

Sample Data Projects

Closing the Academic Gap: Student Success Skills

Meredith Dohmen
School Counselor
King Academy, DMPS

Achievement



Closing the Gap Action Plan

Year 2007-2008

Target Group: 4th and 5th graders not "proficient" in reading and/or math on ITBS in Spring 2007

Target Group selection is based upon the following criteria: Students scoring < 46th percentile in reading and/or math on ITBS last spring

Data that drove this decision: King is in the 2nd year on SINA lists for math, and is "watch-listed" for reading.

Counselor	Intended Effects on Academics, Behaviors or Attendance	ASCA Student Competency	ASCA Domain/ Standard	Type of Activity to be Delivered in What Manner?	Resources Needed	Projected Number of Students Affected (Process data)	Evaluation Method How will you measure results? (Perception and results data)	Project start/ Project end
Meredith Dohmen, King Academy	Raise ITBS scores, especially in reading and/or math	A:A1.1, A:A1.5, A:A3.1, AB1.1, AB1.3, PS:A1.3, PS:A1.9, PS:A1.10, PS:A2.6, PS:A2.7, PS:B1.1-1.4, PS:B1.9, PS:B1.12	Academic Development A1: Improve academic self-concept A3: Achieve school success; Pers./Social Domain: A1: Acquire self knowledge, A2: Acquire Interpersonal Skills, B1: Self-Knowledge Application	Small Group for 8 weeks, meeting one time per week for 30-45 minutes, with at least 1 booster session after group but before ITBS	Student Success Skills Classroom and Small Group Curriculums and related materials	66 students, divided into 10 groups (2 groups for each of 5 classrooms).	Perception data : Weekly progress reports of students self-reporting improvement or success with skills. Results data : Increase in ITBS scores reported in May, 2008 - looking for "proficient" level of 41st percentile in Reading and Math. May also look at "growth model" data if needed for any students not reaching 41st percentile.	Nov. 26, 2007 to Feb. 15, 2008 plus boosters during Feb. 18, 2008 to Mar. 28, 2008

Principal's Signature	Date	Prepared by Meredith Dohmen, Counselor	Attach data, examples and documentation
			Submit copy to district school counselor administrator

Target Group & Intervention

- 4th and 5th Graders “not proficient” in Reading and/or Math, including “bubble” of ITBS Percentile Score of 45 or below.
- 65/97 students in 4th and 5th Grade invited
 - 60 students completed intervention
- Weekly Small Group Counseling for 8 weeks, 30-45 minutes per session
- Student Success Skills Curriculum by Brigman, Campbell, and Webb

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ASCA Standard

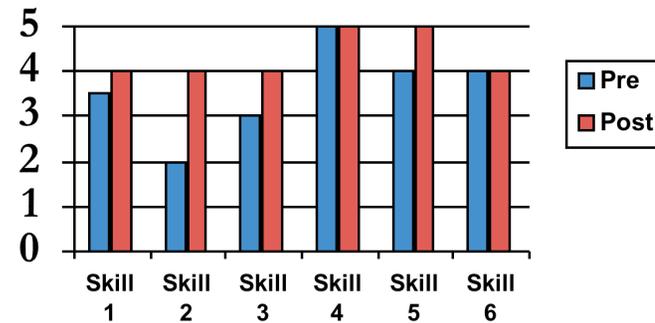
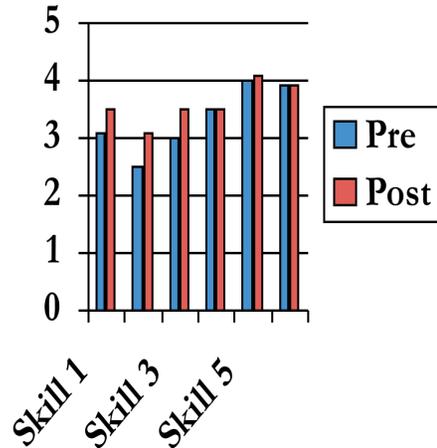
- Academic Domain
 - Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
 - Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college
- Personal/Social Domain
 - Standard A: Students will acquire the knowledge, attitudes, and inter-personal skills to help them understand and respect self and others.
 - Standard B: Students will make decisions, set goals, and take necessary action to achieve goals

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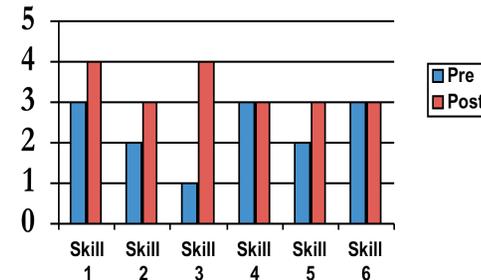
Perception Data

Average Teacher Perception of Student Skills

5 point scale from rarely (1) to almost always (5)



"I learned that it takes steps to be successful. It doesn't just happen right off the bat. You have to plan." – **"Don"** 4th Grade



"I learned how to stay calm when I'm taking a test. I got a 97 on my last math test! I learned how to deal with problems, how to let some things go." – **"Adam"** 5th Grade. (Both reading and math scores went up over 20 percentile points, moving him to proficient in both.)

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Results Data

- 85% growth in at least one area
 - 50% growth in both areas, 35% in one
- 35% were 45 or above
 - they would not re-qualify for the group
- 8% more would only qualify because of one score in 41-45 range.
- 12% (7) proficient in both when they were not proficient in either before
- 32% (19) moved one score from not-proficient to proficient.

Achievement



AMERICAN
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Closing the Gap Results Report

Year 2007-08

Counselor	Target Group	Curriculum and Materials	Type of Service Delivered in What Manner?	Start Date End Date	PROCESS DATA (Number of students affected)	PERCEPTION DATA (pre and post test competency attainment or student data)*	RESULTS DATA (How did the student change as a result of the lesson)*	Implications (What do the data tell you?)
Meredith Dohmen, King Academy	4th and 5th graders scoring <46th percentile in reading and/or math on 2007 ITBS	Student Success Skills Small Group Curriculum and related materials	Small Group Counseling for 8 weeks, meeting one time per week for 30-45 minutes per session, reinforcers through whole class guidance (instead of booster sessions)	Nov. 26, 2007 to Feb. 15, 2008	65 invited, 60 completed	See powerpoint and documentation of student comments regarding ability to focus and stay calm, and realization that it takes a plan to achieve a goal... things don't just happen. Also, Teacher perception of pre/post using all 6 skills discussed. Targeted first 3 skills and social skills in group, as those were greatest need and saw greatest improvement in those areas. (See powerpoint and other documentation).	See powerpoint graphs for details. Highlights: 85% growth in one or both areas: 50% growth in both, 35% in one; 35% both scores 45 or above; 8% more had only one score 41-45, and other score above 45; 12% proficient in both when not proficient in either before; 32% moved one score from not to proficient	"The Perfect Storm" of working with the whole child for maximizing success: Prescriptive Math Instruction, Explicit Lessons in Reading, and Social-Emotional Component with counseling small group. Also, teachers see improvements in the classroom. Students report a connection between their effort, confidence, and skills to their success.

Meredith Dohmen

* Attach data, examples and documentation

Principal's Signature

Date

Prepared by

Closing the Gap: Attendance

Damon Holland
School Counselor
Brubaker Elementary, DMPS

Attendance



Closing the Gap Action Plan

Year 2007-2008

Target Group: K-4th grade students with attendance issues

Target Group selection is based upon the following criteria: Students w/10 or more absences during first semester (with motivational issues)

Data that drove this decision: Attendance is a major factor in student success, 10 or more absences is excessive and a disservice to students

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Damon Holland, Brubaker Elementary	Improved attendance	Apply time management and task management skills, take responsibility for their actions, demonstrate dependability, productivity and initiative	Academic A Personal/ Social B	individual meeting, parent contact, daily check in system and reward system for reaching goals	access to students, time in the morning before attendance is taken	16 students	Perception data : Daily "Check-in" and "pep-talk" Results data : Evaluation of Attendance at the end of the year and comparison to first semester data	January 16 - June 3

Principal's Signature	Date	Damon Holland, Counselor	Prepared by
			Attach data, examples and documentation Submit copy to district school counselor administrator

Target Group

- Kindergarten – Fourth Graders with attendance issues
 - 10 or more absences in First Semester
- 16 students

Attendance

Intervention

- Daily Attendance Monitoring
- Second Semester Tracking
- Individual meetings – during semester
 - Discuss importance of attendance
 - Problem solve any attendance issues
 - Motivation, Support, Mentoring
 - Goal setting

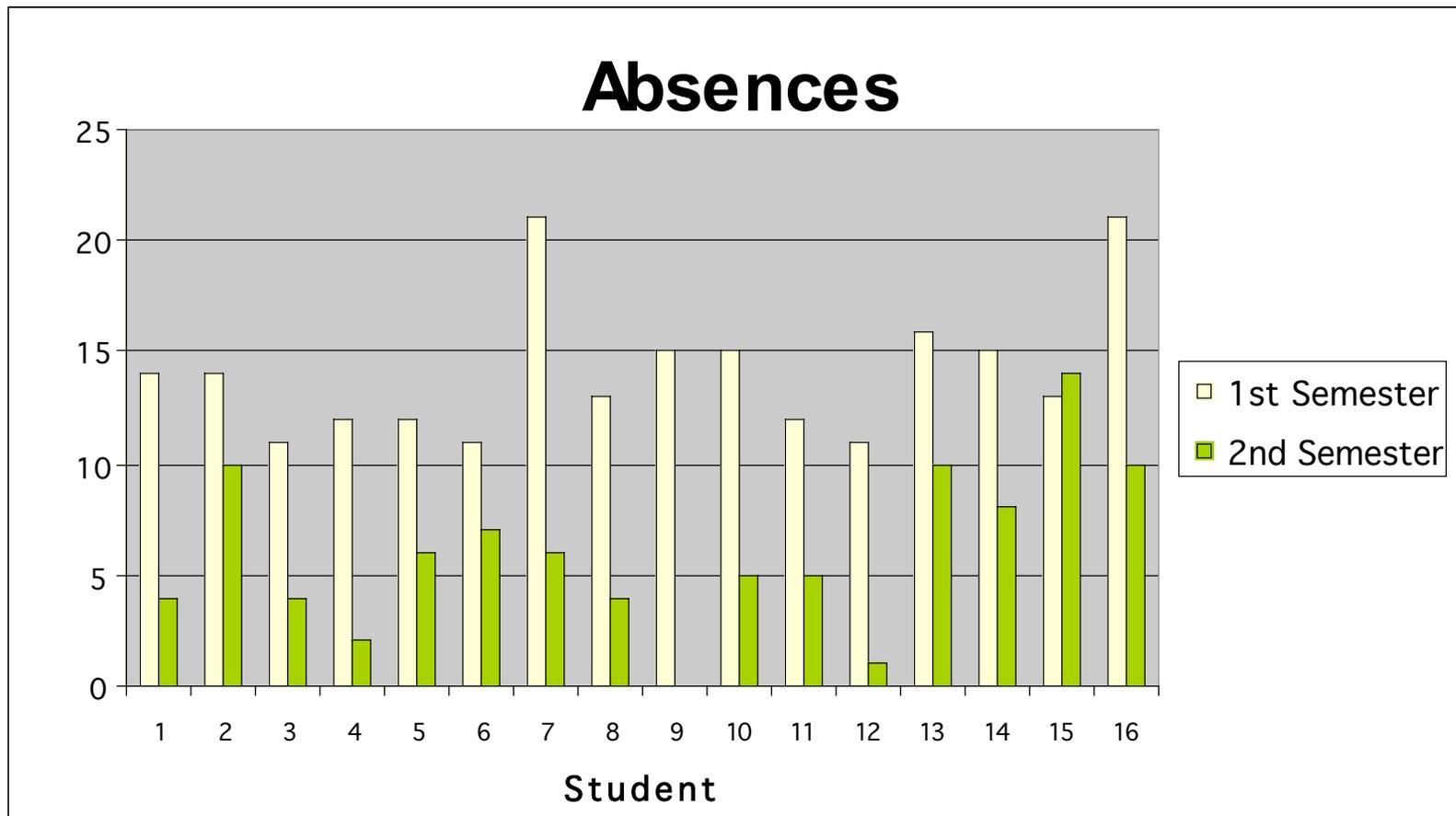
Attendance

ASCA Standard

- Academic Domain
 - Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Personal/Social Domain
 - Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Attendance

Results Data



Attendance



Closing the Gap Results Report

Year 2007-08

Counselor	Target Group	Curriculum and Materials	Type of Service Delivered in What Manner?	Start Date End Date	PROCESS DATA (Number of students affected)	PERCEPTION DATA (pre and post test competency attainment or student data)*	RESULTS DATA (How did the student change as a result of the lesson)*	Implications (What do the data tell you?)
Damon Holland, Brubaker Elementary	Kdg - 4th graders with excessive attendance issues (10 or more per first semester)	progress monitoring chart, motivational quotes, goal setting	individual meeting, parent contact, daily check in system and reward system for reaching goals	Jan. 16 - June 3	16 students	Several students commented on understanding why it was important to be in school, what it took to set and achieve goals, knowing that someone cared that they were at school, competing with other students to see who could go the longest without missing a day.	See power point for individual results, 15 out of 16 students missed fewer days in second semester, 226 total days (14.125/student) missed first semester, 96 total days (6/student) missed second semester. Averaged .88 missed days per student per week first semester and .375 missed per student per week.	Student attendance increased across grade levels. Students felt responsible for their attendance and proud of their accomplishments. Continue program on a larger scale, possible classroom monitoring in the future.

Damon Holland

* Attach data, examples and documentation

Principal's Signature

Date

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