academic success.

Banerjee, Harrell, and Johnson (2011) were interested in examining the independent and joint impact of parental involvement, such as racial socialization on the child’s later academic achievement and cognitive abilities. The research used previous data from the National Institute for Child Health and Human Development, which completed a study on Early Child Care and Youth Development. Only African American parent and child pairs were examined here, totaling 92 participants in the study. The data was collected over three phases beginning when the child was in 3rd grade and ending when the child was in 5th grade. Within Banerjee et al. (2011) study, the families completed measures such as My Family’s Cultural Background to measure racial/ethnic socialization and the Woodcock-Johnson Psycho-Educational Battery to measure academic achievement and cognitive abilities; socioeconomic status and parental involvement in education were also assessed. Banerjee and colleagues (2011) did not find any direct associations between academic achievement and racial/ethnic socialization, though they believe racial socialization may indirectly influence academic achievement. Surprisingly, the researchers also did not find a correlation between parental involvement and academic achievement. However, unlike the other measures, racial/ethnic socialization was only measured at one time point and was not collected again, which is a major limitation and gap within this research. As the child grows older and experiences society more, the racial socialization messages their parents choose to share with the child may change or grow stronger. This phenomenon was unaccounted for within this research (Banjeree et al., 2011).
Friend, Hunter, and Fletcher (2011) were among the first to examine the effects of racial socialization and academic achievement and how results may vary according to gender and socioeconomic status. The study consisted of 134 African American mothers and their 5th grade students as participants. Parents were given the Parents Experience of Racial Socialization Scale to measure racial socialization and academic achievement was measured using the student’s grade point average. The results indicated parental racial socialization was not a significant predictor and socioeconomic status was not a significant moderator of the child’s academic achievement. However, when focusing on gender, there was a positive correlation between boys’ academic achievement and preparation for bias messages. These messages may serve as a protective factor for boys against racial discrimination. A major limitation within this research article is the focus on the mother. Only the mothers were assessed for racial socialization messages, neglecting to examine how the child has received and translated these messages. The child’s experience with racial identity was also not taken into account within this research.

Neblett, Chavous, Nguyên, and Sellers (2009) conducted research examining racial socialization, racial discrimination, and academic outcomes for African American boys. The study consisted of 144 self-identified African American boys ranging from grades 7-11. Participants were given the Racial Socialization Questionnaire-Teen, Racism and Life Experience Scales, sociodemographic survey, and measures on academic curiosity and persistence; academic performance was also assessed using the student’s grade point average. Neblett et al. (2009) found experiences of racial discrimination were related to poorer academic performance for boys. Messages of self-worth had the highest outcomes for academic performance; messages of positive socialization were also correlated with academic performance. Boys who reported receiving a low frequency of racial socialization messages also
showed low levels of academic performance. This research is certainly helpful to the existing literature, but data about the parents was not directly collected from the parents. Another gap within this literature is the narrow focus on adolescent boys, which affects the generalizability of the research.

More specifically related to racial segregation and the achievement gap between White and Black students, isolation of Black students in school has been identified as a factor in maintaining the achievement gap, whereas exposing Black students to White students was attributed to decreases in the achievement gap. The researchers also pointed out a limitation of studies examining racial segregation and the academic gap (Condron, Tope, Steidl, & Freeman, 2013).

**Synthesis**

There is an abundance of previous research completed on the African American race, however a large base of this research has mainly focused on racial discrimination and the African American’s racial identity. There is a wealth of knowledge and research on the topics of racial identity development and African Americans, while the literature base for rurality and racial identity development in African American is sparse. Many external and internal factors play a role in racial identity development such as family context, geographical location, and environmental experiences. African Americans’ racial identity has also been attributed as a key factor in the explanation of the choices an individual makes in their interests or preferred peer group. The current research will explore the factors of racial identity and racial discrimination, while also considering racial segregation and racial socialization, which may influence academic outcomes and the African American adolescent’s identity development. After reviewing the
presented literature, it will also be important to consider if any gender differences exist in racial identity development and how African American youth perceive racial discrimination (Oyserman et al., 2001). Further research within these topics could provide parents and educators an understanding of how the child’s perception of society motivates their academic achievement. Since Hughes et al. (2006) initially noted a limited amount of research existing on the associations of academic achievement and racial socialization for African Americans; much research has been conducted (Banjee et al., 2011; Friend et al., 2011; Neblett et al., 2009; Neblett et al., 2006; Murry et al., 2009), though gaps continue to exist.

School desegregation had been a major focus in educational and legal research, especially after the Brown v. Board of Education ruling in 1954. Much of the recent research has focused on whether desegregation has taken place in all districts and the effects of integration versus segregation. The reviewed research highlighted the concerns of reverse integration, as well as the white flight in integrated districts, and the detrimental effects of racially segregated schools (Frankenberg et al., 2003; Zhang, 2011; Thompson-Dorsey, 2013; Rothstein, 2015; Ready & Silander, 2011). Much of the research on racially segregated school has lacked direct data from the students attending racially segregated schools, which would provide a reliable perspective of how these students interpret their experiences within their schools. The student perspective is an important one to capture, as it will provide areas researchers and practitioners should focus to implement meaningful changes in these schools and districts.

Much of the research conducted utilizing racial socialization as a theoretical framework, has focused solely on the relationships between parents and their children, neglecting to account for the influences of other adults and peers (Brown & Tylka, 2010; Harris-Britt et al., 2007; Cooper & McLloyd, 2011; Stevenson, 2004; Hughes et al., 2006; Neblett et al., 2009). A
literature review conducted by Aldana and Byrd (2015) identified other adults, within the schooling environment, who also play a role in shaping children’s racial identity. Though the results of their research were inconclusive, an important conclusion is a need for further exploration within this topic. Previous research is mixed on whether the type of racial socialization message influences the child’s future psychosocial outcomes (Hughes & Chen, 1999; Fisher, Wallace, & Fenton, 2000). The current research could identify whether a particular type of racial socialization message serves a protective factor for the youth’s perception of their racial identity and whether the messages they have received have encouraged positive academic outcomes in their lives.

**RATIONALE FOR STUDY**

Disparities in education continue to exist, just as racially segregated and geographically isolated schools remain an issue in the American education system. According to federal law, schools were desegregated in 1954 after the *Brown v. Board of Education* Supreme Court ruling. Throughout the United States, schools were forced to desegregate, which caused protest in the Deep South. After more than 50 years since the *Brown v. Board of Education* (1954) ruling to desegregate public schools, racially isolated schools continue to exist. Many Black students attend schools that are racially segregated and geographically isolated, while also being identified as a low-performing school. Mississippi, Georgia, Tennessee, Alabama, and Florida were identified among the top 20 states with the most racially segregated schools (Orfield, Frankenberg, Ee & Kuscera, 2014). This issue is especially prevalent in rural areas of the Southeastern United States, where many of the public schools predominately consist of African American students, despite the population of the counties having opposing demographics.
Kenneth and Mamie Clark (1950) noted that segregated schooling had a negative impact on the Black students’ self-concept and self-esteem. Other social science literature has reported the negative effects of segregation (e.g., larger class sizes, fewer teachers, fewer and lower-quality course offerings; Darling-Hammond, 2004), lower achievement scores (Rossell, Armor, & Walberg, 2002; Caldas & Bankston, 1997), as well as low graduation rates (Orfield, Frankenberg, & Garces, 2008) and high dropout rates (Mickelson, 2003). The culture of pride in the segregated community, as well as teachers’ and parents’ involvement and high expectations, helped produce a positive self-concept for Black students (Horsford, 2010; Jones, 1981; Noblit & Dempsey, 1996; Rodgers, 1961). However, that culture of pride and perhaps the positive self-concept that were prevalent years ago seem to have changed when desegregation policies took hold in this country.

The purpose of the study is to identify and examine the racial identity development and rurality of the students attending racially segregated high schools in these geographically isolated areas of a Southeastern state, as well as how the perception of their identities influences their academic achievement and long-term outcomes. The current study primarily examines quantitative data, along with the support of qualitative data to create a mixed methods research design. The quantitative data set provides responses from students and the qualitative data provides observations and focus group interviews from the students, teachers, and administrators within their respective schools. While there is evidence of the effects of segregation on minority group members, such as Blacks, it is uncertain whether combining notions of racial identity, rurality, and racial segregation play a role in the educational aspirations of Black students. This research seeks to examine whether these aforementioned factors have a significant role in the student’s perceptions of their subgroup and educational aspirations.
Research Questions

**Research Question 1.** What are the demographics, including high school, gender, grade level, and highest level of parents’ education of Black students attending geographically isolated and racially segregated schools?

**Research Question 2.** Are gender, parent’s highest level of education, and student’s grade level significantly related to racial identity development and educational aspirations of Black students?

**Research Question 3.** Does school climate and experiences of racial discrimination significantly improve the prediction of racial identity development for Black students over and above the contribution of demographic, social, and school performance factors?

**Research Question 4.** Does school climate and experiences of racial discrimination significantly improve the prediction of academic achievement for Black students over and above the contribution of demographic, social, and school performance factors?

**Research Question 5.** Does school climate and experiences of racial discrimination significantly improve the prediction of educational aspirations for Black students over and above the contribution of demographic, social, and school performance factors?

Qualitative Research Questions

Research question six was developed to address the qualitative data used to support the quantitative data within this study. Emergent themes from the qualitative data were analyzed to address the research questions.

**Research Question 6.** What are the faculty’s perceptions of the students and their educational aspirations in geographically isolated and racially segregated schools?
CHAPTER 3

METHODS

The aim of this study was to examine and analyze the racial identity development of students attending racially segregated schools within a rural county. Throughout the analysis, six specific research questions were addressed: (1) What are the demographics, including high school, gender, grade level, and highest level of parents’ education of the Black students attending geographically isolated and racially segregated schools? (2) Are gender, parent’s highest level of education, and student’s grade level significantly related to racial identity development and educational aspirations of Black students? (3) Does school climate and racial discrimination act as a significant predictor of racial identity development for Black students? (4) Does school climate and racial discrimination act as a significant predictor of academic achievement for Black students? (5) Does school climate and racial discrimination act as a significant predictor of educational aspirations for Black students? (6) What are the faculty’s perceptions of students and their educational aspirations in geographically isolated and racially segregated schools?

Data Collection Site

The county which served as the data collection site has an extensive history of indigenous people, who were evacuated, massacred, and eventually erased from the county’s history. This county has been identified as one of the most economically disadvantaged counties in the state. There’s a history of racial and socioeconomic segregation within this county, which led to the
creation of three separate school districts within one county during the Jim Crow era. Schools within this county continue to have some of the lowest performing schools within the state. The county of the data collection was selected based on an analysis of ongoing segregation that continues to plague the schools and communities within this rural county and the impacts segregation has on the educational outcomes of students in their school districts. The demographics are for the selected county, according to the 2015 are census listed in Table 1. Table 2 features the demographics of the three schools surveyed within the county, and the demographics of a predominately White neighboring high school as a source of comparison.

Table 1. Southeastern County Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>40.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>53.1%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.8%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Bi-racial</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

*Note. Data for county demographics in a Southeastern state from the United States Census Bureau (2015).*
Table 2. Demographics by High Schools with the County

<table>
<thead>
<tr>
<th></th>
<th>Kenneth Clark HS</th>
<th>Mamie Phipps HS</th>
<th>Malcolm X HS</th>
<th>Neighboring White HS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American or Black</strong></td>
<td>86.3%</td>
<td>95.8%</td>
<td>95.1%</td>
<td>22.0%</td>
</tr>
<tr>
<td><strong>American Indian or Alaskan Native</strong></td>
<td>6.0%</td>
<td>-</td>
<td>1.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>-</td>
<td>-</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Bi-racial</strong></td>
<td>1.5%</td>
<td>0.6%</td>
<td>2.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>1.5%</td>
<td>2.0%</td>
<td>-</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>4.7%</td>
<td>1.1%</td>
<td>2.0%</td>
<td>71.0%</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>467</td>
<td>355</td>
<td>203</td>
<td>905</td>
</tr>
</tbody>
</table>

*Note.* Data for demographics in a Southeastern state from Civil Rights Data Collection (2013).

**Participants**

This dissertation study was based on data from a survey conducted by another researcher, as part of a larger research grant. The participants are students, teachers, and administrators of select high schools in a rural county of a Southeastern state. The survey data was collected in high schools consisting of participants in grades 9-12, at 3 select high schools within a rural county.

The original data set consisted of 421 de-identified high school participants, however due to the nature of the current research, only African American students within the example were examined (n = 373). Data were collected via convenience sampling, within the selected high schools. Participants within the quantitative data set were 49.6% male (n = 185), 49.9% female (n = 186), and 0.5% unidentified (n = 2) ranging from grades 9th-12th. Within the data, demographic variables such as race/ethnicity, parent’s highest educational attainment, and grade level were reported in this survey. The data collection process was completed by March 2012.
Procedure

This study was designed to analyze results from three racially segregated high schools in rural or geographically isolated counties of a Southeastern state. The description of the study methods includes quantitative survey data collected from three high schools, and qualitative focus group interviews from school faculty. Quantitative data were collected through a process of specifically requesting all 10th and 11th grade students to complete the survey measure. Qualitative data were collected via requesting core subject teachers and administrators for focus group interviews.

Qualitative data were collected through classroom observations and audio-recorded focus group interview sessions, with the consent of each participant. Facilitators interviewed faculty of their respective school regarding their experiences within the school and their perception of their racial identity and rural experiences. The interviews were separated into sessions, which included homogeneous groups of teachers or principals. The purpose of interviewing a homogenous group of teachers was to allow the teachers to be genuine in a space among their colleagues. This same idea was behind interviewing principals as a group. Teachers and administrators were asked to give their perceptions of how the school prepares the students for college, careers, and society beyond their rural community, as well as the school climate.

Measures

Diversity Assessment Questionnaire. The Diversity Assessment Questionnaire (DAQ) is a 70-item survey used to measure perceptions of diversity and school desegregation for adolescents in the 10th and 11th grade. The DAQ was developed by a team of experts from The Civil Rights Project at Harvard University. The assessment tool is comprised of five self-
reported sections including: demographics, experiences in the school and classroom, classroom climate, future interests and goals, and experiences within the school and community. Items throughout the survey are presented in a multiple-choice format on a 4-5-point Likert scale. In the assessment, high school students are asked to rate items about the racial composition of their schools and classrooms, experiences of racial discrimination, available college and career readiness courses and support, academic effort, future goals and interests, multi-cultural curriculum, experiences and exposures to other races and cultures, and available extracurricular activities. Composite variables within the DAQ have been examined to determine whether the questions were a reliable measure of their intended constructs, including institutional support and higher educational aspirations. Kurlaender and Yun (2001) determines the reliability and utility of the measure using a Cronbach’s alpha reliability and a principal components analysis that was computed on each construct, with none of the constructs found to have reliability below 0.65. The DAQ measure utilized in the current study was adapted by the original investigator and questions 71-75 were added to examine racial identity development. This measure was administered to the high school student participants in the selected data collection sites. To examine the data for the current research, subscales were created to further investigate school climate, racial discrimination, racial identity development, academic achievement, and educational aspirations. School Climate included responses to questions 25-30 and 33 on the DAQ; the survey responses were assigned a numeric value (5= Strongly Disagree, 4 = Somewhat Disagree, 3 = Neither Agree or Disagree, 2 = Somewhat Agree, and 1 = Strongly Agree) and the average of the response from each question was used to create the School Climate variable. This same process was also used to create the Racial Discrimination variable, which included questions 31-32, 34, 36, 44, and 58; Academic Achievement, which included question 22;
Educational Aspirations, which included questions 47-51; and Racial Identity Development included questions 71-75. Academic Achievement included the survey responses to question 22; the survey responses were assigned the following numeric values, Mostly A’s = 4, Mostly B’s = 3, Mostly C’s = 2, Mostly D’s = 1, and Mostly F’s = 0. The DAQ measure is listed in Appendix A.

**Statistical Analyses**

The quantitative data collected via the DAQ measure was summarized and examined using Statistical Program for Social Sciences (SPSS), a statistical analysis program. The transcribed qualitative data was coded and analyzed using Atlas.ti, a qualitative data analysis software program. The qualitative data was also organized and examined to determine emergent themes and subthemes from the focus group interviews to support the quantitative data.

To address the first research question, the data was summarized using descriptive statistics. The frequency of the values were summarized and organized into graphs and data will be compared across the groups. To address research question two, a correlation matrix was utilized to identify significant relationships between the predictor variables and outcomes variables. A hierarchical regression was conducted from the SPSS program to address research questions three through five. The hierarchical regression allowed the addition of the independent variables of gender, parent’s level of education, academic achievement, racial discrimination, and school climate to be examined as predictors for the dependent variables of racial identity, academic achievement, and student aspirations, respectively.
Ethical Considerations

The following research was submitted and approved by the Institutional Review Board (IRB) and the Office of Human Research Ethics at the University of North Carolina at Chapel Hill by Principal Investigator Dr. Dana Thompson Dorsey. For this secondary analysis of the research, the current investigator also submitted an application to the IRB and the Office of Human Research Ethics at the University of North Carolina at Chapel Hill. All electronic files were de-identified prior to receipt and analyzing the data.
CHAPTER 4

FINDINGS AND RESULTS

Geographically isolated schools continue to exist within the United States and particularly in an economically disadvantaged county within a Southeastern state that continues to abide by a tripartite school district system that was established to segregate the schools during the Jim Crow South era. The three school districts within this county include two predominately Black school districts and one predominantly White school district. The purpose of this research was to examine and analyze the racial identity development of Black students attending racially segregated schools within this rural area, as well as how the perception of their identities influences their academic achievement and long-term outcomes. The current study primarily examined quantitative data, along with the support of qualitative data to create a mixed methods research design. The quantitative data set provided responses from students and the qualitative data provided focus group interviews from the teachers, and administrators within their respective schools. While there has been evidence of the effects of segregation on minority group members, such as African Americans, it is unclear whether combining notions of racial identity, rurality, and racial segregation play a role in the educational aspirations of Black students. This research sought to examine whether these aforementioned factors have significant roles in the student’s perceptions of their subgroup and educational aspirations.

Throughout the analysis, six specific research questions were addressed: (1) What are the demographics including high school, gender, grade level, and level of parent education of Black students attending geographically isolated and racially segregated schools? (2) Are gender,
parent’s highest level of education, and student’s grade level significantly related to racial identity development and educational aspirations of Black students? (3) Does school climate and racial discrimination act as a significant predictor of racial identity for Black students? (4) Does school climate and racial discrimination act as a significant predictor of academic achievement for Black students? (5) Does school climate and racial discrimination act as a significant predictor of educational aspirations for Black students? (6) What are the faculty’s perceptions of the students and their educational aspirations in geographically isolated and racially segregated schools?

Each research question is addressed and presented with accompanying statistics, charts, and themes individually within this chapter. Key findings within this chapter include statistically significant relationships between Racial Identity Development and Educational Aspirations, as well as gender and Racial Identity Development. Other quantitative models also demonstrated that Racial Discrimination was a significant predictor of Racial Identity Development ($\beta = .119$; $p < .05$); School Climate was also found to be a statistically-significant predictor of students’ Academic Achievement at an alpha level of 0.01 ($\beta = .277$; $p < .01$), ($\beta = .273$; $p < .01$). Lastly, within the quantitative models School Climate and Racial Discrimination were evidenced to be significant predictors of Educational Aspirations ($\beta = .213$; $p < .01$), ($\beta = -.315$; $p < .01$). The mixed methods design also yielded key themes from the qualitative data which included college and career readiness, academic climate, community influences, and exposure. The results of the research are provided in further detail throughout Chapter 4. Chapter 5 will include an interpretation of the data, as well as further steps in the research.
Research Question One

The first step in analyzing the data was to examine the descriptive statistics of the variables collected within the DAQ survey. The participant’s responses from the DAQ survey were uploaded into SPSS, where each variable of interest was converted from a string variable type into a numeric variable type. To compute the conversion, the survey responses were assigned a numeric value (i.e., “Strongly Agree = 5”). This conversion was required to produce frequency values and the relevant statistics to answer the research questions. To respond to research question one, the data were organized into a table displaying the frequency of the demographic variables gender, Grade Level, Mother’s Education, and Father’s Education of the Black students attending the schools within the sample. The information in Table 3 displays the frequency and percentages of the all the students’ reported demographics in the sample. The data indicates that 49.9% of the sample identified as female, 49.6% of the sample identified as male, and .5% of the sample did not provide a response. The data presented within the table indicates that 51.5% of the students participating in the sample were in the 11th grade. The results presented in Table 3 also indicate that 44% of students reported that their mother’s highest level of education attained was high school graduate and 47.7% of the students reported the same for their father’s highest level of education. Table 4, displays the frequencies of Black students participating from each school. Mamie Phipps High School included 41.3% (n = 154) of sample, Malcolm X High School included 29.5% (n = 110) of participants, and Kenneth Clark High School included 29.2% (n = 109) of the participants in the sample.
Table 3. Descriptive Statistics of All Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Grade Level</th>
<th>Mother’s Education</th>
<th>Father’s Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong> (n = 373)</td>
<td>9th = 2.4% (n = 9)</td>
<td>Some H.S. = 15.3% (n = 57)</td>
<td>Some H.S. = 28.2% (n = 105)</td>
</tr>
<tr>
<td></td>
<td>10th = 45.6% (n = 170)</td>
<td>H.S. Grad = 44% (n = 164)</td>
<td>H.S. Grad = 47.7% (n = 178)</td>
</tr>
<tr>
<td></td>
<td>11th = 51.5% (n = 192)</td>
<td>Some College = 26% (n = 97)</td>
<td>Some College = 13.9% (n = 52)</td>
</tr>
<tr>
<td></td>
<td>12th = 2.4% (n = 1)</td>
<td>College Grad = 11.3% (n = 42)</td>
<td>College Grad = 6.4% (n = 24)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grad. Degree = 2.9% (n = 11)</td>
<td>Grad. Degree = 1.6% (n = 6)</td>
</tr>
</tbody>
</table>
Table 4. Descriptive Statistics by High School

<table>
<thead>
<tr>
<th>School</th>
<th>Gender M</th>
<th>Gender F</th>
<th>Grade Level</th>
<th>Mother’s Education</th>
<th>Father’s Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mamie Phipps High School</td>
<td>42.2%</td>
<td>57.8%</td>
<td>9th: 0%</td>
<td>Some H.S. = 14.7%</td>
<td>Some H.S. = 27.5%</td>
</tr>
<tr>
<td>(n = 109)</td>
<td>(n = 46)</td>
<td></td>
<td>10th: 53.2%</td>
<td>H.S. Grad = 54.1%</td>
<td>H.S. Grad = 56.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11th: 46.8%</td>
<td>Some College = 13.8%</td>
<td>Some College = 9.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12th: 0%</td>
<td>College Grad = 15.6%</td>
<td>College Grad = 3.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grad. Degree = 0.9%</td>
<td>Grad. Degree = 0.9%</td>
</tr>
<tr>
<td>Malcolm X High School</td>
<td>57.2%</td>
<td>41.8%</td>
<td>9th: 4.5%</td>
<td>Some H.S. = 14.5%</td>
<td>Some H.S. = 30%</td>
</tr>
<tr>
<td>(n = 110)</td>
<td>(n = 63)</td>
<td></td>
<td>10th: 56.4%</td>
<td>H.S. Grad = 35.5%</td>
<td>H.S. Grad = 43.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11th: 38.2%</td>
<td>Some College = 37.3%</td>
<td>Some College = 12.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12th: 0%</td>
<td>College Grad = 7.3%</td>
<td>College Grad = 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grad. Degree = 5.5%</td>
<td>Grad. Degree = 1.8%</td>
</tr>
<tr>
<td>Kenneth Clark High School</td>
<td>49.5%</td>
<td>50%</td>
<td>9th: 2.6%</td>
<td>Some H.S. = 16.2%</td>
<td>Some H.S. = 27.3%</td>
</tr>
<tr>
<td>(n = 154)</td>
<td>(n = 76)</td>
<td></td>
<td>10th: 32.5%</td>
<td>H.S. Grad = 42.9%</td>
<td>H.S. Grad = 44.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11th: 64.3%</td>
<td>Some College = 26.6%</td>
<td>Some College = 18.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12th: 0.6%</td>
<td>College Grad = 11%</td>
<td>College Grad = 5.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grad. Degree = 2.6%</td>
<td>Grad. Degree = 1.9%</td>
</tr>
</tbody>
</table>

To supplement the data, descriptive graphs for the following variables were also computed: Racial Identity Development, Racial Discrimination, School Climate, Educational Aspirations, and Academic Achievement. These figures are listed below and provide an overview of the participants’ perceptions of their racial identity development, experiences of
racial discrimination, school climate or institutional support, educational aspirations, and academic achievement.

Figure 1. Distribution of Racial Identity Development

![Histogram showing distribution of Racial Identity Development](image)

Figure 2. Distribution of Racial Discrimination

![Histogram showing distribution of Racial Discrimination](image)
Figure 3. Distribution of School Climate/Institutional Support

Figure 4. Distribution of Educational Aspirations
Research Question Two

Research question two examined the relationship between the outcome variables and independent variables. Racial Identity Development and Educational Aspirations were the outcome variables of interest. To analyze this question within SPSS, each of the outcome and independent variables were converted into a logarithmic form. This process entailed converting the string variables into numeric form. The predictor variables analyzed within research question two included gender (male or female), grade level (9\textsuperscript{th}, 10\textsuperscript{th}, 11\textsuperscript{th}, or 12\textsuperscript{th}), mother’s highest level of education (some high school, high school graduate, some college, and college graduate), and father’s highest level of education (some high school, high school graduate, some college, and college graduate). During the conversion of each parent’s level of education, responses for college graduate and graduate degree were combined to ease the data analysis and correlation of the variable. The correlation matrices were computed with Pearson product-moment correlation...
in SPSS. The output of the correlation matrices are displayed within Table 5. The results display a significant negative correlation between Racial Identity Development and Educational Aspirations; gender was also found to be statistically significantly correlated with Racial Identity Development, within the model. The results also indicate a negative significant correlation between Educational Aspirations and Grade Level, as well as Educational Aspirations and the participant’s father’s highest level of education. Lastly, the correlation matrix also yielded a slight positive and significant relationship between the mother and father’s highest level of education.

Table 5. Summary of Correlations

<table>
<thead>
<tr>
<th></th>
<th>Racial Identity</th>
<th>Educational Aspirations</th>
<th>Gender</th>
<th>Grade</th>
<th>Mother’s Education</th>
<th>Father’s Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Identity</td>
<td>1</td>
<td>-.194**</td>
<td>.115*</td>
<td>.069</td>
<td>.025</td>
<td>-.006</td>
</tr>
<tr>
<td>Educational Aspirations</td>
<td>-.194**</td>
<td>1</td>
<td>.074</td>
<td>-.154**</td>
<td>-.036</td>
<td>-.142**</td>
</tr>
<tr>
<td>Gender</td>
<td>.115*</td>
<td>.074</td>
<td>1</td>
<td>.026</td>
<td>.054</td>
<td>-.002</td>
</tr>
<tr>
<td>Mother’s Education</td>
<td>.025</td>
<td>-.036</td>
<td>.054</td>
<td>.019</td>
<td>1</td>
<td>.238**</td>
</tr>
<tr>
<td>Father’s Education</td>
<td>-.006</td>
<td>-.142**</td>
<td>-.002</td>
<td>.101</td>
<td>.238**</td>
<td>1</td>
</tr>
<tr>
<td>Grade</td>
<td>.069</td>
<td>-.154**</td>
<td>.026</td>
<td>1</td>
<td>.019</td>
<td>.101</td>
</tr>
</tbody>
</table>

*p < .05.  **p < .01

Research Question Three

Research question three examined the relationship between school climate (institutional support), racial discrimination, and racial identity development. To test research question three, a hierarchical regression was executed with school climate and racial discrimination as the
primary independent variables. In order to compute the regression model, the participant responses for school climate and racial discrimination were assigned numeric values and averaged to create each respective scale. School Climate included responses to questions 25-30 and 33 on the DAQ; the survey responses were assigned a numeric value and the average of the response from each question was used to create the School Climate variable. This same process was also used to create the Racial Discrimination variable, which included questions 31-32, 34, 36, 44, and 58, and Racial Identity Development included questions 71-75. Research question three investigated whether school climate and racial discrimination act as a significant predictor of racial identity. Table 6 includes the results of the hierarchical regression computed to examine the relationships between the variables of interest. Within this regression model, Racial Discrimination was found to be a significant predictor of Racial Identity Development with an alpha level of .05 ($\beta = .119; p < .05$).

Table 6. Summary of Regression Analysis for Racial Identity Development (N = 352)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th></th>
<th></th>
<th>Model 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$B$</td>
<td>$SE$</td>
<td>$\beta$</td>
<td>$B$</td>
<td>$SE$</td>
<td>$\beta$</td>
</tr>
<tr>
<td>School Climate</td>
<td>.005</td>
<td>.082</td>
<td>.003</td>
<td>.050</td>
<td>.085</td>
<td>.033</td>
</tr>
<tr>
<td>Racial Discrimination</td>
<td></td>
<td></td>
<td>.210</td>
<td>.097</td>
<td>.119*</td>
<td></td>
</tr>
<tr>
<td>$R^2$</td>
<td></td>
<td>.000</td>
<td></td>
<td>.013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$F$ for change in $R^2$</td>
<td>.004 (.951)</td>
<td></td>
<td></td>
<td>4.709 (.031*)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05. **p < .01.
**Research Question Four**

Research question four investigated the relationship between school climate, racial discrimination, and academic achievement. To test research question four, a hierarchical regression was executed with school climate and racial discrimination as the primary independent variables and academic achievement as the dependent variable. In order to compute the regression model, the participant responses for school climate and racial discrimination were assigned numeric values and averaged to create each respective scale. Academic Achievement included the survey responses to question 22; the survey responses were assigned the following numeric values, Mostly A’s = 4, Mostly B’s = 3, Mostly C’s = 2, Mostly D’s = 1, and Mostly F’s = 0. Research question four examined whether school climate and racial discrimination act as significant predictors of academic achievement. Table 7 includes the results of the hierarchical regression computed to examine the relationships between the dependent and independent variables. Within this regression model, School Climate was found to be a statistically-significant predictor of Academic Achievement with an alpha level of .05 (β = .277; p < .01), (β = .273; p < .01).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th></th>
<th></th>
<th>Model 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE B</td>
<td>β</td>
<td>B</td>
<td>SE B</td>
<td>β</td>
</tr>
<tr>
<td>School Climate</td>
<td>.340</td>
<td>.062</td>
<td>.277**</td>
<td>.334</td>
<td>.064</td>
<td>.273**</td>
</tr>
<tr>
<td>Racial Discrimination</td>
<td></td>
<td></td>
<td>-0.026</td>
<td>.074</td>
<td>-0.018</td>
<td></td>
</tr>
<tr>
<td>$R^2$</td>
<td>.077</td>
<td></td>
<td></td>
<td>.077</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$F$ for change in $R^2$</td>
<td>30.068</td>
<td>(.000**)</td>
<td></td>
<td>.123</td>
<td>(.726)</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05. **p < .01.
**Research Question Five**

Research question five assessed the relationship between school climate, racial discrimination, and educational aspirations. To address research question five, a hierarchical regression was performed with school climate and racial discrimination as the primary independent variables and educational aspirations as the dependent variable. In order to compute the regression model, the participant responses for school climate and racial discrimination were assigned numeric values (1-5) and averaged to create each respective scale. Educational Aspirations included participant responses to questions 47-51 on the DAQ; the survey responses were assigned a numeric value and the average of the responses to each survey question was used to create the Educational Aspirations variable. Research question five examined whether school climate and racial discrimination act as a significant predictor of the participant’s educational aspirations. Table 8 includes the results of the hierarchical regression computed to examine the relationships between the predictor and outcome variables. Within this regression model, School Climate and Racial Discrimination were found to be statistically-significant predictors of Educational Aspirations at an alpha level of .05 ($\beta = .213; p < .01$), ($\beta = -.315; p < .01$).
Table 8. Summary of Regression Analysis for Educational Aspirations (N = 365)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th></th>
<th></th>
<th>Model 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE B</td>
<td>β</td>
<td>B</td>
<td>SE B</td>
<td>β</td>
</tr>
<tr>
<td>School Climate</td>
<td>.288</td>
<td>.049</td>
<td>.294**</td>
<td>.209</td>
<td>.048</td>
<td>.213**</td>
</tr>
<tr>
<td>Racial Discrimination</td>
<td></td>
<td></td>
<td>-.357</td>
<td>.056</td>
<td></td>
<td>-.315**</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.086</td>
<td></td>
<td></td>
<td>.179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$F$ for change in $R^2$</td>
<td>34.384</td>
<td>(.00**)</td>
<td></td>
<td>40.986</td>
<td>(.00**)</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.  **p < .01.

Research Question Six

Research question six included the qualitative data collected at each high school within the sample to examine the faculty’s perceptions of the students in their respective schools. Six focus group interviews including teachers and school administrators were used to answer the research question six. The major themes within the research included college and career readiness, academic climate, community influences, and exposure. Within the key themes, subthemes were also coded and analyzed, including important subthemes of negative perceptions of students, college aspirations, student motivation, rural experiences, loss potential of students, parental involvement, ill-prepared students, limited exposure to diversity, segregated schools, and teacher/staff turnover. Table 9 provides a full list of the themes and subthemes extracted from the transcriptions of the teacher and administrator focus groups.
Table 9. Themes and Sub-themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness</td>
<td>College Aspirations</td>
</tr>
<tr>
<td></td>
<td>Ill-Prepared Students</td>
</tr>
<tr>
<td></td>
<td>Advanced Courses</td>
</tr>
<tr>
<td></td>
<td>Military Prep</td>
</tr>
<tr>
<td>Academic Climate</td>
<td>Negative Perceptions of Students</td>
</tr>
<tr>
<td></td>
<td>Segregated Schools</td>
</tr>
<tr>
<td></td>
<td>Institutional Support</td>
</tr>
<tr>
<td></td>
<td>Teacher/Staff Turnover</td>
</tr>
<tr>
<td></td>
<td>Student Motivation</td>
</tr>
<tr>
<td>Community Influences</td>
<td>Parental Involvement</td>
</tr>
<tr>
<td></td>
<td>Rurality</td>
</tr>
<tr>
<td></td>
<td>Racial Stigma</td>
</tr>
<tr>
<td></td>
<td>Loss Potential of Students</td>
</tr>
<tr>
<td>Exposure</td>
<td>Limited Exposure</td>
</tr>
<tr>
<td></td>
<td>Social/Emotional Readiness</td>
</tr>
<tr>
<td></td>
<td>Geographical Location</td>
</tr>
<tr>
<td></td>
<td>Limited Resources</td>
</tr>
</tbody>
</table>

Teachers and school administrators were interviewed to provide their perceptions of the students within their respective schools. Teachers and administrators presented mixed perceptions of the students within their schools. At Mamie Phipps High School, teachers identified learning difficulties that many of their students had:

_Honestly my own opinion I would say the students are very very very far behind, so my class is not nearly as rigorous as it should be. I'm not even teaching the material that’s supposed to be taught in my class because a lot of my students don't have their background knowledge that they need to be able to master that material._ (Teacher, Mamie Phipps High School).

The first question asked to the administrator focus group was, “What percentage of their students are academically prepared to attend a 4-year or 2-year college or university?”

Responses to the question included:
“70% are equipped for a 4-year college, for 2-year college it would be higher than that.” “I would say really at this point, when we look at junior and seniors, I would say at least 75% of our students are ready.” “A 4-year college, anywhere from about 49-52%; now whether they stay, now when we say attend that does not mean attend and matriculate through... probably 60% of this population is ready for two-year college and or the military.”

Table 10, displays thematic quotes related to racial socialization and the messages communicated to the students attending the high schools within the sample. Racial Socialization are the messages that parents and other adults communicate to Black children regarding their identity. Gaskins (2015) noted that these types of message may (1) communicate pride in being Black, (2) provide warnings of racial inequalities, (3) encourage a color-blind approach, (4) promote mistrust of other races and ethnic groups, and (5) encourage silence on race-related issues. Racial Socialization is an important part of healthy identity development, and more importantly, it recognizes that adults have an integral role in shaping the identities of youth. In table 10, quotes that illustrate the perception of students by the administrators and teachers are included. According to the racial socialization theory, these messages are just as important as parental messages, in shaping the identity development of youth. Within the table, quotes instilling racial pride, preparation for racial biases, color-blindness, and silence on race issues are featured. Table 11 features pertinent quotes under the subthemes of parental involvement, rurality, and college aspirations.
<table>
<thead>
<tr>
<th>Table 10. Racial Socialization Themes and Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warnings of Racial Inequalities</strong></td>
</tr>
<tr>
<td>“I had a student come to me and ask me, Coach is this presentable to wear to a job interview? I told him “no sir.” He said, I got on a pair of khakis and a collared shirt. I asked are you looking to make an impression? He said, what do you mean? I said you want the job, right? He said, I think I do. I said well when you want the job, you come back and talk to me, because if you don’t want the job then you go right ahead and go the way you are. But if you want the job, I would suggest that you go home and put you a shirt and tie on and make an impression. I said because when you walk in that door and you got that shirt and tie on, you got those pants pulled up, that’s going to and a message to him. Or it should send a message that this young gentleman here is serious about a job. You just walk in there with a collared shirt on they might just think you’re coming in to buy food or something.” (Teacher, Malcolm X High School)</td>
</tr>
<tr>
<td>“And our dean of students in the alternative program, we talk to students about what life is about and what it’s going to cost you to have a decent life. Some of them really have no idea, because of their home environment. It’s going to be a challenge for them.” (Administrator, Malcolm X High School)</td>
</tr>
<tr>
<td>Qualitative Themes and Quotes</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Parental involvement</td>
</tr>
<tr>
<td>College aspirations</td>
</tr>
<tr>
<td>Rurality</td>
</tr>
</tbody>
</table>
Within these quotes there is a notable mixed perception of the students amongst the administrators and the teachers. Throughout the focus group interviews, the teacher groups were more likely to report negative perceptions of the students. A teacher from Mamie Phipps High School responded to a question regarding the students’ ability to live in a more racially-diverse and urban setting with the following statement:

“I think, imagining my students moving to a new that’s more urban place, that’s more racially diverse, I think a lot of them here, the ones that come to mind are the ones here who are in gangs and constantly getting suspended, so I can’t see them moving to an urban place and being able to find a job or being able to know what to do to find a place to live, and I know this is horrible that I can see them joining a gang maybe on the streets I don’t know like getting involved in drugs, that’s what I think, I’m being honest."

A teacher from Kenneth Clark High School shared negative perceptions of the students from the community:

“The newspaper is telling them they can’t... that this is the no performance school and these kids can’t learn. You have adults that have said this, I don’t read the paper, but the kids, I don’t want to take it personally because when you read stuff like that you kind of like take it personally. You’re talking about my students, I teach these students and I know that they can do. And they really scrutinize them as if they are the scum of the earth type. That’s just how bad the news is here."

A few notable teacher responses regarding the students’ educational aspirations are listed below:

“Most of the kids here come from neighborhoods where they are constantly walking all the time, all day, all night. Some is because parents have to work at night; some is because most of them are raising themselves. So that’s what we mean in the community does not promote college because you have so many out there that they call their so-called friends that they hang out with, and then they are part of the problem, instead of becoming part of the solution.” (Malcolm X High School)
“When the kids are at home, everybody sitting on the porch happy, they got the grill going and ain’t nobody went to work today, they kids are like why did I have to go to school. They see the adults happy, they got food, lights, water, and cars. We got everything we need, and nobody is worried about getting an education. So, we are fighting a battle from both sides. They don’t have to worry about what they teacher said when they get home, and they happy.” (Kenneth Clark High School)

“And they don’t have that support in that motivation to say hey my teacher is right I can do this. So, I think they’re I think I would say a mix of SES, motivation, parental involvement is what’s holding them back for the most part.” (Mamie Phipps High School)

Overall, the perceptions of the students attending racially-segregated and geographically-isolated schools were inconclusive. Principals tended to provide more positive perceptions of the student body, while teachers provided more individual examples of students who lack the motivation to succeed. In comparison to teachers, administrators reported higher statistics of students who were academically-prepared to enter college within their respective schools. At Mamie Phipps High School, the administrator reported that 49-52% of the graduating students were college ready, and the teacher group identified 5-15% of the graduating student population as college-ready. At Kenneth Clark High School, the administrator reported that at least 75% of the junior and senior class were college ready. The teacher group reported that in the previous year, 24 out of 79 (approximately 30%) students enrolled into a 4-year college institution; another teacher reported that only 10% are academically ready for college. Teachers at Kenneth Clark High School that 80-90% of their students were prepared for either a 4-year institution, 2-year institution, or the military, and the administrator reported that approximately 70% of the students were academically prepared for a 4-year institution. Within the focus groups, many of the administrators and teachers attributed their students’ educational aspirations to parental and community influences, reporting that parents had low expectations for their students. These assertions were based on their discussions with the students, parents, and assumptions derived
from these discussions. Within the presented quotes, the teachers noted the mentality of the families and the surrounding community as having a great influence on the educational aspirations of the students attending the schools within the sample.

**Results Summary**

In summary, the results of the presented research demonstrated that 49.9% of the sample identified as female, 49.6% of the sample identified as male, and .5% of the sample did not provide a response. Tables 3 and 4 provided frequency data to support research question one. Research question two inquired about the relationship between the outcome and predictor variables. The predictor variables included gender, mother’s highest level of education, father’s highest level of education, and grade level. A correlation matrix was generated with these variables and the outcome variables of Educational Aspirations and Racial Identity Development. The matrix yielded results indicating small but significant negative relationships between Racial Identity Development and Educational Aspirations, Racial Identity Development and Father’s Education, Educational Aspirations and Grade Level, and Educational Aspirations and Father’s Education. Small positive correlations were found in the matrix between Racial Identity Development and gender, as well as mother’s highest level of education and father’s highest level of education.

Research questions three, four, and five also required a hierarchical regression model to determine the significance of the relationship between the variables. The regression model for research question three found Racial Discrimination to be a significant predictor of Racial Identity Development, when controlled for School Climate ($\beta = .119; p < .05$). Within the regression model for research question four, School Climate was a statistically-significant
predictor of the student’s Academic Achievement ($\beta = .277; p < .01$), ($\beta = .273; p < .01$).

Research five concluded the quantitative research which yielded School Climate and Racial Discrimination as statistically-significant predictors of Educational Aspirations ($\beta = .213; p < .01$), ($\beta = -.315; p < .01$). using a regression model. Research question six involved teacher and administrator focus groups from each respective school to examine their perceptions of the students attending these racially-segregated and geographically isolated schools, as well as the educational aspirations of these students. Through the process of transcription and coding, four major themes emerged: college and career readiness, exposure, community influences, and academic climate. Through the presented quotes, it was evident that the teachers and principals at each respective school presented mixed perceptions of their students including a high regard for the student body, to perceptions that some students were unmotivated to succeed. Through the teachers and administrators report, it was also found that administrators in each school within the sample provided higher reports of college enrollment and aspirations within their respective school, in comparison to the rates provided by the teacher groups. The implication of these results are presented within Chapter 5.
CHAPTER 5
DISCUSSION

The present study investigated the racial identity development, academic achievement, and educational aspirations of Black students attending racially-segregated and geographically-isolated high schools in a rural county within a Southeastern state. The first research question examined the demographics, including high school, gender, grade level, and highest level of parents’ education of the Black students attending these predominantly one-race schools in the sample. The second research question investigated the relationship between gender, mother’s highest level of education, father’s highest level of education, and grade level as predictor variables, with racial identity development and educational aspirations as outcome variables. Research question three assessed whether school climate and racial discrimination were significant predictors of racial identity development for Black students. Research questions four and five also assessed if school climate and racial discrimination were significant predictors of Black students’ academic achievement and educational aspirations, respectively. Research question six described the qualitative perspectives of teachers and administrators on their students and their students’ educational aspirations within each high school participating in the sample. These research questions were investigated, while also applying a racial socialization theoretical framework. Grills, Cooke, Douglas, Subica, Villanueva, and Hudson (2015) defined racial socialization as the transmission of information regarding cultural practices, discrimination, cultural pride, and strategies to succeed in the mainstream society from adults to youth. These messages are significant in their influences to assist youth with positively
navigating societal biases toward their culture, as well as serving as a protective factor to the youth’s well-being and long-term outcomes (Hughes et al., 2006). Within the presented research, a racial socialization theoretical lens was utilized to examine the quality of the adult messages transmitted to Black high school students attending predominantly one-race schools in a geographically-isolated county. The results of the current research were obtained through the Diversity Assessment Questionnaire (DAQ), which was administered to participating students (n = 373) in the selected high schools within the sample. The quantitative data was also supplemented with qualitative data from the teachers and administrators to provide their perceptions of the academic climate within their respective school. The interpretation of these results was also examined using a racial socialization theoretical lens.

Research question one examined the descriptive statistics of the demographic variables within the sample. These results indicated that there was a slightly higher frequency of female participation in the sample (female = 49.9%, male = 49.6%). The descriptive statistics also indicated that more than 97% of the students participating in the sample were enrolled in the 10th or 11th grade, and at least 41% of the sample derived from Kenneth Clark High School. Regarding the parents’ highest level of education, the participants recorded higher levels of education for their mothers, in comparison to their fathers.

The statistical analyses conducted for research question two yielded results that indicated a significant relationship between the gender of the participant and their racial identity development. The student’s report of their mother’s education, father’s education, and grade level served as predictor variables within this model. These variables were not found to be statistically significant correlated with the participant’s Racial Identity Development within the correlation matrix. The second outcome variable in the correlation matrix also included gender
and the control variables, with educational aspirations as the outcome variable. The analyses indicated that the student’s report of their father’s education and grade level were negatively correlated with the participant’s educational aspirations.

Research question three studied the relationship between school climate, racial discrimination, and racial identity development. A hierarchical regression model was used to determine if racial discrimination acted as a significant predictor of Racial Identity Development, when controlled for by School Climate. School climate was not found to be a significant predictor in this relationship.

The method for research question four was similar to research question three, as it analyzed the significance in the relationship between school climate, racial discrimination, and academic achievement. A hierarchical regression model was used, which indicated that school climate was a significant predictor of the student’s academic achievement.

Research question five was also similar in nature, to research questions three and four. Research question five employed a hierarchical regression, which suggested that school climate and racial discrimination were statistically significant predictors of educational aspirations for the participants.

The final research question involved qualitative data, which complimented the quantitative data collected through the DAQ survey. The data for research question six consisted of interviews from teacher and administrator focus groups at each school participating in the sample. This research question investigated the faculty members’ perceptions of the Black students and their educational aspirations in their respective schools. The results yielded major themes including exposure, community influences, college and career readiness, and academic climate. Other findings from the qualitative data indicated that teachers presented mixed
perceptions of students across the schools, typically ranging from viewing the student body as unmotivated, to survivors of their environments. The administrators typically provided overall positive views regarding the entire student body, while the teachers reported more individual case examples within their groups. Another finding within the qualitative data was the discrepancy between the administrators’ and teachers’ perceptions of the percentage of college-ready students within their respective school. Across high schools in the sample, administrators provided their perceptions of higher rates of college-ready and college-bound students, in comparison with the teachers in their school.

**Review of Findings and Implications**

**Racial Identity Development and Racial Discrimination.** The presented study aimed to investigate the racial identity development of Black students attending racially-segregated high schools in a rural county within a Southeastern state. Previous research on racial identity development noted a direct and indirect relationship between psychological well-being and racial identity (Sellers, Copeland-Linder, & Martin, 2006). While Sellers, Caldwell, Schmeelk-Cone, and Zimmerman (2003) found little evidence in linking racial identity with psychological distress in African American youth. The previous literature has found great difficulty in providing evidence for a relationship between racial identity and psychosocial outcomes for African American youth (Sellers et al., 2003; Sellers et al., 2006; Cross 1991). The current research indicated that adolescents attending schools within the sample reported moderate perspectives of their racial identity development ($M = 2.71, SD = 1.001$). The implications within these findings indicate that participants within the current research regarded their identity and sense of belonging within their racial group as moderately positive. Previous research from Sellers and
colleagues (2006) also supported the conclusion that Black youth developed overall positive perceptions of their racial identity, despite negative school experiences. The current research yielded overall positive perceptions, though it is also clear that the participants perceptions were mixed regarding their racial identity.

Other findings within the research suggested that gender was significantly correlated with Racial Identity Development ($r = .115$, $n = 353$, $p = .030$). These findings further imply that females have somewhat more positive racial identities, in comparison to their male peers. The results provide support for small, but significant relationships between variables. There is a dearth on gender differences and racial identity. Previous literature has supported the conclusion that African American girls report stronger identification with their racial group, in comparison to African American boys (Chavous et al., 2008; Romero & Roberts, 1998). Cokley (1999; 2001) did not find gender differences in racial centrality among Black students attending predominantly White or predominantly Black schools. This is important to note, as the current literature appears to be inconclusive regarding gender differences related to racial identity development for Black adolescents. The gender differences related to racial identity development in the current study may be attributed to differences in male versus female development.

The presented results did not provide support that racial identity development was associated with parent’s highest level of education or the participant’s grade level. Changes in grade level, also suggest that the adolescent is continuing to mature, increasing stability within their identity and development. Chavous and colleagues (2008) postulated that racial identity may function differently across the adolescent’s development, though their findings were inconclusive to this hypothesis.
The current research explored the participant’s experiences of school-based discrimination, as well as the perceptions of discrimination the students experienced within their community. The current research concluded that experiences of racial discrimination were significant predictors of racial identity development, above and beyond gender. A further interpretation of this finding would suggest that moderately low experiences of racial discrimination are associated with positive views of one’s racial identity. In their previous research, Seaton et al. (2012) concluded that experiences of racial discrimination led to racial identity exploration, though race socialization messages were connected to well-developed racial identity for participants in that study. Other previous studies have also supported a relationship between racial discrimination experiences and racial identity (Sellars et al, 2003), though Chavous and colleagues found little supporting evidence of the relationship between these two factors.

**Racial Discrimination and Education.** Research question five employed a hierarchical regression, which suggested that school climate and racial discrimination were statistically significant predictors of educational aspirations for the participants. The regression model suggested that reports of higher racial discrimination were associated with lower educational aspirations, above and beyond the school climate ($\beta = -.315, p < .01$). A literature review conducted by Wang and Huguley (2012) noted that Black youth facing discrimination from adults at school may limit the child’s academic potential and negatively affect their educational engagement. This finding has also been supported in a previous study by Brown and Jones (2004) which concluded that experiences of racial discrimination at school and in society had the potential to lower intrinsic motivation for educational success and the value of education.
Previous literature has also indirectly associated discrimination from peers with educational aspirations, through school engagement as a mediator (Griffin, Cooper, Metzger, Golden, & White, 2017). Similar findings have been supported in research by Neblett and colleagues (2009), which concluded that racial discrimination were related to poorer academic performance for boys. It is also important to note that within the current research, academic achievement included the survey participant’s report of their current academic grades, while educational aspirations were determined by a series of questions regarding the participants aspirations towards higher education. Another major finding, adding to the existing literature, was the significant negative relationship found between student reports of their father’s education and their own educational aspirations. This finding suggests that participants may have higher educational aspirations, despite their father’s highest level of education attained.

**School Climate and Education.** Within the presented research, school climate is defined by the level of institutional support that students perceive within their respective schools. This includes support from teachers, counselors, and administrators to achieve and set post-secondary education goals. In the current research, school climate was found to be a significant predictor of academic achievement, indicating that how students perceive adult support within their schools influences their overall grades. Previous research from Golden, Griffin, Metzger, and Cooper (2018) concluded similar findings from their research, which found that students who perceived their environment as unfair and less equitable for Black students, also reported negative views towards their academic achievement. These findings may also be related to the socialization messages these students are receiving from adults regarding their ability to excel academically and be successful. The results of research question five, indicated that school climate and racial
discrimination were significant predictors of educational aspirations for students, suggesting that students who perceive higher levels of institutional support and lower levels of racial discrimination, have higher educational aspirations and goals.

**Limitations and Future Research**

The findings within the presented research add to the existing literature regarding racial identity development for Black adolescents. The current research does include specific elements that may not exist in previous research, including the examination of Black adolescents attending segregated high schools in rural and geographically isolated locations. Considering the impact of the participants’ rurality is critical within this study, as it was often related to their limited exposure to diversity and mindset towards higher education. The current research examined the racial identity development, experiences of racial discrimination, academic achievement, school climate, and educational aspirations of Black students attending racially-segregated schools in a rural county in the Southeastern region of the United States. A major limitation to the current research is the self-reported nature of the data from the student participants, which may limit the objectivity of the information. Participants were expected to accurately report their parent’s education, their academic grades, and other pertinent information regarding their respective schools. Participant response bias or inaccurate responses should be considered with self-reported survey data. To minimize this issue in future research, academic reports and records for the students should be used to supplement their self-reported data. Another limitation to note is that the quantitative and qualitative data collected on the participant’s parents without direct parental involvement in the study. Using the racial socialization theoretical lens, it would be helpful to know what messages parents intend to communicate to their youth regarding their
racial identity and how these messages are received by the adolescents and other adults interacting with the adolescent. In the current research, the racial socialization lens was applied to interpret the messages students received from the adults within their schools, as well as the messages teachers and administrators reported communicating to their respective students. Another benefit to involving parents would be gaining their perspective on the impact of their children attending racially-segregated and geographically-isolated schools, as well as their educational and career aspirations for their children. Future research should include student participants, parents of the participants, and faculty members of the participants’ schools to provide a well-informed perspective of the participants’ experiences.

Participants within the current study reported their grade level, and not their current age. This is a significant limitation as it provides the research with limited information about the participant’s developmental stage. The current research examines racial identity development, which is a critical developmental stage in adolescence. Typically, secondary school age is thought of students ranging from 14-18 years of age, but some students may be older or younger than the expected age range, depending upon their late or early entry into school, and their history with being promoted or retained during their schooling. It may be beneficial to capture the range of ages and grade levels in future research. Another consideration is the convenience sampling method used within the presented research. The participating subjects were conveniently selected by their faculty, based upon their availability. The researchers recruited 10th and 11th grade students, which consisted of 97.1% of the participants, though 9th and 12th grade students were also included in the study at the school with a smaller 10th and 11th grade participant sample than the other schools. This sampling strategy was based upon 10th and 11th graders being the original targeted population for the DAQ measure. Based upon the targeted
population and convenience sampling method, data from ninth and twelfth graders was severely lacking in the presented research. The perspectives of these students may have provided further data regarding the racial identity development of these students and the educational aspirations, specifically for twelfth graders preparing to transition from high school. Future researchers may benefit from a random sampling method and ensuring an assortment of students from each grade level within their respective schools. One other limitation to note is that the original data was conducted by another researcher and the current study is a secondary analysis. The secondary data analysis is a limitation, as the current researcher was not present for the original data collection and may be unaware of the biases from the original data collection and fidelity of the DAQ survey. Future researchers should take this limitation into account as they plan similar research.

Future projects engaging in similar research should consider several directions for their projects. The current project includes data from three predominantly Black high schools in a rural county; however data from the predominantly White school would complement and strengthen the results of the current data. By conducting a data collection at the predominantly White high school within the county, it would allow the researcher to compare the racial identity development and educational aspirations of Black students attending predominantly White schools. Within this research, it could also be beneficial to compare the racial identity development of students across racial groups to compare any differences among ethnicities.

Another project that future research should consider is a study including student participants, parents of student participants, and faculty members. Particularly with using racial socialization as a theoretical framework, student participants’ parental input would provide insight into the messages parents intend to send their children regarding their racial development,
paired with the messages their children report they have received about their racial identity development. The parental input could also provide insight into how the parents view their relationship and involvement with their student’s respective schools. All participants should complete the same demographic measures, as well as be involved in the focus group interview process. In the presented research, faculty members participated in the focus group interviews, but it would enhance the quantitative data to also have the students participate in focus group interviews consisting of only student participants.

Lastly, a future project should consider incorporating several isolated geographical locations to determine whether Black students in other locations have similar experiences and follow the same development trajectories as the students in the current research. Incorporating students from other geographical locations will also increase the generalizability of the research. The current research only focused on one county within the Southeast, which limits the generalizability of the presented study for students across the nations attending geographically-isolated schools.

**Conclusion**

Since *Brown v. Board of Education* in 1954, public schools were federally mandated to integrate their neighboring minority peers. The literature review revealed that several states, including Alabama, Mississippi, Florida, Tennessee, and Georgia were among the top 20 states with the most racially segregated schools in the United States (Orfield, Frankenberg, Ee & Kuscera, 2014). This is also true of schools within rural, geographically-isolated areas throughout the nation. The present study, included data from a geographically-isolated county within the Southeastern region of the United States. This region was selected as a focal point
within the study due its history of racial and socioeconomic segregation, dating back to the Jim Crow South era. The county employs a tripartite system, which divides the county into three separate school districts.

The present study included previously collected data from high schools within two school districts of a rural Southeastern county. Data from the Black students (n = 373) were extracted from the original data to examine the racial identity development, experiences of racial discrimination, school climate, and educational aspirations for these students attending racially-segregated and geographically-isolated schools. The participants within the research completed the Diversity Assessment Questionnaire, and the school faculty participated in focus group interviews. The data was examined using a racial socialization theoretical framework, specifically analyzing the influence that adults (teachers, parents, and the community) have on the youth’s racial identity development and other outcomes. The research questions for the presented study are as follows: (1) What are the demographics, including high school, gender, grade level, and highest level of parents’ education of the Black students attending geographically isolated and racially segregated schools? (2) Are gender, parent’s highest level of education, and student’s grade level significantly related to racial identity development and educational aspirations of Black students? (3) Does school climate and racial discrimination act as a significant predictor of racial identity development for Black students? (4) Does school climate and racial discrimination act as a significant predictor of academic achievement for Black students? (5) Does school climate and racial discrimination act as a significant predictor of educational aspirations for Black students? (6) What are the faculty’s perceptions of students and their educational aspirations in geographically isolated and racially segregated schools?

Key findings from the present research indicated that Black adolescents within the sample reported moderately positive perceptions of their racial identity, despite experiences of racial discrimination, which was also a predictor of racial identity development. This finding
suggests that minimal experiences of racial discrimination led to positive views towards one’s racial identity development. Gender was also found to have a slightly positive significant relationship with racial identity development, suggesting that females developed more positive racial identities, in comparison to their male peers. These findings were consistent with previous literature (Chavous et al., 2008; Romero & Roberts, 1998). Other key findings include racial discrimination and school climate as significant predictors of educational aspirations. These findings suggest that Black students who perceive positive experiences of institutional support and minimal experiences of racial discrimination, report higher educational goals. One finding, which added to the existing literature, was the participant’s report of their father’s education and the significant negative correlation with the student’s educational aspirations. Other findings from the present study indicated that the participant’s perceptions of their school climate and institutional support was a significant predictor of the participant’s academic achievement. The qualitative data illustrated the school faculty and administrator’s perceptions of the students within their school, which were determined to be inconclusive. The administrator group reported higher levels of institutional support and confidence in the abilities of their students. There were also inconsistencies between the teachers and administrators report of educational aspirations and achievement within the sample.

In conclusion, the current findings support and add to the existing literature on racial identity development in Black youth. Due to the nature of the limitations, future studies should consider data collection at different geographical locations and a cross-comparison of racial identity development and outcomes with students attending predominantly White schools. Although the Brown v. Brown of Education (1954) ruling was passed more than 60 years ago, the educational system within the United States has failed to provide equal educational opportunities
to all students. The current research implies that the racial identity development, educational aspirations, and academic achievement of Black students attending racially-segregated and geographically isolated schools are heavily influenced by their school environments. The past few decades have brought about many revisions and changes to federal education laws; however, the current research implies that these federal mandates are limited, and policy changes are required on the state and local levels to provide an equitable education to all students, regardless of their race, geographical location, and socioeconomic status.
APPENDIX: Diversity Assessment Questionnaire (DAQ)
Diversity Assessment Questionnaire (DAQ)

PLEASE MARK ALL OF YOUR CHOICES ON THE SEPARATE ANSWER SHEET. ALL RESPONSES ARE STRICTLY CONFIDENTIAL. NO NAMES WILL BE ATTACHED TO THESE SURVEYS, WHICH WILL BE KEPT AT UNC-CHAPEL HILL.
In this study, we define racial and ethnic groups as African American/Black, Asian American and Pacific Islander, Latino (Hispanic), Native American, and White.

Section 1: Tell Us About Yourself:

1) Were you born in this country?  a) yes  b) no

2) What is your race/ethnicity (You may choose up to 2 categories)?
   a) African American or Black
   b) Asian American
   c) Hispanic/Latino
   d) White
   e) Native American

3) Are you:  a) male  b) female

4) What grade are you in?
   a) 9th  b) 10th  c) 11th  d) 12th

5) What is the main language that your family speaks at home?
   a) English
   b) Spanish
   c) Chinese
   d) Other Asian
   e) Other - Please specify: _______________________________________

6) How many languages do you speak fluently?
   a) 1  b) 2  c) 3  d) more than 3

7) How many students in your home NEIGHBORHOOD are from racial or ethnic groups that are different from your own?
   a) A few
   b) Quite a few, but less than half
   c) About half
   d) Most

8) Please indicate your Mother or female guardian’s highest level of education (Choose only one):
   a) Some high school
   b) High school graduate
   c) Some college (less than 4 years)
   d) College graduate (with Bachelor’s degree)
   e) Graduate degree, (such as a Master’s, law, M.D., Ph.D.)
9) Please indicate your Father or male guardian’s highest level of education (Choose only one):
   a) Some high school
   b) High school graduate
   c) Some college (less than 4 years)
   d) College graduate (with Bachelor’s degree)
   e) Graduate degree (such as a Master’s, law, M.D., Ph.D.)

10) Please indicate how long you have been in this school district.
    a) Since elementary school
    b) Since middle/junior high school
    c) Since high school

Section 2: Your School and Classes

11) How many students in your SCHOOL are from racial or ethnic groups that are different from your own:
    a) A few
    b) Quite a few, but less than half
    c) About half
    d) Most

12) Which best describes your ENGLISH class: (If you have more than one, pick the one that is required by your school.)
    a) Basic
    b) College Preparatory
    c) Honors or AP
    d) A Mix of Levels
    e) Don't Know

13) How many students in your ENGLISH class are from racial or ethnic groups that are different from your own:
    a) A few
    b) Quite a few, but less than half
    c) About half
    d) Most

14) In your ENGLISH class, how often do you read about the experiences of many different cultures and racial and ethnic groups?
    a) At least 3 Times a Month
    b) Once or Twice a Month
    c) Less than Once a Month
    d) Never

15) During classroom discussions in your ENGLISH class how often are racial issues discussed and explored?
    a) At least 3 Times a Month
    b) Once or Twice a Month
c) Less than Once a Month

d) Never

If you are not currently taking a SOCIAL STUDIES or HISTORY class skip to question #20.

16) Which best describes your SOCIAL STUDIES or HISTORY class: (If you have more than one social studies class, pick the one that is required by your school.)
   a) Basic
   b) College Preparatory
   c) Honors or AP
   d) A Mix of Levels
   e) Don't Know

17) How many students in your SOCIAL STUDIES or HISTORY class are from racial or ethnic groups that are different from your own:
   a) A few
   b) Quite a few, but less than half
   c) About half
   d) Most

18) During classroom discussions in your SOCIAL STUDIES or HISTORY class how often are racial issues discussed and explored?
   a) At least 3 Times a Month
   b) Once or Twice a Month
   c) Less than Once a Month
   d) Never
   e) I am not taking a Social Studies class

19) To what extent do you believe that these discussions have changed your understanding of different points of view?
   a) Not at all
   b) A little
   c) Quite a bit
   d) A lot

If you are not currently taking a MATH class skip to question #22.

20) Which best describes your MATH class: (If you have more than one, pick the one that is required by your school.)
   a) Basic
   b) College Preparatory
   c) Honors or AP
   d) A Mix of Levels
   e) Don't Know

21) How many students in your MATH class are from racial or ethnic groups that are different from your own:
   a) A few

72
b) Quite a few, but less than half  
c) About half  
d) Most

22) How would you rate your grades this year?  
a) Mostly A’s  
b) Mostly B’s  
c) Mostly C’s  
d) Mostly D’s  
e) Mostly F’s

23) Have you ever taken the PSAT, SAT, ACT or any other college admissions exam?  
a) Yes  
b) No

24) Which best describes your current FOREIGN LANGUAGE class?  
a) First Year  
b) Second Year  
c) Third Year  
d) Fourth Year or AP  
e) I am not taking a foreign language class

25) To what extent have your teachers encouraged you to attend college?  
a) Strongly  
b) Somewhat  
c) Neither Encouraged  
d) Somewhat  
e) Strongly  
Encouraged  
Neither Discouraged  
Discouraged  
Discouraged

26) To what extent have your counselors encouraged you to attend college?  
a) Strongly  
b) Somewhat  
c) Neither Encouraged  
d) Somewhat  
e) Strongly  
Encouraged  
Neither Discouraged  
Discouraged  
Discouraged

27) How much information about college admissions have your teachers given you? (such as SAT, ACT, financial aid, college fairs, college applications)  
a) A lot  
b) Some  
c) A Little  
d) None

28) How much information about college admissions have your counselors given you? (such as SAT, ACT, financial aid, college fairs, college applications)  
a) A lot  
b) Some  
c) A Little  
d) None

29) To what extent have your teachers encouraged you to take Honors and/or AP classes?  
a) Strongly  
b) Somewhat  
c) Neither Encouraged  
d) Somewhat  
e) Strongly  
Encouraged  
Neither Discouraged  
Discouraged  
Discouraged

30) To what extent have your counselors encouraged you to take Honors and/or AP classes?  
a) Strongly  
b) Somewhat  
c) Neither Encouraged  
d) Somewhat  
e) Strongly  
Encouraged  
Neither Discouraged  
Discouraged  
Discouraged
Section 3: Your Classroom

Please choose the letter that best indicates your level of agreement or disagreement with each statement.

31) If I try hard I can do well in school.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

32) My teachers administer punishment fairly.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

33) At least one of my teachers takes a special interest in me.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

34) My teachers encourage me to work with students of other racial/ethnic backgrounds.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

35) After high school, how prepared do you feel to work in a job setting where people are of a different racial or ethnic background than you are?
   a) Very Prepared  b) Somewhat Prepared  c) Somewhat Unprepared  d) Very Unprepared

36) How do you believe your school experiences will affect your ability to work with members of other races and ethnic groups?
   a) Helped a lot  b) Helped somewhat  c) Had no effect  d) Did not help  e) Hurt my ability

37) How comfortable would you be with a work supervisor who was of a different racial or ethnic background than you?
   a) Very comfortable  b) Somewhat comfortable  c) Somewhat uncomfortable  d) Very uncomfortable
Please indicate how comfortable you are with each of the following in your classes:

<table>
<thead>
<tr>
<th>Question</th>
<th>a) Very Comfortable</th>
<th>b) Comfortable</th>
<th>c) Uncomfortable</th>
<th>d) Very Uncomfortable</th>
<th>e) Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>38) discussing controversial issues related to race</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>39) working with students from different racial and ethnic backgrounds in group projects</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>40) learning about the differences between people from other racial and ethnic groups</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>41) working with students from other language backgrounds</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>42) working with students from different countries</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>43) debating current social and political issues</td>
<td>□</td>
<td>□</td>
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</tbody>
</table>

44) How much tension exists in your school between students of different racial or ethnic groups?
   a) None
   b) Very little
   c) Some
   d) Quite a bit
   e) A lot

**Section 4: Your Interests and Future Goals**

45) How likely are you to go to a college that has students of different racial and ethnic backgrounds?
   a) Very likely
   b) Likely
   c) Unlikely
   d) Very unlikely
   e) I do not plan to attend college
46) How likely do you think it is that you will work with people of racial and ethnic backgrounds different from your own?
   a) Very likely
   b) Likely
   c) Unlikely
   d) Very unlikely

Please tell us how interested you are in the following:

<table>
<thead>
<tr>
<th></th>
<th>a) Very Interested</th>
<th>b) Interested</th>
<th>c) Somewhat Interested</th>
<th>d) Not Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>47) taking a foreign language after high school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>48) taking an honors or AP mathematics course</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>49) taking an honors or AP English course</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>50) going to a community college</td>
<td>☐</td>
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<tr>
<td>51) going to a four-year college</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>52) taking a computer science course</td>
<td>☐</td>
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<td>53) taking a course focusing on other cultures after high school</td>
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<td>54) traveling outside the United States</td>
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<tr>
<td>55) attending a racially/ethnically diverse college campus</td>
<td>☐</td>
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</tr>
<tr>
<td>56) living in a racially/ethnically diverse neighborhood when you are an adult</td>
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<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>57) working in a racially/ethnically diverse setting when you are an adult</td>
<td>☐</td>
<td>☐</td>
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</table>

58) How do you believe your school experiences will impact your ability to understand members of other races and ethnic groups?
   a) Helped a lot
   b) Helped somewhat
   c) Had no effect
   d) Did not help
   e) Hurt my ability
Section 5: Your School and Your Community

NOTE: In this section, we are interested in how your experiences in high school have influenced your interest in your community and the world as well as beliefs about yourself. We understand that your family and friends may have also had a great impact in these areas, but, for this survey, we ask that you focus on the impact of your school on these topics.

In the following items indicate to what extent classroom or extracurricular activities offered through your high school changed your interest in:

<table>
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<tr>
<th></th>
<th>a) Greatly Increased</th>
<th>b) Somewhat Increased</th>
<th>c) No Effect</th>
<th>d) Somewhat Decreased</th>
<th>e) Greatly Decreased</th>
</tr>
</thead>
<tbody>
<tr>
<td>59) current events</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>60) reading about what is happening in other parts of the world</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>61) volunteering in your community</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>62) joining a multi-cultural club</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>63) participating in elections</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>64) staying informed about current issues facing your community and country</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>65) taking leadership roles in your school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>66) living in a racially/ethnically diverse setting when you are an adult</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>67) working to improve relations between people from different backgrounds</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>68) running for public office some time in the future</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>69) taking leadership roles in your community</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>70) voting for a Senator or President from a minority racial/ethnic group</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
</tbody>
</table>
Please choose the letter that best indicates your level of agreement or disagreement with each statement.

71) In or out of school, I feel unsure of myself or self-conscious when I am one of a few or the only person of my racial or ethnic group(s).
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

72) In or out of school, I feel hurt when I am singled out as being or looking different than other racial or ethnic groups.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

73) When I am around people from different racial or ethnic groups, I try to show that I am “the same” as they are.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

74) If a person from my racial or ethnic group(s) does not achieve, it is because they are not smart enough or qualified enough.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree

75) If I had the opportunity to choose a racial or ethnic identity, I probably would not choose my own racial or ethnic identity.
   a) Strongly Agree  b) Somewhat Agree  c) Neither Agree Nor Disagree  d) Somewhat Disagree  e) Strongly Disagree
REFERENCES


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Mickelson, R. A. (2003). When are racial disparities in education the result of racial discrimination? A social science perspective. Teachers College Record, 105(6), 1052-1086.


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