

Accountability and Data Project School Counseling Programs - Access, Attainment, Achievement



District Name
Washington District
School Name
Lava Ridge Intermediate
School Year
2022-23

Area of Focus
Access

This project provides targeted supports to students...
OTHER- Who are at-risk of becoming chronically absent between 5% and 10% absence rate.

Baseline Data
<p>At the end of Quarter 1, 22.5% of our students fall into the At-Risk category for chronic attendance (absences total between 5-10% of school days) and 15% of our students fall into the Chronic (10% or higher) category and 62.5% have regular attendance with less than 5% absence rate. We have tiered levels of support for attendance at our school which are outlined below. Our intervention invites students who hit the 5% or greater mark to participate in our Here & Now Attendance Success Online Course. Completion of the program is optional but it is the only way they can participate in the Here & Now activities, and earn other incentives. Students who complete the self-paced online course have all their absences excused and they no longer count against them, they earn points in our school store, and they earn a Here & Now card once their final goal is met. 77% say they will participate, only 7.7 % of those complete the course.</p>

Goal Statement				
Direction	Group	Data Elements	Expected	Date of Outcome
<i>Example: Increase</i>	<i>9th grade male emergent bilingual students</i>	<i>credit completion rates by</i>	10%	<i>by the end of the 4th term</i>
Increase	chronically absent students	attendance rates by	20%	upon completion of the course.
Goal Explanation (Optional)				
Timeline will be determined by the date they complete the course. We'll track them through the following quarter.				

How does this project support the School Improvement Plan?				
Increasing school attendance rates is a goal in the Lava Ridge School Improvement Plan				
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How will achieving this goal lead to significant and meaningful outcomes for students?
Research shows that students who feel connected to school and who can identify a purpose for learning have better outcomes than those who don't. Our online course is designed to help students make purposeful and meaningful connections by helping them look at their future goals and the benefits of education in reaching their goals. We teach growth mindset and problem solving so that students can be resilient and overcome barriers to being at school.

Systemic Interventions	
Individual Level	Students are invited to participate in the Here & Now Attendance Success Online Course. This course is optional and there are many incentives offered to help them make the decision to participate. They receive a fresh start with attendance (not erased but it doesn't count against them going forward), 20 pts in our school store, and a current Here & Now Card so they can participate in the larger H&N activities.
Student Group Level	Students attend an orientation which is taught by the counselor every Monday. They are given an overview of the course, instructions for accessing the course on Schoology, and the rewards for completion. We also teach a short growth mindset lesson with Khan Academy materials to encourage openness to changing old behaviors and habits.
Classroom Level	Classroom teachers support the intervention by sending their students to the Orientation during Advisory time when requested.
Grade Level	No specific grade level differentiation for this intervention.
School Level	This course is part of our larger Here & Now Club schoolwide program. Students who have regular attendance each quarter get a plastic Here & Now Card that allows them to visit local business sponsors who have agreed to give the students a reward (free cookie, free ice cream, free drink, free gelato, and others) when they present it at the business. The card also allows students to have early lunch release on prescribed days. And we have random rewards throughout the year.
District Level	Our District Leaders have been made aware of the program and support it.
Family Level	We send families of students who are invited to the class an email outlining the program and asking for their support. We have materials and info posted on our website for parents and students, and we regularly publish articles on Here & Now/Attendance in our newsletters and we have highlighted it on our biweekly podcast for parents.
Community Level	Local Business leaders (Harmon's, Handel's, Lightfoot, Dutchman, ScooterPro) support our program by offering incentives to students and hanging vinyl stickers in their places of business.

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Evidence of Impact: When did you share the story?	
Administration	03/2023
Faculty and Staff	03/2023
School Community Council	04/2023
School Board	05/2023

Progress Monitoring: How is it going?		
Fall	Winter	Spring
We started strong though there was some confusion with our communications where parents were seeing this as something punitive rather than an opportunity to earn a reward that was lost to them. We reframed our materials as a "second chance" and reiterated that it was optional and that helped. Interestingly, we had students who were excited to do the class but their parents were calling to opt them out of the class.	We realized that we were waiting too long to contact students-our secretary was waiting for 5 unexcused absences rather than 5% absence. We made the parameter much clearer and once that was remedied we started to see more students. At the end of Semester 2, we were at a 47% commitment rate but we had few completers.	We added the growth mindset component and we had several students meet their goals and earn the rewards offered. I would love to find a way to make the course mandatory because we have seen phenomenal improvements with our completers.

Results/Outcome Statement
Did you meet your goal?
Yes! Every student completing the course saw drastic improvement in their attendance. We set the goal of a 20% improvement but the data surpassed that by far. On average, we saw a 50% improvement in attendance with a range of 8% to 100%.

Reflection: Project Outcome Analysis
Our goal of offering an online course for the purpose of connecting students to school and helping them find a purpose for being at school seems to have made a difference to those who completed the course. We also collected pre- and post-survey data which were not included in this project but can give us insight into the specific student learning that occurred. I believe we can also benefit from more consistent and clear communications about expectations and outcomes.

Data Graphic					
Here & Now Attendance Online Success Course					
Completers	1st Quarter	2nd Quarter	3rd Quarter	Dec/Inc by	Pct Change
	Pct days missed	Pct days missed	Pct days missed		
	7.14%	5.84%	0%	-7%	100.00%
	9.74%	3.25%	5.23%	-4.51%	46.30%
	8.44%	10.39%	5.23%	-3.21%	38.03%
	11.36%	15.58%	10.45%	-0.91%	8.01%
	21.10%	3.90%	14.29%	-6.81%	32.27%
	0.97%	14.29%	6.27%	5.30%	56.12%
	0.65%	9.42%	1.05%	0.40%	88.85%
	9.74%	12.66%	8.01%	-1.73%	36.73%
	10.06%	7.79%	7.32%	-2.74%	27.24%
	4.87%	7.79%	2.09%	-2.78%	73.17%
Average Change					50.67%
	Blue-did not participate until 2nd Quarter				

Reflection: Learning and Next Steps
This is a difficult target group because many of our students were not at school in order to have the orientation and/or they are already so overwhelmed with missing work that the course may feel like piling on. We may want to work with teachers to give students a fresh start with their grades and assignments once the course is completed as well, so that they can take what they've learned and move forward from ground level, rather than having to dig out of a hole. It was gratifying to see that our curriculum was effective with those who chose to participate. We may also want to look at the format of the intervention and whether or not the Monday sessions are the most effective delivery. And we need to address better ways to get parent support and encourage and maybe even require participation .