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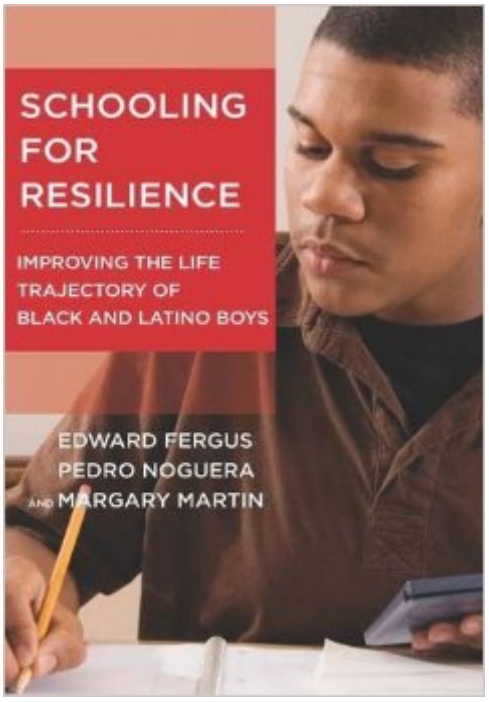
Schooling For Resilience: Improving The Life Trajectory Of Black And Latino Boys (Youth Development And Education Series)



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Synopsis

As a group, Black and Latino boys face persistent and devastating disparities in achievement when compared to their White counterparts: they are more likely to obtain low test scores and grades, be categorized as learning disabled, be absent from honors and gifted programs, and be overrepresented among students who are suspended and expelled from school. They are also less likely to enroll in college and more likely to drop out. Put simply, they are among the most vulnerable populations in our schools.Schooling for Resilience investigates how seven newly formed schools, created specifically to serve boys of color, set out to address the broad array of academic and social problems faced by Black and Latino boys. Drawing on student and teacher surveys, focus groups, interviews, and classroom observations, the authors investigate how these schools were developed, what practices they employed, and how their students responded academically and socially. In particular, they focus on the theory of action that informed each schoolâ ™s approach to educating Black and Latino boys and explore how choices about school structure and culture shaped studentsâ ™ development and achievement. In doing so, the authors identify educational strategies that all schools can learn from. This thoughtful, passionately argued volume promises to influence efforts to improve the achievement and life outcomes of Black and Latino boys for years to come.

Book Information

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Customer Reviews

This book isn’t about how to make resilient Black and Latino male students in schools the country

over. This is an analysis of seven schools designed for boys of color and it asks if they accomplish their goals. Please note that the sample size is small and the book says two of the schools were shut down quite soon as their test scores were too low. The book implies that these schools are now legal under No Child Left Behind. However, when such schools were made in the 1990s, I believe they were deemed a violation of the Civil Rights Act, as being discriminatory against female students. Professor Michael Messner said he opposed schools for boys of color as the presence of female classmates is not the reason why so many boys of color do not score as well on standardized tests as other groups. The book doesn't make much of a solid conclusion, but please know that it can be critical of these schools, rather than just gushy. I get the sense that when the book states "Black and Latino," it really means more "African-American and Afro-Latino" than it means non-Black Latino males. If you see the program "Dropout Nation," it showed Latino students who were at-risk in ways that African-American students were not, i.e., (illegal) immigration matters. Here you never hear of Latino-specific concerns. The schools may have been a tad bit selective, but they brought in students with academic challenges. These were not magnet schools that may have a leg up just by having above-average students naturally. I like that "boys of color" are not treated as a monolithic group. There are a few pages about sexual orientation issues and concerns about gender-nonconformity. I admire Dr. Pedro Noguera immensely, but I wasn't feeling this book the way I assumed I would. In fact, it took me quite awhile to read it as it became less exciting to me.

Excellent volume.

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