

Using Data to Demonstrate Results at the Elementary Level

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Presentation Objectives

- * To provide an overview of the process
- * To understand different kinds of data
- * To learn a framework for collecting data to demonstrate results of school counseling interventions
- * To identify data indicators specific to elementary school counseling
- * To hear how the Central Falls elementary school counselors collected data to show results, demonstrate impact, and meet accountability requirements

The Central Falls ESSCP Grant

- * Central Falls, RI district was awarded a 3-year Elementary and Secondary School Counseling Program grant in 2010
- * Exciting opportunity for district which had never hired school counselors at elementary level
- * Four school counselors, two project directors, an evaluator
- * The grant provided resources to create an ASCA National Model, data-driven school counseling program

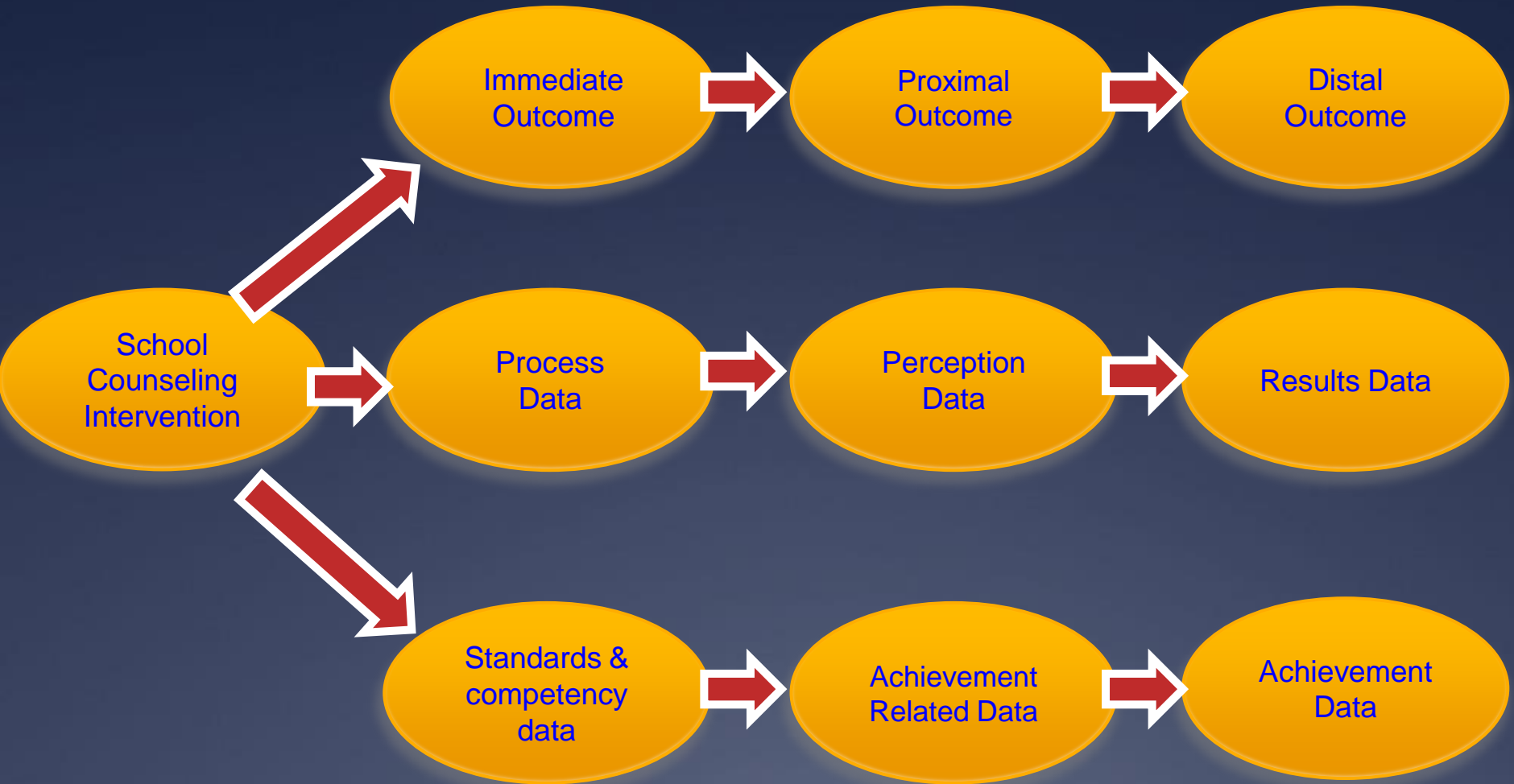
Kinds of Data

- * Challenge to show results of school counseling interventions on issues that matter most to principals, superintendents, school boards
- * We can distinguish between different types of data and set up a framework for using this data to help demonstrate how we contribute to our school's overall educational mission

Data Review

- * Immediate, intermediate, distant/
long-term
- * Process, perception, results
- * Achievement and achievement-
related data

Framework of Data and Outcomes



Elementary Level Data

- * Demonstrating a causal link between interventions and distal outcomes is a challenge for school counselors at any level
- * However, middle and high schools collect more quantifiable data: GPAs, number of AP courses taken, number of colleges applied
- * Elementary school counselors must take into account the unique developmental tasks of young students when determining which data indicators to collect and track

Grant-Specified Data

- * Reduced student-to-school counselor ratio
- * Decreased disciplinary referrals
- * Increased engagement
- * Improved academic achievement

Academic Data

- * Math and ELA benchmark assessments such as DIBELs, AIMsWeb, DRA, BAS
- * State standardized test scores (in later elementary grades)
- * Attendance
- * Number of Tardies

Social Emotional Data

- * Discipline data – Office Discipline Referrals
- * Report card data – social/emotional indicators
- * Progress report data
- * School climate and safety/ Bullying incidents
- * Parent Perception Survey
- * PBIS/SWIS
- * Teacher surveys (e.g. on engagement)
- * Mental Health status

Demographic Data

- * Gender
- * SES (using free/reduced lunch)
- * SPED status
- * Mobility/years in the district
- * ELA status

Pre/K School Counselor Responsibilities

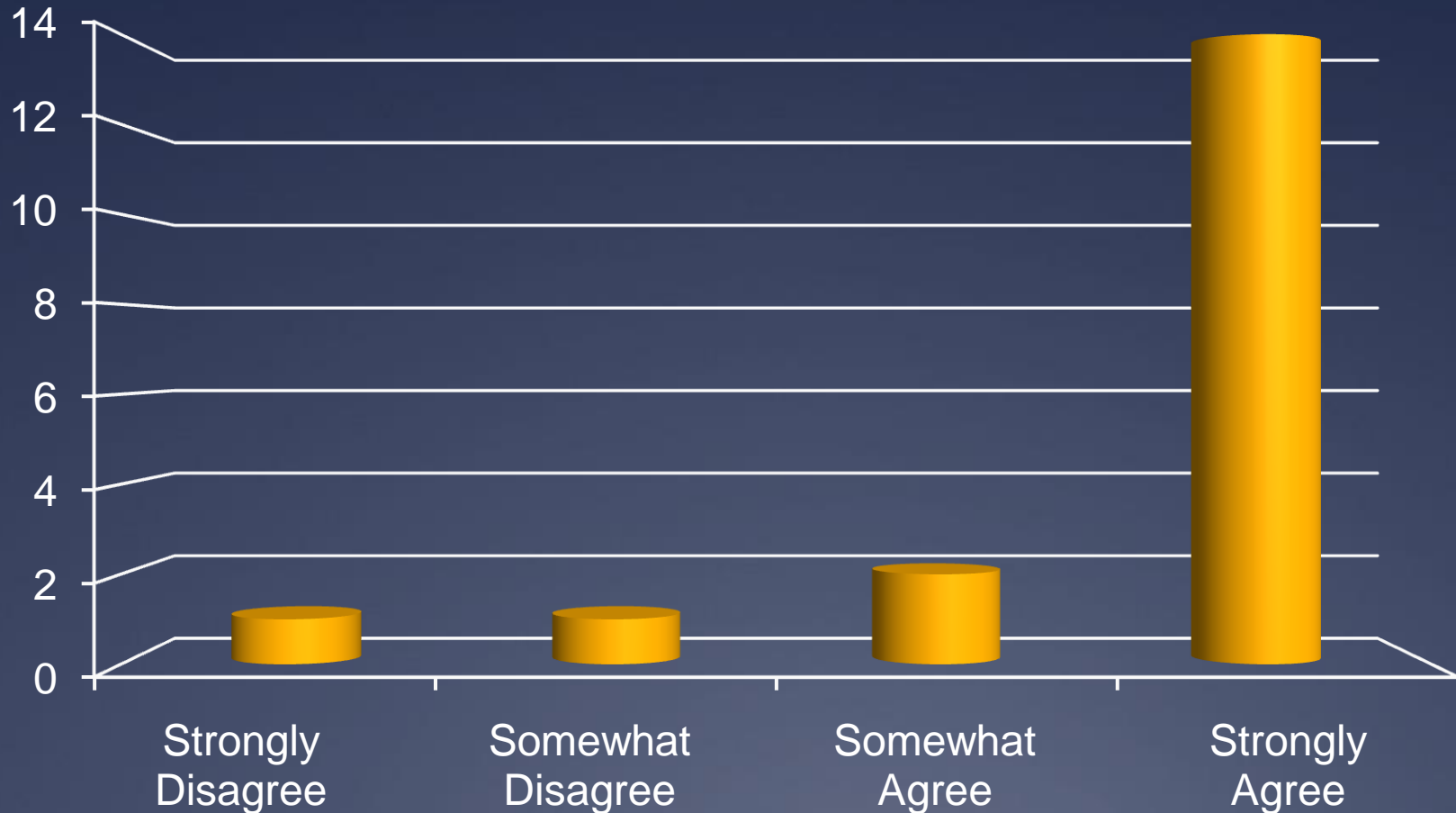
- * Monitor Attendance/ Reward program
- * Serve as RTI team member
- * Work as Head Teacher
- * Attend and collaborate parent workshops
- * Participate in weekly clinical meetings
- * Coordinate URI students teaching Second Step
- * Facilitate the Kindergarten to 1st transition

5th Grade School Counselor

- * Student Government Co-Leader
- * Monitor Attendance and Reward Program
- * School Improvement Team Member
- * PBIS Member
- * Girl Scout Assistant Troop Leader
- * Career Day facilitator
- * 5th Grade transition to middle school

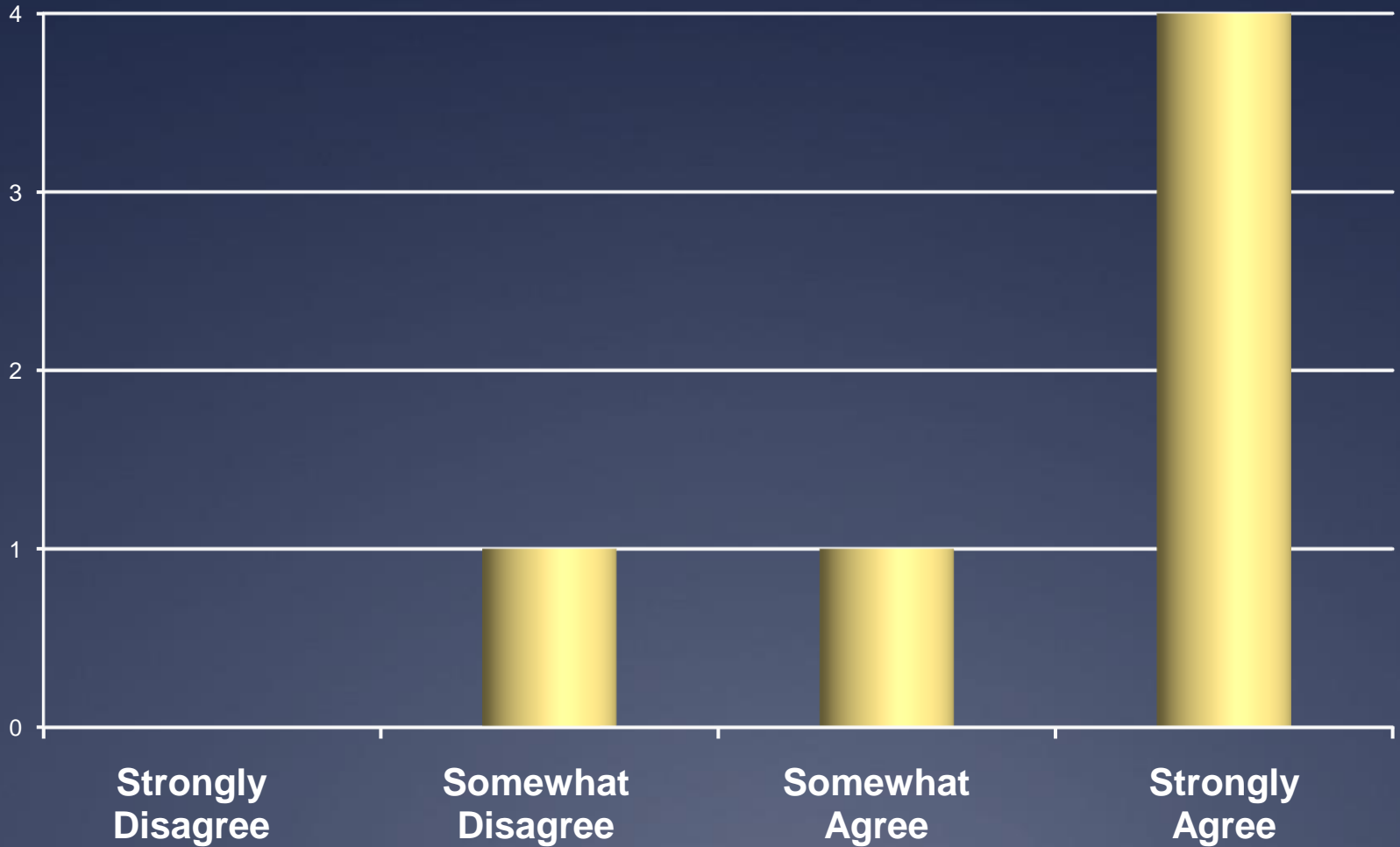
SPARC Awards

After listening to the speakers at Career Day, I now understand that doing well in school will help me have a good career.



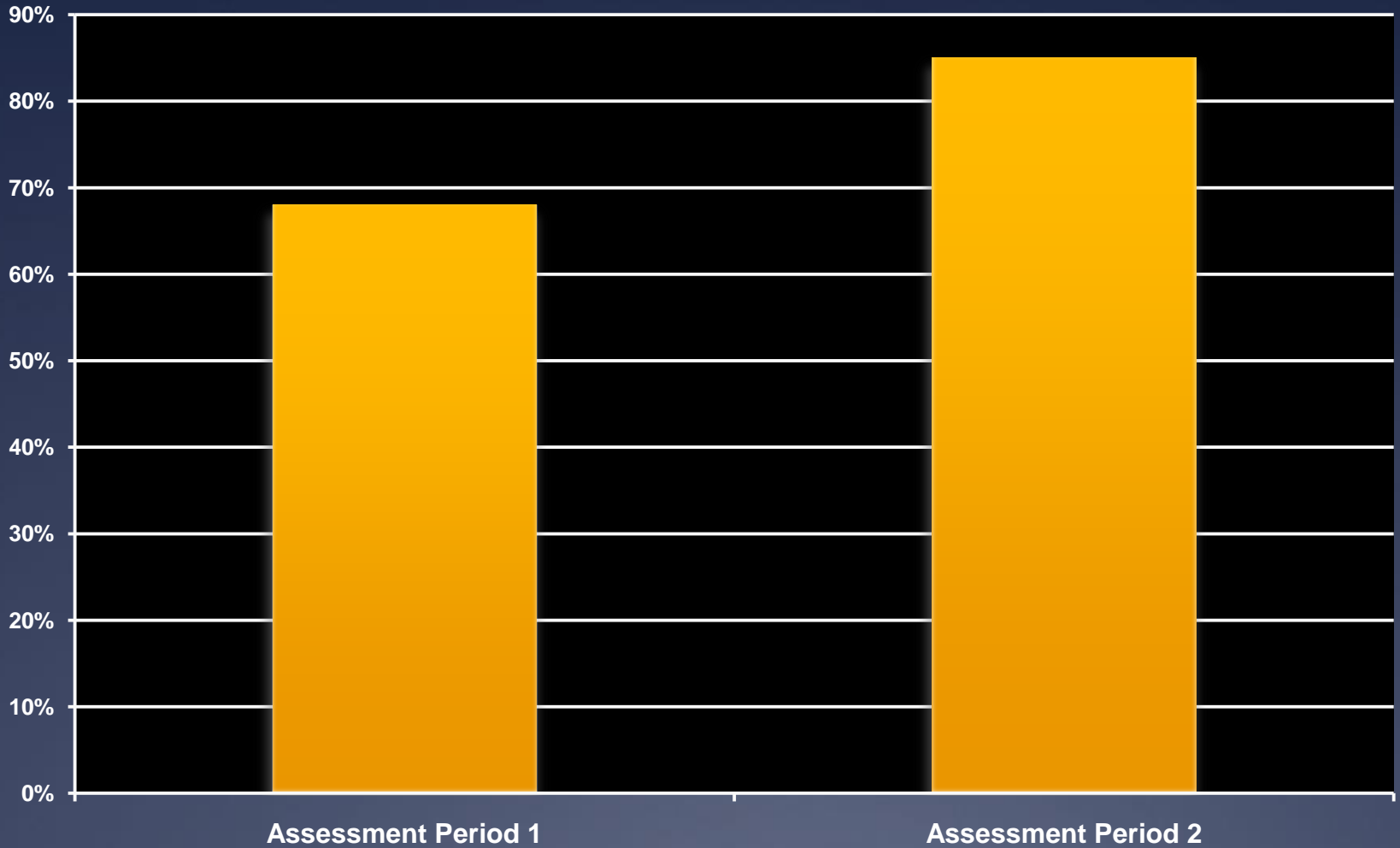
SPARC Awards

I know what information I should and should not share or post online



SPARC Awards

Kindergartners At or Above Benchmark



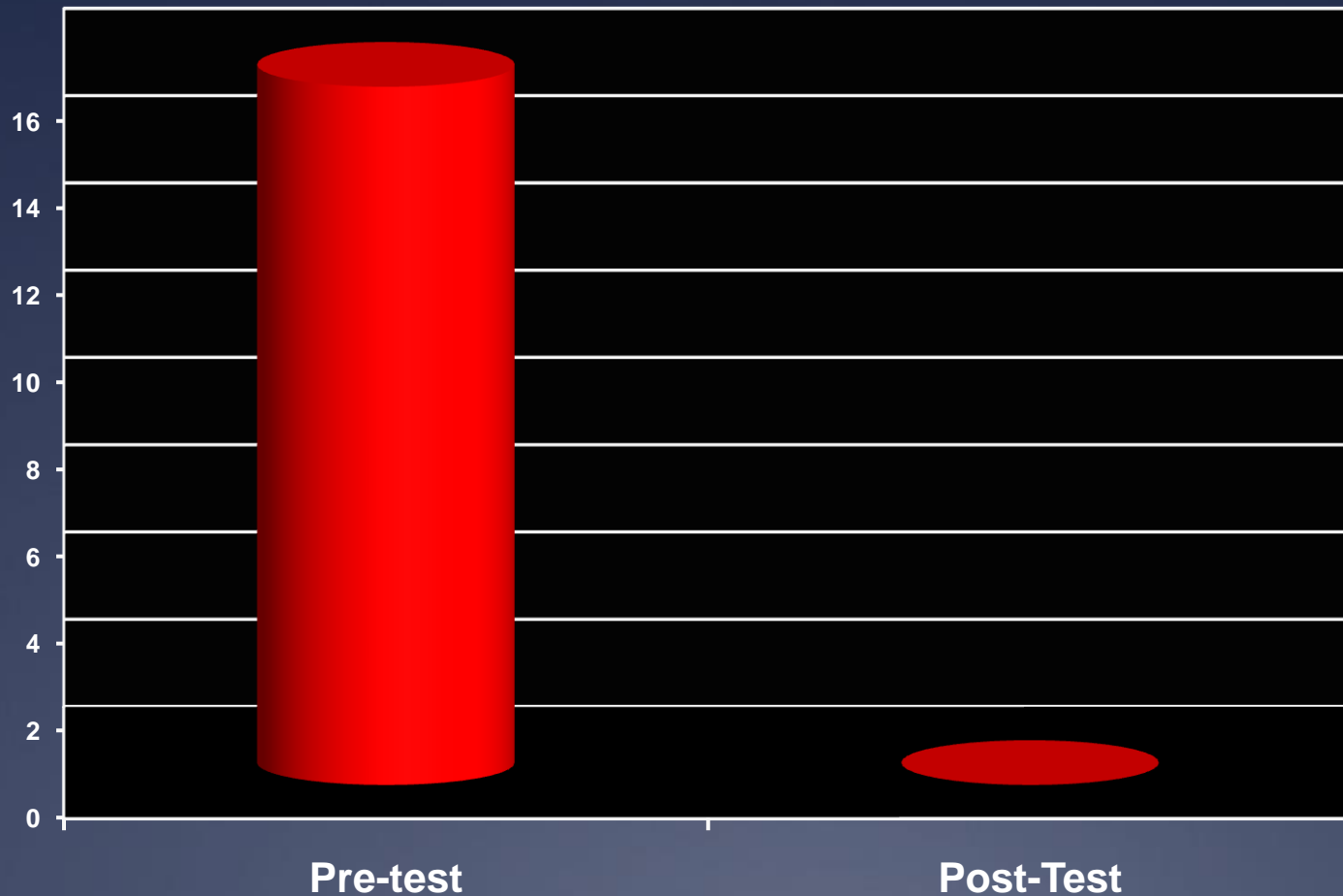
SPARC Awards

Number of students who said they would respond to a bully by "hitting the other person"



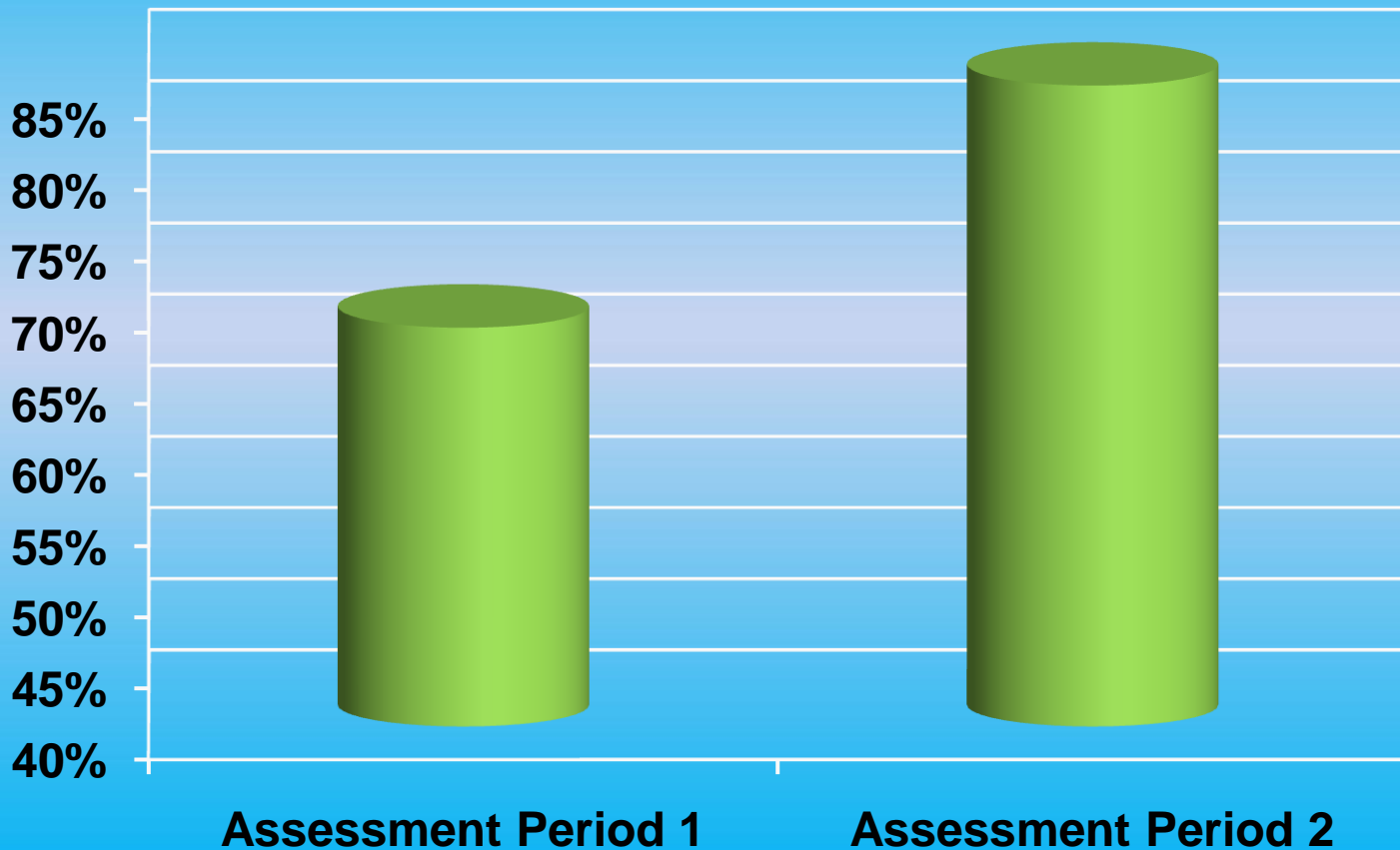
SPARC Awards

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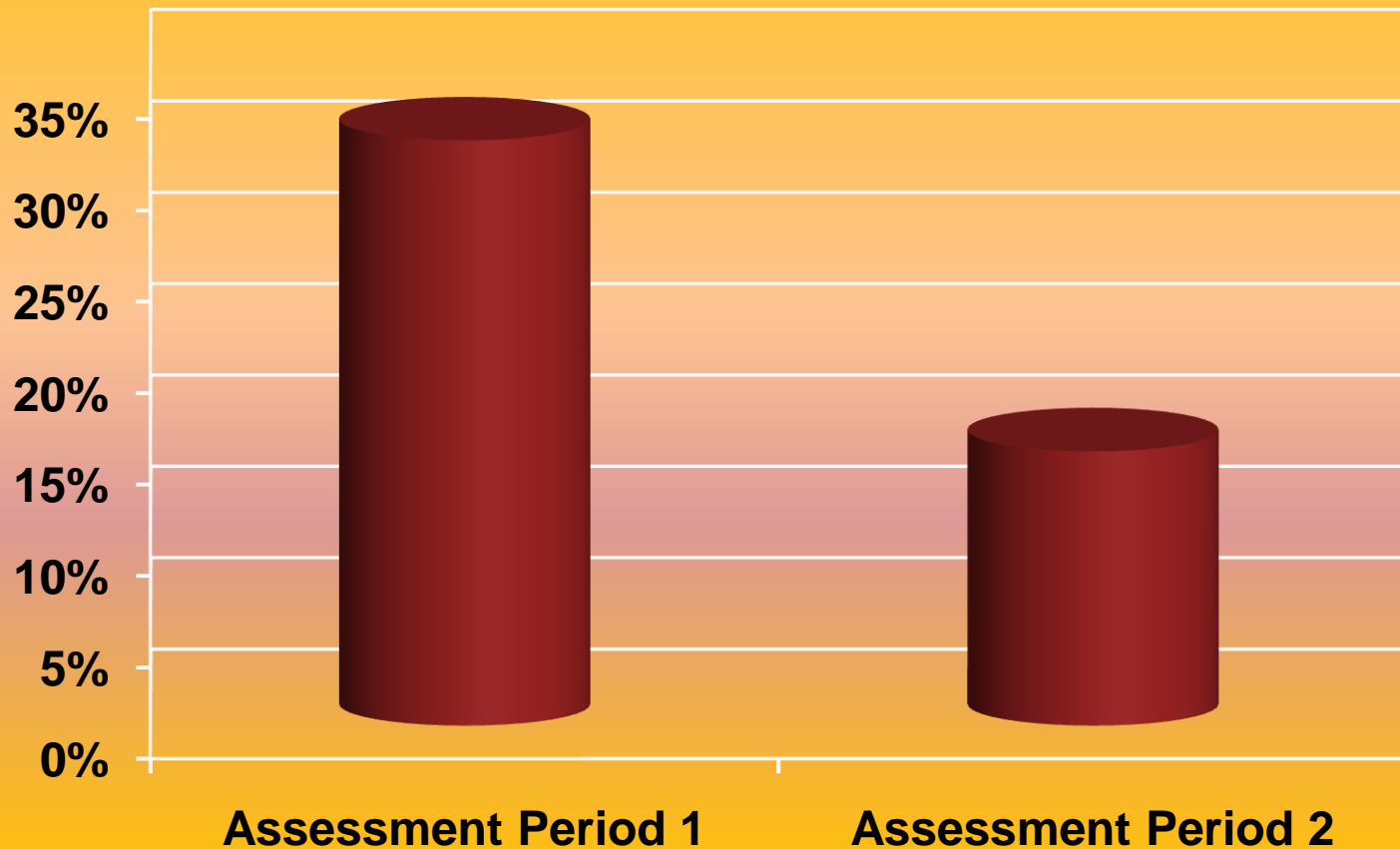
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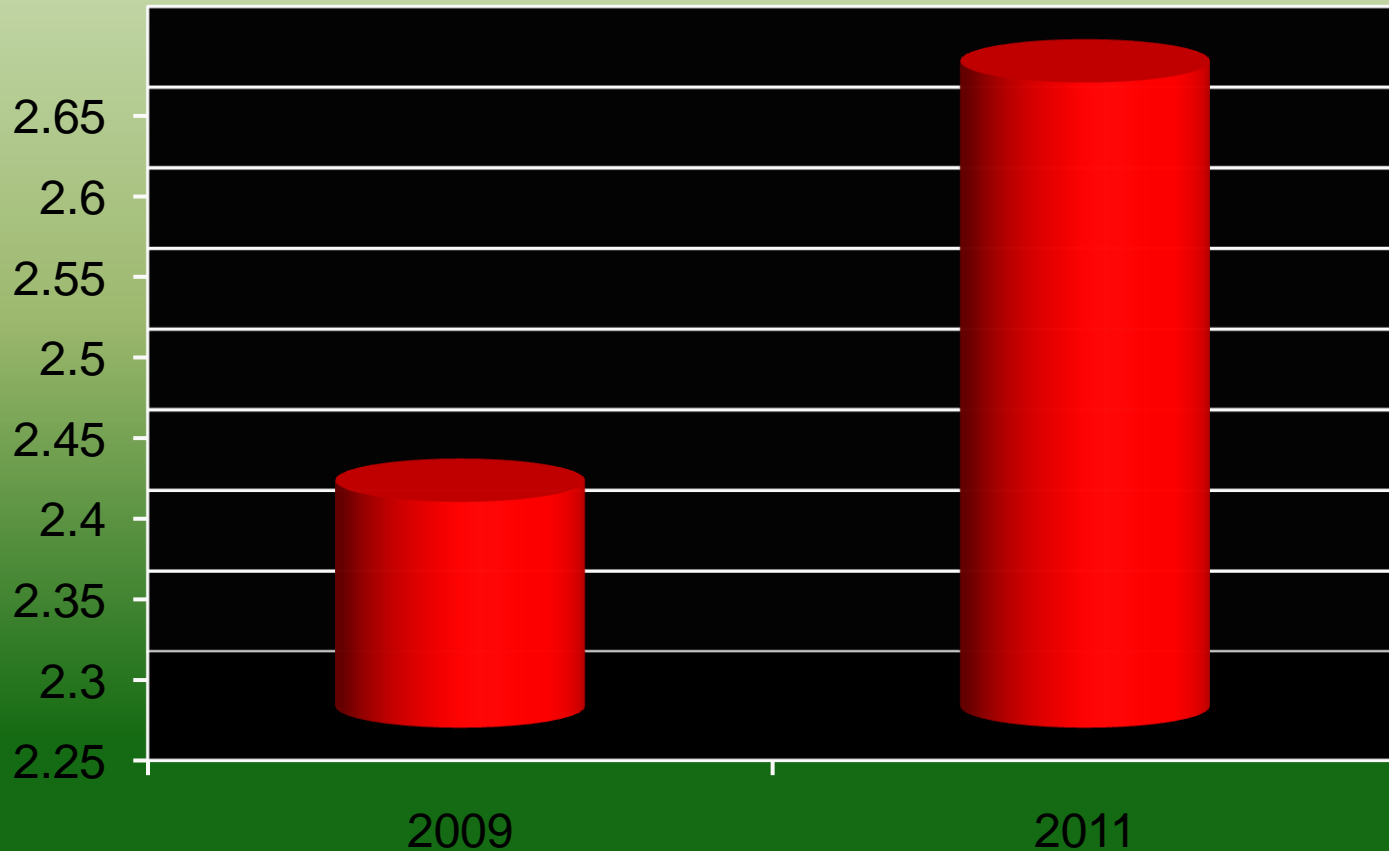
SPARC Awards

Kindergartners Below Benchmark



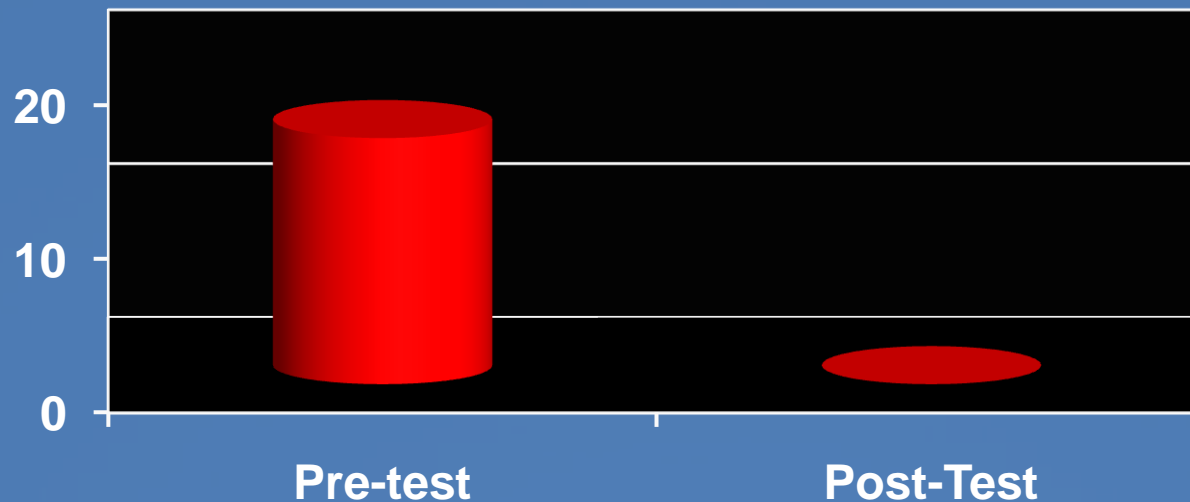
SPARC Awards

**This student participates in
classroom discussions**



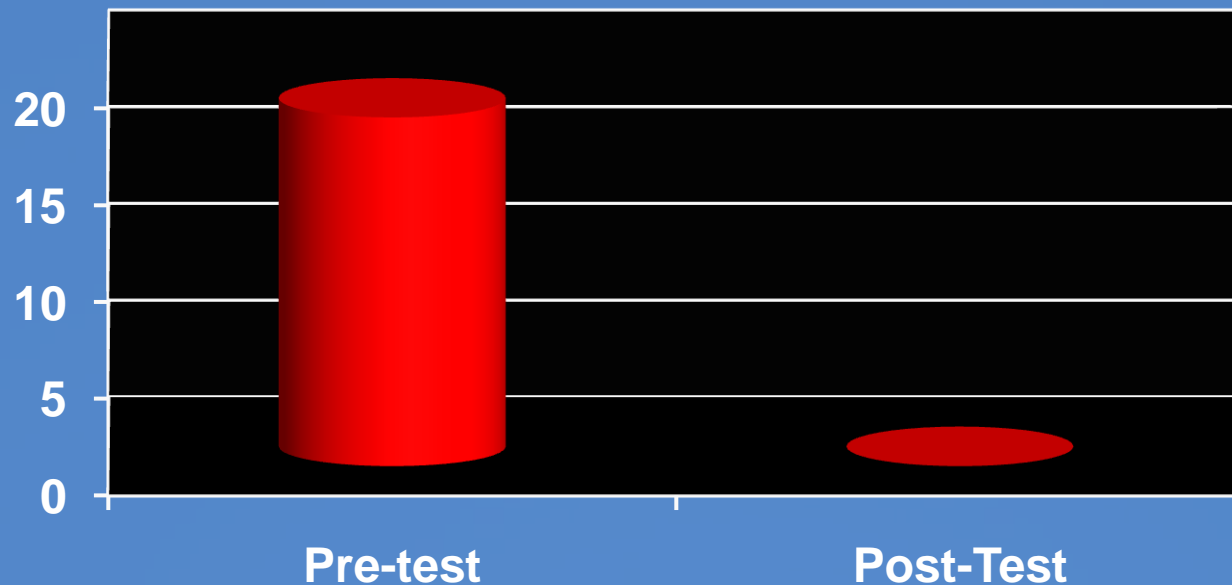
SPARC Awards

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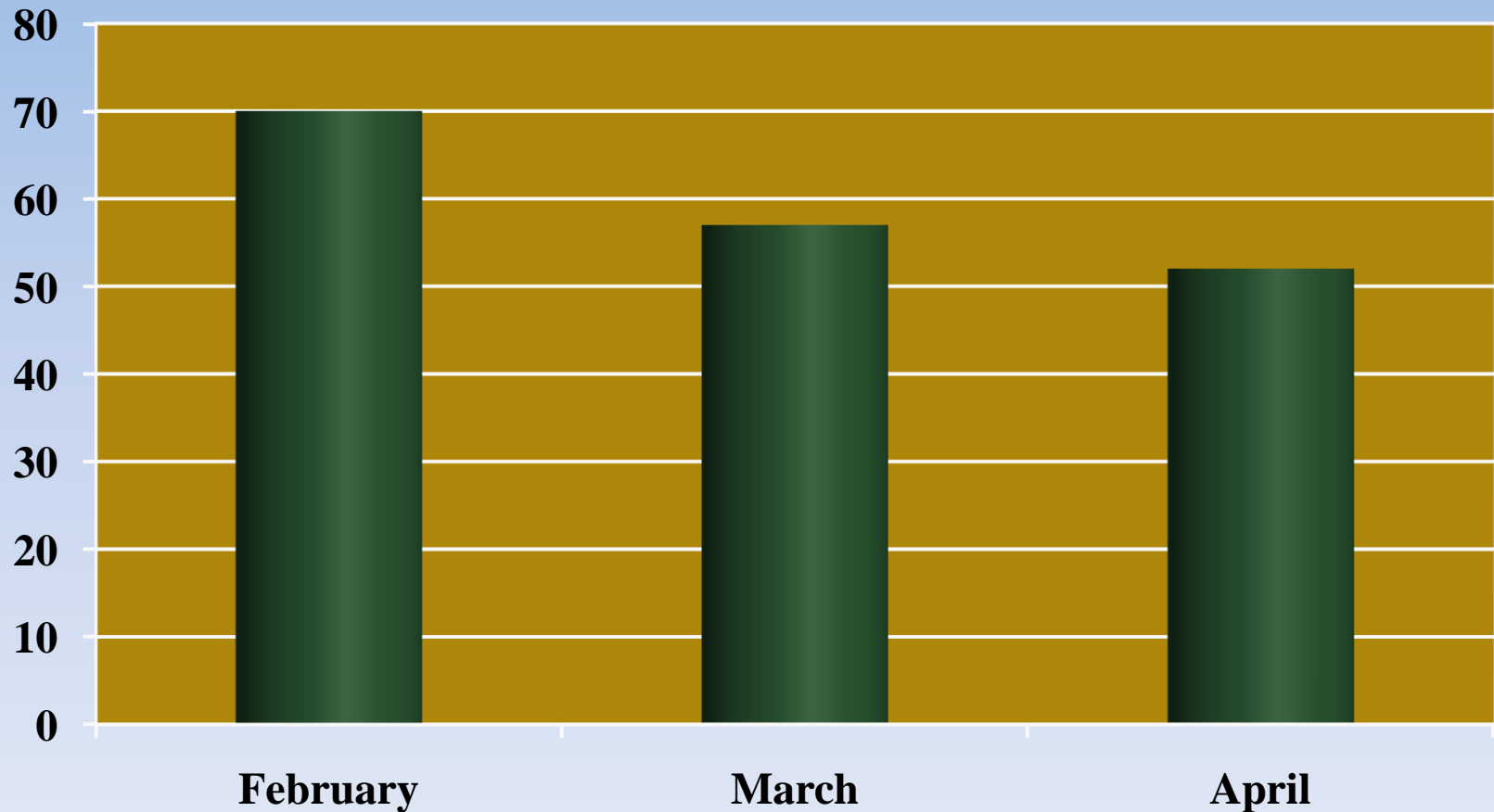
SPARC Awards

Number of Students who would respond to a bully by "acting mean back"



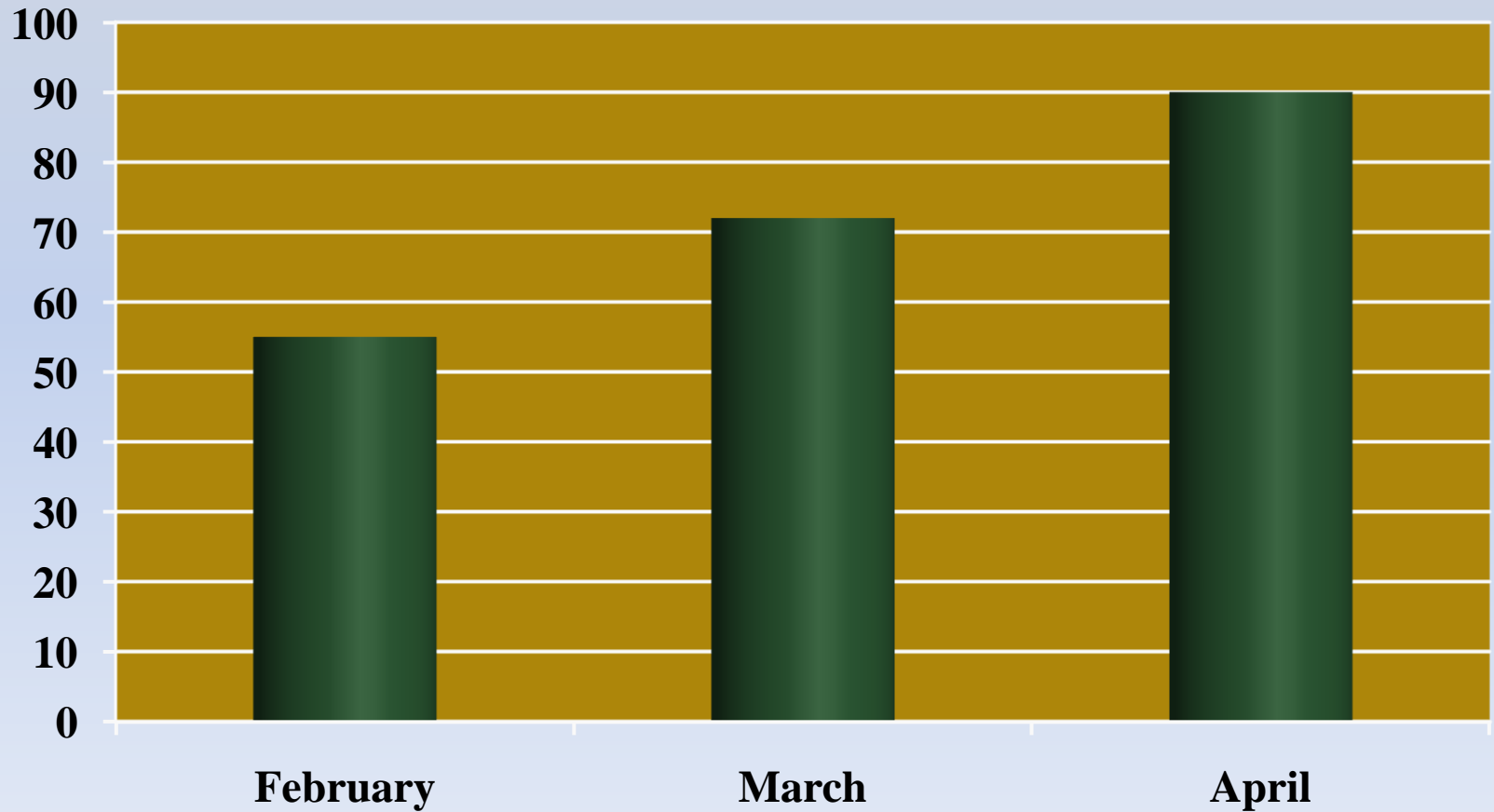
SPARC Awards

Number of Students Tardy Each Month



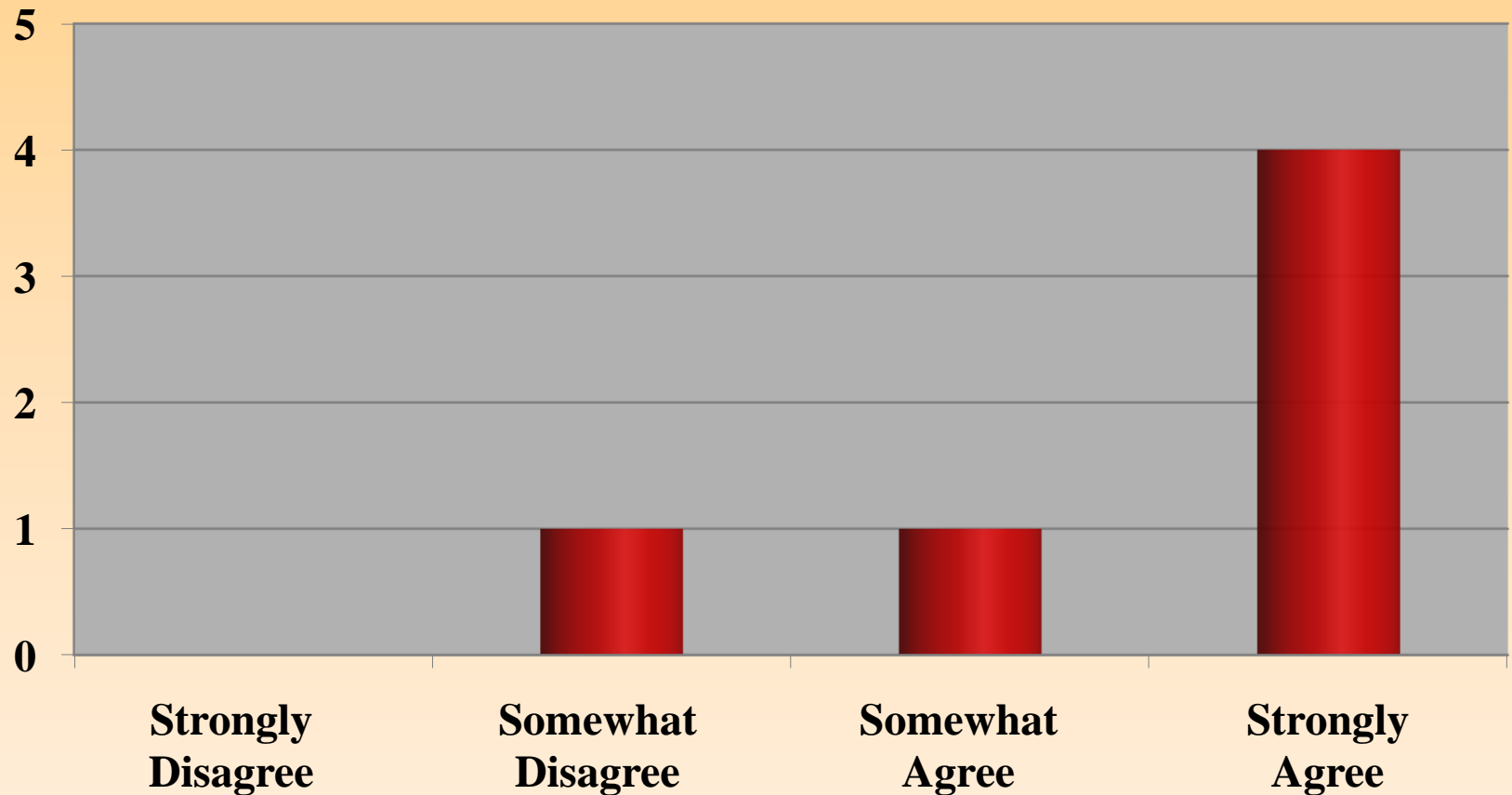
SPARC Awards

Number of Students Schoolwide with Perfect Attendance



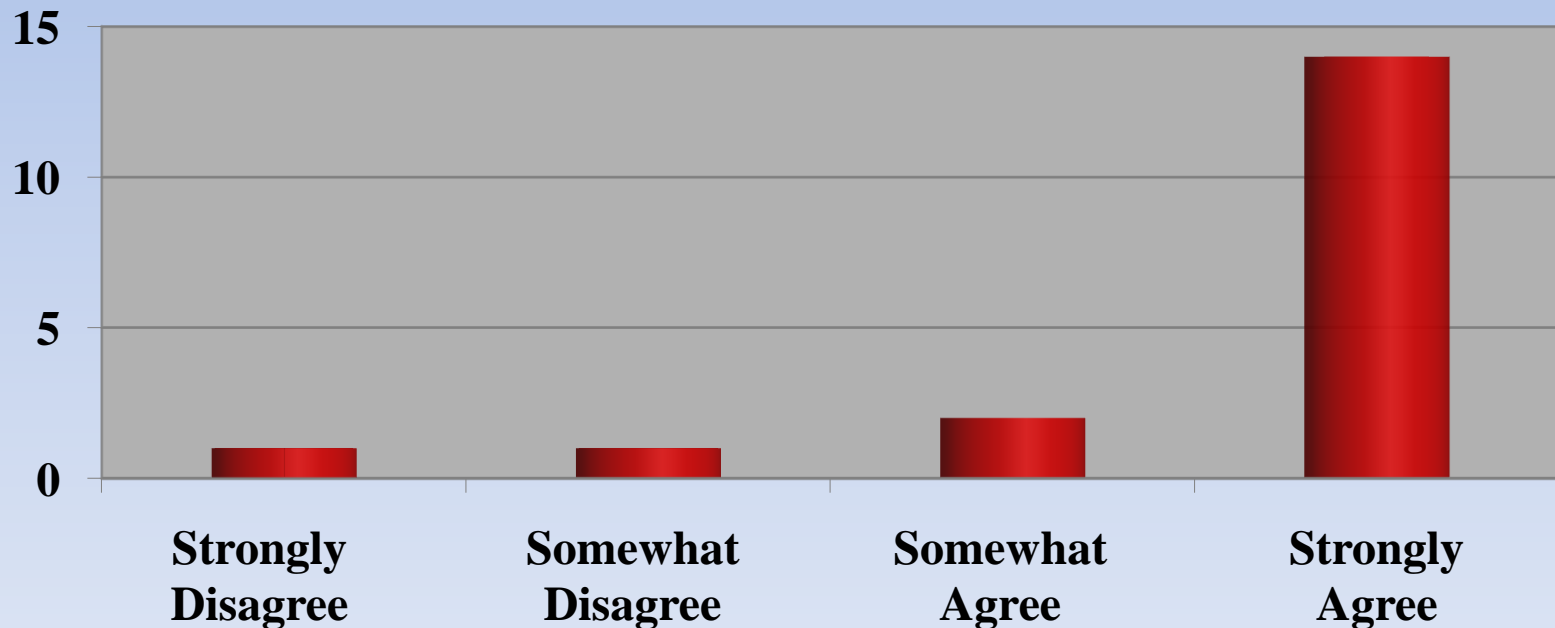
SPARC Awards

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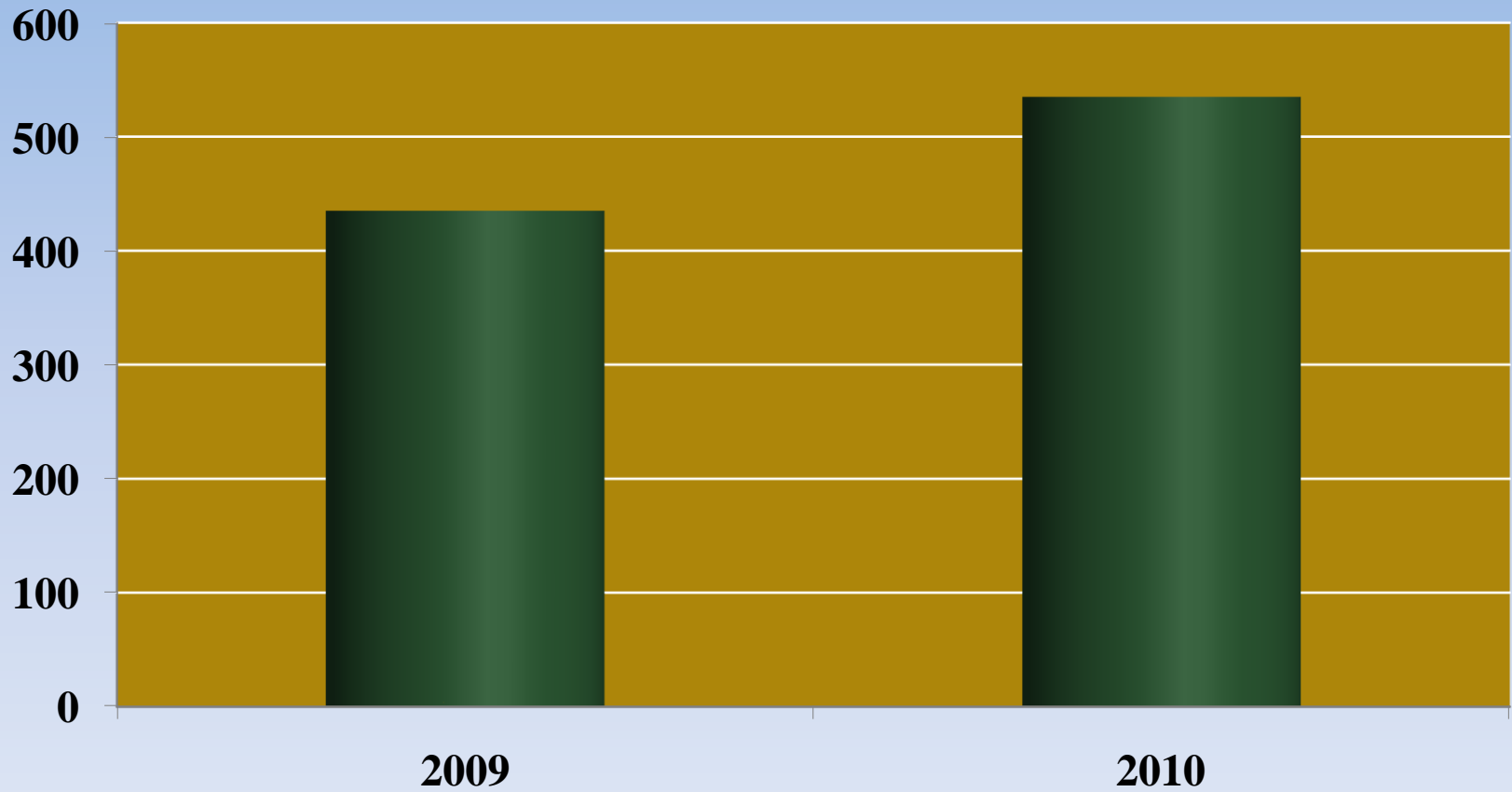
SPARC Awards

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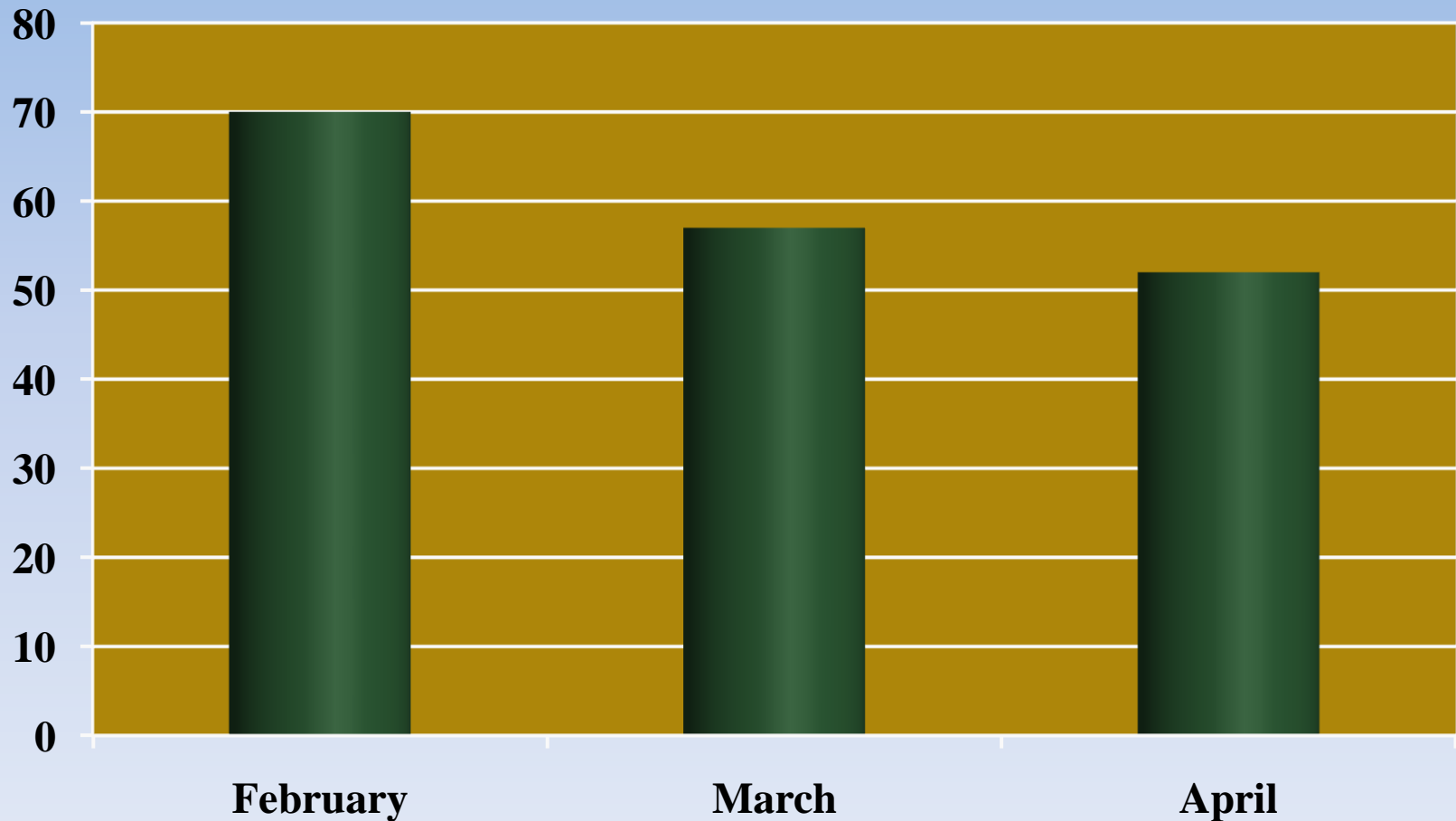
SPARC Awards

NECAP Mathematics Scores



SPARC Awards

Number of Students Tardy Each Month



Sharing Results with Stakeholders

With whom?

- * Superintendent
- * CF Board of Trustees
- * Local and Federal Legislators

Why?

- * Results/ importance
- * Political issues – job security, toughest at elementary level

Concluding Remarks

The philosophical reasons we use data
and the moral imperative to our work as
school counselors

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

~Dr. Seuss

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