

**PLAY OR NO PLAY- IMPLICATIONS FOR AFRICAN AMERICAN MALES'  
ACADEMIC SUCCESS**

**A Doctoral Thesis Presented to the  
Faculty of the College of Education  
University of Houston**

**In Partial Fulfillment  
of the Requirements for the Degree**

**Doctor of Education  
in Professional Leadership**

**by**

**Kenneth R. Gay, Jr.**

**May 2013**

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## Dedication

For those who want to succeed as badly as they want to breathe!

To my family, friends, and loved ones- you have always encouraged me to pursue aspirations I knew I could achieve. I appreciate your kind, challenging, and motivating words and prayers.

Initially I had no desire to achieve a doctoral degree. I'm glad I decided to take this journey and achieve the pinnacle of my field in education by obtaining a doctoral degree. I dedicate this degree to anyone who is a shining star and has had to overcome obstacles to achieve. I salute you!

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First and foremost I would like to give all honor and praise to God. I appreciate Him being in my life and guiding me to achieve a doctoral degree. With Him, I'm everything; and without Him I'm nothing. Next I would like to thank my parents who have been the greatest role models in my life and have always stressed to me to be the best person I can be and enjoy life doing it. Through their leadership and guidance I've become a phenomenal leader. I would like to acknowledge all the unsung heroes in my life I do and don't know personally. Whether a janitor, paraprofessional, teacher, parent or administrator, I respect those that give all they have to make the lives of others better.

In closing I would like to offer my sincerest gratitude to my committee chair, Dr. Wayne Emerson.

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## ABSTRACT

African American males are not graduating high school at high rates; of if graduating, mostly on a Minimum Academic Plan. This longitudinal quantitative research, investigated archival data over a 5-year time period from an economically disadvantaged high school in southwest, United States, referred to in this study as Oak Park High School in the school district referred to as the Hammond Independent School. Specifically addressed were the graduation rates and graduation plans of African American males who attended Oak Park High School for at least two years and who either participated in or did not participate in University Interscholastic League (UIL) activities. Statistical analyses revealed that African American males who participated in UIL activities graduated at 85.9% rate oppose to African American males who did not participate in UIL activities at 53.3% rate. African American males who participated in UIL activities were more likely to graduate on a Recommended Plan 10% higher than their counterparts who did not participate in such activities. This is important, because graduates on the Recommended Academic Plan have an opportunity to attend a four year university, as opposed to Minimum Academic Plan graduates who are limited to only applying for admissions at a community college or junior college.

## TABLE OF CONTENTS

Chapter 1 .....	1
Introduction.....	1
Statement of the Problem.....	4
Purpose of the Study .....	5
Significance of the Study .....	6
Research Questions .....	7
Null Hypotheses.....	8
Definition of Terms.....	8
Chapter 2 .....	15
Literature Review.....	15
Benefits and Advantages.....	22
Negatives and Disadvantages .....	24
No Pass No Play.....	25
Graduation Plans.....	26
History of UIL.....	28
Prairie View Interscholastic League.....	29
UIL Conference Composition.....	30
UIL Academic Competition.....	31
UIL Music Competition.....	37
UIL Athletic Competition.....	40
Rationale for Extracurricular Activities.....	44
Team Work.....	44
House Bill 72.....	45
No Pass No Play Committee.....	46
The Civil Rights Act of 1964.....	47
Brown v. Board of Education.....	49
African American Males' High School Graduation Rates.....	50
Chapter 3 .....	52
Methodology .....	52
Purpose of Study .....	52
Research Questions.....	53
Null Hypothesis.....	54
Population and Sampling .....	54
Data Collection .....	55
Inclusion Criteria .....	55
Exclusion Criteria .....	56
Instrumentation .....	56
Variables .....	56
Analysis Plan .....	57
Validation and Reliability .....	57
Assumptions.....	58
Scope and Limitations.....	58

Summary .....	58
Chapter 4 .....	60
Results .....	60
Research Questions .....	60
Null Hypothesis .....	61
Results for Research Question One .....	61
Results for Research Question Two .....	63
Results for Research Question Three .....	66
Summary of Results .....	72
Chapter 5 .....	74
Conclusions .....	74
Discussion of Results .....	75
Research Question One .....	75
Research Question Two .....	76
Research Question Three .....	77
Implications for School Leaders .....	77
Implications for Further Research .....	79
Conclusion .....	81
References .....	84
Appendix A .....	94
Appendix B .....	95



## **LIST OF TABLES**

<b>Table 4.1</b>	<b>Numbers of African American Males by Participation/Non-Participation in University Interscholastic League Activities Who Graduated from High School.....</b>	<b>62</b>
<b>Table 4.2</b>	<b>Descriptive Statistics for Participation/Non-Participation in University Interscholastic League Activities and Distinguished Academic Plan by School Year .....</b>	<b>64</b>
<b>Table 4.3</b>	<b>Pearson Chi-Square Statistical Output for Participation/Non-Participation In University Interscholastic League Activities and Distinguished Academic Plan by School Year.....</b>	<b>66</b>
<b>Table 4.4</b>	<b>Descriptive Statistics for Participation/Non-Participation In University Interscholastic League Activties and Recommended Academic Plan by School Year .....</b>	<b>67</b>
<b>Table 4.5</b>	<b>Pearson Chi-Square Statistical Output for Participation/Non-Participation in University Interscholastic League Activities and Recommended Academic Plan by School Year.....</b>	<b>72</b>

## **LIST OF FIGURES**

<b>Figure 4.1</b>	<b>Percent of African American Males Who Graduated from High School by University Interscholastic League Participation.....</b>	<b>63</b>
<b>Figure 4.2</b>	<b>Percent of African American Males Who Graduated With Distinguished Academic Plan by University Interscholastic League Participation for the 2007-2008 Through the 2011-2012 School Years .....</b>	<b>65</b>
<b>Figure 4.3</b>	<b>Percent of African American Males Who Graduated With Distinguished Academic Plan by University Interscholastic League Participation for the 2008-2009 School Years .....</b>	<b>68</b>
<b>Figure 4.4</b>	<b>Percent of African American Males Who Graduated With Distinguished Academic Plan by University Interscholastic League Participation for the 2009-2010 School Years .....</b>	<b>69</b>
<b>Figure 4.5</b>	<b>Percent of African American Males Who Graduated With Distinguished Academic Plan by University Interscholastic League Participation for the 2010-2011 School Years .....</b>	<b>70</b>
<b>Figure 4.6</b>	<b>Percent of African American Males Who Graduated With Distinguished Academic Plan by University Interscholastic League Participation for the 2011-2012 School Years .....</b>	<b>71</b>

## **Chapter 1**

### **Introduction**

During the past half-century, students' rights of education had experienced a rapid and broad expansion of student rights. Where no rights existed previously, students now have the right to be free from discrimination based on race, language status, disability, wealth, gender, and homelessness (Black, 2012). With the passage of the landmark case *Brown v. Board of Education*, (1954), the Supreme Court challenged schools across the country to provide an equitable education for all students. However, such efforts have not been of systemic social-political, economic and cultural challenges. Additional efforts such as the Elementary and Secondary Education Act, implemented in 1965 by President Lyndon B. Johnson, have had little impact in enhancing the academic achievement of African American males. Significant improvements during the past three decades have witnessed would not be seen until the 1980s that improved the performance of African American students. Increased breakdowns of racial barriers resulted in increased graduation and college enrollment rates, which brought hope to many African American families (Black, 2012). "The African-American high school dropout rate was cut in half, falling from almost 30% to less than 15%, and African-Americans' college enrollment nearly doubled, rising from around 18% to 30%. The past two decades, however, have appeared to roll back many of these gains" (Black, 2012). Darling-Hammond (2000) noted that, with respect to Texas students, fewer than 50% of African American and Latino ninth graders progressed to twelfth grade and graduated from high school four years later. More recently the No Child Left Behind Act of 2001 (NCLB) was signed into law to decrease the achievement gap between students from different

socio-economic backgrounds and improve the quality of education and every child would be graduating on grade level (No Child Left Behind Act, 2001).

Despite these efforts to improve student success, many African Americans males continue to be considered falling behind the achievement gap (Kunjufu, 2006). Kincaid (2010) contended that, “as early as kindergarten, African American males experience significant alienation from school.” Minority youth who are raised in low income homes are vulnerable to declines in academic motivation and performance during the transition to ninth grade, which may not be regained in the subsequent years of high school (Eccles, Midgley, Wigfield, Buchanan, Reuman, Flanagan, & MacIver, 1993). Such fundamental risks underscore the significance of creating safeguards to ensure sure that youth do not fall victim to low levels of academic motivation and negative peer pressure upon entering high school. Each day young African American males are faced with decisions in regards to pursuing academic excellence or possibly being involved with negative juvenile influences in their neighborhood or community. The lack of a traditional high school diploma for can have lasting effects on young adults financially, socially, and emotionally. Historically, minority students have graduated at lower rates than non-minority students (Gewertz, 2005).

Research regarding the effects of athletic participation on achievement; in general have reflected either positive relationships or no relationships (Hanson & Kraus, 1998). Dawkins, Williams, and Guilbault (2006) presented a theoretical hierarchical examination of the relationship between academic performance and participation in sports activities. At the professional level, sports and academics are integrated into the learning process with the goal of increasing academic engagement achieved as the appeal

of sports becomes transferred to the classroom. Dawkins, Williams, and Guilbault (2006), the greatest impact of sports on academics are integrated into the learning process, thus the appeal of sports. Students are aware they must perform in the classroom to have an opportunity to perform on the playing field.

Hanson and Kraus (1998) suggested that the functionalist approach to sports included an emphasis on attainment of goals, winning, success, hard-work, deferred gratification, planning, competition, cooperation, and organization. These characteristics are all attributes that will prepare students better to better experience academic success. Dawkins, Williams, and Guilbault (2006), noted that sports participation operated as a protective factor against deviant behaviors and as promotion for valued assets such as maintaining exercise and fitness, developing the ability to handle adversity, and contributing to teamwork and sportsmanship. Athletic participation allowed students to learn and employ the attitudes, skills, and values critical for future endeavors.

A major function of sports is the networking, which allows athletes to form relationships with all types of people (Gayles, 2009; Hanson & Kraus, 1998; National Federation of State High School Associations, 2008). It is through friendships and relationships that student athletes connect with other planning for college or careers. These connections may be lasting and very beneficial as student athletes look for future employment in coaching, teaching, and business.

According to Sailes (1996), one of the major misconceptions regarding African American males and sports participation, is the assumption that all African American males view sports in the same manner. Excelling in sports has sometimes been viewed as a so-called escape to display talent and skill and for others a way to overcome

obstacles of poverty that exist within the African-American community. The socioeconomic status of African American families has been shown to have its influence on African American males as well. Sailes (1996), based upon his research, established that more affluent African American male athletes had higher grade point averages and scored higher on standardized tests than less affluent African American males.

### **Statement of the Problem**

High school graduation represents the commencement of a new stage of life, leading most students to seek college, military, or career opportunities. Yet, on a national level, only 52% of Hispanic-American and 56% of African American students graduate from high school four years after they enter ninth grade, compared with 78% of White students (Barber, 2006). The future implications for the economy are dire as a dearth, of unqualified applicants attempt to enter the job market. Understanding how participation in extracurricular activities, relate to high school graduation is important and should inform changes in school policy which may facilitate increased graduation rates.

A college degree is increasingly becoming a necessity for social and economic mobility. The baccalaureate may be the most significant education credential in the educational process and a prerequisite to most of the better jobs (LaVeist & McDonald, 2002). The racial gap in college enrollment between African Americans and Caucasians is well documented (Bennett & Xie, 2003). The African American male population warrants specific attention as a host of education advocates, policy analysts, and public commentators have been calling attention to the behavioral and educational outcomes of this group, even describing the status of African American males as a crisis (Fultz & Brown, 2008).

African American males continue to experience educational inequalities and inconsistencies in school systems across the country (Moore, Henfield, & Owens, 2008). According to Jackson and Moore (2008), the educational plight of African-American males mirrors a troubling pattern found in other social domains of American society. African American males are disproportionately represented in the criminal justice system and workplace setting.

### **Purpose of the Study**

This study examined the relationship between participation in University Interscholastic League (UIL) activities and the high school graduation rates of African American males. Despite the proclaimed crisis in graduation rates, there are only a limited number of studies which examine the relationship between UIL participation and high school graduation, especially for African American males. In this study, the graduation rates of African American males who participated in UIL activities were compared to the graduation rates of African American males who did not participate in such activities. The independent variables, participation and non-participation in UIL activities, were reviewed to determine their impact on the dependent variable of graduation rates.

The UIL was created by the University of Texas at Austin in 1910 to provide educational extracurricular academic, athletic, and music contests organize that aid in preparing students for citizenship. The University Interscholastic League has grown into the largest inter-school organization of its kind in the United States.

The objectives of the UIL are:

(a) to enhance students' educational experience;

(b) to prepare them for citizenship by providing interschool competition among the public elementary and secondary schools of Texas; and

(c) to establish rules and procedures for sanctioning and conducting interscholastic competition, including rules providing penalties for rules violations by school district personnel, that are consistent with rules of the State Board of Education. (University of Texas, 2012, p. 19)

Data were analyzed from a 5A, Title I rated urban high school in the southwest part of the United States, which will be referred to in this study as Oak Park High School in the Hammond Independent School District. Over the past decade, Oak Park High School has seen a significant change in the demographics of its campus, particularly with respect to racial indicators. In August 2000, the racial makeup of the high school changed from being predominately Caucasian down to 3% in 2011 with 60% Hispanic, and 35% African American.

### **Significance of the Study**

Limited research exists in which the graduation rates of African American male students who participated in University Scholastic League athletic activities have been compared and contrasted to the graduation rates of African American male students who did not participate in such activities. This study focused on graduation rates and type of high school plan completed by African American males at a Title I, 5A urban high school as related to participation or non-participation in UIL athletic activities.

The results of this study will have future implications for teachers, counselors, and administrators who work with African American males at Title I high schools. To aid in closing the achievement gap, this study will help educators know whether, or under



what conditions, participation in UIL activities might enhance the probability of a student success in high school. An examination of efficacy of the relationship between UIL athletics, music, and academic involvement in African American males and graduation rates presents valuable information educators may use when discussing college readiness with students and parents. Parents will have an opportunity to look at the comparison of UIL participates versus non-participants percentages of those who graduate on Distinguished, Recommended or Minimum academic plan. At Oak Park High School, data were analyzed on African American males who attended the school from the 2007-2008 through the 2011-2012 school years and who participated in any UIL activities. For purposes of this investigation, UIL activities constituted academics, athletics, and/or music involvement for two or more years. As such, information obtained from this study may be beneficial for students, counselors and parents to make their own determination if African American males who participate in one of the three core areas of UIL; athletics, music or academics have a greater chance of graduating as opposed to African American males who are not involved in any UIL activity for at least two years.

### **Research Questions**

Addressed in this study were the following three research questions:

1. What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rates of African American males?
2. What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Distinguished Academic plan for African American males?

3. What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Recommended Academic plan for African American males?

### **Null Hypotheses**

Addressed in this study were the following three null hypotheses:

1. A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities.
2. A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Distinguished High School Graduation plan.
3. A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Recommended High School Graduation plan.

### **Definition of Terms**

In this study of evaluating African American male graduation rates who participated in University Scholastic League extracurricular activities, the following terms were used operationally to define parameters in the research:

**Academics-** “of or relating to an educational or scholarly institution or environment”  
(Oxford Dictionaries, 2010)

**African- American male or Black Man-** one whose identity and self concept has been shaped by a constant burden of social negativity and otherness often resulting in low self-esteem, and the internalization of the role of villain (Jenkins, 2006, p.138).

**Athletic Code –** University Interscholastic League’s ethical norms which carry the force of rule. Member school districts, participant schools and/or covered school district personnel who violate any of the provisions of these codes are subject to penalty.

**Athletics-** physical sports and games of any kind; For UIL purposes, athletic competition includes fall and spring competitive sports (uil.org).

**Average Daily Attendance (ADA)-** “The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every day would equal one ADA. ADA is not the same as enrollment, which is the number of students enrolled in each school and district. (Enrollment is determined by counting students on a given day in October.) ADA usually is lower than enrollment due to factors such as students moving, dropping out, or staying home due to illness. The state uses a school district's ADA to determine its general purpose (revenue limit) and some other funding” (EDSource, 2013).

**College readiness-** The level of preparation a student needs to be ready to enroll and succeed, without remediation, in credit bearing college course. It includes four main areas of skill development that are critical in shaping college readiness:

content knowledge and basic skills, core academic skills, non-cognitive skills and norms of performance, and "college knowledge" (Roderick, M., Nagaoka, J., & Coca, V., 2009)

**Distinguished Achievement Plan-** A student must earn at least 26 credits; four English/Language Arts-English I-IV; four Mathematics-can be selected from Algebra I/II, Geometry; Pre-calculus; Independent Study in Mathematics, Advanced Placement (AP) Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; International Baccalaureate (IB) Mathematical Studies Standard Level; IB Mathematics Standard Level; Mathematics Higher Level; Engineering Mathematics, Statistics, and Risk Management. Four credits of Science: Three must consist of a biology credit-Biology, AP Biology, or IB Biology; Aquatic Science, Astronomy, Earth/Space Science; Environmental Systems; AP Biology; AP Chemistry; AP Physics B/C; Scientific Research and Design; Anatomy and Physiology; Engineering Design and Problem Solving; Medical Microbiology; Pathophysiology; Advanced Animal Science. Three and one half credits of Social Studies; Economics; Three credits of Foreign Language; One PE credit; ½ credit of speech; One credit of Fine Arts; Four one half credits of electives. No substitutions are allowed in the Distinguished Achievement High School Program).

**Extra-curricular Activities-** Governed by Texas Code Subchapter D.

Extracurricular Activities Sec. 33.081, an extracurricular activity is any activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. These

activities are not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include: public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in paragraph (2) of this subsection.(1) In addition, an activity shall be subject to the provisions for an extracurricular activity if one of the following criteria apply:

- (A) the activity is competitive;
- (B) the activity is held in conjunction with another activity considered to be extracurricular;
- (C) the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
- (D) the public is invited; or
- (E) an admission is charged (Texas Education, 2012).

**Four-Year University-** An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specifically: one made up of an undergraduate division that confers bachelor's degrees and a graduate division that comprises a graduate school and professional schools each of which may confer master's degrees and doctorates (<http://www.merriam-webster.com>).

**Graduation-** Conferral or receipt of an academic degree or diploma marking completion of studies; A ceremony at which degrees or diplomas are conferred; a commencement (<http://www.thefreedictionary.com>).

**High School-**a public secondary school, especially in the United States that usually includes grades nine through 12 or 10 through 12.

House bill-A draft of a proposed statute submitted to a legislature by one of its members for consideration and possible enactment.

5 A High School-The “A” designated in high school is determined by the school population; 5 A is the largest school population in the State of Texas. The student population is 2090 or greater.

Minimum High School Plan- A student must earn at least 22 credits; four English/Language Arts-English I-IV; four Mathematics- Two credits of Science: Two and one half credits of Social Studies; ½ Economics; One PE credit; ½ credit of speech; One credit of Fine Arts; six and one half credits of electives (Texas Education, 2012).

No Child Left Behind (NCLB)- A federal law that requires yearly testing, consequences for schools or districts that do not meet standards, and requires all teachers and assistants to be highly qualified.

On-Time Graduation rate- “On time” is defined as the percentage of students from a cohort of first-time ninth graders who graduate by the expected graduation date four years later. Students are assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade (Texas Educational, 2013).

Recommended High School Plan- A student must earn at least 26 credits; four English/Language Arts-English I-IV; four Mathematics-can be selected from Algebra I/II, Geometry; Pre-calculus; Independent Study in Mathematics, Advanced Placement (AP) Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; International Baccalaureate (IB) Mathematical Studies

Standard Level; IB Mathematics Standard Level; Mathematics Higher Level; Engineering Mathematics, Statistics, and Risk Management. Four credits of Science: Three must consist of a biology credit-Biology, AP Biology, or IB Biology; Aquatic Science, Astronomy, Earth/Space Science; Environmental Systems; AP Biology; AP Chemistry; AP Physics B/C; Scientific Research and Design; Anatomy and Physiology; Engineering Design and Problem Solving; Medical Microbiology; Pathophysiology; Advanced Animal Science. Three and one half credits of Social Studies; Economics; Two credits of Foreign Language; One PE credit; ½ credit of speech; One credit of Fine Arts; Four one half credits of electives (Texas Education, 2012).

Texas Project FIRST- Families, Information, Resources, Support & Training; created in September 2006 to inform parents about the numerous resources and resources in the State of Texas. These resources include the three State Graduation Programs that every public high school student in the state must follow to receive a diploma.

Texas Education Code 33.081- Governs the amount of time students may participate and practice for extracurricular activities.

(a) The State Board of Education by rule shall limit participation in and practice for extracurricular activities during the school day and the school week. The rules must, to the extent possible, preserve the school day for academic activities without interruption for extracurricular activities.

Title I- “Title I of the Elementary and Secondary Education Act provides financial assistance to local educational agencies (LEAs) and schools with high numbers or

high percentages of children from low-income families to help ensure that all children meet challenging state academic standards” (U.S. Department of Education, 2011).

University Interscholastic League (UIL)- The University Interscholastic League exists to provide educational extracurricular academic, athletic, and music contests. The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. It offers more than any other UIL division in terms of activities, with 22 high school and 18 elementary and junior high contests. More than a half million students participate in UIL academic contests. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. The UIL provides services to its member schools in the organization and administration of region and state championships in 14 sports. The Music Program of the UIL is designed to support and enrich the teaching of music as an integral component of the public school curriculum in the state of Texas. Each year approximately 500,000 middle school, junior high, and high school students reap the benefits of participation in the 10 UIL music events (University of Texas, 2012).



## **Chapter 2**

### **Literature Review**

Athletics have come to play a major role in the life of high school students across the United States today (Griffith, 2007). In some communities, sports are thought to make young people into adults, and specifically boys into men; and help them appreciate teamwork, duty, sacrifice, and dedication. Participation in sports or extracurricular activities is suggested to build character and good sportsmanship in young men. As a result of this tradition, a number of researchers have argued that organized sports can play a beneficial role in the development of children into educated and well-rounded students (Griffith, 2007).

A stereotype sometimes displayed in media are soaring rates of out-of-wedlock births, “babies having babies,” among increasingly younger African American girls with irresponsible African American boys who abandon them, rising crime and drug abuse rates, and increasing violence committed by youth against each other rising despair and declining discipline among our African American youth (Battle, 2002). Many African American males are being raised without a father, often causing, in many cases, African American males form strong bonds with athletic coaches or male music teachers. If African American males have no positive male role models in their life, they often look toward male peers (whether positive or negative in influence) for acceptance (Battle, 2002).

African American students have a history marred by underachievement and low expectations, coupled with practices and measures that systematically place African American males at risk academically (Douglas, 2007). Not surprisingly, African

American males are not reaping their fair share of academic success. The academic achievement gap between African American students and their contemporaries continues to be a national educational concern (White, 2009). It is a common trend to hear that African American male students have a tendency to be low academic performers, with high dropout rates, and a significant number of disciplinary referrals.

Ehrenreich, Reeves, Corley, and Orpinas (2012) acknowledged and suggested the perils of negative social influences facing African American males of low socioeconomic status, have increasingly experienced dropout rates twice the national average. In a study as far back as 1994, drug trafficking among African-American males has been prevalent. The Center for Minority Health Research and the Department of University of Maryland School Medicine in Baltimore collected data in 1994 that indicated 10% of African American males have engaged in drug-trafficking and drug selling. This is relevant in that drug selling is associated with one third of homicides. Conclusions from this study indicated that social pressures by peers, the use of drugs, and the belief of family members that the wage-earning potential of these young men was limited to drug trafficking, combined to create a force which pushed many African American teenage males towards prevalent risk taking behavior.

One of the leading experts on the mindsets of poverty, middle class, and wealth, Payne (2005) theorized that for students who live in poverty to achieve academic success, a relationship between home and school must be developed. African American males coming from poverty often have a dysfunctional home life. This dysfunctional home life usually involves a volatile mix of pressures, such as dealing with pressures of their neighborhood such as gangs, drugs, crime, and sex. Teachers, counselors, coaches, and

principals may be the only positive influences these young men see during the day.

African American males between the ages of 16 and 19 have the highest unemployment rate in the country, which is higher than the national average for teenagers able to work (Smith, 2005). For example in 2011, the latest year for which figures are available not only are they unemployed, they are not in school either (Smith, 2005). Lack of a quality education has severe ramifications for occupations in which the statistics are most profound and long-lasting: minimum wage at menial jobs. Consider this statistic, “There are more African American men incarcerated than in college” (Salomone, 2006).

Even if home life isn’t dysfunctional, many low-income students do not have access to the same home experiences of their school peers such as educated parents or access to computers. Research claims that half or more of the achievement gap between minorities and White students is already evident when they start school. Statistics document that 97% of African American students are considered below grade level in kindergarten (Viadero, 2000).

Parental expectations and involvement are also keys in providing a foundation for student success. Ehrenreich, Reeves, Corley, and Orpinas, (2012) found that the ways in which parents communicated their expectations for success and interact with their children had the strongest effect on academic outcomes. Positive parental interactions influenced supporting adolescent motivation through an added sense of competence and autonomy about school. Consequently, children of parents who themselves had poor experiences within educational institutions, were likely to absentee parents forced to work multiple jobs or as a result of early life circumstances, bare the brunt of social academic inequalities (Ehrenreich, Reeves, Corley, & Orpinas 2012).

Neighborhoods play a pivotal role in the development and stressors of African American youth. “The developmental setting afforded by many urban American youth is characterized by high crime rates, poor housing, challenged schools, limited neighborhoods resources, and families under economic strain” (Farrell, 2007). The daily lives more than one youth, more than one life consist of being exposed to crime, violence, drugs, abuse, neglect, and constant family upheavals; it is the housing patterns, not poverty, which are the root of the problem, which singularly causes the increase in crime, violence, and gang activity (Kunjufu, 2006).

The social cost of inadequate and ill-conceived education for African American males is enormous (Levin, 2005). Not educating African American males has serious implications not only for this population but also for the nation (Levin, 2005).

Washington (1884) concluded that the “proper education of all the Whites will benefit the Negro [African American] as much as the education of the Negro [African American] will benefit the Whites.” W. E. B. Dubois (1903) concluded that “the Negro [African American] race, like all races, is going to be saved by its exceptional [African American] men.”

Successful high school matriculation serves not only as an individual achievement for the student, but, according to Heckman and LaFontaine (2008), the rate at which students graduate, “is a barometer of the health of American society and the skill level of its future workforce. Ehrenreich, Reeves, Corley, and Orpinas (2012) underscored the social significance of high school completion, asserting that graduating from high school creates opportunities for success in the lives of adolescents, and prepares them to address the many developmental tasks and expectations of young adulthood. “The salutary effects

of high school graduation accrue over a lifetime, affording greater personal income, a path to positions of leadership, and the promise for better health outcomes. Additional benefits are reduced reliance on social services and less engagement in deleterious behaviors such as crime, yielding societal benefits as well” (Ehrenreich, Reeves, Corley, & Orpinas, 2012, p. 198). The future appears bleak for minorities given that Blacks, particularly males and those from improvised circumstances have fewer resources and perform at the bottom of America’s educational system. During 2000-2001, high school students from low-income families (the lowest 20%, in which Black and Hispanic families are disproportionately represented) dropped out of school at six times the rate of their peers from high-income families (Hodge, et al., 2008, p. 934).

Many factors affect graduation rates among African American males. High school students must, in obtain a particular number of core and elective credits to graduate in four years. School districts vary in graduation requirements regarding the number of specific core classes as well as the electives. Graduation is a measurable outcome, however; Students’ failure to matriculate has many causes which may vary from student to student. A number of high school performance indicators have emerged as being predictive of high school graduation and college and career readiness across the nation. These factors included school attendance, course success, on-track-to-graduation status, course-taking patterns, success on college and career-ready assessments, postsecondary success rates, and school climate (Pinkus, 2008).

Poor attendance was found to be one of the key factors which may result in a student’s failure to graduate. Canter and Hale (1998) argued that attendance problems can be an early signal the student is disengaging from the schooling process; daily school

attendance reflects both student motivation and parental support. School dropouts have higher rates of chronic truancy and tardiness than those who stay in school. Student athletes are aware they must be present in class to participate in athletics. African American males who participated in athletics generally had a greater connection to his or her school than did students not involved in athletic activities. Niles and Herr (1989) investigated the degree to which the secondary school variables of grade point average (GPA), involvement in school activities, knowledge of interests and abilities, knowledge of different occupations, amount of part-time work, and vocational attitude maturity at Grade 12 could predict career certainty, career maturity, satisfaction with occupational goals, and occupational progress.

Inadequate course selection, and thereby poor college readiness, is cited as determinant factor in access to higher education and overall economic success. The results of standardized testing further indicated the failure of educational institutions in preparing minority students for the demands of college. Hodge et al. (2008) indicated that, in terms of standardized test performance for meeting college admission criteria, Black students taking the SAT made gains from 1991 to 2004, yet they still scored lowest on the exam compared to other ethnic groups (The College Board, 2001). Moreover, Atwell (2004) argued “the case [is] that higher education competition on the basis of the test scores of entering students works against low-income and minority students” (p. 2). A report by Achieve, Inc. (2005) asserted that many high school graduates are not prepared for college or entry-level jobs. Specifically, nearly 40% of high school graduates surveyed said they were not adequately prepared for the expectations of college.

Many factors contributed to the success and failures of African American males when it comes to graduating from high school and preparing to attend four year universities. Perhaps more so than any other demographic category in America, male adolescent African Americans seem to bear a disproportionate burden of negative life experiences (e.g., drugs, incarceration, violence, poverty, and premature death); and therefore suffer educationally (Bateman & Kennedy, 1997). The high school graduation rate affects schools' Adequately Yearly Progress (AYP) and often times low performing schools tend to produce the highest number of African American dropouts. Sports participation can open the door for many African American males to enter college, but it does not ensure that they earn a college degree. If student athletes did not do well academically in high school, they are less likely to perform well once in college (Peltier, Laden, & Matranga 1999).

Coleman's seminal work, *The Adolescent Society* (1961), sparked a debate over the relationship between participation by students in extracurricular activities and academic engagement. Coleman documented the presence of a negative relationship between involvement in extracurricular activities and academic success, and concluded that the time and energy devoted to extracurricular activities directed precious time away from proper academic achievement (Coleman, 1961). Sports participation has been a major extracurricular activity in schools for the nearly 50 years following Coleman's seminal work with much of the debate centering on the relationship between sports participation and academic success in middle and secondary schools.

Braddock (2005) noted that 82% of middle schools and 98% of high schools provide students with opportunities to participate in school-based athletics, including

opportunities for competition between teams from different schools. In subsequent research (Braddock, 2005), findings were produced in findings challenged Coleman's conclusion that school-based athletics detract from student success and the educational mission of schools was challenged. In addition, sports participation had other documented positive benefits for adolescent development, including enhanced physical and mental well-being (Birrell, 1983; Crocker, Eklund, & Kowalski, 2000), higher self-esteem (Birrell, 1983; Phillips, 1998), decreased discipline problems, reduced incidence of depression (Sabo, Miller, Melnick & Heywood, 2004), suicide (Phillips, 1998), and substance abuse (Dawkins, Williams & Guilbault, 2006).

### **Benefits and Advantages**

UIL activities provided an opportunity for African American males to express themselves aggressively while learning to work collaboratively with others and while receiving mentorship from coaches. Extracurricular activities, especially athletics, played a pivotal role in how students spent their time after school hours improving their physical skills, which in turn built which increased their confidence to complete academic success throughout their daily class schedules. Sports may contribute to academic achievement in several ways. Pearson, Crissey, & Riegle-Crumb (2009) pointed out that the emphasis on success and hard work may increase students' desire to succeed in school and thereby may enhance an academic orientation. Furthermore, rules about "no pass, no play" had further motivated school athletes to do well in their courses. In addition, involvement in sports and other extracurricular activities may integrated students into their schools, provided a greater sense of belonging and increased visibility and status among students and teachers. Durbin (1986) asserted that students who



participated in extracurricular activities tended to be more academically successful than those students who do not participate in extracurricular activities. The reason for the difference is not transparent therefore existence of extracurricular activities is justified because of the possible benefits they provide students.

Many African American males do not have a positive adult male role model in their lives. Coaches, teachers, and administrators play an important fatherly role in providing mentorship to these young men. Student athletes understand that to participate in UIL activities they will have to maintain good grades, attendance, and stay out of trouble. The extra attention and specific academic, athletic, and social advice they received is important for their development. In a 2000 report from the U.S. Census Bureau, 65% of African American children who grew up in a home without a father present in the (Hirsh, 2009). Battle (2002) contended that there has never been a time more crucial than now to begin to identify some of these circumstances, as well as, solutions that plague the African American family.

Academic deficiencies in African American males are rooted in the perception that they are in a lower societal status and have limited opportunities (Lancer, 2002). Milner (2007) suggested that when teachers feel that an African American male is inferior that belief becomes a part of their teaching. Some teachers were simply not highly qualified to teach (Johnson & Kritsonis, 2006). African American students were 70% more likely than are Caucasian students to be taught by a teacher who does not hold proper certification (Hunt, 2009).

## **Negatives and Disadvantages**

Despite the many benefits athletics provided for student athletes, some scholars still believed that an overemphasis on sports could have a negative effect on many African American males. Edwards (2000) argued that participation in sports diverted attention and effort away from academic engagement. Because many African American males believed professional sports were their only way to achieve a highly paid job, many of them spent more time improving their sport skills than master core subjects as math, English, science, and social studies. Students who were academically engaged were actively involved in the learning process, and devoted full attention to their studies; they also had a commitment to their academic success. Students who were not academically engaged lacked interest, displayed apathy, and participated only superficially in their academic pursuits (Finn, 1993; Newman, 1992).

Although many students may consider professional athletics an attractive career option, reality indicates that it may not be a viable one. Statistics from the National Federation of State High School Associations indicated that fewer than 2% of the students participating in high school sports will ever become professional athletes (2008). Many professional sports analysts indicated that the likelihood of an athlete being drafted into professional sports was less than 2%. Top high school athletes were more likely to concentrate more of their efforts on developing their athletic skills after school hours, as opposed to using that time to concentrate that time following the school day on academics.

Dornbusch (1991) determined that community traits impacted families and children. Unfortunately, African Americans often live in communities with many social

problems. In a study of the effect of community structure on behavior of adolescents, the likelihood of conduct problems was determined to be higher in underserved neighborhoods (Simons, 1996). In these neighborhoods, parents had little control over their environment, and adolescents showed increased involvement with troublesome, deviant peers. Further, the psychological well-being of male adolescents was lower in more underserved communities. African American males were faced with enormous peer pressure from many individuals within communities and neighborhoods. Many times these young men are frowned upon or chastised if they are known for making good grades. The harassment or teasing may come from other African American males who may have dropped out of school or who may not be doing well academically (Simons, 1996).

African American males are overrepresented in the sports world (Beamon & Bell, 2006). This representation also contributed to the early socialization of African American males to become athletes and to neglect academic pursuits (Beamon & Bell, 2006). African-American males “don’t treat academics with the same intensity as they do basketball or football” (Powell, 2008).

### **No Pass No Play**

House Bill 72, enacted by the Texas Legislature in 1984, established “No Pass No Play.” This bill required students to maintain passing grades in their core academic subjects to be eligible to participate in a school’s extracurricular activities (UIL.org). Prior to the bill being passed, Governor Mark White wanted to improve the educational performance for student participating in extracurricular activities. Ross Perot, a businessman from Dallas, Texas, was appointed by Governor White to lead a committee

charged with studying education reform in Texas. This bill raised awareness among student athletes regarding academic performance. If they plan to participate in high school athletics that may one day allow them an opportunity to participate in collegiate athletics, they must attend class and have passing grades. Overall, the No Pass No Play rule provided students, teachers, and coaches with an extra accountability measure making sure that students are passing their courses.

The No Pass No Play rule stipulated that Texas public school students must maintain a passing grade of 70% or higher, (60% or higher for Pre-AP courses), each six week grading period. Students failing to meet this requirement would not be able to participate in activities such as academics, music, and athletics. Student can participate in UIL activities after successfully passing grade each 3 week period after the first six week of school.

### **Graduation Plans**

African American males, as well as other students, are required to graduate under one of the three state graduation programs in Texas. According to Texas Project First state credit requirements include the following three graduation plans:

The Distinguished Achievement Plan (DAP)- A student must earn at least 26 credits; four English/Language Arts-English I-IV; four Mathematics-can be selected from Algebra I/II, Geometry; Pre-calculus; Independent Study in Mathematics, Advanced Placement (AP) Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; International Baccalaureate (IB) Mathematical Studies Standard Level; IB Mathematics Standard Level; Mathematics Higher Level; Engineering Mathematics, Statistics, and Risk Management. Four credits

of Science (three must consist of a biology credit-Biology, AP Biology, or IB Biology; Aquatic Science, Astronomy, Earth/Space Science; Environmental Systems); AP Biology; AP Chemistry; AP Physics B/C; Scientific Research and Design; Anatomy and Physiology; Engineering Design and Problem Solving; Medical Microbiology; Pathophysiology; Advanced Animal Science. Three and one half credits of Social Studies; Economics; three credits of Foreign Language; one PE credit;  $\frac{1}{2}$  credit of speech; one credit of Fine Arts; four one half credits of electives. No substitutions are allowed in the Distinguished Achievement High School Program.

The Recommended High School Plan (RHSP)- A student must earn at least 26 credits; four English/Language Arts-English I-IV; four Mathematics credits may be selected from Algebra I/II, Geometry; Pre-calculus; Independent Study in Mathematics, Advanced Placement (AP) Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; International Baccalaureate (IB) Mathematical Studies Standard Level; IB Mathematics Standard Level; Mathematics Higher Level; Engineering Mathematics, Statistics, and Risk Management. Four credits of Science: three must consist of a biology credit-Biology, AP Biology, or IB Biology; Aquatic Science, Astronomy, Earth/Space Science; Environmental Systems; AP Biology; AP Chemistry; AP Physics B/C; Scientific Research and Design; Anatomy and Physiology; Engineering Design and Problem Solving; Medical Microbiology; Pathophysiology; Advanced Animal Science. Three and one half credits of Social Studies; Economics; two credits of Foreign Language;

one PE credit; ½ credit of speech; one credit of Fine Arts; four one half credits of electives.

Minimum High School Plan (MHSP)- A student must earn at least 22 credits; four English/Language Arts-English I-IV; four Mathematics; two credits of Science: two and one half credits of Social Studies; ½ Economics; one PE credit; ½ credit of speech; one credit of Fine Arts; six and one half credits of electives. In large part, African American males are not meeting the minimum requirements to graduate from high school, which makes this study rigorous, relational, and relevant to the local high school campuses, the state of Texas high school administrators, and even to the federal government. The state graduation requirements and the University Interscholastic League participation are areas of importance for the relational and relevance aspects of this study.

### **History of UIL**

In 1904, when Dr. S.E. Mezes, president of The University of Texas, initiated an outreach program to include the entire state of Texas. At the time, it was believed that without this plan, the university would become elitist and isolated from society. The bureau began as two different entities, the Debating League of Texas High Schools (to govern debating contests) and the Interscholastic Athletic Association (to govern athletic contests). The two entities merged in 1913 and adopted the UIL name. At the time, UIL only governed White schools in Texas. From 1940 to 1970, an era of racial segregation in Texas, the Prairie View Interscholastic League (PVIL), headquartered at Prairie View A&M University, served as a separate parallel organization for African-American public high schools in Texas. Today, the League operates as part of the University of Texas,

under the auspices of the vice president for Diversity & Community Engagement (uil.org).

The UIL was organized in 1910, by The University of Texas at Austin. The organization was created to provide leadership and guidance to public school debate and athletic teachers (uil.texas.org). Since 1910 the UIL has grown into the largest inter-school organization of its kind in the world. The UIL, operating as part of the University of Texas, under the auspices of the Vice President for Diversity & Community Engagement, exists to provide educational extracurricular academic, athletic, and music contests. The initials of UIL have come to represent quality educational competition administered by school personnel on an equitable basis.

### **Prairie View Interscholastic League**

Currently, Prairie A&M University is one of the oldest Historically Black College and Universities (HBCU) in America. The University Interscholastic League was segregated during the 1920's to the late 1960's. The connection between African-American males, Prairie View A&M University and the University Interscholastic League is explained in the History of Prairie View Interscholastic League.

The Prairie View Interscholastic League (PVIL) played a leading role in developing African American students' talent in the arts, literature, athletics and music from the 1920's through 1967. Originally called the Texas Interscholastic League of Colored Schools (TILCS), the PVIL served as the governing body for extracurricular activities for Texas' African American high schools. In 1920 the Colored Teachers State Association of Texas and the Negro School Division of the State Department of Education organized the PVIL. Subsequently, the TILCS came under the authority of

Prairie View A&M College, thereby becoming the Prairie View Interscholastic League in 1923. The structure and format was similar to the University Interscholastic League (UIL). PVIL competitions included athletics, typing, declamation, music and extemporaneous speaking (Prairie View, 2013).

The PVIL staged state championship games in football, basketball, baseball, and track. At its peak, it enrolled 500 schools. Many famous former PVIL students included Barbara Jordan, Gene Upshaw, Charley Taylor, and Joe Greene. The PVIL proudly served as the main academic and athletic competition organization for Texas' African American students for half of the 20th Century. The move towards merging the two leagues began on October 14, 1964 when Dr. Howard A. Calkins of the UIL State Executive Committee introduced, and the full committee approved, a motion urging the Legislative Council to remove the word "white" as a membership requirement for schools (Prairie View, 2013). On January 26, 1965, PVIL Director Dr. C.D. Yancy and UIL Director Rodney J. Kidd met to discuss the feasibility of opening membership to all schools. On June 9, 1965 the UIL State Executive Committee validated the Legislative Council's decision to open league membership to all public schools. The PVIL began to merge with the UIL at the start of the 1967-68 school year and disbanded at the end of the 1969-70 school year. Nevertheless, the contribution made by PVIL students, teachers and coaches is extraordinary and established a legacy that continues to enhance the value of athletic, academic and music competition in Texas (Prairie View, 2013).

#### **UIL Conference Composition**

In accordance with the Texas Education Code Sec.A33.083, the University Interscholastic League is a part of The University of Texas at Austin. The League is



composed of the Texas public school districts and charter schools which applied and were accepted for as members of the League (University of Texas, 2012, p. 22). To ensure equitable competition on a state-wide basis, UIL member schools were divided into five conferences according to enrollment. Conferences, which are based on total student enrollment, determined the classification of a school. These conferences were labeled in order of student enrollment to determine the various high school classifications. Schools with higher enrollment were considered higher division.

Conference classifications were determined by the following criteria:

- 5A high school classification: total student enrollment of 2,090 and up.
- 4A high school classification: total student enrollment of 1,005 to 2,089.
- 3A high school classification: total student enrollment of 450 to 1,004.
- 2A high school classification: total student enrollment of 200 to 449.
- 1A high school classification: total student enrollment of 199 and below (uil.org).

### **UIL Academic Competition**

In academics, competition was offered on the district, regional, and state levels. Academic competition provided by the UIL offers young people a wide variety of positive experiences which build character and confidence. Students acquired a practical, useful academic knowledge base and develop skills that last a life-time. Moreover, the knowledge and skills students learn in the UIL practices and competitions improve their performance in the classroom. Academic activities sanctioned by the UIL are open to any high school student (The University of Texas, 2012, p. 55).

Students must be passing all courses with the exception of identified advanced classes in order to participate in a UIL Academic program. Students lose eligibility for a three week period, which is defined as fifteen class days. One, but only one, of the three school weeks may consist of only three or four class days, provided the school has been dismissed for a scheduled holiday period. Two class days does not constitute a school week. An exception is made for Thanksgiving if a school is on holiday Wednesday, Thursday, and Friday. The school week begins at 12:01 am on the first instructional day of the calendar week, excluding holidays. Ineligible students must wait seven calendar days after a 3-week evaluation period and the grading period to regain eligibility. Students may regain eligibility an unlimited number of times throughout the school year. Passing means a minimum grade of 70 on all courses, except identified advanced classes. Spring break cannot be part of the three week grading period.

The following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code (see definitions): any College Board Advanced Placement Course or International Baccalaureate Course; Honors Classes in the subject areas of English language arts, mathematics, science, social studies, economics or language other than English. A school district may voluntarily impose stricter standards than those cited by the Texas Education Agency.

#### Academic Events

ACCOUNTING is a 60 minute contest that focuses on the elementary principles and practices of accounting for sole proprietorship, partnerships, and corporations. Topics covered include bookkeeping terminology, the work sheet with adjustments,

income statement, balance sheet, account clarification, journalizing, posting, bank reconciliation, payroll, and other items related to the basic accounting cycle.

CALCULATOR APPLICATIONS is a 30 minute contest that includes calculations involving addition, subtraction, multiplication, division, roots, powers, exponentiation, logarithms, trigonometric functions, inverse trigonometric functions, iterative solutions for transcendental equations, differential and integral calculus, elementary statistics, and matrix algebra. In addition to straightforward calculations the contest includes geometric and stated problems similar to those found in high school algebra, geometry, trigonometry, pre-calculus, and calculus textbooks. Materials from previous contests and other UIL materials related to the contest may be included in the contest.

COMPUTER APPLICATIONS is a 30 minute contest that focuses on word processing speed and accuracy, computer skills in database and spreadsheet, and integration of applications. Skills tested include formatting copy, mail merge, headers/footers, editing, proofreading, spreadsheet, graphs/charts, and integration of all applications.

COMPUTER SCIENCE is a 45 minute contest that requires students to understand the significance of computation as well as the details of Java programming. In addition, students are encouraged to be alert to new technology and information, gain an understanding of the basic principles of computer science.

CURRENT ISSUES AND EVENTS is a 60-minute contest that requires a basic knowledge of current state, national, and international events and issues. Students are asked to answer 40 multiple choice questions and an essay question. Students are

encouraged to understand the background of what is happening in the world and how it impacts citizens of the United States.

**LITERARY CRITICISM** is a 90 minute contest that tests the students' knowledge of literary history and critical terms, as well as their skill in literary critique. Students are expected to complete a reading list and must be able to analyze literary passages not on the reading list. The contest also includes a tie-breaker which requires students to write a brief essay dealing with a specified topic regarding a short literary passage.

**MATHEMATICS** is a 40 minute contest composed of 60 multiple choice questions. The contest is designed to test students' knowledge and understanding in algebra I, algebra II, geometry, trigonometry, math analysis, analytic geometry, pre-calculus, and elementary calculus.

**NUMBER SENSE** is a 10 minute contest composed of 80 questions drawn from all high school mathematics courses. Students are encouraged to develop short-cuts and practice relentlessly in order to be successful.

**READY WRITING** is a 2-hour contest in which students write an expository essay responding to one of two prompt options. The prompts are excerpts from literature, publications, or speeches. Students are required to explain, prove, or explore the topic in a balanced way, allowing the argument and the evidence given to be the deciding factor in the paper.

**SCIENCE** is a 2-hour contest to test students on a broad range of topics in the fields of biology, chemistry, and physics. Students are encouraged to read avidly in order to gain an understanding of the significance of experiments, to be alert to new discoveries, to gain an understanding of the basic principles, as well as the history and

philosophy of science. Students are further encouraged to discover the impact science has on the daily lives of individuals.

**SOCIAL STUDIES** is a 90 minute contest in which students answer 45 multiple choice questions and write an essay. The contest focuses on a specific topic or era. Students are expected to read a primary selection as well as selected documents to master a broad knowledge of the chosen topic or era. In addition, students are expected to understand general information and concepts in the fields of history, government, economics, and geography.

**SPELLING AND VOCABULARY** is a 2-hour, three part contest which consists of multiple choice questions covering proof-reading and vocabulary; spelling words dictated by a pronouncer; and a tie-breaker.

**JOURNALISM** is actually four contests: news writing, feature writing, editorial writing, and headline writing. Students may choose to participate in one or all four of the contests and must master the basic elements and distinct writing styles of each. Students are encouraged to read avidly and develop skills of critical reading and precise writing. Students are allowed 45 minutes for the news, feature, and headline contests and 60minutes for feature contest.

**ONE ACT PLAY** is a challenging contest in which students are limited to 40 minutes to set up, perform, and strike a play. The cast may include as many as 15 roles. In addition, four crew members perform various technical roles. As many as four alternates may also be included. Students are encouraged to be very serious about drama and performing in the play as it requires a great many hours of dedicated work to be successful.

**CROSS EXAMINATION DEBATE** trains students to analyze a problem, conduct a relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition. Students are encouraged to develop critical thinking, as well as quick thinking skills. Students debate a nation-wide resolution selected by the National Federation of High Schools Topic Selection Committee. Students work with a partner to develop both an affirmative case and a negative case and must be present either case in a contest.

**LINCOLN-DOUGLAS DEBATE** is a one-on-one contest in which students debate a resolution selected by the UIL Lincoln-Douglas Debate advisory committee. There is one resolution for the fall and another for spring. Students are trained to develop argumentation, persuasion, research, and analysis skills. In addition, students are encouraged to develop a direct and communicative style of oral delivery. Students must develop affirmative and negatives cases on a value proposition. Students are encouraged to build a broad knowledge base in philosophy and are encouraged to be very serious about debate as it requires a great many hours of dedicated work to be successful.

**INFORMATIVE SPEAKING** teaches students to present extemporaneously in a clear and impartial manner the facts of a topic as they appear in the best available source of information. The student is encouraged to present a speech in an interesting manner and no attempt should be made to change the listener's point of view beyond presenting information. Student speeches are limited to seven minutes.

**PERSUASIVE SPEAKING** teaches students to present extemporaneously a speech that seeks to persuade listeners. Students are trained to analyze a point of view, organize a speech, and deliver a persuasive speech, with the goal of bringing those of

neutral or opposing views around to the speaker's point of view. Student's speeches are limited to seven minutes.

**POETRY INTERPRETATION** trains students to explore the nature of poetry and present poetry selections orally in a style and manner that enhances the audience's appreciation for the selections. Students are limited to seven minutes for presentation of the selection.

**PROSE INTERPRETATION** trains students to explore the nature of prose and present prose selections orally in a style and manner that enhances the audience's appreciation for the selections. Students are limited to seven minutes for presentation of the selection. (University of Texas, 2012 pp.64- 67)

### **UIL Music Competition**

#### **Purpose**

The purposes of the University Interscholastic League music contests are to provide statewide music competitions that foster high performance standards, nurture aesthetic and reinforce the many functions of music within the society (University of Texas, 2012, p.140).

#### **Competition Format**

For the purpose of UIL Music Competition the state is divided into 28 geographical regions. Region alignment is determined based on a combination of geographic and population factors. Each region offers competition in band, choir, and orchestra as well as solo and ensemble competition and medium ensemble competition.

For the purpose of advancement to the Area and State Marching Band Contests, the regions are grouped into seven areas for 4A and 5A competition and five areas for A,

2A and 3A competition. Advancement within musical competition is not based on direct competition against other schools. Instead, musicians are compared against an established rubric and all schools or individuals who are judged "Division 1" (the highest level) advance to the next level, except for state competition.

For marching band contest, schools compete against other schools in the same UIL conference. The 28 regions are grouped into seven areas for 4A and 5A schools, and five areas for Class 1A, 2A, and 3A schools. All schools of all classes compete in region competition annually, as a fall semester activity. However, in even-numbered years schools in Class 3A and Class 5A can advance from region to area to state, and in odd-numbered years schools from Class 1A, 2A, and 4A can advance from region to area to state. The state winner is the school with the lowest ordinal score when the rankings from each judge are tabulated. For example, School A receives a first place score from three judges, a second place score from the fourth judge, and a fourth place score from the fifth judge. The ordinal score for School A is 9 ( $1+1+1+2+4$ ). School B receives two first place scores and three second place scores. The ordinal score for School B is 8 ( $1+1+2+2+2$ ). School B would be the champion despite receiving fewer first place scores because School B's ordinal score is lower than School A's. Thus, overall placement in the caption area for each judge is more important than the raw score awarded by the judge (University of Texas, 2012, p.141).

In all other musical competitions (held in the spring semester), conference alignments are disregarded except for the rules regarding sight reading. Advancement in solo and small ensemble competition is from region to state, and at state the top two soloists and the top ensemble are awarded medals. Individual performers may be given



Outstanding Performer awards. However, advancement is not determined solely by a Division 1 winners, but also requires that performers must have performed "Class 1" (difficult level) performances at region, and the performance must have been from a selection on the UIL's "Prescribed Music List" and also performed from memory (except for certain instrumental pieces which are designated as exempt from such on the list). In sight reading, schools in different conferences read different pieces, and second groups (officially called "non-varsity" groups) read different pieces from other conferences than the varsity group.

Sight reading and medium ensembles compete at region level only. Music theory is held at the state level only and is open to any and all students in grades ninth-twelfth having the permission of the school principal and school music director; the student is not required to have advanced from region in another musical contest (or even participated for that matter). Wind ensembles can advance from region to state; however, the state event is not a competition but an educational event.

#### Rating Scale

The rating scale used in UIL music events is as follows:

- Division I (Superior)- A superior performance for the event and the class of participants being judged; worthy of the distinction of being recognized as a first place winner.
- Division II (Excellent)- An unusual performance in many respects but not worthy of the highest rating due to minor defects in performance or ineffective interpretation. A performance of distinctive quality.

- Division III (Average)- An average performance, but not outstanding, showing accomplishment and marked promise, but lacking in one or more essential qualities.
- Division IV (Below Average)- A below average performance not worthy of higher rating because of basic weaknesses in most of the fundamental factors.
- Division V (Poor). Much room for improvement. The director should check his or her methods, instrumentation, etc. with those of more mature organizations

### **Music Events**

Sanctioned music events are:

- Marching Band
- Solo and Small Ensemble Performance (for band, orchestra, choir, and twirling)
- Medium Ensemble Performance (for band, orchestra, choir, and mariachi)
- Concert Performance (for band, orchestra, and choir)
- Sight reading (for band, orchestra, and choir)
- Music Theory

### **UIL Athletic Competition**

#### **Purposes of High School Athletic Competitions**

The purposes of the UIL athletic program for the participant schools are:

- (a) to assist, advise and aid the public schools in organizing and conducting interschool athletics;
- (b) to devise and prepare eligibility rules that will equalize and stimulate wholesome competition between schools of similar size, and reinforce the curriculum;

- (c) to regulate competition so that students, schools and communities can secure the greatest educational, social, recreational and aesthetic benefits from the contests;
- (d) to reinforce the concept to all participant schools that athletics is an integral part of the educational program;
- (e) to preserve the game for the overall benefit of the contestant and not sacrifice the contestant to the game;
- (f) to promote the spirit of good sportsmanship and fair play in all contests;
- (g) to promote among the players, schools and communities a spirit of friendly rivalry and a respect for the rules;
- (h) to forward the concept of accepting decisions of sports officials without protest and treating officials as co-partners in the educational process of competition; and
- (i) To provide rules and regulations designed to promote and ensure the health and safety of all participants (University of Texas, 2012, p.160).

**The Athletic Code Subchapter C. High School, Section 1201:**

The general Athletic Code requires students to:

1. Play the game in the spirit of fairness and sportsmanship, observing all rules, both in letter and intent.
2. Coach and sponsor the teams and individuals without resorting to unethical tactics, trickery which attempts to skirt the rules, or any unfair tactic which detracts from sound educational principles.

3. Accept decisions of sports and school officials without protest and without questioning their honesty or integrity, and extend protection and courtesy to sports officials from participants, school personnel and spectators remembering that officials are guests.
4. Regard opponents as guests, putting clean play and good sportsmanship above victory at any cost. Win without boast and lose without bitterness. Victory is important, but the most important thing in sports is striving to excel and the positive feelings it fosters between those who play fair and have no excuse when they lose. The development of recreative aspects and positive human relations should be stressed in all competition.
5. Remember that conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.
6. Provide information or evidence as soon as possible regarding eligibility of any contestant or school to the local administration, then to the proper district executive committee. To withhold information is considered dishonorable and contrary to good sportsmanship. Schools guilty of violating this section may be subject to penalty as described in Sections 27 and 29, including disqualification from district honors in the germane activity. Covered school district personnel guilty of violating this section may be subject to the range of penalties as described in Sections 27 and 29.
7. Not recruit or entice any student to attend and participate at your school. Any inquiries from students outside your school district or from another

high school in a multiple-high school district should be directed to the school superintendent or high school principal (Texas Education Agency, 2007)

### Competition Format

Athletic competitions sponsored by UIL are held in grades 7 through 12. At the junior high (Grades 7 and 8), no athletic competition is present beyond the district level. Sixth grade students may only compete in athletics if they will be too old the following year to compete on a seventh grade team or if a junior high school has too few seventh and eighth grade students to field a combined team. With only a few exceptions made for individuals with disabilities, sixth graders are not allowed to compete in individual sports.

High school team sports compete at freshman, junior varsity, and varsity levels, with only varsity teams being eligible for advancement to the playoffs beyond the district level. Students may only compete in team and individual sports at the high school varsity level for four years and must be under the age of 19, though the age restriction may be waived by state-level officers in certain circumstances. In addition, varsity athletes must adhere to many other rules which encompass parent residence, amateur status, non-recruitment, and steroid testing.

In football, six-man football, volleyball, basketball, soccer, baseball, and softball, teams compete for the state championship through a playoff system, with each district entitled to 2-4 playoff representatives depending on the sport and conference (within each sport and conference, every district has equal representation). In cross country, golf, swimming and diving, team tennis, tennis, track and field, and wrestling, students and

teams compete in meets/tournaments advancing from district to region to state (University of Texas, 2012, p.163).

### **Rationale for Extracurricular Activities**

Although it is argued by some that sports participation decreases academic achievement, many other individuals believe that participation in sports may encourage students' academic success. Students who are academically engaged are actively involved in the learning process, devote full attention to their studies, and have a commitment to their academic success, whereas students, who are not academically engaged, lack interest, display apathy, and participate only superficially in their academic pursuits (Newman, 1992; Finn, 1993).

Despite the divide over the academic benefits of sports participation, it is clear that a lack of interest in school has devastating results.

Students of low socioeconomic status are eight times less likely to graduate, or even attend college, than any other students. Researchers have suggested that in contrast to other minorities, African Americans are less likely to receive support from other African Americans for academic excellence, and reflect that when these young men go home they are not receiving any encouragement from their own race to maximize their academic potential (Steinberg, Dornbusch, & Brown, 1992).

### **Team Work**

Participation in the University Interscholastic League events teaches that it is a privilege and an honor to represent one's school. Students learn to win and to lose; to take as well as to give. Self-motivation and intellectual curiosity are essential to the best academic participants. Physical training and good health habits are essential to the best

athletes. Interscholastic competition is a fine way to encourage youngsters to enrich their education and expand their horizons.

### **House Bill 72**

In the original No Pass No Play legislation (enacted by Texas State Legislature in 1985), the 1984 Texas Education Reform Bill, House Bill 72, required students to pass all classes with at least a 70% average to participate in sports or extracurricular activities. Since then, no pass/no play regulations have been enacted across the United States. As a policy, no pass/no play required students to maintain passing grades to be eligible for sports participation (Davis, 1996). The term, as it is commonly used, applies to all young people representing their schools in athletic contests and has been expanded through the years to include other activities such as band and drama (Joekel, 1985).

Under House Bill 72 written in 1984, students had to pass all classes with at least a 70% average in order to participate in any extracurricular activity, which includes sports activities. Also implemented was the “8-20 Rule,” which stated that student’s practice time in any one activity could be no more than eight hours per week, with a combined practice total for all activities not exceeding 20 hours per week (Sawyer, 1995; Texas Homeland Security, 2010). In 1985, the Texas State Legislature officially enacted no/pass no play legislation (Texas Homeland Security, 2010). House Bill 72, the term and the idea of no pass/no play sanctions quickly spread across the nation (Sawyer, 1995).

In 1984, Texas Governor Mark White and Ross Perot coined the term “no pass/no play,” following a Texas study of public education for which Perot was appointed commission leader. The no pass/no play reform recommended by the commission was

among many sweeping educational reforms proposed to the Texas State Legislature in 1984. In 1985, the Texas State Legislature officially enacted no pass/no play into law (Texas Homeland Security, 2010). No pass/no play sanctions quickly began picking up steam across the nation, eventually including other kinds of penalties commonly instituted by state chapters of the National Federation of State High School Associations (NFHS). Today, NFHS chapters exist in all 50 states and the District of Columbia. Since 1920, this body has written the rules of competition and standards of conduct for most high school sports and activities in the United States (NFHS, 2008).

### **No Pass No Play Committee**

In the United States Department of Education report, (“A Nation at Risk: The Imperative for Educational Reform”, 1983) Bill Haley, a former state lawmaker, stirred alarm across the country concerning a nation-wide decline in student performance. After its release, “A Nation at Risk” received a great deal of attention across the nation and many educators were concerned. The report stated that education had, “lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them” (p. 11). A Nation at Risk: The Imperative for Educational Reform (1983) listed several indicators that the public school system in America was failing, including: decreasing scores on scholastic aptitude tests, an increasing number of functionally illiterate adults, and a decreasing number of students with higher order thinking skills.

In reaction to the report, educators began searching for causes of this decline. Many interpreted this report to propose a restriction on the extracurricular functions of the school. Some educators felt that time spent participating in such activities diverts students’ attention from the demands of academic coursework (Camp, 1990). A Nation



at Risk, and other reports like it, created an aftermath of concern and controversy that demanded more attention to be given to student achievement and less emphasis on athletics and other extracurricular activities.

To investigate and address these concerns, the Texas Legislature created the Select Committee on Public Education (SCOPE). In 1983, SCOPE examined the state of public education in Texas and recommend changes for improvement. The committee conducted numerous hearings across the state to determine the state of public education in Texas. Once these hearings were completed, the Select Committee reported to the legislature that Texas schools failed to meet minimal standards of educational excellence. SCOPE emphasized suggestions that indicated the Texas educational system needed drastic changes to improve to even minimal standards of excellence (Select Committee on Public Education: 1984 Report).

### **Civil Rights Act of 1964**

The Civil Rights Act of 1964 was signed into law on July 2, 1964 by President Lyndon B. Johnson. It was originated with President John F. Kennedy in his civil rights speech of June 11, 1963. “The Civil Rights Act of 1964 was created to enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States of America to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.” Title II of the Civil Rights Act of 1964 outlawed discrimination based on race, color, religion or

national origin. Title VI of this act declared it to be the policy of the United States that discrimination on the grounds of race, color, or national origin shall not occur in connection with programs and activities receiving federal financial assistance and authorized and directed the appropriate Federal departments and agencies to take action to carry out this policy (National Archives and Records Administration General Records of the U.S. Government Record, ARC Identifier: 299891).

Major features of the Civil Rights Act of 1964 included:

- “Title I- Voting Rights, which barred unequal application of voter registration requirements, but did not abolish literacy tests sometimes used to disqualify African-Americans and poor white voters
- Title II- Public Accommodations-outlawed discrimination in public places Title III-desegregation of public facilities
- Title IV- Desegregation of public education, which encouraged the desegregation public schools
- Title V- Civil Right Commission
- Title VI- Nondiscrimination in Federally Assisted Programs
- Title VII- Equal Employment Opportunity; Title VIII-Registration and Voting Statistics
- Title IX- Intervention and Removal of Cases
- Title X- Community Relations Service-to aid communities in resolving disputes relating to discriminatory practices based on color, race, or national origin
- Title XI- Miscellaneous (Congressional Quarterly Service, 1965).

### **Brown v. Board of Education**

Gollnick and Chinn (2009) wrote that the U.S. Supreme Court determined in the *Brown v. Board of Education*, that if a state provides a free education for its citizens, that a property right is established; and that the U.S. Constitution prohibits the deprivation of life, liberty, or property without due process. The Court declared state laws establishing separate public schools for Black and White students unconstitutional. The decision in this landmark case overturned the *Plessy v. Ferguson* decision of 1896 which allowed state-sponsored segregation. The *Brown v. Board of Education* case originated in 1954 and the U.S. Supreme Court addressed the segregation of African American students.. The ruling for this case paved the way for integration and was a major victory of the civil rights movement.

The background information regarding this case is as follows: A class action suit was filed against the Board of Education of the City of Topeka, Kansas in the United States District Court for the District of Kansas. The plaintiffs were thirteen Topeka parents on behalf of their twenty children. The plaintiffs were Oliver Brown, Darlene Brown, Lena Carper, Sadie Emmanuel, Marguerite Emerson, Shirley Fleming, Zelma Henderson, Shirley Hodison, Maude Lawon, Alma Lewis, Iona Richardson, and Lucinda Todd. Oliver Brown the named African-American plaintiff was a parent and a welder for the Santa Fe Railroad and an assistant pastor at his local church. Brown was named head of the roster, and the other plaintiffs were directed by the Topeka, Kansas National Association for the Advancement for Colored People (NAACP) leadership, to enroll their children in the closest neighborhood school. They were each refused enrollment and directed to the segregated schools. Oliver Brown's daughter Linda, a third grader at the

time, had to walk six blocks to her school bus stop to ride to her school, while the white school was seven blocks from her house. The District Court ruled in favor of the Board of Education, and found that segregation in public education has a detrimental effect upon Negro children, but denied relief on the ground that Negro and White school in Topeka, Kansas were substantially equal with respect to buildings, transportation, construction, and educational qualifications of teachers.

### **African American Males' High School Graduation Rates**

The economic state of African American males and the gaps between their academic performance relative to that of Whites and Asian Americans in United States K-12 schools is disconcerting. Therefore, it should follow logically that college enrollment would continue to be an issue of concern for African Americans (National Postsecondary Student Aid Study, 2008).

Even when African American males defy the odds and enroll in college, they often encounter challenges interacting in the college environment. According to the National Survey of Student Engagement (NSSE), Black students were the least satisfied of all demographic groups (Harper, 2005). African American men are 27.2% points behind White men in college admission. African American women comprise 63.1% of the African American collegiate population, whereas African American men comprise only 36.9% (National Postsecondary Student Aid Study, 2008).

The gap in college degree attainment is even more significant between African American males and White males at all levels. In 2003, African American males earned 4% of associate degrees, 3.1% of bachelor's degrees, 2.5% of master's degrees, and 2% of doctoral degrees. In comparison, White males comprised 28.3% of associate degrees,

31.9% of bachelor's degrees, 26% of master's degrees, and 29.3% of doctoral degrees. At the closest interval, a 23.5% attainment gap exists between African American males and White males (master's degrees), and at the greatest interval, a 28.8% attainment gap between African American males and White males (bachelor's degrees). On average, at all levels, White males earn 10 times the number of degrees earned African American males (Harper, 2005). White males earn almost seven and a half times more bachelor's degrees than do African American males: in 2010, White males earned 23.9% of bachelor's degrees, whereas African American males earned 3.2% (THECB, 2011). In a 2007 New York Times article by Winnie Hue, entitled, "To Close Gaps, Schools Focus on Black Boys," programs were designed to focus specifically on Black boys. This program was called a "moral imperative," in that the administrators and teachers in a New York District say their top priority is improving the academic performance of black males who account for less than 10% of the district's 4,200 students but disproportionately and consistently rank at the bottom in grades and test scores.

## **Chapter 3**

### **Methodology**

#### **Purpose of the Study**

The purpose of this study was to determine the extent to which participation in University Interscholastic League athletics was related to African American male' graduation rates. It has been documented in research that students who participated in UIL activities, graduated at higher rates than students who do not participate in UIL activities. To accomplish this determination, the graduation rates of African American male UIL participants were compared to the graduation rates of African American males who did not participate in UIL activities. African American males have been found to be among the lowest performing students and are often the subject of high disciplinary action in public schools.

This study may serve as a basis for educators and administrators to develop strategic plans to encourage African American males to participate in University Interscholastic League activities as at the earliest time of eligibility, to increase the likelihood of high school graduation on either a Distinguished or a Recommended Academic plan. One of the hardest transitions for any student is the moving from middle school to high school (White, 2009) When students graduate on a minimum plan in Texas, which is only 22 credits it limits their options to only junior colleges or trade schools (Douglas, 2007). African American males who graduate on a Recommended Plan have the opportunity to apply to a university upon graduation which means they are college ready. African American males who graduated on a Distinguished Plan will not

only be able to attend a university, but also will be entering college with credits earned from their high school.

African American males in high school often find themselves without many positive male role models. Extracurricular activities provide an opportunity for many African American teenagers to develop leadership skills and learn how to work collaboratively with others. However, some African American males find that solely concentrating on academics can often can provide them the extra time needed to master academic skills o help them successfully graduate high school. African American males are usually raised in single parent homes with no father or male figure in the household (Douglas, 2007). During high school years these young men come to a crossroad of wanting to find belonging and a strong male influence (Edwards, 2000).

### **Research Questions**

Addressed in this study were the following three research questions:

1. What was the relationship between participation or non-participation in University Interscholastic League activities and the graduation rates of African American males?
2. What was the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Distinguished Academic plan for African American males?
3. What was the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Recommended Academic plan for African American males?

### **Null Hypothesis**

Addressed in this study were the following null hypotheses:

1. A statistically significant difference was not present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities.
2. A statistically significant difference was not present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Distinguished High School Graduation Plan.
3. A statistically significant difference was not present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Recommended High School Graduation Plan.

### **Population and Sampling**

The school utilized for this longitudinal quantitative research was Oak Park High School, 5A campus, in the Hammond Independent School District located in southwest United States. The subject population for this study was over 1,500 African American males who attended Oak Park High School between 2007 and 2012. The query was ran by each academic school year and placed in an excel file by, student identification number, last name, and first name. Yearly queries were run utilizing SASIxp for the years 2007 through 2010 and Power School SMS for the years 2010 through 2012. Parameters for the queries consisted of African American males, UIL participation, and



graduation status. The queried results were analyzed to only include those students who attended Oak Park High School for a minimum of two years which yielded a sample size of 723 students. All respondent identification information was recoded prior to being imported into SPSS.

### **Data Collection**

UIL activity participation and graduation status were retrieved from the Public Education Information Management System (PEIMS). Request for the necessary PEIMS data were submitted to the Student Services Department for Oak Park High School in the Hammond Independent School District. The Student Services Department was given nine weeks to retrieve the data and contact the researcher. The district Student Service Department informed the researcher that they would be unable to collect and present the data to the researcher because of the amount of time to extract the information. Because of the required time frame, the researcher obtained the needed data for the study from the Student Management System (SMS) coordinator at Oak Park High School in the Hammond Independent School District. The coordinator provided all the data needed to the researcher over a three week time span.

### **Inclusion Criteria**

1. African American males who attended Oak Park High School for at least two academic school years from 2007 through 2012.
2. African American males who participated in at least one University Interscholastic League activity for a minimum of two academic school years from 2007 through 2012.

**Exclusion Criteria**

1. African American male students who did not complete two full academic school years from 2007 through 2012 at Oak Park High School.
2. African American males who did not participate in a minimum of one University Interscholastic League activity from 2007 through 2012 at Oak Park High School.

**Instrumentation**

To analyze the UIL activity participation and graduation rates, archival student data was obtained using Power School SMS and SASIxp. For the 2007 through 2010 school years, SASIxp was the software system utilized by the researcher. PowerSchool SMS was the data base management program used to obtain student data for the 2010 through 2012 school years. Both programs enabled the researcher access to information detailing student attendance, grades, discipline, class schedules, and state assessments, as well as enrollment, graduation plan, and University Interscholastic League participation.

**Variables**

Three variables including two independent and one dependent were examined in this study. The independent variables were University Interscholastic League participation and non-University Interscholastic League participation. Participation was measured by involvement in at least one UIL activity (academic, music, or athletics) for a minimum of two years. The dependent variable was graduation rates measured by students who graduated on one of the following academic plans (Distinguished Plan, Recommended Plan, or a Minimum Plan) as recorded in PowerSchool SMS and SASIxp.

### **Analysis Plan**

Participation in University Interscholastic League activities were compared against individuals who did not participate in University Interscholastic League activities or participated less than two years. Pearson chi-square was conducted to address the research questions. This statistical analysis analyzed data for each school year and each of the research questions. These analyses generated bar graphs to provide pictorial depictions of results. The analysis procedure was conducted using the SPSS software program, Student Version 20.0.

### **Validity and Reliability**

The validity of a measurement can be defined as the degree with which the measured value reflects the characteristic it is intended measure (Carmines & Woods, 2004). In this research validity was noted as the data regarding African American males that participated in University Interscholastic League sports and music activities; however variables such as grade point average, attendance rates, discipline referrals, and dropout rates were not reviewed at all to determine their impact on predicting graduation rates.

The term reliability refers to the degree with which repeated measurements, or measurements taken under identical circumstances, will yield the same results (Lowe, 2005). This definition assumes that the act of measuring does not affect the variable or characteristic of interest. The reliability of the study was determined after the data from the African American males who participated in University Interscholastic League activities.

**Assumptions**

In this study it is assumed that:

1. Confidentiality and anonymity of the data of the 1,500 African American males for this study remained preserved.
2. Participation in University Interscholastic League academic, music, and athletic activities will remain important in the high school programs.
3. African American males who are offered the opportunity to participate in UIL academic, music, and athletic activities at the high school level.

**Scope and Limitations**

Despite the research design being carefully prepared, there are a few limitations to the study.

1. The study was limited to the researcher having accurate data on Oak Park High School African American males who participated in UIL activities.
2. The study was limited to review five years of student records which did not provide extensive data for the longitudinal study.
3. Due to the small size of the sample population; results from this study may not be generalized to students in other school districts.

**Summary**

A descriptive quantitative research design was utilized to review archival data obtained from Brown Senior High School PEIMS reports to include PowerSchool SMS and SASixp. Because the independent variable was dichotomous (i.e., participation or non-participation) and because each dependent variable was dichotomous (i.e., either Distinguished Academic plan a student must have at least 26 graduation credits or not;

**Recommended Academic plan a student must have at least 26 graduation credits or not;**

**Minimum Academic plan a student must have at least 22 graduation credits.**

## **Chapter 4**

### **Results**

In this investigation, the relationship between participation in UIL activities and graduation rates of African American males was examined. Analyzed in this study were quantitative archival data from a 5A high school in southwest, Texas in the Hammond Independent School District to determine if African American males who participated in University Interscholastic League activities graduated at a higher rate opposed to African American males who did not participate in UIL activities. Also determined in this study was whether African American males who participated in UIL activities graduated on a Distinguished Academic Plan or on a Recommended Academic Plan at a higher rate than African American males who did not participate in UIL activities.

### **Research Questions**

Addressed in this study were the following three research questions:

- 1 What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rates of African American males?
- 2 What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Distinguished Academic plan for African American males?
- 3 What is the relationship between participation or non-participation in University Interscholastic League activities and the graduation rate on the Recommended Academic plan for African American males?

### **Null Hypotheses**

Addressed in this study were the following three null hypotheses:

- 1 A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities.
- 2 A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Distinguished High School Graduation Plan.
- 3 A statistically significant difference will not be present in the high school graduation rates of African American males who participated in UIL activities from the high school graduation rates of African American males who did not participate in UIL activities, with respect to the Recommended High School Graduation Plan.

### **Results for Research Question One**

To address the first research question concerning the relationship between participation or non-participation in University Interscholastic League activities and the graduation rates of African American males, the numbers of African American males who participated in UIL activities and who graduated and who did not graduate were determined. Similarly, the numbers of African American males who did not participate in UIL activities and who graduated and who did not graduate were determined. Readers

are directed to Table 4.1 for these statistics. Revealed in Table 4.1 is that a large majority of African American males who participated in UIL activities graduated from high school, compared to a little more than half of the African American males who did not participate in UIL activities. The table reveals that a total of 723 students were sampled. 165 of 192 University Interscholastic League participants graduated as opposed to 283 of 532 of Non UIL participants. Students who participated in UIL activities graduated 32.6% higher rate.

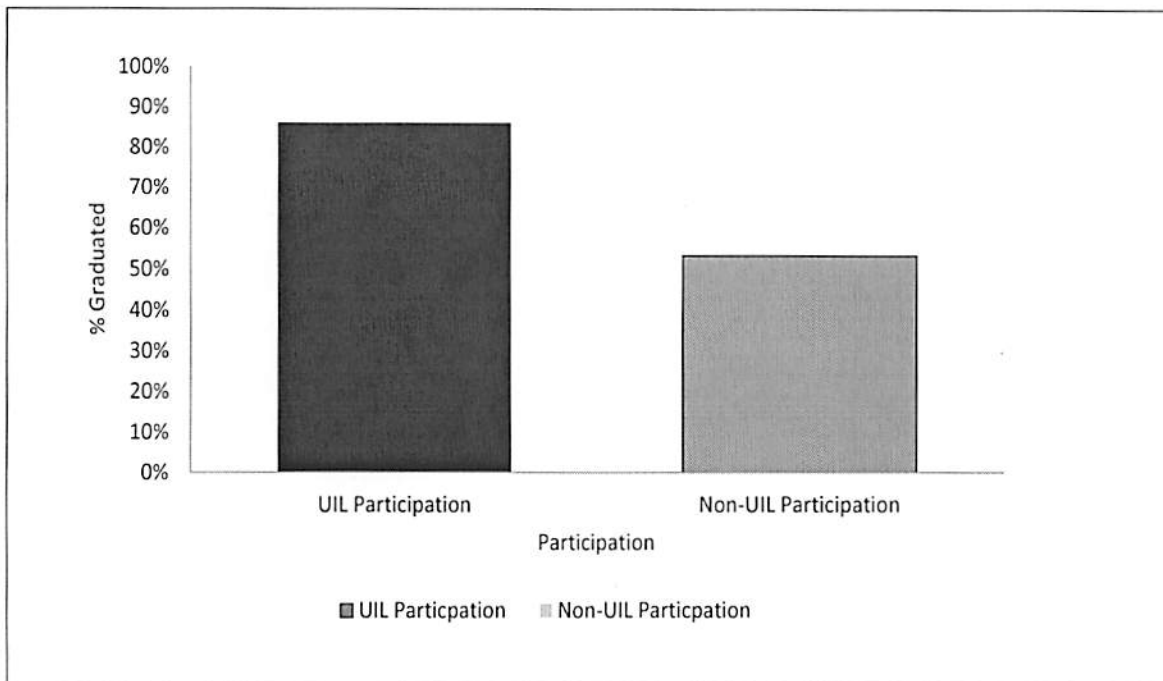
Table 4.1

*Numbers of African American Males by Participation/Non-Participation in University Interscholastic League Activities*

Participants	Graduated		Non-graduate	
	<i>n</i>	%	<i>n</i>	%
UIL Participants	165	85.9	27	14.1
Non-UIL participants	283	53.3	248	46.7

Depicted in Figure 4.1 below are the percentages of African American males who graduated from high school as a function of whether or not they participated in UIL activities. As can be seen in Figure 4.1, a much higher percentage of African American males who participated in UIL activities graduated than did African American males who did not participate in UIL activities. University Interscholastic League participants graduated at 85.9% versus as opposed to 53.3% of Non UIL participants. Students who participated in UIL activities graduated 32.6% higher rate.





*Figure 4.1.* Percent of African American males who graduated from high school by UIL participation.

### **Results for Research Question Two**

To answer the second research question regarding participation or non-participation in University Interscholastic League activities and the graduation rate on the Distinguished Academic plan for African American males, data were recoded to generate a variable of completion on the Distinguished Academic plan or non-completion on that particular plan. Then students were identified as either having been involved in UIL activities or as not being involved in UIL activities. Then a Pearson chi-square was calculated to determine whether differences were present for this plan.

Delineated in Table 4.2 are the descriptive statistics for African American males who either did or did not graduate with a Distinguished Academic Plan in the 2007-2008 through the 2011-2012 school years. These statistics are provided separately by participation or non-participation in UIL activities. As evidenced in this table, the

numbers and percentages of African American males who graduated with a Distinguished Academic Plan were quite low. Readers should note that a total of 9 African American males graduated with a Distinguished Academic Plan who had participated in UIL activities, compared to only 5 African American males who graduated with a Distinguished Academic Plan who had not participated in UIL activities.

Table 4.2

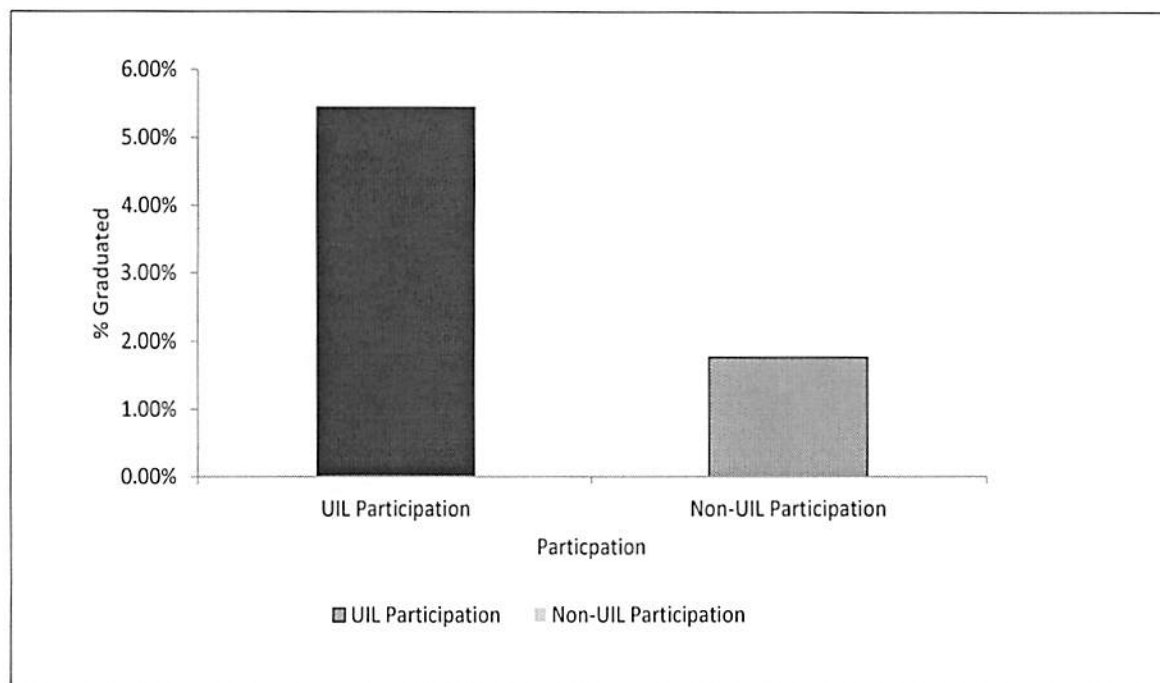
*Descriptive Statistics for Participation/Non-Participation in University Interscholastic League Activities and Distinguished Academic Plans by School Year*

	Distinguished Plan Graduates		Non-Distinguished Plan Graduates	
	<i>n</i>	%	<i>n</i>	%
<b>2007-2008</b>				
Participation in UIL Activities	0	0	0	0
Non-Participation in UIL Activities	0	0	0	0
<b>2008-2009</b>				
Participation in UIL Activities	3	6.7	42	93.3
Non-Participation in UIL Activities	0	0	86	100
<b>2009-2010</b>				
Participation in UIL Activities	2	4.2	46	95.8
Non-Participation in UIL Activities	0	0	51	100
<b>2010-2011</b>				
Participation in UIL Activities	0	0	42	100
Non-Participation in UIL Activities	2	2.8	69	97.2
<b>2011-2012</b>				
Participation in UIL Activities	4	11.4	31	88.6
Non-Participation in UIL Activities	3	4.3	66	95.7

Depicted in Figure 4 .2 below are the percentages of African American males who graduated with a Distinguished Academic Plan by their participation or non-participation in UIL activities. As previously noted, very few African American males graduated with

a Distinguished Academic Plan in the 2007-2008 through the 2011-2012 school years.

With respect to UIL participation, 5.45% of African American males who were involved in UIL activities graduated with a Distinguished Academic Plan, compared to only 1.77% of African American males who were not involved in UIL activities.



*Figure 4.2.* Percent of African American males who graduated with a Distinguished Academic Plan by UIL participation for the 2007-2008 through the 2011-2012 school years.

Presented in Table 4.3 below are the Pearson chi-square statistical results for each year of school data analyzed. For the 2007-2008 school year, a Pearson chi-square could not be calculated because no African American males in this two school year graduated with a Distinguished Academic plan. The result for the 2008-2009 school year was statistically significant,  $\chi^2(1) = 5.868$ ,  $p = .015$ , Cramer's V of .212, a small effect size (Cohen, 1988). Statistically significant differences were not yielded for the 2009-2010 school year,  $\chi^2(1) = 2.169$ ,  $p = .141$ ; for the 2010-2011 school year,  $\chi^2(1) = 1.204$ ,  $p =$

.272, and for the 2011-2012 school year,  $\chi^2(1) = 1.855$ ,  $p = .173$ . For three of the four school years in which Pearson chi-square procedures could be calculated, African American males who participated in UIL activities were more likely to graduate with a Distinguished Academic plan than were African American males who did not participate in UIL activities.

Table 4.3

*Pearson Chi-Square Output for Participation/Non-Participation in University Interscholastic League Activities and Distinguished Academic Plan by School Year*

School Year	Chi-Square Value	<i>p</i> value	Group with More Degrees in this Category
2007-2008	N/A	N/A	N/A
2008-2009	5.868	0.015	Participation
2009-2010	2.169	0.141	Participation
2010-2011	1.204	0.272	Non-Participation
2011-2012	1.855	0.173	Participation

### Results for Research Question Three

To answer the third research question regarding participation or non-participation in University Interscholastic League activities and the graduation rate on the Recommended Academic plan for African American males, data were recoded to generate a variable of completion on the Recommended Academic plan or non-completion on this particular plan. Then students were identified as either having been involved in UIL activities or as not being involved in UIL activities.

Presented in Table 4.4 are the descriptive statistics for African American males who either did or did not graduate with a Recommended Academic Plan in the 2007-2008

through the 2011-2012 school years. These statistics are provided separately by participation or non-participation in UIL activities. As evidenced in this table, the percentages of African American males who graduated with a Recommended Academic Plan were much higher when they had participated in UIL activities than when they had not participated in such activities.

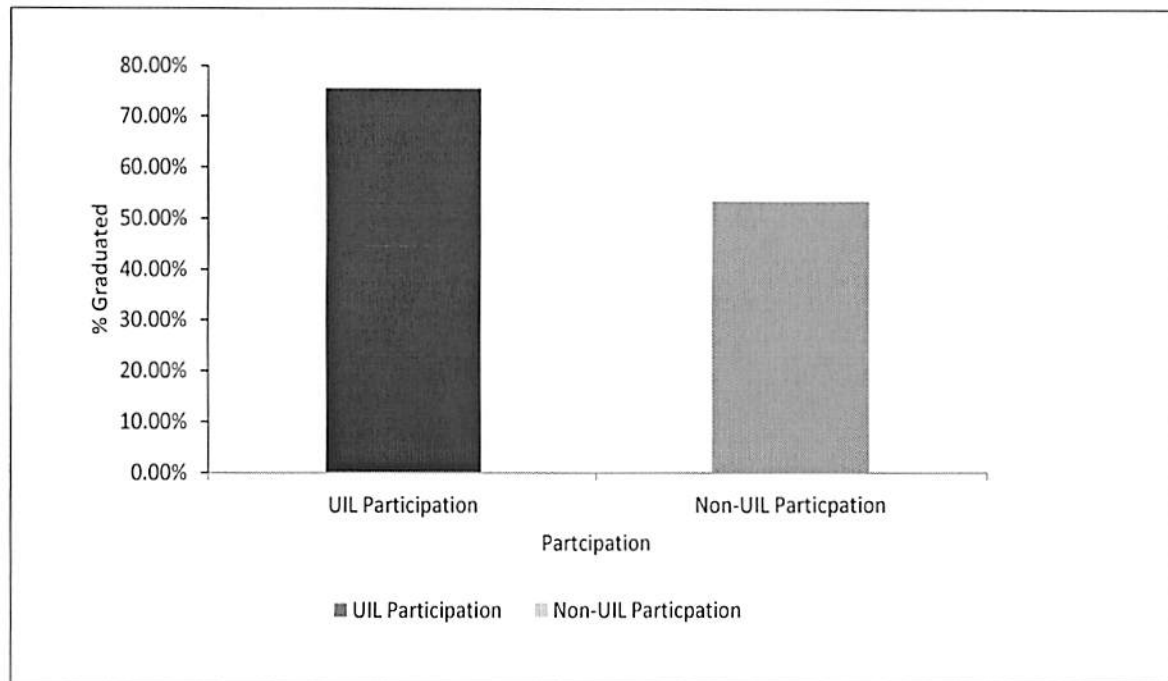
Table 4.4

*Descriptive Statistics for Participation/Non-Participation in University Interscholastic League Activities and Recommended Academic Plan by School Year*

	<u>Recommended Plan Graduate</u>		<u>Not a Recommended Plan Graduate</u>	
	<i>n</i>	%	<i>N</i>	%
<b>2007-2008</b>				
Participation in UIL Activities	0	0	0	0
Non-Participation in UIL Activities	2	100	0	0
<b>2008-2009</b>				
Participation in UIL Activities	34	75.6	11	24.4
Non-Participation in UIL Activities	46	53.5	40	46.5
<b>2009-2010</b>				
Participation in UIL Activities	36	75	12	25
Non-Participation in UIL Activities	33	64.7	18	35.3
<b>2010-2011</b>				
Participation in UIL Activities	29	69	13	31
Non-Participation in UIL Activities	34	47.9	37	52.1
<b>2011-2012</b>				
Participation in UIL Activities	24	68.6	11	31.4
Non-Participation in UIL Activities	35	50.7	34	49.3

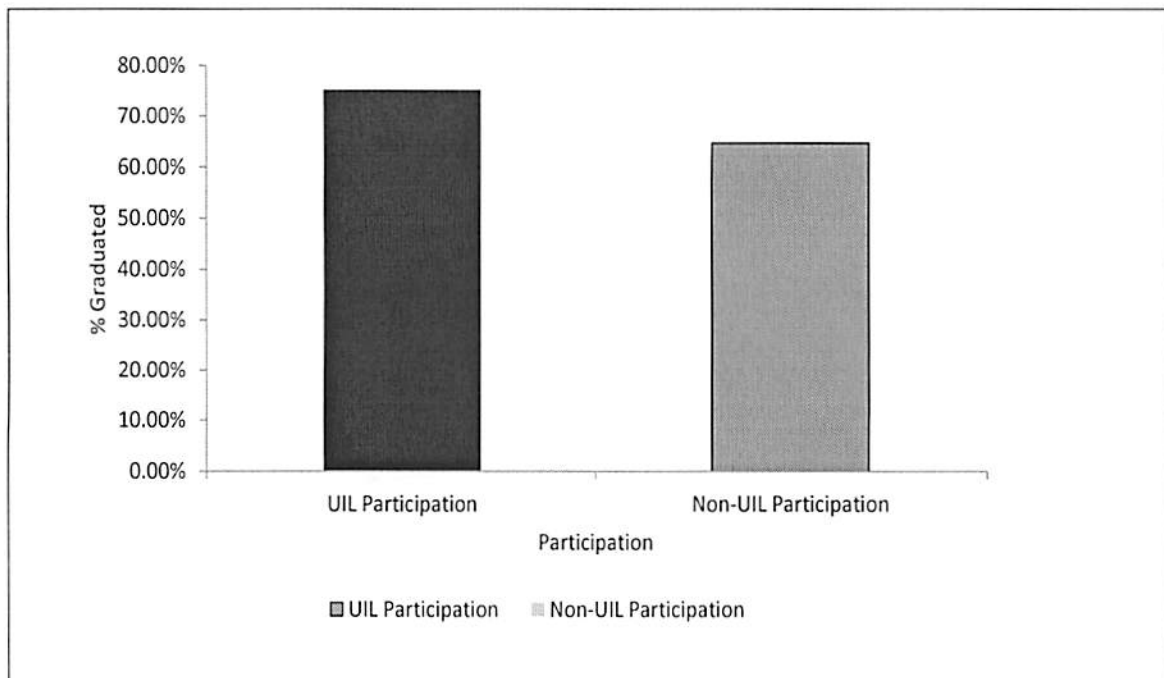
Depicted in Figure 4.3 below are the percentages of African American males in the 2008-2009 school year who participated in and who did not participate in UIL

activities and who graduated with a Recommended Academic Plan. As noted in the Table above, 75.6% of African American males who participated in UIL activities graduated this school year with a Recommended Academic Plan, compared to 53.5% of African American males who did not participate in UIL activities.



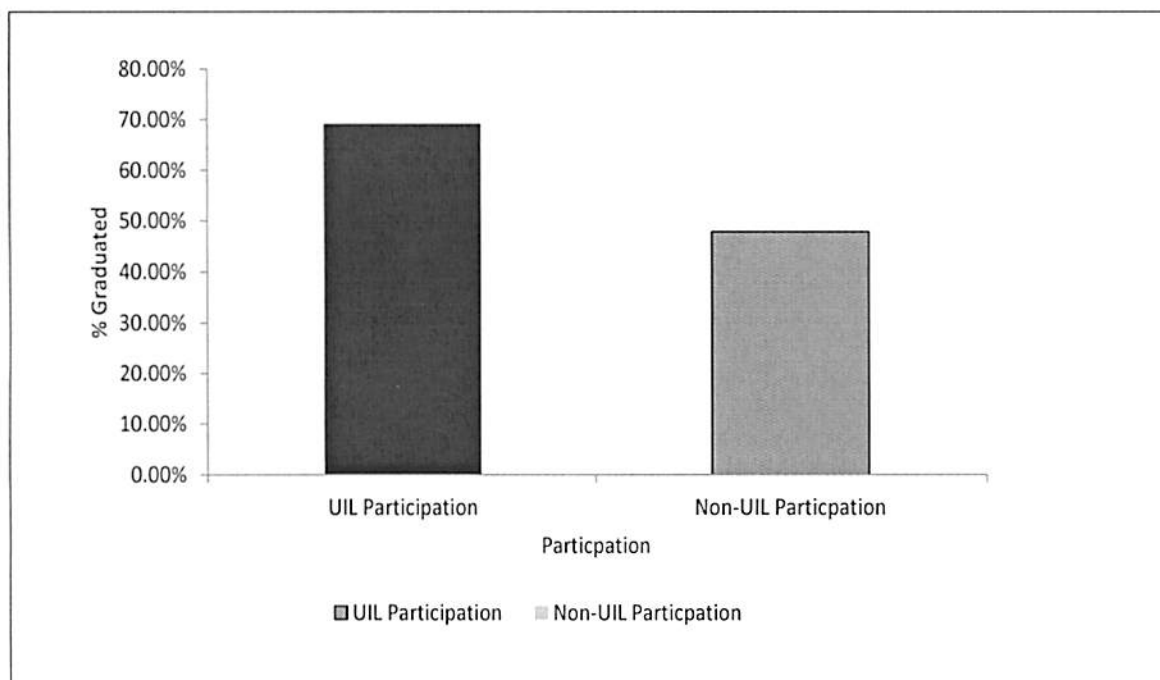
*Figure 4.3.* Percent of African American males who graduated with a Recommended Academic Plan by UIL participation for the 2008-2009 school year.

Shown in Figure 4.4 below are the percentages of African American males in the 2009-2010 school year who participated in and who did not participate in UIL activities and who graduated with a Recommended Academic Plan. As revealed in Table 4.4, 75.0% of African American males who participated in UIL activities graduated this school year with a Recommended Academic Plan, compared to 64.7% of African American males who did not participate in UIL activities.



*Figure 4.4.* Percent of African American males who graduated with a Recommended Academic Plan by UIL participation for the 2009-2010 school year.

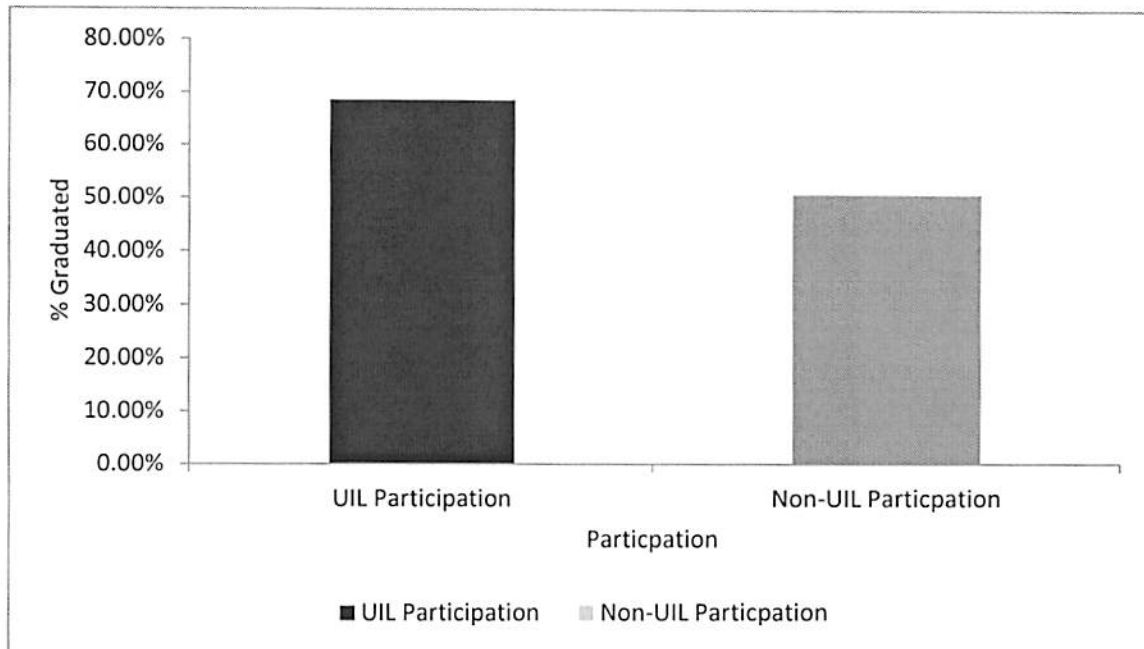
Shown in Figure 4.5 below are the percentages of African American males in the 2010-2011 school year who participated in and who did not participate in UIL activities and who graduated with a Recommended Academic Plan. As presented in Table 4.4, 69.0% of African American males who participated in UIL activities graduated this school year with a Recommended Academic Plan, compared to 47.9% of African American males who did not participate in UIL activities.



*Figure 4.5.* Percent of African American males who graduated with a Recommended Academic Plan by UIL participation for the 2010-2011 school year.

Depicted in Figure 4.6 below are the percentages of African American males in the 2011-2012 school year who participated in and who did not participate in UIL activities and who graduated with a Recommended Academic Plan. As indicated in Table 4.4, 68.6% of African American males who participated in UIL activities graduated this school year with a Recommended Academic Plan, compared to 50.7% of African American males who did not participate in UIL activities.





*Figure 4.6.* Percent of African American males who graduated with a Recommended Academic Plan by UIL participation for the 2011-2012 school year.

Delineated in Table 4.5 below are the Pearson chi-square statistical results for each year of school data analyzed. For the 2007-2008 school year, a Pearson chi-square could not be calculated because no African American males who participated in UIL activities in this school year graduated with a Recommended Academic plan. The result for the 2008-2009 school year was statistically significant,  $\chi^2(1) = 6.051$ ,  $p = .014$ , Cramer's V of .215, a small effect size (Cohen, 1988). A statistically significant difference was not yielded for the 2009-2010 school year,  $\chi^2(1) = 1.241$ ,  $p = .265$ . Regarding the 2010-2011 school year, a statistically significant difference was revealed,  $\chi^2(1) = 4.790$ ,  $p = .029$ , Cramer's V of .206, a small effect size (Cohen, 1988). Concerning the 2011-2012 school year, a statistically significant difference was not present,  $\chi^2(1) = 3.013$ ,  $p = .083$ . For the four school years in which Pearson chi-square procedures could be calculated, African American males who participated in UIL

activities were much more likely to graduate with a Recommended Academic plan than were African American males who did not participate in UIL activities.

Table 4.5

*Pearson Chi-Square Statistical Output for Participation/Non-Participation in University Interscholastic League Activities and Recommended Academic Plan by School Year*

School Year	Chi-Square Value	p value	Group with More Degrees in This Category
2007-2008	N/A	N/A	N/A
2008-2009	6.051	0.014	Participation
2009-2010	1.241	0.265	Participation
2010-2011	4.79	0.029	Participation
2011-2012	3.013	0.083	Participation

### Summary of Results

In this research investigation, the graduation rates and type of graduation academic plan were examined for African American males who either participated in or did not participate in University Interscholastic League activities for the 2007-2008 through the 2011-2012 school years. With respect to graduation rates, African American males who participated in UIL activities had a graduation rate of 85.9%, compared to a graduation rate of only 53.3% for African American males who did not participate in UIL activities. Regarding graduating with a Distinguished Academic Plan, the percentages of African American males who graduated with this plan were much higher for African American males who participated in UIL activities than for African American males who did not participate in such activities. Similar results were present for African American males graduating on the Recommended Academic Plan. Accordingly, the results

described in this chapter reflect that participation in UIL activities has positive influences on the graduation rates of African American males.

## **Chapter 5**

### **Conclusion**

Educators are charged with providing a equal quality education to all children no matter their race or creed. The results from this investigation may be valuable for school district personnel and administrators to help close the achievement gap of African American males with their other colleagues. By placing an emphasis on African American male students to participate in University Interscholastic League activities such as athletics, band, or music, chances of them graduating high school on a Recommended or Distinguished Plan improves as opposed to the same demographic students not participating in UIL activities. According to Barkto and Eccles (2003), students involved in extracurricular activities demonstrate a higher level of psychosocial, behavioral and academic adjustment. This study provides added support to the belief that African American male students who participate in UIL activities are likely to graduate from high school and able to start college at a university.

This study was designed to help administrators determine funding and personnel needs to be re-organized or enhanced to decrease dropout rates and improved graduation rates of African American males. As noted in the study, UIL participants graduated at a rate of 85.9% versus 53.3% for non-UIL participants. Several factors, including the presence of positive role model such coaches and band directors who set high expectations and provide constant encouragement of goal attainment, may be contributed to the 32.6% higher graduate rate.

Another possibility could be that these young men liked the camaraderie and bonds developed through working together to accomplish a common goal. The rise of

accountability for public schools emphasized the importance of ensuring that students are achieving at their highest level (Dunn, 2003). One of the most critical can be that if these young men do not keep their grades up, they can be academically ineligible to play or perform. This factor alone serves as a major form of motivation for these young African American men who enjoy athletics, band, and choir.

African American males tend to come from low income families which lead them to attend schools with fewer educational resources and are more likely to be educated by the least trained educators and perceive UIL activities such as sports, as a means to an end (Moore, Henfield, & Owens, 2008, p. 911). In addition, their parents often place more emphasis on economics, rather than academics, which instills in the child to focus on daily survival, rather than graduation (Miller, 2002). Despite having limited access to educational resources and subject to receiving instruction from low performing teachers, it is up to the individual African American male to make up his own mind to remain academically eligible to play.

## **Discussion of Results**

### **Research Question One**

Did University Interscholastic League participation increase the graduation rate of African American males?

In this investigation, simple descriptive statistics were established between participation in UIL activities and non-UIL participation and the graduation rates of African American males. The African American males who participated at least two years in UIL activities had an 85.9% chance of graduating with a high school diploma versus 53.3% who did not participate in UIL activities (Table 4.1). Accordingly, these

results were suggestive that African American males who participate in University Interscholastic League activities will graduate with a high school diploma at a 32% higher rate. This is important, because graduates on the Distinguished Achievement Plan or Recommended Academic Plan have an opportunity to attend a four year university, not limited to only applying for admissions at a community college or junior college.

### **Research Question Two**

Did University Interscholastic League participation increase the number of African American males graduating on a Distinguished Academic Plan?

Statistically significant relationships were documented between involvement in UIL activities and African American males graduating on a Distinguished Academic plan. In this study, African American males who graduated on a Distinguished Academic plan were much more likely to have been involved in UIL activities than were African American males who had not been involved in UIL activities. It should be noted that, however, the graduation rates of African American males on a Distinguished Academic plan were low for both groups of students. African American males who participated in UIL activities obtained a high school diploma under the Distinguished Academic Plan at a .05% rate, compared to a rate of only .02% for African American males who had not participated in UIL activities. As such, results may be interpreted to mean that African American males who participated in University Interscholastic League activities had graduated at higher rate on a Distinguished Academic plan than African American males who had not participated in such activities. The result suggests that both groups had low graduates with Distinguished Plans

**Research Question Three**

Did University Interscholastic League participation increase the number of African American males graduating on a recommended academic plan?

Statistically significant relationships were established between graduating on a Recommended Academic plan and involvement in UIL activities. In this investigation, African American males who participated in UIL activities were much more likely to graduate with a Recommended Academic plan than were African American males who did not participate in UIL activities. African American males showed a 10% greater likelihood of graduating on the Recommended Academic Plan following participation in UIL activities. From the counseling perspective, one could also examine the role UIL participation and extracurricular activities play in the development of the schedule of classes. This is instrumental in maximizing the greatest number of students to participate in UIL activities while completing required curriculum subjects for graduation. Having earned a high school diploma on a Recommended Plan, students have the ability to attend a four year college as opposed to being only limited to a community or junior college if graduating on a Minimum Plan.

**Implications for School Leaders**

Limited research existed regarding the graduation rates of African American males who participate in University Scholastic League activities versus African American male students who did not participate in University Scholastic League activities. The results from this study can serve as a strong baseline for counselors, administrators, and parents in encouraging African American males to participate in UIL activities, including athletics, band, choir, and academic decathlon.

The findings in this study provide support for the notion that participation in UIL activities has strong positive implications for African American males' academic success in graduating high school. Students who participated in UIL activities not only graduated at higher rates, but also had an increased likelihood of graduating at higher rates on Distinguished Academic plans and on Recommended Academic plans.

Financial constraints have forced many school leaders to reconsider or reduce funding for extracurricular activities especially those that do not generate funds into the schools coffers. Superintendents, Assistant Superintendents, and Principal should consider the positive impact of extracurricular activities in the development of school communities. As noted in a study by the National Middle School Association (NMSA) (2003, p. 3), educational leaders should evaluate the usefulness of extracurricular activities by asking the following questions:

- “What is the ultimate purpose of the program?”
- “How will this program affect student growth, development and achievement?”

Of those educational decision makers who suggest that involvement in extracurricular activities create distractions or lessen time for educational pursuits, the results of this study indicate that a closer examination is needed of the consequences of denying students the right to participate in extracurricular activities in order to get them to work harder in the classroom. As Holloway (2000, p. 88) argues, “These kinds of exclusionary policies may well damage overall achievement and work against those students who could benefit most directly from involvement.”



### **Implications for Further Research**

Implications for future study included to conduct the same analyses for Hispanic males utilizing the same research questions. Hispanic males, similar to African American males, have many barriers to deal with as it relates to completing high school graduation. Research regarding Hispanics, merits attention between many of these students may face additional barriers in education including, bilingual or ESL (English as a Second Language).

Research Questions One, Two and Three all had a positive relationship to higher graduation rates, higher distinguished and Recommended Academic Plans for students who participated in University Interscholastic League activities. Future researchers may choose to investigate the role academic eligibility standards in Texas play in the relationship between students who participated and their enrollment in a four university immediately upon graduating from high school. Many students have to deal with the strict No Pass No Play law in Texas, which ultimately affects their eligibility to participate in extracurricular activities. To determine the effectiveness of UIL on graduation rates, it would be noteworthy to track the outcomes of students who participate in non-UIL related activities such as Future Farmers of America, Future Business Leaders of America, Junior Reserve Officers' Training Corps and other clubs and activities.

Future researchers might also benefit from the inclusion of minority females as they face challenges based on race, sex, and social economic status. Insight may be gained as to their rate of participation in extracurricular activities and the reduction of

teenage pregnancies and other incidences that may be unique to the experiences of females.

Longitudinal studies may follow student cohorts from junior high school throughout high school. Junior high years are pivotal in shaping future outcomes of young adults. It is a period of forming attitudes values and habits of mind that will largely direct their behaviors as adults (National Middle, 2003, p.1). Understanding the significance of the introduction of extracurricular activities during such an impressionable stage may provide educators with greater insight into the role that extracurricular activities play in student retention and academic success.

Other measures of success might also be studied as this researcher focused primarily on the correlation between participation in UIL activities with graduation rates and the rate of graduates who study under the distinguished and recommended academic plans. Such measures might include physical, social, emotional, and moral development. A study by the National Middle School Association (2003) indicated that academic success is dependent on such developmental needs being met.

Additional variables might also be introduced in future studies such as the social economic status and marital status of participant's families. To what degree do these factors play when coupled with the prospect of involvement in UIL activities? For example, while it is widely noted that many students from low economic status look to sports in particular as a means of securing a college education and ultimately a way out of poverty, their efforts may be hindered by family demands.

The results of this study may inform both government policy-makers and education practitioners in the district and campus levels, regarding important

considerations they should give to African American male participation in UIL activities as it is correlated to their graduation rates. After studies show the advantage of African American males' participation in UIL activities and how their graduation rates are higher, strong consideration should be given to make UIL participation a requirement for all African American males. After a more conclusive study pinpoints to the greater benefits of the University Interscholastic League, districts should provide more opportunities for all students to participate. This will require the faculty of The University of Texas at Austin that teach in the area of UIL that they direct, to train more local school district teachers and administrators, but initial steps may be started and the accomplishment of the goal may be planned on a certain timeline. A study should be conducted to understand the impact of UIL participation on graduation rates as viewed by parents and students.

### **Conclusion**

School leaders faced many pressures on a daily bases to improve test scores and increase graduation rates of their student body. African American males have had a history of underachieving for many decades in the public school system. This study showed that if African American males were involved in extracurricular activities on their high school campuses they have a high likelihood of graduating (Pinkus, 2008). Not only will these young men graduate at higher rate, but also at higher rate on a Distinguished Academic plan or on a Recommended Academic plan that will allow them to attend four year universities.

It is implied that African American males who participated in University Scholastic League activities versus African American male students who did not

participate in University Interscholastic League activities for this specific study produced better graduation rates. The purpose of the UIL is to organize and properly supervise contests that assist in preparing students to be productive citizens. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants. Sensible organized competition under proper controls has demonstrated its value and has furnished inspiration to talented students for many years.

Participation in the University Interscholastic League teaches that it is a privilege and an honor to represent one's school. Students learn to win and to lose; to take as well as to give. Self-motivation and intellectual curiosity are essential to the best academic participants. Interscholastic competition is a way to encourage youngsters to enrich their education and expand their horizons. Leadership and citizenship experiences through interschool activities help prepare students for a more useful and wholesome life. The UIL exists to provide educational extracurricular academic, athletic, and music contests. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis ([uiltexas.org](http://uiltexas.org)).

In closing, specific goals associated with participating in UIL activities included: refining physical and mental skills; nurturing self-realization and build self-confidence; feeling a sense of pride and dignity; experiencing teamwork and develop a sense of fair play; developing the ability to lead and the willingness to follow; fostering self-discipline and perseverance; learning to appreciate that rules, consistently applied, create order and discipline; and learning to accept graciously the decisions of judges and officials ([uiltexas.org](http://uiltexas.org)). This study showed that African American male UIL participants not only

were exposed to these goals, but that they also graduated at a higher rate than African American male non UIL participants.

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Appendix A  
Approval from the University of Houston Human Subject Research Committee

**UNIVERSITY of HOUSTON**  
DIVISION OF RESEARCH

July 18, 2012

Mr. Kenneth Gay  
c/o Dr. Michael Emerson  
Educational Leadership & Cultural Studies

Dear Mr. Kenneth Gay,

Based upon your request for exempt status, an administrative review of your research proposal entitled "Play or No Play Implications for African American Males Academic Success" was conducted on July 11, 2012.

At that time, your request for exemption under Category 4 was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review. \* Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,



Kirstin Rochford, MPH, CIP, CPIA  
Director, Research Compliance

\*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire June 1, 2017. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 12542-EX



## Appendix B Consent to Participate in Research Form

### RESEARCH STUDY REQUIREMENTS

[REDACTED] Independent School District

1. Participants – specific employee(s) or student(s) that will be involved in the project selection. Please include selection criteria for participants.
2. Supervising school and professor.
3. Method of obtaining data for study including the eligibility criteria for participants.
4. How the researcher will use the data obtained in the study.
5. Copy of any survey or interview questions and a copy of all pertinent attachments including, but not limited to:
  - questionnaire instrument
  - informed consent(s)
  - letters of approval from cooperating institutions
  - copy of external support proposal if applicable etc.
6. A brief description of proposed research; include hypotheses and research design.
7. A statement that describes the anticipated benefits to subjects, and the importance of the study to [REDACTED] ISD.
8. A statement from the university indicating that any human subjects involved in any project in [REDACTED] will not be exposed to any physical, psychological, or social injury.
9. Letter of approval from the university Internal Review Board.

**Independent School District**  
**Permission to Apply for Research Study**

You must first obtain the approval of the appropriate district level administrator prior to beginning a master or doctoral research project. Complete this form, attach all RESEARCH STUDY REQUIREMENTS, and submit it to the Assistant Superintendent of Curriculum and Instruction.

1. Applicant's
  - a. Name's & Title's \_\_\_\_\_ Date \_\_\_\_\_
  - b. School/Building (if employee) \_\_\_\_\_
  - c. Telephone number \_\_\_\_\_
2. Description of proposed research
  - a. Title of project \_\_\_\_\_
  - b. Duration of project (e.g., 6 months, 3 years) \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_
  - c. Description of people participating in the project:
    - (1) Number \_\_\_\_\_ (2) Age(s) \_\_\_\_\_ (3) Grade Level(s) \_\_\_\_\_
  - d. Name's of school/s \_\_\_\_\_
  - e. Does this research require hiring additional employees? Yes ☐ No ☐

How many? \_\_\_\_\_ Positions and Number \_\_\_\_\_
3. Who is your subject area program director if you are an \_\_\_\_\_ employee?  
 Have you discussed this project with him/her? Yes ☐ No ☐
4. How will the proposed research benefit \_\_\_\_\_ students? \_\_\_\_\_

5. Attach Research Study Requirements as stated on the following page.

**FOR OFFICIAL USE ONLY**

Campus Administrator(s) _____	Date _____
Cabinet Level Administrator _____	Date _____

Assistant Superintendent of Curriculum/Instruction _____	Date _____
Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	