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Supporting Students in Poverty

Mississippi's Instruction Focused Community of Practice

January 2024

Photo is for illustrative purposes only.
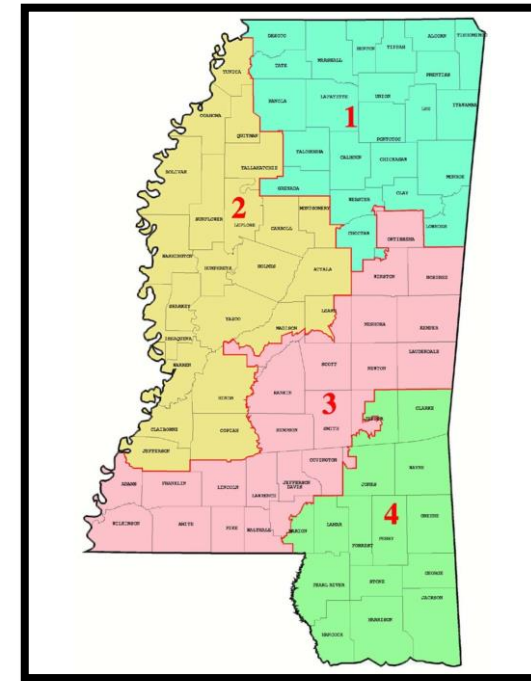Any person depicted in the photo is a model.
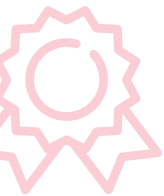
Partners Supporting our Community of Practice

State Board of Education STRATEGIC PLAN GOALS

1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

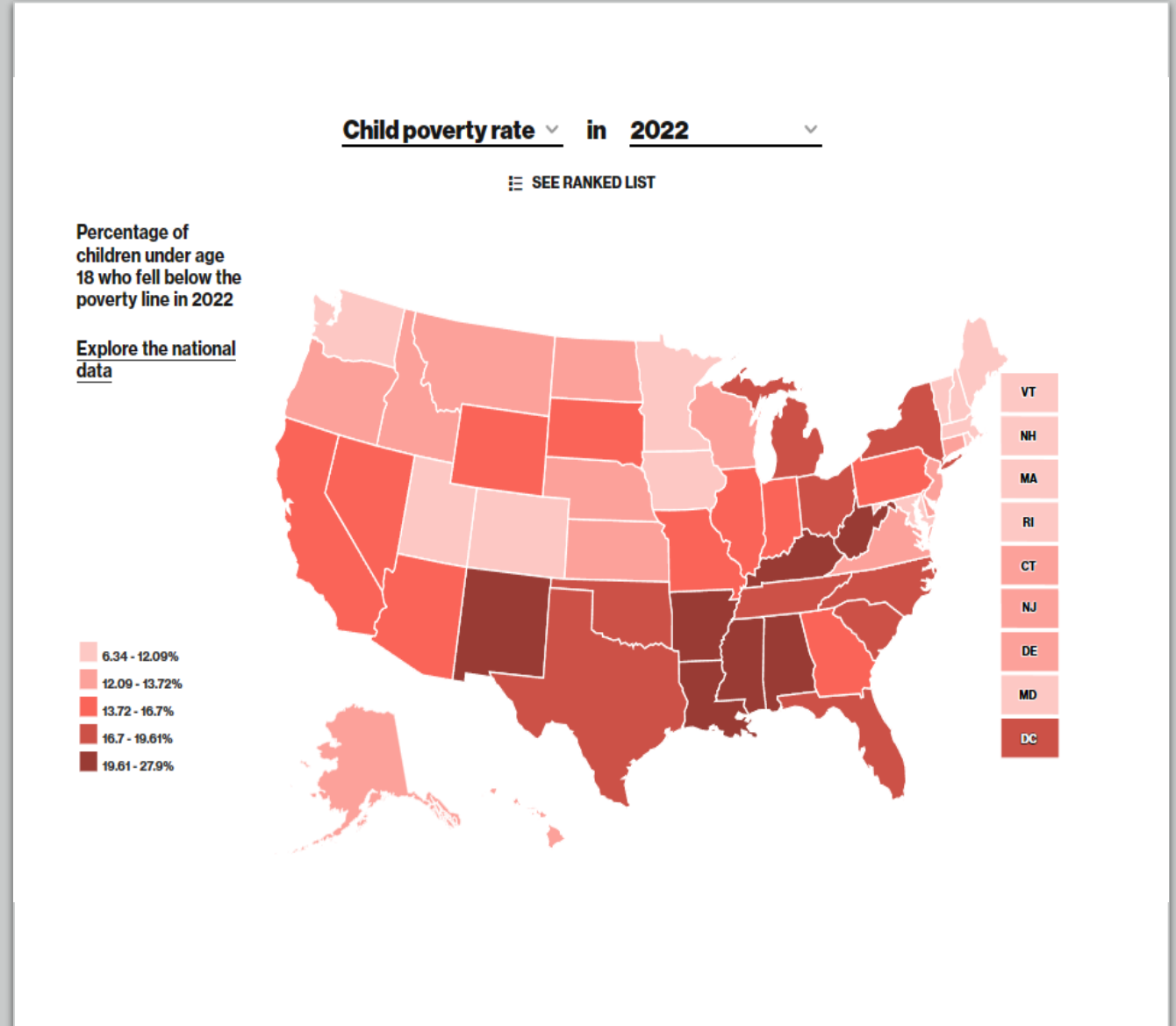**6** **EVERY** School and District is Rated "C" or Higher

POVERTY

What comes to mind when you hear this word?

[2022 Official Child Poverty Rates in the United States](#)

15. 0 %

Approximately 11 million children

Percentage of people who fell below the poverty threshold—$29,678 for a family of four—in 2022
(OPM -official poverty measure)

Child poverty rate in 2022

SEE RANKED LIST

Percentage of children under age 18 who fell below the poverty line in 2022

Explore the national data

- 6.34 - 12.09%
- 12.09 - 13.72%
- 13.72 - 16.7%
- 16.7 - 19.61%
- 19.61 - 27.9%

VT
NH
MA
RI
CT
NJ
DE
MD
DC

Mississippi Child Poverty Rates 2022

30	Arizona	15.45%
31	Illinois	15.56%
32	Nevada	15.79%
33	Georgia	16.34%
34	Missouri	16.42%
35	District of Columbia	16.78%
36	Florida	16.8%
37	North Carolina	16.86%
38	Tennessee	17.34%
39	Ohio	17.34%
40	Michigan	17.82%
41	New York	18.5%
42	South Carolina	18.94%
43	Texas	18.96%
44	Oklahoma	19.47%
45	Kentucky	20.57%
46	Arkansas	21.68%
47	Alabama	21.75%
48	New Mexico	23.26%
49	Louisiana	24.4%
50	West Virginia	24.64%
51	Mississippi	26.22%

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Poverty in the United States: Explore the Map - Center for American Progress

Mississippi Achievement Gap English Language Arts Report for Economically Disadvantaged Students, November 2023

2023 Assessment Achievement Gap Analysis
State Level English Language Arts Economically Disadvantaged by Racial Subgroup

Row Labels	Number of Proficient Students	Total Number of Students	Percent Proficient
Not Economically Disadvantaged	**39038**	**57614**	**67.8%**
White	30980	43298	71.6%
Black or African American	4389	8528	51.5%
Hispanic or Latino	711	1473	48.3%
Asian	1034	1417	73.0%
Two or More Races	1817	2726	66.7%
American Indian or Alaskan Native	64	107	59.8%
Native Hawaiian or Pacific Islander	43	65	66.2%
Economically Disadvantaged	**65925**	**167050**	**39.5%**
White	27441	52279	52.5%
Black or African American	30581	96700	31.6%
Hispanic or Latino	3727	9647	38.6%
Asian	796	1264	63.0%
Two or More Races	3191	6710	47.6%
American Indian or Alaskan Native	142	356	39.9%
Native Hawaiian or Pacific Islander	47	94	50.0%
Grand Total	**104963**	**224664**	**46.7%**

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Mississippi Achievement Gap **Mathematics** Report for Economically Disadvantaged Students, November 2023

2023 Assessment Achievement Gap Analysis
State Level Mathematics Economically Disadvantaged by Racial Subgroup

Row Labels	Number of Proficient Students	Total Number of Students	Percent Proficient
Not Economically Disadvantaged	**41802**	**56341**	**74.2%**
White	32858	42300	77.7%
Black or African American	4901	8358	58.6%
Hispanic or Latino	866	1477	58.6%
Asian	1147	1350	85.0%
Two or More Races	1917	2678	71.6%
American Indian or Alaskan Native	79	117	67.5%
Native Hawaiian or Pacific Islander			
Economically Disadvantaged	**74980**	**166834**	**44.9%**
White	30906	52560	58.8%
Black or African American	34525	96106	35.9%
Hispanic or Latino	4786	9678	49.5%
Asian	962	1254	76.7%
Two or More Races	3522	6773	52.0%
American Indian or Alaskan Native	218	370	58.9%
Native Hawaiian or Pacific Islander	61	93	65.6%
Grand Total	**116782**	**223175**	**52.3%**

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Bottom Line

Schools working with low-income students must ultimately strengthen overall instructional quality.

This requires:

» specialized coaching support for both leaders and teachers,

» greater cohesion in instructional culture and practice, and

» a laser focus on collective efficacy which is an educator's belief that "what they do matters".

- Kathleen Budge and William Parrett, Jan. 2023, ASCD Educational Leadership

Supporting Students in Poverty with High Impact Instructional Strategies Toolkit

Why should you explore this resource?

Teachers, principals, and district leaders will find actionable, student- centered strategies

Resources designed to support veteran, novice, alternate route, and / or pre-service teachers

Evidence-based, practical actions are easy to integrate into classroom instruction

Program and cost neutral

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Five High Impact Instructional Strategies for Teachers
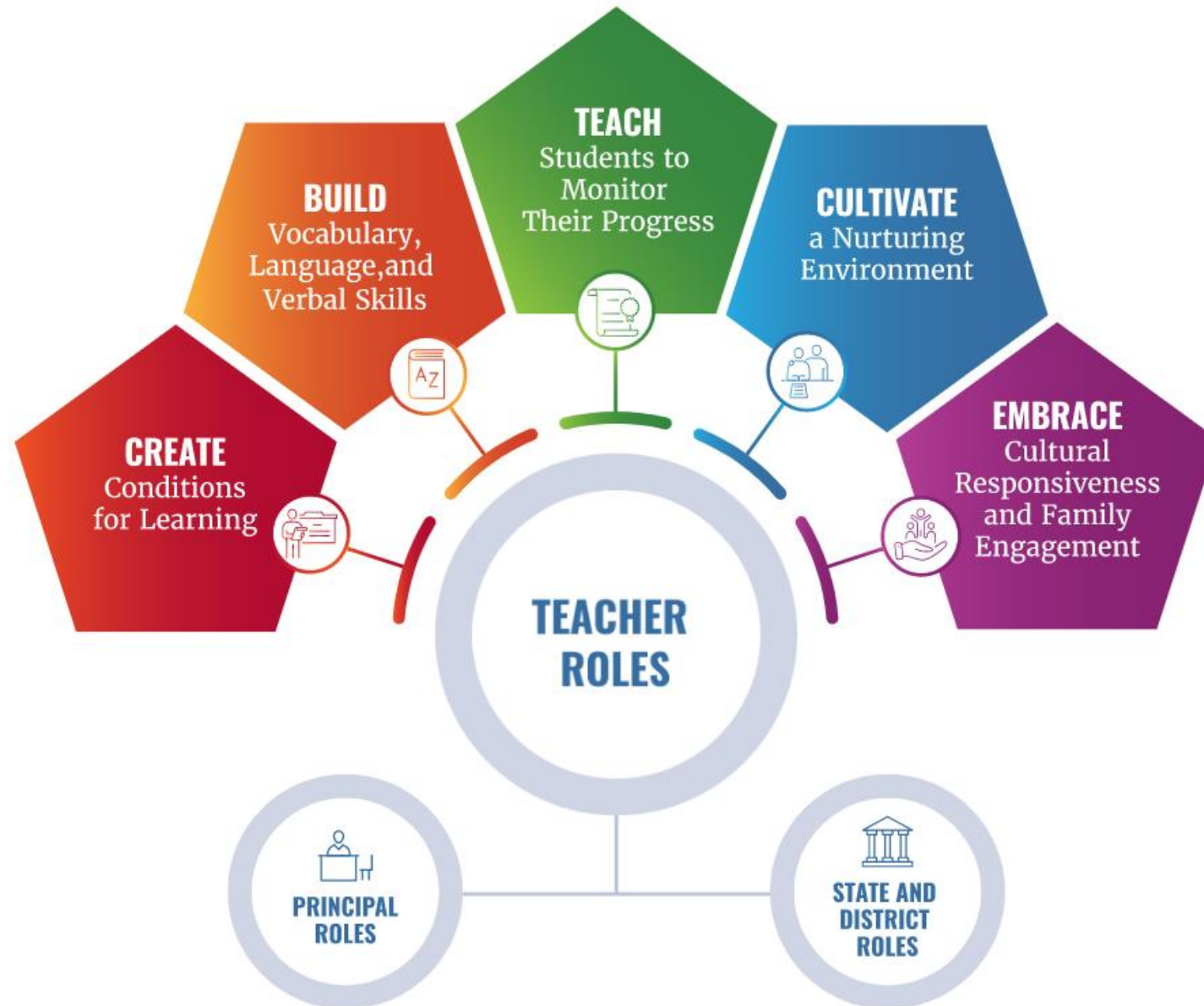
Overview of the five high-impact instructional strategies and all the related instructional actions

High-Impact Strategy 1	High-Impact Strategy 2	High-Impact Strategy 3	High-Impact Strategy 4	High-Impact Strategy 5
Create Conditions for Learning	Build Vocabulary, Language, and Verbal Skills	Teach Students to Monitor Their Progress	Cultivate a Nurturing Environment	Embrace Cultural Responsiveness and Family Engagement
Instructional Actions				
1.1 Plan lessons with a purpose	2.1 Build on prior knowledge	3.1 Teach learning strategies and skills	4.1 Prioritize relationship building	5.1 Connect learning with students' experience
1.2 Communicate expectations for learning	2.2 Use challenging texts	3.2 Engage students in conversation	4.2 Teach persistence	5.2 Use stories to bridge cultures
1.3 Model the learning process	2.3 Ask challenging questions	3.3 Teach students to track learning	4.3 Establish a sense of purpose	5.3 Embrace families' expertise and experience
1.4 Teach students to take the lead	2.4 Build a foundation with memorization	3.4 Encourage self-directed learning	4.4 Expect the best from every student	
1.5 Provide just-in-time support	2.5 Solidify learning through review		4.5 Build a learning community	
1.6 Provide just-in-time feedback	2.6 Learn content through reading and writing			

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Each action is outlined in a short practice brief that includes practical examples, resources, and the evidence base to support implementation in the classroom.

Supporting Students in Poverty with High-Impact Instructional Strategies

TEACHER ROLES

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Strategy 1. Create Conditions for Learning

1.2 Communicate Expectations for Learning

Why is this important?

"When home life is chaotic and unsafe, children need to find shelter and inspiration somewhere. That 'somewhere' may be your school" (Donvan et al. 2013, p. 66). Students in poverty often live in a state of unpredictability. As educators, we can create a routine that includes communicating and clarifying goals, objectives, expectations, assignments, and learning procedures so that students know what is expected of them.

Each instructional day teachers make sure that every task has a clear goal and well-defined expectations. Teachers then communicate those goals to their students in a way that every student knows and understands the expectations (Marzano 2007). Clearly communicating objectives, assignments, and expectations to students can positively impact student learning and strengthen overall instruction.

What might it look like?

» Set **SMART GOALS** with your students. SMART stands for specific, measurable, attainable, results oriented, and timebound. According to Eric Jensen (2019), author of *Poor Students Rich Teaching*, teachers should assist students in setting "gutsy goals" to help create a positive academic growth mindset.

» Display learning goals and objectives in a prominent place in the classroom to keep yourself and your students focused on the tasks at hand.

» Use the **SWBAT** strategy, which stands for *"students will be able to."* In this approach, students are asked to say out loud the standards for the day. This routine keeps students engaged and reminds them of the standard they are working toward.

» Use the *"I can"* statements with your students to emphasize what students will be expected to learn and to do as a result of the lesson. When you write lesson plans and deliver instruction, inform the

- **S**-Specific
- **M**-Measurable
- **A**-Attainable
- **R**-Results Oriented
- **T**-Time Bound

Turning STANDARDS into I CAN Statements

Standard	I CAN
The Learner will improve a melody in a major key.	I CAN play the recorder using the notes B, A, G with an accompaniment. I CAN give a musical answer to a musical question. I CAN improvise a short phrase using B, A, G on the recorder.

SOURCE: www.makemomentsmatter.org

www.compcenternetwork.org   1

Strategy 1. Create Conditions for Learning

students of what they should be able to do after participating in the lesson. "I can" statements may be displayed on bulletin boards or white boards so that students have a visual reminder.

» *Use Fist to Five* as a quick, simple, non-verbal strategy you can use to ensure that students understand the instructions and the outcomes expected of an assignment. Students use their fingers to give teachers immediate feedback during or after a lesson or set of instructions. There are other methods for arriving at the same information (red card, yellow card, green card, etc.). You can use whatever method works best with your students.

Fist to Five ✓

- 5 — I completely understand (can teach it).
- 4 — I mostly understand (can show it).
- 3 — I understand pretty well.
- 2 — I need more practice and examples.
- 1 — I need help.
- 0 — I don't understand at all.

SOURCE: dowlingmagnets.com

Self-Check and Reflection

» How do I know my students understand the lesson goals, objectives, and expectations?

» How can I know my students understand class learning procedures?

» How can I help my students set goals?

» How can my students let me know they understand the content and the skills?

» What would my students say if I asked them to explain what they are learning to someone that enters the classroom?

» How might my students explain what they are learning to their parents when they return home?

Where can I find more resources?

Resources	Links	Description
Handbook for the Art and Science of Teaching Robert J. Marzano and John L. Brown	Module 2: Establishing and Communicating Learning Goals	Guided self-study interactive resource *Establishing and Communicating Learning Goals*
Goal Setting Strategies for High Expectations Teaching	7 goal setting strategies for high expectations teaching - THE EDUCATION HUB	Article with tips for setting high expectations
"Students Will Be Able To" (SWBAT)	How To Make Lesson Objectives Clear To Students	Video of a teacher using SWBAT as a choral response to remind students of the standard of the day
Teacher Expectations Can Influence How Students Perform	Teachers' Expectations Can Influence How Students Perform: Shots - Health News	Video from National Public Radio on the influence of teacher expectations

www.compcenternetwork.org   2

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Our Theory of Action shows that collaboration matters.

Districts with high concentrations of poverty train principals and teachers on the high-impact instructional strategies.

Principals create conditions that support effective implementation of the high-impact instructional strategies.

Teachers implement the high-impact instructional strategies and related actions with fidelity.

The negative effects of poverty on learning lessen, and student achievement outcomes improve.

How can you access the Toolkit?

You can use this QR code to explore the *Supporting Students in Poverty with High Impact Instructional Strategies Toolkit*.

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It is time to explore the Toolkit content. Let's take a closer look a few specific strategies and actions.

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Group Sharing and Deeper Thinking with Colleagues

- *How could we use the Toolkit to supplement current initiatives and better support students in poverty?*

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