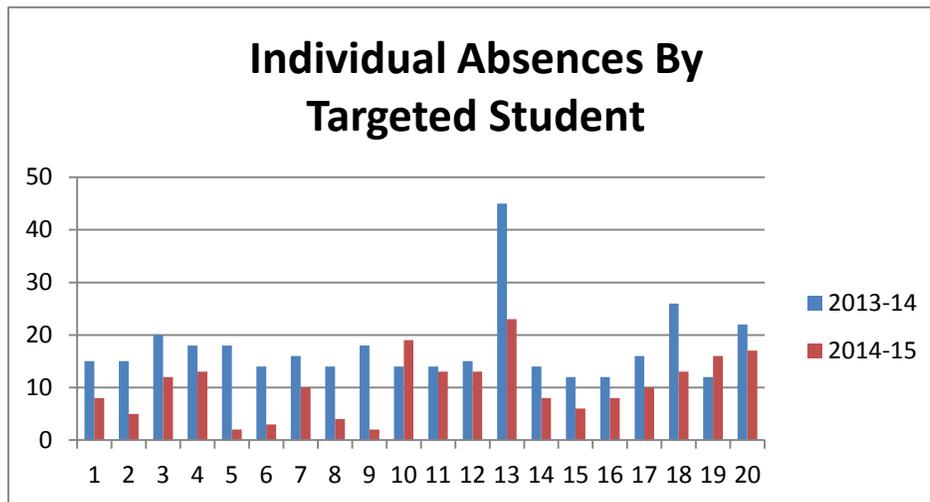
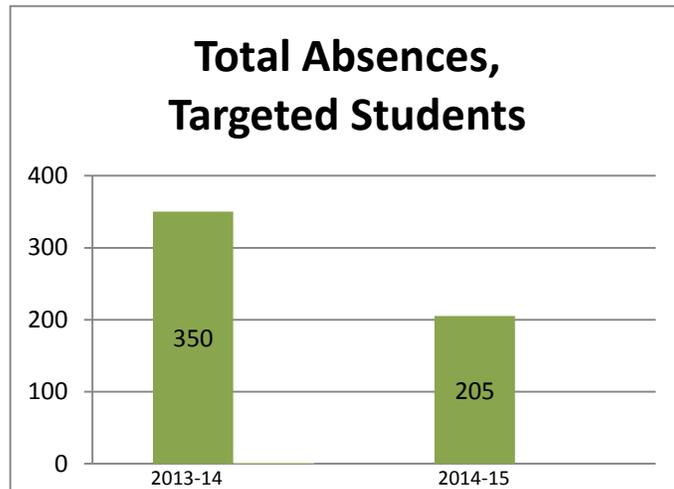


# School Counseling Services Essential Elements DATA Report

**Name of School: Brookfield Elementary**

**School Counselors: Kathleen Ota/Carole Zendle**

<b>DESIGN</b>	<p><b>SMART Goal:</b> Twelve kindergarten and twelve first grade Gap Group 2 and 3 students with 12 or more total absences during the 2013-14 school year will decrease their total number of absences during the 2014-15 school year by 15% or more.</p> <p><b>Rationale:</b> Data shows that students with chronic attendance issues in grades K - 2 have significantly lower reading scores by the end of third grade. These students are also less likely to graduate from high school and more likely to drop out. Twelve Gap Group 2 and 3 students in grade 1 and twelve students in grade 2 were identified.</p>
<b>ASK</b>	<p>Of the 24 total students identified, four moved within the first semester of the school year. For the 20 students who remained at Brookfield, the following interventions were put in place:</p> <ul style="list-style-type: none"> <li>• “Strive for 7:45” bracelet given to each student to encourage coming to school on time.</li> <li>• Letters home to parents with emphasis on the importance of school attendance.</li> <li>• “Morning Routines” Tip Sheet sent home (translated into Spanish as well).</li> <li>• Phone calls home from the counselor regarding the importance of school attendance.</li> <li>• Individual monitoring and “pep talks” from the counselor for the student.</li> <li>• Teacher conference in November focused on school attendance.</li> <li>• For those students whose attendance did not improve, the family was placed on our red-zone attendance team family program, called “Strive for Success”. These families additionally received an invitation to a Family Night where free dinner was provided and families engaged in activities that showed the importance of school attendance.</li> </ul>



**Process Data:** Twenty students were targeted for multiple interventions.

**Perception Data:** Parents of students were given a brief survey on the phone during the first phone call given by the counselor in September, which included two simple questions. The first was, "How likely is it that your child will go to college?" (scale of 1 – 10). The second was, "How important is it for your child to attend school every day?" (scale of 1 – 10). The average answer for question 1 was a 9.5. However, the average answer for question 2 was a 6.6. This was a great springboard for conversation with parents about the importance of attendance for success. We plan to give these same two questions to the same parents at the beginning of the 2015-16 school year to track results.

**Outcome Data:** Overall, the number of absences for all targeted students decreased by 41% from 2013-14 to 2014-15. Sixteen out of twenty students reached the goal of decreasing their total number of absences by 15% or more. Two out of twenty students increased their number of absences during the 2014-15 school year as compared with the 2013-14 school year. These students' families were put in the Strive for Success program in February, and their absences began to decrease as the school year progressed.

**Program Implications:**

The interventions were successful in lowering the number of absences for most of the targeted students. Using whole-school interventions such as the “Strive for 7:45” theme may have helped. In addition, it was important to get classroom teachers involved in discussing the importance of attendance with parents. For the two students whose absences increased, it was important to have the red-zone, Strive for Success program in place so that the family could receive more intensive interventions in an organized way.

**Recommendations and Reflections:**

Each of these 20 students will be monitored closely next year for attendance. In addition, after two years of tracking, we plan to look at DRA scores of the students to see if reading achievement correlates with attendance, and if so, how.

The two students whose families were placed in the Strive for Success program will continue on the program through next school year. They will receive targeted interventions from the first day of school so that the chances of their attendance improving next year will increase.

**Communication Plan:**

This information will be communicated with the Attendance Team before school starts next fall. Staff members will be presented with an Attendance Team update in September 2015 before the students arrive. The counselors will share this data with the Counseling Advisory Committee, which includes staff, administrators, and parents, in December, 2015.