The Consequences of Standardizing Achievement Scores of Young Children from Low-Income Neighborhoods

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Introduction

Standardized measures of physical, social, and emotional development and academic achievement are widely used in research, clinical practice, and policy work. However, the use of these measures is limited by the fact that they are typically norm-referenced, requiring comparison of individual children’s scores to a standard population. This can be problematic in low-income neighborhoods, where children may have different experiences and opportunities compared to children in higher-income areas.

Purpose of the Study

The purpose of this study was to investigate the effects of socioeconomic status on the academic achievement scores of children from low-income neighborhoods.

Sample

In 2020, the Florida Institute of Education at the University of Florida conducted a study of children in low-income neighborhoods. The study included children aged 3-5 years old, representing a diverse range of backgrounds.

The Graphical Study of the Effects of Age

The graphical study examined the relationship between age and academic achievement scores, controlling for other factors such as socioeconomic status and home environment.

The Structural Equation Modeling Study of the Effects of Age

The structural equation modeling study further explored the relationship between age and academic achievement, taking into account the complex interplay of various factors.

Conclusions and Discussion

The findings of this study highlight the importance of considering the social and economic context in which children grow and develop.

Child Development

- Children from low-income neighborhoods face unique challenges that can influence their academic achievement.

Educational Policy Implications

- Policymakers should consider the needs of children from low-income neighborhoods when designing educational programs.

Text Use

It is important to use clear and concise language in the report, ensuring that all technical terms are defined and that the results are presented in a logical, easy-to-understand format.

Suggestions

- Further research is needed to explore the long-term effects of these factors on children's academic achievement.

Path Diagram: Standardized Variables

The figure in the left shows the path diagram for the standardized variables, with arrows indicating the relationships between the variables.

Path Diagram: Raw Score Variables

The figure in the right shows the path diagram for the raw score variables, with arrows indicating the relationships between the variables.

Findings

The following findings are based on the results of the structural equation modeling study.

- The results show a significant relationship between age and academic achievement, with older children demonstrating higher scores.

Appendix

- The appendix includes additional findings and analyses from the study.

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