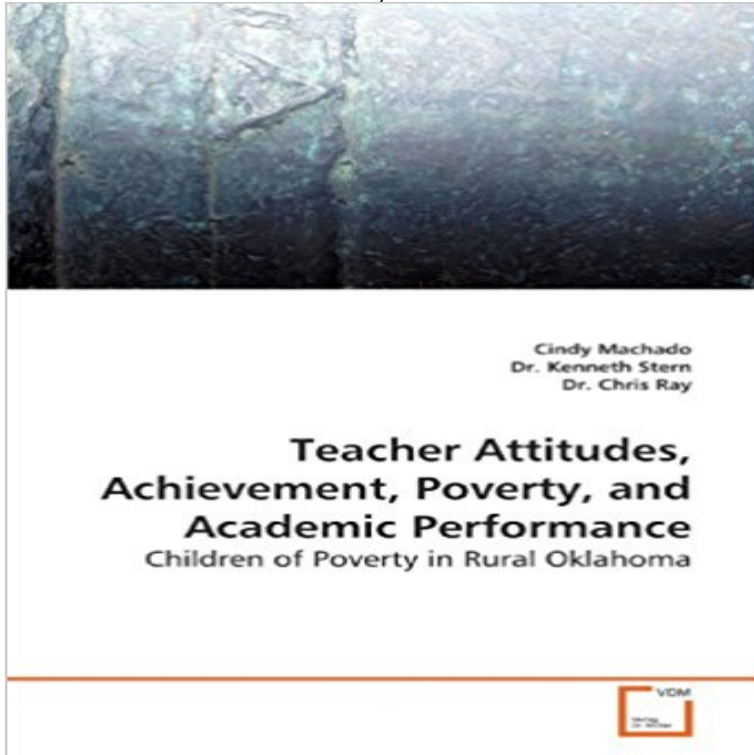


Teacher Attitudes, Achievement, Poverty, and Academic Performance: Children of Poverty in Rural Oklahoma



Poverty is hard to overcome, and must be recognized as one of the most important variables in a low performing school. Poverty does not have to dictate academic achievement. Elements in some high poverty schools, create an environment where poor students can achieve as well or better than affluent students. Schools must make a conscious effort to develop climate elements that contribute to a positive environment. Leadership, ambitious instruction, and a positive student-centered school climate contribute significantly to student performance. Teachers must place emphasis on high expectations for students when the goal is academic excellence. The higher the poverty rate, particularly when the rate is 80% or more, the lower the predicted academic achievement. Two variables that influence student achievement are teacher quality and leadership quality. It can be concluded that students in high poverty/low achieving schools need the best teachers under the leadership of an effective and experienced leader. Principal tenure of five years or more predicts higher academic achievement.

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