Turning High-Poverty Schools Into High-Performing Schools

ASCD Whole Child Virtual Conference

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Coming up at 2:00 p.m. Tuesday, May 7
Turning High-Poverty Schools Into High-Performing Schools
William Parrett and Kathleen Budge

Learner Outcomes

• **Emerge** with a substantially enhanced knowledge of what works for underachieving students living in poverty.
• **Understand** how high-poverty schools become high-performing.
• **Be compelled to take informed action** to better meet the needs of underachieving students living in poverty.

Now Available From ASCD
How Are We Doing?

Validate
Challenge to Improve

Examination Hall

Kids Are Smart!

What About Our Students?

What About The Whole Child?

Nation 100

Of Every 100 9th Grade Students in the Nation

67 Graduate from High School in 4 Years

38 Directly Enter College in the Fall

26 are Still Enrolled in the Sophomore Year

18 Earn a College Degree within 6 Years

Too Many Students Remain Off Track to Success: Of Every 100 9th Graders in the Nation...
How High-Poverty Schools... 
Become High-Performing Schools

Poverty vs. Achievement in Illinois Elementary Schools

Data are from 2002.

Poverty vs. Achievement in Illinois Elementary Schools

High-Poverty / High-Performing Schools

Osmond A. Church School
PS/MS 124
Queens, New York

2004 Disrupting the Myth Award Winner

Osmond A. Church School
PS / MS 124

- 1,201 students in grades PK-8
- 97% Low-Income
- 45% Asian
- 31% African American
- 21% Latino

English Language Arts Scores, 2010
**Tekoa High School**

- 110 Students
- 51% Low-income
- 83% White
- 12% American Indian
- 5% Other


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**Tekoa High School**

**Reading and Writing**

Grade 10

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<thead>
<tr>
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<th>Writing</th>
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<tbody>
<tr>
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**“How many effective schools would you have to see...**

...to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background...

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.”

Ron Edmonds... 1979

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**Today...in 2013...**

“We know what works in education. The research is prolific”

“Amazingly, then, the question today is not about what works, but about why we do not implement what we know works in all schools for all kids?”

Karin Chenoweth. It’s Being Done: Academic Success in Unexpected Schools. 2007. Pg. 227

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**A FRAMEWORK FOR ACTION:**

Leading High Poverty Schools to High Performance