

Disrupting Poverty:

Turning High Poverty Schools into
High Performing Schools



William Parrett



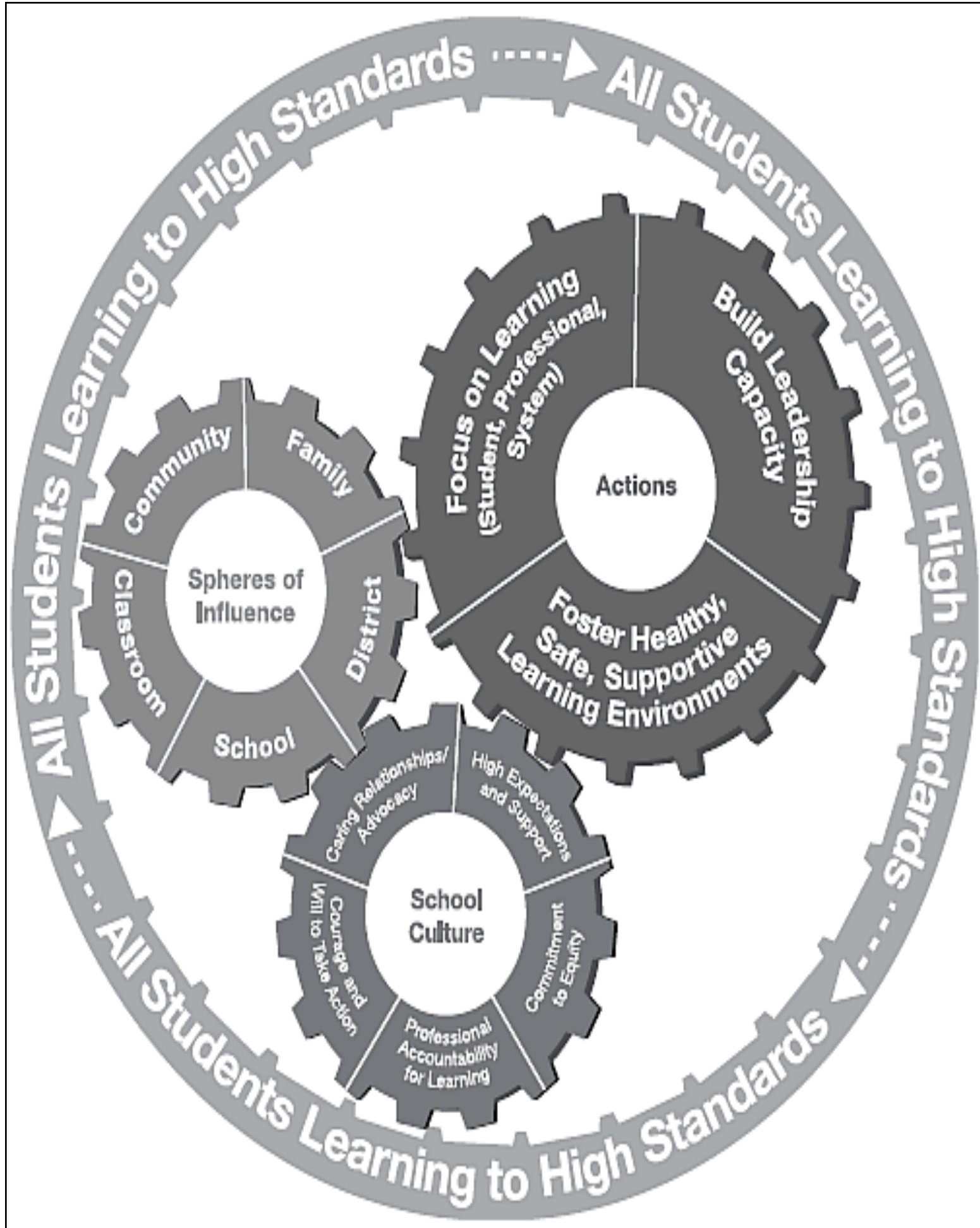
wparret@boisestate.edu



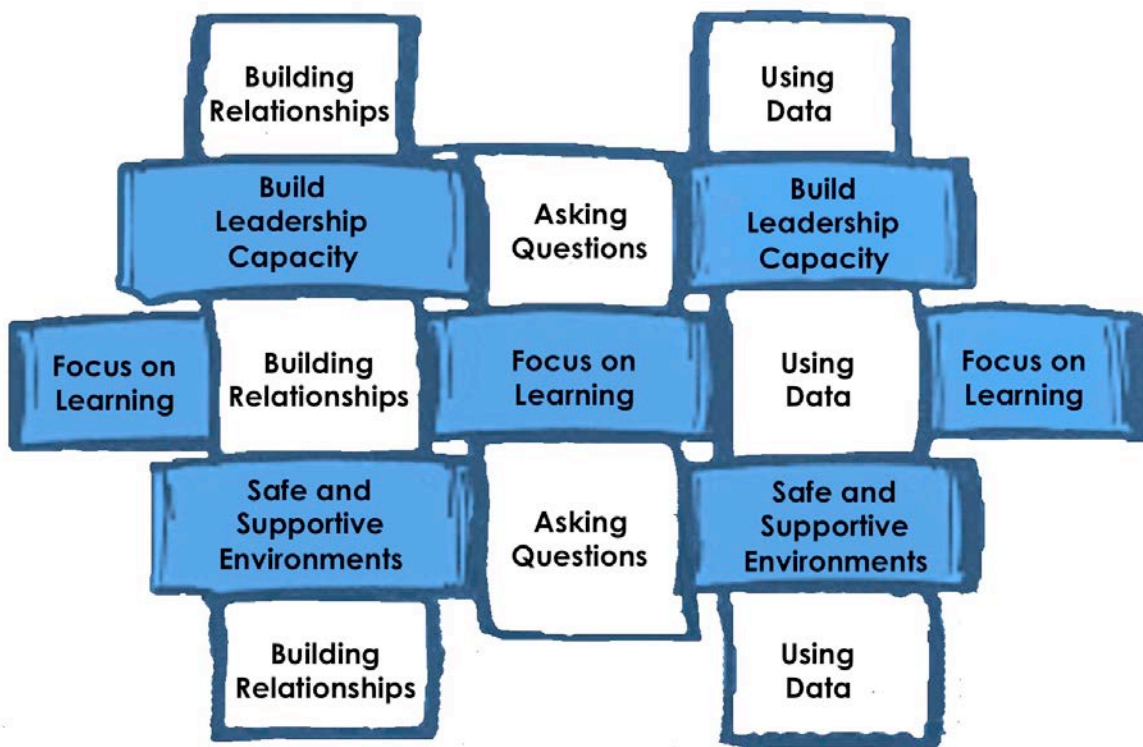
@whparrett

208-866-0441

#disruptingpoverty



Three Interwoven Practices



Sixteen Strategies

Foster a Healthy, Safe, and Supportive Learning Environment

1. Eliminate Blame
2. Establish A Safe Environment
3. Develop an Accurate Understanding of Poverty
4. Level The Playing Field
5. Use Structures/Processes that Promote Relationships
6. Engage Parents/Families As Partners

Focus on Learning (Student, Professional, and System)

7. Challenge the Pedagogy of Poverty: Develop a Common Instructional Framework
8. Teach Every Student to Read Proficiently
9. Confront & Eliminate Tracking/Ability Grouping
10. Provide Additional Quality Instructional Time
11. Promote Engagement and Ownership
12. Offer Job-embedded Professional Learning

Build Leadership Capacity

13. Go Back... Find The Time
14. Use Effective Hiring/Retention Practices
15. Confront & Eliminate Low Expectations
16. Consider Your Budget A Moral Document

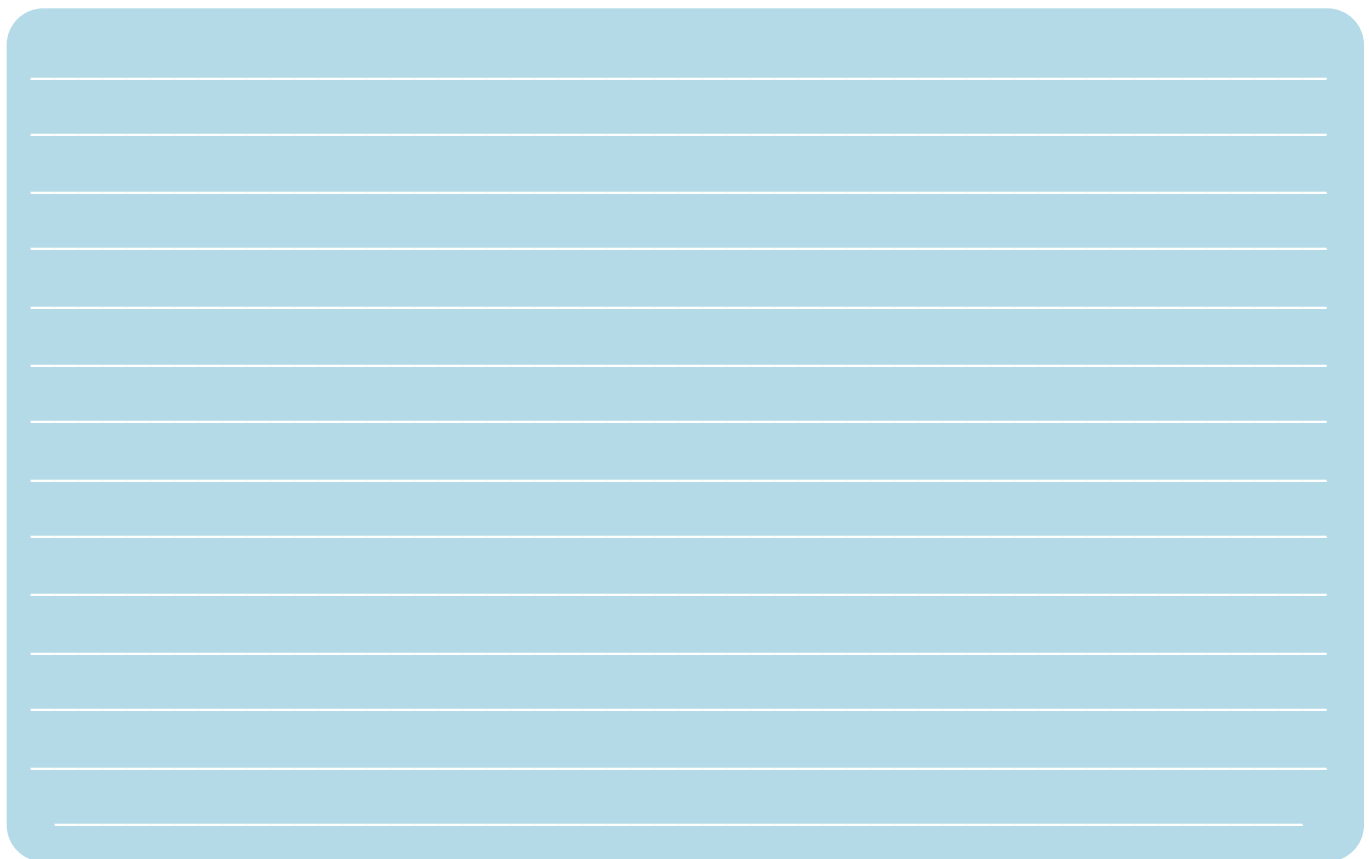


100 Word Reflection

Step 1: Write a 100-Word Reflection

Paulo Freire (1970), author of the *Pedagogy of the Oppressed*, stressed the importance of actively engaging learners in a process of reflecting not only on the *literal text* they were reading, but also on the *text of their lives*. Please use the space below to write a 100-word reflection to respond to the question:

Why does poverty exist?



Step 2: Share and discuss

How Much Does School Cost?

Step 1: **On Your Own**, brainstorm the fees and added costs for students to fully participate in your school/district.

Step 2: Compare your list with a partners.

Step 3: Add it up. What is the total?

My estimate...	My colleagues estimate...
----------------	---------------------------

Leveling the Playing Field

**How does poverty affect lives and learning,
and what can we do about it?**

Read pages 117-119

Intervening Factor	Our School	Other Schools' Actions
Material Resources		<ul style="list-style-type: none"> • Develop awareness of extras fees/costs and work to eliminate • Provide school supplies • Partnerships: Clothing exchanges, food banks, • Provide community resource maps • Provide technology • Grants: low cost internet
Health and Well-being		<ul style="list-style-type: none"> • Serve breakfast • Partnerships: health care professionals • Partnerships: YMCA, Girls & Boys Clubs • Preserve recess! • Targeted counseling • Student Voice/Aspirations
Mobility		<ul style="list-style-type: none"> • Intake testing • Orientation tours • 3 & 6 week follow-up • Provide transportation to original school if in district

Leveling the Playing Field

**How does poverty affect lives and learning,
and what can we do about it?**

Read pages 117-119

Intervening Factor	Our School	Other Schools' Actions
Language/Literacy Development		<ul style="list-style-type: none"> • Additional quality instructional time: extend the day, week, year • Teach vocabulary • Pre-teach/Build background knowledge • Be aware of bias in curricular materials and adjust • Provide books to home (esp. during summer) • Go to them: book mobiles • Equitable testing, grading, homework policies/practices
Cultural Capital		<ul style="list-style-type: none"> • Well designed field trips • Place-based pedagogies (service learning, community internships, entrepreneurship, cultural relevant curricula) • Mentoring • Student Aspirations
Social Capital		<ul style="list-style-type: none"> • Create classroom communities • Extra curricular (deal w/ barriers) • Anti-bias education • Assemblies matched to student interests

Recap/Reflect: Closing the Knowing-Doing Gap

Strategy Recap

#1 Eliminate Blame

#2 Establish a Safe Environment

#3 Develop an Understanding of Poverty

#4 Level the Playing Field

Arena of Action			
	<i>What new information, insights, and ideas did we gain from this session?</i>	<i>Based this information, what changes need to occur at our school/district?</i>	<i>What are our next steps?</i>
Foster a Healthy, Safe, and Supportive Learning Environment			

Relationship Between School Boards and Student Achievement

Effective Boards...	Accomplished by...	Our District
Establish clear and focused expectations for superintendent related to improving student learning for all students.	<ul style="list-style-type: none"> • Creating written goals • Communicating expectations • Evaluating performance 	
Set and communicate high expectations with clear goals and plans for meeting those expectations.	<ul style="list-style-type: none"> • Adopting a collaboratively developed plan focused on learning and achievement for all students. • Basing decisions on plan 	
Commit to a continuous improvement plan at the district and school levels.	<ul style="list-style-type: none"> • Conducting timely review of district plan • Creating coherence between plans 	
Govern in a fair, respectful, and responsible manner.	<ul style="list-style-type: none"> • Committing to a clear and shared purpose as a board. 	
Engage the local community and represents the community's values and expectations.	<ul style="list-style-type: none"> • Soliciting input • Considering diverse range of interest/perspectives • In decisions 	
Model responsible governance by working as an effective and collaborative team	<ul style="list-style-type: none"> • Working w/ Supt. to establish commitment to student achievement • Committing to own growth • Collaborating on problems 	
Create districtwide conditions for student and staff success	<ul style="list-style-type: none"> • Provide rigorous curricula • evaluate and update technology, • develop long-term facilities plan 	

Source: Lorentzen & McCaw, 2015

School Boards Role in Closing Gaps

Effective Boards...	Accomplished by...	Our District
Commit to breaking the link between race, poverty, and educational outcomes.	<ul style="list-style-type: none"> Developing a customized, district-specific definition of equity—but to “make good on the promise of ‘all means all’ is necessary 	
Champion excellence for all students.	<ul style="list-style-type: none"> Attend to the educational experiences and success of students who are underachieving historically and currently. 	
Commit to monitoring progress toward closing gaps.	<ul style="list-style-type: none"> Conducting timely review of a range of evidence Challenge the pervasive beliefs about ‘certain kids’ 	
Govern in a fair, respectful, and responsible manner.	<ul style="list-style-type: none"> Committing to a clear and shared purpose as a board. 	
Ensure district and school plans articulate the gap closing results desired in measurable goals.	<ul style="list-style-type: none"> Establishing criteria that will constitute success of goals. Control agenda through focus. 	
Own the process to ensure sustainability.	<ul style="list-style-type: none"> Getting focused and stay focused. Developing, articulating, owning and promoting vision, values, & results 	
Create districtwide conditions for student and staff success	<ul style="list-style-type: none"> Adopting a budget that allocates resources according to school and student needs Articulating use of funds to public Stick to vision and mission in contract negotiations 	

Ten Differences Between Small Achievement Gap and Large Achievement Gap Schools

Small Achievement Gap Schools	Large Achievement Gap Schools
<ul style="list-style-type: none"> Constant press for learning--supported and encouraged the recognition of student success—principals were active and deliberate in this recognition 	<ul style="list-style-type: none"> Some practices for academic acknowledgement were in place, but not as deeply embedded as in SG schools—principals were more passive in the role of recognizing student achievement.
<ul style="list-style-type: none"> Expressed a desire for students to enjoy learning 	<ul style="list-style-type: none"> Expressed a desire for students to be happy and enjoy coming to school
<ul style="list-style-type: none"> Provided evidence for the need for high expectations for all students 	<ul style="list-style-type: none"> Less uniform evidence in the need for high expectations for all students than in SG schools
<ul style="list-style-type: none"> Principals had deep knowledge of best practices in curriculum and instruction—they knew ‘what good instruction looks like.’ 	<ul style="list-style-type: none"> Instructional leadership practices were much less prevalent in LG schools—principals struggled to explain a clear vision of good instruction other than their expectation that the curriculum be taught
<ul style="list-style-type: none"> Principals ‘inspected what they expected,’ using the evaluation process to provide specific feedback and suggestions. 	<ul style="list-style-type: none"> Depended heavily on instructional coaches for instructional leadership and in some cases abdicated responsibility.
<ul style="list-style-type: none"> Had a ‘whatever it takes; we’re in this together’ ideology, a clear vision of what excellence looked like, and they embraced a school-wide expectation of constant growth, change, and life-long learning. 	<ul style="list-style-type: none"> Did not provide evidence of a collective goal related to every child succeeding and they did not define what excellence looks like.
<ul style="list-style-type: none"> Frequent and open communication with parents—utilized the strengths of their parents to fill voids within the school. 	<ul style="list-style-type: none"> Showed some evidence of open and frequent communication with parents—had fewer incidences of going into children’s community than LG schools.
<ul style="list-style-type: none"> General consensus that excellence is expected, demonstrated by academic growth, and attainable by holding high expectations for every student. 	<ul style="list-style-type: none"> Sometimes refuted the notion that all children can and will be successful—one principal stated, “I don’t think we can guarantee that every child is going to be successful, but we need to provide the opportunity to be successful.
<ul style="list-style-type: none"> Use of data was proactive—driving most decisions made in the school—data was frequently shared with parents related to the progress of their child(ren). 	<ul style="list-style-type: none"> Use of data was reactive—used to place students in remediation—did not use data to evaluate the effectiveness of remedial programs
<ul style="list-style-type: none"> A strong sense of devotion and responsibility to every child—moved beyond the group to serving the needs of individuals 	<ul style="list-style-type: none"> Frequently discussed race and the gaps in achievement—focused on individuals to a substantially less than SG schools.

Source: Brown, Benkovits, Muttillo, Urban (2011) *Leading Schools of Excellence and Equity: Documenting Effective Strategies in Closing Achievement Gaps*

Recap/Reflect: Closing the Knowing-Doing Gap

Strategy Recap

#8 Develop a Common Instructional Framework

#9 Teach Every Student to Read Proficiently

#10 Provide Additional Quality Instructional Time

Arena of Action			
	<i>What new information, insights, and ideas did we gain from this session?</i>	<i>Based this information, what change needs to occur at our school/district?</i>	<i>And, so what are our next steps?</i>
Focusing on Student, Professional, and System Learning			

Share Your Story



What are your District's bright spots in terms of educating children who live in poverty?

Does your "story" need to change for students who live in poverty? If so, how might you change it?

YouTube References

Exam Hall: <https://www.youtube.com/watch?v=fXRZcJI9yx8>

The Tree: <https://www.youtube.com/watch?v=GPeeZ6viNgY>

Hard Times Generation: <https://www.youtube.com/watch?v=U-DGIl8leuU>

Blind Man: <https://www.youtube.com/watch?v=CNhYbJbqg-Y>

Audri/Rube Goldberg: <https://www.youtube.com/watch?v=0uDDEEHDF1Y>

Mr. Smith: www.habermanfoundation.org

World Without Teachers: <https://www.youtube.com/watch?v=RN3iLeq1828>

Children's Defense Fund: https://www.youtube.com/watch?v=MLrTZ5IG_Eg

*The Disrupting Poverty DVD Series can be found at
<http://www.ascd.org/professional-development/videos/disrupting-poverty-dvds.aspx>