Public Abstract

First Name:John

Middle Name:Charles

Last Name:Rinehart

Adviser's First Name:Timoth

Adviser's Last Name:Wall

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:FS 2016

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:A Quantitative Analysis of Economic Disparities of 2011-2013 Rural Missouri Public School Districts and English 1 Examination Scores

The purpose of the study is to examine the impact of economic disparity, (using assessed valuation per student, household income, and free and reduced lunch percentage) upon the percentage of students who scored proficient and advanced on the English 1 end-of-course assessment in rural Missouri school districts. Missouri schools classified as rural and that administered the English 1 exam through the years 2011-2013 were included. Regression and ANOVA tests were employed to determine relationships between economic measures and student achievement. Regression analysis indicates a significant relationship between free and reduced lunch percentage and percentage of proficient and advanced scorers on the English 1 exam. ANOVA indicates significant and small effects exist between assessed valuation and household income upon English 1 scores. ANOVA reveals a significant and large effect between free and reduced lunch percentage and English 1 scores. Clear relationships between economic measures and student achievement in rural Missouri public schools were found.