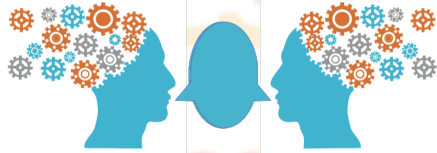




**Disrupting Poverty:
Where to Start, What to Stop**

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Turn and Talk



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

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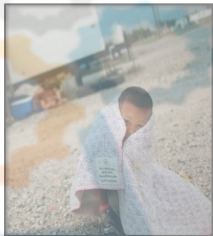


2013 Silver Excel Award
Best Technical Book
Association Media and Publishing
ASCD Best-Seller

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Learner Outcomes

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



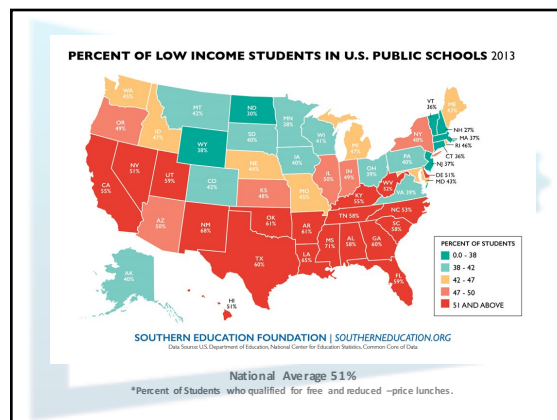
©Parrett & Budge, 2014

Ask Yourself...

How Are We Doing?



©Parrett & Budge, 2014



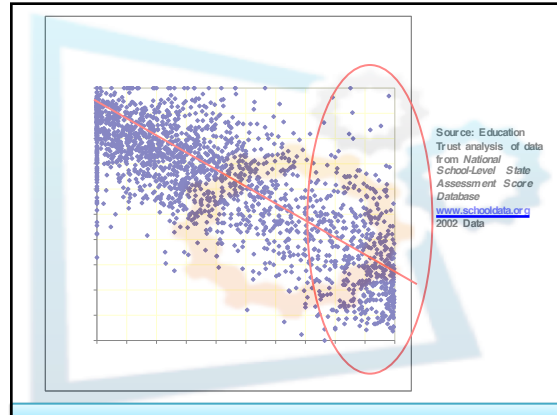
The Crisis We Face

No longer can we consider the problems and needs of low income students simply a matter of fairness...

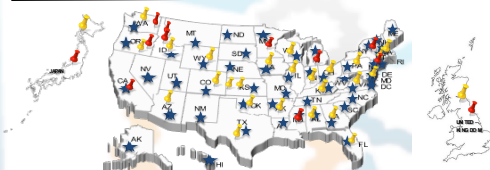
Their success or failure in the public schools will determine the entire body of human capital and educational potential that the nation will possess in the future.

Without improving the educational support that the nation provides its lowest income students—students with the largest needs and usually the least support—the trends of the last decade will be prologue for a nation not at risk, but a nation in decline...

Southern Education Foundation
Research Bulletin: *A New Majority*



Nationally Recognized High-Poverty High-Performing Public Schools



- Dayton's Bluff Elementary, St. Paul, MN
- Lapwai Elementary, Lapwai, ID
- Molalla High School, Molalla, OR
- Osmond A. Church PS/MS 124, Queens, NY
- Port Chester Middle School, Port Chester, NY
- Taft Elementary, Boise, ID
- Tekoa High School, Tekoa, WA
- North Godwin Elementary, Wyoming, MI
- Pass Christian HS, Pass Christian, MS
- Aggie Summit Charter Academy, Modesto, CA

North Godwin Elementary

Wyoming, MI



Dispelling the Myth Award Winner 2009

North Godwin Elementary

Enrollment: 390

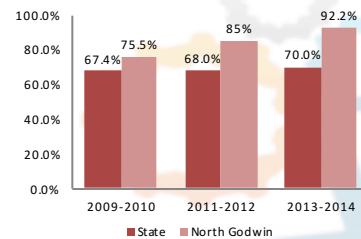
Ethnicity:

- Hispanic: 46.67%
- Caucasian: 23.85%
- African-American: 15.64%
- Asian: 2.56%
- American Indian/Alaska Native: .51%
- Multi-racial: 10.77%

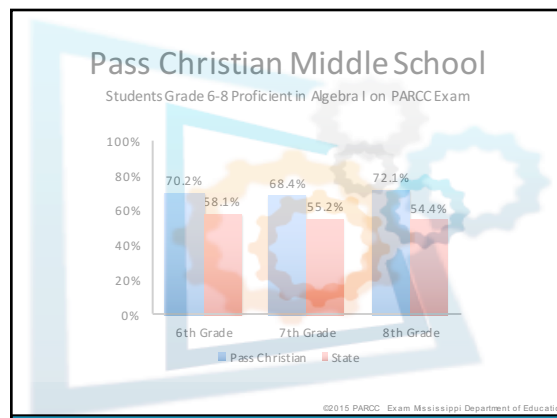
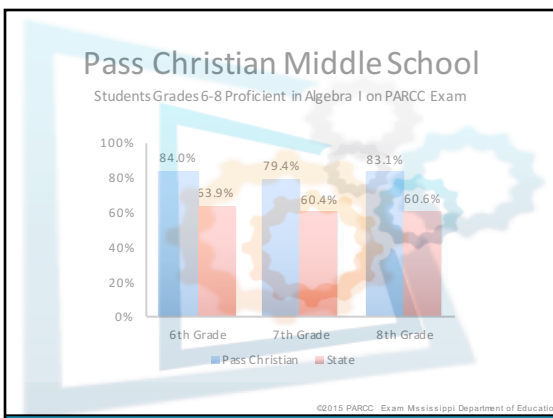
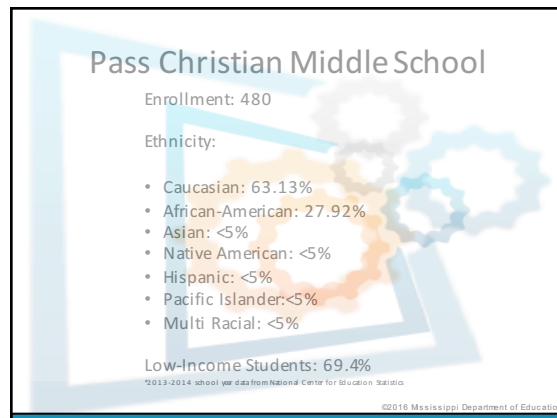
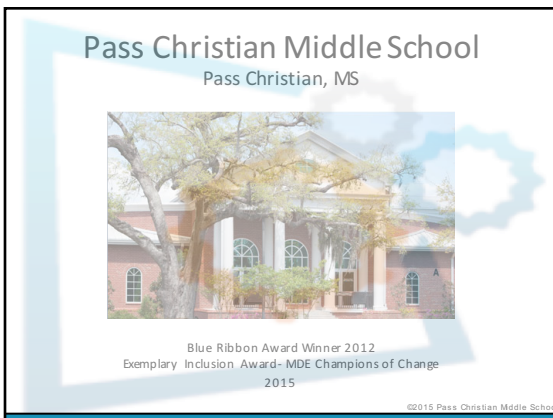
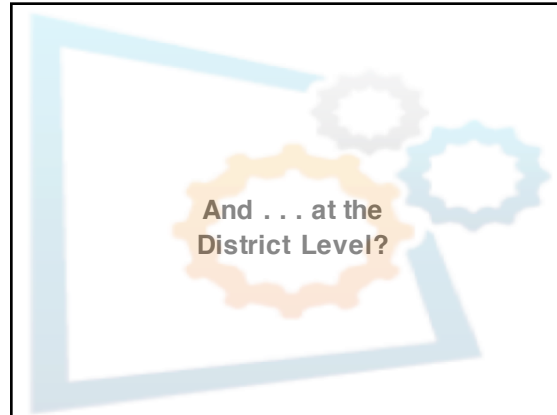
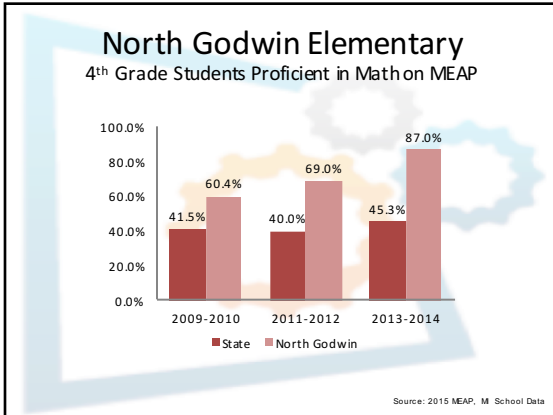
Low-Income Students: 92%

North Godwin Elementary

4th Grade Students Proficient in Reading on MEAP




Source: 2015 MEAP, MI School Data



Pass Christian High School

Pass Christian, MS



Dispelling the Myth Award Winner 2013
Blue Ribbon Award Winner 2005
U.S. News and World Report Best High Schools, #1 Ranking in MS

Pass Christian High School

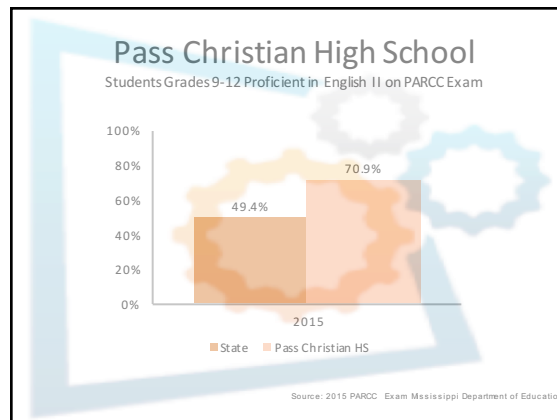
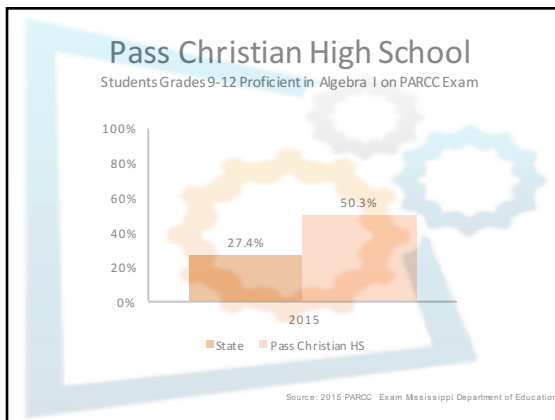
Enrollment: 528

Ethnicity:

- Caucasian: 61.8%
- Asian-American: 3.6%
- African-American: 29.6%
- Multi-racial: 3.2%
- Other: 1.8%

Low-Income Students: 61.9%

Source: 2015 Mississippi Department of Education; National Center for Education Statistics



“How many effective schools would you have to see... to be persuaded of the educability of children (that live in poverty)?”

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...

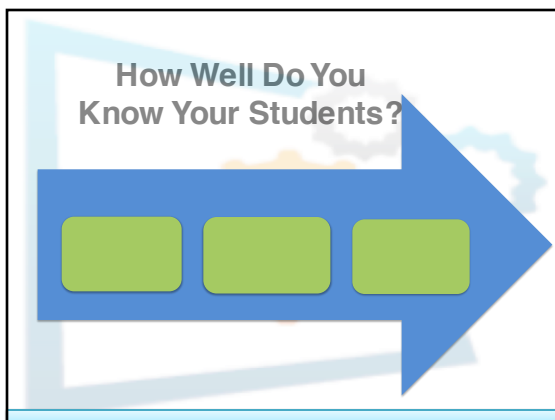
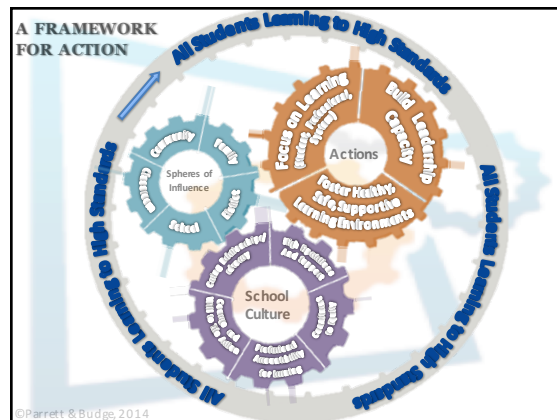
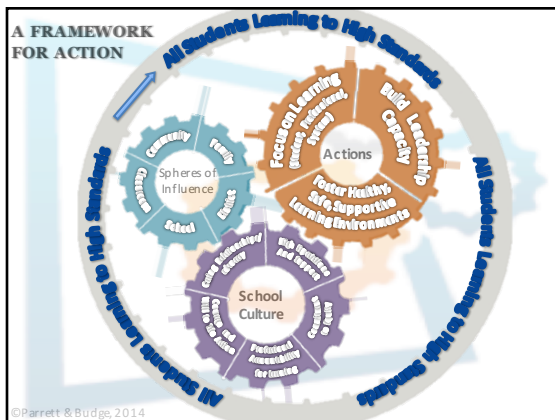
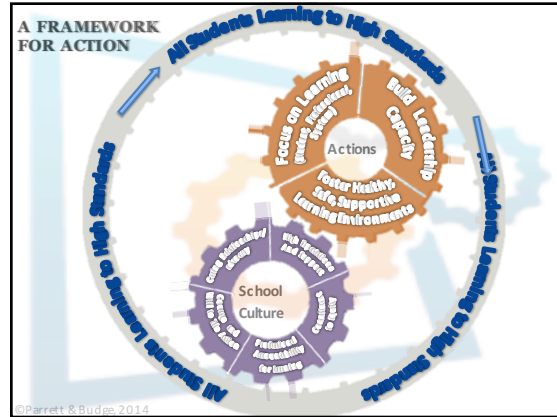
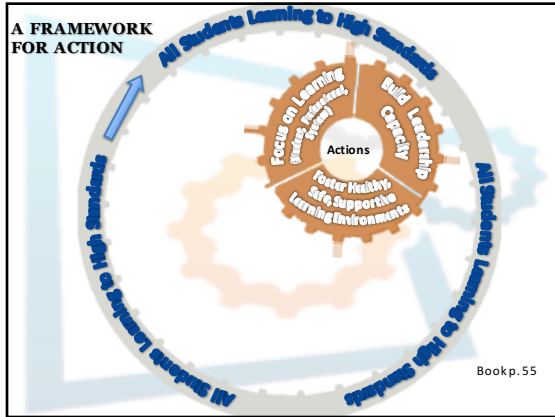
We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.”

Ron Edmonds, 1979
ASCD, 1979 (October) Situational Leadership

Today... We Know What Works

If one school can indeed overcome the pervasive effects of poverty on student achievement, shouldn't any school be able to do the same?

What's getting in our way?
Whose interests are we choosing to serve?



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.

-M. Schmoker,
A Chance for Change, American School Board Journal, April 2007

©Parrett & Budge 2014 J. Collins, Good to Great, 2001.



Sixteen Strategies

Foster a Healthy, Safe, and Supportive Learning Environment

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

Focus on Learning

- 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

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Build Leadership Capacity

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2. Use Effective Hiring/Retention Practices
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Every school can overcome the debilitating effects of poverty...




...demographics do not equal destiny!

"We can, **whenever we choose**, successfully teach all children whose schooling is of importance to us. We already know more than we need to do that. **Whether or not we do it must finally depend on how we feel about the fact we haven't so far.**"

Ron Edmonds, 1979

We must combat hopelessness and instill in **EVERY** child the self-confidence that they can achieve and succeed in school and in life.

What Do We Choose To Do?



Our students are waiting