High-Poverty, Low-Performing Schools Can Improve

12 Strategies That Make The Difference

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High-Poverty, Low-Performing Schools Can Improve

12 Strategies That Make The Difference

For the PDF version of the handout: “High-Poverty, Low Performing Schools Can Improve: 12 Strategies That Make The Difference” please visit http://csi.boisestate.edu/ and click on the “Presentations” link.

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

January 2012
How Are We Doing?

Validate
Challenge to Improve

Collaborate / Network!

<table>
<thead>
<tr>
<th>Who Are You?</th>
<th>What Level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Elementary Schools</td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td>Middle Schools</td>
</tr>
<tr>
<td>Principals</td>
<td>High Schools</td>
</tr>
<tr>
<td>District Office/Support</td>
<td>K-8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>K-12</td>
</tr>
<tr>
<td>School Board Members</td>
<td></td>
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</tbody>
</table>

Bright Spots
Successful Efforts Worth Emulating That Illuminate The Road Map For Action and Spark The Hope That Change Is Possible.

Bright Spot Philosophy
What’s working right now and how can we do more of it?
Kids Are Smart!

What About Our Students?

Ohio 100

Need for Change
Of every 100 9th grade students in Ohio:
- 73 graduate from high school in 4 years
- 46 enroll in college in the Fall
- 33 are still enrolled in their sophomore year
- 22 earn a college degree

Achieve American Diploma Project

Student Pipeline - Transition and Completion Rates from 9th Grade to College.
http://www.higheredinfo.org

Of Every 100 9th Grade Students in Ohio...

73 Graduate from High School in 4 Years
Who are our kids that are under-achieving?

TALK ABOUT OUR KIDS WHO ARE UNDER-ACHIEVING
Who are our kids that qualify for free and reduced meals?

... and how can we help these kids???

How High-Poverty Schools...

Become High-Performing Schools

High-Poverty / High-Performing Schools

Nationally Recognized High-Poverty / High Performing Schools

- Dayton's Bluff Elementary, St. Paul, MN
- Lapwai Elementary, Lapwai, ID
- Molalla High School, Molalla, OR
- Osmond A. Church PS/MS, 124 K-8 School, Queens, NY
- Port Chester Middle School, Port Chester, NY
- Tekoa High School, Tekoa, WA

Source: Education Trust analysis of data from National School-Level State Assessment Score Database

Data are from 2002.

Poverty vs. Achievement in Illinois Elementary Schools

Turn and Talk

TALK ABOUT OUR KIDS THAT QUALIFY FOR FREE AND / OR REDUCED MEALS
“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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“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?”


Today...in 2013...

“WE KNOW WHAT WORKS IN EDUCATION. THE RESEARCH IS PROLIFIC”

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A FRAMEWORK FOR ACTION:
Leading High Poverty Schools to High Performance
A FRAMEWORK FOR ACTION

Foster a Healthy, Safe, and Supportive Learning Environment

- Are we working to eliminate mindsets, policies, structures, and practices that perpetuate under-achievement?
- Have we ensured safety?
- Have we developed an accurate understanding of the influence of poverty on student learning?
- Have we fostered caring relationships and strengthened the bond between students and schools?
- Have we made an authentic effort to engage parents, families, and our community?

Foster a Healthy, Safe, and Supportive Learning Environment

- School Is Unsafe
- Blaming Students / Families
- Mis-use of Suspension & Expulsion

Tools for Schools

Are we Perpetuating Underachievement: What have we eliminated?

Tools for Schools

Do we have structures and process for fostering a healthy, safe, and supportive learning environment?
Fostering a Healthy, Safe, and Supportive Learning Environment

**Strategy 1**
Establish a Physically and Emotionally Safe Environment

“We had to establish law and order…”

“These kids aren’t going to begin school in a place where you can smell the bathrooms when you come in the front door.”

Have We Ensured Safety?

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Dramatic Increase in Childhood Poverty

Rates of Increase in 4th Grade Subsidized Lunches
Since 2007, the proportion of fourth graders eligible for free or reduced-price lunches through the federal government’s school meals program has increased nationwide to 52%, from 46%.

<table>
<thead>
<tr>
<th>Change in percent from 2007 - 2011</th>
<th>Eligible for free or reduced-price lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% (1)</td>
<td></td>
</tr>
<tr>
<td>1-6% (14)</td>
<td></td>
</tr>
<tr>
<td>7-10% (31)</td>
<td></td>
</tr>
<tr>
<td>≥11% (4)</td>
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(Source: U.S. Department of Education, 2011)

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Video Viewing Guide

AS YOU WATCH THE VIDEO, JOT DOWN YOUR THOUGHTS ON THESE QUESTIONS:

What significance does the information have for you/your school?

What questions does it raise for you?

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Fostering a Healthy, Safe, and Supportive Learning Environment

**Strategy 2**
Do EVERYTHING Possible to Level the Playing Field

Given what we know about poverty...

Five suggestions you can begin today!

- Review your homework policies
- Analyze who is and who is not accessing higher-level curriculum and address.
- Keep stocks of supplies/basic necessities
- Continue to reach out to parents even when they are unresponsive
- Learn more / challenge your biases!
What at-risk children want at school more than anything else...

...a caring relationship
with an adult.

Develop Meaningful Student Advisories

- Faculty / Student Ratio—20:1
- 30 Minutes / 4 days per wk
- Four-year Commitment
- Reading, Math, Portfolios, Homework, Careers
- Performance-based Graduation Requirements

Foster a Healthy, Safe, and Supportive Learning Environment

Strategy 3

Develop Meaningful Student Advisories

Have we fostered caring relationships and strengthened the bond between students and school?

Strategy 4

Engage Parents as Authentic Partners

Have we made an authentic effort to engage parents, families, and our community?

Foster a Healthy, Safe, and Supportive Learning Environment

Build Relationships with Families

- Engage Parents as Authentic Partners
- Hold Frequent Meetings with Food/Childcare
- Offer Parent Education
- Support Learning at Home
- Conduct Home Visits / Caring Outreach
- Join the National Network of Partnership Schools
  
  www.csos.jhu.edu

RECAP and REFLECT

#1 Establish A Safe Environment
#2 Level The Playing Field
#3 Develop Student Advisories
#4 Engage Parents As Partners