



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

RESULTS REPORT CLOSING THE GAP

Goal:	By June of 2017, at least 80% of 6th Grade student who have a C or lower in a core academic class first nine weeks will pass all academic subjects and will increase one academic class grade by fourth quarter.
Target Group:	6th Grade students with core academic grades at a C or lower during first nine weeks and non-passing scores on the 5th grade Math or English SOL.
Data to Identify Students	First nine week grades and 5th grade Math and English SOL scores

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications
<p><u>Homework Club Activities:</u></p> <ul style="list-style-type: none"> - Worked with students weekly in managing their time wisely by accessing individual student grades and course work due. - Individual academic counseling with each participant weekly to assess grades and student's needs -Organizational skills: organizing binders and cleaning out lockers. -Learning study skills strategies. 		<p>November 11th, 2016- May 10th, 2017</p> <p>18 Meetings held weekly after school for an hour</p>	<p>30 6th grade students invited to attend homework club.</p> <p>-16 attended 10 or more times</p> <p>-6 students attended between 5-9 times</p> <p>-8 students attended only 2 or 3 times. (These students were not included in post outcome or post perception</p>	<p>Perception data was collected through surveys completed by students following the completion of Homework Club.</p> <p>The results were analyzed and are depicted on the graph is attached.</p> <p><u>PRE PERCEPTION DATA</u></p> <p>-100% of parents shared positive feedback on the implementation of this program and their child's participation in the program through direct</p>	<p>Outcome data was collected through review of 4th quarter grades and SOL scores.</p> <p>The results were analyzed and are depicted on the graph attached.</p> <p><u>Data for students attending 5 or more times:</u></p> <p>-100% of Students passed all of their classes.</p> <p>-95% of students attending 5 or more times improved an academic grade by June 2017.</p>	<p>Our Outcome Data shows clear academic improvement in at least one subject for 95% of the students, and 100% of students passed all of their subjects. This met our Program Goal and shows that we were successful in our efforts.</p> <p>86% of the students improved at least one SOL score over the previous year. This shows significant progress of a majority of our students over the previous year. As a result, we will continue to assist with the coordination of this program.</p> <p>Our school mission continues to be that "Student Achievement is</p>

<p>- Weekly After School Sessions:</p> <ul style="list-style-type: none"> • Complete assigned work • Extra help from individual teachers • Organize binders and lockers from counselors • Study for tests and quizzes with peers or adult assistance • Have access to computers to complete online work or use online quiz games to study for tests and quizzes <p>-Individual student academic planning with counselors to discuss academic progress and goal setting.</p> <p>-Individual student counseling to discuss attendance, behavior and other personal or social concerns preventing students</p>			<p>data collection due to low participation</p>	<p>phone and in person conversations.</p> <p>- 90% of the parents of students involved with HW club shared concerns regarding their child's study skills, organizational skills and/or time management.</p> <p>-Four permission letters to participate were returned with notes thanking us for running the program.</p> <p>-90% of students participating shared positive initial (Pre Participation) feedback about participation</p> <p>-100% of teachers impacted by this program shared positive feedback on the implementation of the program and were encouraged to share feedback</p>	<p>-86% of the students improved at least a Math or English SOL score over the previous year.</p> <p>Data for students attending ten or more times:</p> <p>-100% of students passed all of their classes.</p> <p>-88% (14/16 students) increased at least one academic subject grade by 4th quarter.</p> <p>-56% (9/16 students) increased two or more class grades by 4th quarter.</p> <p>-13% (2/16 students) increased a core academic grade three letter grades by fourth quarter.</p> <p>-94% (15/16 students) of students increased either an English or a Math SOL score from 5th grade to 6th Grade.</p>	<p>our Top Priority”, so based on the results of testing and our SIP plan for next year, we will review our gap groups and explore the information gained from the research review as well as our Advisory Council suggestions below in order to better improve the program.</p> <p>By working weekly for 2 quarters after school with targeted students who had lower grades first quarter and SOL tests that were not passed the year before, we were able to improve student self confidence in their ability to achieve. We helped students create positive relationships with other students in the group and with the counselors and teachers working with them weekly</p> <p>Initially, 10% of the students were not positive about their participation in the program, but by the end of the year, 100% of students said they felt better about their grades, organization, and work completion. Those results indicate that continuing the program for those students who meet the criteria would be beneficial during</p>
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<p>from academic success.</p> <p>- Parent/Teacher Conferences held with 91% (20/22 students) to discuss academic progress and plan of action to assist in student improving grades.</p> <p>-Small Group Counseling: focused on addressing stress, making good choices, and handling anger appropriately. (10/30 students)</p> <p>- Collaboration with Parent Liaison to provide Outreach services for students identified as economically disadvantaged (27% 8/30 students)</p> <ul style="list-style-type: none"> • Backpack buddies • School supplies • Coats or clothes for winter • Basic needs. <p>-Coordination of student participation in Tier 2 PBIS Check in, Check out</p>				<p>on the implementation of the program. An additional classroom was added based on a teacher's offer to add additional space for the students.</p> <p><u>Post Perception Data</u></p> <p>-Google doc surveys were provided to students participating, 6th grade academic teachers, and parents of students participating.</p> <p>-100% of students in the program surveyed shared they felt the program helped them to improve their academic achievement.</p> <p>-100% of teachers surveyed felt that the program helped improve student achievement</p>	<p>-25% (4/16 students) increased BOTH Math and English SOL scores from 5th grade to 6th grade</p> <p>Data for students attending between 5-9 times</p> <p>-100% passed all academic classes.</p> <p>-100% of students increased at least one class one letter grade by fourth quarter.</p> <p>-83% (5/6 students) increased two academic class grades by 4th quarter.</p> <p>-67% (4/6 students) of these students increased at least one of their SOL scores from the previous year in Math or Reading.</p>	<p>the 2017-2018 school year. (Perception Data)</p> <p>100% of students involved also said they would participate this year if the program were offered again. Those results indicate that continuing the program for those students who meet the criteria would be beneficial during the 2017-2018 school year. (Perception Data)</p> <p>Based on the research we reviewed, and suggestions made by our Advisory Council, the following steps will be taken in the future to improve retention of students in the program, including:</p> <ul style="list-style-type: none"> • providing snacks, • changing the name to something more positive • implementing targeted lessons to support specific skills that are needed like study skills • facilitating smaller groups for a shorter time frame • implementing quarterly and end of year celebrations for our participants
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<p>program for 3 of the students on this list</p>				<p>- 67% felt it was always or frequently helpful.</p> <p>-33% felt it was sometimes helpful. This is due in part to the fact that students did not work on every class every week and often focused more on one particular class where grades were lower. Teachers of that student's other classes did not necessarily see improvement.</p>		<ul style="list-style-type: none"> • Providing Stingray tickets (PBIS) weekly to students on task and completing work for immediate rewards. • High School Peer Tutoring to assist in working with individual or small groups of students needing support. <p>Pre Perception data was gathered informally through conversations with students, staff, and parents prior to HW club. In going through this process, we realized that next time we will gather pre-perception data in a more formalized manner, prior to student enrollment in the program.</p>
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