Turning High-Poverty Schools Into High-Performing Schools

12 High Leverage Strategies

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William H. Parrett
Director
Center for School Improvement & Policy Studies
Boise State University
E-mail: wparret@boisestate.edu

Kathleen Budge
Coordinator
Leadership Development Program
Boise State University
E-mail: kathleenbudge@boisestate.edu
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.

For the PDF version of the handout: “Turning High Poverty Schools Into High-Performing Schools: 12 High Leverage Strategies” please visit [http://csi.boisestate.edu/](http://csi.boisestate.edu/) and click on the “Presentations” link.

Now Available From ASCD
How Are We Doing?

Validate
Challenge to Improve

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!
(Do you know your students?)

What About Our Students?
Texas 100

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

65 Graduate from High School in 4 Years

37 Enroll in College in the Fall

24 are Still Enrolled in the Sophomore Year

14 Earn a College Degree

SOURCE: ACHIEVE AMERICA DIPLOMA PROJECT
Too Many Students Remain Off Track to Success: Of Every 100 9th Graders in Texas...

![Chart showing percentage of students progressing from 9th grade to college degree.]


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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
- Taft Elementary, Boise, ID
- Tekoa High School, Tekoa, WA

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

2007Dispelling the Myth Award Winner

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

- 1,227 students in grades K-8
- 97% Low-Income
- 44% Asian
- 33% African American
- 21% Hispanic

Source: GreatSchools.org, 2013
Osmond A. Church School
PS / MS 124
English Language Arts Scores, 2012

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Source: New York State Education Department, 2013

“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

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?”


Today...in 2013...

“IT IS NOT THE INERTIA OF INDIFFERENCE OR IGNORANCE, BUT KNOWING TOO MUCH AND DOING TOO LITTLE?”

-PFEFFER & SUTTON, 1999

THE KNOWING-DOING GAP

- Talk substitutes for action
- Fear prevents risk-taking and innovation
- Measurement focuses on the wrong things

A FRAMEWORK FOR ACTION:

Leading
High
Poverty Schools to
High Performance

Tree