

MEASURE

Mission, Element, Analyze, Stakeholders-Unite, Results, Educate A Six-Step Accountability Process for School Counselors

Name and Address of School:

Hall Elementary School
2505 NE 23rd St.
Gresham, OR 97030

Principal:

Tim Oberg

Name of Counselor Leading the Initiative:

Miriam Hoelter

Enrollment:

500

School Demographics:

Caucasian/Non-Hispanic: 70%
African American: 2%
Hispanic: 25%
Asian/Pacific Islander: 3%
Free/reduced lunch: 65%
English as Second Language: 30%
Title1: 100%

STEP ONE: MISSION

MISSION

Connect your work to your school's mission in keeping with the ASCA or your state's comprehensive school counseling model.

Your school or department's mission statement is:

At Hall Elementary School we strive to educate the whole child, academically, socially, physically, and emotionally. We continually focus our efforts on reading, writing, and mathematics, as well as the best instructional practices to meet the needs of all types of learners. We recognize that students learn at different rates and through a variety of learning styles. By identifying each individual student's academic needs, we work to move them forward, recognizing their personal growth over time.

STEP TWO: ELEMENT

ELEMENT

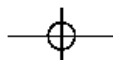
What critical data element are you trying to impact? Examples include: grades, test scores, attendance, promotion rates, graduation rates, postsecondary going rate, enrollment into honors or AP courses, special education, discipline referral data, and so on.

What is the baseline for the data element? Where do you hope to move it (goal)?

Element: TESA scores (Technology Enhanced Student Assessment).

Baseline: 49 third-, fourth-, and fifth-grade students did not meet the benchmark in math, and 70 students did not meet the benchmark in reading.

Goal: Improve by 25% the number of students meeting the benchmark.



STEP THREE: ANALYZE

ANALYZE THE DATA ELEMENT

You can use percentages, averages, raw scores, quartiles, or stanines. You can aggregate or disaggregate the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, socioeconomic status, or in a multitude of ways to look at student groupings.

Baseline Data Revealed:

In 2003–2004, 49 of the students did not reach the math benchmark, and 70 of the students did not reach the reading benchmark.

STEP FOUR: STAKEHOLDERS-UNITE

STAKEHOLDERS-UNITE TO DEVELOP STRATEGIES TO IMPACT THE DATA ELEMENT

Beginning Date: September 2003

Ending Date: June 2005 (two-year plan)

Stakeholders	Strategies
School counselor	<ul style="list-style-type: none">• Met with each student who did not meet benchmark in reading and/or math on the first TESA administration to do a brief review of the scores obtained and the scores needed.• Developed with the student 3–4 short-term strategies to help prepare for the next testing.• Identified classroom learning strategies and testing tips to assist each student.• Monitored success on the second testing.
Administrators	<ul style="list-style-type: none">• Supported and encouraged staff in this project, especially since it was tied so closely to the mission of our school.
Teachers	<ul style="list-style-type: none">• Provided opportunities for the counselor to meet with each student.• Assisted in the second testing administration to give the student the action plan.• Supported the ideas on the plan.• Taught test-taking skills to students.
Students	<ul style="list-style-type: none">• Worked with the counselor by reviewing students' testing scores.• Identified issues and problems experienced in the first testing.• Developed strategies for classroom learning in the weeks until the next administration.• Discussed ideas that might increase scores.• Set goals for the score students' thought they could achieve on the next test, whether it met benchmark or not.• Signed the action plan and reviewed it before the second testing.
Parents	<ul style="list-style-type: none">• Responded to letters home from school staff re: testing week support from home by providing encouragement to students to do their best and by monitoring rest and nutrition.
Student services staff	<ul style="list-style-type: none">• Supported the action plan by assisting with specified accommodations for individual students.
Classroom teacher assistants	<ul style="list-style-type: none">• Supported the action plan by assisting with specified accommodations for individual students during testing sessions.

Stakeholders	Strategies
SITE Council	<ul style="list-style-type: none"> Set school improvement goals in areas of math and reading. Studied TESA results and compared with previous years' results.
Technology assistant	<ul style="list-style-type: none"> Assisted students, teachers, and counselor to follow the action plan in preparation for TESA. Recorded scores from the second testing on the individual student action plans. Helped with providing allowable student accommodations during testing.

STEP FIVE: RESULTS

RESULTS

Restate your baseline data.

State where your data are now. Did you meet your goal?

Restate baseline data: Results (data now): Met goal: Yes No

	No. Students First Testing: Did Not Meet Math Proficiency	No. Students Second Testing: Did Not Meet Math Proficiency	No. Students First Testing: Did Not Meet Reading Proficiency	No. Students Second Testing: Did Not Meet Reading Proficiency
2003–2004	49	24	70	35
2004–2005	52	10	49	17

Impact: In both subject areas, the number of students who met the benchmark score on the second test administration of TESA increased by 50% the first year and by 75% the second year.

Questions to consider as you examine results and revise your MEASURE:

Which strategies had a positive impact on the data?

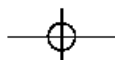
The strategies that worked best involved the individual attention to the student's situation. For the third graders, state testing is a new concept and these students were made more aware of the connection between what is happening in the classroom in daily instruction and homework and how they do in testing. The goal-setting strategy was also helpful. Several students who were far below benchmark set goals that would show marked improvement, even if they were not yet meeting the state standard. These students seemed pleased with their progress and expressed interest in improving next year.

Which strategies should be replaced, changed, added?

It is no longer enough just to monitor students meeting the state benchmark score. Because of the added issue of adequate yearly progress for each student, whether they have met the benchmark score or not, a needed strategy is a tracking card from Grade 3 through Grade 5 at the elementary school level to monitor whether each student has also gained 7 points over the benchmark score of the previous year. That card will be added to the action plan. That issue will also require individual conferences with students who may have met the benchmark but have not yet made adequate yearly progress.

Based on what you have learned, how will you revise Step Four, Stakeholders-Unite?

I plan to include Adequate Yearly Progress (AYP) as part of the action plan and include those students not making AYP in the individual conferences for goal setting in this area.



Impact: In both subject areas, the number of students who met the benchmark score on the second test administration of TESA increased by 50%.

How did your MEASURE contribute to systemic change(s) in your school and/or in your community?
The students are definitely more connected to their own testing results and more aware of the interest and support of all school staff in their success. The technology assistant sees her work as more valuable because of her increased awareness of individual students' needs as they come in for the testing. The classroom teachers and principal have expressed appreciation for the counselor's interest and involvement in the testing process beyond the required testing coordinator's role assigned her. School counseling is more directly linked to student's academic success than before this proactive action plan was put in place.

STEP SIX: EDUCATE

Educate others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success. Following is an example of a report card.