

Building the Foundation: Easy as A...B...C

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

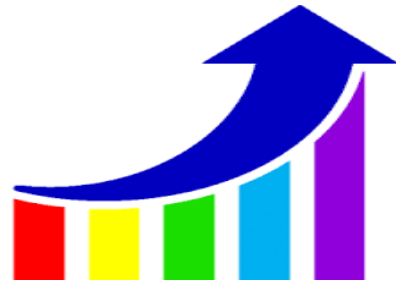
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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 Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Learning Target

Develop an understanding of the impact

Attendance



Course Performance

Communication



has on student learning outcomes.

Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions



Participation Signals

Report Out



Individual Work

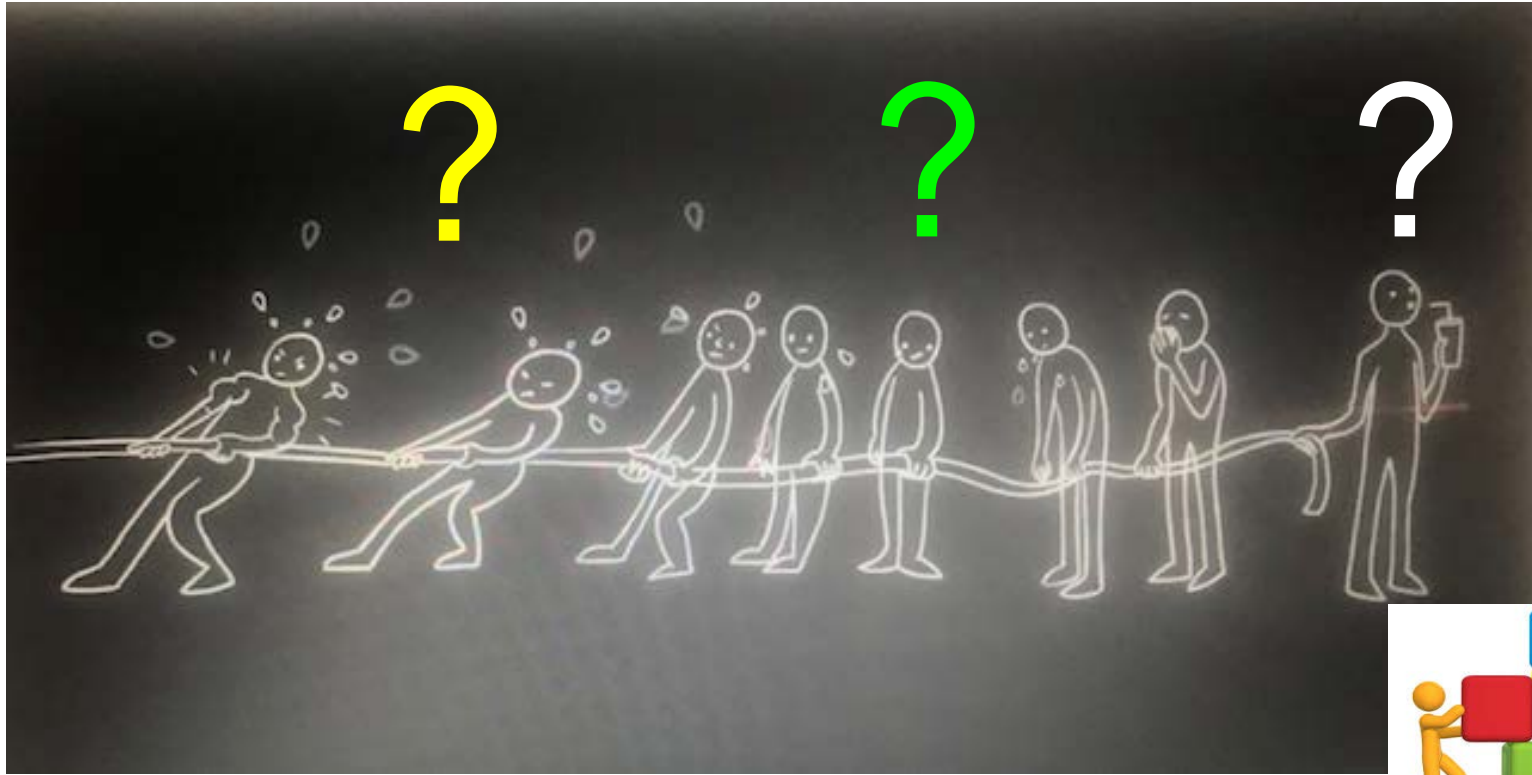
Group Work / Teamwork



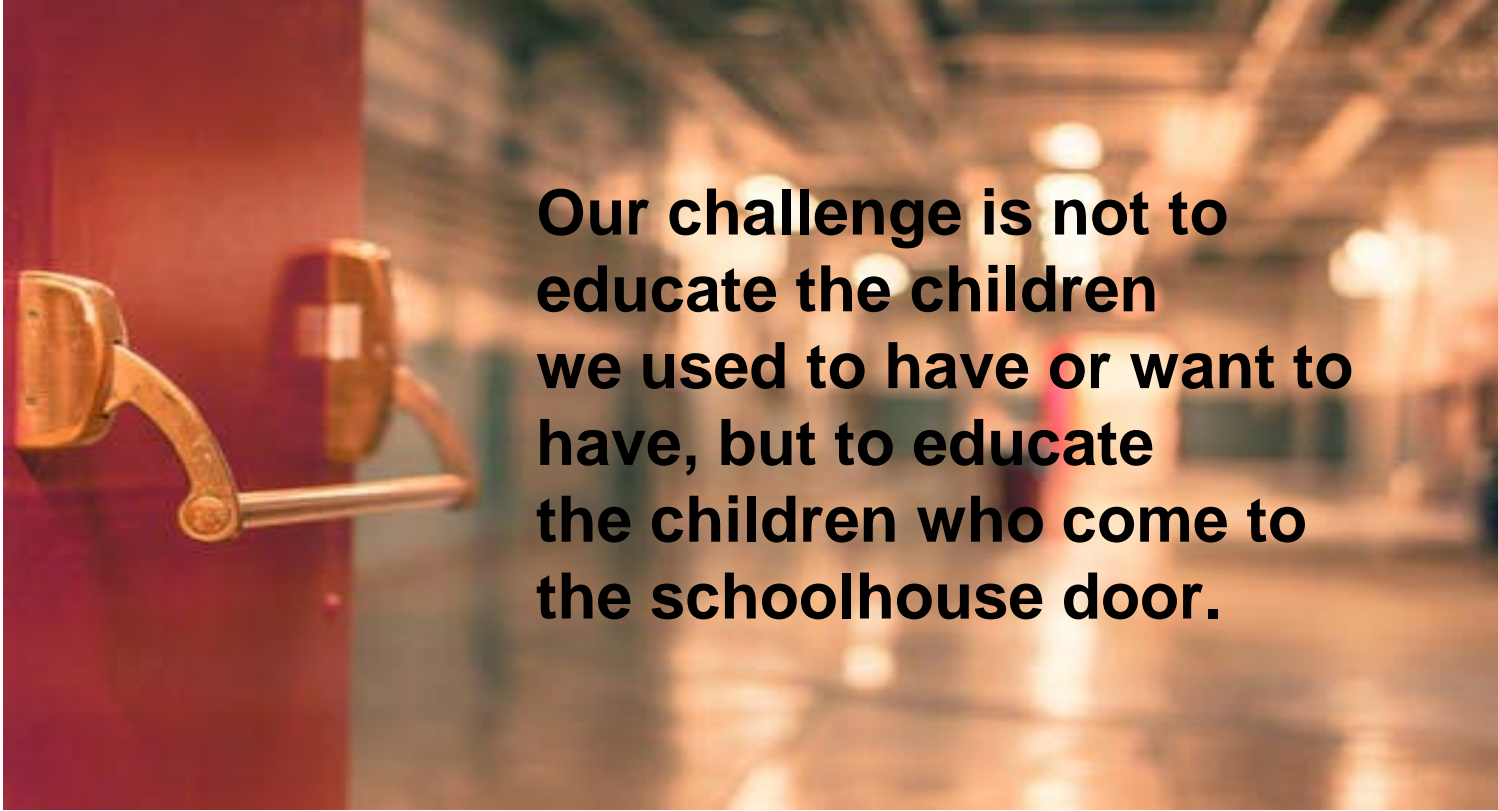
The Strength of the Team



What's The Impact of the Team ?



Our Role as Educators



Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door.

How Do We Do That...



Attendance



Compulsory School Attendance-Mississippi Code 37-13-91

Mississippi law requires children from ages 6-17 years old to attend a public school, private school, or to receive home-based instruction.



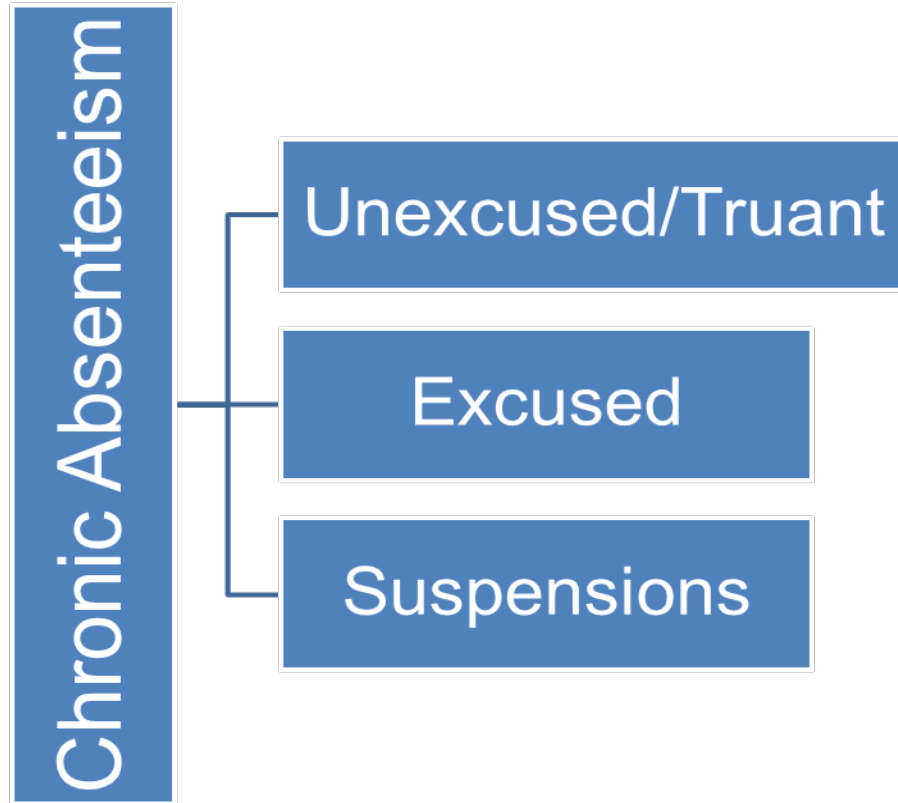
Non-Compulsory

- ✓ If a compulsory-school-age student turns seventeen by December 31st they are no longer compulsory on January 1st.
- ✓ If a compulsory-school-age student turns seventeen by Sept 1 they are no longer compulsory.

17

www.sandnumbers.org

Chronic Absenteeism



In-School Suspension

A temporary change in placement from the regular classroom setting to a special classroom monitored by a district employee.

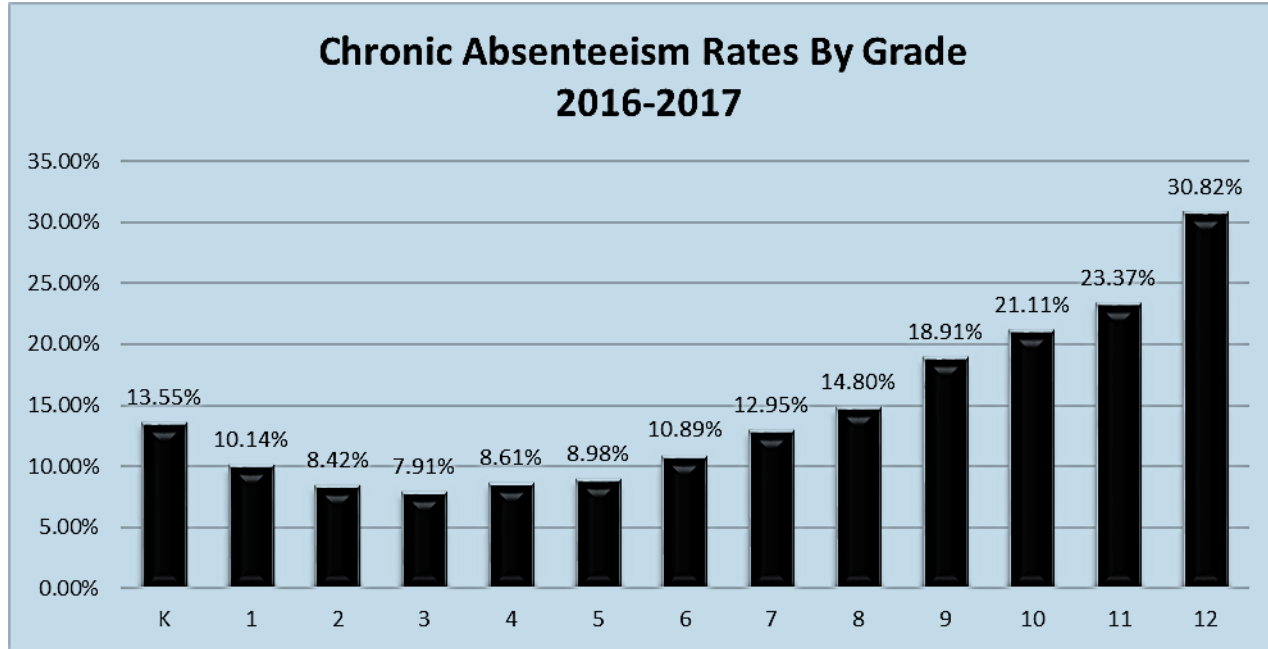


Out of School Suspension

Mandatory leave assigned to a student as a form of punishment that can last anywhere from one to ten days, during which time the student is not allowed on school grounds.



Mississippi Rates by Grade



Raise your hand when you see it...



It All Adds Up:

Absent **3 days** in September

Absent **5 days** in December

+ Absent **3 days** in January

55 Hours of Direct Instruction

According to Research:

When teachers are absent

10 days, the decrease in student achievement is equivalent to the difference between having a brand new teacher and one with two or three years more experience.

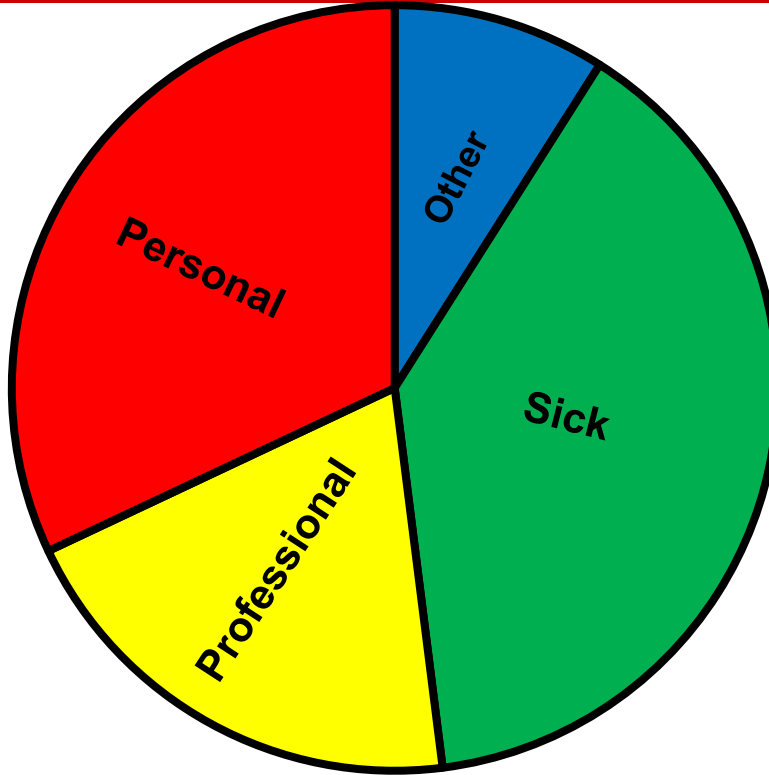
A number of studies have found there to be a disproportionately high rate of **teacher absenteeism** in schools serving

- *low income students*
- *minority students*

providing yet another obstacle to closing the achievement gap.

Source: National Council on Teacher Quality

Teacher Absenteeism



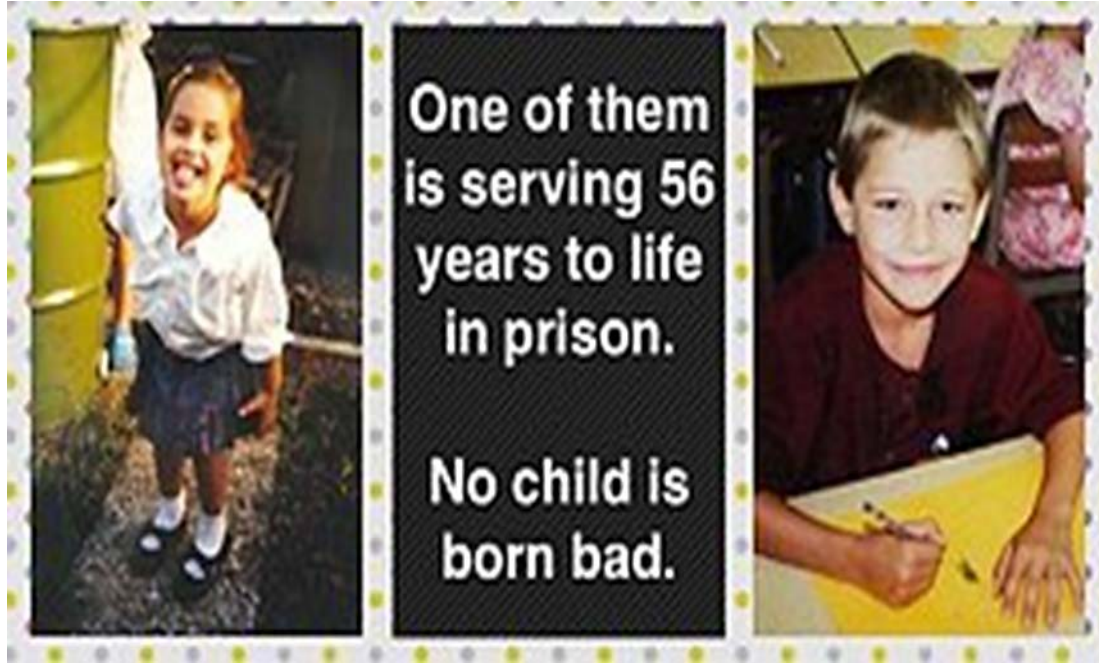
- 39%
- 20%
- 32%
- 9%

■ Other ■ Sick ■ Professional ■ Personal

Behavior



Are Children Born Bad?



Epidemiology

Epidemiology is the study and analysis of the **patterns**, **causes**, and **effects** of health and disease conditions in defined populations.

It is the cornerstone of public health, and **shapes policy decisions** and **evidence-based practice** by identifying risk factors for disease and targets for preventive healthcare.

Diseases vs Disruptive Behaviors

- Diseases do not occur by chance.
- Disruptive behaviors do not happen by chance.
- Students that have been traumatized utilize behavior to express themselves.
- Are these the students that are being punished?

But, What If We're Wrong ?

New York Times bestselling author, Chuck Klosterman, asks questions that are profound in their simplicity:

- How certain are we about our understanding of gravity?
- How certain are we about our understanding of time?
- What will be the defining memory of rock music, five hundred years from today?
- How seriously should we view the content of our dreams?

But, What If We're Wrong ?

- How seriously should we view the content of television?
Are all sports destined for extinction?
- And perhaps most disturbing, is it possible that we've reached the end of knowledge?

Could it be possible that we are doing something wrong?



Behavior

What are the student's behavior strengths?

- Have intervention strategies worked in the past?
- Notable behavior patterns: Better with certain staff, time of day

What are the student's behavioral needs?

- What behaviors are of most concern at this time?
- Has a behavioral assessment been completed?

Other concerns?

- Home situation
- Important red flags or warning signs
- Is there any additional information that might help individualize instruction for this student's success?

Verbal Interventions Tips and Techniques



- Remain Calm
- Isolate the Situation
- Enforce Limits
- Listen
- Be aware of non-verbal gestures
- Be consistent

- Overreact
- Power Struggle
- Give False Promises
- Threaten
- Get Physical
- Argue / Raise Voice
- Give Ultimatums
- Use Threats
- Turn your back



Sometimes the thing your
students need **MOST**,
right now,
has **NOTHING**
to do with what's on
your **LESSON PLAN.**



The Classroom Key



A Child is like a butterfly
in the wind
Some can fly higher than
others,
But each one flies
the best it can.
Why compare one against
the other? TM
Each one is different.
Each one is special.
Each one is beautiful.

Be A Champion for Children...

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



"We can't hold kids accountable for things we've never told them we expect. Behavior should be treated like academics. Students have to be taught the skills they need."

-Eric Green



Behavior Reflections

Reasons for My Behavior	Name _____ Date _____	Consequences of My Behavior
<input type="text"/>	Description of My Behavior	How do I feel?
<input type="text"/>		How has my behavior affected others?
<input type="text"/>		Other Consequence(s)
Plan for Improvement _____ _____ _____		Student _____ Teacher _____ Parent _____

Developed by Laura Coakley - Teaching Resources 'n' More - www.teacherspayteachers.com

Outstanding

Being an Example

Making Good Choices

Ready to Learn

Think About it

Teacher's Choice

Parent Contact

Effective Teachers / Leaders

- Encourage high expectations / courageous conversations
- Encourage cooperation among students
- Emphasize timeliness
- Give prompt feedback
- Encourage Student-Instructor contact
- Encourage student involvement



Source: Center for Teaching and Learning

Course Performance & Communication



What are the student's academic strengths?

- What is the student's current schedule?
- What are the student's best learning styles?
- What are the student's strongest subjects?

What are the student's academic needs?

- What areas or subjects are weakest?
- Is the student behind grade level in any areas?

Other concerns?

- Is the student at risk for dropping out of school?
- In need of credit recovery?

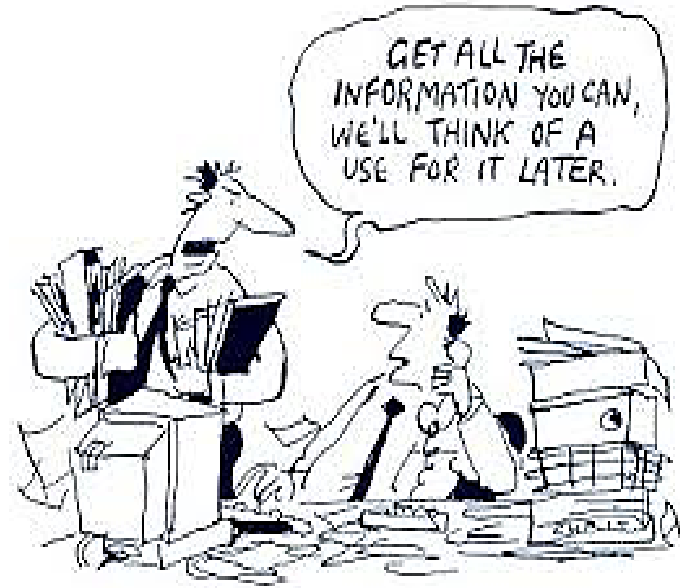
How do you currently use data in your role?

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"Before I write my name on the board, I'll need to know how you're planning to use that data."



INTERVENTIONS



SMART Goals

Goal: _____

How is the goal SMART?

S

Specific

M

Measureable

A

Attainable

R

Relevant

T

Timebound

Action Steps:

1. _____
2. _____
3. _____

Progress Monitoring:

1. _____
2. _____
3. _____

Percentile Rank

LUCKY

High results, low understanding
Replication of success unlikely

LEADING

High results, high understanding
Replication of success likely

LOSING

Low results, low understanding
Replication of mistakes likely

LEARNING

Low results, high understanding
Replication of mistakes unlikely

SGP (Student Growth Percentile)

Team Challenge: G.R.I.N.D.

Get

Ready

It's a

New

Day



Building Success



***COURSE PERFORMANCE /
COMMUNICATION***

BEHAVIOR

ATTENDANCE

Final Thoughts from The Team...

What squares with
your beliefs?

What's still
rolling around in
your head ?

What do
you want
to change
to have
more
impact?

Questions and Evaluation





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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