

PRESIDENT CLINTON: STRENGTHENING PUBLIC EDUCATION

September 9, 1998

In remarks to students, parents, and teachers at Hillcrest Elementary School in Orlando, Florida, President Clinton today called on Congress to act immediately to pass his education initiatives to strengthen public education. The President also announced the release earlier in the day of (1) a report on reading and math achievement scores of 4th graders in high-poverty schools and (2) federal school safety grants totaling \$16 million that will enable schools to partner with law enforcement officers to improve safety and discipline in schools.

4TH GRADE MATH AND READING ACHIEVEMENT. The President announced that the U.S. Department of Education today released a report on how students in high-poverty schools perform on the 4th grade math and reading National Assessment of Education Progress (NAEP) tests. The report documents a continuing gap in both reading and math performance between students in high-poverty schools and students in low-poverty schools; the report, however, also shows that the gap in math performance is declining.

- Math scores show significant achievement gains among 4th grade students in high-poverty schools between 1992 and 1996. The percentage of 4th graders in high-poverty schools that scored at least at the basic level increased from 26 percent in 1992 to 42 percent in 1996. A total of 27 states showed significant gains in math for 4th grade students in high-poverty schools.
- Achievement gap in math is significant but narrowing. In 1996, students in high-poverty schools scored an average of 22 points below their peers in low-poverty schools. In 1992, this gap stood at 28 points and in 1994, it was 24 points.
- Reading scores among 4th grade students in high-poverty schools remained relatively flat between 1992 and 1994. Only five states demonstrated significant gains in reading for 4th grade students in high-poverty schools.
- Achievement gap in reading is higher than in math. The average difference in reading achievement between students in high-poverty schools and students in low-poverty schools was 38 points in 1996. Even this gap, however, has declined somewhat from a total of 40 points in 1992 and 1994.

GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH

STANDARDS. President Clinton reiterated his call on Congress to pass education initiatives to help all children reach challenging academic standards, strengthen accountability, provide access to technology, improve the quality of teaching, expand Head Start and after school programs, and make our schools safe and drug-free.

Voluntary National Standards and Tests. President Clinton is calling for voluntary national standards and tests in 4th grade reading and 8th grade math to help students master the basic skills and to give parents,

communities, and educators accurate information on how well our students perform. In order to close the achievement gap, we have to set the same high standards for all children.

Education Opportunity Zones. President Clinton is urging Congress to strengthen schools in high poverty communities by providing funds to school districts that are raising student achievement by ending social promotions and requiring students to meet academic standards at key transition points; rewarding outstanding teachers and fairly and quickly removing ineffective teachers; and turning around failing schools.

Reduce Class Size. The President is pressing Congress to enact his proposal to reduce class size to a national average of 18 in grades 1-3, by helping local schools hire an additional 100,000 well-prepared teachers. Research shows that smaller classes increase student achievement and have the greatest impact on the academic achievement of disadvantaged students.

Helping Every Eight-Year Old Learn To Read. President Clinton is continuing to work with Congress to enact a child literacy bill to ensure that children receive quality instruction from well-trained teachers and have opportunities to develop their reading skills with trained tutors after-school time and on weekends.

Strengthening And Expanding Charter Schools. President Clinton is working with Congress to pass bipartisan legislation to strengthen federal support for the growing charter school movement.

Teacher Preparation and Recruitment. President Clinton is urging Congress to reauthorize the Higher Education Act, including his initiative to strengthen teacher preparation programs and recruitment of well-prepared teachers for underserved high-poverty schools.

Modernizing Our Schools. The President is calling for federal tax credits to help renovate, modernize, and build over 5,000 public schools nationwide.

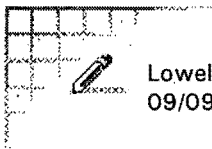
Extra Support for Students in High Poverty Schools (Title I). The President is pressing forward with his request for additional support to help 520,000 students in high-poverty schools to meet challenging academic standards. The House bill cuts the President's request by \$392 million, while the Senate bill is \$91 million below the President's request.

LEADING AN EFFORT TO KEEP OUR SCHOOLS SAFE.

New resources to create safer schools. The President today announced the release by the Department of Justice COPS Office of \$16.4 million in grants to 155 law enforcement agencies under the new School-Based Partnerships grant

program. The School-Based Partnerships grants will be used by policing agencies to work with schools and community-based organizations to address crime at and around schools.

Using community policing to combat and prevent school crime. The School-Based Partnerships program emphasizes the use of community policing and problem-solving methods to address the causes of school-related crime. The grants will help to forge or strengthen partnerships between local law enforcement and schools to focus on school crime and disorder problems such as drug dealing and use, assaults, threats, vandalism, and other student safety issues.



Lowell A. Weiss
09/09/98 09:07:17 AM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

Subject: thanks!

Draft 9/9/98 8:45am

Lowell Weiss

**PRESIDENT WILLIAM J. CLINTON
TALKING POINTS FOR VISIT TO HILLCREST ELEMENTARY SCHOOL
ORLANDO, FLORIDA
September 9, 1998**

Acknowledge: Puerto Rico Gov. Pedro Rosello; Lt. Gov. Buddy MacKay; Réps. Peter Deutsch, Robert Wexler, Corrine Brown; State Reps. Shirley Brown, Lars Hafner; Orange County Chair Linda Chapin; Principal Aliette [al-lee-YET] Scharr; PTA Pres. Susan Waldrip; teacher Claire Hoey [HOO-ee].

At this moment I think all of us would agree that America, always a blessed nation, is particularly blessed. We have the strongest economy in a generation. We have a dropping crime rate and rising wages. We have the lowest welfare rolls in 29 years and the highest home ownership in history. Our country has had a remarkable run of economic and social progress, and we have been able to promote peace and security and freedom around the world.

When times are good, some people want to take a breather. But the world is changing very fast every day. We cannot afford to let up. We have to bear down.

Last night, Mark McGwire broke the greatest record in baseball, and today all of America is still cheering that incredible achievement and the saluting what McGwire and Sammy Sosa have brought back to the sport of baseball. You think Mark McGwire is going to sit back and relax now that he's reached 62? You think he woke up this morning and said, I've done enough . . . now I'm going to stop swinging for the fences? You think Sammy Sosa is going to hold back now that he's at 58? Not a chance.

Today, I wanted to come to Hillcrest Elementary School to talk to you about why all of us have to keep swinging for the fences, even now that times are good. America faces big challenges to prepare our nation for the 21st century. We must use this moment to expand our economy; maintain fiscal responsibility by setting aside the budget surplus until we

have saved Social Security for future generations; expand access to quality health care; safeguard our environment; strengthen our democracy through campaign finance reform. And nothing we do will be more important than what you do here every day. The American economy -- and the American Dream -- depend upon giving all our children the finest education in the world.

This is not the wealthiest school in Florida, but it is rich in results. Reading and math scores are on the rise. Your classrooms are connected to the Internet, and students who don't have computers at home can borrow them to work on them at home with their parents. Students are thriving in foreign languages. And I think it's wonderful how you are reaching out to new mothers, so they can help their children develop cognitively from the very first days of life.

But here and across the country, there is more to do. Today the Department of Education is releasing a report that shows that while we are making progress, students in high-poverty areas continue to lag behind their more-advantaged peers in 4th-grade reading and math. In high-poverty schools, fewer than half of all 4th graders are scoring at least at the basic level in math. We cannot go strong into the 21st century if any of our children graduate without being able to perform basic math or read. We cannot go strong into the 21st century if any of our children are ill-prepared for the high-tech jobs of the future. We cannot go strong into the 21st century if the promise of America is an illusion to any one of our children.

Today, before the Congress, is an agenda for American education. It would move our nation forward on every front as we work to renew our public schools.

I have called on Congress to help give our children smaller classes. Here at Hillcrest, your classes are already below 18 in the early grades, and you can attest to how much more individual attention that allows. Across the country, we must give every child this advantage, by hiring another 100,000 well-prepared teachers.

I have called on Congress to help create safer schools. Congress must work with us to continue strengthening partnerships between local law enforcement and schools. For our part, just this morning the Justice Department released \$16.4 million in grants to 155 law enforcement agencies across the country. These grants will give police more resources to work with schools and community-based organizations to prevent crime at and around our nation's schools.

I have called on Congress to help connect all of our classrooms to the Internet by the year 2000 -- and help our teachers make the very best use of the new technology.

I have called on Congress to help give our children the opportunity to learn in safe, modern schools. What kind of signal do we send to a child whose one chance to make it in life is a decent education if every day the child has to walk into a school where the windows are broken, the paint is peeling, maybe a whole floor is shut down?

I have called on Congress to help raise our students' sights with voluntary national standards and tests. In order to close the achievement gap, we must set the same high standards for all children -- and help all children reach those high goals.

I have called on Congress to help create Education Opportunity Zones and expand funding for Title I. We must strengthen schools in high-poverty areas by rewarding outstanding teachers, by fairly and quickly removing ineffective teachers, by providing after-school instruction to help end the counter-productive practice of social promotion, and by providing the funding to help more than a half-million students in high-poverty areas meet challenging academic standards.

Time is running short for Congress to act. On October 1, three weeks from now, this year's budget will run out. Although there is much more work to do, the Senate has taken an important first step on the education agenda I have proposed. The House of Representatives, however, has taken a giant step backwards, advocating \$2 billion in extreme cuts. So today, I want to speak directly to the Members of the House: If you pitch me a bill that doesn't fund my request for after-school programs, education technology, and other vital education initiatives, I will be forced to knock that bill right back to the other side of the Mall.

Our children's education should not be a partisan issue. The fifth graders here today, who are working so hard to live up to the expectations of their teachers and the dreams of their parents, need us to work together. If we put our children's progress ahead of partisanship, there is no limit to what these children can achieve.

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WHITE HOUSE STAFFING MEMORANDUM

Date: 9/8/98 ACTION / CONCURRENCE / COMMENT DUE BY: ASAPSubject: FLORIDA EDUCATION EVENT REMARKS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	McCURRY	☐	☒
BOWLES	☒	☐	NASH	☐	☐
PODESTA	☒	☐	REED	☒	☐
ECHAVESTE	☒	☐	RUFF	☐	☐
LEW	☐	☐	SMITH	☒	☐
BEGALA	☒	☐	SOSNIK	☒	☐
BERGER	☐	☐	SPERLING	☐	☐
BLUMENTHAL	☒	☐	STEIN	☐	☐
EMANUEL	☒	☐	STERN	☐	☐
IBARRA	☐	☐	STREETT	☐	☐
KLAIN	☐	☐	VERVEER	☐	☐
LANE	☐	☐	WALDMAN	☒	☐
LEWIS	☒	☐	YELLEN	☐	☐
LINDSEY	☐	☐	<u>ELENA KAGAN</u>	☒	☐
MARSHALL	☐	☐	<u>MIKE COHEN</u> →	☒	☐
MOORE	☐	☐	_____	☐	☐
McGINTY	☐	☐	_____	☐	☐

REMARKS:

COMMENTS TO LOWELL WEISS (6-2734)

RESPONSE:

Draft 9/9/98 12:30am
Lowell Weiss

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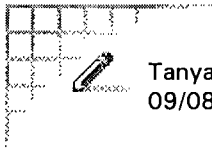
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Tanya E. Martin
09/08/98 09:28:12 AM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

Subject: Re: Press paper for tomorrow 



tanyawk.doc

The Program will be:

Principal -- Welcome

Teacher - intro Buddy McKay (school nominated teacher of the year)

Buddy McKay

Parent -- PTA President for 3 years -- introduces POTUS

POTUS



Ahette A. Scharr
Principal

Hillcrest Elementary School

"A School of Excellence"

1010 East Concord Street
Orlando, Florida 32803

Fax Cover

Fax Number: (407) 245-1779

Phone Number: (407) 245-1770, Ext. _____

Number of Pages (Including Cover) _____

To:

Tanya Martin

Fax Number:

202 456-7028

From:

Ahette A. Scharr

Comments:

Tanya - Please feel free
to give input and modify
words or time - I would also
love to have the President's speech
for our translators.

You can reach me at (407) 657-7563 Home
or 245-1776 Office
484-1861 Cell

Remarks of Aliette Scharr, Principal, Hillcrest Elementary Foreign Language Academy

A warm welcome to Hillcrest Elementary School to the President of the United States, Bill Clinton, to our other distinguished guests, to our Partners in Education, and to the parents. Hello to our teachers and students watching the proceedings in their classrooms.

Mr. President, the people assembled here have a common commitment, an interest in education. They represent the Federal, State, County and City Governments, the School District, the school itself, the Supporting Community and the School Community. The students you see before you are the Fifth Graders of Hillcrest.

Hillcrest is a small inner city school that may be described by some as disadvantaged. It is a Title I school with 87% free or reduced lunch. Almost half of our students are not proficient in the English language. A large percentage of our students are considered "at risk" because they come from single parent homes, shelters and transition homes.

Because of the rather unique challenges we face here, we essentially broken the mold and set up a system which I feel has been successful in meeting these challenges.

We have long appreciated the effort that both you and the First Lady have put forth for achieving excellence in education. Already, Hillcrest has benefited from one of the items on your agenda—the establishment of a decentralized school system that encourages innovation at the school level. It has allowed us to model much of what we do here on your vision of education for the new millennium.

Here are five key strategies that we have embraced to increase our effectiveness as a learning institution:

I. Make literacy the main focus of Hillcrest Elementary. We are the only K - 5 ELLI school in Florida. The Early Literacy Learning Initiative. This program combines complementary elements to promote literacy. One is to increase the proficiency of our staff's teaching skills in reading and writing. Another is to foster independent learning among students through access to self-paced, interactive learning stations. These empower students to take responsibility for their own learning with the support of expert teaching.

In addition, we have instituted a "Reading Recovery" program for first graders having difficulty learning to read. As mentioned in The First Lady's Book, It Takes a Village, this program is an outstanding early intervention for at-risk students.

2. Provide mathematics instruction with a real world context. We are having great success with a literature-based Australian model that *first* allows students to consider solutions for real life situations, before moving to hands-on calculations and finally to understanding the applied theory behind the solution.

3. Give teachers and students easy access to critical learning technology.

All of our classrooms are equipped with computers and connection to the Internet, providing a variety of interactive learning activities matched to each grade level.

In addition, the school maintains its own interactive home page which students can access from both home and school. Our World-wide home page communicates information about school issues and parenting issues directly to students and their families. For those families who don't have computers at home, the school provides Web-TV units which link them to the school and to the world via the Internet. Even the traditional "note from the principal" can now be replaced by E-mail directly to families.

4. Overcome language/cultural barriers to learning. Many of our students are of Hispanic or Vietnamese origin. Rather than label them as "English deficient", we consider each of them to be "language-enriched" and try to tailor instruction to meet their needs.

In addition, to ensure a learning environment that is all-inclusive, Hillcrest teachers are training to qualify for ESOL endorsement on their certificates. We also partner with Universities, agencies and organizations from the community to enhance our effectiveness. For instance, with the help of Mayor Glenda Hood's matching grants program, we were able to purchase the language lab units that you can see in action right now... enabling everyone in this room to listen to my remarks *simultaneously*.

5. Celebrate cultural diversity. Most uniquely, Mr. President, Hillcrest is preparing today's students to become tomorrow's "citizens of the world" by providing them with the opportunity to learn in two languages everyday. Our bi-lingual approach is both a profound "equalizer" and a competitive advantage for our students. You see, we, too, are building bridges into the 21st Century.

We thank you for the inspiration, Mr. President, and for your continued dedication to educational issues.

Of course, you know as well as I, that visionary leadership and innovation are only part of the education equation. Ultimately, success depends on the people that make it happen in the classroom everyday—America's teachers. For their all-important perspective, I would

like to introduce you to Mrs. Clair Hoey, Curriculum Resource Teacher at Hillcrest Elementary School.

Remarks of Mrs. Clair Hoey, Curriculum Resource Teacher, Hillcrest Elementary School.

Good morning, Mr. President and invited guests. It is a privilege to welcome you to Hillcrest and to have this opportunity to highlight some of the critical challenges I face everyday as an educator in this school.

There has, of course, been a lot of attention focused on such high profile problems as overcrowded classrooms, deteriorating facilities and safety. These are critical areas to be sure, and I am anxious to hear the remarks of the President on school safety. Additionally, I would like to call attention to a more subtle and very serious challenge.

This is the fact that many of our children come to us without adequate pre-school preparation, and from violent environments. You and the First Lady have helped to put the spotlight on early child development and scientific research into the relationship between learning and the physiology of the human brain. Tests show that early childhood caregivers can do much to stimulate the growth of neural connections and enhance later learning performance among preschool children.

Unfortunately, this opportunity is being squandered. Children are entering school with little background knowledge and learning aptitude for teachers to build on. The result is a wider gap in achievement among our students.

In response, our staff has been dedicated to studying the work of such child development visionaries as Eric Jensen and Howard Gardner. In an effort to make our classrooms more enriching for all students, we incorporate music, movement, Art and active learning in every classroom everyday.

One of the offshoots of our studies was the development of Hillcrest Brain Baby Kits. When mothers of our existing students give birth, they receive an activity kit containing books, toys, rattles, Mozart tapes and tape players, and nursery rhymes in every language. Along with the kits, we offer a once-a-month group session to share with these new mother the importance of early learning. The goal is to ensure that children who enter Pre-K at Hillcrest are ready to continue the process of learning.

This is just one example of how we as a school are taking the initiative to address the needs of children. However, we depend on lawmakers and policymakers at the local, state and national level to determine priorities and set the pace for educational reform. We are

fortunate to have in our state a leader whose commitment to children and to the quality of their education has never wavered... Lieutenant Governor, Buddy McKay.

INSERT REMARKS

Remarks of Susan Waldrip, President, Hillcrest PTA

Each weekday morning I stop by the school on my way to work to appear on the morning announcements delivering news about PTA and school activities or to just offer an encouraging word. Sometimes I dance or sing and Mrs. Scharr always shakes her head, smiles and says, "No wonder they call you Wacky Waldrip." As I see myself on the screen part of me always feels like I am getting away with something. And yes, I have spent plenty of times in the Principal's office.

Last week, I was promoting the big open house on Tuesday night and told the kids to bring aunts, uncles, grandpas... as many family members as they wanted because we wanted to have a good turnout.

So, Tuesday night comes and we've got a packed house. Everywhere I turn, kids are bounding up to me, their eyes sparkling with excitement... "Mrs. Waldrip! Mrs. Waldrip! I want you to meet my Uncle Tran..." "Mrs. Waldrip, I want you to meet my Aunt Maria..." Before the evening was over, I had met mothers, fathers, brothers, sisters, great aunts, uncles, and at least one second cousin twice removed. It was so amazing to see these kids bringing members of their extended families to visit their school. What struck me the most was how much pride I saw in their faces as they guided their relatives through the halls of Hillcrest.

I think that episode captures what is at the very heart of the vision our teachers, administrators and parents have for this school: to provide not just an education, but also a community; To create a very real sense of belonging for all the children of Hillcrest as well as for their families.

The immense value that is placed on every child here has created an incredibly fertile "common ground" upon which Hillcrest families have come together... from wealthy, middle class and working class neighborhoods, even from shelters.... Speaking English, Spanish, French and Vietnamese.

In the midst of so much economic and cultural diversity, we are seeing the creation of a community united by its love for children and by a deep concern for their future. As Hillary Clinton believes, "The Child is at the Center of the Vision". For me, the personal rewards of witnessing this transformation have been immeasurable. The bottom line is that cultural differences are celebrated and respected in our school community.

In the halls each day, I get a few more smiles, hear a few more laughs and see just a bit more hope in the faces of kids. Because someone believes in them, they are starting to believe in themselves. And, I'm starting to believe in a future for all of us.

And now, it my very great pleasure to introduce a man whose vision for the children of this country has qualified him to be an honorary member of the Hillcrest PTA— President Bill Clinton.



Hillcrest Elementary School

The Foreign Language Academy Magnet

*Aliette A. Scharr
Principal*

*11010 East Concord Street
Orlando, Florida 32803*

Aliette Scharr was born in Cuba and migrated to the United States in 1959. She attended Florida Schools and received her Undergraduate Degree in Elementary Education from Florida International University in Miami, her Masters Degree in Instructional Technology from the University of Central Florida, and her Educational Leadership credentials from Nova University.

She has been an educator for 17 years. She has been the principal at Hillcrest Elementary School for three years. During that time she has been recognized by the Orange County Reading Council as a Literacy Advocate, by Title I for her Outstanding Commitment and Service, and by the Florida Association of Elementary and Middle School Principals with the Little Red Schoolhouse award for her implementation of an Innovative Program in Foreign Languages. Aliette is married to David O. Scharr and has two children -- David and Alison.

Clair Hoey was born in Wichita, Kansas and received her education degree from Emporia State University. She has taught for 20 years in grade levels first through fifth. She has been a curriculum resource teacher for 10 years helping to coordinate curriculum, design teacher training, and support the classroom teacher through mentoring and coaching. She has had the honor of representing the faculty at Hillcrest and Cypress Park Elementary in the Teacher of the Year Program. Clair is married to Dennis Hoey and has two teenage children--Kevin and Lorraine.

Susan Waldrip

Susan was born in St. Louis, Missouri and moved to Houston, Texas. After graduating from high school and attending the University of Houston, Susan moved to Orlando, Florida, to pursue her performing career.

Susan has worked for Walt Disney World Entertainment since 1981. She has performed in a wide-variety of stage shows, and is currently a Production Coordinator for Epcot Entertainment Special Events.

Susan is beginning her 3rd year as the PTA President at the Hillcrest Elementary School Foreign Language Academy. Susan was named Orange County Schools "Volunteer of the Year" (1996-97) for community outreach efforts and contributions as PTA President; PTA chapter also recognized as "Outstanding PTA of the Year" under her direction. In 1998, Susan was honored with a "Lifetime PTA Membership Award."

Susan is married to Charles Waldrip. Charles is the Production Manager of "The Disney Crew," a drug awareness puppet show sponsored by Walt Disney World Community Relations. Susan has two daughters, Leonore and Mary Hannah. Leonore is in the 5th grade at Blankner Elementary School, where she is enrolled in A.A.I.M., Orange County Schools full-time gifted program. Mary Hannah attends the Hillcrest Elementary School Foreign Language Academy and is in the 3rd grade. Mary Hannah received a "Foreign Language Award" for her outstanding work in Spanish. Susan is very proud of her children.

PLANNING AND
EVALUATION SERVICE
ANALYSIS AND
HIGHLIGHTS

**School Poverty and Academic Performance: NAEP Achievement
in High-Poverty Schools**

BACKGROUND

This report presents findings from special analyses of student achievement on the National Assessment of Educational Progress prepared for Planning and Evaluation Services by the Educational Testing Services in conjunction with the National Center for Education Statistics.

The purpose of the report is to examine student achievement in the context of school poverty in the United States. Given the Department's long standing concern with the gap in achievement between students in high-poverty schools and their more advantaged peers, this report presents analyses of recent trend, national, and state NAEP assessment results in reading and math for 4th grade and 9-year old students in high- and low-poverty schools.

KEY FINDINGS

- **While the gap in reading and math achievement for 4th grade and 9 year-old students in high- and low-poverty schools is significant, there are some recent signs of improvement.**
 - The gap in average math scores between 9-year-olds in high-poverty schools and low-poverty schools was 22 points in 1996, down from a 28-point gap in 1992 and a 24-point gap in 1994. The achievement gap in reading between students in high- and low-poverty schools is substantially larger. The average difference in reading achievement between 9 year-old students in high and low-poverty schools was 38 points in 1996, although down from a 40 point gap in 1994.
- **In math, there has been an upward trend in achievement for 4th grade and 9 year-old students on NAEP since 1992.**
 - Data from the 1996 NAEP long-term trend assessment show a significant rise in the scores of 9-year-olds across all levels of school poverty since 1992. The percentage of 4th grade students in high-poverty schools scoring at least at the basic level on the NAEP national math main assessment was 42 percent in 1996, up from 26 percent in 1992. In 27 states there was a significant increase in the percentage of 4th grade students in high-poverty schools scoring at or above the basic level in math between 1992 and 1996.

- **Reading presents a more complicated picture. The gap in reading performance between students in high- and low-poverty schools is dramatically higher than the gap in math and NAEP scores have been stagnant across all levels of school poverty.**
 - Although data from the NAEP long-term trend assessment show an upward turn in the average reading scores of 9-year-olds between 1992 and 1996, results from the NAEP national assessment show a decrease in the percentage of 4th grade students in high-poverty schools scoring at the basic level in reading — from 33 percent in 1992 to 26 percent in 1994. (The main NAEP assessment in reading was not administered in 1996. Results from the 1998 NAEP main reading assessment are expected to be released in January, 1999.) State NAEP results reveal that 5 states experienced a significant increase in the percentage of students in high-poverty schools scoring at or above the basic level in reading between 1992 and 1994.

Copies of this Planning and Evaluation Service report are available by contacting the U.S. Department of Education at 1-800-USA-LEARN.

DRAFT

School Poverty and Academic Performance:

NAEP Achievement in High-Poverty Schools

A Special Evaluation Report for the National Assessment of Title I

**U.S. Department of Education
Office of the Under Secretary
Planning and Evaluation Service
Elementary and Secondary Division**

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Summary and Major Findings

Before we can realize a system of public education in the United States where *all* children can reach high standards, we must face the challenges of poverty, particularly concentrated poverty, and its effects on learning. Student achievement data reveal a large and longstanding gap in academic performance between students in high- and low-poverty schools at all grade levels. Children in high-poverty schools tend to begin school academically behind their peers in low-poverty schools and often are unable to close this gap as they progress through school.¹ Data from the long-term trend assessment of the National Assessment of Educational Progress (NAEP) show that in high-poverty schools (where 75 percent or more of the students come from low-income families) achievement is, on average, two or three grade levels behind that in low-poverty schools (where fewer than 25 percent of students are from low-income families).

Reducing this achievement gap is a great concern of the U.S. Department of Education. Although the federal role in education is limited — accounting for about 7 percent of elementary and secondary education spending² — federal resources are focused primarily on helping to provide high-quality education for students who live in poverty, are at risk of school failure, or have special needs.

According to the 1996 NAEP results, there continues to be a large gap in academic performance between students in high- and low-poverty schools. However the data show some recent signs of improvement for 9-year-olds and 4th grade students:

- ▶ Long-term trend data show that the achievement gap is narrowing. The gap in average math scores between 9-year-olds in high-poverty schools and low-poverty schools was 22 points in 1996, down from a 28 point gap in 1992 and a 24 point gap in 1994. The achievement gap in reading between students in high- and low-poverty schools is substantially larger. The gap in average reading scores between 9-year-olds in high- and low-poverty schools was 38 points in 1996, although down from a 40 point gap in 1994.³
- ▶ In math an upward trend in achievement is evident. Data from the 1996 NAEP long-term trend assessment show a significant rise in the scores of 9 year-olds across all levels of school poverty since 1992. The percentage of 4th grade students in high-poverty schools achieving at or above the basic level in math on NAEP increased from 26 percent in 1992 to 42 percent in 1996. In 27 states there was a significant increase in the percentage of

¹ U.S. Department of Education, Planning and Evaluation Service. *Prospects: Student Outcomes Final Report* (April 1997).

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey (1993-94).

³ Scores are rounded to the nearest whole number. Ten points in NAEP scores is approximately equivalent to one grade level.

students in high-poverty schools scoring at or above the basic level in math between 1992 and 1996.

- Evidence of overall progress in reading is also provided, although the most recent available NAEP main and state assessment data are from 1994. (The main NAEP assessment in reading was not administered in 1996. Results from the 1998 NAEP main reading assessment are expected to be released in January, 1999.) The gap in performance between students in high- and low-poverty schools in reading is dramatically higher than the gap in math performance. While long-term trend data show an upward turn in the average reading scores of 9 year-olds in high-poverty schools between 1992 and 1996, data from the 1994 NAEP national assessment in reading show a decline in the percentage of 4th grade students in high-poverty schools scoring at or above the basic level -- from 33 percent in 1992 to 26 percent in 1994. State NAEP results reveal that 5 states experienced a significant increase in the percentage of students in high-poverty schools scoring at or above the basic level in reading between 1992 and 1994.

Introduction and Background

Poverty is a significant problem for many of our nation's children. In 1995, the U.S. Bureau of the Census estimated that 20 percent of American children under the age of 18 lived in poverty, an increase of 5% since 1970. Moreover, both black and Hispanic children — at 42 and 39 percent poverty, respectively — are more than twice as likely as white children to be poor.⁴ Particularly in the urban core, communities are faced with dense concentrations of poverty that pose formidable challenges for schools. One-third of the children in America's cities live in poverty.⁵ In cities such as Detroit, New Orleans, Miami, Atlanta, and Cleveland, more than 40 percent of the children are poor. This poverty rate is twice the national average and twice the average poverty rate of the states in which the cities are located.

America's public schools must face the challenges of educating poor children. Overall, in 34 percent of U.S. public schools, half or more of the student population come from low-income families.⁶ In cities such as Baltimore, for example, the concentration of poor children in the city's schools is great. In over 80 percent of schools more than half the students fall below

⁴ Current Population Reports, *Poverty in the United States* (Washington, DC: U.S. Bureau of the Census, 1996).

⁵ U.S. Bureau of the Census Current Population Reports, cited in Lippman, Laura. *Urban Schools: The Challenge of Location and Poverty* (Washington, DC: National Center for Education Statistics, 1996).

⁶ U.S. Department of Education, *Fast Response School Survey: School Reform 1997-98*. Students from low-income families are defined as those whose children qualify for free and reduced-price school lunch.

the poverty line; in more than 50 percent of the city's schools, more than three quarters of the students come from low-income families.⁷

These statistics translate into severe educational disadvantage for many children. The effects of poverty on learning are profound. On the individual level, poverty has numerous correlates that inhibit learning. Children who live in poverty are more likely than other children to experience family disruption, abuse, or neglect. Poor children are more likely than their non-poor peers to grow up unhealthy and to become victims of crime.⁸ Low-income students are less likely to take challenging courses and more likely to drop out of school. Parents in economically disadvantaged families tend to have limited education and involvement in their children's learning. Teachers of low income students are less likely to have high expectations for academic achievement.

But the effects of poverty on student achievement are not isolated only to individual students who are poor. Research shows that the achievement levels of both poor and non-poor students decline as the poverty levels of schools increase. Low-income students in low-poverty schools have higher achievement than low-income students in high-poverty schools.⁹ Thus, the degree to which students are at risk of educational failure depends not only on their own situation; there is a significant poverty effect on all students in higher poverty schools.

In recognition of the strong relationship between poverty and student performance, the U.S. Department of Education, through Title I of the Elementary and Secondary Education Act (ESEA), provides approximately \$7.5 billion a year in financial assistance to improve learning for students, particularly those who are at risk of educational failure, in economically disadvantaged communities. Part of the purpose of the 1994 reauthorization of ESEA was to better target resources to address the needs of poor children attending schools with high concentrations of poverty. For example, Title I requires districts to rank and fund schools according to poverty levels, thereby ensuring that, within districts, resources are distributed to schools where needs are greatest. Because poverty affects the entire school environment, high-poverty schools are encouraged to adopt schoolwide programs to improve teaching and learning for all children.¹⁰

⁷ Maryland State Department of Education (1996).

⁸ Education Week, *Quality Counts '98* (Washington, DC: Author, January 1998).

⁹ U.S. Department of Education, *Prospects* (1997).

¹⁰ Some important qualifications must be noted in making policy interpretations about the impact of Title I based on the data in this report. First, the Department distributes Title I grants according to a congressionally mandated formula that reaches almost all districts and about 60 percent of schools — not only those with — particularly high levels of concentrated poverty. According to 1996 student-level NAEP data, 22 percent of 4th graders in U.S. public schools participate in Title I programs. Second, some of the NAEP results presented here pre-date the implementation of the reauthorized Title I. Although the NAEP national and state main assessments in

This report focuses on recent trends in student achievement in math and reading for elementary school students in high-poverty schools.¹¹ The data illustrate that poverty has a significant impact on student achievement. The data also reveal that there have been some improvements in achievement for 9-year-old and 4th grade students and some narrowing of the gap between student achievement in high- and low-poverty schools, particularly in math. But the data also point to reading as a particular challenge in high-poverty schools, where children lag well behind their peers in lower poverty schools, and students may not have the strong home support for literacy that may be critical to reading achievement.

Findings

Mathematics¹²

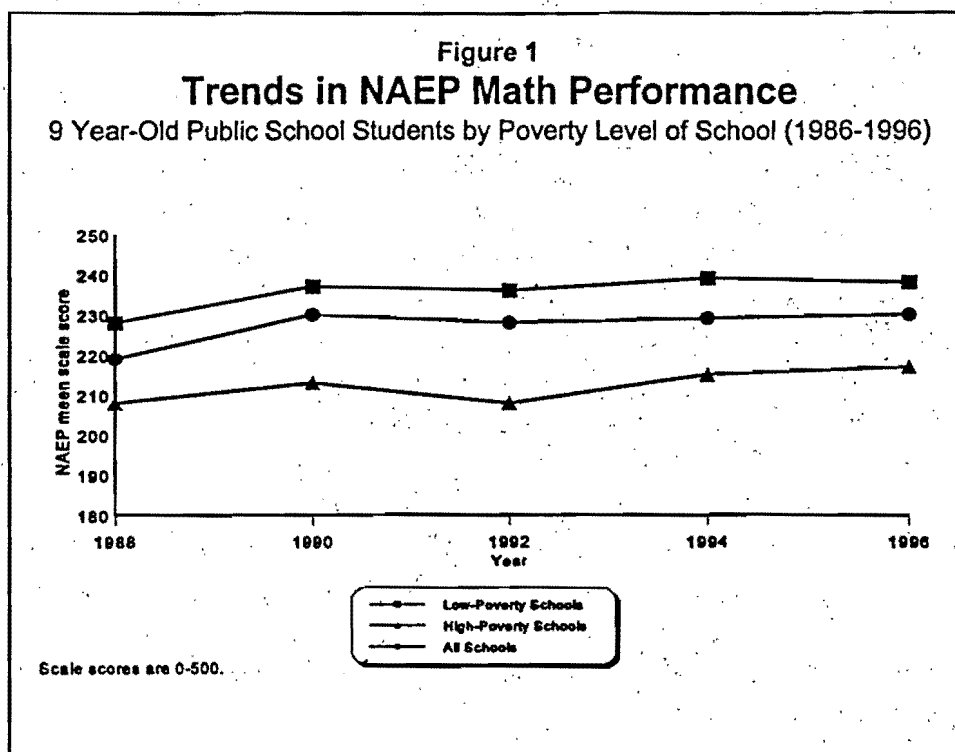
The NAEP long-term trend assessment shows generally upward trends in math achievement for 9-year-olds across all school poverty levels. The average scale score for 9 year-old public school students in math in 1996 was 231; in low-poverty schools, the average score was 238, and in high-poverty schools, the average scale score was 217. For high-poverty schools, this average scale score is a significant improvement over the average score in 1992, roughly equivalent to an increase of one grade level.¹³ Since peaking at 28 points in 1992, the achievement gap in math between students in high- and low-poverty schools has narrowed to 22 points in 1996; however the achievement gap in 1996 is approximately the same as it was in 1986. (Figure 1)

math were administered in 1996, the latest results in reading are from 1994. The 1998 NAEP results for both math and reading will be released in early 1999.

¹¹ This report presents NAEP data for 9 year-olds and 4th grade students. Data for 13- and 17-year-olds as well as 8th grade students are less reliable because of the large amount of missing and inaccurate data on school poverty (percentages of students receiving free and reduced-price lunch) as students reach middle and high school. See the last section of this report "Data Sources" for a more detailed description of the analysis.

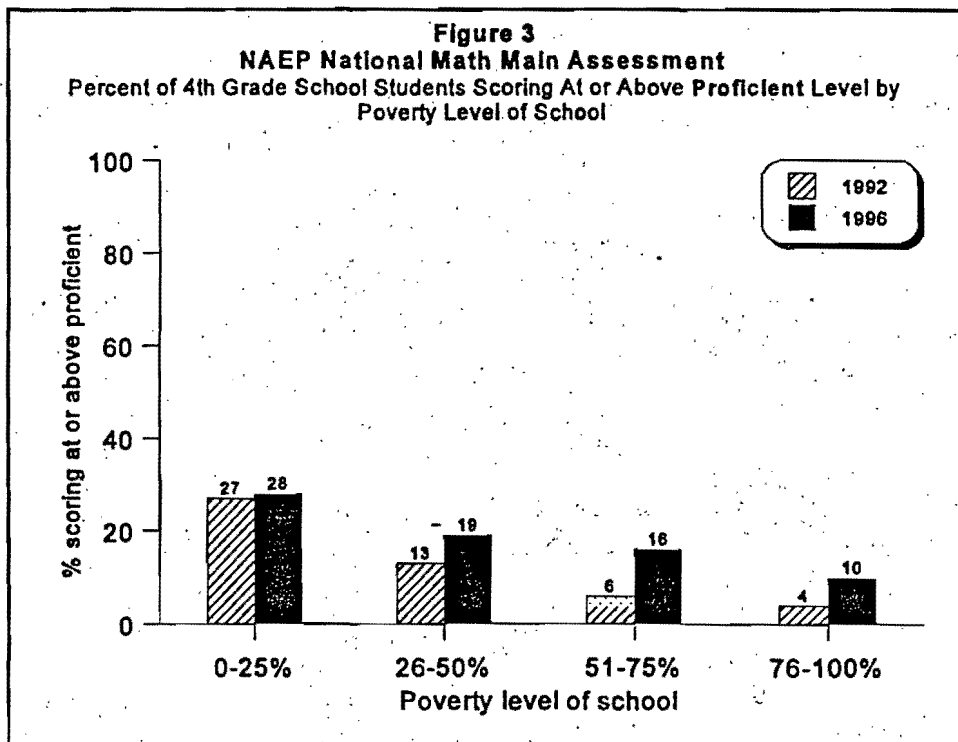
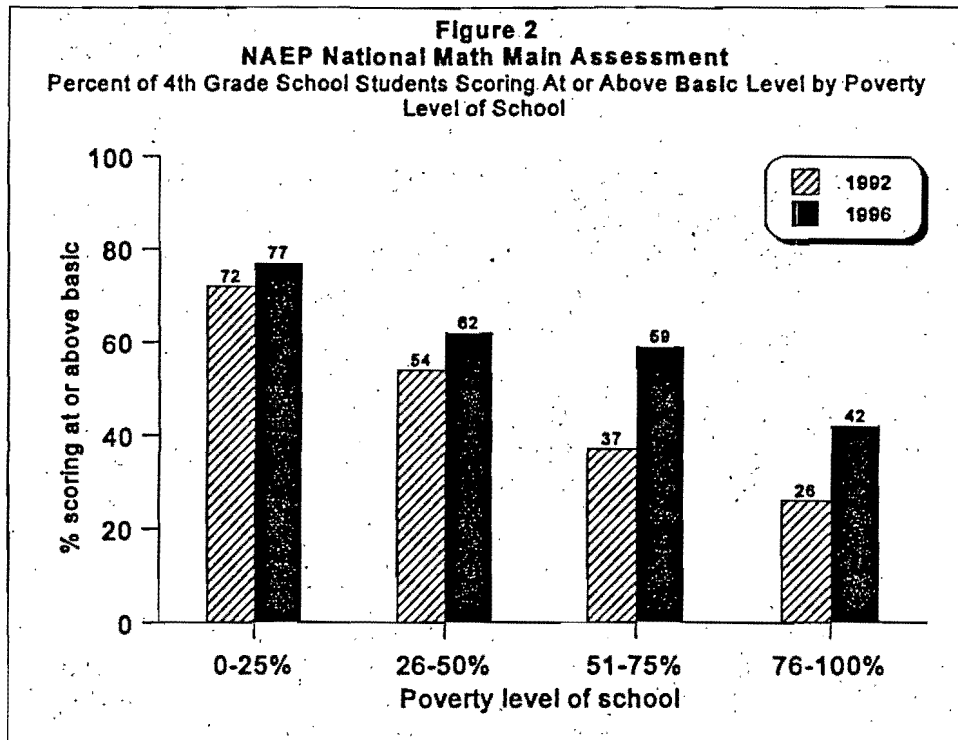
¹² For overall NAEP results in math, see Reese, Clyde; Karen Miller; John Mazzeo; and John Dossey. *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington, DC: National Center for Education Statistics, February 1997).

¹³ The average scale scores and percentages presented in this report are rounded to the nearest whole point. The change in NAEP math scale scores between 1992 and 1996 is statistically significant.

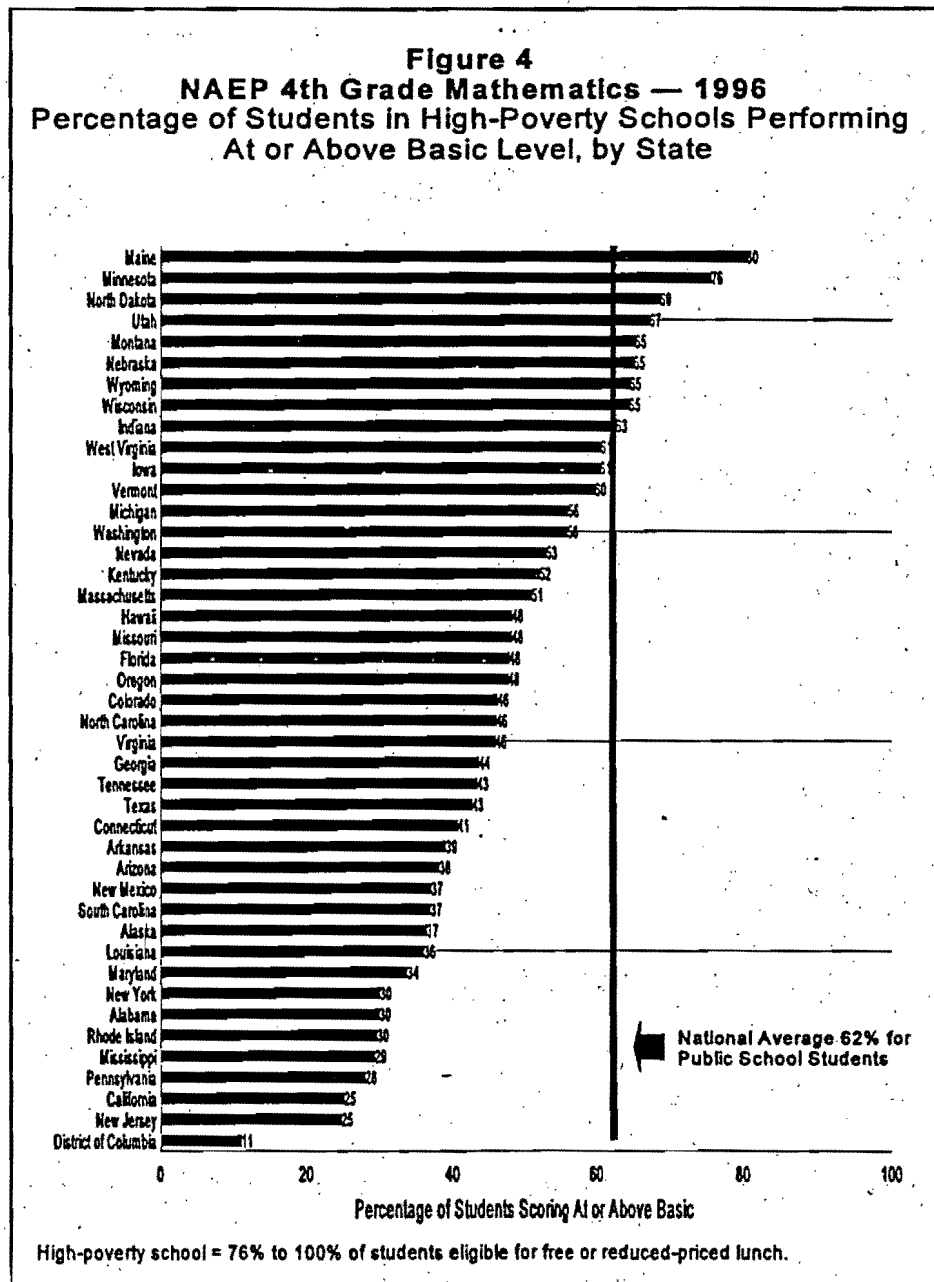


The NAEP national main assessment in math also shows improvements in achievement across all levels of school poverty. Although the gap between student achievement in high- and low-poverty schools remains large, the national assessment shows that largest gains in percentages of students scoring at or above the basic level in math in higher poverty schools. Compared to 1992, when 26 percent of 4th grade students in high-poverty schools scored at or above the basic level, in 1996, 42 percent scored at or above the basic level (Figure 2). As Figure 3 shows, the percentage of students in high-poverty schools scoring at or above the proficient level in math more than doubled between 1992 and 1996, a faster rate of increase than in low-poverty schools.¹⁴

¹⁴ According to NAEP, fourth grade students performing at the *basic* level in math should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals; and solve simple real world problems in all NAEP content areas. Students at this level should be able to use — though not always accurately — four function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information. Fourth graders performing at the *proficient* level in math should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real world problems in all NAEP content areas; and use four function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written responses should be organized and presented both with supporting information and explanations of how they were achieved.

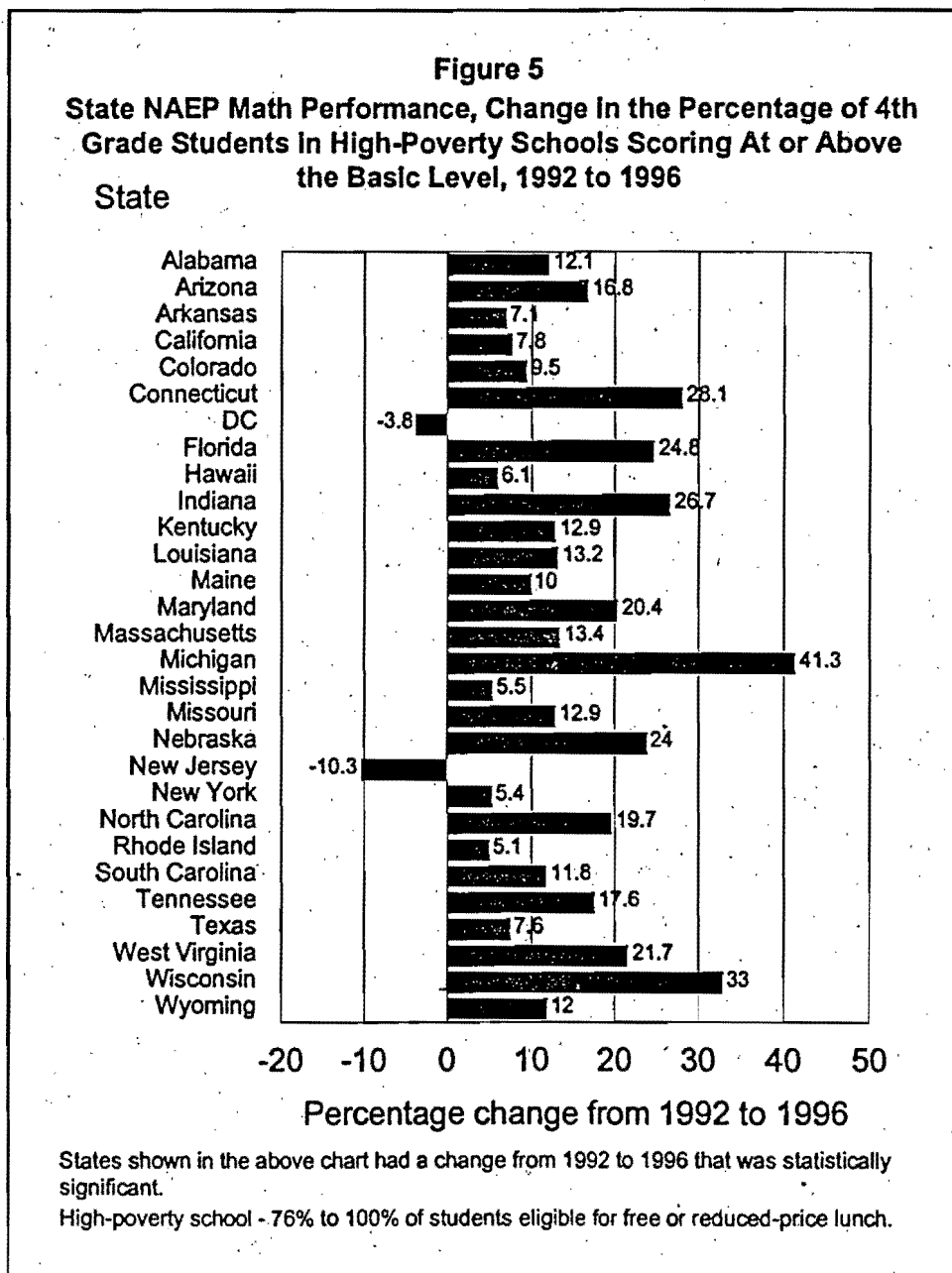


The state main assessment in math (Figure 4) in 1996 also shows encouraging results for high-poverty schools in many states. The graph below illustrates the percentages of students in high-poverty schools scoring at or above the basic level in math across the states. As the figure indicates, there is significant variation in how well students in high-poverty schools perform when we look across the United States. In nine states, achievement in the highest poverty schools meets or exceeds the national average of 62 percent at or above the basic level.¹⁵

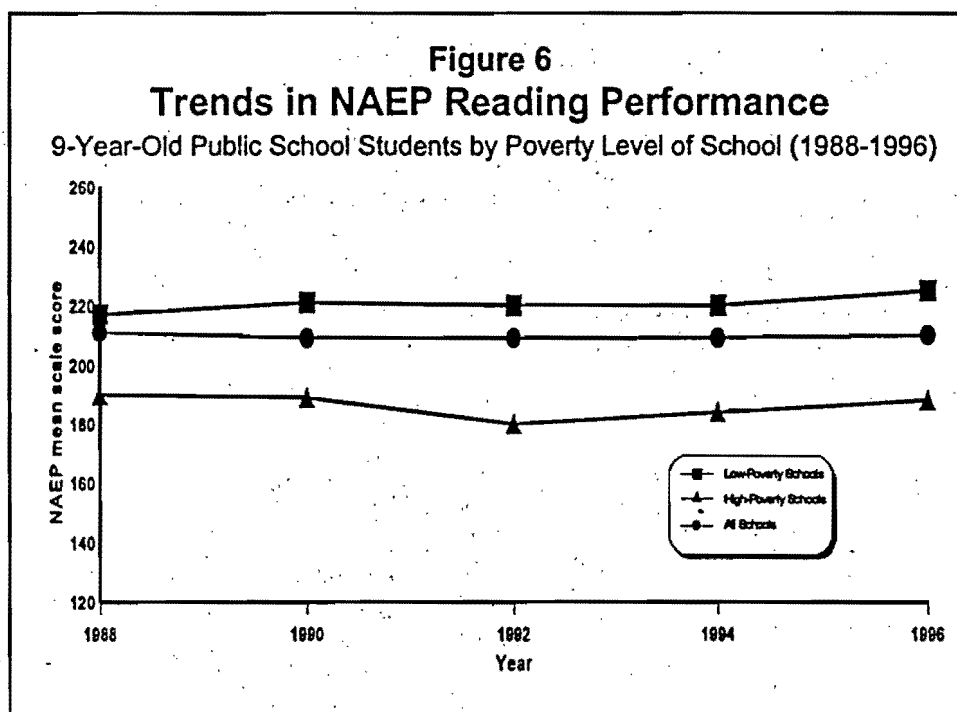


¹⁵ Not all states participated in the 1996 NAEP state main assessment. In addition, in the case of Delaware, the sample size was insufficient to make a reliable estimate for student achievement in high-poverty schools in the state. See Appendix for state results.

The percentage of high-poverty schools in each of these states, of course, varies dramatically. In the state with the highest ranked overall achievement of students in high-poverty schools, Maine, only 11 percent of students attend schools in the highest poverty category (with 75 percent or more students receiving free or reduced-price lunch). In the lowest ranked for achievement, Washington, DC, 62 percent of students attend high-poverty schools. Nevertheless, almost every state has registered improvement in math achievement for 4th grade students since 1992, and 27 states have seen significant improvement in math achievement for 4th grade students in high-poverty schools (see Figure 5).

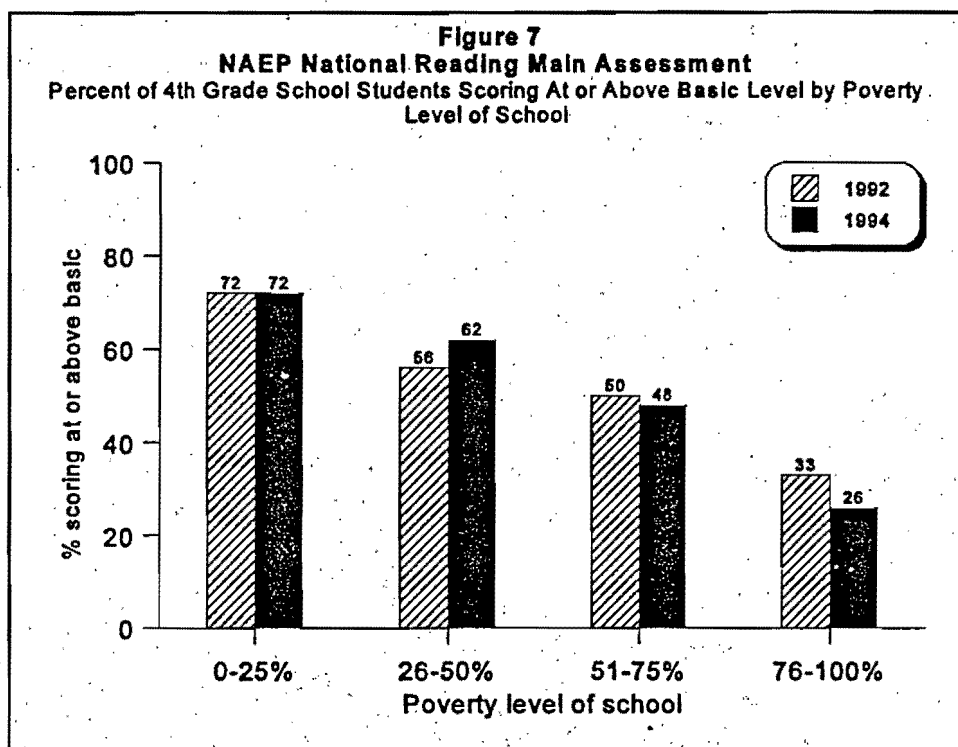


Student achievement data in reading, particularly for high-poverty schools, show less improvement over time. NAEP scores have been relatively stagnant across all levels of school poverty. Students in high-poverty schools trail their peers in low-poverty schools by a larger margin in reading than in math. In 1996, the gap in the average reading scale score between 9-year-old students in high and low-poverty schools was 38 points. Although this gap was narrower than the 40 point gap in 1992, the achievement gap in reading today remains larger than in 1988, when 27 points separated students on average in high and low-poverty schools. The average scale score for 9-year-old public school students on the 1996 NAEP long-term assessment in reading was 210 points. For low-poverty schools, the average scale score was 225. For high-poverty schools the average score was 188, up from 180 in 1992. (Figure 6)

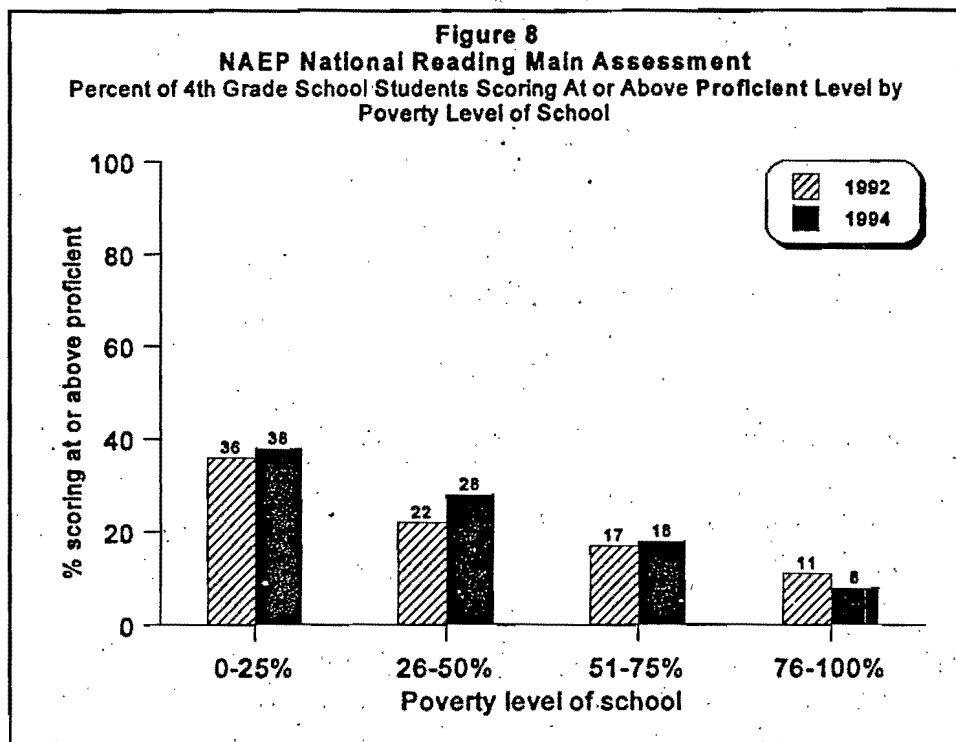


¹⁶ For overall NAEP results in reading, see *NAEP 1994 Reading Report Card from the National Assessment of Educational Progress* (NCES: Washington, DC, March 1996).

The most recent NAEP national main assessment data available in reading are from 1994. The data from this assessment show little change from 1992 in reading achievement across schools overall; however, the percentage of students in schools with more than 50 percent poverty who scored at or above the basic level declined. In 1992, 33 percent of 4th grade students in high-poverty schools scored at or above the basic level; in 1994, 26 percent scored at or above the basic level. (Figure 7) The percentage of 4th grade students achieving at or above the proficient level in reading also showed little change between 1992 and 1994. ¹⁷ (Figure 8)



¹⁷ According to NAEP, fourth grade students performing at the *basic* level should be able to demonstrate an understanding of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experience and extend the ideas in the text by making simple references. Fourth grade students performing at the *proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

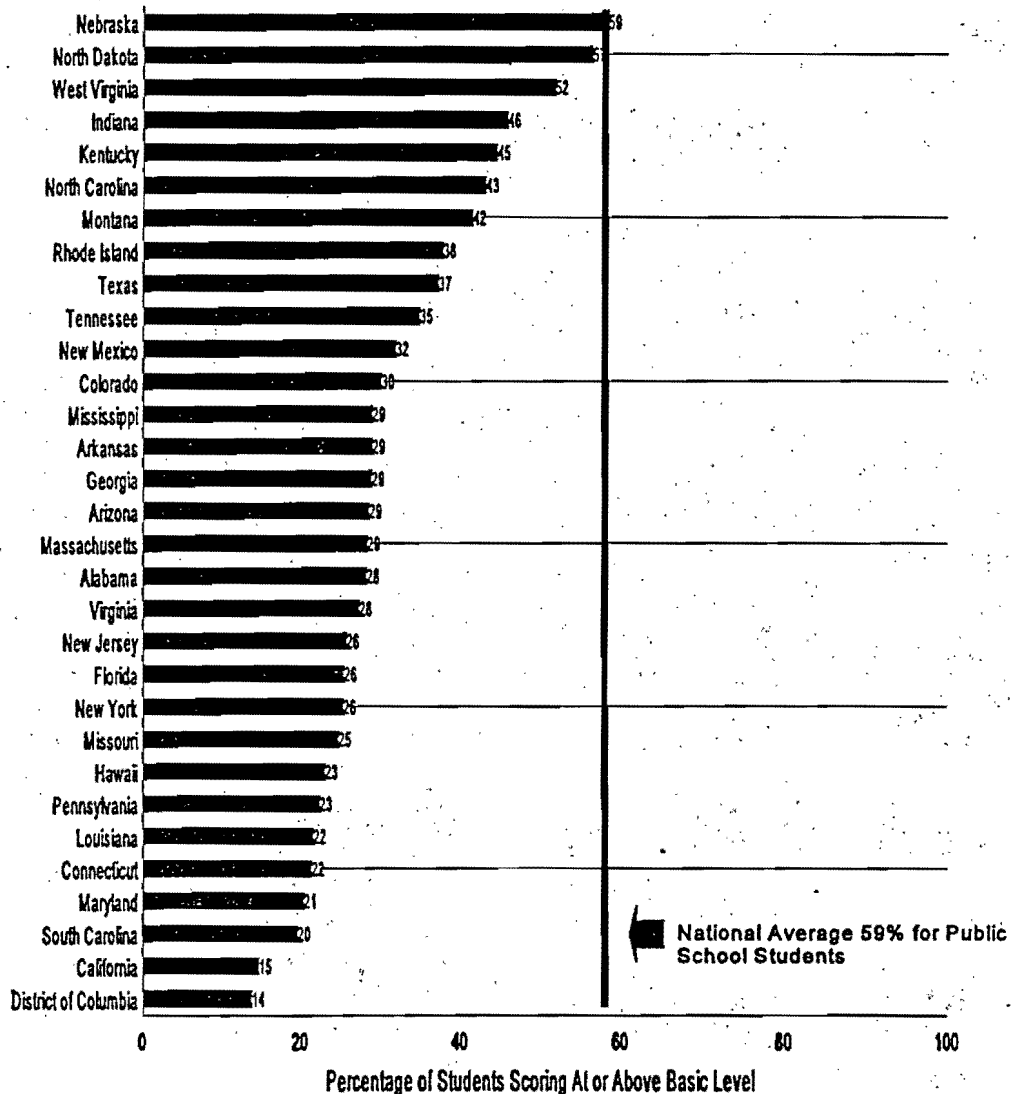


As

Figure 9 demonstrates, comparing the state-by-state NAEP achievement results in reading and math shows that reading achievement is not as strong as math achievement in the nation's highest poverty schools. In math, the average achievement in high-poverty schools matched or exceeded the national average for all public schools in nine states. In reading, the average achievement in high-poverty schools reaches the national average (59 percent at or above basic level) in only one state. Comparing 4th grade reading achievement between 1992 and 1994, only about half the states show increases in the percentage of students in high-poverty schools scoring at the basic level.¹⁸ Only five states demonstrated significant gains in reading for 4th grade students in high-poverty schools. (Figure 10)

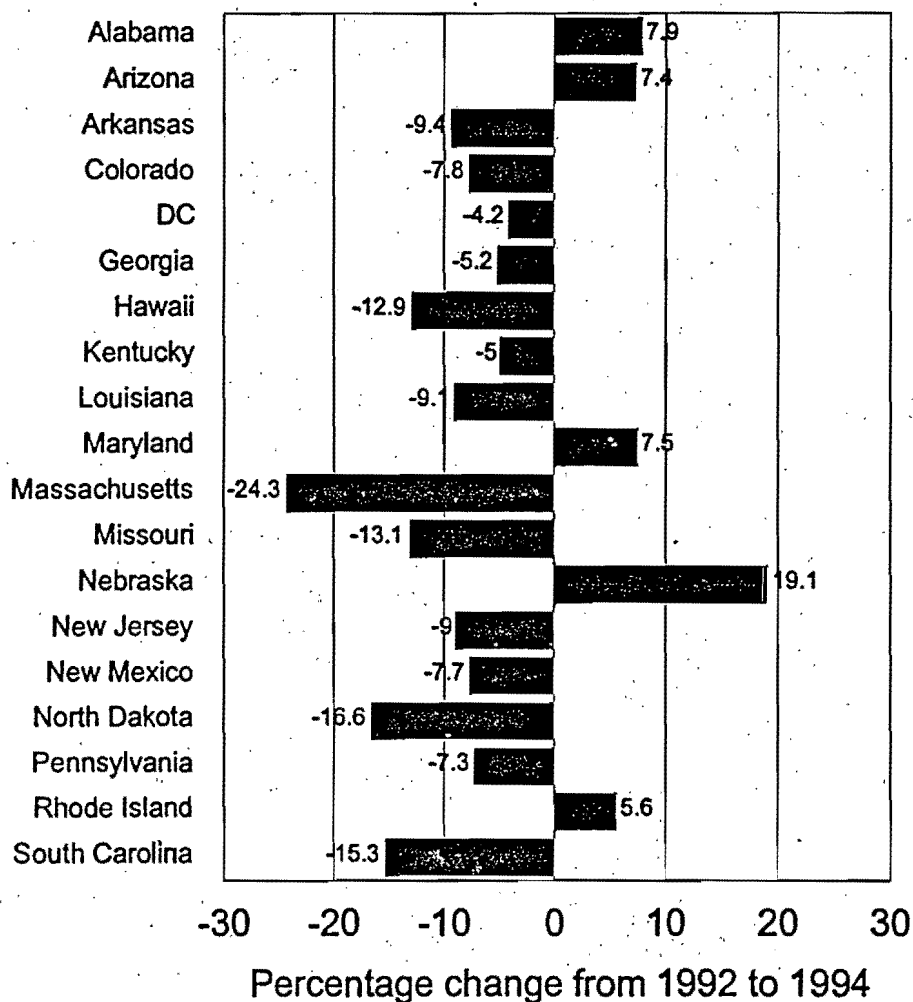
¹⁸ See Appendix. Not all states participated in the 1994 NAEP state main reading assessment. In addition, Delaware, Iowa, Maine, Minnesota, New Hampshire, Utah, Washington, and Wyoming had sample sizes that were insufficient to make reliable estimates about achievement in high-poverty schools.

Figure 9
NAEP 4th Grade Reading — 1994
Percentage of Students in High-Poverty Schools
Performing At or Above Basic Level, by State



High-poverty school = 76% to 100% of students eligible for free or reduced-priced lunch.

Figure 10
State NAEP Reading Performance, Change in the Percentage of 4th
Grade Students in High-Poverty Schools Scoring At or Above the
Basic Level, 1992 to 1994
State



States shown in the above chart had a change from 1992 to 1994 that was statistically significant.

High-poverty school = 76% to 100% of students eligible for free or reduced-price lunch.

Conclusions

These findings point to the importance of poverty as an important variable in explaining disparities in student achievement. Not only do poverty and other disadvantages associated with it have an impact on individual student learning, but the cumulative effects of concentrated poverty have profound consequences for the performance of entire schools. Although there is some positive news — there have been some gains and improvements in student achievement in the nation's highest poverty schools — the gap in performance between students in high- and low-poverty schools remains a great challenge for educators and policy makers committed to improving teaching and learning so that *all* students can reach high standards of achievement.

Data Sources

The NAEP data presented in this report were analyzed for the Planning and Evaluation Service of the U.S. Department of Education by the Educational Testing Service (ETS), in conjunction with the National Center for Education Statistics. NAEP is a nationally representative and continuing assessment of American students that aims to measure students' progress toward higher achievement. For this report, data were analyzed from three NAEP assessments:

(1) *Long-term trend assessment* — This assessment tracks student achievement of 9-, 13- and 17-year-olds over time by administering the same materials and replicating procedures for each assessment. The assessment is a valuable tool for examining trends in student achievement. The content and procedures of the assessment do not change. Its limitation is that it does not reflect current educational content. This report focuses on the achievement of 9-year-old students in high- and low-poverty public schools on the long-term trend assessment. Performance is reported as an average scale score, which ranges from 0 to 500. The trend data in this report track to 1986 in math (except for 1988, when no data were released on this NAEP assessment) and to 1988 in reading.

(2) *National main assessment* — This assessment presents national and regional results on NAEP. This report examines achievement levels for 4th grade students in 1992 and 1996 in high- and low-poverty schools by levels of proficiency (percent of students scoring at or above the basic and proficient levels). The assessment has different questions and tasks from the long-term assessment, reflecting current educational content and assessment methodology.

(3) *State main assessment* — This assessment reports student achievement in schools across the United States, state by state. In 1996, samples of students from 44 states and the District of Columbia participated in the state math main assessment. The NAEP state reading main assessment was last administered in 1994; a sample of students in 39 states and the District of Columbia participated in the assessment. This report focuses on the percentages of 4th grade students in high- and low-poverty schools in 1992 and 1996

scoring at or above the *Basic* level, defined as partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade, and the *Proficient* level, defined as solid academic performance.¹⁹

Educational Testing Service analyzed NAEP results for each of these assessments by level of school poverty (in quartiles 0-25, 26-50, 51-75, 76-100 percent poverty). The variable used to measure school poverty is the percentage of students in schools who receive free and reduced-price lunch. The item used in this report is a school-level variable taken from a NAEP questionnaire answered by school principals. For the purpose of this report, *high-poverty* schools are those in which more than 75 percent of students receive free and reduced-price lunch. *Low-poverty* schools are those in which 25 percent or fewer students receive free and reduced-price lunch.

A caution about the trend data on achievement and school poverty is needed because NAEP items measuring poverty have varied over time. The charts in this report use "percentage of students receiving free and reduced-price lunches" as a proxy to measure poverty, just as districts typically use this measure to rank order schools for Title I services. Yet, this variable has not been measured in the same way over time. Before 1992, schools were asked two open-ended questions as part of the NAEP school questionnaire that were used to compute a school poverty indicator. Schools were asked how many students were enrolled in the school, and how many were enrolled in the school lunch program. Beginning with, and since 1992, the school questionnaire includes a multiple choice question with eight categories, asking what percentage of students in the school are enrolled in the school lunch program.

¹⁹ U.S. Department of Education, National Center for Education Statistics (NCES).

Appendix
State NAEP Math Performance
Percentage of 4th Grade Students in High-Poverty Schools Scoring At or Above Basic

State	1992	Standard Error	Percent of schools in high-poverty category	1996	Standard Error	Percent of schools in high-poverty category
Alabama	17.9	1.2	19.0	30.0	1.0	34.8
Alaska	--			36.5	1.1	12.4
Arizona	21.4	1.6	12.2	38.2	1.1	30.0
Arkansas	32.0	1.4	11.5	39.1	1.1	25.5
California	17.4	1.3	18.0	25.2	0.8	22.9
Colorado	36.7	1.8	6.2	46.2	1.9	11.6
Connecticut	12.6	1.2	8.9	40.7	2.4	12.1
Delaware	*			*		
District of Columbia	15.0	0.8	54.7	11.2	0.7	62.3
Florida	23.0	1.8	14.7	47.8	1.2	31.3
Georgia	30.8	.7	17.2	43.6	1.5	38.4
Hawaii	42.1	2.8	4.0	48.2	0.9	33.5
Idaho	63.7	2.8	4.8	--		
Illinois	--			--		
Indiana	36.0	1.1	9.4	62.7	2.4	16.7
Iowa	61.4	2.5	5.4	60.5	2.5	23.4
Kansas	--			--		
Kentucky	39.1	1.6	10.3	52.0	1.1	27.9
Louisiana	22.9	1.0	34.0	36.1	0.6	51.3
Maine	70.4	4.9	7.7	80.4	0.8	11.1
Maryland	13.4	0.7	7.8	33.8	0.7	17.5
Massachusetts	37.5	1.7	11.4	50.9	2.8	8.9
Michigan	14.7	1.8	10.3	56.0	2.0	18.2
Minnesota	*			75.7	1.2	25.4
Mississippi	23.9	0.7	48.4	29.4	0.9	43.7
Missouri	35.3	1.0	11.2	48.2	1.3	19.4
Montana	--			65.3	2.0	25.0
Nebraska	41.1	3.0	7.3	65.1	1.2	23.3
Nevada	--			52.9	1.1	26.4
New Hampshire	*			--		
New Jersey	35.1	1.1	15.3	24.8	2.6	13.7
New Mexico	34.4	2.0	21.9	37.1	0.7	39.1
New York	24.7	1.6	19.1	30.1	1.9	26.1
North Carolina	26.3	1.5	7.3	46.0	1.4	18.3
North Dakota	69.1	2.8	9.4	68.7	1.7	36.2
Ohio	25.8	1.1	11.1	--		
Oklahoma	41.2	1.8	11.0	--		
Oregon	--			47.7	1.7	14.1
Pennsylvania	28.9	2.0	12.3	28.1	0.8	15.6
Rhode Island	24.6	1.7	14.2	29.7	1.6	16.7
South Carolina	25.2	0.8	18.0	37.0	1.3	31.7

State	1992	Standard Error	Percent of schools in high-poverty category	1996	Standard Error	Percent of schools in high-poverty category
South Dakota	—			—		
Tennessee	25.8	1.6	15.0	43.4	1.4	26.5
Texas	35.1	1.0	24.0	42.7	2.0	22.1
Utah	*			67.3	0.6	30.4
Vermont	—			59.8	1.8	7.5
Virginia	*			45.9	1.1	17.3
Washington	—			55.9	2.4	10.2
West Virginia	38.9	1.6	15.3	60.6	1.8	29.7
Wisconsin	31.5	2.5	4.6	64.5	1.3	18.5
Wyoming	52.6	0.8	7.7	64.6	2.1	18.4

* Sample size too small to permit reliable estimate

— Non-participating state

State NAEP Reading Performance
Percentage of 4th Grade Students in High-Poverty Schools Scoring At or Above Basic

State	1992	Standard Error	Percent of schools in high-poverty category	1994	Standard Error	Percent of schools in high-poverty category
Alabama	20.5	2.1	19.2	28.4	1.5	19.6
Alaska	—			—		
Arizona	21.3	1.5	12.1	28.7	1.5	25.1
Arkansas	38.5	1.4	10.3	29.1	1.6	13.8
California	12.7	2.1	16.5	14.8	1.5	16.6
Colorado	38.0	2.2	5.9	30.2	0.8	6.3
Connecticut	20.6	3.8	8.9	21.5	1.5	12.9
Delaware	*			*		
District of Columbia	18.1	0.5	55.9	13.9	0.7	61.9
Florida	24.2	2.1	15.3	25.6	1.9	18.1
Georgia	34.2	1.7	18.2	29.0	1.0	22.3
Hawaii	36.1	1.9	4.2	23.2	2.4	6.5
Idaho	66.5	2.8	5.2	—		
Illinois	—			—		
Indiana	49.4	1.5	9.5	45.9	3.6	6.7
Iowa	65.8	0.8	5.5	*		
Kansas	—			—		
Kentucky	49.6	2.2	10.8	44.6	1.2	11.2
Louisiana	30.8	1.5	33.3	21.7	0.8	35.5
Maine	76.4	1.5	6.5	*		
Maryland	13.0	2.5	7.2	20.5	1.2	5.0
Massachusetts	52.8	2.5	11.0	28.5	1.0	8.5
Michigan	18.2	2.0	10.2			
Minnesota	*			*		
Mississippi	28.6	1.3	48.5	29.1	1.4	39.1
Missouri	38.0	1.7	11.3	24.9	1.6	5.6
Montana	—			41.6	2.8	5.2
Nebraska	39.4	2.5	6.6	58.5	5.0	4.0
Nevada	—			—		
New Hampshire	*			*		
New Jersey	34.9	1.5	15.5	25.9	1.1	16.2
New Mexico	39.7	0.9	22.2	32.0	1.2	26.0
New York	29.9	1.6	19.5	25.5	2.4	23.4
North Carolina	43.9	3.4	7.4	43.2	2.9	10.2
North Dakota	73.1	1.8	9.4	56.5	2.4	5.0
Ohio	37.2	1.7	10.7	—		
Oklahoma	43.3	1.2	9.5	—		
Oregon	—			—		
Pennsylvania	29.8	0.8	12.1	22.5	0.7	15.5
Rhode Island	32.3	1.0	13.3	37.9	1.1	15.8
South Carolina	35.0	1.7	17.5	19.7	0.9	20.1

State	1992	Standard Error	Percent of schools in high-poverty category	1994	Standard Error	Percent of schools in high-poverty category
South Dakota	—			—		
Tennessee	36.9	1.7	14.9	35.0	2.5	12.5
Texas	38.0	1	25.1	37.3	2.9	23.6
Utah	*			*		
Vermont	—			—		
Virginia	*			27.5	2.2	9.3
Washington	—			*		
West Virginia	46.8	1.5	14.5	51.8	2.2	12.2
Wisconsin	27.3	5.1	3.9	*		
Wyoming	59.8	3.0	7.6	*		

* Sample size too small to permit reliable estimate

— Non-participating state

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS****FOR RELEASE:**

September 9, 1998 k:\shared\nddrafts\title.wpd

Contact: Julie Green

(202) 401-3026

DRAFT**EDUCATION REPORT SHOWS POVERTY LINKED TO STUDENT ACHIEVEMENT**

A new evaluation report from the U.S. Department of Education points to a continuing gap in student achievement between high and low poverty schools, but shows that students in high-poverty schools are making progress in math.

Data show that students generally do less well if they attend a school where the majority of students are from disadvantaged circumstances. U.S. Secretary of Education Richard W. Riley says these high-poverty schools, defined in the report as places where at least three-fourths of students qualify for free or reduced-price lunch, need urgent help.

"These are the schools that need our most immediate attention," Riley said. "That's why I'm absolutely convinced that we must help the neediest schools and students get the resources they need to bridge the gap between rich and poor. Our practical efforts to encourage school improvement and provide students with extra help learning basic skills, more classroom technology, smaller class sizes in early grades, and safe and modern schools are especially critical. All students must reach for high standards and the Clinton Administration's common sense agenda will help them do that so that all of our young people are all prepared for the 21st century."

The report, *School Poverty and Academic Performance: NAEP Achievement in High-Poverty Schools*, considers national, state and trend data from National Assessments of Educational Progress by nine years olds and fourth graders in reading and math, with a focus on students in the 16 to 18 percent of schools that are considered high poverty.

-MORE-

-2-

DRAFT

While student achievement is largely unchanged in reading over the past few years, national assessment scores in math are improving at all income levels with the greatest gains coming in the high-poverty schools -- but a significant gap remains between students in high and low poverty schools, and Riley says parents, teachers and students need more reliable information about progress.

"We need voluntary national tests that show what students have learned and what they haven't," Riley said. "The administration supports the National Assessment Governing Board's development of voluntary national tests in fourth grade reading and eighth grade math so that parents would be able to know how their children perform against high national standards of achievement.

"I'm also counting on Congress to support a strong child literacy bill to give communities, teachers and parents resources they need so that all children can read well and independently by the end of third grade. This is a job we can do, and I look forward to working with Congress to get it done."

The report was prepared by the department's Planning and Evaluation Service based on special tabulations from the Educational Testing Service, which conducts the national assessments under a contract with the National Center for Education Statistics. Copies are available by calling 1-800-USA-LEARN or on the world-wide web at www.ed.gov.

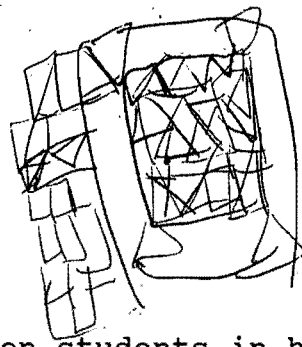
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8/22 - early WNY
rachel

8/24 - 77

8/31 - USA Today

9/8 - 9/10



Key Findings:

1. 2-3 grade achievement gap between students in high poverty and low poverty schools, in 4th grade reading and math
2. There have been gains in math performance overall, 92-96, with gains in high poverty schools outpacing nation overall.
3. Reading achievement flat overall (thru 94), slight (nonsignificant) decline in high poverty schools.
4. State-by-state differences in gains/losses for high poverty schools--not much pattern evident, though states with largest improvement may have smaller % of high poverty schools.

5. Key messages from findings:
Reading is flat: need smaller classes and America Reads
high poverty schools need help: fight cuts in Title 1 (but--response will be that data indicate that Title 1 doesn't work -- our response: data don't reflect new Title 1)
national tests based on these standards are critical--we can't mobilize change if we lack accurate data and accountability. Opponents of test are protecting the status quo, and cheating poor kids in particular.

Aug 29
2nd part
Transcript?



Early WNY
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2nd - value?
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DRAFT

Special Evaluation Report:

**National Assessment of Title I
NAEP Achievement and School Poverty**

**U.S. Department of Education
Office of the Under Secretary
Planning and Evaluation Service
Elementary and Secondary Division**

July 1998

Summary and Major Findings

In order to realize a system of public education in the U.S. where *all* children can reach high standards, we must face the challenges of poverty, particularly concentrated poverty, and its effects on learning. Student achievement data reveal a large and longstanding gap in academic performance between students in high- and low-poverty schools at all grade levels. Children in high-poverty schools tend to begin school academically behind their peers in low-poverty schools, and often are unable to close this gap as they progress through school.¹ Data from the long-term trend assessment of the National Assessment of Educational Progress (NAEP) show that in high-poverty schools (where 75 percent or more of the students come from low-income families) achievement is, on average, two or three grade levels behind student achievement in low-poverty schools (where less than 25 percent of students are from low-income families).

Reducing the achievement gap is a central concern for the U.S. Department of Education. While the federal role in education is limited -- accounting for about 7 percent of elementary and secondary education spending² -- federal resources have been targeted primarily on helping to provide a high-quality education for students who live in poverty, are at-risk of school failure, or have special needs.

This report finds that despite the continuing large gap in academic performance between students in high- and low-poverty schools, there are some recent signs of improvement, as shown by 1996 NAEP data for 9 year-olds and 4th grade students:

- ▶ According to long-term trend data, the achievement gap is narrowing -- particularly in math. The gap in average math scores between 9 year-olds in high- and low-poverty schools was 22 points in 1996 -- down from a 28 point gap in 1992 and a 24 point gap in 1994. In reading, the achievement gap between students in high- and low-poverty schools is substantially larger. Still, trend data show the gap in average reading scores between 9 year-olds in high- and low-poverty schools at 38 points in 1996, down from a 40 point gap in 1994.³
- ▶ In math, there is an upward trend in student achievement since 1992. Data from the 1996 NAEP long-term trend assessment show a significant rise in the scores of 9 year-olds across all levels of school poverty since 1992. The percentage of 4th grade students in

¹ U.S. Department of Education, Planning and Evaluation Service. *Prospects: Student Outcomes Final Report* (April 1997).

² Government Accounting Office (GAO) 1991-1992.

³ Scores are rounded to the nearest whole number. Ten points in NAEP scores is approximately equivalent to one grade level.

high-poverty schools scoring at least at the basic level on the NAEP national main assessment was 42 percent in 1996, up from 26 percent in 1992. The percentage of 4th grade students in high-poverty schools achieving at or above the basic level in math on NAEP has increased in almost every state since 1992.

- ▶ Reading presents a more complicated picture. The gap in performance between students in high- and low-poverty schools in reading is dramatically higher than the gap in math achievement and there have not been significant changes in reading achievement for 9 year-olds and 4th graders since 1992. While data from the NAEP long-term trend assessment show an upward turn in the average reading scores of 9 year-olds between 1992 and 1994, the change was not significant. Data from the NAEP national assessment show a decrease in the percentage of 4th grade students in high-poverty schools scoring at the basic level in reading -- from 33 percent in 1992 to 26 percent in 1994. This downward trend also is not significant. State NAEP results reveal that 4th grade student achievement in high-poverty schools in reading improved in about half the states between 1992 and 1994.

Introduction and Background

Poverty is a significant problem for America's children. In 1970, the U.S. Bureau of the Census estimated that 15 percent of American children under the age of 18 lived in poverty. By 1995, 20 percent of children in the U.S. were below the poverty line. According to the Census, both black and Hispanic children -- at 42 and 39 percent poverty, respectively -- are more than twice as likely as white children to be poor.⁴ Particularly in the urban core, communities are faced with dense concentrations of poverty that pose formidable challenges. Overall in America's cities, one-third of the children live in poverty.⁵ In cities such as Detroit, New Orleans, Miami, Atlanta, and Cleveland, more than 40 percent of the children are poor -- a poverty rate twice the national average and the average poverty rate of the states in which the cities are located.

Consequently, America's public schools must face the challenges of educating poor children. Overall, in 34 percent of U.S. public schools, half or more of the student population

⁴ Current Population Reports, *Poverty in the United States* (Washington D.C.: U.S. Bureau of the Census, 1996).

⁵ U.S. Bureau of the Census Current Population Reports, cited in Lippman, Laura. *Urban Schools: The Challenge of Location and Poverty* (Washington D.C.: National Center for Education Statistics, 1996).

come from low-income families.⁶ In cities such as Baltimore, for example, the concentration of poor children in the city's schools is great. In over 80 percent of schools more than half the students fall below the poverty line; in more than half of the city's schools, more than three quarters of the students come from low-income families.⁷

These statistics translate into severe educational disadvantage for many of our nation's children. The effects of poverty on learning are profound. On an individual level, poverty has numerous correlates that inhibit learning. Children who live in poverty are more likely than other children to experience family disruption, abuse, or neglect. Poor children are more likely than their non-poor peers to grow up unhealthy and become victims of crime.⁸ In economically disadvantaged families, parents tend to have limited education and involvement in their children's learning. Low-income students are less likely to take challenging courses and more likely to drop out of school. Their teachers are less likely to have high expectations for academic achievement.

But the effects of poverty on student achievement are not isolated only to individual students who are poor. Research shows that the achievement levels of both poor and non-poor students decline as the poverty levels of schools increase. Low-income students in low-poverty schools are found to have higher achievement than low-income students in high-poverty schools.⁹ Thus, the degree to which students are at risk of educational failure depends not only on their own situation; there is a significant poverty effect on all students in higher poverty schools.

In recognition of the strong relationship between poverty and student performance, the U.S. Department of Education, through Title I of the Elementary and Secondary Education Act, provides approximately \$7.5 billion a year in financial assistance to improve learning for students, particularly those who are at-risk of educational failure in economically disadvantaged communities. Part of the purpose of the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) was to better target resources to address the needs of poor children attending schools with high concentrations of poverty, for whom expectations have often been low. For example, Title I targeting provisions help ensure that, within districts, resources are distributed to schools where needs are greatest by requiring districts to rank and fund schools

⁶ U.S. Department of Education, *Fast Response School Survey: School Reform 1997-98*. Students from low-income families is defined as families whose children qualify for free and reduced price school lunch.

⁷ Maryland State Department of Education (1996).

⁸ Education Week, *Quality Counts '98* (Washington D.C.: Author, January 1998).

⁹ U.S. Department of Education, *Prospects* (1997).

according to poverty levels. Because poverty affects the entire school environment, high-poverty schools are encouraged to adopt schoolwide programs to improve teaching and learning for all children.

The report that follows focuses on recent trends in student achievement in math and reading for elementary school students in high-poverty schools.¹⁰ The data illustrate that poverty has a significant impact on student achievement. The data also reveal that there have been some improvements in achievement for 9 year-old and 4th grade students in high-poverty schools and some narrowing of the gap between student achievement in high- and low-poverty schools, particularly in math. But the data also point to reading as a particular challenge in high-poverty schools, where children lag well behind their peers in lower poverty schools and students may not have the strong home support for literacy that may be critical to reading achievement.

There are some important qualifications that are critical to note in making policy interpretations about the impact of Title I based on these data. First, the Department distributes Title I grants according to a Congressionally-mandated formula that reaches almost all districts and about 60 percent of schools ---- not only those with particularly high levels of concentrated poverty.¹¹ Second, some of the NAEP assessment results presented here pre-date the implementation of the reauthorized Title I. While the NAEP national and state main assessments in math were administered in 1996, the latest results in reading are from 1994. The 1998 NAEP assessment results for both math and reading will be released in 1999.

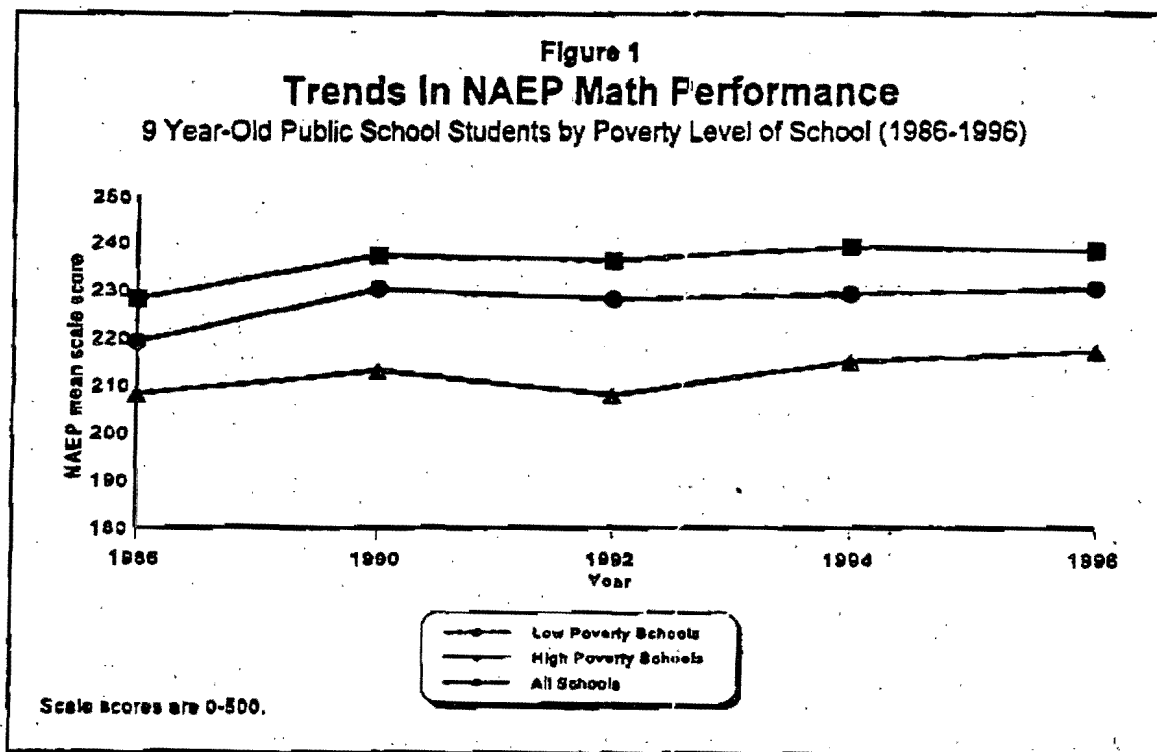
¹⁰ This report presents NAEP data for 9 year-olds and 4th grade students as Title I services are provided more often at the elementary school level. According to 1996 student-level NAEP data, 22 percent of 4th graders, 12 percent of 8th graders and 2 percent of 12th graders in U.S. public schools participate in Title I programs. Data for 13 and 17 year-olds as well as 8th grade are less reliable because of the large amount of missing and inaccurate data on school poverty (percentages of students receiving free and reduced price lunch) as students reach middle and high school. See the last section of this report "Data Sources" for a more detailed description of the analysis.

¹¹ In approximately 30 percent of schools served by Title I less than a third of students are poor. Twenty-four percent of Title I schools serve student populations where 75 percent or more of the children are from low-income families. Forty-five percent of Title I schools are operating schoolwide programs. U.S. Department of Education, *Fast Response School Survey: School Reform*.

Findings

Mathematics¹²

The NAEP long-term trend assessment in math shows generally upward trends in math achievement for 9 year-olds across all school poverty levels. The average scale score for 9 year-old public school students in math in 1996 was 231; in low poverty schools, the average score was 238, and students in high poverty schools obtained an average scale score of 217. For high-poverty schools, this average scale score is a significant improvement over the average score in 1992, roughly equivalent to an increase of one grade level.¹³ Since peaking at 28 points in 1992, the achievement gap between students in high- and low-poverty schools has narrowed to 22 points in 1996. The achievement gap in 1996 is approximately the same as it was in 1986.



¹² For overall NAEP results in math, see Reese, Clyde; Karen Miller; John Mazzeo; and John Dossey. *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington D.C.: National Center for Education Statistics, February 1997).

¹³ The average scale scores and percentages presented in this report are rounded to the nearest whole point. The change in NAEP math scale scores between 1992 and 1996 is statistically significant.

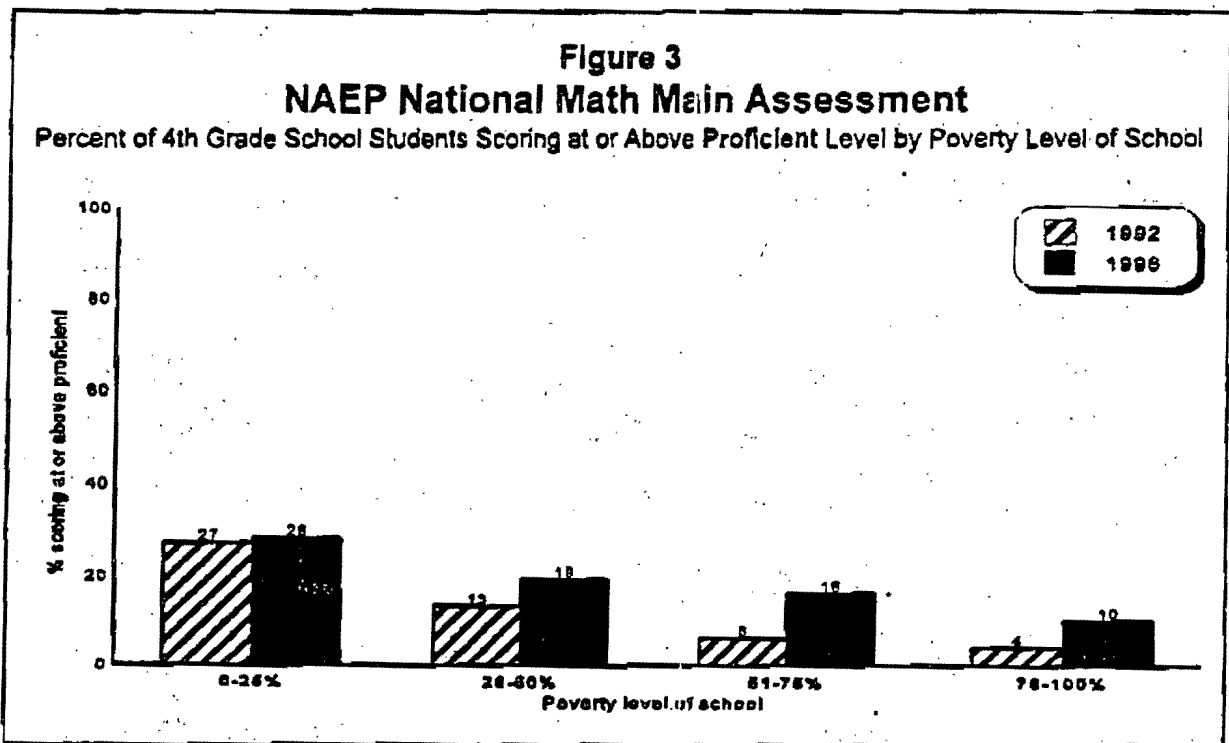
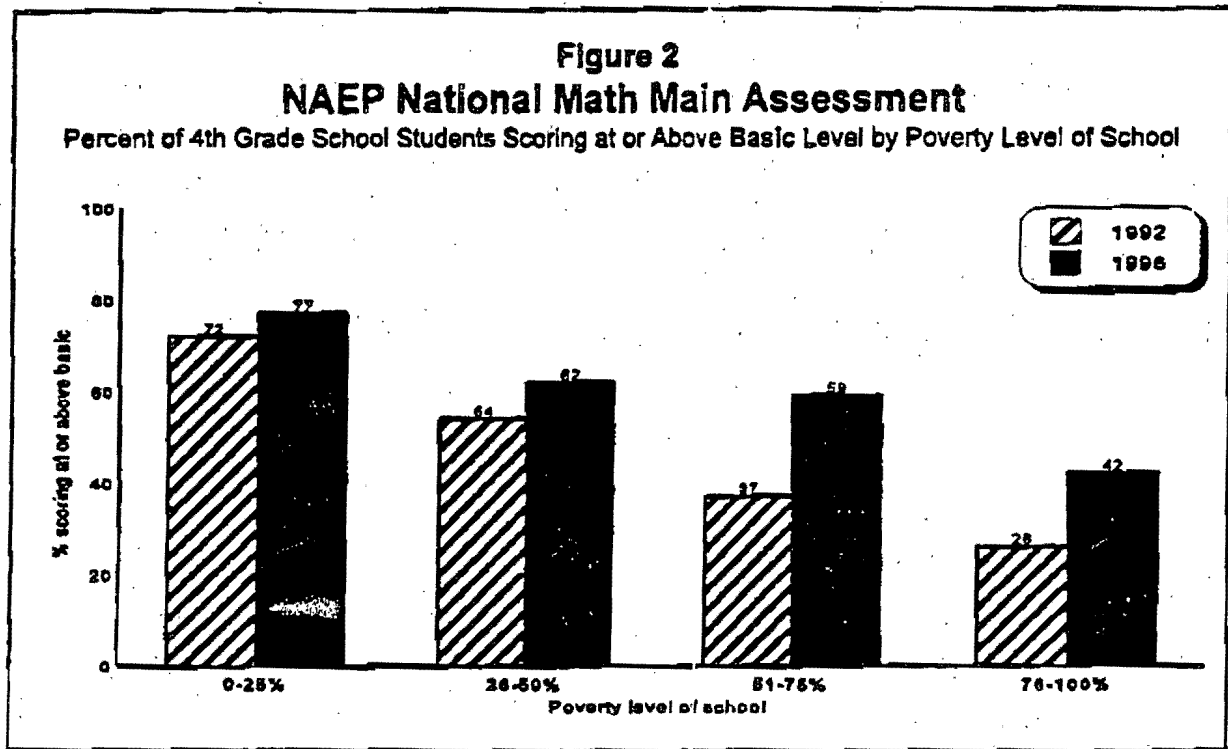
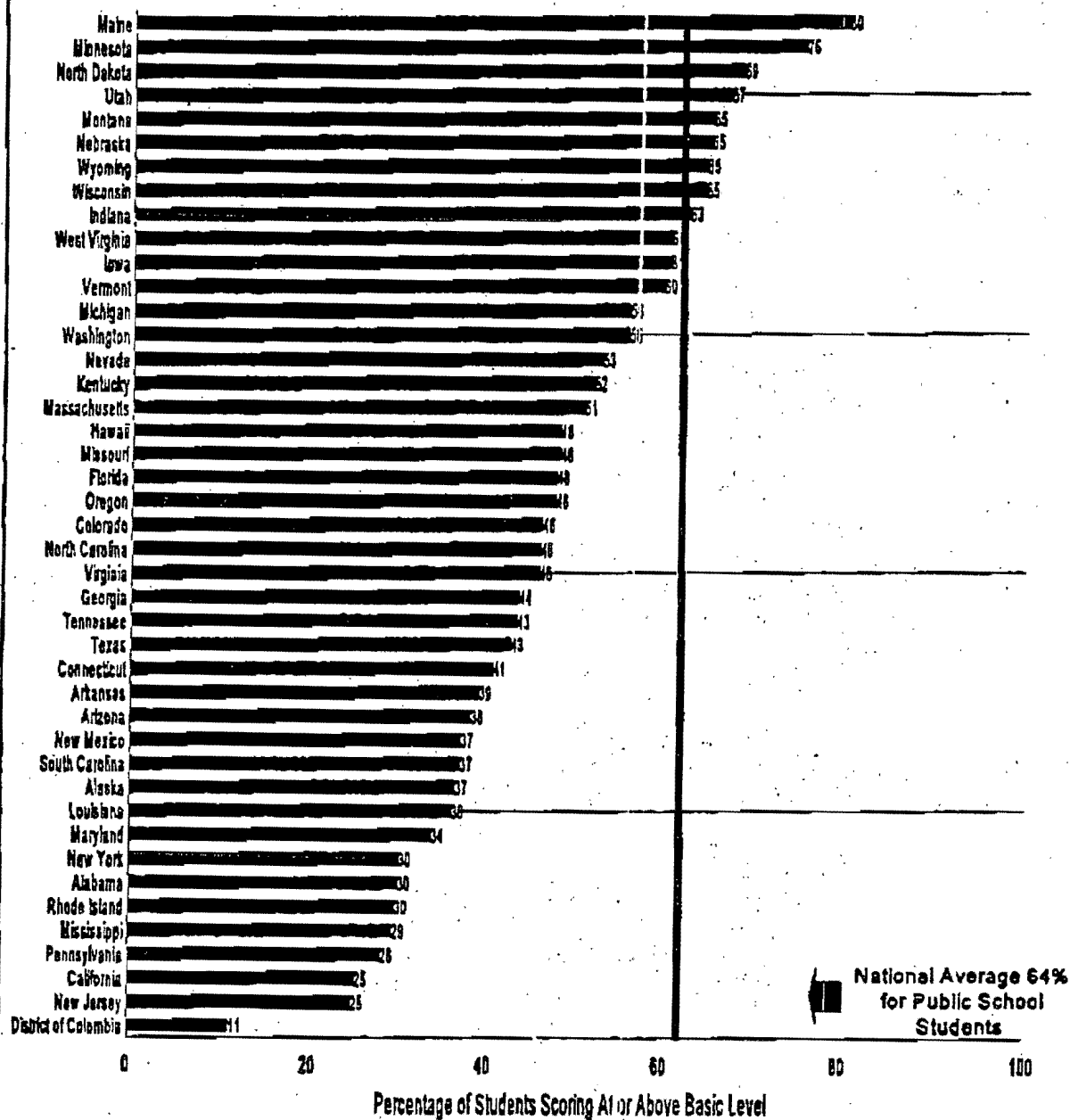


Figure 4
NAEP 4th Grade Mathematics — 1996
Percentage of Students in High Poverty Schools Performing At or
Above Basic Level, by State



High poverty school = 75% to 100% of students eligible for free or reduced priced lunch.

The NAEP national main assessment in math reveals similar improvements across all levels of school poverty. While the gap remains large between student achievement in high- and low-poverty schools, the national assessment shows the largest gains in percentages scoring at or above the basic level in math made by students in the higher poverty schools. Compared to 1992, when 26 percent of 4th grade students in high-poverty schools scored at or above the basic level, in 1996, 42 percent scored at or above the basic level. Students in schools with poverty ranging from 26 to 75 percent are close to meeting the national average in the percentage of students scoring at or above the basic level. As Figure 3 shows, the percentage of students in high-poverty schools scoring at or above the proficient level in math more than doubled between 1992 and 1996, a faster increase than in low-poverty schools.¹⁴

The state main assessment in math (Figure 4) in 1996 also shows encouraging results for high-poverty schools in some states. The graph above examines the percentages of students in high-poverty schools scoring at or above the basic level in math across the states. As the figure indicates, there is significant variation in how well students in high-poverty schools perform when we look across the United States. In some states, achievement in the highest poverty schools meets or exceeds the national average of 64 percent at or above the basic level.¹⁵

The percentage of high-poverty schools in each of these states, of course, varies dramatically. In the state with the highest ranked overall achievement of students in high-poverty schools, Maine, only 11 percent of student attend schools in the highest poverty category (with 75 percent or more students receiving free or reduced price lunch). In the lowest ranked for achievement, Washington D.C., 62 percent of students attend high-poverty schools. Still, almost every state has registered improvement in math achievement for 4th grade students since 1992.¹⁶

¹⁴ NAEP defines achievement at the *Basic* level as partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. The *Proficient* level is defined as solid academic performance.

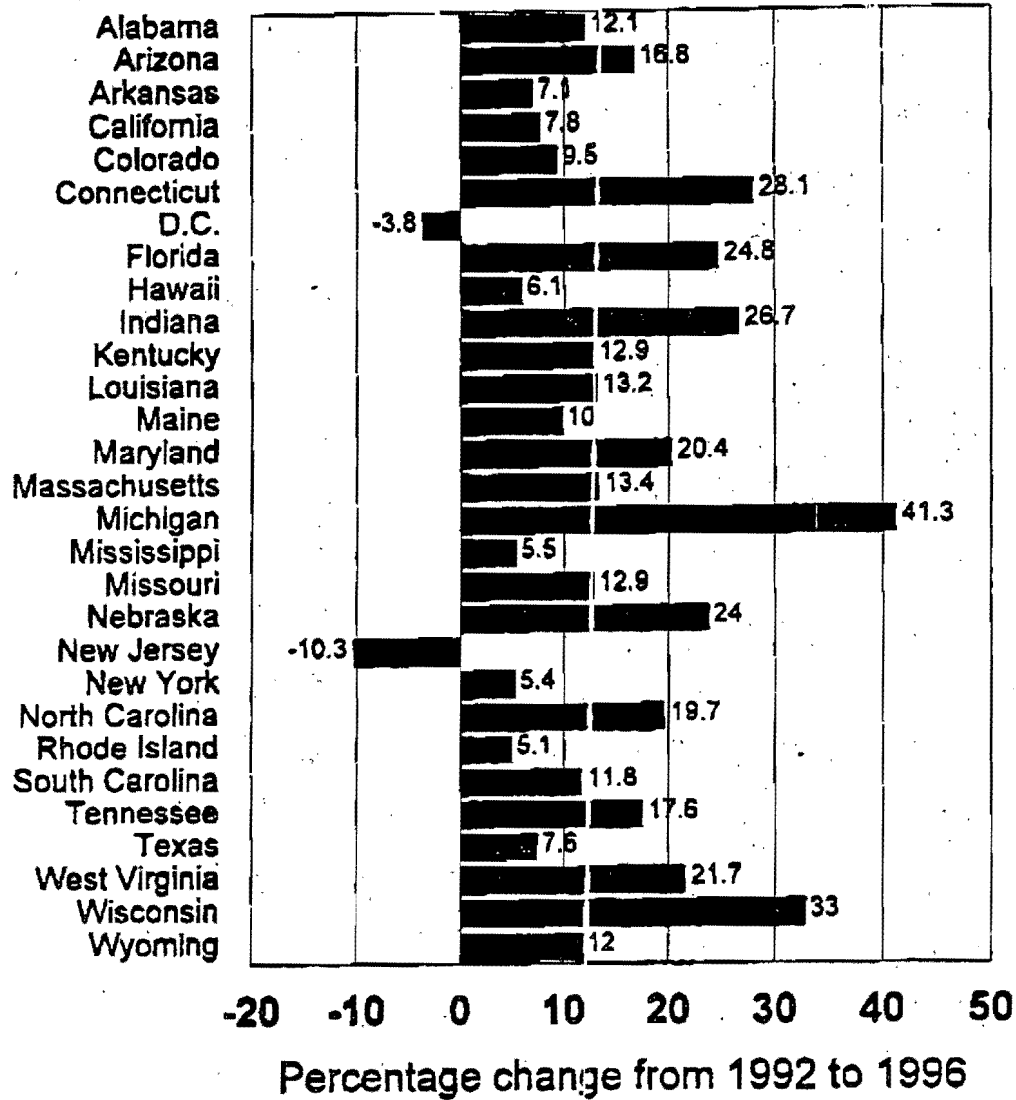
¹⁵ Not all states participated in the 1996 NAEP state main assessment. In addition, in the case of Delaware, the sample size was insufficient to make a reliable estimate for student achievement in high-poverty schools in the state. See Appendix for state results.

¹⁶ See Appendix.

Figure 5

State NAEP Math Performance, Change in the Percentage of 4th Grade Students Scoring At or Above the Basic Level, 1992 to 1996

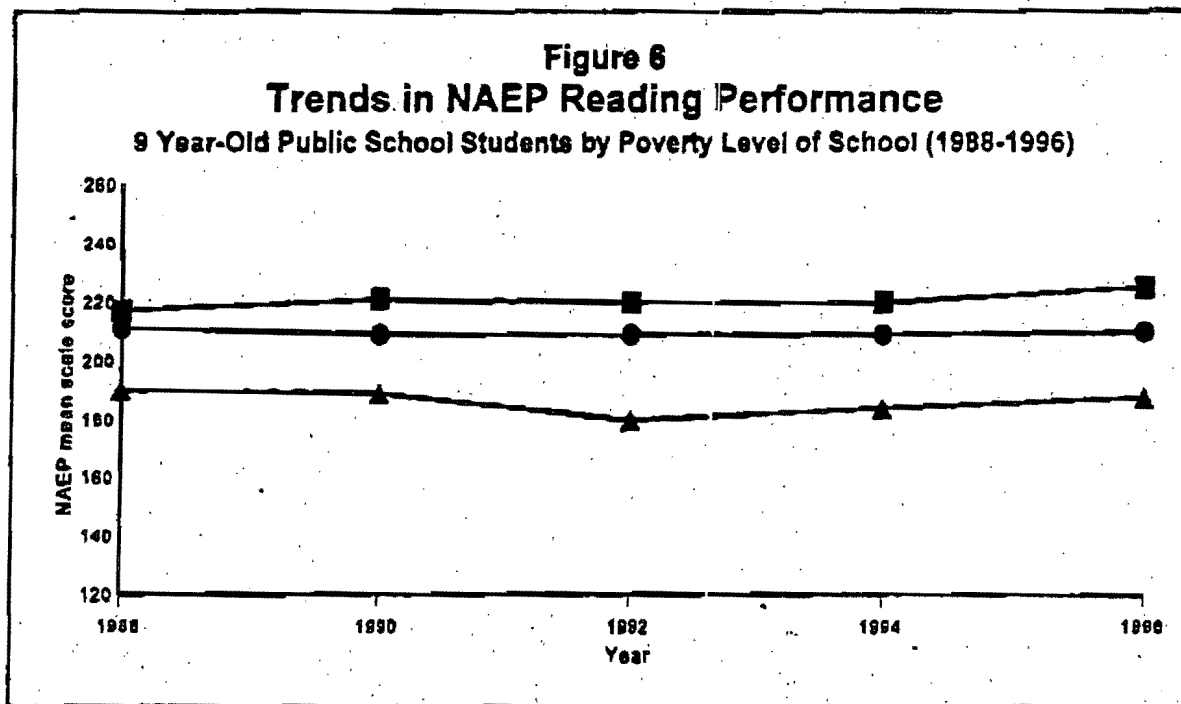
State



States shown in the above chart had a change from 1992 to 1996 that was statistically significant.

Reading ¹⁷

Student achievement data in reading, particularly for high-poverty schools, show less improvement over time. Students in high-poverty schools trail their peers in low-poverty schools by a larger margin in reading than in math. In 1996, the gap in the average reading scale score between 9 year-old students in high and low-poverty schools was 38 points. Although down from an even larger gap of 40 points in 1992, the achievement gap in reading today remains larger than 1988, when 27 points separated students on average in high and low-poverty schools. The average scale score for 9 year-old public school students on the 1996 NAEP long-term assessment in reading was 210 points. For low-poverty schools, the average scale score was 225. For high-poverty schools the average score was 188, up from 180 in 1992.¹⁸

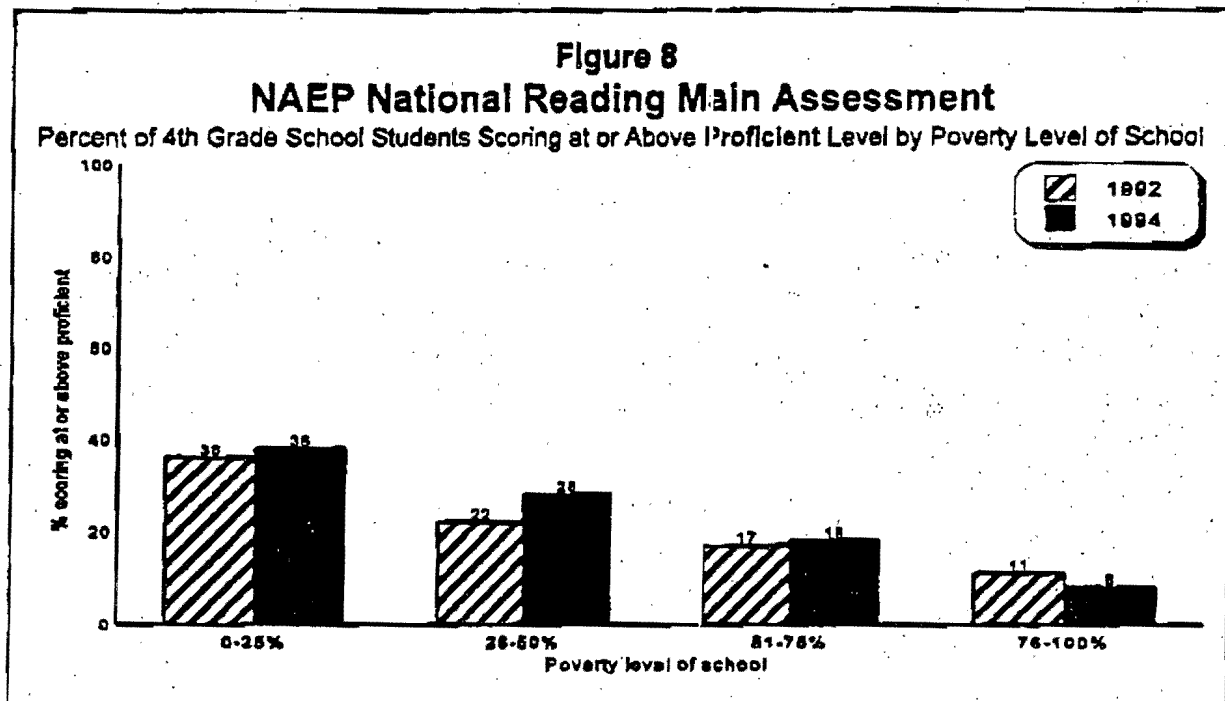
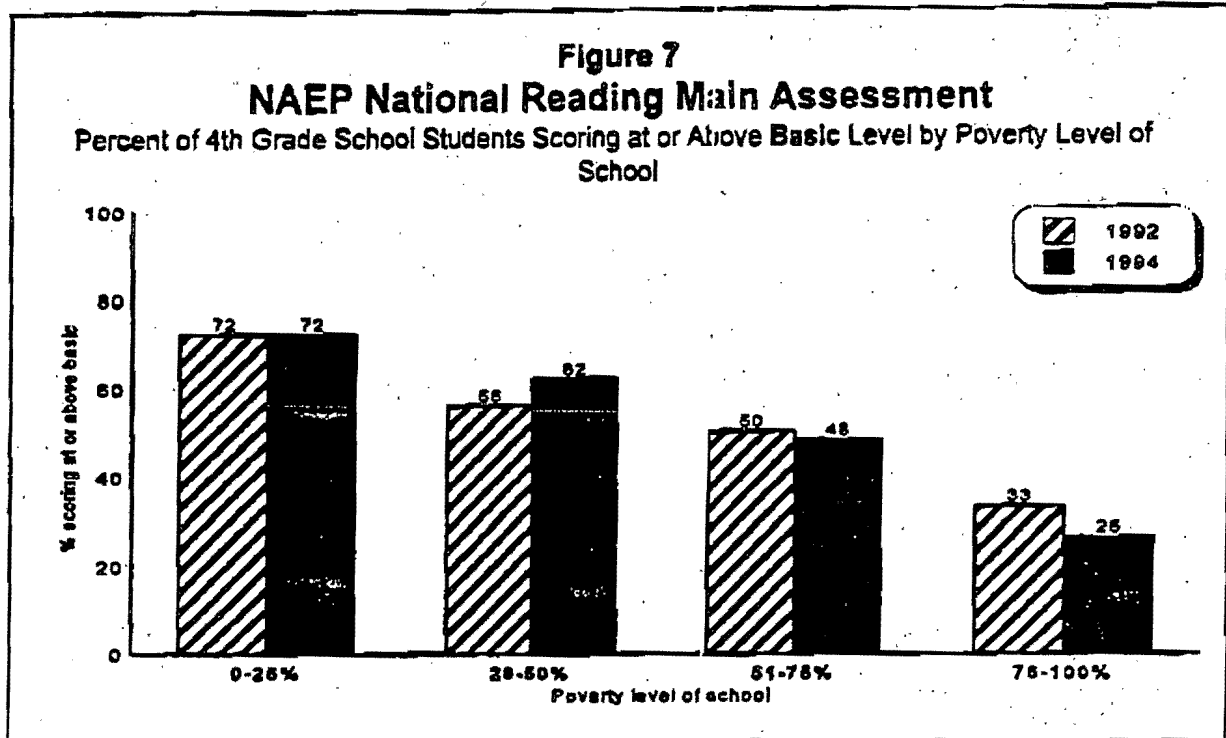


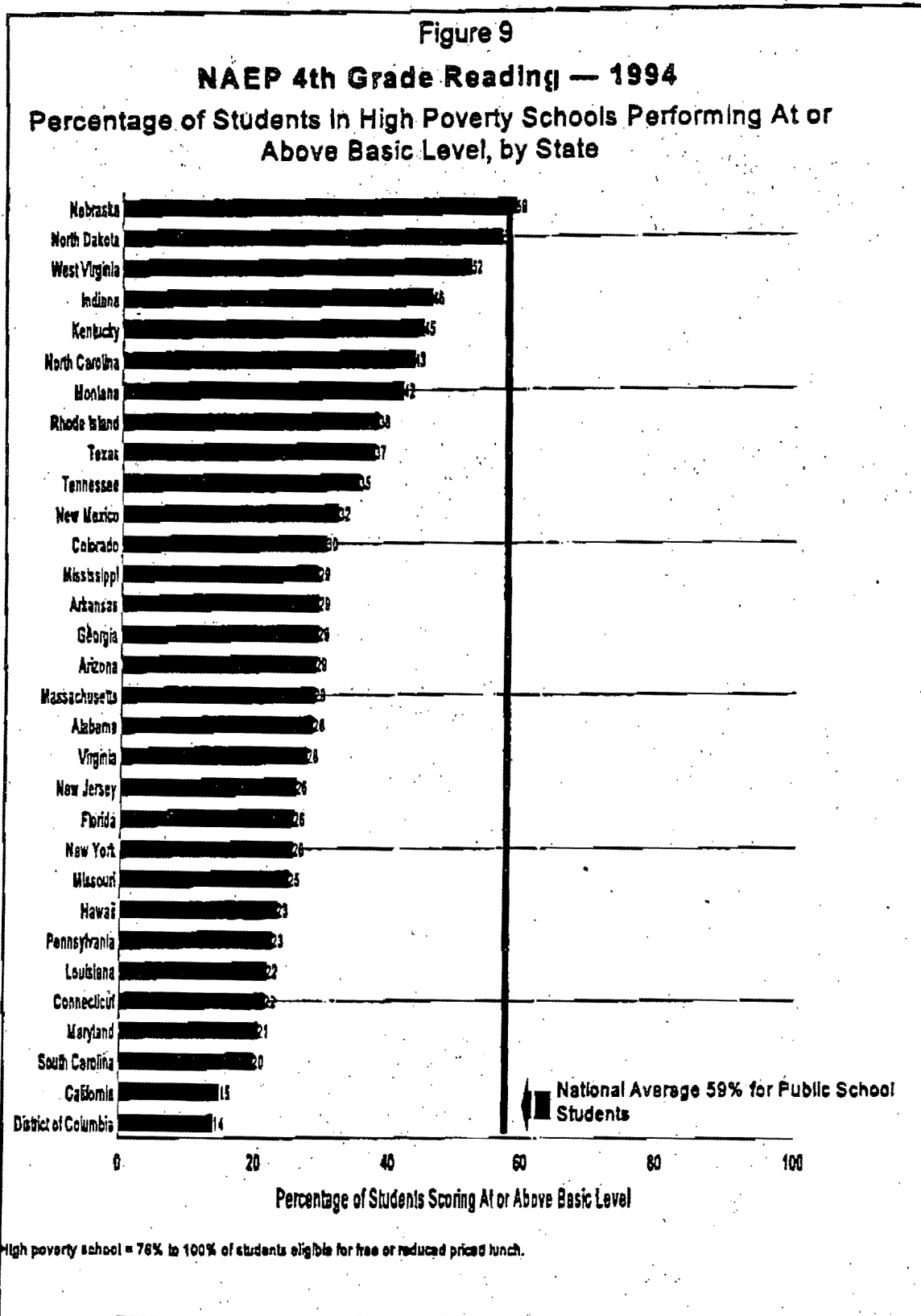
The most recent NAEP national main assessment data available in reading is from 1994, prior to the reauthorization of Title I. The data from this assessment show little change in reading achievement for low-poverty schools overall, but a decline in the percentage of students in schools with more than 50 percent poverty that scored at or above the basic level between

¹⁷ For overall NAEP results in reading, see *NAEP 1994 Reading Report Card from the National Assessment of Educational Progress* (NCES: Washington D.C., March 1996).

¹⁸ The standard errors on these scores indicate that this is not a significant improvement.

1992 and 1994. In 1992, 33 percent of 4th grade students in high-poverty schools scored at or above the basic level; in 1994, 26 percent scored at or above the basic level.





The percentage of 4th grade students achieving at or above the proficient level in reading in 1994 (Figure 8) was slightly higher than 1992 across all but the highest poverty schools. The percentage of students in schools with 75 percent or more low-income children scoring at or above the proficient level actually declined between 1992 and 1994, although the decline was not statistically significant.

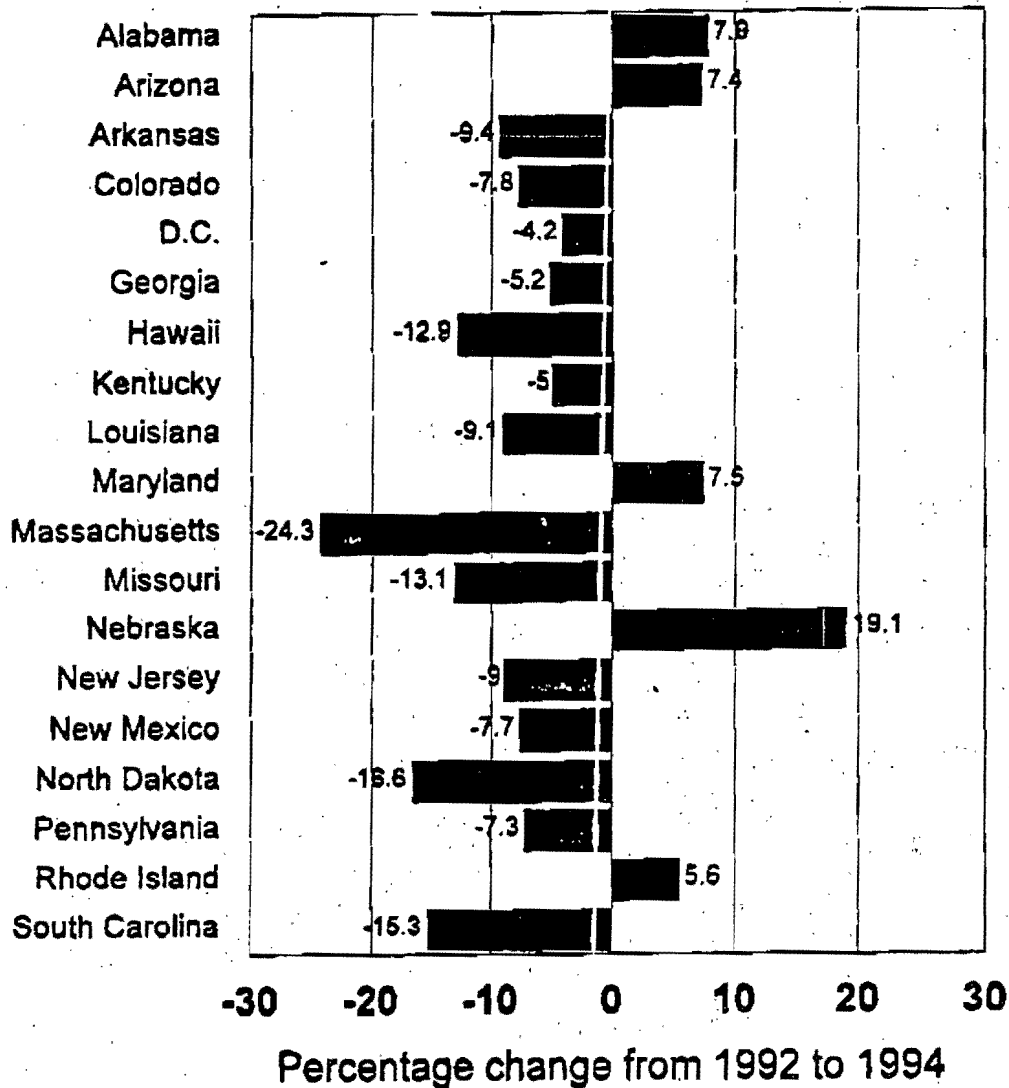
As Figure 9 demonstrates, if one compares the state-by-state NAEP achievement results in reading and math, it is also clear that reading achievement is not as strong as math achievement in the nation's highest poverty schools. In math, the average achievement in high poverty schools matched or exceeded the national average for all public schools in eight states. In reading, the average achievement in high-poverty schools does not reach the national average (60 percent at or above basic level) in any state. Comparing 4th grade reading achievement between 1992 and 1994, only about half the states show increases in the percentage of students in high poverty schools scoring at the basic level.¹⁹

¹⁹ See Appendix. Not all states participated in the 1994 NAEP state main reading assessment. In addition, DE, IA, ME, MN, NH, UT, WA, and WY had sample sizes that were insufficient to make reliable estimates about achievement in high poverty schools.

Figure 10

State NAEP Reading Performance, Change in the Percentage of 4th Grade Students Scoring At or Above the Basic Level, 1992 to 1994

State



States shown in the above chart had a change from 1992 to 1994 that was statistically significant.

Conclusions

These findings point to the importance of poverty as an important variable in explaining disparities in student achievement. Not only do poverty and other disadvantages associated with poverty impact individual student learning, but the cumulative effects of concentrated poverty have profound consequences for the performance of entire schools. While there is some positive news -- there have been some gains and improvements in student achievement in the nation's highest poverty schools -- the gap in performance between students in high- and low-poverty schools remains a great challenge for educators and policy makers committed to improving teaching and learning so that *all* students can reach high standards of achievement.

Data Sources

The NAEP data presented in this report were analyzed for the Planning and Evaluation Service of the U.S. Department of Education by the Educational Testing Service (ETS), in conjunction with the National Center for Education Statistics. NAEP is a nationally representative and continuing assessment of American students that aims to measure students' progress toward higher achievement. For this report, data was analyzed from three NAEP assessments:

(1) *Long-term trend assessment* -- This assessment tracks student achievement of 9, 13 and 17 year-olds over time by administering the same materials and replicating procedures for each assessment. The assessment is a valuable tool for looking at trends in student achievement. The content and procedures of the assessment do not change. The limitation is that the assessment does not reflect current educational content. This report focuses on the achievement of 9 year-old students in high and low-poverty public schools on the long-term trend assessment. Performance is reported as an average scale score, which ranges from 0 to 500. The trend data in this report track back to 1986 in math (except for 1988, when no data was released on this NAEP assessment) and back to 1988 in reading.

(2) *National main assessment* -- This assessment presents national and regional results on NAEP. This report examines achievement levels for 4th grade students in 1992 and 1996 in high and low-poverty schools by levels of proficiency (percent of students scoring at or above the basic and proficient levels). The assessment has different questions and tasks from the long-term assessment, reflecting current educational content and assessment methodology.

(2) *State main assessment* -- This assessment reports student achievement in schools across the United States, state by state. In 1995, samples of students from 44 states and the District of Columbia participated in the state math main assessment. The NAEP state reading main assessment was last administered in 1994; a sample of students in 39 states and the District of Columbia participated in the assessment. This report focuses on the

percentages of 4th grade students in high and low-poverty schools in 1992 and 1996 scoring at or above the *Basic* level, defined as partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade, and the *Proficient* level, defined as solid academic performance.²⁰

ETS analyzed NAEP results for each of these assessments by level of school poverty (in quartiles 0-25, 26-50, 51-75, 76-100 percent poverty). The variable used to measure school poverty is the percent of students in schools who receive free and reduced price lunch (FRPL). The item used in this report is a school-level variable taken from a NAEP questionnaire answered by school principals. For the purpose of this report, *high-poverty* schools are those in which more than 75 percent of students receive free and reduced price lunch. *Low-poverty* schools are those in which 25 percent or fewer students receive free and reduced price lunch.

A caution about the trend data on achievement and school poverty is needed, as NAEP items measuring poverty have varied over time. The charts in this report use "percentage of students receiving free and reduced price lunches" as a proxy to measure poverty, just as districts typically use this measure to rank order schools for Title I services. Yet, this variable has not been measured in the same way over time. Before 1992, schools were asked two open-ended questions as part of the NAEP school questionnaire that were used to compute a school poverty indicator. Schools were asked how many students were enrolled in the school, and how many were enrolled in the school lunch program. Beginning with, and since 1992, the school questionnaire includes a multiple choice question with 8 categories, asking what percentage of students in the school is enrolled in the school lunch program.

²⁰ National Center for Education Statistics (NCES).

Appendix

State NAEP Reading Performance Percentage of 4th Grade Students in High Poverty Schools Scoring at or Above Basic

State	1992	s.e.	percent of schools in high poverty category	1994	s.e.	percent of schools in high poverty category
Alabama	20.5	2.1	19.2	28.4	1.5	19.6
Alaska	--			--		
Arizona	21.3	1.5	12.1	28.7	1.5	25.1
Arkansas	38.5	1.4	10.3	29.1	1.6	13.8
California	12.7	2.1	16.5	14.8	1.5	16.6
Colorado	38.0	2.2	5.9	30.2	0.8	6.3
Connecticut	20.6	3.8	8.9	21.5	1.5	12.9
Delaware	*			*		
District of Columbia	18.1	0.5	55.9	13.9	0.7	61.9
Florida	24.2	2.1	15.3	25.6	1.9	18.1
Georgia	34.2	1.7	18.2	29.0	1.0	22.3
Hawaii	36.1	1.9	4.2	23.2	2.4	6.5
Idaho	66.5	2.8	5.2	--		
Illinois	--			--		
Indiana	49.4	1.5	9.5	45.9	3.6	6.7
Iowa	65.8	0.8	5.5	*		
Kansas	--			--		
Kentucky	49.6	2.2	10.8	44.6	1.2	11.2
Louisiana	30.8	1.5	33.5	21.7	0.8	35.5
Maine	76.4	1.5	6.5	*		
Maryland	13.0	2.5	7.2	20.5	1.2	5.0
Massachusetts	52.8	2.5	11.0	28.5	1.0	8.5
Michigan	18.2	2.0	10.2			
Minnesota	*			*		
Mississippi	28.6	1.3	48.5	29.1	1.4	39.1
Missouri	38.0	1.7	11.3	24.9	1.6	5.6
Montana	--			41.6	2.8	5.2
Nebraska	39.4	2.5	6.6	58.5	5.0	4.0
Nevada	--			--		
New Hampshire	*			*		
New Jersey	34.9	1.5	15.5	25.9	1.1	16.2
New Mexico	39.7	0.9	22.2	32.0	1.2	26.0
New York	29.9	1.6	19.5	25.5	2.4	23.4
North Carolina	43.9	3.4	7.4	43.2	2.9	10.2
North Dakota	73.1	1.8	9.4	56.5	2.4	5.0
Ohio	37.2	1.7	10.7	--		
Oklahoma	43.3	1.2	9.5	--		
Oregon	--			--		
Pennsylvania	29.8	0.8	12.1	22.5	0.7	15.5

State	1992	s.e.	percent of schools in high poverty category	1994	s.e.	percent of schools in high poverty category
Rhode Island	32.3	1.0	13.3	37.9	1.1	15.8
South Carolina	35.0	1.7	17.5	19.7	0.9	20.1
South Dakota	—			—		
Tennessee	36.9	1.7	14.9	35.0	2.5	12.5
Texas	38.0	1	25.1	37.3	2.9	23.6
Utah	*			*		
Vermont	—			—		
Virginia	*			27.5	2.2	9.3
Washington	—			*		
West Virginia	46.8	1.5	14.5	51.8	2.2	12.2
Wisconsin	27.3	5.1	3.9	*		
Wyoming	59.8	3.0	7.6	*		

* Sample size too small to permit reliable estimate

— Non-participating state

State NAEP Math Performance
Percentage of 4th Grade Students in High Poverty Schools Scoring at or Above Basic

State	1992	s.e.	percent of schools in high poverty category	1996	s.e.	percent of schools in high poverty category
Alabama	17.9	1.2	19.0	30.0	1.0	34.8
Alaska	--			36.5	1.1	12.4
Arizona	21.4	1.6	12.2	38.2	1.1	30.0
Arkansas	32.0	1.4	11.5	39.1	1.1	25.5
California	17.4	1.3	18.0	25.2	0.8	22.9
Colorado	36.7	1.8	6.2	46.2	1.9	11.6
Connecticut	12.6	1.2	8.9	40.7	2.4	12.1
Delaware	*			*		
District of Columbia	15.0	0.8	54.7	11.2	0.7	62.3
Florida	23.0	1.8	14.7	47.8	1.2	31.3
Georgia	30.8	30.8	17.2	43.6	1.5	38.4
Hawaii	42.1	2.8	4.0	48.2	0.9	33.5
Idaho	63.7	2.8	4.8	--		
Illinois	--			--		
Indiana	36.0	1.1	9.4	62.7	2.4	16.7
Iowa	61.4	2.5	5.4	60.5	2.5	23.4
Kansas	--			--		
Kentucky	39.1	1.6	10.3	52.0	1.1	27.9
Louisiana	22.9	1.0	34.0	36.1	0.6	51.3
Maine	70.4	4.9	7.7	80.4	0.8	11.1
Maryland	13.4	0.7	7.8	33.8	0.7	17.5
Massachusetts	37.5	1.7	11.4	50.9	2.8	8.9
Michigan	14.7	1.8	10.3	56.0	2.0	18.2
Minnesota	*			75.7	1.2	25.4
Mississippi	23.9	0.7	43.4	29.4	0.9	43.7
Missouri	35.3	1.0	11.2	48.2	1.3	19.4
Montana	--			65.3	2.0	25.0
Nebraska	41.1	3.0	7.3	65.1	1.2	23.3
Nevada	--			52.9	1.1	26.4
New Hampshire	*			--		
New Jersey	35.1	1.1	15.3	24.8	2.6	13.7
New Mexico	34.4	2.0	21.9	37.1	0.7	39.1
New York	24.7	1.6	19.1	30.1	1.9	26.1
North Carolina	26.3	1.5	7.3	46.0	1.4	18.3
North Dakota	69.1	2.8	9.4	68.7	1.7	36.2
Ohio	25.8	1.1	11.1	--		
Oklahoma	41.2	1.8	11.0	--		
Oregon	--			47.7	1.7	14.1
Pennsylvania	28.9	2.0	12.3	28.1	0.8	15.6
Rhode Island	24.6	1.7	14.2	29.7	1.6	16.7
South Carolina	25.2	0.8	18.0	37.0	1.3	31.7
South Dakota	--			--		

State	1992	s.e.	percent of schools in high poverty category	1996	s.e.	percent of schools in high poverty category
Tennessee	25.8	1.6	15.0	43.4	1.4	26.5
Texas	35.1	1.0	24.0	42.7	2.0	22.1
Utah	*			67.3	0.6	30.4
Vermont	—			59.8	1.8	7.5
Virginia	*			45.9	1.1	17.3
Washington	—			55.9	2.4	10.2
West Virginia	38.9	1.6	15.3	60.6	1.8	29.7
Wisconsin	31.5	2.5	4.6	64.5	1.3	18.5
Wyoming	52.6	0.8	7.7	64.6	2.1	18.4

* Sample size too small to permit reliable estimate

— Non-participating state