



Data Presentation

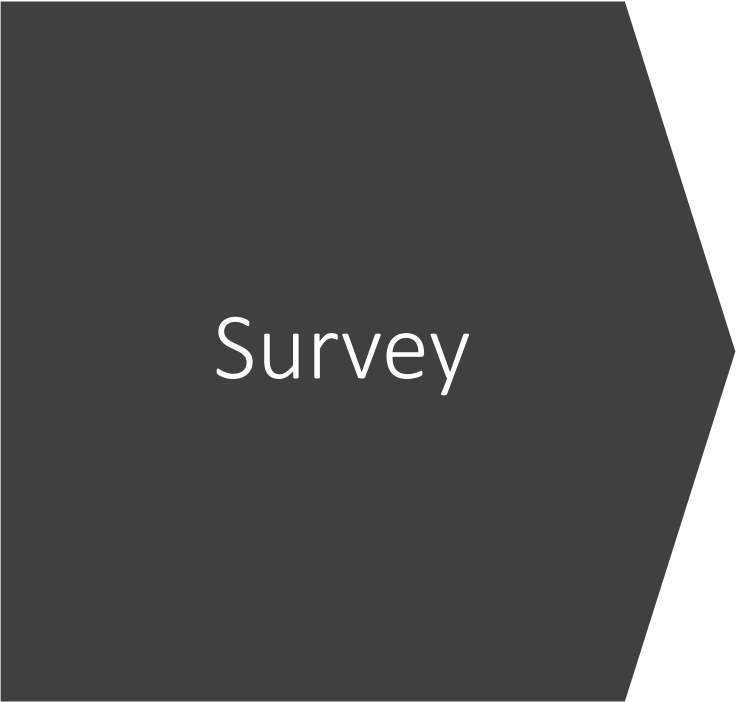
Lydia Caines





Explanation of Survey

- Questions were to evaluate growth mindset and overall social-emotional, academic, and career health among students
- Format used was a multiple answer scale using, “agree,” “neither agree nor disagree,” and “disagree”



Survey

Ninth Grade Needs Assessment

1. I know what classes I need to apply for college.

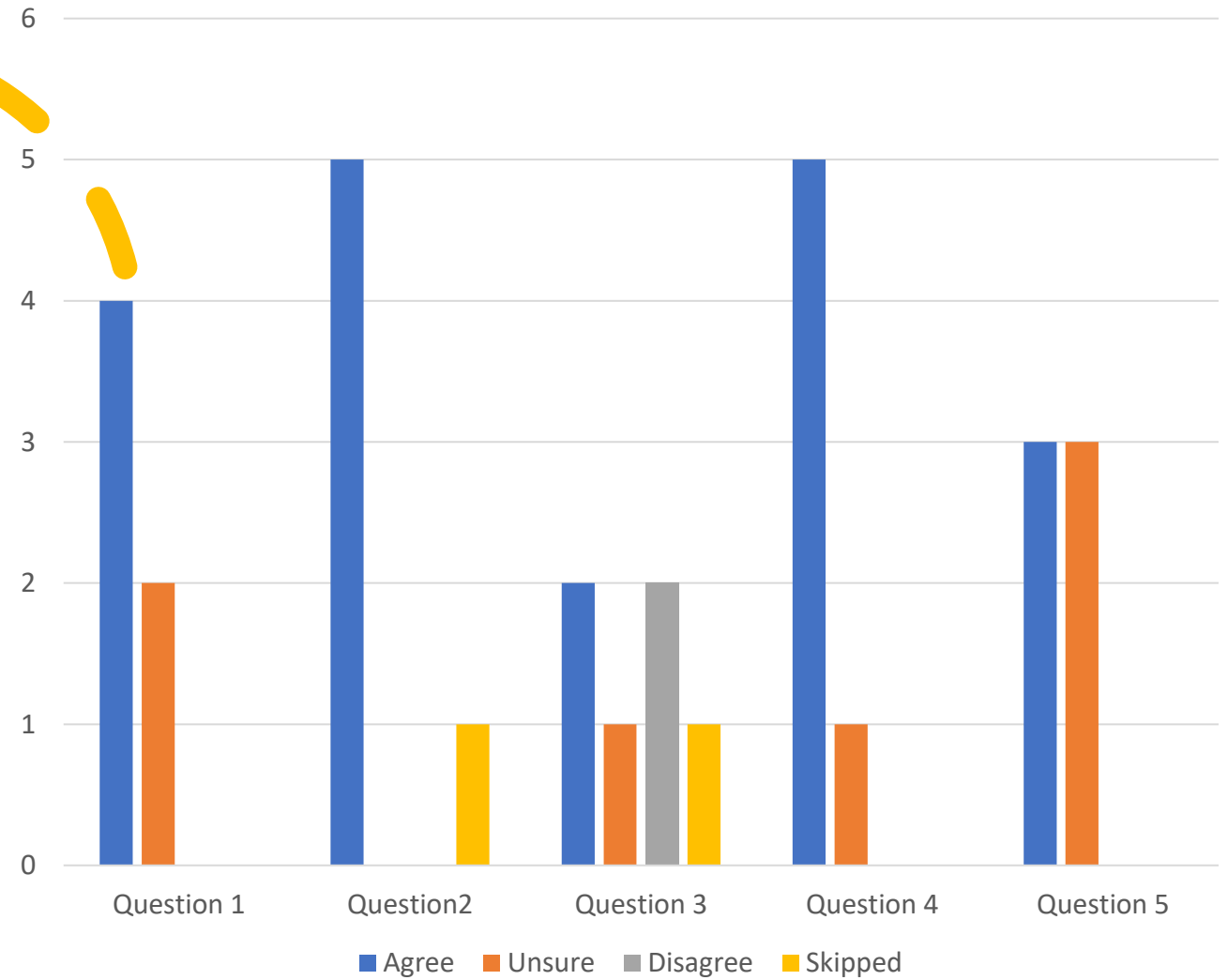
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

2. I know what assignments are due and I complete them on time.

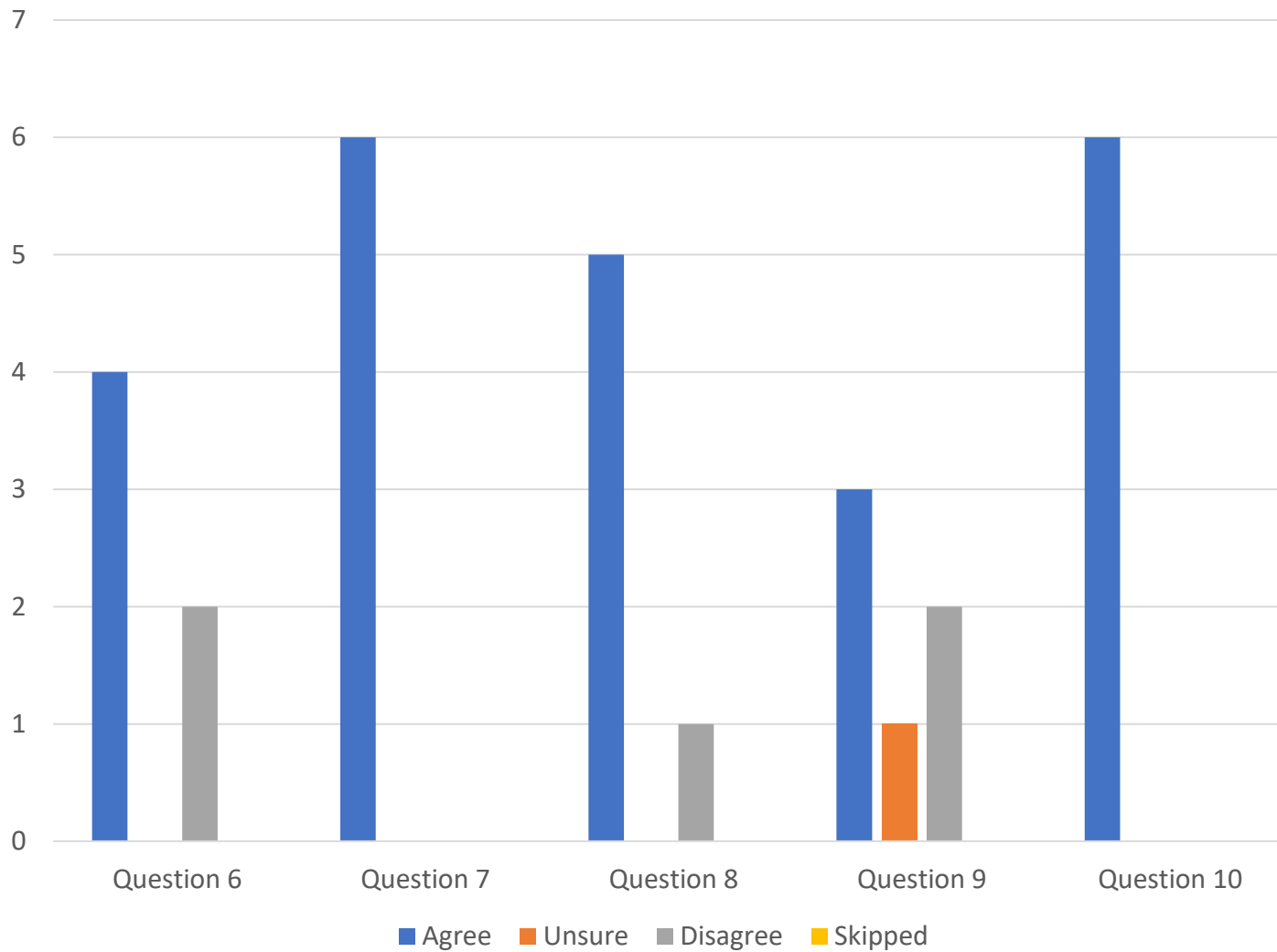
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

Survey Results

Ninth Grade Needs Assessment



Ninth Grade Needs Assessment



Survey
Results

Interpretation of Results

Major Takeaways

- Students need help with general study skills, as well as what supports are available to them
- Students need to know the importance of postsecondary education
- Students need assistance with general critical thinking & coping skills

Recommendations

- School-wide awareness of what supports are available
- Classroom guidance lessons on postsecondary education
- Small group counseling for critical thinking and coping skills



Interventions

Direct Student Services

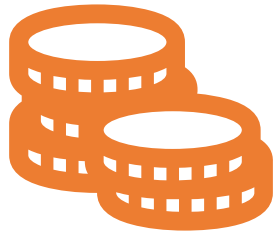
1. Classroom guidance lessons
2. Small group counseling
3. Individual counseling

Indirect Student Services

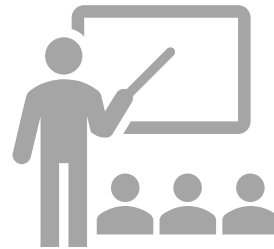
1. School-wide awareness campaign
2. Career day
3. College fair



Systemic Focus



Economic Inequality



Students who come from low-income backgrounds tend to have lower educational attainment and lower educational scores than those from higher income families (Papay, Murnane, & Willett, 2015).



Students from lower income families are less likely to retake major tests, such as the ACT (Mattern, et al., 2018).

Assessing for effectiveness

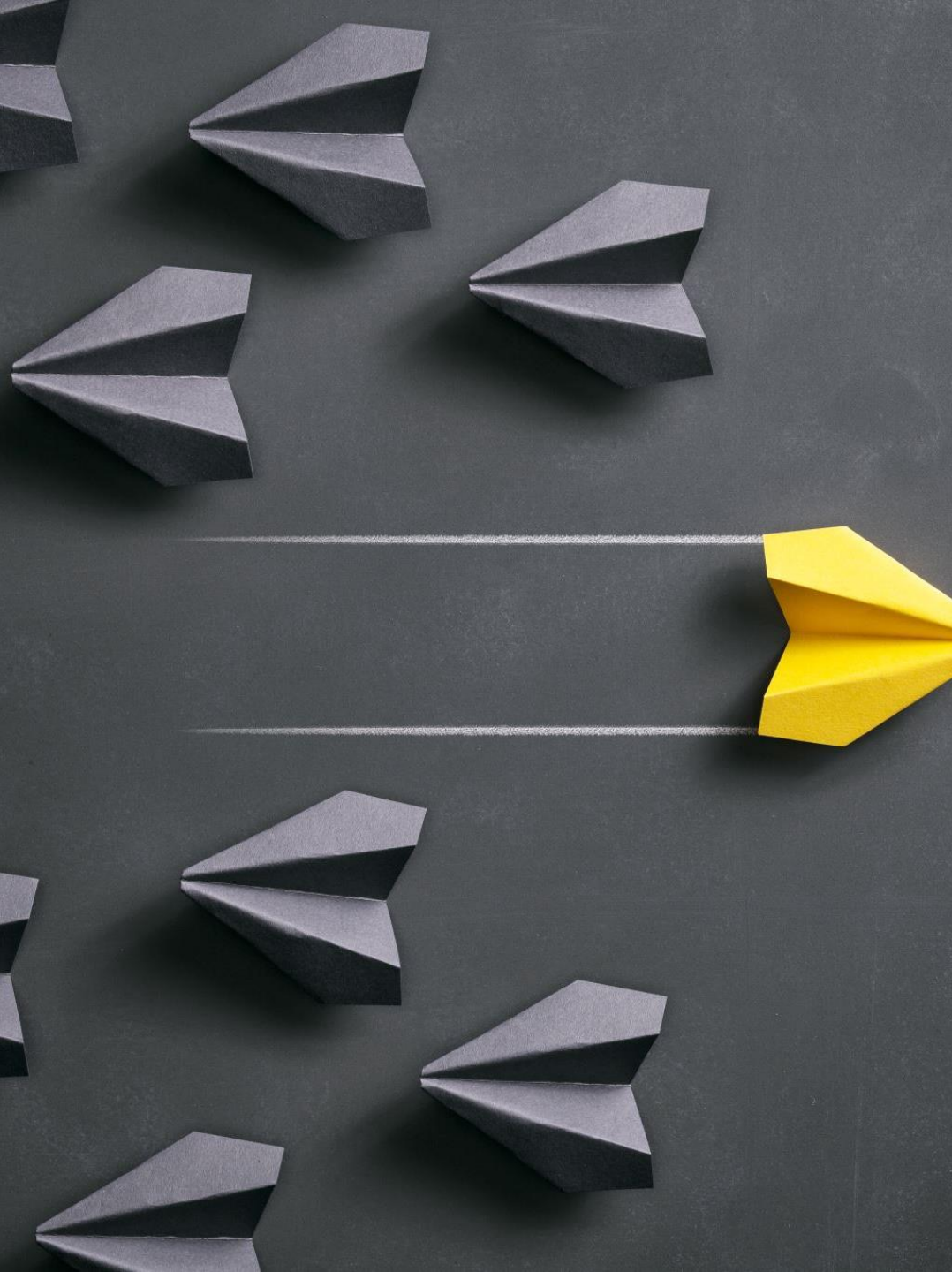
Participation data

- Pre/Post test
- Google docs

Outcome Data

- Pre-intervention & post-intervention data on tardiness
- Data on end-of-the year testing
- Data scores from SAT and ACT





Implementation

- Classroom guidance lessons
 - Career focused
 - Critical thinking
 - Growth mindset
- Small group counseling
 - Struggling freshmen
 - Those adapting to other life changes
 - Career counseling groups
- School-wide
 - Peer-to-peer tutoring
 - Peer mentoring
 - College and career fairs
- Individual Counseling



ASCA Mindset and Behaviors

- B-SMS 10. Ability to manage transitions and adapt to change
- B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
- B-SMS 6. Ability to identify and overcome barriers
- M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success
- M 3. Positive attitude toward work and learning

Announce



Parents

Announce results in
stakeholders
meeting
Newsletter/Pamphl
et



Staff

Staff meetings
Individual involved
teachers



Students

Fliers
Guidance lessons
Collaborate with
teacher for a few
minutes before
lesson begins



Use of Data to Advocate for Programs and Students

- Gathered data to understand what students' needs are
- Modify or change existing policies or programs, or add new ones (Young & Kaffenberger, 2018).
- Remove any existing policies or programs that create inequity among students
- Continue to promote policies and programming that closes the gap



References

Ahearn, C. (2021). Planning for College and Careers: How Families and Schools Shape the Alignment of Postsecondary Expectations. *Sociology of Education*, 94(4), 271–293. <https://doi.org/10.1177/00380407211039272>

Mattern, K. D., Radunzel, J., Bertling, M., & Ho, A. F. W. (2018). How Should Colleges Treat Multiple Admissions Test Scores? *Educational Measurement: Issues and Practice*, 37(3), 11–23. <https://doi.org/10.1111/emip.12199>

American School Counselor Association. (n.d.). *Mindset and behavior standards*. ASCA. Retrieved June 25, 2023, from <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

Opara, I., Metzger, I. W., Dawoud, S., Pierre, K., Assan, M. A., Garcia-Reid, P., & Reid, R. J. (2023). “It Makes Me Feel like I Can Make a Difference”: A Qualitative Exploration of Peer Mentoring with Black and Hispanic High School Students. *Youth*, 3(2), 490–501. <https://doi.org/10.3390/youth3020034>



References

Papay, J. P., Murnane, R. J., & Willett, J. B. (2015). Income-Based Inequality in Educational Outcomes: Learning From State Longitudinal Data Systems. *Educational Evaluation and Policy Analysis*, 37(1_suppl), 29S-52S. <https://doi.org/10.3102/0162373715576364>

Ryosuke Moriyasu, Toru Kobayashi, Impact of career education on high school students' occupational choice: Evidence from a cluster-randomized controlled trial, *Japan and the World Economy*, Volume 63, 2022, 101146, ISSN 0922-1425, <https://doi.org/10.1016/j.japwor.2022.101146>.

Young, A., & Kaffenberger, C. (2015). School Counseling Professional Development: Assessing the use of Data to Inform School Counseling Services. *Professional School Counseling*, 19(1), 1096-19.1. <https://doi.org/10.5330/1096-2409-19.1.46>

Beliefs

We believe that each and every student should have equal access and opportunity to succeed socially, emotionally, academically, and in career-readiness so that they can be productive leaders in society.

Vision

Our students graduate prepared to become responsible, compassionate, and productive citizens who make a positive impact in a diverse and ever-changing society.

Graduation rates are increased by college informational packets and sessions for incoming freshman, small group counseling for at-risk students, and classroom guidance lessons on the importance of a high school diploma and post-graduation opportunities are given at every grade level (Perry, 2017).

Mission

To empower students to that through providing data-based interventions and differentiated supports, students are empowered to reach their full academic, social-emotional, and career potential.

Peer intervention strategies include peer support programs to aide positive relationships (B-SS 2) while transitioning to high school (BSMS10), peer tutoring to aide students to success with challenging coursework (B-LS 8). Additionally, peer support arrangements for special needs students ensures more varied positive relationships (Carter, et al., 2017).



*"Be the change
you wish to see
in the world."*

*Mahatma
Gandhi*

School Counseling

Empowering every student
to succeed



School Name

...

Address

...

Phone Number

...

Email

...

Web Address

Advocacy Statement

We advocate for our students by collaborating with outside sources and implementing data-driven strategies to ensure that all students are given the equal opportunity to succeed academically, socially, emotionally, and career-wise. This is done through data-driven small group counseling, individual counseling, consultation with important figures in students' lives, and collaboration with outside sources.

Career, Social-Emotional, & Academic & Peer Intervention Program

- Small group counseling
- Individual counseling
- Peer support program
- Classroom guidance lessons for social-emotional, career, and academic success
- Career and college workshops
- Collaboration with teachers and other stakeholders to provide greater career & college preparation for students (Welton & Martinez, 2013)

Strategies for Promoting equity in student achievement and college success

- Creating an inclusive environment where differentiated supports are provided
- Equal opportunity and access to high-quality college preparatory resources (Knight-Diop, 2010)
- Using both school and district level data to ensure equity among students' achievement
- Equity starts early on, with college aspirations built at young ages, academic preparations for college are ensured, as well as assistance for college applications (Welton & Martinez, 2013)



Strategies to facilitate school and postsecondary transitions

Students will learn skills such as critical thinking and problem solving, which prepares them to be first-class in the career field. Students will learn about the various post-graduation opportunities and the requirements through classroom guidance lessons and career counseling assessments for students who may need assistance deciding their post-graduation track.



“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

Malcolm X

Data Measures

Data is taken on interventions provided to students as well as on the general student body. Process data is taken on whether an intervention is effective (DaFoe, 2018). This is used through polling before and after an intervention, then comparing results. Perception data is taken through Likert scale polling about the students' perception of their own abilities or another school-related aspect of high school. Finally, outcome data is taken through the rate of absenteeism, disciplinary referrals, low class grades, or college entrance exam scores (DaFoe, 2018). These three parts of collection data enable the school counselor to objectively understand what types of interventions students need, as well as whether the interventions are effective. These data results will be presented in stakeholders' meetings quarterly, to aide stakeholders in understanding how the interventions are enabling students to succeed.

School Counseling Services

A variety of intervention services are provided for students, not limited to:

- individual counseling
- group counseling for various needs, whether it be a grief group or support group for absenteeism
- classroom guidance lessons geared towards social-emotional, academic, and career success
- Collaboration with outside resources for students' success within the school

Consultation with teachers, parents, or another important figure in a student's life to promote positive change

References

- Carter, E. W., Gustafson, J. R., Sreckovic, M. A., Steinbrenner, J. R., Pierce, N., Bord, A., Stabel, A., Rogers, S. J., Czerw, A., & Mullins, T. S. (2016). Efficacy of Peer Support Interventions in General Education Classrooms for High School Students with Autism Spectrum Disorder. *Remedial and Special Education, 38*(4), 207–221. <https://doi.org/10.1177/0741932516672067>
- DaFoe, E. (2018, October). Types of data to measure school counseling program success - american school counselor association (ASCA). American School Counselor Association. <https://www.schoolcounselor.org/newsletters/october-2018/types-of-data-to-measure-school-counseling-program>
- Knight-Diop, M. G. (2010). Closing the Gap: Enacting Care and Facilitating Black Students' Educational Access in the Creation of a High School College-Going Culture. *Journal of Education for Students Placed at Risk, 15*(1–2), 158–172. <https://doi.org/10.1080/10824661003635192>
- Perry, M., Ed. S. (2017). A school counselor's guide to promoting a culture of academic success. *Georgia School Counselor Association, 25*, 48–59. <https://files.eric.ed.gov/fulltext/EJ1178334.pdf>
- Welton, A.D., Martinez, M.A. Erratum to: Coloring the College Pathway: A More Culturally Responsive Approach to College Readiness and Access for Students of Color in Secondary Schools. *Urban Rev 46*, 224 (2014). <https://doi.org/10.1007/s11256-014-0283-8>