DISRUPTING POVERTY

ASCD CADRES
A Districtwide Solution for Connecting Professional Learning to Student Learning

FREE CONSULTATION 1-800-933-2723, ext. 8691 or salesrequests@ascd.org
The ASCD Disrupting Poverty Cadre, led by and organized around the work of William H. Parrett and Kathleen M. Budge, helps educators implement practices that disrupt the cycle of poverty and lift students to high achievement. The cadre comprises carefully selected experts who are recommended and further developed by Parrett and Budge. Trained in strategies and practices that help teachers disrupt the adverse effects of poverty on students, cadre members provide customized professional development solutions to educators that enable them to meet their students’ unique needs.

Being chronically impoverished can have detrimental effects on students. With more than 51 percent of U.S. public school students qualifying for free and reduced-priced meals programs, the rate of child poverty is higher in the United States than in any other industrialized nation. Teachers and school leaders can counteract poverty’s negative effects, however, by fostering healthy, safe, and supportive learning environments and caring relationships to build students’ resilience and actively engage them in their learning. Educators can disrupt the cycle of poverty both on an individual level in their classrooms and systemically. High-poverty, high-performing (HP/HP) schools regularly outperform expectations despite having a significant number of students living in poverty. Research shows what sets HP/HP schools apart is that educators don’t just ask what to teach and how to teach it, they also ask why it should be taught and who should teach it.

ASCD Disrupting Poverty Cadre leaders can guide educators in examining systems and structures to better understand their own values, beliefs, biases, and blind spots. As educators reflect on their observations and experiences, as well as their reasons for having chosen to work in education, they are better able to take positive steps forward. Once they establish this groundwork, the cadre experts can work with you using strategies, examples, and possibilities from classrooms and schools across the country to find ways of disrupting poverty’s adverse influence on lives and learning, while advancing student learning, engagement, and achievement.
Meet the Cadre Leaders

William Parrett and Kathleen Budge co-authored the 2012 award-winning book *Turning High-Poverty Schools into High-Performing Schools*, which they have adapted as a modular professional learning opportunity for educators to guide sustainable improvement and high achievement for youth in high-poverty schools.

**William H. Parrett**

Parrett has received international recognition for his work in school improvement related to children and adolescents who live in poverty. As director of the Boise State University Center for School Improvement and Policy Studies for the past 23 years, Parrett coordinates funded projects and school improvement initiatives that currently exceed $5 million annually. The co-author of 10 books, Parrett has worked with state and regional educational organizations, districts, and schools in 44 states and 10 nations. His most recent book, *Disrupting Poverty: Five Powerful Classroom Practices*, with Kathleen Budge, was honored as an ASCD Member book.

**Kathleen M. Budge**

Budge blends 26 years of practical experience as a teacher and administrator with more than a decade of work dedicated to bridging the gap between academia and the teaching profession. She is an associate professor of Educational Leadership and chair of the Curriculum, Instruction, and Foundational Studies Department at Boise State University, where she researches poverty, rural education, school improvement, and leadership development. Budge has presented at conferences across the globe and served as guest speaker for webinars, podcasts, and symposiums on the topic of poverty and the whole child. Her consultancies include state departments, boards of education, education associations, state and regional service providers, and schools in 15 states and 4 nations.
Every implementation from the ASCD Disrupting Poverty Cadre uses the same framework to build toward success.

- **Foster a Healthy, Safe, and Supporting Learning Environment**
- **Focus on Learning** (Student, Professional, and System)
- **Build Leadership Capacity**

### PHASE 1: BUILD AN HP/HP FOUNDATION

#### DISTRICT/SCHOOL
- Turning High-Poverty Schools into High-Performing Schools Institute
  - **2 DAYS** | SB DL IC SL T NT CS P C
- Disrupting Poverty: Five Powerful Classroom Practices Institute
  - **1 DAY** | SB DL IC SL T NT CS P C

#### DISTRICT
- Data-Based Implementation Planning Session
  - **2 DAYS** | SB DL IC SL T NT CS P C
- Consultation and Coaching Sessions
  - **12 DAYS PER YEAR** | SB DL IC SL T NT CS P C

#### SCHOOL
- Data-Based Implementation Planning Session
  - **1 DAY PER SCHOOL** | SB DL IC SL T NT CS P C
- On-site Assessment
  - **1 DAY PER SCHOOL** | SB DL IC SL T NT CS P C

### RESOURCES

- **Turning High-Poverty Schools into High-Performing Schools**
  - **1 BOOK PER EDUCATOR** | SB DL IC SL T NT CS P C
- **Disrupting Poverty: Five Powerful Classroom Practices**
  - **1 BOOK PER EDUCATOR** | SB DL IC SL T NT CS P C
- Disrupting Poverty in the Elementary School
  - **1 DVD SET PER SCHOOL** | SB DL IC SL T NT CS P C
- Disrupting Poverty in the Secondary School
  - **1 DVD SET PER SCHOOL** | SB DL IC SL T NT CS P C
- Disrupting Poverty: Creating a Poverty Literate Culture for Student Success Webinar
  - **1 HOUR** | SB DL IC SL T NT CS P C

ASCD builds customized solutions using a variety of formats, both on-site and virtual. Our faculty are prepared to facilitate professional learning suited to your unique needs, including job-embedded coaching and on-site sessions. We can also offer blended solutions that allow a pathway for continuous learning.
Our High-Poverty/High-Performing (HP/HP) schools work continues to progress. It’s been exciting watching our team change over time, and to see how they have embraced the research and used it in their practice as leaders and teachers. . . . There’s not a school visit that goes by where we don’t talk about something from HP/HP, grapple with a new “non-negotiable,” or remark how much things have changed since we first sat around that table in Virginia Beach wondering what we could possibly do to make the difference.

— MARION REIMER FRIESEN
Superintendent of Schools, Area 5, District School Board of Niagara
A Study in Success

Results from the District School Board of Niagara in Ontario, Canada, illustrate the effects of implementing a districtwide solution with the ASCD Disrupting Poverty Cadre.

DISTRICT SCHOOL BOARD OF NIAGARA

2016–17 Assessment of Reading, Writing, and Mathematics
Percent of students at or above the Provincial Standard

**Prince of Wales**

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<thead>
<tr>
<th>Grade 3</th>
<th>Grade 6</th>
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<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
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<tr>
<td>Writing</td>
<td>50%</td>
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<tr>
<td>Math</td>
<td>25%</td>
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**Connaught**

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<th>Grade 6</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>50%</td>
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<tr>
<td>Math</td>
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**E.I. McCulley**

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<tbody>
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<tr>
<td>Math</td>
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**Lincoln Centennial**

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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
<td>50%</td>
</tr>
<tr>
<td>Math</td>
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*No prior data available for Grade 6 Math.*
RESOURCES

Flexibility is key when implementing any professional development solution, with the ability to adapt based on district needs. In addition to customized on-site training and capacity building, the ASCD Disrupting Poverty Cadre offers access to a variety of resources based on the original book, Turning High-Poverty Schools into High-Performing Schools.

**Turning High-Poverty Schools into High-Performing Schools (Online Course)**

Based on the original book, the PD Online Course teaches a new understanding of families living in poverty and the steps HP/HP schools have taken to improve outcomes for its students. The course has identified the best practices of high-achieving schools from their struggling peers.

**Disrupting Poverty: Five Powerful Classroom Practices**

Educators are given research-based and classroom-tested reflection questions, tools, protocols, and success stories designed to disrupt the adverse effects of poverty on learning. Featuring critical information, background, and practical strategies, this book also provides questions, protocols, and processes to enable personal reflection and ongoing collaboration with colleagues.

**Disrupting Poverty in the Elementary School (DVD)**

See elementary schools where district leaders, school leaders, and teachers have found success by building leadership capacity; fostering a healthy, safe, and supporting learning environment; and focusing on student, professional, and system learning.

**Disrupting Poverty in the Secondary School (DVD)**

Learn what HP/HP middle and high schools are doing to push students living in poverty to high levels of academic achievement. Learn how to adopt their practices to overcome the cycle of poverty and enable students to achieve.

**Disrupting Poverty in the Elementary School and in the Secondary School (PDIF Channels)**

Use ASCD's online professional development platform to explore how two elementary schools, a middle school, and a high school are successfully meeting the needs of students living in poverty. Examine how district leaders, school leaders, and teachers have built leadership capacity as well as fostered a healthy, safe, and supportive learning environment. Explore common practices and structures that effective schools put into action and the unproductive processes they eliminate.
Let’s Build a Learning Plan to Reach the Results You Need

Together, we can develop a personalized professional learning plan that is tailored to meet the specific needs of your district so that you can begin to disrupt the cycle of poverty and advance student engagement and achievement for all students.

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