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# Poverty: It is Not Just an Economic Concern

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## Abstract

The purpose of this research study is to examine and identify poverty's role in a student's academic career, and especially in the student's reading ability and test scores. Researchers have studied and recorded data for decades on poverty's role in education. Research has indicated that poverty is one of the negative influences on a student's academic career. Typically, schools that reside in a low-income residential or urban area have lower test scores and academic abilities among their students. Should teachers be accounted and paid on whether or not their students can pass a test when poverty, an unmanageable issue, is extremely apparent? The results from this study indicates that the affect of a student's ability to learn is affected by poverty, but implementations of numerous reading activities may increase test scores overtime.

## Literature Review Findings

### Children from Impoverished Homes Have Extra Externalities

- Violence, fear, and survival overpower the need to learn/read
- Inadequate consumption of food
- Live in overcrowded homes, which affects sleeping arrangements
- Responsibility for siblings and relatives
- Poor school attendance
- Lack of early education

### Reading Strategies to Overcome Poverty.

- Gradual increase reading level within assignments
- Activate prior knowledge
- Teach how to read a textbook
- Implement repeated-reading strategies
- Actively annotate and conduct guided notes activities
- Anticipation Guides
- Poems for Two
- Wordle
- Story Mapping "History Frames"

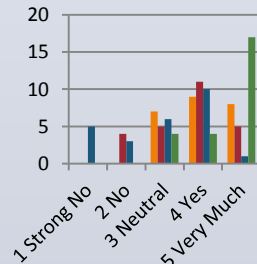
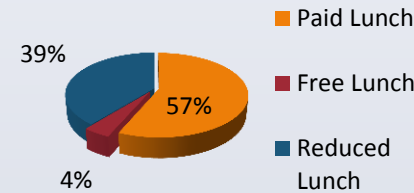
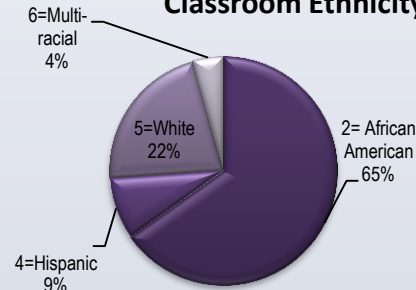
## Research Question

Does socioeconomic status, of 11<sup>th</sup> grade history students, affect a student's ability to read at the desired state reading level, and/or are there other outside influences that affects a students' test score?

## Setting/Context

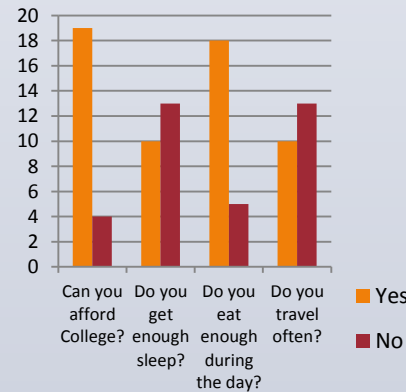
In my 11th grade United States history classroom, there are 13 girls and 9 boys for a total of 22 students. The range of socioeconomic status among my students varies (Reported by cooperating teacher). My students' Lexile scores, or reading scores, vary as well. There are a few students reading above a college level text, but there are also students who are at a 4th grade reading level. The demographics, that are accessible, are the ones that state whether or not the students are from a one parent household, and other basic information.

### Classroom Ethnicity

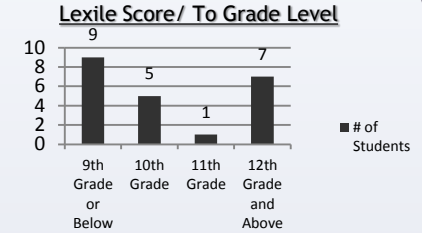


- Do you enjoy your home life?
- Do you feel safe at school?
- Do you enjoy school?
- Do you want to go to college?

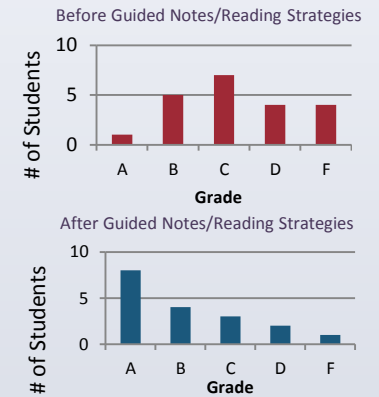
### Survey Results



## Data



### In-class Test Scores



## Implications

### Student Participation/ Issues

- Absentees ( A major Issue)
- Lack of Motivation (Lack of adequate food intake)
- Learning (Numerous Learning Styles \*IEP's\* )
- Behavior ( Excessive Talking)

### Results/Conclusion

- My research indicates that there are externalities that are uncontrollable by the teacher, such as adequate food intake, amount of sleep, economic concerns, etc.
- I concluded that numerous intakes of different reading strategies help boost a students overall comprehension and test scores.
- I also concluded that externalities outweigh the in-school activities, which are meant to increase academic comprehension and test scores.