

**ALL STUDENTS
LEARNING**

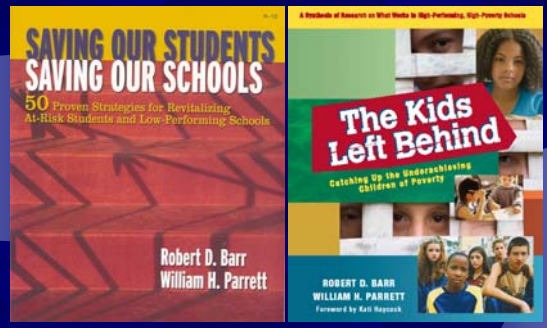
DENTON ISD WORKSHOP
OCTOBER, 2009

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**The Kids Left Behind:
Teaching the
Underachieving Children
of Poverty**





New Jobs

- 70% of the fastest growing jobs require education beyond high school
- 40% of all new jobs will require at least an associate's degree

Requirements for Sheet Metal Workers

- Four or five years of apprenticeship;
- Algebra, geometry, trigonometry and technical reading;
- Average earnings: \$32,000 per year.

National Association of Manufacturers, GetTech website

Requirements for Tool and Die Makers

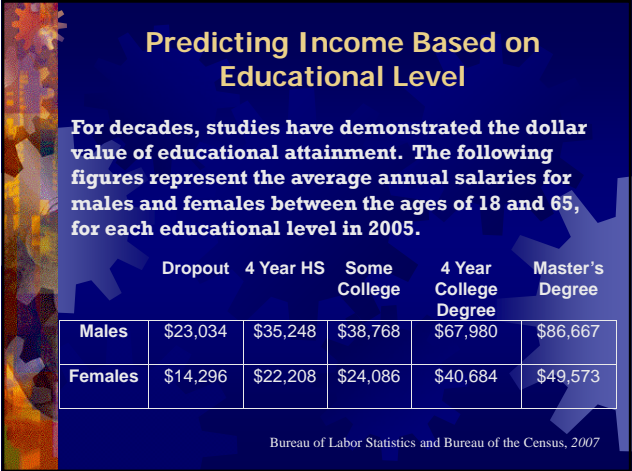
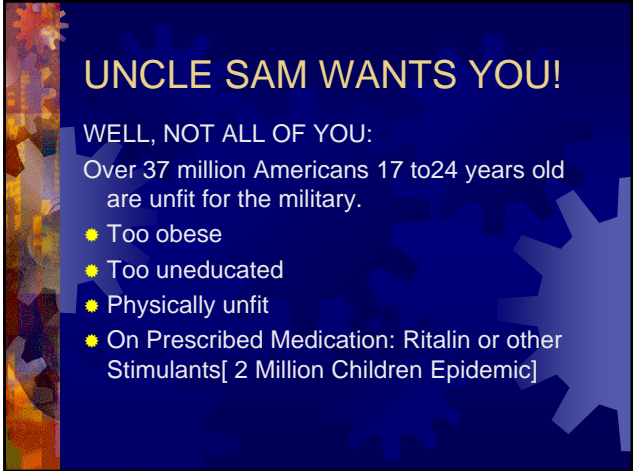
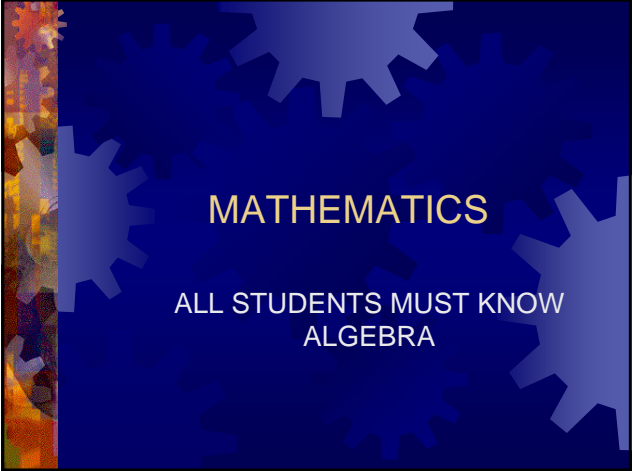
- Four or five years of apprenticeship and/or postsecondary training;
- Algebra, geometry, trigonometry and statistics;
- Average earnings: \$40,000 per year.

National Association of Manufacturers, GetTech website

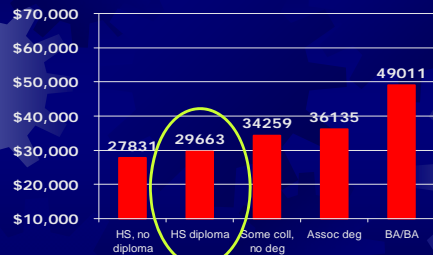
What is Literacy?

1900: Able to write your own name
1930s: At least three years of school
World War II: Fourth-grade education
1947: At least five years of school
1952: At least six years of school
1970: Ninth-grade education
2000: More than a high school education

--Learning Lab, U.S. Department of Education

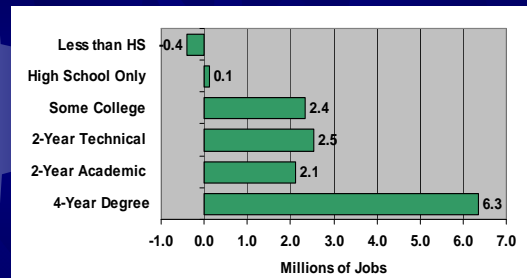


Economic Changes Annual Earnings of 25-34 year olds



Source: US bureau of Labor Statistics and Bureau of the Census, Current Population Survey, March 2002

Employment Change by Education 1992 – 2002



Source: Employment Policy Foundation tabulations of Bureau of Labor Statistics / Census Current Population Survey data; MTC Institute.

Apartheid of Ignorance

A growing separation between those who are educated and those who are not; between those who enjoy economic prosperity and those living in the "other America" without an adequate income, adequate housing and adequate health care.

All Students Must Achieve High Academic Performance

- Or live out their life unemployed, underemployed, or unemployable
- Education...the only door of Opportunity
- Education...the ultimate Civil Right

“ What does it mean to be an American? Well to me it means that no matter how many problems you got...In America, everybody has a chance.”

4th Grade African-American, Free-Lunch Student, Atlanta, Ga.

A Significant Achievement Gap Exists:

- Between Poor and Affluent Students and
- White and Minority Students

**Are we making progress in the US ?
Yes...at the Elementary and Middle Level**

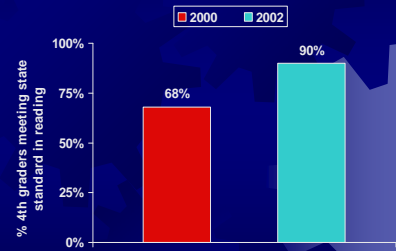
Achievement Gaps

Nationally, the achievement gap between poor/ minority and white/affluent students has all but closed at the **elementary and middle school level.**

High school achievement gaps wider today than in 1990

West Manor Elementary Atlanta, GA

- ▶ 99% African American.
- ▶ 80% low-income
- ★ Outscored 98% of GA elementary schools in 2nd grade reading in 2002.
- ★ Outperformed 90% of GA elementary schools in 2nd grade math in 2002.



Source: The Education Trust, Dispelling the Myth

Dayton's Bluff Achievement Plus Elementary School

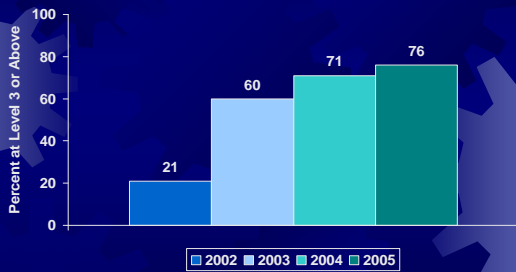


Dayton's Bluff Achievement Plus Elementary St. Paul, Minnesota

- 335 Students in Grades K-6
- 44% African American
- 16% Asian
- 22% Latino
- 15% White
- 91% Low-Income
- American Indian 3%

Source: Minnesota Department of Education School Report Card, <http://education.state.mn.us/ReportCard2007/>

Dayton's Bluff Elementary Improvement Over Time, Grade 5 Math



Source: Minnesota Department of Education School Report Card, <http://education.state.mn.us/ReportCard2005/>

Lapwai Elementary Lapwai, Idaho

- 84% Native American
- 16% White
- 79% Low-income
- Outperformed the state in 4th grade reading and math in 2003
- Native American students outperformed state averages in 4th grade reading and math in 2003

Hambrick Middle School, Aldine, TX

- 94% African American and Latino (state = 56%)
- 85% low-income (state – 50%)
- Has performed in the top fifth of all Texas middle schools in both reading and math in both 7th and 8th grades over a 3-year period.

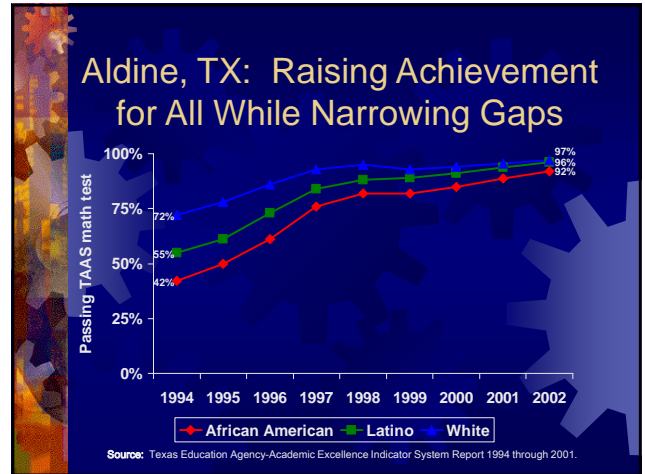
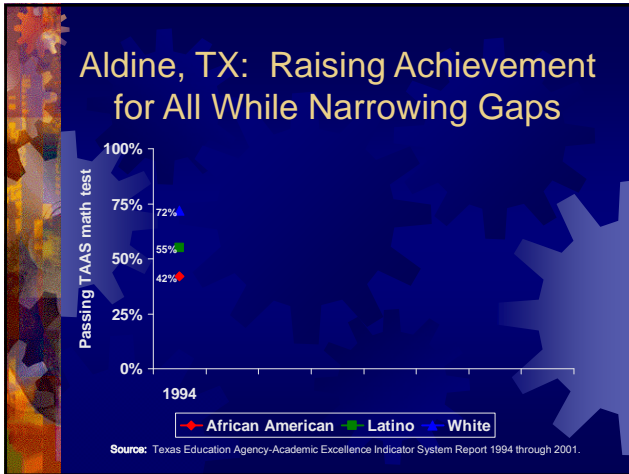
Ed Trust, 2005.

2004 *Dispelling the Myth* Award Winner

Norview High School Norfolk, VA

- 1700 Students
- 60% Free / Reduced Lunch
- VA Standards of Learning Results / Ten Content Areas Tested
 - 1998
 - Passed Reading
 - Failed All Other Areas
 - 2004
 - Passed All Ten Areas
- 2003 / 2004 Finalist, Broad Foundation Prize for Urban Education
- 2004 State Superintendent of the Year (John D. Simpson)

(Gewertz, 2005)



How many effective schools would you have to see...

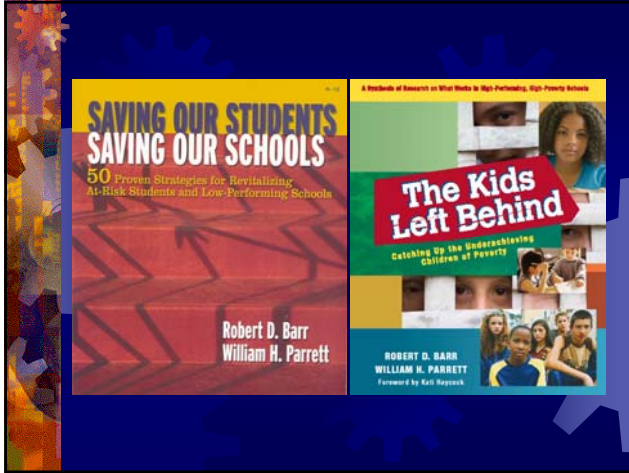
Ron Edmonds, Effective School Research

“The risk for our children in school is not a risk associated with their intelligence. Our failures have nothing to do with:

- I.Q.,
- nothing to do with poverty,
- nothing to do with race,
- nothing to do with language,
- nothing to do with style,
- nothing to do with the need to discover new pedagogy,
- nothing to do with the children’s families...

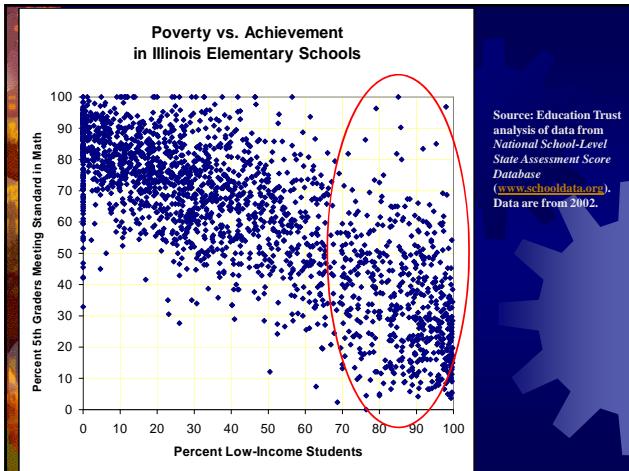
We have only one problem: do we truly will to see each and every child in this nation develop to the peak of his or her capacities?”

Hilliard, A. (1991). Do we have the will to educate all children? *Educational Leadership*, 49 (1), 31-36.



Reach on High Poverty/High Performing /Schools

- 18 Major Studies
- Schools In Every Part Of The Country
- Research On What They Did, How They Did It



The New World Of Education

Old World ➔ Daytona 500

New World ➔ Cycle Across Oregon

Catching Up Underachieving Students

- Collaborative Leadership Teams
- Focus on Data / Goals
- Start Early...Targeted Interventions K-12
- Increased QUALITY Instructional Time
- Benchmarks / Frequent Check Ups / Assessments
- Summer / Extended Day Support
- Parent / Home Engagement
- Student Led Conferences



Ensure Effective District and School Leadership



SOS # 1 Leadership

"The foundation of all effective school improvement is leadership: vision, honesty, planning and a can do attitude."

- Confront brutal facts
- Conduct Audit
- Establish measurable goals
- Monitor progress
- Everyone held accountable

The Will to Act

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.
J. Collins, Good to Great, 2001.

What Works!

Supervision

Teaching Must Be Supervised:

- To ensure the written curriculum is followed
- That teachers are on "pace"
- That teachers are effective
- To identify teachers in need of help

What Works!

Conduct Audits

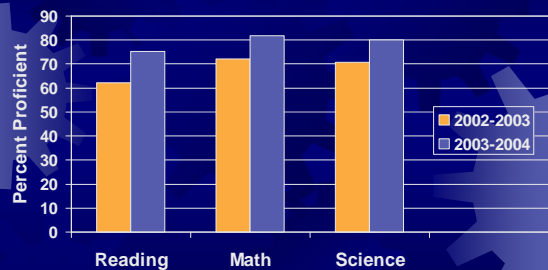
"There is a direct relationship between school/school districts audits and increases student achievement"

Closing the Achievement Gap Anne Arundel County Public Schools Academic Achievement

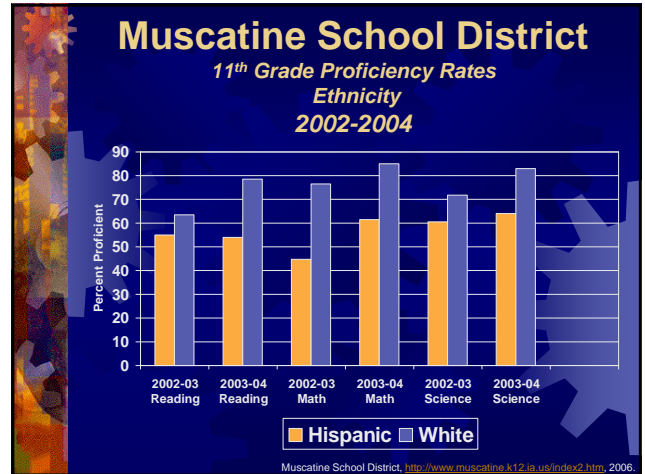
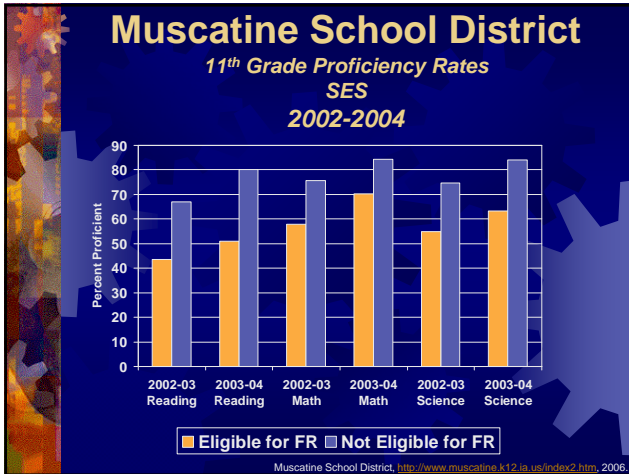
- **Accelerate achievement for all students and minimize the achievement disparities among all groups of students**
- 85% of students in grades 2-6, 8, and 10 will perform at the "proficient" level in reading, mathematics, and writing, as defined by the Maryland State Department of Education in compliance with NCLB
- 20% of students will compete in regional, state, and/ or national co-curricular competition by the end of eleventh grade.
- 45% will successfully complete Algebra I by the end of 8th grade.
- 40% of high school seniors will have completed at least one AP course, and 70% of those students will perform at a level of 3 or better on AP examinations by graduation.
- 90% of spec ed senior students will earn a Maryland high school diploma.
- 10% of high school seniors will have earned one or more international Baccalaureate certificates and 70% of these will earn an IB diploma.
- 75% of high school seniors will have taken the SAT by the end of their senior year, and average scores will increase by 5% over baseline. (2002-2003)
- Achievement of groups based on race, gender, and SES status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Muscatine School District

11th Grade Proficiency
2002-2004



Muscatine School District, <http://www.muscatine.k12.ia.us/index2.htm>, 2006.



- ### SOS: 2 Eliminate Practices That Manufacture Low achievement
- Low Expectations
 - Inexperienced Teachers
 - Fail To Teach Basics
 - Retain, Track, Pull-Out Programs
 - Miss-assignment to Special Education
 - Blame Students and Families
 - Employ "Bell Curve" Mentality
 - Pedagogy of Poverty
 - Unequal Funding

The results are devastating


Kids who come in a little behind,
leave a lot behind.

Kati Haycock

How
Are
We
Doing?



**Understand and Develop
Programs for Poor and
Culturally Diverse Students**



**Underachieving Children
of Poverty**

Will learn and achieve, but may arrive at
school well behind their peers...from
homes that may not support school
learning

Culture of Poverty

- Poor Health Care/Nutrition
- Few Books/Computers/Vocabulary
- Parents: Little Education, Highly Mobile
- Low Self Confidence/Externally Controlled
- Unchallenging Summer Vacation
- Many children prove to be highly resilient regarding the effects of poverty

Research on Vocabulary

- Affluent Families: 2,300 words/hour
- Blue Collar Families: 1,200 words/hour
- Poverty Families: 600 words /hour

SOS # 3:Develop Programs That Address Problems

- Nutrition: Breakfast, Lunch, Weekend and Summer
- Focus of Language, Vocabulary and Reading
- Summer Academic Program
- Parent Education/Mobility Plan
- Build Student Self Confidence

What Works! Mobility Plans

- Family Transition Center
- Family contracts
- Extended transportation system
- Follow up/transition plans

What Works!

Summer Program Essential

- Presents dramatic loss in achievement during the summer month
- Should include: library books, academic tutoring, nutrition and recreation
- Three weeks minimum or scheduled throughout summer

Summer School...

- Every summer for underachievers
- Regular communication between parent / school
- Targeted needs based instruction
- Curriculum / aligned to school year needs
- Provide for daily nutritional needs
- Weekly field trips / recreational activities
- Minimum of 3 weeks– more is better
- Plan for transition / remaining weeks of summer

Source: Borman 2007; Barr & Parrott, 2007

What at-risk children want at school more than anything else...

...a caring relationship with an adult.

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

How
Are
We
Doing?



Hold High Expectations for Poor and Culturally Diverse Students



COLLISION OF CULTURES

Poor and minority students often experience a "collision of cultures" when they arrive at middle class schools.

Schools practices may also stigmatize and brutalize poor and minority students and manufacture low achievement.

The "collision of cultures" and damaging school practices may lead to low self concept, frustration, school failure, anger and disruptive behavior".

Research on Poor/Minority Students

" I think that our greatest challenge is the fact that so many poor students do not believe that they can learn and succeed in school"

Rick Stiggins

POVERTY

The home/community cultures of poor and minority students and the "collision of cultures" at school may lead to feelings of:

- Insecurity: low self confidence/embarrassment
- Incompetence: do not believe they can learn
- Isolation: isolated from student groups
- Ineffectiveness: little control over their life or future

SEEDS OF HOPE

Before students can learn effectively and succeed in school, teachers must address the negative effects of the 'collision of cultures' and 'plant' the 'seeds of hope' in each and every student.

SOS # 4 PLANT THE SEEDS OF HOPE

- PRIDE: I am a worthy person, I am proud of my family and my heritage.
- CONFIDENCE: I can learn.
- BELONGING: I can find my place of strength, support and acceptance.
- SELF RELIANCE: I can influence my future

SOS # 5 HOLD HIGH EXPECTATIONS

- There is nothing as powerful as a teachers expectation
- Student live up to or down to teachers expectations
- Expectations are reflected in curriculum and student assignments
- Organize learning into manageable units/ensure learning successes

Target Low-Performing Students and Schools, Start With Reading



SOS

6 Extend Learning

"If a student is behind, they will never catch up without additional quality instructional time."

- Start early: Preschool / Head Start, full Kindergarten
- Extend day, week, year, graduation
- Summer catch up / acceleration
- Homework clubs / tutoring

SOS

7 Ensure Effective Basic Skills Instruction

"Basic skills are the foundation of all learning, and nothing is as important as reading."

- Intensive emphasis on basic skills, especially reading
- Re-organize K-3
- Use research based programs / strategies
- Elementary → loop teachers
- Secondary → scheduled interventions/basic skills center
- Targeted professional development for teachers

If a student is struggling with reading at the end of 1st grade, he or she will have a 1 in 8 chance of catching up to grade level without extraordinary and costly interventions.

Barbara Foorman
Department of Pediatrics, University of Texas and
Houston Medical School, 1997.

All kids...



...want to learn how to read!

Reading is when you know
what sounds the letters
make and then you say them
fast. They come out words,
and then you are reading.

R. J., age 5

You can read when you look
at *car* and then you look at
can and know you drive one
and open the other one and
there is only one eensy line
different.

Shelby, age 6

It's when you read and
nobody tells you the words.
But you shouldn't do it in
the bathroom. My daddy
does and my mom yells at
him.

Paulette, age 5

Words go in your eyes and
come out your mouth...but
it's not like puking or
anything. You say the
words and that means
you're reading.
Loren, age 4

Elementary Students At Risk



Increasing Achievement of At-Risk Students at Each Grade Level
US Dept. of Ed.

Reading

- If a student is not reading up to grade level by the end of the third grade:
- They can not do homework/schoolwork
- Will fail and fall behind
- Drop out of school
- During lifetime: unemployed, under-employed or unemployable

Long Term Effects of Illiteracy and Learning Disabilities

- *Low levels of literacy are powerful predictors of welfare dependency and incarceration—and the high costs associated with these interventions.*
- *More than 1/2 the adult prison population has a literacy level below those required by the labor market.*
- *Nearly 40% of adjudicated juvenile delinquents have treatable learning disabilities that were overlooked and undiagnosed in school.*

Barr, R.D. & Parrett, W.H. *Hope Fulfilled for At-Risk and Violent Youth*, (2001)

State of Indiana Planned Long Term Prison Needs by Studying Second Graders

News Week Magazine, January 1990



Kevin Siers, The Charlotte Observer, February 2004.

Prison population hits all-time high in Idaho

Transfers, new prison or shorter sentences may be looked at

By Wayne Hoffman
The Idaho Statesman

Idaho's prison population hit another all-time high Friday with 6,038 inmates behind bars. Department of Correction spokeswoman Teresa Jones said.

The climbing prison population puts pressure on the state to either build a new prison, ship inmates out of state or reduce prison sentences.

It also strains state spend-

ing as money that could otherwise be directed to public schools or social services is sapped by the demands of a growing prison business.

The state was expected to have 6,481 inmates behind bars as of June 30, the end of the state's budget year.

Last winter, the Legislature boosted the state prison budget by 7.5 percent, an increase driven almost entirely by the demand for prison space.

The \$18.5 million spending blueprint gives the agency \$2.5 million to build new prison housing, with most of the money directed at beds for the swelling female population.



Tom Beauclair
Idaho's Department of Corrections director

Department director Tom Beauclair said in March the agency just enough room to address the growing prison population for another year, but does little else.

And Jones said Friday, "We continue to look at all options and try to stretch our resources as much as we can."

More than 150 inmates have agreed to participate in a temporary move to another state, if it becomes necessary. Jones said that could happen next April but prison bosses have been able to push the date out as new beds are added to the prison system.

Canyon County jail also are expected to help, Jones said.

Inmates agreed to participate for a number of reasons. She said some inmates are hopeful for a move to a state that doesn't ban smoking. Others see a move as a break in the routine.

Gov. Dirk Kempthorne is expected to convene a special commission to examine criminal justice issues, with an eye toward sentence structures. It's one reason lawmakers rejected a pair of bills intended to reduce prison sentences.

Kempthorne spokesman Michael Journee said the governor is still in the process of selecting members to serve on the 20-member member panel. The group is expected to meet four times a year.

What Works!

Reading: One to One Tutoring

- One to one tutoring: most effective instructional strategy
- Tutoring: specialist, teacher, adult, older student, student peer

What Works!

School Guarantee That Every Student Will Learn to Read

Guaranteeing That all Students Learn to Read

- 1,000 Day Schools
- Idaho Reading Initiative
- 90/90/90 Schools
- Kennewick, Washington: 90% Reading At Grade Level

READING IS A BIRTHRIGHT!

All Students Reading

- First, align reading curriculum to state standards/assessments
- Focus on low performance/remediation
- Develop/implement pacing guides and continuous internal assessment
- Intensive training for teachers/time for collaboration
- Then select reading programs to address areas of weakness

Comprehension Strategies for Adolescents

- Brainstorming prior knowledge
- **Vocabulary frontloading**
- Visual representation
- **Read aloud / think aloud**
- Paired reading
- Leveled questioning
- **Structured note taking**
- Using text structure
- Predicting
- Assessing the author's purpose
- **Summarizing text**
- Group Discussion
- Self-selected reading

Grace Rubenstein, The New Drill. *Edutopia*, February 2006

Reading Programs that Work for Teenagers

DECODING

Corrective Reading- Decoding

Written for students who have difficulty reading accurately and fluently, the Corrective Reading Decoding program provides a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. (www.sopriswest.com)

Language!

Designed for students in grades four and above. The program includes instruction in each of the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. (www.sopriswest.com)

Rewards Plus

Beginning with fourth grade material, multisyllabic words account for anywhere from 10-30 percent of the words students will encounter in a passage, unfortunately, many older students struggle with decoding longer words. Rewards Plus is designed to teach older students the structure of syllables. (www.sopriswest.com)

COMPREHENSION

Corrective Reading Comprehension

Designed for students who read without understanding, the Corrective Reading Comprehension program develops vocabulary, information, and comprehension strategies. (www.sopriswest.com)

Read 180

Authored by Dr. Ted Hasselbring, William T. Bryan Professor and Endowed Chair in Special Education Technology at the University of Kentucky. Web address: <http://www.reading.com/teachers/teachers/read180>. Published by Scholastic, (617) 234-READ.

FLUENCY

QuickReads

The QuickReads program consists of three levels: B, C, and D. Each level contains three books, and each book contains 30 texts (90 texts per level). These texts support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. Additionally, with topics in two subject areas: social studies and science, texts in the QuickReads program encourage meaning and comprehension. (www.quickreads.org)

Read Naturally

Read Naturally's products are designed to improve reading fluency and measure student progress. The products include passages, books, tapes and software. (www.readnaturally.com)

Six Minute Solution

Students team with partners in daily six-minute sessions, practice repeated readings, get peer feedback, and keep records. It also provides a systematic method of tracking student progress. The book contains 160 nonfiction passages - 50 each at grade levels 1-5.

(Fischbart 2005)



SOS

8 Teach Kids To Read

"It is not enough to double the amount of time that reading is taught"

- Schools must stop "teaching reading" and teach students to read
- Students need to learn quickly and well
- Teachers must "name them" and "claim them"; they must monitor progress and do everything possible to elevate each student to the next level
- Employ literacy coaching

"We need to put the names with the numbers"

AYP		2004/2005 GRADE 8 WILLIAM THOMAS MIDDLE SCHOOL SPRING						READING	
FILTERED BY: / LEP (NO) / CODED (YES)									
TOTAL TESTED	BELOW	BASIC	PROFICIENT	ADVANCED	PROFICIENT & ADVANCED				
Count	Count	Count	Count	Count	Count	Count	Count	Count	
Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	
17	2	15	0	0	11.8%	88.2%	0.0%	0.0%	
Student Name	RIT Performance								
***	213	Basic							
***	213	Basic							
***	213	Basic							
***	214	Basic							
***	210	Basic							
***	210	Basic							
***	210	Basic							
***	214	Basic							
***	216	Basic							
***	216	Basic							
***	213	Basic							
***	216	Basic							
***	216	Basic							
***	208	Below							
***	214	Basic							
***	215	Basic							
***	208	Below							

The data in this report is compiled from student info reported into the AMS and from NWEA testing data. It will vary from official State AYP reports. Filtered by: / LEP (no) / Coded (yes)

STUDENT ASSESSMENT PROFILE

First: _____ Last: _____ Student Id#: _____ Grade: _____ School: _____

Special Prg: (LEP 3) _____

ISAT TESTING:

Year	Gr	RT	Wrt	Perfom	RT	Wrt	Perfom	RT	Wrt	Perfom
Fall 04	5	183	170	Basic	186	173	Basic	174	1	Basic
Spring 05	5	215	191	Proficient	204	215	Basic	208	17	Basic

TESTING AND GROWTH HISTORY:

Date	Gr	RT	Wrt	Perfom	Growth		Annual Growth %	Growth Benchmark
					Perfom	Growth Mark		
Fall 04	5	183	170	Basic	186	173	12.0	7.0
Spring 05	5	215	191	Proficient	204	215	12.0	7.0
Fall 05	4	197	142	Proficient	190	148	8.0	8.0
Spring 06	4	200	148	Proficient	190	148	10.0	11.0
Fall 02	3	154	119	Basic	162	116	18.0	13.0

IDAHO READING INDICATOR:

Subject	Year	Grade	Performance	Score
Reading	2005/2006	5	2	2
Math	2005/2006	5	2	2

DIRECT MATH:

Subject	Year	Grade	Performance	Score
Math	2004/2005	5	2	2

6 TRAIT WRITING:

Subject	Year	Grade	Performance	Score
Writing	2004/2005	5	2	2

DIRECT WRITING:

Subject	Year	Grade	Performance	Score
Writing	2004/2005	5	2	2

AMIS Grade 4

SOS

9 Remediation/Re-Teaching

"Every time we teach, some get it, some almost get it, and some do not get it at all and must be re-taught immediately."

- Create a time each day for enrichment, remediation, and re-teaching
- Create a time each week/4 day week
- Create Small Learning Communities

What Works!

Four Day Week

- 4 day academic programs / block programs
- Friday: enrichment, remediation, re-teaching
- Friday: career exploration, job shadowing, service learning

SOS

10 Involve Students

- Students understand what they need to learn and they monitor their own progress
- Students are encouraged to develop their own strength: interest, talents and skills/find a place where they belong
- Students develop long term goals/learn how to get there
- Students practice decisions making

Engage Parents, Communities, and Schools to Work as Partners



SOS

11 Engage Families and Parent Communities

"Families of poor students are often intimidated and/or uncomfortable in schools. Yet, when families and the community are involved, a significant spike in learning will occur."

- Two-way communication with families / home visits
- Hold family meetings regularly, provide food, childcare, recreation, computer use...whatever needed
- Teach families how to help their children continue their learning at home
- Student led conferences

There is compelling, research-based evidence that when schools and families work together, student achievement spikes, particularly in low-performing schools.

Henderson & Mapp, 2002

School, Family, and Community Partnerships



Your Handbook for Action

Joyce L. Epstein, Mavis G. Sanders,
Beth S. Simon, Karen Clark Salinas,
Nazalie Rodriguez Jansorn,
Frances L. Van Voorhis

Second Edition

Essential Relationships

- Engage Parents as Participating Partners
- Improve Two Way Communication
- Hold Frequent Meetings with Food
- Offer Parent Education / Support Learning at Home
- Conduct Home Visits / Caring Outreach
- Seek, Support & Coordinate Volunteers
- Provide Service Learning / Career Internships
- Access Community Assets Survey and National Youth Risk Behavior Surveillance Data
- Engage Parents & Families in Authentic Decision Making
- Initiate Student Led Conferences
- Join the National Network of Partnership Schools

www.csos.ihu.edu

The greatest impact on student achievement comes from family participation in well-designed at-home activities – and this is true “regardless of the family, racial, or cultural background of the parents’ formal education.”

Joyce Epstein

Jones, Rebecca (2001). How parents can support learning. *American School Board Journal*, 188 (9), 18-22.

How
Are
We
Doing?



Align, Monitor, and Manage the Curriculum



SOS

12 Align and Monitor the Curriculum

"If the written and taught curriculum does not articulate with state standards and assessments, student success will be jeopardized."

- Align curriculum: standards, assessments, vertical/horizontal, K-12
- Ensure match: "taught"/written curriculum; 70-30
- Frequently use student assessments / midcourse corrections
- Pacing guides / assessment calendars

What Works!

70-30 Curriculum

- 70% of curriculum planned, paced, aligned.
- 30% for teacher creativity / unique teaching opportunities / special experiences

What Works! Mini Units/Benchmarks

- Transfer courses into small, mini units
 - Set "benchmarks" for essential weekly achievement goals
 - Ensure that EVERY student achieves benchmarks by every week
- " You can not wait until the end of the semester.. remediation starts the moment a student falls below a C grade"

SOS # 13 Manage Curriculum

- Consensus on what is taught...and when
- Deconstruct knowledge into small manageable units
- Establish weekly achievement benchmarks
- Pacing Guides
- Model lessons developed for all teachers
- Frequent Assessments/Occasional Walk Through
- Teachers Meet Regularly/Review Assessments/Collaborate
- Teachers Teach Teachers: "Tell us how you did it"

"The tough part is managing"

SOS

14 Enrich Curriculum

"Disinterested students can be motivated by focusing on their talents and interest"

- A rigorous college prep curriculum for all students
- Curriculum must be relevant and interesting to students/use art, music and projects
- Students explore talents, interest and abilities
- Focus on multiple intelligences/service learning
- Focus on careers/service learning

"Teach all students like they are gifted and talented"

What Works! Service Learning

- Experience with adults outside of school
- Helps focus on career options
- Enriches academic program
- Builds self concept
- Motivates, improves attendance and academic achievement

What Works!

Career Theme / High School Major

- Nothing motivates like career enrichment
- "Career theme" academic programs
- High school major
- Emphasize: career explorations, job shadowing and service learning

How
Are
We
Doing?



Create a Culture of Data and Assessment Literacy



Secrets of Success

A check up or an Autopsy?

Jerald, 2003

Don't tell me you believe all kids can learn. Tell me how our district monitors student learning and responds to students who struggle.

Rick Dufour

SOS

15 Monitor Student Achievement

- Set Goals
- Frequently assess student progress
- Teachers meet review data
- Focus on students falling behind
- Focus on "What can we do differently/what else can we do"
- Differentiate Instruction

SOS

16 Employ A Proven Process of Improvement

"If schools use data, conduct audits, establish goals, monitor progress, and meet regularly to collaborate, immediate and dramatic gains can be expected."

- Effective grade / department level teams
- Intensive focus on data to identify problems/establish goals
- Conduct audits
- Plan interventions/monitor progress
- Meet regularly to review data/refine interventions

Leading Improvement

Start With Data

Set 3 to 5 Goals / Targets

Meet Frequently / Monitor

Mid-course Corrections

Celebrate Progress

IDENTIFY 3 OR 4 AREAS OF NEEDED IMPROVEMENT

- Identify areas of need improvement through audits
- Base needed improvement on "brutal facts"
- Do not try and do everything...focus of a few areas

What Works!

Grade Level Teams:
Meet, Review Data, Plan

" Expect immediate, dramatic achievement increases"

Build Data & Assessment Literacy

- Teachers Understand Student / District Data
- Teachers Agree on Benchmarks and Assessments
- Assessment FOR Learning / Clear Targets
- Students Understand Goals / Targets
- Teach / Assess / Meet Regularly to Monitor
- Make Refinements / Teach / Assess
- Provide Catch-up / Enrichment
- Initiate Student Led Conferences– K-12

What Works! Student Led Conferences

- Gets students involved in monitoring and charting achievement growth
- Ensure maximum family involvement
- Must be well planned

Student Led Conferences

- Getting clear on the philosophy and purpose
- Defining teacher, student, parent, administrator and support
- Selecting the most appropriate format
- Preparing students to lead
- Preparing parents and colleagues to participate
- Organizing the details
- Anticipating and handling unique situations
- Evaluating the conferences



(Bailey and Guskey, 2001)

How
Are
We
Doing?



Build and Sustain Instructional Capacity



Teachers Make A Difference

- It takes two years for a student with an ineffective teacher to catch up.
- With two ineffective teachers, a student may never catch up.
- A poor student is 5 times more likely to have an inexperienced/inadequately trained teacher

William Sanders

Teachers Make A Difference

"I could not let that teacher down" "I had to get that teacher off my back"

- Teachers have an enormous impact
- Teachers must hold high expectations
- Teacher attitude makes ALL the difference; students will live up to or down to expectations.
- Support teachers with targeted professional development
- Organize for teacher collaboration

SOS

17 Support Teachers

"The key to all students learning effectively is the classroom teacher. There is a massive gap between effective practice and actual practice."

- Underachieving poor/minority students must have experienced, well-qualified teachers.
- Effective Instruction needs supervision / accountability
- Support lesson study
- Foster teacher leadership

Classroom Instruction Should Look Like This!

- Teachers rigorously follow prescribed curriculum
- Teach short, prescribed units (benchmarks)
- Use pacing guides / flexible scheduling
- Teachers collaborate weekly / monthly (horizontally / vertically)
- Frequent benchmark assessments to identify who learned and who didn't
- Re-teach / remediate / accelerate / enrich
- 70 / 30 prescribed / accelerated / enrichment
- Differentiate instruction
- Employ results-based instructional strategies
- Initiate student led conferencing
- Teachers share model lessons / lesson study
- Support instructional coaching

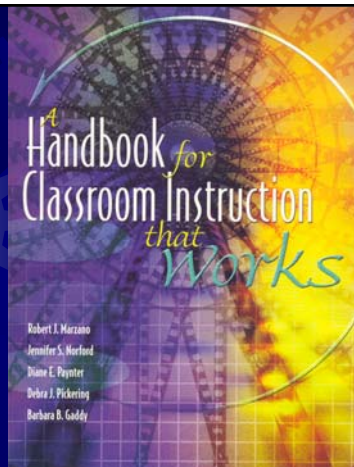
What Works!

Word Wall Essential

- Display essential words & concepts
- Used for daily, effective review
- Works for all courses / all grade levels
- Improves student achievement

What Works!

USE EFFECTIVE INSTRUCTIONAL STRATEGIES



Nine Strategies That Have A Strong Effect On Student Learning

- Identifying similarities and differences.
- Summarizing and note taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Nonlinguistic representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
- Questions, cues, and advance organizers.

Marzano, R., Pickering, D., Pollock, J., *Classroom Instruction That Works*, 2001

SOS

18 Targeted Professional Development

"What we needed was specific, focused help to get each grade level team organized to succeed."

- Professional development is guided by student assessment
- Ineffective teachers must have intensive professional development
- Teacher leadership / classroom coaches
- New teachers need extra training

What Works!

Teachers Helping Teachers

- Identify most effective teachers
- Provide staff development for other teachers
- "Tell us how you do it"
- Share curriculum / model lessons
- Observing/coaching/mentoring

SOS

19 Ensure Personal Connection

"If one teacher can make a difference, imagine the impact if we surrounded students with caring and demanding teachers"

- Ensure a personal adult connection with each student
- Develop a family atmosphere / small learning communities
- Individually connect with each student daily

What Works!

Positive Student "Write-Ups"

- Each teacher provides 5 students each day a positive "write up"
- "Write-ups" emphasize student success
- Send students to principal to share their successes
- Dramatically reduces discipline / disruption problems

How
Are
We
Doing?



Reorganize time, Space, and Transitions



SOS

20 Reorganize Time and Space

"You can't just work harder; you have to do things differently."

- Time to remediate / re-teach / enrich
- Time for teacher collaboration
- Extend instructional time
- Consider: 4 day week



- Create Time & Space for Effective Interventions
- Create Time for Professional Collaboration
- Support Effective Transitions
- Find The Time!



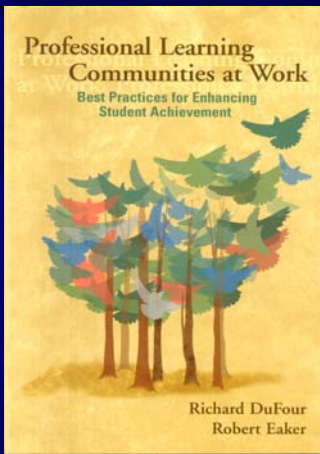
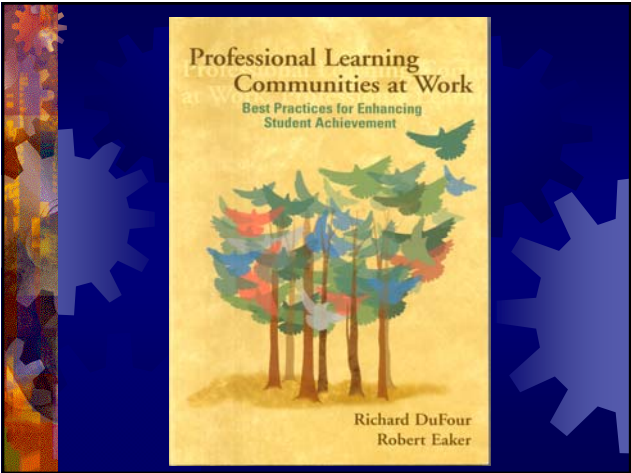
Create Time & Space for Effective Interventions

- Start Early / Pre K / Full Day Kindergarten
- Find Extra Instructional Time
- Before and After School Programs
- Extend The Day, Week, Year
- Four Day Academic Week
- Focus on School Work, Not Homework
- Minimize Pull Outs
- Create Small Learning Communities
- Support Alternative Schools / Programs



What Works!

CREATE A FAMILY ATMOSPHERE



Professional Learning Communities at Work
Best Practices for Enhancing Student Achievement

Richard DuFour
Robert Eaker

What Works!

Collaboration

Create Time for Professional Collaboration

- Elementary Grade Level Teams
- Middle Level teams
- High School Departments
- Horizontal / Vertical Curriculum Teams
- Teacher Leadership Teams
- Community School Teams
- K-12 Instructional Coaching

What Works! Planned Transitions

- School transitions a critical time
- Can lead to isolation, absenteeism, failure and dropping out
- Planned transitions can have huge, positive impact on students
- Critical time: starting school, starting middle school, high school, and graduation

Support Effective Transitions

- Provide Full-Day Kindergarten
- Provide Effective Pre-K Programs
- Conduct Home Visits
- Provide Transition Visits and Orientations
- Communicate & Study Student Data
- Develop Summer Catch-up Programs and Learning Opportunities
- Develop Academies at the Middle and High School Levels
- Develop a Senior Project / Require Community Service
- Prepare for Post-Secondary Education and Work
- Coordinate All Transition Support

Robert Barr & William Parrett. The Kids Left Behind, 2007.

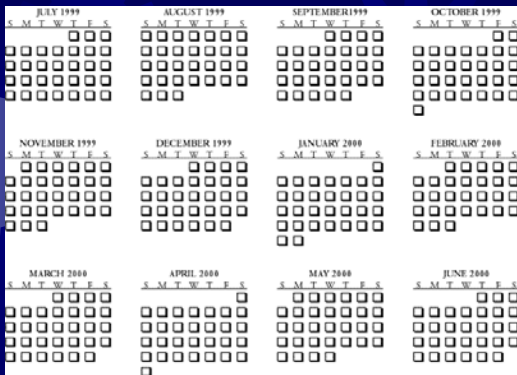
What Works!

Students Plan For After High School

- Students explore post secondary options: training, community college, universities and / or jobs.
- Each student completes detailed plan for future
- Major student project / presentation / celebration

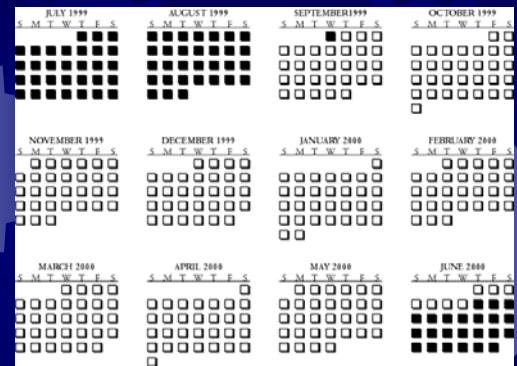
Where's the time for all of this?

The Full Year Calendar

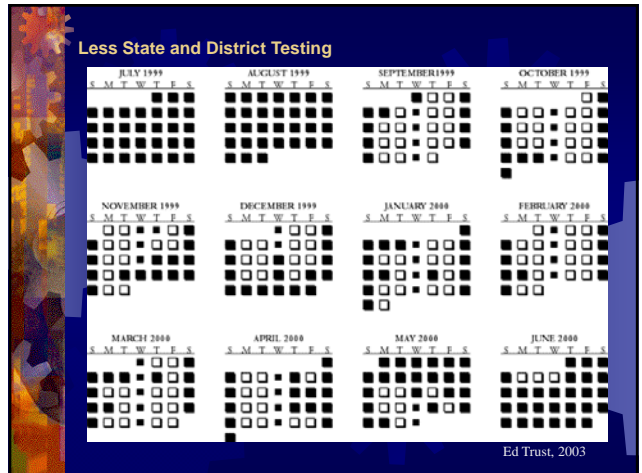
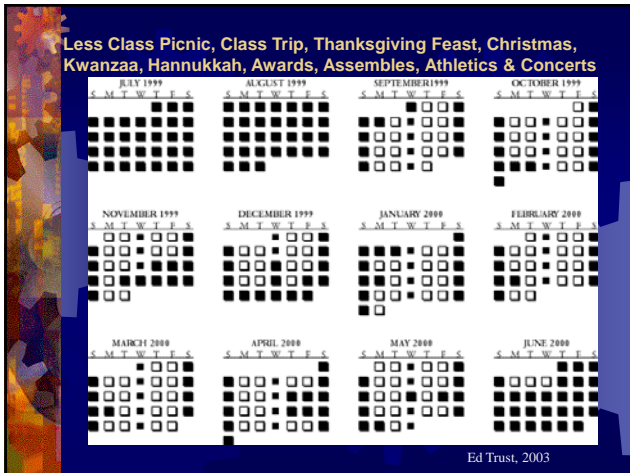
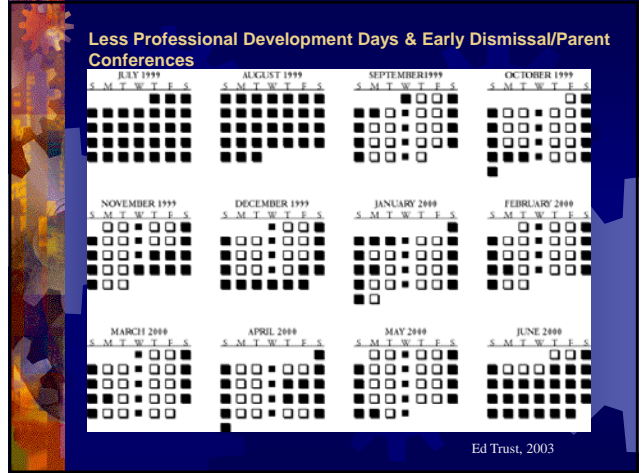
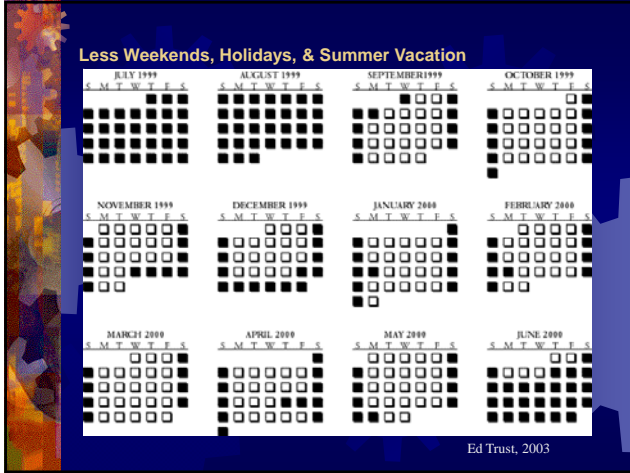


Ed Trust, 2003

Less Summer Vacation



Ed Trust, 2003



Bottom Line:

**Roughly 13-15 8-hr
Days of Instruction
Per Subject
Per Year**

Ed Trust, 2003

How
Are
We
Doing?



**Compelling
Conclusions**

**A great school can
overcome the
debilitating effects
of poverty and a
dysfunctional family**

We know how to
improve any school ...

Every school can
become a high
performing school

Demographics
do not equal
destiny

Teachers
make
"the"
difference

What do we choose to do?



...our students are waiting