COSSBA
CONSORTIUM OF STATE SCHOOL BOARDS ASSOCIATIONS

UPCOMING UBA WEBINAR

Social Economics and Its Impact on Students Academically

August 21st, 2024

12:00PM - 1:00PM EST

Moderated by:

MILAND SOHONI
UBA Advisor

Board Chair
Wayzata Public Schools

COSSBA

UNIFIED BOARDS ALLIANCE

UBA is now the Unified Boards Alliance. This rebranding reflects our commitment to supporting and equipping ALL school boards with the necessary knowledge, skills, training and experiences to improve educational outcomes for students in diverse and challenging environments.

Webinar Housekeeping

ATTENDEES MUTED

All attendees are muted during the session. Questions will be taken at the end of the session.

RECORDING

Today's session is being recorded and will be posted on the COSSBA website for later viewing.

ASK QUESTIONS

Submit your questions via the Zoom toolbar - we will share at the end of the webinar.

TODAY'S PRESENTER

Principal Amanda Tedford

iAcademy at Athens Elementary School

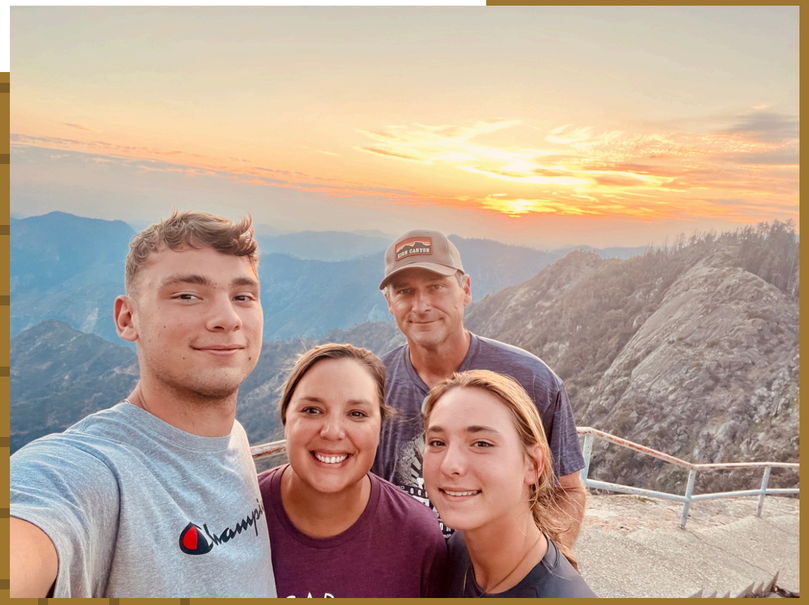
Leveraging Our Impact:

The intersection of socioeconomic factors and student achievement

A story with an impact

#differencemaker

iACADEMY AT
ATHENS ELEMENTARY



Amanda Tedford

- Principal, iAcademy at Athens Elementary School
- 19 year educator
- Mom to 2
- Avid national park travelers

Leveraging Our Impact

Socioeconomic status is not just a label; it’s a complex interplay of factors including income, parental education level, employment status, and access to resources.

What does the research say?

Ruby Payne: *A Framework for Understanding Poverty*

01 **Hidden Rules of Poverty:** Unspoken Cues and habits that govern how we navigate life.

02 **Affect on Cognitive and Emotional Resources:** chronic stress of the environment has a negative effect on memory, attention, and impulse control.

03 **Importance of Support Systems:** students often lack mentors, role models, and positive influences and schools need to recognize this gap.

Eric Jensen: *Teaching with Poverty in Mind*

Insights into the neurological impact of poverty on students

01 Impact of Chronic Stress

02 Cognitive Lag

03 Social Emotional Learning

04 Engagement and Motivation

Kathleen Budge and William Parrett: *Disrupting Poverty* and *Turning High-Poverty Schools into High-Performing Schools*

Evidence based strategies described through case studies that disrupt the cycle of poverty for students

1. Building a Culture of High Expectations
2. Cultivating Caring Relationships
3. Committing to Equity
4. Focusing on Instruction
5. Leveraging Student Supports

Synthesis of the Research

The collective research of Payne, Jensen, Budge, and Parrett paints a comprehensive picture of how poverty and socioeconomic status impact student achievement.

1. Cognitive & Emotional Development
2. Academic Achievement
3. School Environment
4. Teacher & Leader Impact

Attendance Correlation

The most recent federal data show that in 2023 26% of students were considered chronically absent. That is missing more than 10% of the school year. 5 years prior in 2018 this number was 11% nationwide.

- Missed days early in year predicts chronic absenteeism.
- Attendance is still a problem even after Covid protocols stopped.
- Abseenteism has negative effects starting as early as kindergarten.
- Poor attendance in the early grades negatively affects reading proficiency
- By 6th grade chronic abseenteism can predict student drop out rates.

- Missing just 2 days per month negatively affects academic performance.
- Students living in poverty are 4 times as likely to struggle with chronic absenteeism.
- When attendance improves, academic performance and graduation rates improve.
- Attendance rates improve with positive parent engagement
- Schools need to look at the right data: Chronic absenteeism

Breaking through Barriers

Recognize & Address Impact

- Recognize the signs of poverty and understand the impact on students
- Districts should develop professional learning sessions related to equity and empathy.

Ensure Schools are Safe Havens

- Schools should be safe havens for students where they can access the resources they need.
- Districts should foster partnerships with community resources

Advocate for Equitable Funding & Policies

- Fight for policies that ensure equity and equitable funding for high poverty schools.
- Districts should evaluate their funding models to ensure equity among schools. Equity not equality.

Foster a Culture of High Expectations

- High expectations, combined with strong relationships and relevant instruction, can transform the lives of students.
- Districts should look for opportunities for mentoring, relationship building, and ensure a culture of high expectations.

Engage Families and Communities

- Partner with parents and caregivers of all students, especially those affected by socioeconomic factors
- Districts should be intentional about planning events and building relationships with families and communities.

About iAcademy at Athens Elementary School

Demographic Overview

- Total 2023 Enrollment - 433 PK-3rd Students
- 112 EL Students (K-3rd) - 31%
- 36 Immigrant Students
- 9 Homeless Students
- 78% F & R Lunch
- 84 Special Education Students - 23%
- 6 Gifted Students
- Total Staff Size: 61

National Blue Ribbon School

“High Flyer” School Designation

#differencemaker

2023 Report Card Comparison

Alabama State Department of Education

OVERALL SCORE - 2023

B

83

STATE ACCOUNTABILITY INDICATORS - ACADEMIC INDICATOR SCORES - 2023

Academic Achievement

Athens City

OVERALL SCORE - 2023

B

85

STATE ACCOUNTABILITY INDICATORS - ACADEMIC INDICATOR SCORES - 2023

Academic Achievement

Athens Elementary School

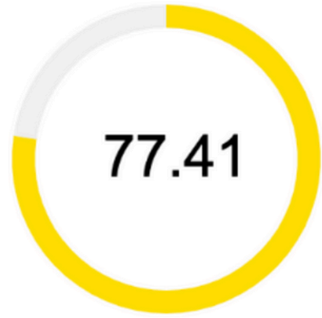
OVERALL SCORE - 2023

B

89

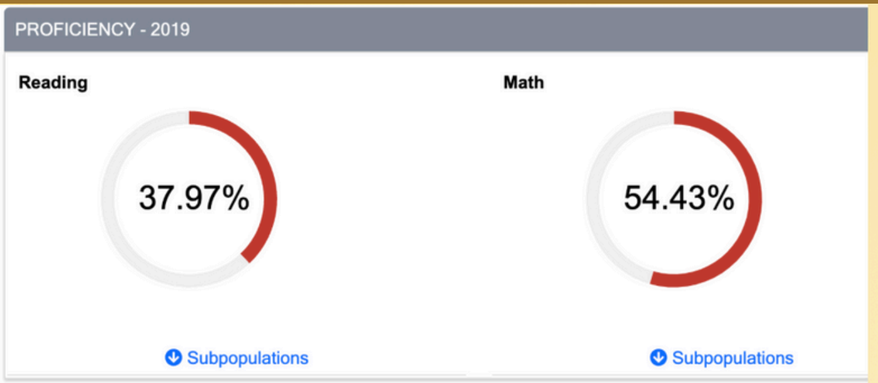
STATE ACCOUNTABILITY INDICATORS - ACADEMIC INDICATOR SCORES - 2023

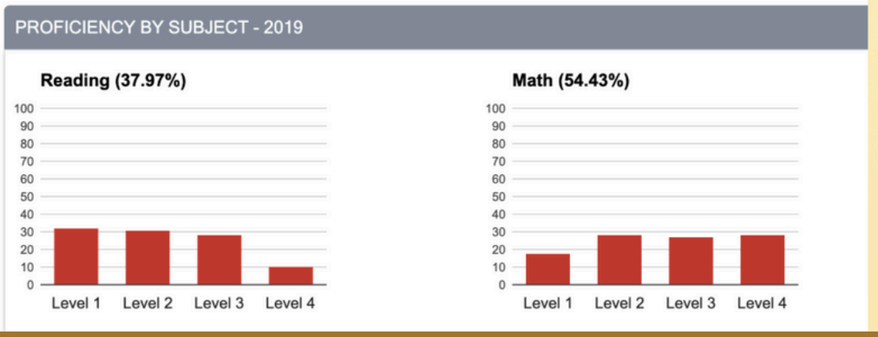
Academic Achievement



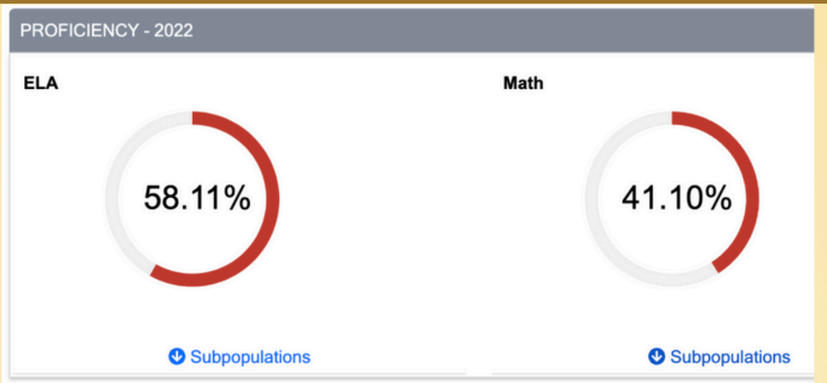
Longitudinal look at Report Card

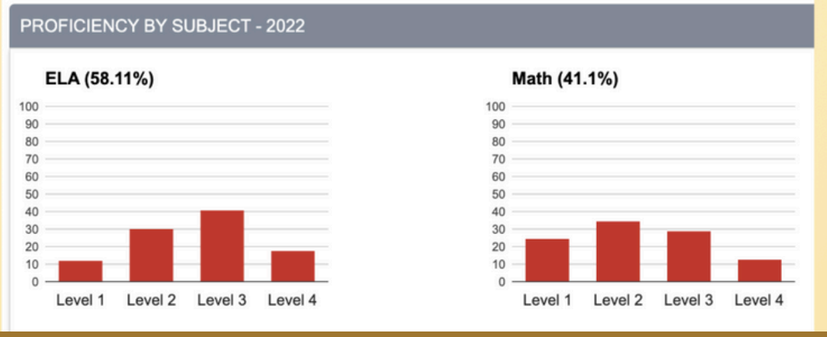
2019



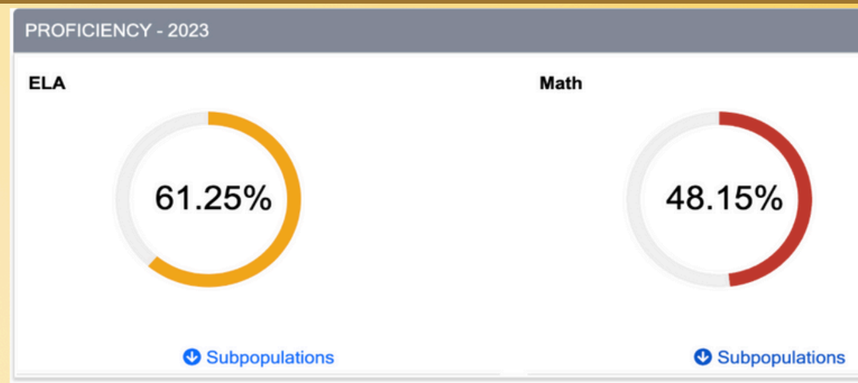


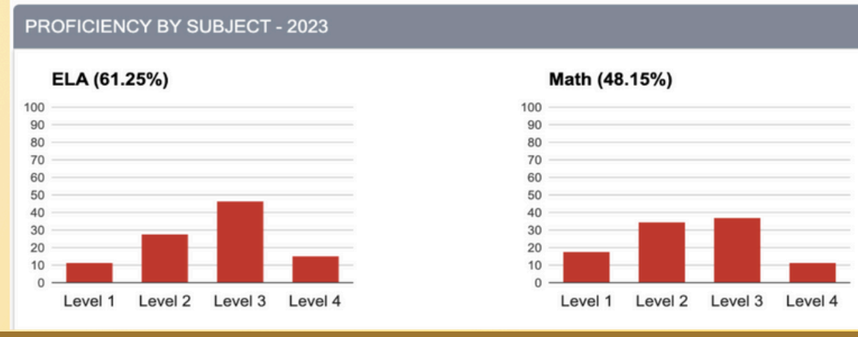
2022





2023



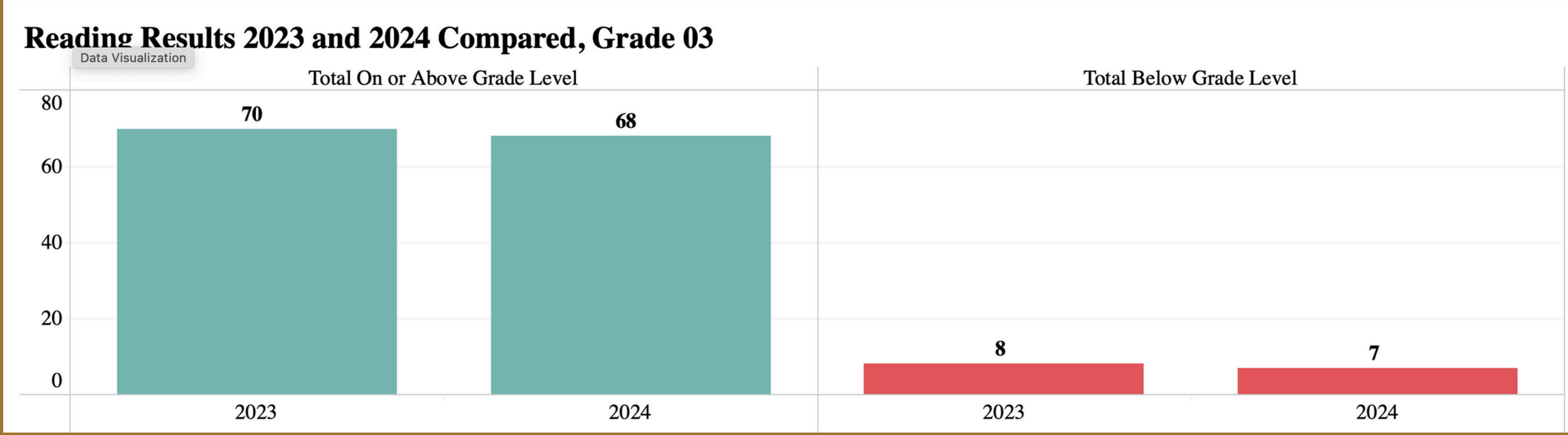


Overall Score: 83

Overall Score: 85

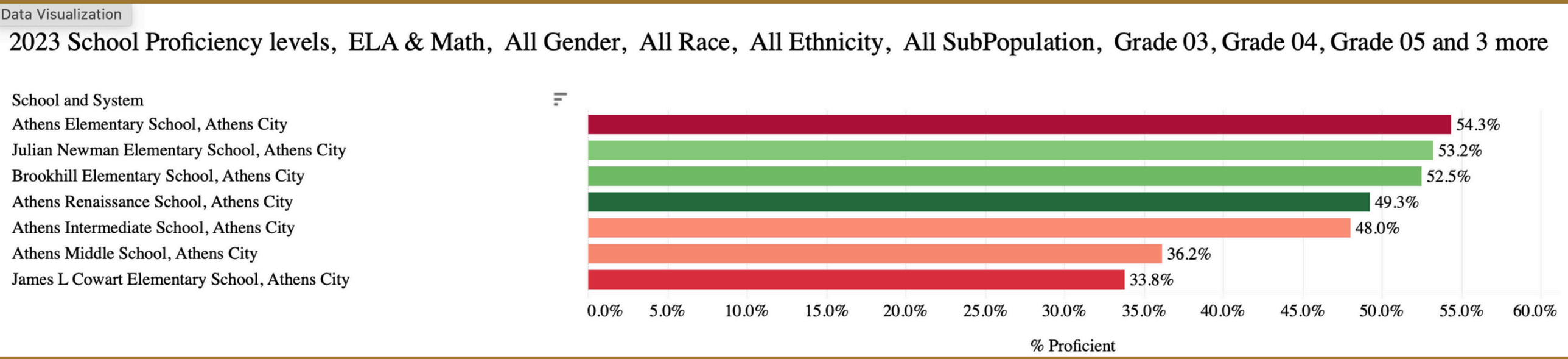
Overall Score: 89

Alabama Early Grades Reading Results - Athens Elementary



Comparison within Athens City School District

Data Visualization



How we leverage our impact

The RIGHT Work

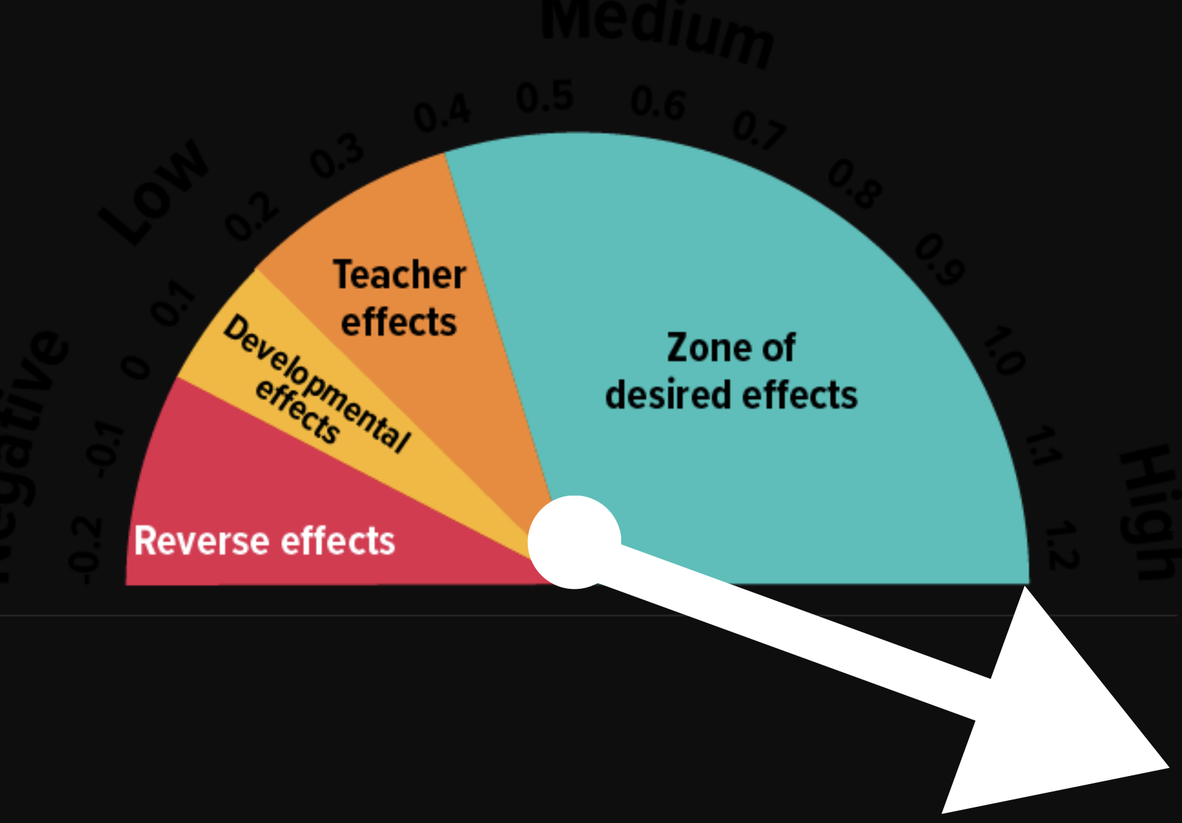
Laser-like focus on our core beliefs

“The right work” is a term Richard Elmore popularized when he noted that it is not how much schools do that distinguishes effective from ineffective, but what they choose to work on.

Marzone, et.al., 5 Big Ideas for Leading a High Reliability School, p. 2

Collective Teacher Efficacy

Collective teacher efficacy refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including for students who are disengaged and/or disadvantaged



The research on teachers' collective efficacy is consistent. With an effect size of 1.34, effective teacher teams have the power to accelerate student learning more than just about any other practice.

1.34 Effect Size

True Team Collaboration

- Master Schedule that prioritizes collaborative planning for instructional staff
- Professional Learning guided by PLC+ book series
- Maximizing the use of the weekly collaborative time to design engaging units of study, create common assessments, and analyze student work.

Fostering Relationships

- Built in school-wise SEL time in our master schedule
- Parent Conference Days
- One School, One Book Initiative
- Engage Every Family book study with admin team
- A intentional focus on staff culture

High Expectations for All

- Data Driven Approach
- School-wide Tier 2 Time - “all hands on deck” approach
- High expectations for ALL students
- High expectations for ALL staff

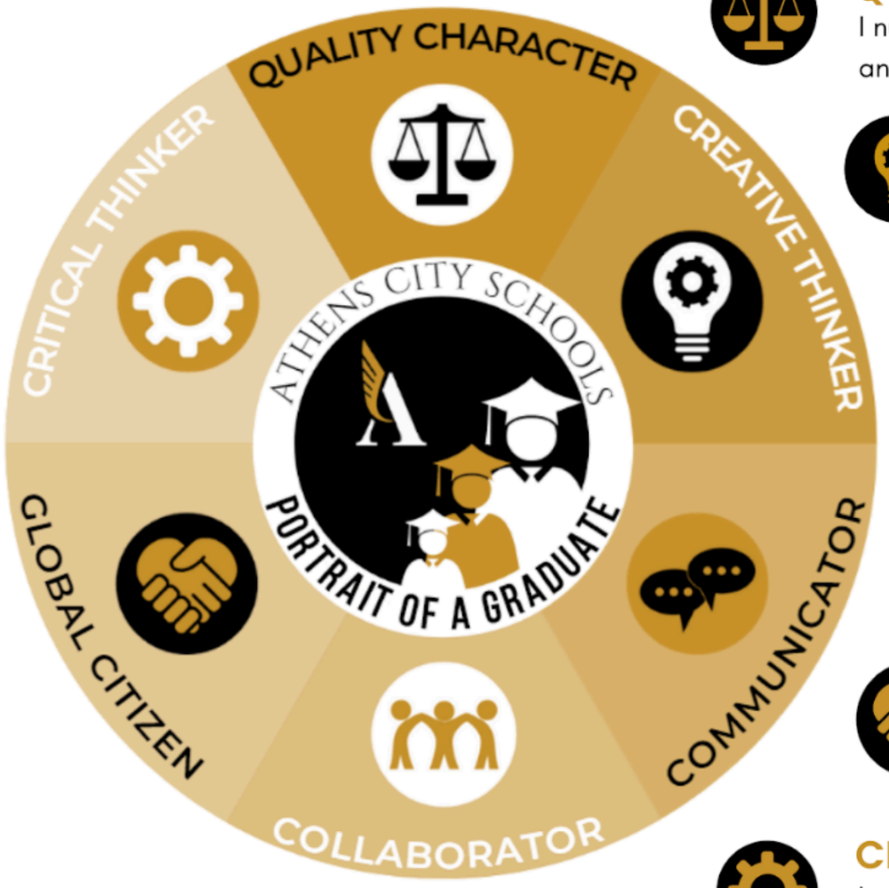
High Leverage Practices

- Training in Science of Reading - 100% of instructional staff
- Partnering with AMSTI Math
- Using Marzano’s High Reliabilty Schools Framework to guide school improvement initiatives

PORTRAIT OF A GRADUATE

EMPOWERING ALL STUDENTS FOR SUCCESS MEANS MORE THAN ACADEMIC ACHIEVEMENT.

For students to be prepared for life beyond graduation, our community believes we must focus on the whole individual. Our Athens City Portrait of a Graduate describes the characteristics and skills that will empower all students for success now and in the future.



QUALITY CHARACTER I inspire the trust of others and believe in myself.

I nurture overall physical and mental well-being and act honestly, responsibly and ethically. I manage and monitor myself, use sound judgment, and persevere in the face of challenges.

CREATIVE THINKER I generate new ideas and build on existing ones.

I pursue imaginative approaches and solve problems by asking questions, being flexible in my thinking, and taking the initiative to turn my ideas into action.

COMMUNICATOR I explore and exchange ideas with others.

I actively listen to and honor the voices of others, and I communicate clearly through the three fluencies of writing, speaking, and digital depending on my audience.

COLLABORATOR I form partnerships with others.

I work with others to accomplish goals and tasks by building relationships, managing team dynamics, making shared decisions, and learning from and contributing to the learning of others.

GLOBAL CITIZEN I serve as an active participant in a larger society.

I contribute to solutions that benefit the global community by examining issues from multiple perspectives and demonstrate empathy, compassion, and respect for others.

CRITICAL THINKER I analyze and synthesize ideas.

I make decisions by evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

ATHENS CITY SCHOOLS

The “Right Work” = The “Right Mindset”

Being A
“Difference Maker”

#differencemaker

Thank You!

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X: @awtedford

Resources:

Teaching with Poverty in Mind - Eric Jensen

Disrupting Poverty: 5 Powerful Classroom Practices - Kathleen Budge & William Parrett

Turning High Poverty Schools into High-Performing Schools - William Parrett * Kathleen Budge

A Framework for Understanding Poverty - Ruby Payne

Engage Every Family - Steven Constantino

Leading A High Reliability School - Marzano, Rains, Warrick, DuFour

https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/

Q & A

Submit your questions via the Zoom toolbar or raise your hand to be unmuted.

UPCOMING WEBINARS

Meeting the Academic Needs of Your Homeless Students

October 16th, 2024 | 12:00PM - 1:00PM EST

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UPCOMING EVENTS

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CONFERENCE

SEPTEMBER 8-10, 2024

WASHINGTON D.C.

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Shape the Future.

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CONSORTIUM OF STATE SCHOOL BOARDS ASSOCIATIONS

COSSBA's UBA Preconference Day

MARCH 20, 2025

In conjunction with

COSSBA's 2025 NATIONAL CONFERENCE

Education for All: Bridging Gaps, Breaking Barriers

THANK YOU!

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