

# The Academic Achievement of Black Immigrants: Selected Findings from *Young Children of Black Immigrants in America*

Dylan Conger

George Washington University

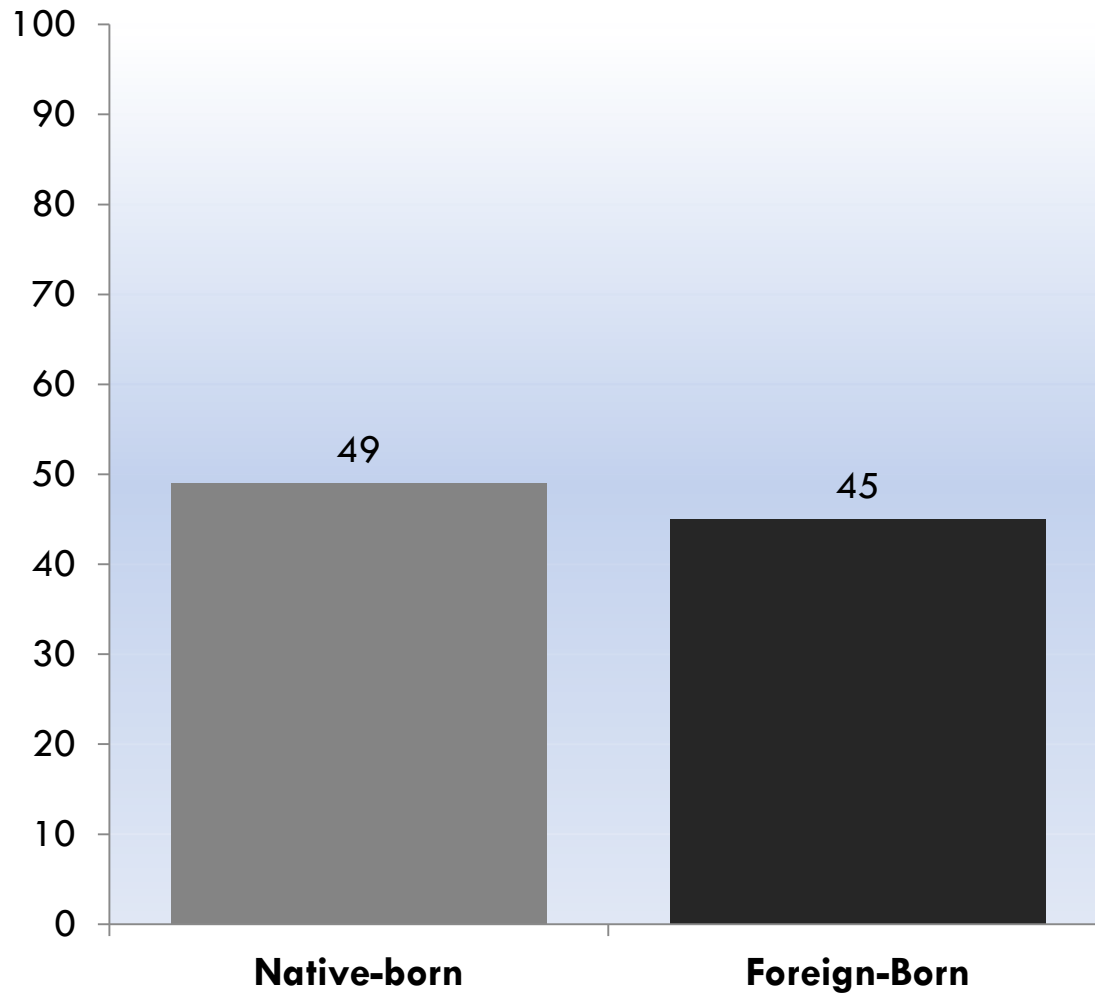
Trachtenberg School of Public Policy and Public Administration

# The Immigrant Paradox

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- Immigrant children tend to...
  - ▣ arrive with many risk factors, such as poverty, low parental education, limited English proficiency, minority status
  - ▣ show better health, developmental, behavioral, and educational outcomes than native-born peers *with similar background characteristics*

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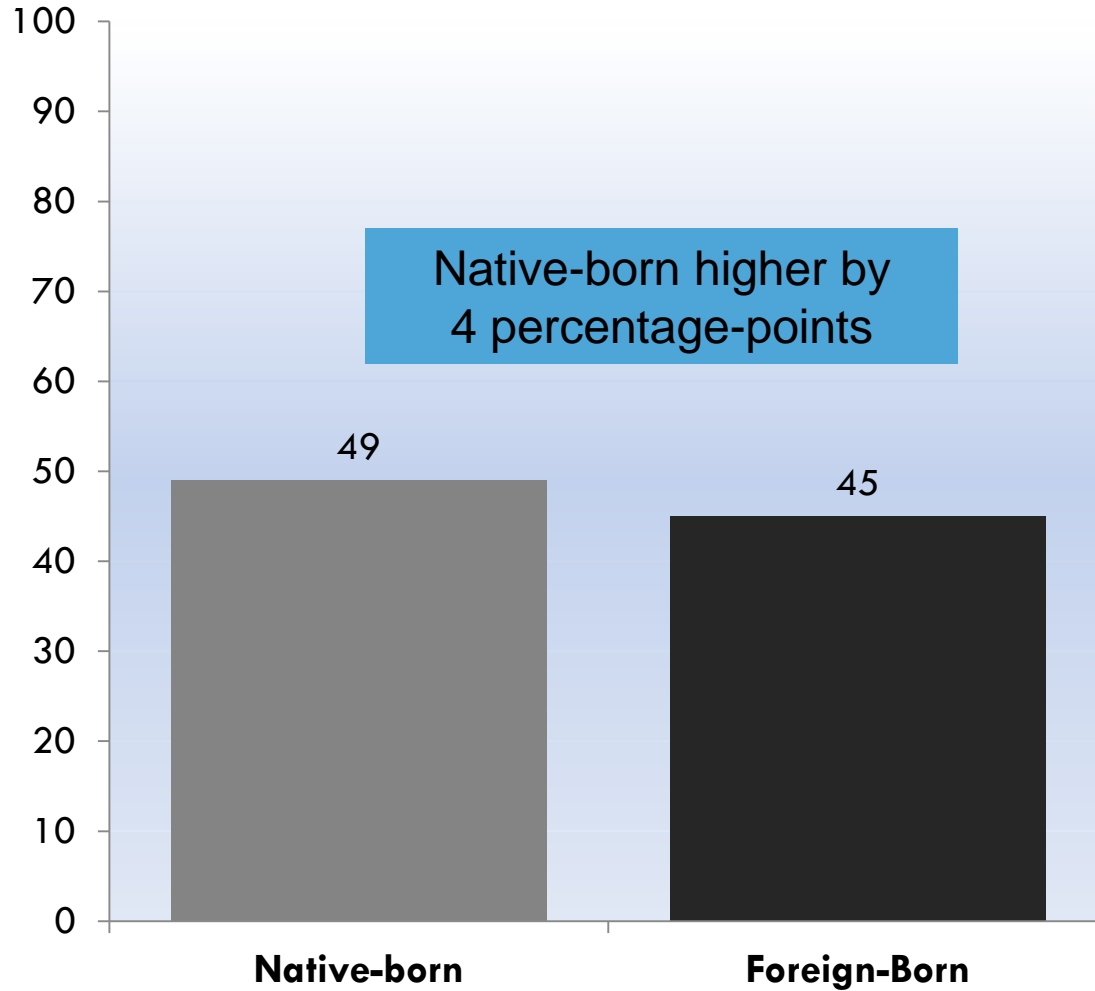


Figure 2. Reading Percentile Scores for Miami-Dade 3rd Graders who are *White, Nonpoor, and Fully English Proficient*

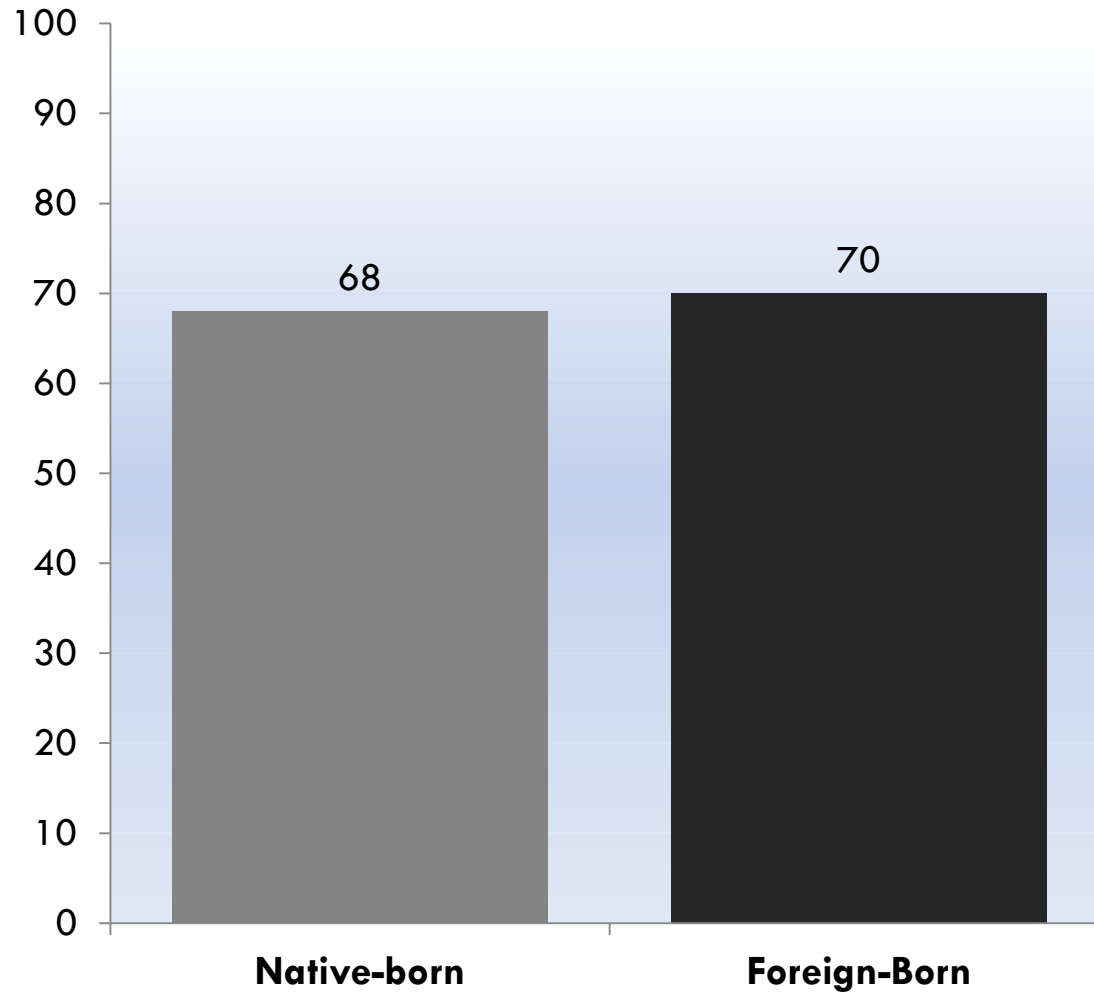
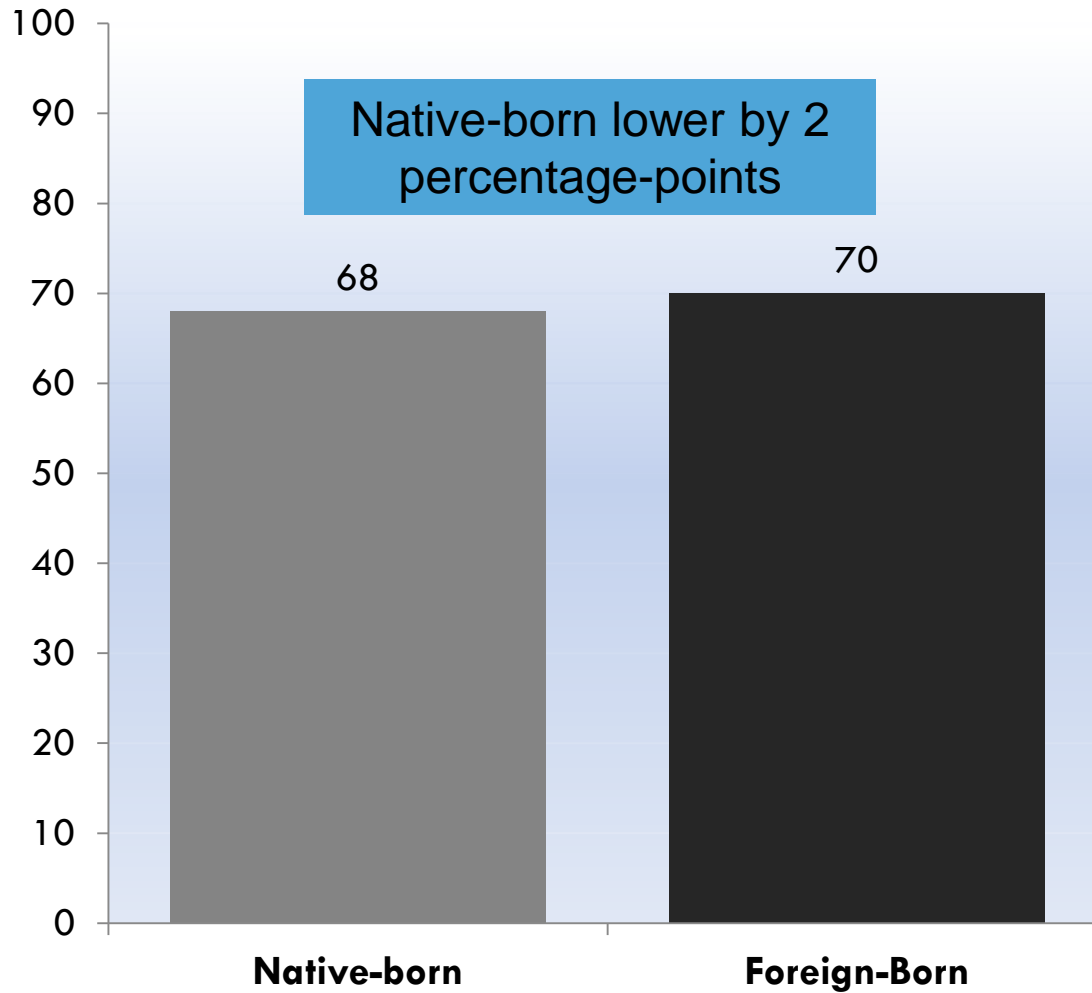


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# Some explanations for the paradox

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- Immigrants may be positively selected on traits that benefit their children:
  - Health and healthy behaviors
  - Educational aspirations
  - Work ethic
  - Family stability
  - Reliance on co-ethnic community members
  - Ability to cope with discrimination and racism

# Some questions in the paradox

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- Does the paradox apply to black immigrant children?
- What role does English language exposure play for black immigrant children?



# Conger and Hatch Chapter

- Use data from Miami-Dade public schools on 3<sup>rd</sup>-8<sup>th</sup> graders in the years 2003-2008 to..
  - compare the reading achievement of black immigrant and black native-born students
  - compare the reading achievement of black immigrants who live in homes where English is and is not the primary language spoken

# Summary of Findings

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- Black immigrants earn the lowest test scores of all students in the district
- Compared to native-born black students with similar backgrounds, black immigrants outperform and show larger improvements as they age
- Black immigrants in non-English speaking homes show the largest improvements in test scores

# Implications

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- Strengthen policies and programs aimed at removing barriers for all at-risk students
- Explore ways to promote and expand the strengths of the immigrant community