Visible Learning, Tomorrow’s Schools, The
Mindsets that make the difference in Education

What Influences Achievement?

- Meta-analysis of 800 Studies
- 50,000 overall studies
- 200 million+ students

Low Impact Strategies

- Family Structure .17
- Within class grouping .16
- Ability grouping .12
- Gender .12
- Summer vacation -.09
- Retention -.16
- Mobility -.34

High Impact Strategies

- Acceleration .88
- Classroom behavioral .80
- Comprehensive interventions for learning disabled students .77
- Teacher clarity .75
- Teacher-Student relationships .72
- Prior achievement .67
- Professional development .62

Good teaching is going on when students are...

...Working on problems they care about, help them make sense of their world, and their place in it

...Focusing on big ideas rather than the pursuit of isolated facts

...Planning what they will learn

...Wrestling with ideals such as fairness, equity, and justice

...Learning from real-life experiences

Good teaching is going on when students are...

...Thinking creatively, questioning common notions and connecting ideas to prior learning or new problems

...Revising, polishing or perfecting work

...Using technology to solve problems

...Reflecting on themselves, their beliefs, and their feelings

-Haberman, 1991
**Teachers Make The Difference!**

...They think ... we can learn this **** !!

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**Focus on Learning**

**Strategy 6**

Teach Every Student to Read K-12

Have we ensured that all students are proficient in reading?

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**Elementary Students At Risk**

- Reading One Year Below Grade Level
- Have Been Retained
- Chance of graduating from high school near zero
- Low Socio-Economic Background
- Attends School With Many Other Poor Students

Increasing Achievement of At-Risk Students at Each Grade Level
US Dept. of Ed., 1989

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**Uncommon Sense**

Everyone an English/Language Arts Teacher

- All teachers English/Language Arts teachers
- Provided target professional development with collaborative support from the schools E/LA teachers
- Created a set of bundled E/LA skills to be taught in every course

Port Chester Middle School

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All kids...

...want to learn how to read!

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Reading is when you know what sounds the letters make and then you say them fast. They come out words, and then you are reading.

*R. J., age 5*
You can read when you look at car and then you look at can and know you drive one and open the other one and there is only one eensy line different.
Shelby, age 6

It’s when you read and nobody tells you the words. But you shouldn’t do it in the bathroom. My daddy does and my mom yells at him.
Paulette, age 5

Words go in your eyes and come out your mouth...but it’s not like puking or anything. You say the words and that means you’re reading.
Loren, age 4

We MUST... Focus On Reading...
For Every Student

We will never teach all our students to read if we do not teach our students who have the greatest difficulties to read. Another way to say this is: Getting to 100% requires going through the bottom 20%.”


Focus on Learning
Strategy 7
Provide Targeted Interventions
- Summer Reading
- Pre K / Full Day Kindergarten
- Tutoring
- Homework Clubs
- Alternative Schools & Programs

Focus on Learning
Strategy 8
Implement Student-led Conferences
Do we have common assessments and embrace assessment literacy?
Traditional Parent/Teacher Conferences

Do These Work?

Focus on Learning

Strategy 9
Provide Meaningful, Needs-Driven, Job-embedded Professional Learning

Do we provide job-embedded opportunity for professional learning?

A Word About Technology

Focus on Learning
Our Student’s World is Digital

More than one billion people using Facebook actively each month

72 hours of video uploaded per minute

Over 4 billion hours of video are watched each month on YouTube

5 million images are uploaded to Instagram every day

750 tweets per second

http://www.edmodo.com/
Engage All Kids

Focus on Learning

Connect Technology To Instruction

One Caution: The Digital Divide

- Access to devices
- Access to high speed internet
- Familiarity with tech skills

Tools for Schools

Do we have structures and process for focusing on student, professional, and system-level learning?

RECAP and REFLECT

#5 Understand Quality Teaching & Learning
#6 Teach Every Student To Read
#7 Provide Targeted Interventions
#8 Implement Student-Led Conferences
#9 Needs-Driven Professional Learning
A FRAMEWORK FOR ACTION:

Building High-Poverty Schools to High Performance

Build Leadership Capacity

- Are we working to eliminate mindsets, policies, structures, and practices that perpetuate underachievement?
- Are we managing material and human resources effectively?
- Are we optimizing time...EXTENDING it for underachieving students and REORGANIZING it to better support professional learning?
- Do we have a data system that works for classroom and school leaders?

It Takes Skill and Will

Swift, dramatic improvement requires an encounter with the “brutal facts” — those awkward, unpleasant truths that organizations prefer not to address—or even talk about.


Build Leadership Capacity

- Low Expectations
- Inequitable Funding
- Failure To Retain Effective Leaders & Teachers

Tools for Schools

Are we perpetuating underachievement: What have we eliminated?

Build Leadership Capacity

Strategy 10

Consider your Budget a Moral Document

Are we managing material and human resources effectively?
We will never catch up under-achieving students who live in poverty...

without additional quality instructional time for those students...

and job-embedded time for the professional learning needs of their teachers.

Where's the time for all of this?

<table>
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<th>The Full Year Calendar</th>
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The Full Year Calendar

Less Summer Vacation

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Less Summer Vacation

Less Weekends, Holidays, & Summer Vacation

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Less Weekends, Holidays, & Summer Vacation

Less Professional Development Days & Early Dismissal/Parent Conferences

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Less Professional Development Days & Early Dismissal/Parent Conferences
## Bottom Line:

**Roughly 13-15 8-hr Days of Instruction Per Subject Per Year**

### Build Leadership Capacity

**Strategy 11**

**Go Back... Find the Time**

*Are we optimizing time...EXTENDING it for underachieving students and REORGANIZING it to better support professional learning?*

- Get creative...support professional learning that does not distract from instructional time
- Reduce scheduled / unscheduled interruptions
- Schedule testing wisely
- Extend learning...day / week / summer
- Minimize Pullouts
- Stop releasing students early
- Conduct parent / student led conferences outside school day

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**Strategy 12**

**Use data to find the bright spots and change your school's story**

*Do we have a data system that works for classroom and school leaders?*
**Build Leadership Capacity**

*Communicating the bright spots changes the story others tell about your school.*

**Basic Website**

**Newsletters**

**Intra-District Mail / E-mail**

**Reader Boards**

*What we used to do.*

**21st Century Communications**

- Website
- Facebook
- Electronic Newsletters
- Text Alerts
- Relevancy Apps
- LMS: Blackboard
- BrainHoney
- Angel
- MyBigCampus

**RECAP and REFLECT**

#10  Consider Your Budget A Moral Document

#11  Go Back... Find The Time

#12  Use Bright Spots!

**Kid President**

*Believe in success for everyone*

*“Whatever it takes.”*
Compelling Conclusions

Six Key Points to Take Away
- Consider your budget as a moral document
- Create a culture of high expectations for every student... provide the needed support
- Make decisions based on data... select and prioritize strategies based on needs
- Eliminate practices that perpetuate underachievement... start today
- Take action... implement, monitor and evaluate "needs-based" strategies
- Foster positive RELATIONSHIPS / COLLABORATE!

Collaborate

Look what happens when we go at it alone...

Any school can overcome the debilitating effects of poverty...
... demographics do not equal destiny!

We must combat hopelessness... and instill in every child the self-confidence that they can achieve and succeed in school.
What do we choose to do?

...our students are waiting

For the PDF version of the handout: “Enhancing Instruction to Improve Outcomes for Underachieving Students Living in Poverty: 12 Strategies That Make The Difference” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.
William H. Parrett

William H. Parrett is the Director of the Center for School Improvement & Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, high-poverty schools, alternative education, and for his efforts to help under-achieving students. His professional experiences include public school and university teaching, curriculum design, principalships, college leadership, media production, research and publication.

Parrett holds a Ph.D. in Secondary Education from Indiana University and has served on the faculties of Indiana University, the University of Alaska and Boise State University. As Director of the Boise State University Center for School Improvement & Policy Studies (1996 to present), Parrett coordinates funded projects and school improvement initiatives which currently exceed $10 million dollars annually. His research on reducing achievement gaps, effective schooling practices for under-achieving students, and turning high-poverty schools into high-performing schools has gained widespread national recognition.

Parrett is the co-author of the recently released best-seller, Turning High-Poverty Schools Into High-Performing Schools, (ASCD, 2012). He is also the co-author of the best-selling Saving Our Students, Saving Our Schools, 2nd edition, (Corwin Press, 2008, Honorable Mention, National Education Book of the Year 2009) and The Kids Left Behind: Catching Up the Underachieving Children of Poverty (Solution Tree, 2007, Best Seller). Other books include: Saving Our Students, Saving Our Schools (2003), Hope Fulfilled for At-Risk & Violent Youth (2001), How to Create Alternative, Magnet, and Charter Schools that Work (1997), Hope at Last for At-Risk Youth (1995), Inventive Teaching: Heart of the Small School (1993) and The Inventive Mind: Portraits of Effective Teaching (1991). He has also authored numerous contributions to national journals and international and national conferences over the past three decades.

Parrett’s media production, Heart of the Country (1998), is a documentary of an extraordinary principal of a village elementary school in Hokkaido, Japan, and the collective passion of the community to educate the heart as well as the mind. Since its release, the production was nominated for the Pare Lorentz Award at the 1999 International Documentary Awards (Los Angeles, CA); has won the Award of Commendation from the American Anthropological Association, a Gold Apple Award for best of category at the National Education Media Network Festival (Oakland, CA), a National CINE Golden Eagle Award (Washington, D.C.), and a Judges’ Award at the 24th Northwest Film Festival (Portland, OR). In addition, Heart of the Country was an invited feature and screened at the Cinema du Reel festival in Paris (1998) and the Margaret Mead Film Festival (1998) in New York City. This work has received critical acclaim for its cinematography and insight into the universal correlates of effective teaching and learning and the power of community participation in public schools.

Parrett has also served as visiting faculty at Indiana University, the University of Manitoba, Oregon State University, Hokkaido University of Education (Japan), Nagoya Gakiun (Japan), Gifu University (Japan) and Heilongjiang University (People’s Republic of China). His consultancies include state departments, boards of education, state and regional service providers and school districts in 43 states and 10 nations.

Throughout his career, Parrett has worked to improve the educational achievement of ALL children and youth, particularly those less advantaged. Toward this goal, as director of the CSI&PS, he has overseen the acquisition of over thirty million dollars in external funding to create programs and interventions designed to help educators, schools, communities, and universities benefit from research and best practice. These efforts have positively impacted the lives of thousands of young people.