Poverty and Performance: What We’ve Learned From Higher-Achieving Schools In NYS

Janet Angelis
Know Your Schools~for NY Kids
University at Albany School of Education
www.albany.edu/nykids
Results from 5 studies

Plus some examples from our newest study, just completed

Poverty, performance, and frog ponds
WHAT BEST-PRACTICE RESEARCH TELLS US ABOUT THEIR CONNECTIONS
Higher-performing schools create conditions that enable schools to address some of the challenges of teaching high concentrations of students living in poverty.

By Janot L. Angolis & Kristen C. Wilcox

Phi Delta Kappan, 93 (3), 26-31, November 2011
About the Studies

• Select “beating the odds” schools based on 3 years of NYS Assessment results
• Find similar, average-performing schools
• Conduct two-day site visits
• Analyze data looking for differences in practice

Details about methodology, all studies, and findings: www.albany.edu/nykids
<table>
<thead>
<tr>
<th>School, City or Town</th>
<th>Grades Served (No. of Students)</th>
<th>F/RL Rate</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulysses Byas ES, Roosevelt</td>
<td>K-6 (420)</td>
<td>100%</td>
<td>2004</td>
</tr>
<tr>
<td>Columbus ES, New Rochelle</td>
<td>K-5 (816)</td>
<td>78%</td>
<td>2010</td>
</tr>
<tr>
<td>John F. Kennedy ES, Port Chester</td>
<td>K-5 (725)</td>
<td>78%</td>
<td>2010</td>
</tr>
<tr>
<td>Saunders Trades &amp; Technical HS, Yonkers</td>
<td>9-12 (1395)</td>
<td>76%</td>
<td>2006</td>
</tr>
<tr>
<td>Westbury MS, Westbury</td>
<td>6-8 (849)</td>
<td>74%</td>
<td>2006</td>
</tr>
<tr>
<td>Jefferson MS Science, Jamestown</td>
<td>5-8 (390)</td>
<td>69%</td>
<td>2008</td>
</tr>
<tr>
<td>Centennial Avenue ES, Roosevelt</td>
<td>K-5 (440)</td>
<td>66%</td>
<td>2010</td>
</tr>
<tr>
<td>John F. Kennedy MS, Utica</td>
<td>6-8 (1025)</td>
<td>60%</td>
<td>2006</td>
</tr>
<tr>
<td>Otselic Valley J-S HS, So. Otselic</td>
<td>9-12 (148)</td>
<td>53%</td>
<td>2012</td>
</tr>
<tr>
<td>Port Chester MS, Port Chester</td>
<td>5-8 (790)</td>
<td>52%</td>
<td>2006</td>
</tr>
<tr>
<td>South Kortright CS, South Kortright</td>
<td>9-12 (126)</td>
<td>52%</td>
<td>2006</td>
</tr>
<tr>
<td>Eastridge HS, E. Irondequoit</td>
<td>9-12 (989)</td>
<td>46%</td>
<td>2012</td>
</tr>
</tbody>
</table>

NYS average poverty level 44-50%, 2004-2012
What the Higher Performers Have in Common (and APs Do Not)

• A vision of success that includes high poverty students achieving beyond predicted levels
• Collaboration and shared responsibility
• Decision making based on a variety of evidence
Vision of Success

Poverty is not used as an excuse for performance levels. - administrator, Jefferson Middle School

Belief in the students - that is a tremendous focus from our superintendent on down . . . get people to see beyond the limitations of students. - Eastridge administrator

Do [students] have a vision of what they can be and what is possible? – S. Kortright educator
Collaboration

Everyone is responsible for teaching all children.
-principal, Jefferson Middle School

I work in a team, not an isolated group.
-Otselic Valley teacher

Your ideas matter, and what you’re doing makes a difference. It’s all of us working together.
-Eastridge counselor
Using Evidence

*We don’t take anything for granted.*
– district administrator, Port Chester

*Even if something works, we try to find something better. If it works for 80% [of students], we try to find something that works for 100%.*
– teacher, Columbus Elementary School

*Every kid counts is more than a slogan. I don’t think it’s the paperwork that makes us unique.*
- principal, Otselic Valley
Poverty and Performance: What We’ve Learned From Higher-Achieving Schools In NYS

Janet Angelis
jangelis@albany.edu
www.albany.edu/nykids