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Breaking the link between poverty and low student achievement: an evaluation of Title I.

Summary: This study provides an evaluation of the impact of Title I funding of compensatory education programs on school finance and student performance in New York City public schools during the 1993, 1997 and 2001 school years. Estimates based on a regression-discontinuity approach indicate that the program was unsuccessful in improving student outcomes in high-poverty schools in New York City during this period, and may in fact have had adverse effects during the earlier years in our sample. Less evidence of a negative effect is found for the 2001 school year. These findings are related to the way in which the federal funds were spent.

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regression-discontinuity design; federal aid; compensatory education; school finance

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