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Relationships Between Poverty and School Performance

Reframing what it means to lead a high performing school

Today's webinar

- + 45 minutes + Q&A
- + Listen-only mode
- + Submit questions via the chat box
- + Recorded and shareable
- + Short survey



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Why I became curious



People's ideas about relationships between poverty and performance

- + Everyone was sure of one thing:
 - Schools with fewer low-income students have higher achievement



Three theories about poverty and which schools show more growth

High-income schools

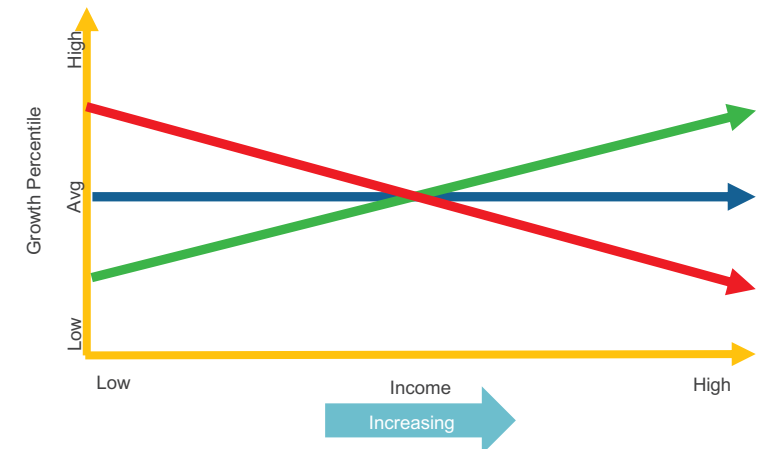
- + All the experienced teachers
- + Supports at home

High-poverty schools

- + Additional resources and policy focus
- + Urgency to catch them up

Not sure

- + Come to think of it, I don't know



POLL

Let's find out what you think

Which schools show more growth?

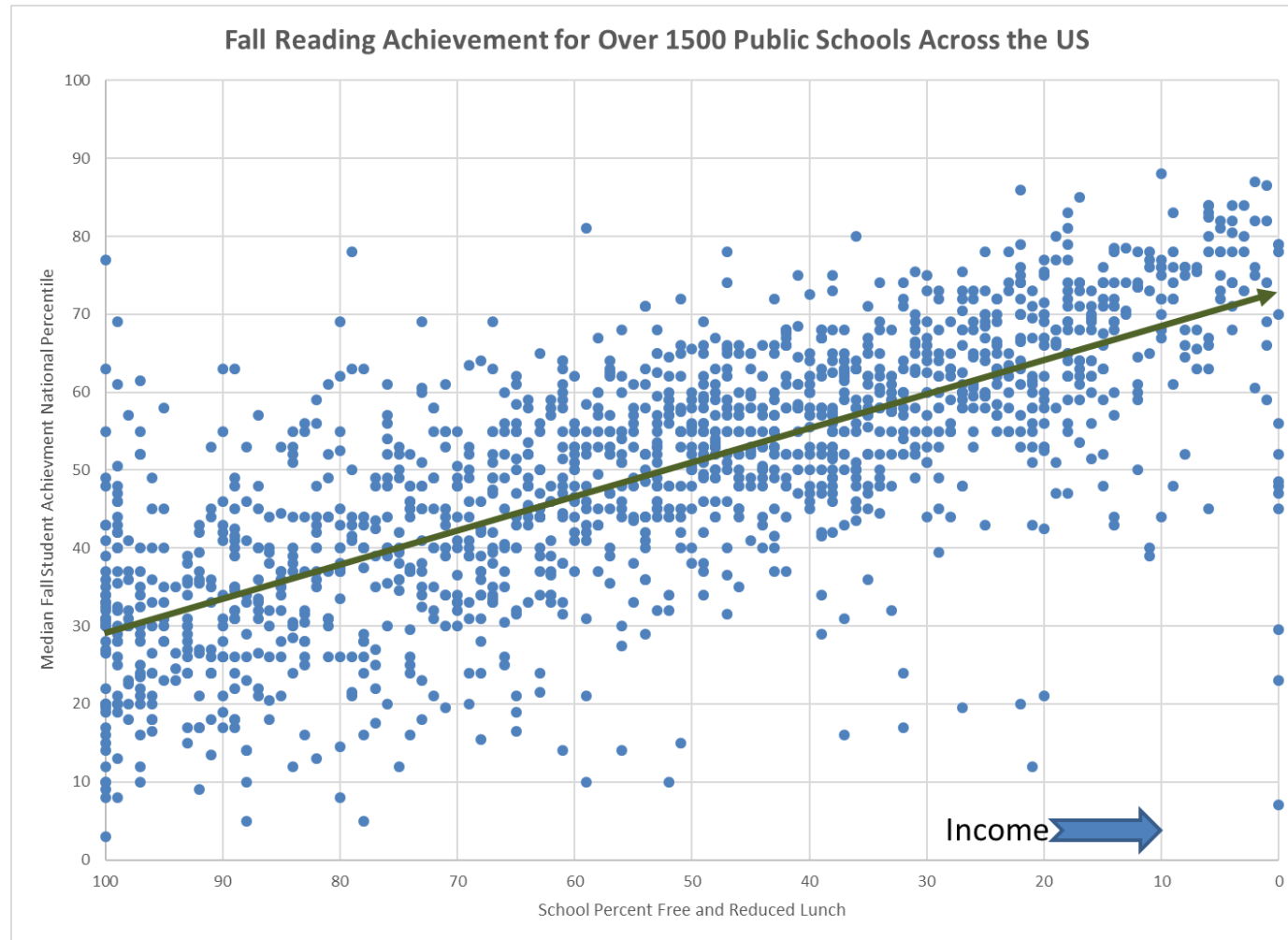
- + High-income
- + High-poverty
- + Neither
- + Not sure

Why NWEA and MAP Growth?

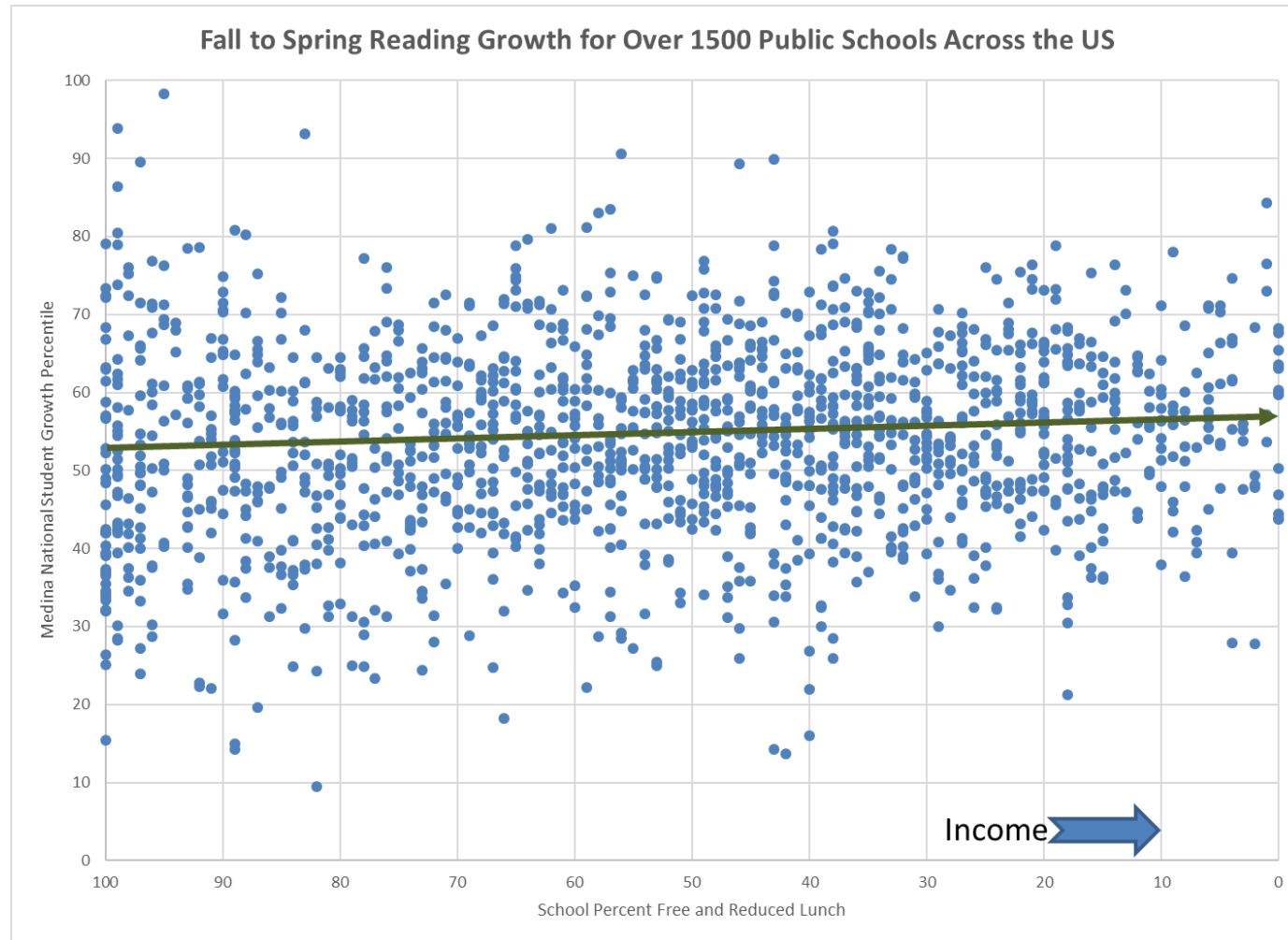
- + Partner base is approximately 20% of the nations' public schools
- + Adaptive design produces an accurate measurement of all students regardless of their achievement level
- + Scale shows student progress over time in a simple manner
- + Student achievement and growth norms
 - Nationally representative
 - Control for starting achievement and instructional weeks
 - Support comparisons across subjects and grades
 - Simple to aggregate



Achievement is strongly related to student poverty



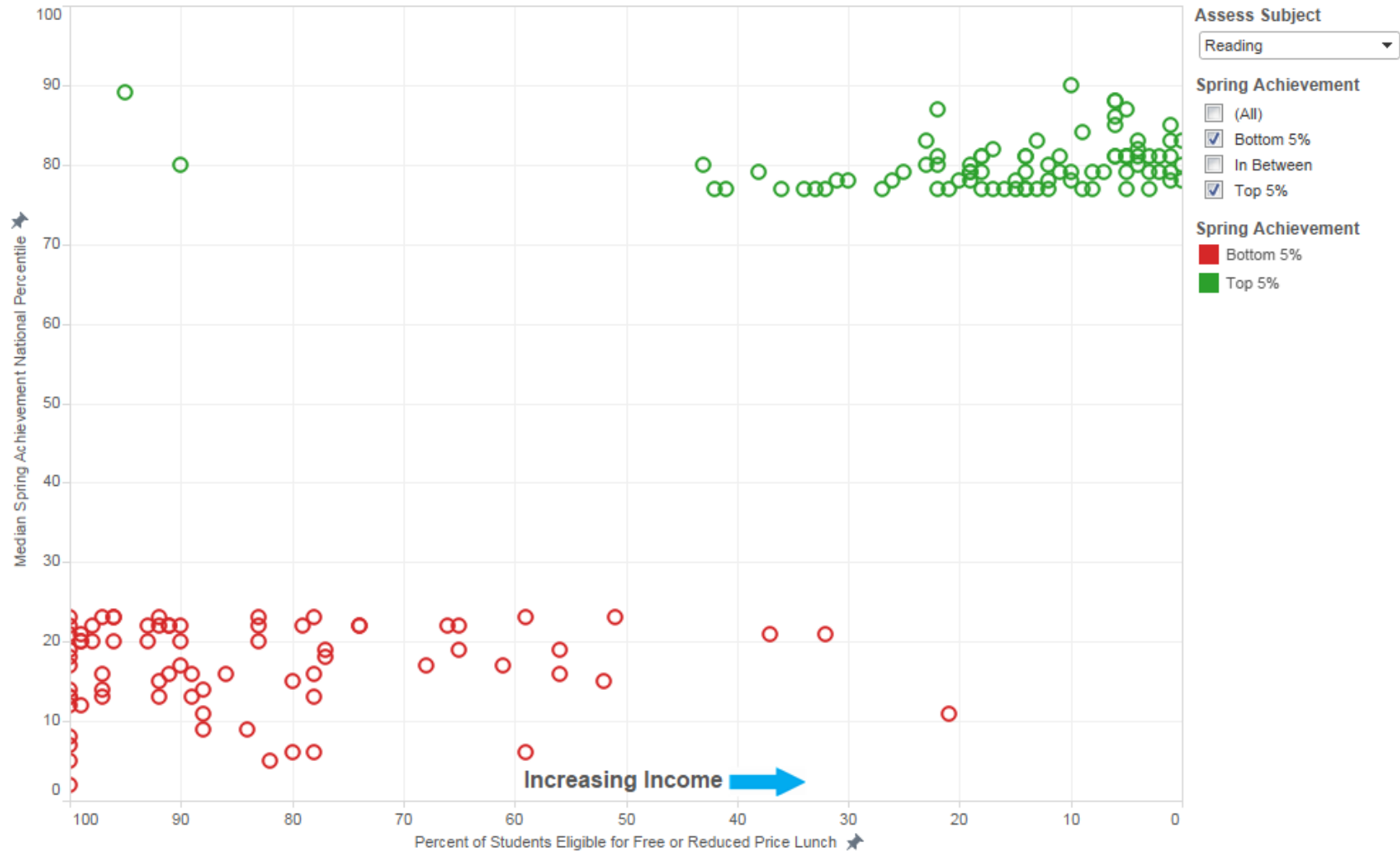
Level of challenge a school faces doesn't explain growth



A young person, likely a student, is shown from the chest up, holding several school folders and a spiral notebook. The person is wearing a dark blue long-sleeved shirt. The background is a solid, deep blue. The lighting is dramatic, with the person's face partially in shadow. The folders are purple and yellow, and the notebook is brown with a spiral binding and a small drawing on the cover.

Top and Bottom Achieving Schools

Top and bottom 5% of schools are rewarded or sanctioned (Spring achievement)



Many lowest achieving schools grow students comparably to high achieving schools



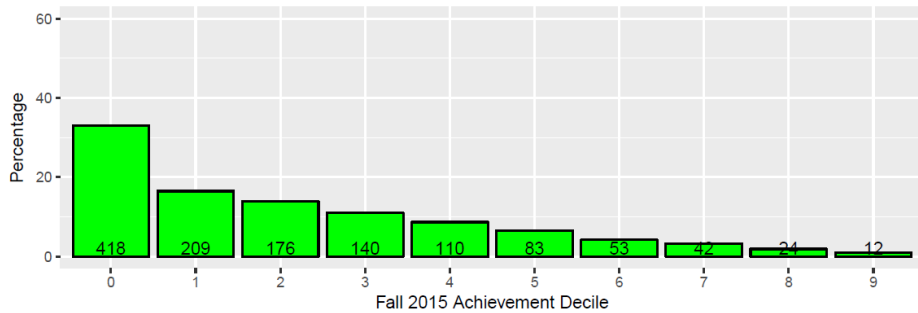
A Closer Look Inside Schools



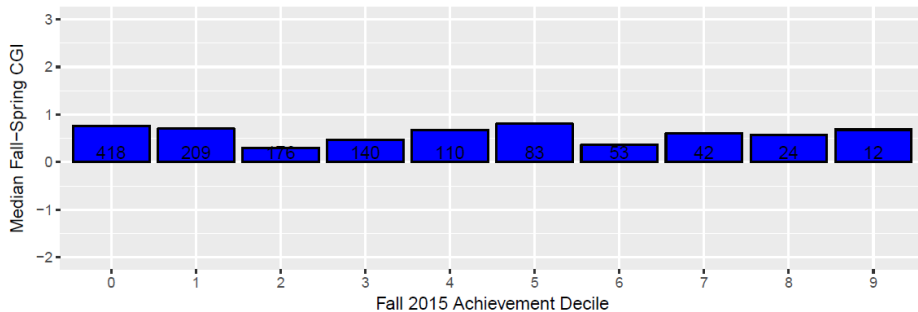
Two high poverty, low achieving schools that grew students well

Low achieving
Grows all students well
 Fall Achievement = 20th percentile
 Fall to Spring Growth = 72nd percentile
 (97% FRL)

School 48885 (Median Fall Ach. Percentile = 20)

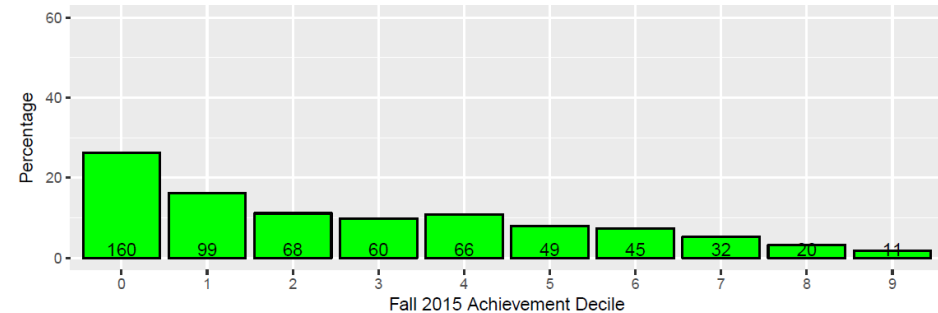


School 48885 (Corr. between Status and CGI = -0.04)

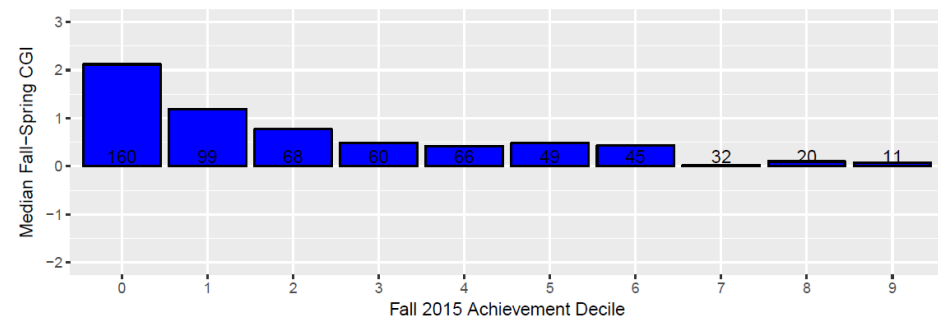


Low achieving
Grows lowest achieving more
 Fall Achievement = 26th percentile
 Fall to Spring Growth = 80th percentile
 (100% FRL)

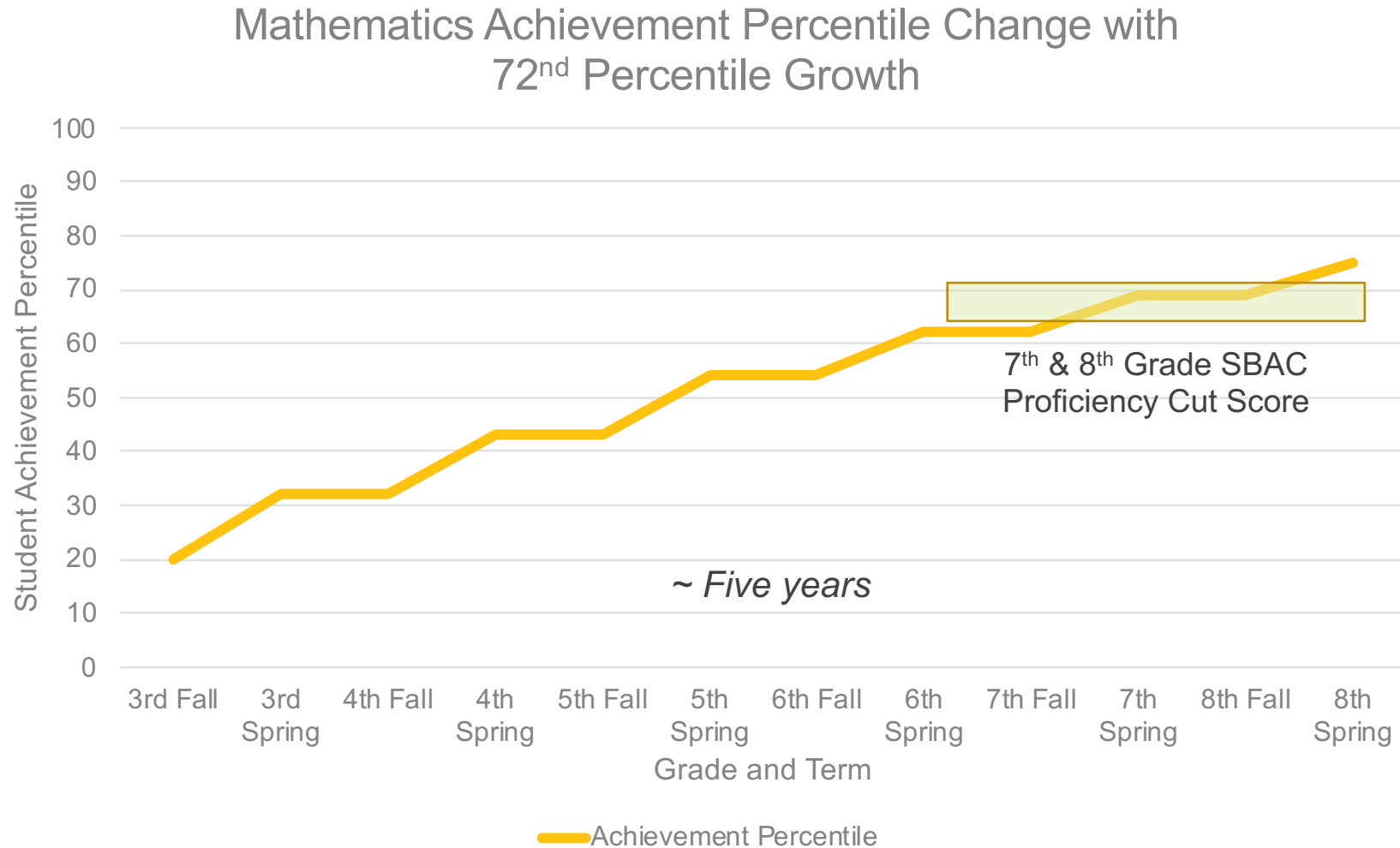
School 25500 (Median Fall Ach. Percentile = 26.5)



School 25500 (Corr. between Status and CGI = -0.42)



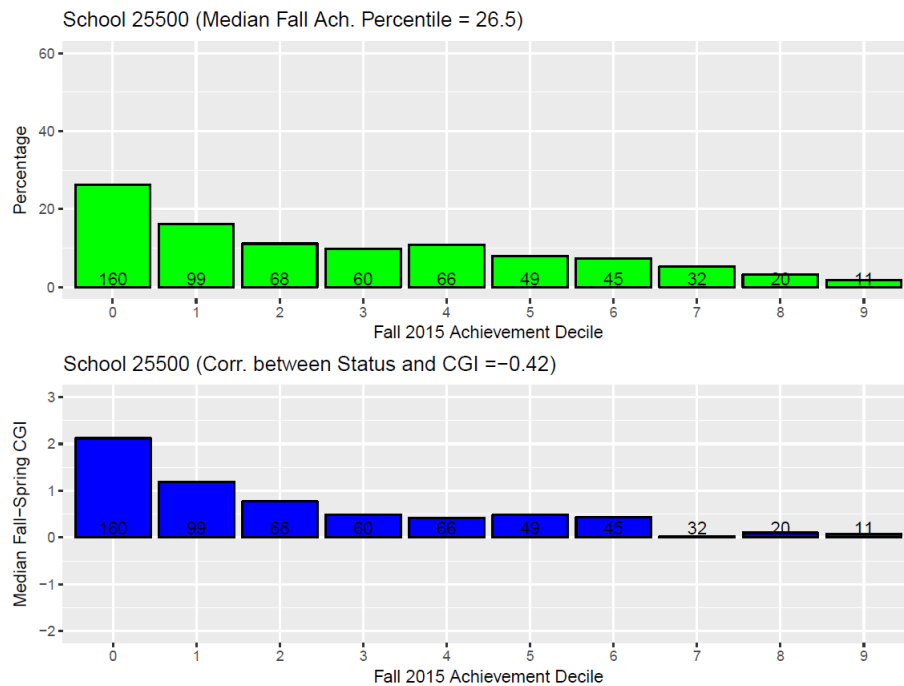
Low achievement takes years of growth to overcome



Low achieving schools that create learning need to be evaluated and supported differently

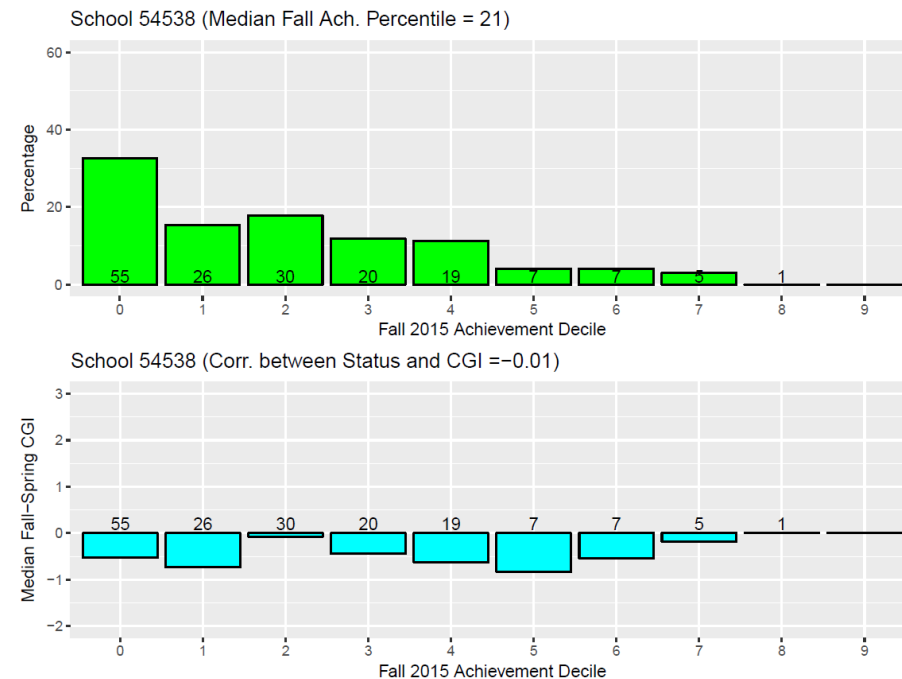
Low achieving Grows lowest achieving more

Rated "F" by state accountability system
(100% FRL)



Low achieving Grows students less than average

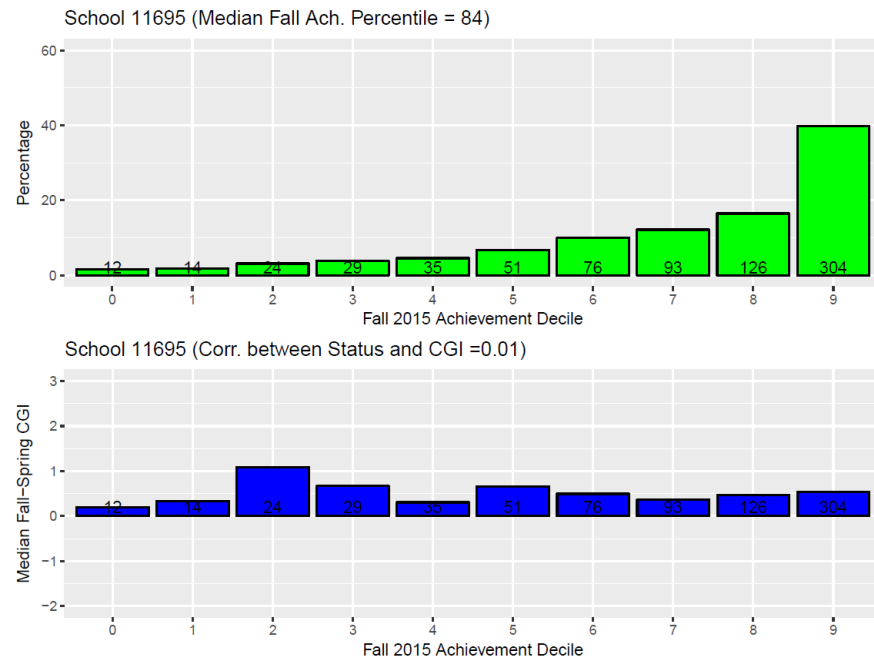
Rated "One-Star" by state accountability system
(93% FRL)



Transparency about school performance is important for all stakeholders

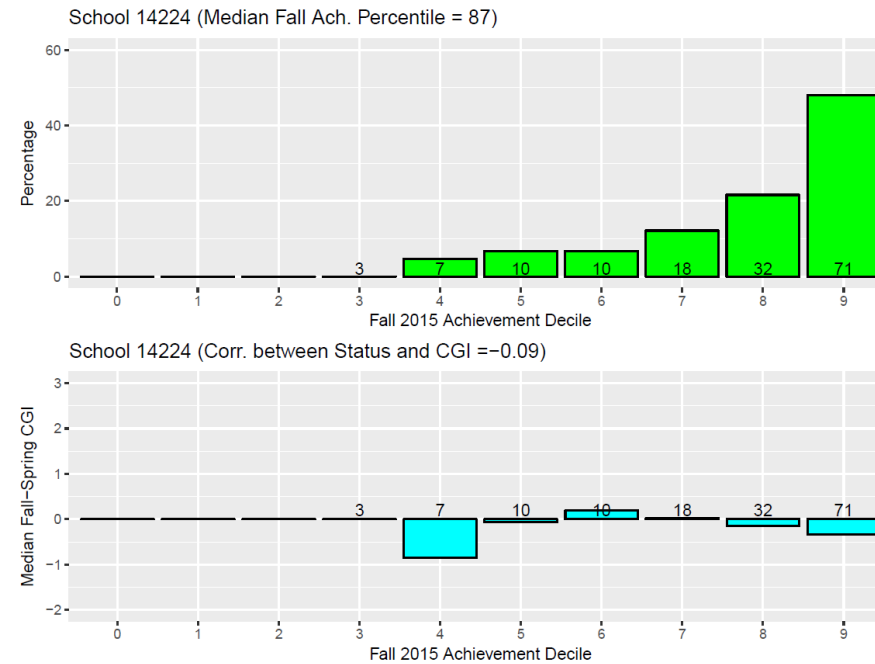
High achieving Grows all students well

82.2% met or exceeded on state assessment
(11% FRL)



High achieving Grows students less than average

Rated “Excelling” by state accountability system
(7% FRL)



Next Research

- + Define “high growth for all” schools
- + Describe the population
- + Investigate their impact on proficiency rates
- + Then move on to “how did they do it” hopefully



Three study takeaways

- + Great work is going on in challenging environments
- + Judging schools predominantly on achievement introduces a strong bias against schools serving populations typically disenfranchised, where judging them based on growth does not
- + Regulations protect from undue harm and ensure transparency
 - Ideally catch-up growth for lowest achievers coupled with good growth for all
 - Must report both achievement and growth and put them in context



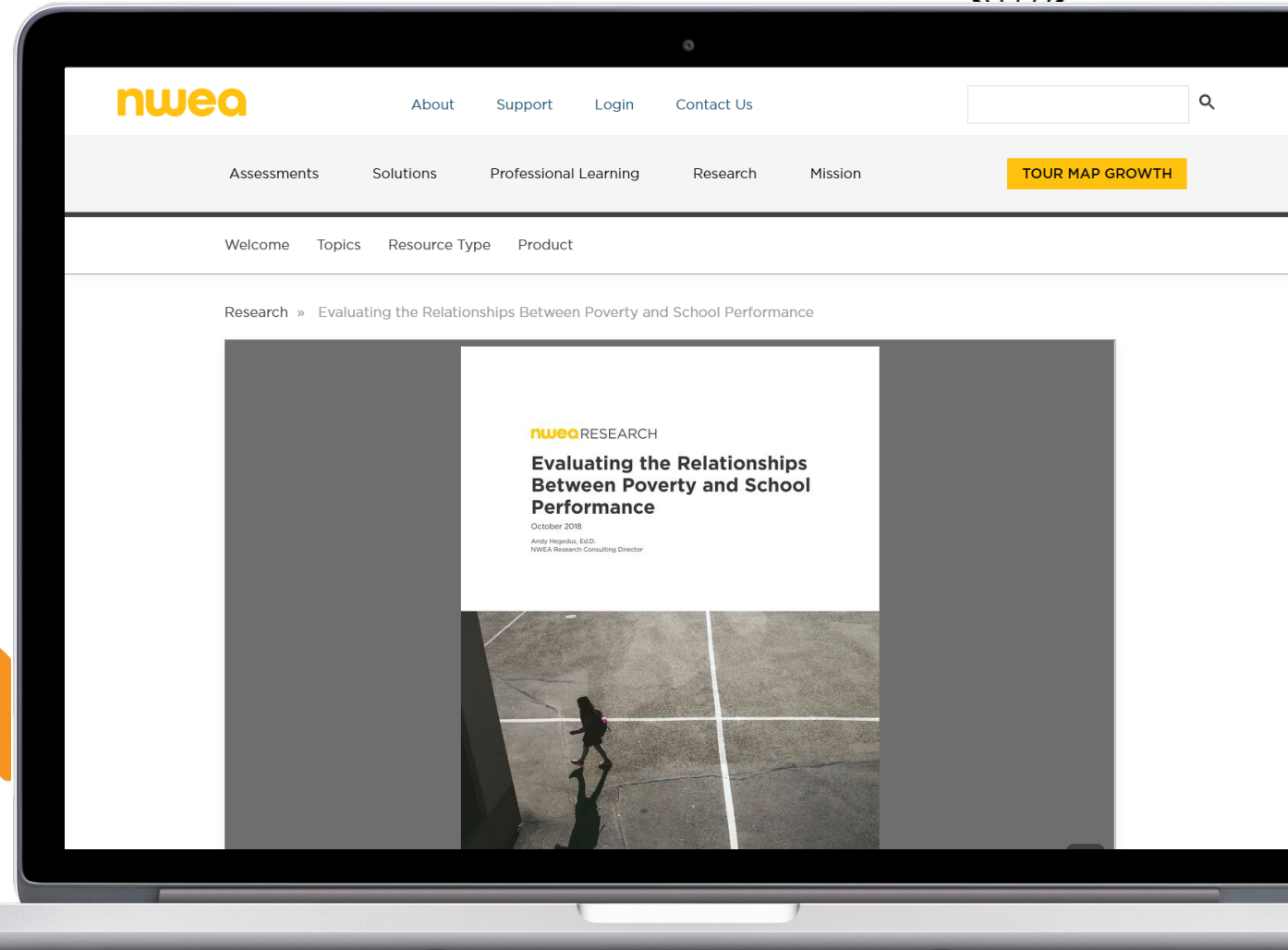
Three takeaways for you

- + **THE** Leadership Challenge is *High Growth*
 - All schools
 - All grades
 - Every year
- + Be clear when you speak about “Performance”
- + Own both current results and the future
 - Admit shortcomings
 - Explain plan for improvement
 - Use results to build urgency



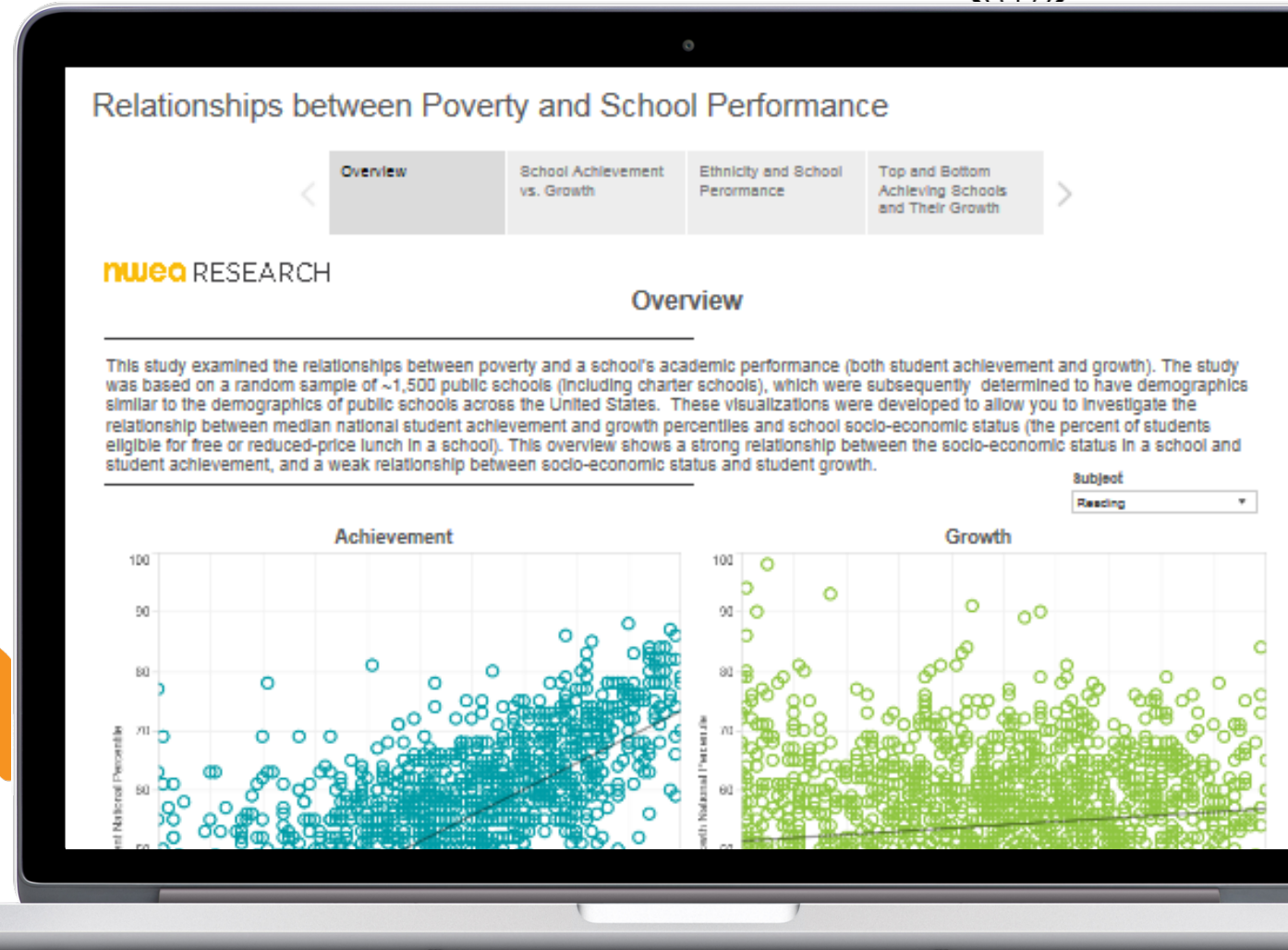
Get the study

+ [NWEA.us/study](https://nwea.us/study)



View the data gallery

+ [NWEA.org/research-data-galleries/](https://nwea.org/research-data-galleries/)



All schools can be winners!!!



map SUITE

map
GROWTH

map
SKILLS

map
Reading
Fluency