



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

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 I. Angelis & Kristen C. Wilcox**



Results from 5 studies

Plus some examples
from our newest
study, just completed

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

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

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, Otselec Valley





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