

Running Head: High Performing, High Poverty Schools

High Performing, High Poverty Schools:

An Annotated Bibliography

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Annotated Bibliography

Archer, J. (2002, January 9). Group cites needy but high-performing schools. Education Week, 21 (16), 3. Retrieved March 9, 2002 from http://www.edweek.org/ew/ew_printstory.cfm?slug=16trust.h21/. This secondary source analysis piece is intended for the general public. It presents the work done by Craig D. Jerald at the Education Trust (2001). The author states Jerald's contention that we must change our beliefs that poor children cannot learn but also presents balance by citing Tom Loveless from Brown Center on Educational Policy at the Brookings Institution, a status quo skeptic. This article is valuable for revealing sources that dispute Jerald and for other hyperlinked references.

Barth, P. and Educational Resources Information Center (U.S.). (1999). Dispelling the myth: High poverty schools exceeding expectations: report (Report). Washington, DC: The Education Trust. The intended audience of this primary source research report, found in March 2002, is both the researcher and the practitioner. This is an excellent seminal work. It reports on a study to identify and learn more about high performing, high poverty schools in the United States. The first task was simply to identify these schools. The researchers did so by surveying 1,200 schools that had been identified by their states as top scoring and/or most improving with poverty levels over 50%. Of these 1,200 schools, 366 elementary schools from 21 states responded to the survey. The survey data reported by the schools' principals were for the 1996-1997 academic year. The researchers found that top performing, high poverty schools tend to: (1) Use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers; (2) Increase instructional time in reading and math in order to help

students meet standards; (3) Devote a larger proportion of funds to support professional development focused on changing instructional practice; (4) Implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it's needed; (5) Focus their efforts to involve parents on helping students meet standards; (6) Have state or district accountability systems in place that have real consequences for adults in the schools.

Boals, B. M. (1990). Children in poverty: Providing and promoting a quality education.

Arkansas State University. Retrieved April 28, 2002 from Eric Document Reproduction Service on the World Wide Web: <http://www.edrs.com/>. The intended audience of this secondary source analysis piece is both researchers and practitioners, including those in higher education teacher training programs. The analysis looks at children living in poverty in 219 counties in the Lower Mississippi Delta area. It reviews literature and makes recommendations relevant to teachers and university teacher preparation programs. There are 15 references all dated between 1985 and 1990.

Carter, S. C. and Heritage Foundation (Washington D.C.). (2000). No excuses: Lessons from 21 high-performing, high-poverty schools. Washington, D.C.: Heritage Foundation. The intended audience of this primary source is both practitioners and the general public. This study is an inspirational collection of 21 case studies of high poverty, high performing schools. While inspirational, the study not only fails to use any scientific approach, it openly admits this fact. The purpose of the backers of this study is to "mobilize public pressure on behalf of better education for the poor" (p. iv). Since solid research rarely plays a role in mobilizing the public, the author uses the rhetorical techniques which so often do. Nevertheless, the 21 schools studied really are outstanding examples of high

achievement against all odds. The author makes the following conclusions based upon his study of these schools: (1) Principals must be free; (2) Principals use measurable goals to establish a culture of achievement; (3) Master teachers bring out the best in a faculty; (4) Rigorous and regular testing leads to continuous student achievement; (5) Achievement is the key to discipline; (6) Principals work closely with parents to make the home a center of learning; (7) Effort creates ability.

Coleman, J. S., United States. Office of Education., et al. (1966). Equality of educational opportunity. Washington: U.S. Dept. of Health Education and Welfare Office of Education. The intended audience of this primary source research report is both the researcher and the practitioner. This profoundly influential classic study serves as the basis for our cultural belief that students in poverty cannot learn. Coleman found that the socioeconomic status of children and factors in the home have a far greater effect on how and whether children learn than anything educators can do. This finding has created a negative Pygmalion effect in education which must be overcome if educators are ever to make a difference for children in poverty. The cutting edge research on high performing, high poverty schools gives counter examples to the belief that children in poverty cannot be top performers.

Connell, R. W. (1994, Summer). Poverty and education. Harvard Educational Review, 64 (2), 125-147. This secondary source analysis and opinion piece, found is intended for researchers and practitioners. The author examines the schooling of children in several industrialized countries and argues for a major rethinking of such education in the United States. He sees a problem in that, while education is universally available, embedded within the system lie powerful forces which exclude the poor from fully realizing the

benefits of education. The thinking upon which our current compensatory systems rest has been shaped by these same powerful forces. Includes extensive notes and references. This piece is cogently argued and fair. The references look useful, but are becoming a bit dated.

Duncan, G. J., & Brooks-Gunn, J. (Eds.) (1997). Consequences of growing up poor. New York: Russell Sage Foundation. This collection of 18 primary source studies is intended for researchers. The studies were done by combinations of 36 researchers. The theme uniting the studies is documentation of the effects of poverty on those in its grip. This book contains over 400 references dating as recently as 1996 as well as extensive indices. Seven of the 18 studies speak directly to the education of children in poverty while the remaining 11 studies speak indirectly on issues such as child care, health, and welfare relating to children in poverty. This collection contains top quality scholarly work worthy of further review.

Edelman, P. B., & Ladner, J. (Eds.) (1991). Adolescence and poverty: Challenge for the 1990s. Lanham, MD: University Press of America, Inc. This collection of five essays is intended for policy makers at all levels. The essay titles are: (1) *Growing Up in America*, (2) *The Logic of Adolescence*, (3) *The Adolescent Poor and the Transition to Early Adulthood*, (4) *The High-Stakes Challenge of Programs for Adolescent Mothers*, (5) *Poverty and Adolescent Black Males: The Subculture of Disengagement*. The general thesis tying all the essays together is that a focus on helping young children in order to break the cycle of poverty, at the expense of adolescents is a mistake. There are extensive notes at the end of each essay, but the sources are becoming dated.

Education Trust. (2001, March 6). The other gap: Poor students receive fewer dollars. Retrieved March 9, 2002 from <http://www.edtrust.org/>. This short primary source study is intended for the general public. It demonstrates exactly what the title says. Includes a data table with analysis by Greg F. Orlofsky based on 1996-97 U.S. Department of Education and U. S. Census Bureau data.

Knapp, M. S., Shields, P.M. & Turnbull, B. J. (1994). Academic Challenge for the children of poverty: Summary report (Report). Prepared for the U. S. Department of Education under contract by: SRI International, Menlo Park, CA and Policy Studies Associates, Washington, DC, Contract No. LC8805400. This primary source summary of a study is intended for practitioners. The thesis of the report is that children in poverty can do well with higher level learning that involves meaning and understanding. The authors contend that children in poverty too often get a meager diet of meaningless instruction designed to boost test scores at the expense of long-term gains. This report is the third in a series of a larger study entitled Study of academic instruction of disadvantaged students. It is also a summary of the full technical report. A look at the full technical reports of the entire three phase study is recommended.

Henchey, N. e. a. (2001). Schools That Make a Difference: Final Report, Twelve Canadian Secondary Schools in Low-Income Settings (Report SAEER Research Series #6-D). Kelowna, BC: Society for the Advancement of Excellence in Education. The intended audience of this primary source qualitative and quantitative research report, found in is both researchers and practitioners. "This report is an analysis of a two-year study of twelve urban public schools in BC, Alberta and Quebec. The purpose of the study was to examine the inner workings of secondary schools in low-income settings that create high

achievement for their students" (p. 1). A unique aspect of this report is its inclusion of three low performing schools in an attempt to more clearly identify those factors that distinguish high performing schools. Includes a brief literature review, but an extensive literature review is available under separate cover (Wendel 2000). Briefly profiles all 12 schools, but an extensive profiling of each school is available under separate cover (Violato 2000). Lists 14 "elements of success" similar to other studies.

Jerald, C. D. (2001). Dispelling the myth revisited: Preliminary findings from a nationwide analysis of "high flying" schools (Report): The Education Trust. The intended audience of this primary source research report, found in March 2002, is the researcher. A fantastic source that finally answers the question: "How many high-poverty and high-minority schools nationwide have high student performance?" Using the U.S. Department of Education database, these researchers identified 4,577 high performing, high poverty or high minority schools nationwide. This report does not effectively include Washington because it did not report free and reduced price lunch data in 2000. Another incredible finding is that of the 4,577 schools identified, 1,069 of them are in Texas. The researchers have developed an online search tool to help researchers identify high performing, high poverty schools.

Mayer, S. E. (1997). What money can't buy: Family income and children's life chances.

Cambridge, MA: Harvard University Press. This primary source book, found April 28, 2002 reports on extensive research done by the author and is intended for researchers. The author contends that money alone will not solve the problems of children living in poverty. She examines other factors that often accompany higher earnings like work ethic, honesty, good health, diligence, etc. and contends that these factors make a larger

impact than money alone. The book contains a plethora of both direct and indirect relevance for educational research. This book is exceptionally well written and thoughtfully researched. It contains over 170 references dating from as recently at 1995 and an index.

Mayer, S. E., & Peterson, P. E. (Eds.) (1999). Earning and learning: How schools matter.

Washington DC: Brookings Institution Press. This edited volume of primary source works is intended for policy makers and practitioners. It presents 13 studies done by a mixture of 16 contributors. It is divided into two major sections: (1) *Schooling, Cognitive Skills, and Future Earnings* and (2) *Improving Schooling*. This book is a veritable gold mine of recent cutting edge scholarly work done in the area of documenting the effects of education on earnings and improving education to close the poverty gap. It comes as no surprise that the general thesis tying the studies together is that schools do matter and that school reform must continue, even into controversial areas. The 13 studies contain hundreds of references. The 1999 copyright date makes this a great source to mine additional works for a review of the literature.

Olson, L. (2000, September 27). High poverty among young makes schools' job harder.

Education Week, 20 (4), 40-41. Retrieved March 9, 2002 from

http://www.edweek.org/ew/ew_printstory.cfm?slug=04centPov.h20/. This article is intended for the general public. The author argues that while the child poverty rate since 1993 has steadily declined, there is still much work to do. The number of children in “working poor” families has grown dramatically. Includes five references to researchers and research organizations and four charts in the text.

Payne, R. K. (1998). A framework for understanding poverty (Rev. ed.). Highlands, TX: RFT Pub. The intended audience of this secondary source information piece is the practitioner. While much of the book is inspirational and claims to be solidly researched, it is not based upon a study by the author and the research base is suspect. Some of the most interesting information in this book deals with generational poverty and understanding cultural differences of people in poverty.

Raham, H. (2001). Effective Schools Research. Education Analyst, 4 (2), 2. The intended audience of this tertiary descriptive piece is the practitioner. This short article is useful because it links 90/90 schools, the effective schools research, the Coleman study, and the cutting edge Canadian research on high performing, high poverty schools called Schools that make a Difference.

Rosenthal, R. and L. Jacobson. (1968). Pygmalion in the classroom: Teacher expectation and pupils' intellectual development. New York,: Holt Rinehart and Winston. Intended audience: researcher and practitioner. Type of source: research report. Distance: primary. This classical study demonstrates the power of teacher expectations on the achievement of students. It has strong relevance to any inquiry into high performing, high poverty schools because we hold a cultural expectation, prompted by the Coleman study, that children in poverty will fail. We must remember Pygmalion and resolve to break this preconceived notion in order to help children in poverty as so many of the cutting edge studies on high performing, high poverty schools show.

Stringfield, S., M. A. Millsap, et al. (1997). Urban and suburban/rural special strategies for educating disadvantaged children: Findings and policy implications (Report). Washington DC: U.S. Department of Education, Planning and Evaluation Service. The

intended audience of this primary source research report is both researchers and practitioners. A three year study commissioned by the U.S. Department of Education that evaluated the impact of 10 respected curriculum programs or models to raise the achievement of low-income students to national averages. Findings were mixed, including both disappointing and promising results. Researchers found more promise in programs used with younger students, especially grades one through three, than with older students. Includes 54 references dating as late as 1996. This research assumes the prominence of curriculum “programs” or “methods” in improving education for disadvantaged youth. While the question of curriculum is important, a weakness of this research is that it does not consider other factors like instructional leadership which many other studies find very important.

United States. Dept. of Education. Planning and Evaluation Service. Educational Resources Information Center (U.S.), et al. (1999). Hope for urban education: A study of nine high-performing, high-poverty urban elementary schools. Washington, DC: U.S. Dept. of Education Office of the Under Secretary Planning and Evaluation Service: Office of Educational Research and Improvement Educational Resources Information Center. The intended audience of this primary source qualitative research report is both the researcher and practitioner. Nine high performing urban schools of varying sizes, all with high poverty levels were studied by a team of researchers. Seven of these nine schools had poverty levels over 80%. The study found the following characteristics common to these high performing, high poverty schools: they (1) Build the capacity of principals to provide instructional leadership; (2) Channel resources in ways that provide additional instructional leadership to schools; (3) Create clear, measurable, and rigorous school

accountability provisions; (4) Ensure that accountability provisions are accompanied by adequate strategies to build capacity and provide support; (5) Along with accountability, provide schools adequate flexibility and support to use that flexibility well; (6) Infuse the tenets of comprehensive school reform into other federal education programs; (7) Use legislation, policy, and technical assistance to help educators create regular opportunities for true professional development.