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FOUNDATIONS, LEADERSHIP, AND  
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UNDERSTANDING THE EXPERIENCE OF HIGH-ACHIEVING  
BLACK-AMERICAN STUDENTS WHO MIGRATED FROM DISADVANTAGED  
INNER-CITY AREAS TO AN AFFLUENT SUBURB (234 pp.)

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Minority suburbanization has been a fast growing demographic shift in the United States during the first decade of the 21<sup>st</sup> century. The increasing influx of Black students to the suburbs presents new challenges to the schools in improving the academic performance of Black students. Considering the deep inequalities in institutions, family circumstances, and societal conditions between the inner city areas and affluent suburbs, an urban to suburban transition imposes serious challenges to Black students and their academic performance specifically. Departing from the more common, deficit orientation in studying Black academic performance, this study takes an anti-deficit approach using an interpretive qualitative methodology to examine the tapestry of the cultural and socio-economic translocation experience and its impact on high-achieving Black students. Using a combination of socio-cognitive acculturation theory, critical race theory (CRT), and ecological framework as the theoretical grounding, this study recognized Black students as experts on their experiential realities and capable to offer counter narratives concerning their translocation experience and success. The findings

revealed contextual details of conditions and adjustments involved in these high-achieving Black students' journey to achievement, and thereby contribute meaningfully to the enduring discourse on Black academic achievement. Explicitly, the combined importance of cultural competence and awareness, individual agency and accountability, parental support and discipline, caring teachers and engaging instructions appeared to offset the challenges induced by social location and social location change.

**Keywords:** urban-to-suburban translocation, high-achieving Black students, academic achievement, anti-deficit