

MEASURING SUCCESS!

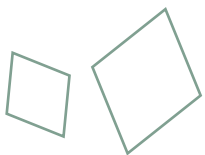
The Positive Impact of Newspaper In Education Programs on Student Achievement





Contents

- 1** Introduction
- 2** Overview
- 2** Study Description
- 3** Key Findings
- 4** Tables
- 11** Appendix



Measuring Success! is a product of the Newspaper Association of America Foundation
Senior Vice President: Margaret Vassilikos
Director, Education Programs: Jim Abbott
Editor: Ronn Levine
Writer: Marianne Meyer
Research: Dan Sullivan, University of Minnesota

Introduction

In the 2001 report, *Measuring Up! The Scope, Quality and Focus of Newspaper In Education Programs in the United States*, the Newspaper Association of America Foundation explored the growing number of newspapers that make use of NIE programs.

In cooperation with the NAA Foundation, Dan Sullivan, of the University of Minnesota, led a survey team to find out how many newspapers have NIE programs, where the programs are and who they serve, and in what departments the key NIE members could be found. The results, as presented in *Measuring Up*, were impressive, displaying solid industry gains and expansion over the eight years leading up to the study.

But this is even better.

That information has now been expanded upon in a second research study that explores the measurable success of NIE programs nationally. Once again, Dan Sullivan has gathered and summarized the findings to give NAA Foundation, NIE departments and all other interested parties a closer look at the impact these programs have.

Measuring Success! presents the results of this research in a format that is easy to read and understand—graphic charts and bulleted text that condense and summarize key findings.

Naturally, in a changing economy in which newspaper staff sizes fluctuate, NIE programs are prone to changes that may affect the numbers from year to year. But this particular set of statistics, “frozen in time,” displays a clear and consistent fact—Newspaper In Education programs can and do have a measurable and positive impact on the schools which use them. And the value of the programs generally increases with the frequency and depth of the programs.

The numbers speak for themselves—NIE works!

Do students
do better in schools?
with NIE programs?



What benefits
do NIE programs
offer minority students?



Does the frequency
of an NIE program
affect its value to students?



How does NIE
influence student
performance?



Overview

NAA Foundation defines NIE as “a co-operative effort between schools and newspapers to promote the use of newspapers as an education resource.” This research was undertaken to identify what NAA Foundation can do to advance that objective.

It is the second phase in what the NAA Foundation sees as a three-part project to determine the full scope and impact of NIE programs on student performance.

Phase I: Profile of existing NIE programs, including scope, quality and focus. Statistical tables and analysis of the findings are available in the *Measuring Up* booklet.

Phase II: The 2002 study, discussed here, examined impact on student performance. Phase II’s purpose is to update NAA Foundation’s knowledge about the impact of NIE programs, including current measurement practices. It also seeks to identify future opportunities for NAA Foundation.

Phase III: The next and final phase of the project, scheduled for 2004, will examine the relationship of NIE programs to future readership.

Study Description

Approach

This phase of the NIE project has three distinct components, which were approached independently:

1. Review and summarize the findings of existing individual research studies, including ones done by academics, by NIE programs and by other institutions.
2. Follow up with those newspapers that indicated in the Phase I survey that they use student outcomes as a measure of success of their NIE programs.
3. Analyze the relationship between participation in NIE and students’ performance on standardized test scores.

Methodology

Previous Research

A thorough search, conducted over a nine-month period, included talking with NIE program officials, NAA Foundation officials and academics who work in this area, as well as doing traditional searches using bibliographic sources.

Current Practices

Telephone interviews were conducted with all of the newspapers that indicated in the Phase I survey that they use student outcomes as a measure of success for their NIE programs.

A postcard survey was mailed to those newspapers that indicated in the initial survey that they evaluate the effectiveness of their programs.

Eventually, relatively complete information was gathered from nearly three-fourths of the group contacted in initial requests. All of the results presented here are summary statistics to ensure the confidentiality of respondents.

Empirical Study

Newspaper Data

The empirical results presented here are based on a sample of 22 newspapers, whose coverage area includes 2,900 schools.

Using newspapers that had responded to Phase I as a starting point, the study identified 24 states that had adequate data from which to draw conclusions, such as standardized test scores at the individual level and demographic information. From this list came a sample of states that offered multiple participants and represented a good cross-section of both size and geography.

Newspapers were asked to provide two years of sales or related data that would relate which schools they had served and in what way.

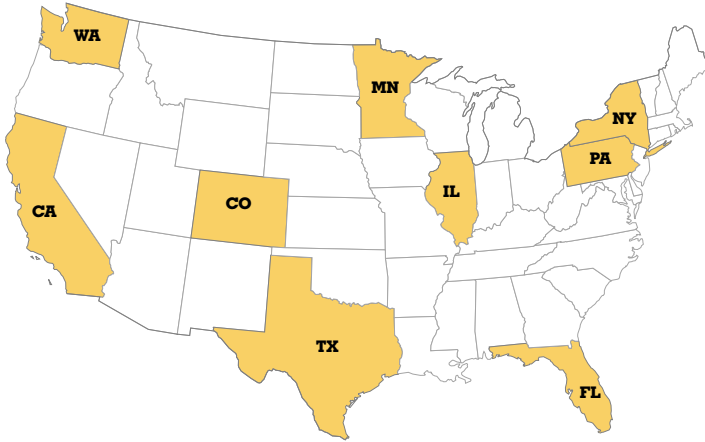
Specifically, each newspaper was asked to provide as much of the following information as possible:

- a. the total number of newspapers delivered,
- b. the number of deliveries,
- c. the number of teachers to whom they provided newspapers.

The number of teachers served and the average number of newspapers per delivery were used to develop a measure of “penetration”—i.e., what percent of students in the school were being served by NIE programs?

The data came in many forms and many levels of completeness—in part reflecting the wide variety of ways in which NIE programs service schools. The resulting data—from 22 newspapers in nine states—ensured a sufficiently large sample from which to develop meaningful estimates.

The nine states involved in the study are:



School Data

Parallel with collecting newspaper data, data was collected on each of the public schools in the counties where respondents are the dominant daily newspaper. For these schools, enrollment data and the results available on standardized reading and math tests were also collected, along with whatever demographic data was available.

In all cases, data included the percent of students qualifying for free or reduced lunch and, in most cases, race/ethnic origin. Various states also had one or more of the following: percent foreign born, percent from non-English speaking homes, average household income, percent special education and turnover.

Because different states test students in different grade levels, after discussion with experts in educational testing, test results were grouped into three levels:

elementary (K-5)

middle school (6-8)

high school (9-12)



NIE programs clearly work for

immigrants and students from non-English speaking homes.

Thus, references to school "level" in results actually refer to the level of the test results being used.

Another issue was the way in which states reported results—as a mean or median score for each school, or as the percent of students "passing" or achieving some benchmark. When doing analysis based on two types of test measures, the data was normalized for each state to create comparable figures.

A more formal description of the data and variables used in the statistical analysis are available, upon request, from the NAA Foundation.

A caveat: Most of Phase II involved the cooperation of individual newspapers. As the economic situation of newspapers changed, many faced staff reductions, changes in key personnel or both. This suggests that the measures of resources and services reported in Phase I and used for analysis here may not represent what is currently available.

Key Findings

Newspapers do little to measure impact...

- Newspapers currently do little to measure the impact of NIE programs on student performance. The primary reason is that most view teachers as their customers.
- Outside of the KidsWIN program in Minneapolis-St. Paul, little quantitative research has been conducted in the past 15 years. However, that study found significant impact, as well as evidence of how and why.

...But NIE Programs CAN make a big difference for students...

- The empirical study done here found that NIE programs can make a large difference. While there was considerable variation, average measured impact was about 10 percent.
- Largest impacts occurred in middle schools and schools with high minority enrollments.
- NIE programs work especially well for students from non-English speaking households.

◆ **Table 1**

Measuring Performance of NIE Programs—1992 and 2000

	TOTAL		Y2000 (by Size Category)			
	1992	2000	<15K	15-50K	50-99K	100K+
Use Measures To Evaluate						
Yes	68%	68%	52%	61%	80%	85%
No	32%	32%	48%	39%	20%	15%
Methods*						
Circ. Measures	42%	55%	20%	44%	83%	72%
Surveys	18%	35%	30%	35%	37%	48%
Teach. Feedback	30%	20%	30%	24%	20%	18%
Internal Assess.	12%	10%	4%	10%	14%	18%
None	32%	32%	48%	39%	20%	15%
Do Research						
Yes	62%	67%	31%	35%	44%	80%
No	38%	33%	69%	65%	56%	20%
On What*						
Program Size	39%	42%	35%	38%	44%	51%
Program Value	44%	37%	10%	35%	40%	41%
Student Outcomes	3%	5%	0%	2%	7%	6%
None	38%	33%	69%	65%	56%	20%

*Numbers total to more than 100% because of multiple responses

- In Phase I, considerable information about how newspapers measure performance was gathered. Table 1 summarizes these findings.
- Two-thirds of respondents to the Phase I survey reported that they “evaluate the effectiveness” of their programs. About half of these also reported that they use some form of a “survey” or “questionnaire” as input into this evaluation. The postcard survey sent to all of these respondents found that most of these surveys were done annually and were very simple, generally qualitative in nature and aimed primarily at teachers.
- Eight percent of respondents to the Phase I survey indicated in that survey that they use student outcomes as a measure of success of their NIE programs and do research on student outcomes.
- About one-third gather information on student satisfaction, another one-third report looking at student performance or continued newspaper readership in some way, and the final one-third report doing both.
- Note that much of the information on “student satisfaction” actually comes from teachers.
- Interviews indicated that only two of the newspapers had done their own quantitative research. In both cases this involved a crude form of looking at standardized test results—they did not control for any other factors.
- The rest actually do some form of using the research of others to help with sales efforts. (see “Previous Research” in the Appendix for some of the studies referenced)

◆ **Table 2**

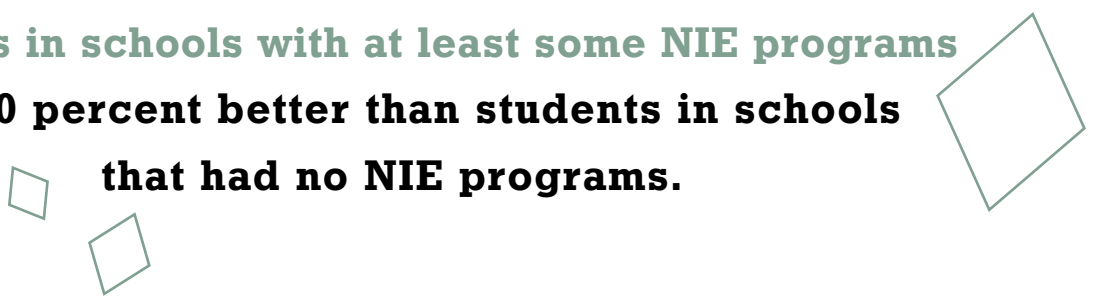
Characteristics of “Surveys” Used by Newspapers To Measure Effectiveness of NIE Programs

	TOTAL	SMALL (<50K)	LARGE (>50K)
Formal Questionnaire:			
Yes	70%	40%	88%
No	30%	60%	12%
Frequency:			
Annually	95%	97%	91%
Other	5%	3%	9%
Who surveyed:*			
Teachers	99%	99%	99%
Administrators	15%	12%	20%
Others	3%	2%	5%
Format:			
Quantitative	5%	2%	8%
Qualitative	84%	82%	86%
No response	11%	16%	6%

**Numbers total more than 100% because of multiple responses*

- Only three percent reported surveying groups other than teachers or administrators (these “other” groups included students, parents and sponsors). Virtually all respondents also indicated that they made no effort to compare responses from one year to the next—many actually reported that they change their survey each year.
- Those responsible for individual NIE programs distinguish between NIE in general and their own specific programs; the results of effectiveness studies can help with their marketing efforts (especially to sponsors), but not with how they run their programs.
- Most NIE participants appear to agree with the principle that NIE programs are intended to benefit students. But in managing their own programs, these same people view teachers as their customers and are most concerned with their satisfaction.
- Most managers perceived that evidence of teacher satisfaction matters more than evidence of impact on students in efforts to sell the program to other schools in their service areas. What “research” is done focuses almost totally on teachers.
- The materials that newspapers sent were all very simple instruments that focused on how well the program works for teachers. The surveys were all qualitative and aimed at teachers.

Students in schools with at least some NIE programs did 10 percent better than students in schools that had no NIE programs.



Tables

The central element of Phase II was an empirical investigation of the relationship between having NIE programs in a school and how well students from that school performed on statewide standardized tests.

Most of the results reported here were obtained using multiple regression that enabled control for influences on test scores other than NIE programs. In general, it was useful to separate the sample of schools into a number of groups.

Empirical Study

◆ Table 3

Characteristics of Schools in Study Sample

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Have NIE	Do Not Have	Have NIE	Do Not Have	Have NIE	Do Not Have
Grade Level(s):*						
Elementary	49%	51%	45%	55%	52%	48%
Middle	60%	40%	58%	42%	63%	37%
Secondary	32%	68%	26%	74%	26%	74%
Minority Enrollment:						
Less than 20%	62%	38%	60%	40%	65%	35%
20 – 50%	48%	52%	45%	55%	51%	49%
Over 50%	38%	62%	26%	74%	49%	51%
Low Income Enrollment:						
Less than 20%	64%	36%	62%	38%	67%	33%
20 – 50%	45%	55%	42%	58%	49%	51%
Over 50%	36%	64%	22%	78%	51%	49%

*Grade level determined by grades for which a school has test results

- The schools in the sample reflect considerable variation in terms of level, size, demographics and use of NIE. Overall, NIE programs are more likely to exist in middle schools, larger

metro areas and in schools with fewer minority students and/or students qualifying for free and reduced lunch.



The greatest benefits were found
in schools with large minority populations.

◆ **Table 4**

Differences in Performance Index between Schools with NIE Programs and Schools without Programs

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Value	C.I.*	Value	C.I.	Value	C.I.
High Demographic Schools:						
Elementary	3	+/-1	3	+/-2	3	+/-2
Middle	10	+/-2	8	+/-3	12	+/-3
Secondary	7	+/-2	6	+/-2	8	+/-3
Low Demographic Schools:						
Elementary	4	+/-2	4	+/-2	5	+/-2
Middle	13	+/-3	12	+/-4	14	+/-4
Secondary	9	+/-3	8	+/-3	10	+/-4

*Confidence index—standard measure of error

- Third-grade test data was available for seven of the nine states. For the schools in states which had students taking these tests, there was virtually no difference overall between scores for schools with NIE programs and those without, when controlling for other factors.
- When controlling for other factors, data suggests that having an NIE program for at least some classrooms at a school will increase the overall performance of the school, on average, by about 10 percent.
- These effects are greater in large metro areas than in smaller communities, and they are greater at the middle-school level than at other levels.

◆ **Table 5**

Range of Differences in Performance Index between Schools with NIE Programs and Schools without Programs

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	High	Low	High	Low	High	Low
High Demographic Schools:						
Elementary	8	0	6	0	8	0
Middle	22	0	22	0	20	3
Secondary	15	0	15	0	15	3
Low Demographic Schools:						
Elementary	10	0	8	0	10	2
Middle	24	2	24	2	22	4
Secondary	20	2	15	2	20	3

- Considerable variation across the markets studied suggests that program effects are not automatic. However, the effects were all either negligible or in the right direction—this consistency across the several markets is itself significant.
- Similar analysis were done to account for differences in the intensity of NIE’s presence in the school and the amount of services and resources the newspaper servicing that school had. For these, see Table 6.

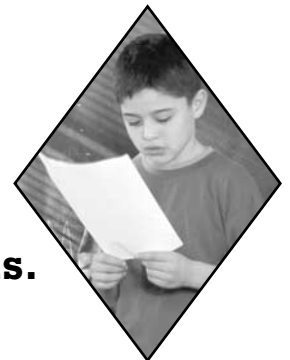
◆ **Table 6**

Differences in Performance Index among Middle Schools by Quality and Intensity of NIE Programs

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Value	C.I.	Value	C.I.	Value	C.I.
High Demographic Schools:						
Level of Quality						
High	10	+/-5	8	+/-6	11	+/-6
Average	8	+/-4	7	+/-5	9	+/-6
Low	7	+/-4	6	+/-5	8	+/-4
Level of Intensity						
High	11	+/-3	10	+/-4	12	+/-3
Average	8	+/-2	7	+/-3	9	+/-3
Low	4	+/-2	4	+/-3	4	+/-3
Low Demographic Schools:						
Level of Quality						
High	13	+/-5	11	+/-6	15	+/-7
Average	11	+/-4	9	+/-5	13	+/-6
Low	8	+/-4	6	+/-6	9	+/-5
Level of Intensity						
High	15	+/-3	14	+/-4	17	+/-5
Average	11	+/-2	9	+/-3	13	+/-4
Low	6	+/-3	5	+/-4	6	+/-4

- What the data appears to show is that the quality of services and resources had a positive effect, but it was small and not significant.
- On the other hand, the intensity of service appears to have a larger and significant effect.
Caveat: these two variables are fairly highly correlated with each other, which may affect the measured significance.
- A further refinement of the model—in some schools only a few students participate in NIE programs, while in others virtually all students participate.

Significant increases in performance were more likely to occur in middle schools.



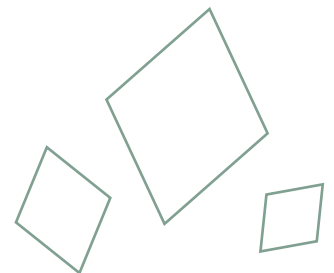
◆ **Table 7**

Differences in Performance Index among Middle Schools and High Schools by Penetration of NIE within Schools

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Value	C.I.	Value	C.I.	Value	C.I.
High Demographic Schools: High Penetration						
Middle Schools	15	+/-5	13	+/-6	17	+/-5
High Schools	12	+/-5	11	+/-6	13	+/-6
Average Penetration						
Middle Schools	11	+/-3	9	+/-4	14	+/-3
High Schools	9	+/-3	7	+/-5	10	+/-4
Low Penetration						
Middle Schools	3	+/-2	3	+/-2	5	+/-3
High Schools	2	+/-2	3	+/-2	3	+/-2
Low Demographic Schools: High Penetration						
Middle Schools	19	+/-4	16	+/-5	22	+/-5
High Schools	15	+/-5	14	+/-6	17	+/-5
Average Penetration						
Middle Schools	15	+/-4	13	+/-5	17	+/-5
High Schools	12	+/-4	11	+/-5	14	+/-5
Low Penetration						
Middle Schools	5	+/-3	5	+/-3	5	+/-3
High Schools	3	+/-3	3	+/-3	3	+/-3

- There is a substantial difference between “low” and “average” penetration schools, but much less of a difference between “average” and “high” penetration schools.
- Other things equal, schools with about one-third of students exposed to NIE programs do almost as well as schools where most of the students are exposed to NIE programs.
- This suggests that there may be some “spillover effects.” The implication here is that newspapers interested in having an impact on student performance should concentrate on those schools with little or no participation rather than trying to increase participation in schools that already have a majority of teachers involved.

Note: one place where this pattern does not hold is in schools where a majority of the students are members of a minority group.



◆ **Table 8**

Differences in Performance Index among Schools by Penetration of NIE within Schools for “High Minority” Schools Only

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Value	C.I.	Value	C.I.	Value	C.I.
High Demographic Schools:						
High Penetration						
Middle Schools	29	+/-4	27	+/-5	30	+/-5
High Schools	21	+/-5	20	+/-6	21	+/-5
Average Penetration						
Middle Schools	17	+/-4	17	+/-4	17	+/-4
High Schools	14	+/-4	13	+/-5	14	+/-5
Low Penetration						
Middle Schools	6	+/-4	5	+/-4	6	+/-4
High Schools	4	+/-3	4	+/-4	4	+/-4

- The final significant findings are perhaps the most important.
- The effects of NIE programs, other things equal, are substantially greater for schools in which most of the students are either minority or qualified for free or reduced lunch.
- In middle schools where virtually all of the students are minority or qualified for free or reduced lunch and which had a significant

NIE program (serving at least one-third of the students), students on average scored nearly 30 percent higher than students from similarly populated schools with no NIE program.

- One possible explanation (based on evidence from KidsWIN) is that most students in these schools do not have newspapers in their homes, and when they take the newspapers home, they get their parents involved in their education.

◆ **Table 9**

Impact of NIE Programs on Students from Immigrant and Non-English Speaking Households

	TOTAL		SMALL (<50K)		LARGE (>50K)	
	Value	C.I.	Value	C.I.	Value	C.I.
High Demographic Schools:						
Mostly non-English	7	+/-3	7	+/-4	7	+/-4
Mixed	9	+/-2	8	+/-3	9	+/-3
Mostly English	11	+/-3	10	+/-4	12	+/-4
Low Demographic Schools:						
Mostly non-English	10	+/-3	9	+/-4	11	+/-3
Mixed	12	+/-2	12	+/-4	13	+/-4
Mostly English	15	+/-2	14	+/-3	16	+/-3

- NIE programs clearly work for immigrants and students from non-English speaking homes.

- This finding is based on analysis of data from only three states, but still the differences are significant, although they are somewhat less than for students whose native language is English.

Appendix

◆ Previous Research

Much of the previous research is historical in nature and generally focused on program descriptions.

The idea of using newspapers as a teaching tool goes well back before the inception of formal programs run by newspapers themselves. "Recorded references to the use of the newspaper in the classroom go back to the 1890s" (Haefner, 1967). Educators' associations advocated this practice themselves for years.

Newspaper companies first got involved in the late 1930s when the Milwaukee Journal sponsored and distributed a book about using newspapers to teach current events; The New York Times sponsored a similar book 10 years later (Cowan, 1978).

The acknowledged father of the Newspaper in the Classroom program, as it was originally called, was a circulation manager, C.K. Jefferson (Haefner, 1967). In 1955, Jefferson urged the International Circulation Managers Association to study ways to augment school use of newspapers and develop newspaper reading habits in children. The resulting study found that 40 percent of schools in a national survey used newspapers in some way, but perhaps not the most effective way (Moeller, 1957).

In 1959, ANPA agreed to sponsor the newly created Newspaper in the Classroom program, and the ANPA Foundation began administering it in 1961; by 1978, NIE had grown to include more than 500 daily newspapers, Cowan (1978) noted, but the program still covered just 10 percent of the nation's schools.

In the ANPA Foundation's 1992 survey, 547 newspapers responded that they had some form of NIE program. Those programs reached

more than 8 million students; in all, the program was estimated to reach more than 10 million. (The findings from this survey are included in the Phase I report.)

The surveys commissioned by the ANPA Foundation also assessed the purposes and resources behind the nation's NIE programs. From the start, NIE was considered part of the ANPA Foundation's first goal: "develop informed and intelligent newspaper readers." All of the data included in these studies came from the newspapers themselves.

A handful of empirical studies were done in the 1980s on the impact of NIE programs. All of these studies showed positive results. However, all were small scale, short-term, and made no effort to control for other factors. They should generally be characterized as marketing studies rather than serious academic research.

More recently, a well-done experiment was conducted in Austin, Texas. However, that study focused on the effects of various teaching strategies and not on the effects of NIE programs in general.

There has been one significant recent effort to measure the effect of NIE programs on student performance: the "KidsWIN" project at the Star Tribune in Minneapolis. For four years, the Star Tribune and Minneapolis Public Schools conducted an experiment using a new newspaper-based curriculum to improve the reading skills of students in the Minneapolis Public Schools. Last summer, the experiment was broadened to include the St. Paul Public Schools. A summary of the findings from that study follows.

**Schools served by those newspapers
who made at least some attempt to assess impact
did slightly better than schools served by
newspapers which did not.**



◆ Summary of Research Findings from KidsWIN Study

Overview

The KidsWIN program has four basic elements:

- It is a reading program built around students reading newspapers
- It is an educational curriculum with two specific content and state-standard focus areas: reading and current events
- It is a set of educational resources that includes specific exercises and teaching strategies designed to improve both the attitudes and skills of students related to reading
- It is a curriculum that must be delivered by classroom teachers within the context of everything else those teachers are doing.

The curriculum has proven to be flexible and adaptable. It has been used in both elementary and middle school settings, as well as high school summer school, and in both language arts and social studies classes. In some instances, it was adopted by a single teacher in a school, while in others it was used by all teachers. While some teachers followed the curriculum exactly, others adapted it to fit their own needs or styles. The total amount of KidsWIN instruction that students received varied widely, from as little as just a few class periods to as much as twice a week. The norm seems to have been 2–3 class periods per month.

There is clear evidence that KidsWIN had a positive impact on the reading performance of a wide variety of students in many different situations. More importantly, after three years and one summer of research, there is now a fairly good understanding of how KidsWIN works.

Central to this conversation is an understanding that for many students, especially those at risk of failing, performance on the MBST reading test is as much a result of attitude as it is a result of ability. The strength of KidsWIN is that it addresses both of these components. Indeed, the data makes clear that KidsWIN has a significant impact on students' attitudes toward reading, their willingness to engage in reading activity, and their reading skills. Moreover, it does so with material that students say is more interesting and written in a style they find easier to read than regular textbooks.

◆ Evidence of Impact

Analysis of program evaluations during the past three school years may be summarized as follows:

- KidsWIN engages students at all reading ability levels, including more than 60 percent of the students projected to fail the MBST reading test, according to their NALT scores.

- Reading attitudes improved substantially, largely due to a decrease in reading "avoidance" rather than to an increase in reading "approach." That is, students participating in KidsWIN report more openness to asking questions and working through reading difficulties—they become less reading-averse, not more reading-prone. Moreover, as students become less reading averse, they get more fully engaged with the KidsWIN curriculum.
- Reading achievement appears to improve when students are engaged in KidsWIN. Moreover, KidsWIN looks like it boosts reading performance after students have participated in it for two years.
- KidsWIN works best when most of the teachers in a school use it and there is support from administrators. Among other factors, this makes it more likely that KidsWIN will be treated as more than simply an optional add-on and thus increases the consistency with which it is delivered.

◆ Understanding How and Why

KidsWIN improves student performance in three ways:

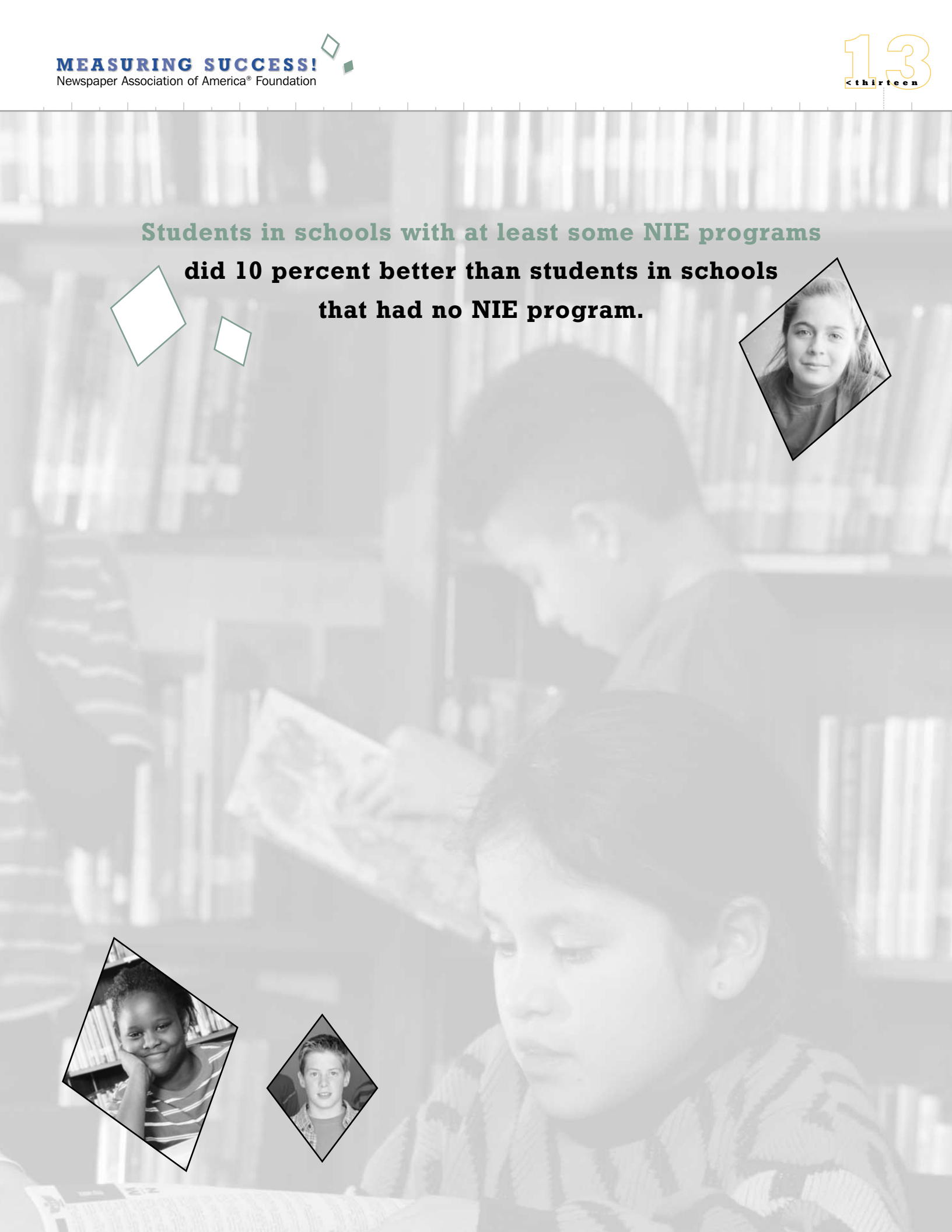
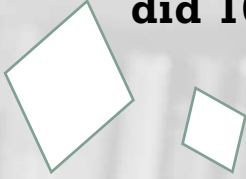
1. It reduces "avoidance" attitudes related to reading.
2. It gets students interested in what they are reading both by having relevant subject matter and by using materials written in a style that students prefer to the style of textbooks.
3. It provides specific strategies and exercises that help students of varying abilities learn critical reading skills.

Among the key factors contributing to KidsWIN having a greater impact on some students than on others are the following:

- Beneficial effects are cumulative and more is better (both more class periods and higher level of engagement). Students of all reading abilities showed more relative improvement (i.e., compared to non-KidsWIN students) the more of the curriculum they received.
- Consistent use produces better results, both with respect to attitudes toward reading and performance on standardized tests.
- The strongest and most consistent impact is on eliminating attitudes that cause students to avoid reading or to be unwilling to engage in reading. (This also turns out to be more important, in terms of performance on tests, than getting students to like reading more.)

Changing attitudes requires engagement, which requires interest in the content, which in turn requires flexibility. It is this dynamic that helps explain initial findings that KidsWIN works better for better readers—they generally do not have the "avoidance" attitudes and thus get engaged much more quickly.

**Students in schools with at least some NIE programs
did 10 percent better than students in schools
that had no NIE program.**



**NIE programs can and do have a positive impact
on the schools which use them.
And here's proof.**

Do students do better in schools
with NIE programs?

What benefits do NIE programs
offer minority students?

How does NIE influence student performance?

Does the frequency of an NIE program
affect its value to students?



Newspaper Association of America[®] Foundation

1921 Gallows Road, Suite 600, Vienna, VA 22182-3900
703•902•1600 Fax 703•917•0636
www.naa.org