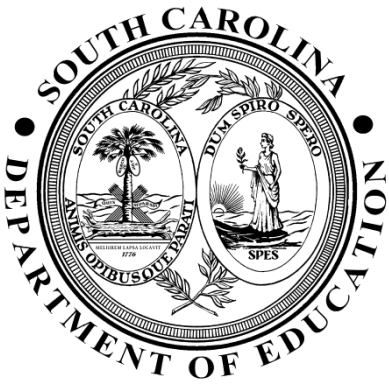




Teaching Students in Poverty: Evidence-Based Strategies & Interventions That Work

Innovation and Support Team

Office of Federal and State Accountability

South Carolina Department of Education

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Agenda

- Definition of Poverty
- Types of Poverty
- Why Poverty Matters?
- Strategies That Work
- Evidence-Based Interventions
- Suggestions of Mistakes not to Make
- Resources Available

Defining Poverty

- The government defines based on a certain income level. Statistics reflect people on assistance.
- What about working poor? Two or three jobs!
- What poverty is in one geographic region can be defined as middle class in another.
- Newly displaced and homeless – are now in poverty, but not included in statistics.

Types of Poverty

- **Situational Poverty:** is generally caused by a crisis or job loss and is usually temporary.
- **Relative Poverty:** refers to the economic status of a family whose income is insufficient to meet society's average standard of living.
- **Rural Poverty:** occurs in small towns and surrounding areas. Families often have less access to services, support for disabilities, and quality educational opportunities.

Types of Poverty

- **Generational Poverty:** is when at least two generations have been born into poverty.
- **Absolute Poverty:** involves a scarcity of things such as shelter, running water, and food.
- **Urban Poverty:** occurs in large metropolitan areas. The urban poor deal with crowding, community violence, and noise. They are often dependent on inadequate large-city services.

Poverty Issues

Privacy

Emotions

Vocabulary

Relationships

Kinship

Planning

Why Poverty Matters?

- Students who live with limited resources may need unique support to reveal often-hidden potential.
- Educators who understand the potential impacts, and are ready with specific strategies will be better able to help every student achieve at high levels.
- Poverty Index: 61.1% State of South Carolina

Education Impact

The relationship between income and learning appears to be related to several *confounding* factors such as:

- parental education
- family structure
- neighborhood characteristics

(Haveman, 1995)

Schoolwide Strategies That Work

- Effectively Use Data
- Focus on the Fluid Aspects of the Child's IQ
- Create an Atmosphere of Hope
- Ensure Classroom Success
- Engage in Activities to that Improve Brain Processes

Schoolwide Strategies That Work

- Ensure that Innovation is at The Core of Teaching & Learning
- Ensuring the Opportunities for Quality Enrichment Programs
- Include Effective Use of Evidence-Based Interventions

Effectively Use Data

- Chart student performance and disaggregate this data by subgroups and individuals.
- Plan to use the instructional strategies that have the highest payoff for the amount of time needed to do the activity.
- Use rubrics and benchmark tests to identify how well students are mastering standards; discuss the results.

Effectively Use Data

- Identify learning gaps and choose appropriate interventions.
- Schedule all activities of student performance, data aggregation, benchmark testing, and other interventions on the school calendar regularly.

Focus on the Fluid Aspects of the Child's IQ

Fluid intelligence is the ability to think abstractly, reason quickly and problem solve independent of any previously acquired knowledge.

E.g. A child is taught how to cross the street. They may use this knowledge with their bike or skateboard, or in a new neighborhood.

Focus on the Fluid Aspects of the Child's IQ

- Students need the ability to rapidly adjust their strategies and thought processes from one context to another.
- A method of teaching this is with graphic organizers, etc.

“We also know that school experiences with above-average teachers can raise student achievement in mathematics by as much as two standard deviations”

(Jensen, 2019).

Create An Atmosphere of Hope

- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed
- Providing needed academic resources
- Helping students to set goals and build goal-setting skills

Create An Atmosphere of Hope

- Telling true stories of hope
- Offering help, encouragement, and care when needed
- Teaching life skills
- Avoid complaining about students' deficits.
- Treating all the students in your class as gifted
- Building academic, emotional, and social assets in students

Ensure Classroom Success

- Match curriculum and instruction to standards
- Turn standards into meaningful units
- Pre-assess students' background knowledge
- Adjust pre-planned lesson plans
- Practice hope building
- Remove learned helplessness and feelings of inadequacy

Ensure Classroom Success

- Don't dumb down or pace slower
- The arts build attention and processing skills
- Performance arts foster emotional intelligence
- Mastering music skills alter the brain
- Physical activity reduces stress and improves behavior
- Mastering motor skills

Brain Processes Can be Improved Through Variety of Activities

- Physical activity
- Arts
- Computer-aided instruction and programs

Ensure that Innovation is at The Core Teaching & Learning

(Couros & Novak 2019)

- Relationships
- Learner-Driven, Evidence-Informed
- Creating Empowered Learning Experiences
- Master Learner, Master Educator

When we empower learners to investigate and make an impact on the world, we inspire problem-solvers and innovators.

~~Katie Martin

Ensure Opportunities for Quality Enrichment Programs

- Improve language fluency, IQ, and other cognitive processes.
- Reduce school problems and academic failure in both elementary and high school.
- Improve social, academic, and emotional intelligence when implemented in early childhood.

Recommendations to Avoid

- Focusing only on basics
- Maintaining order through a show of force
- Eliminating or reducing time for arts, music, PE, sports, and extracurricular activities
- Increasing and intensifying classroom discipline
- Decreasing interaction among students
- Delivering top-down lectures

Recommendations to Avoid

- Overdoing pep talks and hot air
- Planning endlessly
- Putting staff first, kids last
- Creating climate of fear
- Measuring improvement solely through test scores
- Treating symptoms, not causes
- Counting on big wins, quickly



READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level.

- Blended learning instruction
- Student assessment, and
- Teacher professional development.

READ 180 is delivered in 45- to 90-minute sessions:

- whole-group instruction,
- three small-group rotations, and
- whole-class wrap-up.



READ 180, Grades 4–12:

- Small-group rotations w/ individualized instruction using an adaptive computer application
- Small-group instruction w/ a teacher, and independent reading.

According to ESSA's Tiers of Evidence

- Rating: STRONG
- 5 Studies Met Inclusion Standards,
- Average effect size across all studies was a modest +0.08.



- Success for All is a comprehensive school reform program designed to ensure success in reading for children in high-poverty schools.
- It provides schools with a K-5 reading curriculum that focuses on phonemic awareness, phonics, comprehension, and vocabulary development, beginning with phonetically-controlled mini-books.



Components

- Cooperative learning
- One-to-one or small group tutoring
- Assessed curriculum-based measures
- Regroup children into reading groups according to current reading level, across grade lines.



- Extensive PD
- Full-time facilitator
- A Solutions Team for parental support

According to ESSA's
Tiers of Evidence

- Rating: STRONG
- 6 Qualifying Studies
- Average effect size across all studies was $a + 0.17$.



AVID (Advancement Via Individual Determination) is a nonprofit that assist schools in shifting to a more equitable, student-centered approach. 85,000 educators have trained annually. The program is designed to close the opportunity gap and prepare all students for college, careers, and life.

- Professional Learning That Sticks
- Resources That Drive School Transformation
- Feedback and Follow-Up to Keep You on Track



WICOR Strategies:

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Learning Experiences:

- College Visits
- Binders
- Career Fairs
- Tutorials
- Leadership Roles
- Rigor
- STEM Connections
- Family Engagement



The What Works Clearinghouse (WWC) AVID Findings:

[AVID Students Graduate High School and Enroll in College at Significantly Higher Rates](#)

Under ESSA, districts and schools were called to use “evidence-based interventions” as the foundation for education programs and interventions to increase the impact of educational investments and ensure that interventions being implemented had proven effective in leading to desired outcomes.

Overall Considerations

- Establish a nurturing environment
- Find the positive in every child and every situation.
- Provide opportunities for educators to learn more about children who live in poverty.
- Eliminate practices that limit or hinder student success.

Overall Considerations

- Change what does not work and incorporate strategies and practices that support achievement.
- Measure and report progress frequently.
- Work collaboratively to develop the best environment for all children.

Wrapping It All Up

“Equipped with the framework and a plethora of tools to build collective efficacy (self-assessments, high-leverage questions, action advice, and more), school and district leaders— as well as teacher leaders, instructional coaches, and other staff— **can close persistent opportunity gaps and reverse longstanding patterns of low achievement**”

(Parrett & Budge, 2020).



Welcome to SC Innovation Station

SC Innovation Station provides vetted resources and professional learning opportunities for district and school administrators, professional support staff, and teachers to support continuous improvement efforts and effective implementation of evidence-based interventions that positively impact student engagement and achievement. For more information [search](#) here.

Comprehensive Improvement Planning	Evidence-Based Interventions	Teaching Students in Poverty	Resource Library
			
A data-driven continuous improvement process critical to providing a rigorous teaching and learning environment that supports student success.	Demonstrated strategies and practices proven to have a statistically significant effect on improving student outcomes based on ESSA's tiers of evidence.	Resources to assist district and school administrators, teachers, and professional support staff with providing educational services to support the academic success of students in poverty.	Resources to assist with providing educational services that support school improvement and positive student outcomes.

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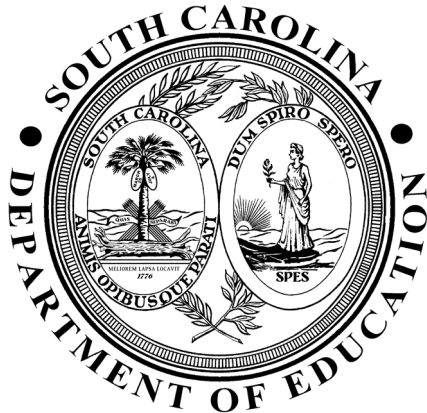
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