**Davis School District Secondary Counselors**

**Data Projects Abstracts**

**2010-11**

**High Schools:**

**Bountiful High School (Guidance Activities ~ Large Group):**

 The purpose of this project was to evaluate our sophomore SEOP practices. The process of our sophomore SEOP’s is to deliver information to our students and parents through a 30 minute power point presentation. We then meet individually with our parents and students after the presentation for a short one on one meeting. This year we wanted to measure the effectiveness of this SEOP. We developed an 8 question test to measure student’s knowledge of important information we planned to discuss in sophomore SEOP’s for graduation and planning. We gave the survey to a control group of 40 students who had received no SEOP. We then gave the survey to 40 students who received a one on one SEOP but no group format, and finally we gave the survey to 40 students who received the 30 minute group presentation, followed by the one on one time with their counselor. It was expected that students who had a one on one SEOP would score the highest, followed by the group/individual students and then the no SEOP students. The data indicated that those students who received the group/individual SEOP answered the questions most correct, followed by the one on one SEOP students and then the no SEOP students.

**Bountiful High School (Closing the Gap ~ Small Group):**

 The purpose of this project was to compare the current method of credit recovery with a new method which would more effectively address the needs of a specific group of students. With the creation of an after school class focusing solely on recovery credit, student outcomes were identified by comparing students who enrolled in the class versus students who did not. The third term was chosen for this comparison. The target group consisted of 16 senior students who were at least 2.0 credits deficient towards graduation at the beginning of the third term. From the initial target group, 9 students chose to enroll in the class (Brave Academy) and 7 students declined the class. The 7 students who declined the class utilized the current method of credit recovery and their results of the number of credits recovered during the third term were compared with the 9 students who chose Brave Academy. The expected results were that those who chose Brave Academy would recover more credits than those who declined the class. The actual results were that those who chose Brave Academy recovered three times as many credits as those who declined the class.

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**Clearfield High School (Guidance Activities ~ Large Group):**

 Because of Clearfield High School’s unique demographics and the discontinuation of our after school remediation program (3-6), a new approach to credit recovery was implemented. The program we developed is called Base Camp. After evaluating all 408 seniors through credit reports and graduation summaries, 76 students were identified as being 1-5 credits deficient making them eligible for the Base Camp program. The purpose of this program was to provide students with the opportunity to make up credit deficiencies and graduate with their class. According to Bob Wise, former West Virginia Governor, “…high school drop outs from the class of 2008 will cost the United States an estimated $319 billion over their lifetime.” (2009, Blackboard Credit Recovery: Exploring Answers to a National Priority p.1.) It was expected that we could increase the number of students graduating ensuring that these students would not become one more drop out statistic. In the book, We Can’t Teach What we Don’t Know, Gary R. Howard states that “Because school success is so highly correlated with success in life… academic achievement has become one of the core social justice issues of our time.” P. 2 As a result of the program 53, of the original 76 students selected will be graduating from Clearfield High School in 2011.

**Clearfield High School (Closing the Gap ~ Small Group):**

 According to John Reyhner, “American Indian and Alaska Native students have a dropout rate twice the national average; the highest dropout rate of any United States ethnic or racial group.” With this in mind, Clearfield High School identified 23 students as American Indian/Alaska Native (AI/AN.) Our goal was to help these students understand the importance of education, provide support, and monitor their progress towards graduation. “Preventing school dropout and promoting successful graduation is a national concern that poses a significant challenge for schools and educational communities working with youth at risk for school failure” (Christenson and Thurlow, P.36.)

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**Davis High School (Guidance Activities ~ Large Group):**

 During the last three year (2009-2011), the Davis High School counseling dept has conducted interest surveys among parents, faculty and students where all three sources state that the majority of out student body plans to move on to college after high school. One of the major stepping stones to continuing education is a student’s ACT score. ACT provides a practice test that helps students as they prepare for the ACT called the PLAN. According to ACT “students who take PLAN are more likely to be ready for college”. This data project is an attempt to evaluate the effectiveness of Davis High School students who participates in the PLAN in raising their ACT Scores. Data was collected to show PLAN participation. Data was also collected to show ACT scores prior to and post PLAN testing. It is anticipated that those student who participate in PLAN testing are able to raise their ACT score a greater degree than students who do not participate in the PLAN test. 228 students took the PLAN test in November 2009 and or March 2010 which were compared to a control group who did not participate in the PLAN test. It is anticipate that students participating in the PLAN test score better on the ACT than those students who do not participate in PLAN testing.

228 students took the PLAN test at Davis High with at least one ACT score

116 students in the control group at Davis High with at least one ACT score

Avg ACT score for those taking the PLAN test group, 24.6

Avg ACT score for the control group, 22.5

Mode ACT score for PLAN test group post test, 28

Mode ACT score for control group 24

High ACT score for PLAN test group, 35

High ACT score for control group, 34

Low ACT score for PLAN test group, 11

Low ACT score for control group, 12

Range (difference) ACT score for PLAN test group, 24

Range (difference) ACT score for control group, 22

% when the PLAN expected ACT score matched actual ACT score, 78%

% when the PLAN expected ACT score was lower than actual ACT score, 15%

% when the PLAN expected ACT score was higher than the actual ACT score, 7%

% students taking the PLAN who have multiple ACT scores, 48% (110 of 228)

% students taking the PLAN who did not have an ACT score, 4% (9 of 228)

Number of students in the PLAN test group scoring 28 or above on the ACT, 90 or 39.5%

Number of students in the control group scoring 28 or above on the ACT, 19 or 16.4%

Number of students in the PLAN test group scoring 18 or below on the ACT, 18 or 13.6%

Number of students in the control group scoring 18 or below on the ACT, 27 or 23.3%

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**Davis High School (Closing the Gap ~ Small Group):**

 High School counselors spend much of their time helping students who fail and do not attend classes regularly. The time necessary to meet with every student individually on a regular basis is not always possible. In this study, we attempted holding a small group during the school’s Advisory period that aimed to improve attendance, GPA, and school attitudes for students in their Junior year who had failed classes. Thirteen students who did not belong to the Special Education program were selected through an interview process for participation. Group content included focusing on taking personal responsibility, talking through school frustrations, and talking about scenarios arising from various media outlets. Results of this group as compared to a control group showed an improved effect size of .433 for unexcused absences and an improved effect size of .248 for GPA scores from Term 2 to Term 3. This group was considered a success, though there are many recommendations for change to increase these effect sizes when running the group in the future.

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**Layton High School (Guidance Activities ~ Large Group):**

 The target group was our sophomore and junior class students. We wanted to use the Universal Encouragement Program in Utah Futures to identify the needs of our students so we can better serve them. We had the sophomores and juniors take the survey when they put in their course requests for next year**.** There are numerous questions asked and, therefore, many factors derived because of the information. We did not have any expectations but the results surprised us. As an example, the number one need on the Career Readiness Concerns portion of the test was, “Hasn’t examined occupational or educational information to find out what high school courses would be helpful for college major or program of study.” We are going to use the information we gathered for our Data Projects for next year.

**Layton High School (Closing the Gap ~ Small Group):**

 Due to administration request, the counselors were asked to give group SEOP’s to our juniors. We used three days to facilitate 19 school time group SEOP’s and 4 evening group SEOP’s. We organized all the juniors by US History classes. Parents were given the choice to attend any of the sessions, daytime or evening. After the SEOP, parents were given a survey to evaluate the content covered during the presentation. All students and parents were given the invitation to sign up for an individual SEOP. Parents reported, at 97.5%, that their needs were met during the group SEOP. We had 200 juniors sign up for an individual SEOP. Since the basic information was covered at the group SEOP, our individual SEOP’s were very individualized and efficient with 93% of those individual SEOP’s attended by at least one parent.

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**Northridge High School (Guidance Activities ~ Large Group):**

 Based on the needs assessment of Spring 2010, the entire department decided to make a concentrated effort to advertise, encourage, and promote scholarships to the senior students in order to have more apply for more scholarship monies.

1. The target group is the students in the graduating class of 2011 who plan on attending college. Graduating class is 499 with 40% planning on attending college.

2. Data was selected from the needs assessment taken by juniors and parents of juniors in the Spring of 2011.

3. The purpose of the project is to increase the number of students that apply for and receive scholarships and other financial aid to help them attend college.

4. Planned a concentrated effort on more avenues of marketing scholarships which involved:

Multiple Advisory class lessons on scholarships and financial aid, Lunch time seminars, Parent Teacher Seminars, Hosting UHEEA Financial Aid Night, Individual college meeting with students during lunch, Announcements, Web postings, School announcements, Parent and Student Emails and Telephone callouts, Student Services Scholarship file

5. Expected results would be that the percentage of students receiving scholarships would increase from the previous 2009-2010 year by a minimum of five percent.

6. The percentage of students receiving scholarships from the class of 2011 is 40% compared to 36% of the class of 2010 an increase of 4%.

**Northridge High School (Closing the Gap ~ Small Group):**

1. Clearly identify the target group: Multi-Cultural/Diverse Students

2. Clearly identify the data on which the target group was selected: Self-proclaimed ethnicity at registration

3. State the purpose of the project: To get multi-cultural/diverse students on a college campus to expose them to campus life and possibilities as well as to give application and scholarship information.

4. Identify methods: Advertising via fliers, verbal school announcements, mailed newsletters, e-mail, phone calls home, website, Face book, and personal invitations.

5. State expected results: At least 30 multi-cultural/diverse students will make a campus visit.

6. State actual results: 32 known college campus visits by multi-cultural/diverse students.

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**Syracuse High School (Guidance Activities ~ Large Group):**

1. Clearly identify the target group: Minority Students attending Syracuse High School.

2. Clearly identify the data on which the target group was selected: At the end of the 2010 school year, it was recognized that while minority students made up 8.77% of our population, they only earned 4.3% of the total scholarships.

3. State the purpose of the project: Increase amount of scholarships awarded to minority students.

4. Identify methods: Classroom presentations, Group SEOP and field trips

5. State expected results: We expect the amount of scholarships earned to increase.

6. State actual results: Scholarships earned by minority students increased over 2000%.

**Syracuse High School (Closing the Gap ~ Small Group):**

 Syracuse High School falls below the Davis District average in ACT scores. We fall below in all sub-categories, as well as in overall composite score. Based on this data, we felt that an appropriate guidance response would be the development of an ACT Prep class targeting ACT test material and test taking strategies. Our target group is all students who want to prepare for the ACT. There is a $65.00 fee for the class which takes place after school, one day per week for 5 weeks, for 2-4 hours at a time. We held 5 sessions over the course of this school year. Our purpose and expectation in offering the class is to raise composite ACT scores for the students and SHS.

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**Viewmont High School (Guidance Activities ~ Large Group):**

 Viewmont has a high percentage of students who plan to attend college. The School Improvement Plan goal of expanding the number of students taking A.P. courses was written to help students be prepared to be successful when they enter college. Incoming sophomores were targeted to receive a lesson about the importance of taking A.P. classes to prepare for the rigor of college. Most incoming sophomores visit Viewmont during the C.T.E tour in February which is held on two days to accommodate three feeder junior high schools. Registration rates for A.P. World History were selected for the data analysis because only sophomores take this class. A 20% increase in registration for A.P. World History was expected after students received the lesson. The results exceeded expectations with a 78% increase in A.P. World History registration.

**Viewmont High School (Closing the Gap ~ Small Group):**

 Parents of Viewmont High School (VHS) students indicated on the 2010 Counseling Department Needs Assessment that they wanted more information about the college application process, scholarships and financial aid. The counseling department’s focus was to meet their needs with an opportunity, other than the SEOP, for parents to receive this information. The counseling department developed a curriculum covering the above topics and presented it in a workshop format called Parent University. Multiple sessions of Parent University were held during the fall parent/teacher conference. The counseling department expected 80 percent of the parents to find the information “very useful” or “somewhat useful.” Fifty-four of 129 attendees responded to the survey, with actual results indicating that 96 percent of attendees felt the information was “very useful” or “somewhat useful.”

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**Woods Cross High School (Guidance Activities ~ Large Group) :**

 The target group for this data project was the entire senior class enrolled in English 12 at Woods Cross High School. Accurate statistics were critical for presenting a correct school profile used with college and scholarship applications and accreditation reports. More importantly understanding the student demographics pertaining to post-high school plans had an impact on the services delivered to the general student body. Therefore, the purpose of the project was to determine an accurate profile of the senior class in order to provide appropriate and effective postsecondary planning services. Seniors present in their English class completed a survey asking about their post-high school plans, scholarships awarded, and their opinion of the services provided through the counseling and career centers pertaining to their post-high school plans. Similar data was collected last year and this year’s data was intended to amplify the results used to create a profile and evaluate services. Anticipated results would verify the 68% statistic currently reported on the school profile as the number of seniors who enrolled in a two-year or four-year college. Based on last year’s results students would consider scholarship information, SEOP’s, ACT preparation, and college applications as the top four beneficial services. These same services would top the list for needing improvement as well. All of the anticipated results were corroborated through the data collected and analyzed. Recommendations for improving postsecondary planning services were made.

**Woods Cross High School (Closing the Gap ~ Small Group):**

 The target group for this data project was the American Indian/Alaskan Native student in grades 10 through 12 at Woods Cross High School who were self-identified as AI/AN. Lack of data for this population and a low score of one on the CCGP’s Standard VII Data and Program Effectiveness indicator – American Indian/Alaskan Native Students formal collection of needs data was the impetus for the project. The purpose was to gather data to identify ways counselors could improve the services and interventions given to the AI/AN population first, by identifying the AI/AN students, second, by tracking their progress toward graduation and third, by comparing data collected from last year with this year to generate worthy projects to “close the gap.” To accomplish the objective, a list of the self-identified AI/AN students was generated from the Encore System. Using Title VII reports, a student questionnaire, transcripts, and student search information, a profile was created for each of the twelve students. Results were anticipated to be similar to last year with a total enrollment of less than ten, with a majority knowing their tribal affiliation, with almost half on track to graduate, and tutoring services considered the most valuable intervention. Surprisingly, however, the results from this year’s data varied from last year with the exception of classifying tutoring as the most valuable service. The total population was twelve, 58% knew their tribal affiliation, and 17% were on track to graduate. These results speak to the need for counselors to design and provide effective services and interventions to improve the graduation rate of this population.

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 **Mountain High School (Guidance Activities ~ Large Group):**

 Mountain High School is an alternative high school. We serve 11th and 12th grade students. Students in both grades come with severe credit shortages but we tend to focus on 12th graders because of the impending end of their high school careers. Consequently, 11th grade students sometimes languish and do not earn the credit or gain the skills they need to in their junior year. This school year, 2010-2011, we decided to introduce student planners containing school policy, mini term calendars, contract forms and a credit evaluation form to all our students during the week-long orientation class. To evaluate the effectiveness of the planners, these juniors are our target group in the first year of a two-year study of student improvement. We want to know if using planners will increase student awareness of their credit situation and be a positive reinforcement for them as they plot their progress visually in their planners. We also want to encourage advisors will be more cognizant of the needs of their advisees by weekly planner checks. Nine-seven juniors who completed the orientation class, with training in the use of the planner, constitute the target group. These students came in to our school at various times during their 11th grade year with an average of 8.25 credits. Their parents were also given planners during the mandatory meeting for parents of new students so they could understand the graduation requirements and their child’s graduation status. This year, the use of the planner was not mandatory in advisory classes, but we intend to make it so next school year, the second year of our study. We have received feedback from staff on ways to improve the planner and they have agreed to use them weekly in advisory next year. A comparison of credit earned by next year’s juniors, when planner use will be implemented more rigorously, should determine if the planners are helping students take more responsibility for their own progress and earn more credit in their junior year. This year’s juniors earned an average of 5.398 credits. For students who are already behind in credit, this is not adequate progress. We expect an increase in credit next year as planner use will be emphasized.

**Mountain High School (Closing the Gap ~ Small Group):**

 Mountain High School is one of two alternative high schools in Davis District. Almost every student is behind in credit when he or she enrolls here. At the beginning of the 2010-2011 school year, forty-eight seniors had fewer than 12 credits, not even half the credits needed to graduate. The purpose of our project was to track and give special assistance to those 48 seniors and to help them make as much academic progress as possible before the end of the school year. Interventions included informing faculty of their acute need, weekly progress checks, and an SEOP with each student. Toward the end of the school year, those of the 48 who remained striving to earn credit received extra coaching and monitoring. These and other strategies were implemented to increase each student’s connection with school. “…A significant body of research indicat(es) dropout rates correspond to a lack of school connectedness (Canto, 2006; Finn, 1989) there is a clear need for strategies which strengthen students’, especially at-risk students’, affiliation with their schools (Canto, 2006, Evelo et al., 1996, Renchler, 2002; Tobin & Burns, 2005).” *The Principals’ Partnership, Research Brief*. We were hoping we could help these students gain academic skills and credit and then transition them successfully to adult education. Of the original 48, 5 students actually graduated with 2 working toward fall graduation.

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**Canyon Heights School (Guidance Activities ~ Large Group):**

1. Clearly identify the target group: All students in the 11th grade

2. Clearly identify the data on which the target group was selected: Juniors have the opportunity to take the ACT March 1, 2011.

3. State the purpose of the project: To better prepare students to take the ACT with strategies for test taking.

4. Identify methods: Student were placed in classes designed for test prep on Fridays; a pre- and post tests were given.

5. State expected results: When students sat on March 1 for the ACT, they would be prepared to sit 3.5 hours and know curtain test taking strategies. This was also implemented to reduce students test taking anxiety

6. State actual results: 42 of 47 students completed testing. 3 were unable to complete the test due to social/emotional issues.

**Canyon Heights School (Small Group):**

 Students attending canyon Heights are interviewed by a licensed social worker. During orientation they are given a BHI. This past semester, twenty-three students were identified as highly stressed and were struggling to come to school. This type of behavior proves problematic for graduation. We notified parents of our Teen Scope Group and sixteen signed up. Eight completed the group and their results were used for consideration in this data. We felt that the students needed to learn how to make good connections with other students. They were taught stress management skills, and learned how to develop strategies to handle their own stress. Students came to group for six, two hour sessions. Eight came regularly and completed the coursework. It was expected that students would increase attendance and rely less on the counseling office. Students did in fact stay in class and as a bonus result, began getting credit.

1. Students that have been identified for their emotional and social phobias.

2. Students entering Canyon Heights take a psychological inventory. Students who scored the highest were identified and presented with the opportunity to join the group..

3. Students will be better able to handle their own stress management. They would also be able to make good connections with friends who could be helpful.

4. Students were given an invitation letter that included parent permission to join the group Thursday nights from Jan 27th to March 3. For two hours each night.

5. Students would be better able to handle their own stress. And identify help for stress.

6. Through journal writing and student questionnaires it was determined that students had grown in their ability to handle stressful situations in their lives. We saw less frequent staying home and leaving class from these students than in the time before the class.

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**Junior High Schools:**

**Bountiful Jr. High (Guidance Activity ~ Large Group):**

 The target group for this data project was all 8th graders at Bountiful Junior High. The day the presentation was given to students, 186 8th grade students were present. Based on the January 8th, 2009 meeting of the Utah State Board of Education, the Board approved some change to R277-462. One of those changes requires that a four year plan be completed for every student by the end of their 8th grade year. The purpose of this project is to improve knowledge of the four year plan, high school graduation requirements and transition to high school. Students were given a pre-survey, received information, and completed a post-survey. Results were expected to indicate a more in-depth understanding of graduation requirements as well as a better understanding and purpose of a four year plan. The actual results indicated that students indeed gained a greater understanding of graduation requirements, transition to high school and understanding the purpose of a four year plan.

**Bountiful Jr. High (Closing the Gap ~ Small Group) :**

 The target group for this data project included Bountiful Junior High parents of 7th, 8th, and 9th grade students. During 9th grade SEOPs several parents asked about college scholarships. As it was not feasible to extend the SEOP block of time for parents interested in scholarships, we decided to bring in a free workshop. (College Fast Lane Scholarship Workshop was presented to counselors in the summer conference 2010). The purpose of this project was to increase parent’s knowledge of post high school scholarships while encouraging students to take rigorous courses in high school. We set up 3 workshops during Parent/Teacher conferences. Parents were given a pre-workshop assessment, attended a one hour session, and then given a post-workshop assessment. Results were expected to indicate a more in-depth understanding of college scholarships. The actual results indicated that parents gained a greater knowledge of the need for college scholarships, how to obtain them, and the rigorous high school coursework expected by many scholarship programs.

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**Centerville Jr. High (Guidance Activities ~ Large Group):**

 Junior High and High School counselors had observed that many 9th grade students and parents seemed unaware of educational and financial opportunities that were available to them in high school and beyond into post-secondary education. We felt this was an opportunity to educate as many of our 9th grade students and parents as possible while using other methods then a traditional SEOP. Colleges, universities, and our local

high school worked interactively with us to use different methods and deliver this information to our 9th grade body. We felt that surveys and follow up would show an increased awareness of these opportunities and empower students and parents to make better choices.

**Centerville Jr. High (Closing the Gap ~ Small Group):**

1. Clearly identify the target group: Academically at-risk-students

2. Clearly identify the data on which the target group was selected: Average G.P.A. of .997

3. State the purpose of the project: Identify reasons why students are not performing academically.

4. Identify methods: Qualitative and quantitative

5. State expected results: Grades improve by tracking students

6. State actual results: Half grade improvement of the group being studied

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**Central Davis Jr. High (Guidance Activities ~ Large Group):**

 The target group for this data project was the student body at Central Davis Junior High School (CDJH). Based on encouragement from the Utah State Board of Education and Davis District to use the Utah Futures Student Portfolio for the SEOP conferences with parents, training on Utah Futures for students was necessary. Teachers of 7th and 8th grade students were given a lesson plan to teach to students during the CDJH Assessment Day. Since 9th grade students were testing at that time, their counselor taught them the same lesson during Advisory class. Students were given the opportunity to access Utah Futures during the small group SEOP. The purpose of this project was to monitor student usage on the Utah Futures website to see if use increased after being trained by teachers and counselors. The data accessed on the Site Usage Report on Administration Tools in Utah Futures indicate there was a significant increase in site usage after the training.

**Central Davis Jr. High (Closing the Gap ~ Small Group):**

1. Clearly identify the target group: The target population at Central Davis JH is any student at-risk for dropping out of school before graduation.

2. Clearly identify the data on which the target group was selected: The students were selected using self-nomination, teacher referral, and parent referral.

3. State the purpose of the project: The purpose of the project is to reconnect students to how important school is and to increase that student’s chances for success in school and graduation from school in the future.

4. Identify methods: Students will attend the Academy class at Central Davis JH. Methods for this activity include the Reconnecting Youth curriculum and a conscious effort by staff to nurture a positive relationship with the student. This is a strength based program focused on reconnecting students to school.

5. State expected results: The results expected from this activity are an increase in student grade point average.

6. State actual results: The results of this activity were that 90% of participants had an increase in their grade point average.

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**Fairfield Jr. High (Guidance Activity ~ Large Group):**

 This project involved all of our 9th Graders (399 students). The data used to measure the academic performance of our target group was the ACT Explore

Test Results and Benchmarks Data for 2010. The purpose of the project was to

determine if our school's curriculum content and strategies including our CCGP curriculum are positively influencing our students’ progression towards College and Work Readiness as measured by the EXPLORE Test Results and Benchmarks**.** This project is a work in progress. Using our EXPLORE Test Results from this year as a baseline, our intervention strategies will and have included:

 1. Teacher curriculum maps aligned with ACT content standards.

 2. Teacher completion of the Curriculum Review Worksheets examining the match between our school's curriculum and the knowledge and skills assessed in the EXPLORE.

 3. School Survey assessing learning strategies used in the classroom.

 4. Updating CCGP curriculum (which includes the EXPLORE Test) and our

SEOP process to include key information supporting College and Work Readiness based upon researched information.

 5. Through SIP collaborative activities continue to implement strategies to strengthen students' college and work ready abilities and skills based upon the information revealed through our earlier interventions and surveys.

 Over the course of another year we would expect our school’s overall EXPLORE Test Results to show a larger percentage of students showing improvement in the areas of College and Work Readiness including those on the bubble (students 2 points above and 2 points below the Benchmarks). This year’s data regarding our 9th graders’ College and Work Readiness scores as identified on the ACT EXPLORE Test have become our baseline to build upon as we continue to implement various strategies over the coming year(s). The data shows some significant room for improvement in helping our students stay on target in becoming college and work ready as they head into high school. 2.

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**Fairfield Jr. High ( Closing the Gap ~ Small Group):**

 At Fairfield Junior High we understand the importance of parental involvement in the academic lives of our students. Students that have a support system in their lives away from the advocacy of teachers and counselors can be better prepared and more successful students and citizens. In order for the support our students receive to be effective, it is vital that the parents and guardians of our students be educated. It is important that they understand the inner workings of the Junior High in order to better serve their student and offer the advice and help they need. Various events and programs are in place at Fairfield to accommodate parent learning and deliver information to them. Some programs are parent-teacher conferences, incoming seventh grade orientation and registration, as well as a 7th grade half-day summer camp offering tours of the school, meetings with teachers, and instruction from the counseling staff. This project however will focus on the New Parent Workshop held for the parents of incoming (in the fall) seventh grade students.

 The target group of this project was this specific group of parents who are sending their first junior high school student to Fairfield for the 2011-12 school year. An invitation was offered at incoming seventh grade orientation, incoming seventh grade registration as well as follow up calls made by the counseling center staff. Participation in the workshop was on a completely volunteer basis. Our goal was to measure how much these parents knew of the school as well as review with them vital concepts and tips for helping their students be successful. There was a pre-test regarding the information covered as well as a post-test to acknowledge if this activity was worthwhile and offered the targeted information in a way parents could understand. Expected results were that any specific questions could be answered by the counseling staff as well as there would be an increase in general knowledge of the parents, therefore offering them the tools necessary to increase their level of parental involvement in their students education. The results of the pre- and post-tests were as expected.

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**Farmington Jr. High (Guidance Activities ~ Large Group):**

 The target group was selected from seventh grade CTE classes and included seventy-four students. “Understanding Learning Styles”, CTE lesson # 9, was presented and a pre and post test were given to determine student understanding of the concepts taught. It was expected that students would demonstrate an increased understanding of the material by improving their scores on the post test. Student understanding did increase fifty percent from pre-test to post-test.

**Farmington Jr. High (Closing the Gap ~ Small Group):**

 The target group for this data project is the entire faculty of Farmington Junior High, consisting of 28 multi-disciplinary teachers. Based on the 2006 State Sponsored Needs Assessment, there is a need for improved ongoing communication and collaboration with teachers to better impact student success. Specifically, the USOE reported that the 8th grade average teacher response reflected that 31% of teachers did not believe the SEOP process was worth the time and expense. Additionally, 41% of teachers indicated they did not understand the goals and objectives of the Comprehensive Guidance Program. The community stakeholders of Farmington Junior High School demand a concentration on individual planning and the SEOP process for the Comprehensive Guidance Program. Therefore, it is imperative that teachers understand and support the SEOP process. The purpose of this project is to improve the knowledge and support of teachers relative to the SEOP process. Teachers were given a pre-inservice assessment, received information, and completed a post-inservice assessment. Results were expected to indicate a more in-depth understanding of the process of the SEOP as well as recognition of the benefits of the SEOP. The actual results indicated that faculty members indeed gained a greater understanding of the SEOP process.

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**Kaysville Jr. High (Guidance Activities ~ Large Group):**

 Findings from parent and student survey indicated 98% of student plan on attending college. Individual 9th grade SEOP’s covers vital high school and college planning. Last year we had 85% of parents attending 9th grade SEOP’s. Using technology to increase parent participation in 9th grade SEOP's by allowing parents to schedule SEOP appointments online. Exit surveys where administered with positive marks for time well spent. While only a small improvement in parent participation was achieved. Rescheduling was decreased and parents indicated the appreciation in scheduling their own appointment.

**Kaysville Jr. High (Small Group):**

 The target group included 13 ninth grade students. The students were identified by the counselors in 8th grade and discussed in our LCMT (Local Case Management Team) based on their failing grades. Based on the Kaysville Jr. High DRSL #4 (Provide opportunities for student involvement and success) and the 2010 Needs Assessment (97% of our parents feel that their student is planning on attending college) the students were selected for our 9th grade transition class. The purpose of this project is to be an academic intervention in helping 9th grade students to maintain credits for high school graduation. The method used by the counselors involved an academic comparison between their 8th grade 2nd semester failing grades and their 9th grade first semester. Results were expected to indicate that the students were able to pass more of their classes by taking the 9th grade transition class. The actual results indicated that the students indeed received fewer failing grades.

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 **Legacy Jr. High (Guidance Activities ~ Large Group):**

 In an effort to combat bullying and teach valuable life skills, counselors worked with the 2nd semester 7th grade Utah Studies students for a 90 minute problem solving lesson. The lesson was designed to teach students personal and social skills: the impact of their communication with others, and steps to effective problem solving. Students participated in pre and post tests, a class activity, and a group discussion. We anticipated that some students would already be familiar with some of the steps used in problem solving and that all would learn additional components to supplement prior learning. As expected students showed learning, 64% of those participating were able to list 4 additional steps than they could list at the beginning of the lesson.

**Legacy Jr. High (Closing the Gap ~ Small Group):**

 In an effort to help 9th grade students achieve high school credit in core classes prior to the end of 1st term, Counselors at Legacy Junior High School met with students failing one or more core classes (English, Math, Earth Systems, Geography). The purpose of the study was to identify the impact of Counselor Intervention in regards to the number of students who may need to remediate classes. Interventions included making students aware of failing grade(s); providing a copy of current scores and a record of missing assignments; discussing organizational skills, advantages of turning in partial work, the importance of appropriate communication skills and how to approach teachers for help; introducing a daily tracker and time management skills; offering after school tutoring and conferencing with parents and teachers, as necessary. Counselors expected there would be a reduction in the number of F’s after meeting with these students. As anticipated, there were 52% fewer F’s when students received additional encouragement and academic support from a counselor prior to the end of the term.

**Millcreek Jr. High (Guidance Activities ~ Large Group:**

 Our target group was the entire 9th grade class. Students completed a pre- and post-survey on the various career guidance lessons and experiences they participated in during their 9th grade year. The surveys attempted to measure the students’ perceptions of the career guidance lessons and experiences. Did the students view the lessons and career experiences as useful to them in preparing them for their future? Did the students view their SEOP and high-school information booklet as useful? The post-survey showed that students felt the Career lessons and experiences from 9th grade were very positive and helpful to them.

**Millcreek Jr. High (Closing the Gap ~ Small Group):**

 We chose to mentor some of our low-achieving and Native American students. Our goal was to meet with students on a bi-monthly basis. We hoped to see an increase in academic success as shown by improved grades. We also hoped to see an improved connection between students and the school (counselors). In our mentoring sessions, we visited about grades and helped students learn to organize their work. We tracked grades through their report cards and had students complete a pre- and post-mentoring survey to measure their perceptions of the school. Unfortunately the students’ grades did not rise to the level we had hoped for, but their perception of the school and the help they received from the school counselors went up dramatically.

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**Mueller Park Jr. High (Guidance Activities ~ Large Group):**

 Students will have a positive connection to school and counselor resulting in an ability to maintain or increase their GPA and develop positive school attendance. Ethnically diverse 7th thru 9th grade students were identified to meet monthly with counselors to review grades and attendances and to discuss school challenges they might have. Due to a school boundary change for 2011, the ethnically diverse population doubled during the first year with a projected increase in ethnic population over the next two years. Students were selected based on indicators marked by their parents upon enrollment in the district. If a student was marked as being American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or multiple races they were included in the project. Students were called down at least once a month or more depending on student’s needs. Students’ 1st thru 4th terms report cards were used to identify project success. The average of students that maintain or increased their grade point average was 47%.

**Mueller Park Jr. High (Closing the Gap ~ Small Group):**

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**North Davis Jr. High (Guidance Activities ~ Large Group):**

 The target group for this data project is all 332 8th grade students at North Davis Jr. High. 65%-70% of 8th grade students here at North Davis Jr. High are on free or reduced lunch. According to the statistics provided by the Utah state office of education, 30% of these economically challenged students will drop out of High School. The purpose of this project was to provide a high-intensity education, as an early intervention, to these at-risk students by preparing students for High School through the process of educating them on the requirements of High School, making sure they understand that High School starts in their 9th grade year, and discussing how the decisions made during the High School career will affect post-High School opportunities. Students were given a pre-test questioning their knowledge on the rigor, requirements, implications, and consequences of their choices during High School. We then provided education though visiting the classroom, and then individually during the SEOP. Results were expected to indicate a greater knowledge of the importance of High School. The actual results showed a much improved score, however, not as high as we expected.

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**North Davis Jr. High (Closing the Gap ~ Small Group):**

 At North Davis Junior High, one the most important aspects of our school improvement plan is to improve math scores on the end of level CTR test, and to increase the number of students taking upper level math classes (Algebra 2 Honors). For years we have force fed our 7th grade Algebra 1 class with 30 to 35 students, most of whom did not meet district minimum requirements, in order to have enough students to offer Algebra 2 honors at our school. The district recommends that only students with a score of 80 or above on the Orleans Hanna Algebra Readiness Test be admitted to the class. In order to get enough students to fill an entire class of 35 we regularly admitted students who scored as low as 50 on the Orleans Hanna test. Before the 2007-2008 school year, the counselors working with the administration and the mathematics dept head came up with an intervention to help our math scores improve. Only those students who met the district recommended score of 80 were admitted into Algebra 1; all other 7th grade students were placed in a Transitional Math class where they were required to pass a number of basic skills. Students who did so were moved into a Pre Algebra class at the end of 1st term or the end of 1st semester. The decision to do this was made because of our school’s demographics. With around 70% of our school on free or reduced lunch, an annual turnover of about 1/3 of the student body, 15 to 20% Special Education students and a like number of ESL students, we have a highly at risk school. Many of our students have not had a stable elementary experience, and have in short missed many basic skills which make it difficult to move into more advanced math classes.

We felt this plan was highly effective in that students who took the Intervention class, moved into Pre Algebra during their 7th grade year, and took Algebra 1 in 8th grade scored above the district average, something we had failed to do in years past. Students who failed to pass the mastery skills and remained in Transitional Math also demonstrated improvement.

 The concern from the district was that we no longer had sufficient numbers of students in 7th grade Algebra 1, and that students who were ready to take Algebra 2 Honors in 9th grade had to attend magnet classes at the high school or change schools. During the summer before the 2009-2010 school year, the counselors, school administrators and district math coordinator met to devise an intervention that would increase the number of students taking Algebra 2 in 9th grade. Despite the fact that only 2 students met the district requirements for the class, 60 incoming students (as determined by the Orleans-Hanna, CRT scores, Iowa Test scores and teacher input) were placed into Algebra 1classes. There were no extra accommodations made for these students in class. They followed the same curriculum as the 8th and 9th grade Algebra 1 students. There was not the traditional “all” 7th grade class. Tutors were offered to help both before and after school. All parties involved hoped that these students would rise to the challenge and perform according to higher expectations.

 The target group selected, for our data project are these 60 students. We wanted to see how many of them were successful. We would determine this by how many students stayed in the class, end of level tests, and perhaps most importantly how many advanced to take Algebra 2 Honors in 9th grade. The Counselors feared as in years past that most would be unsuccessful, and drop the class. This was planned as a two year project.

 During the 2009-2010 year 22 students, for a variety of reasons, left the class. Another 12 students selected to repeat the class; 11 of them had failed one or more terms of Algebra 1. During the 2010-2011 year another 10 students moved, dropped or opted to repeat Geometry. Only 16 students registered to take Algebra 2 honors.

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**North Layton Jr. High (Guidance Activities ~ Large Group):**

 Parent participation in their students’ education plans provides them with the opportunity to celebrate student accomplishments and review any areas of concern. Getting parents to attend has been a struggle with the student demographics at NLJH. Evening group sessions have kept parent participation above 60% in past years. Daytime SEOP sessions were tried for the first time this year. The parent participation was dramatically lower than previous years.

**North Layton Jr. High (Closing the Gap ~ Small Group):**

 Twenty-five seventh grade students were selected to participate in weekly counselor conferences to increase academic progress and school connection. Students were referred to the Local Case Management Team by teachers, administrators and parents as being at risk for academic failure. The LCMT reviewed student test history in CRT and IOWA scores, classroom behavior and interventions, current academic grades and student cum files to select the students. During meetings with the counselor, student grades, attendance and behaviors were reviewed. The final data did not support an increase of student GPA when comparing 1st term to 4th term grades.

**South Davis Jr. High (Guidance Activities ~ Large Group):**

 The target group for this data project is the entire 9th grade student body, consisting of approximately 300 students. Each year South Davis Junior High’s 9th grade students have participated in career preparation activities, including writing resumes, completing applications, taking part in a one-on-one mock job interview with an adult professional, and sending a thank-you note following the interview. The 9th grade English teachers currently include this unit into their curriculum each year and the counselor’s teach a guidance lesson and set up, and facilitate the mock interviews. However, with the growing demands on teachers, and the fact that these concepts are no longer part of 9th grade English core curriculum, the project’s intent was to measure the effectiveness and value of continuing the mock interviews. Students were given a pre-test, received curriculum, participated in the mock interview, and completed a post-test. Results were expected to indicate a better understanding of the skills necessary to have a successful job interview and for the students to have an increased opinion about whether the mock interview was helpful in preparing for future job interviews. The actual results indicated that students did gain both.

**South Davis Jr. High (Small Group):**

 The target group for this data project is two classes of past 9th grade Biology students. There have been five Biology classes taught at South Davis Junior High over the past three years. However, each year there is a big discussion about 9th graders taking Biology. Concerns have been expressed that if students are not in Algebra 2 in 9th grade they will not be prepared to take Chemistry as a 10th grader. Another concern that has been expressed is that if students take Biology in the 9th grade they will not continue taking as many subsequent sciences courses during high school. Students were tracked throughout their high school years (3 years). Data was collected on grades achieved in their subsequent math and science classes. In addition, data was collected on the number of subsequent science classes students enrolled in. The actual results indicated that taking Biology as a 9th grader did not impact subsequent science courses and students were successful regardless of their math level.

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**Sunset Jr. High (Guidance Activity ~ Large Group):**

 Developmentally, the Junior High years tend to be the most vulnerable to corruption of positive self-image and the deprecating of the infinite self-worth of the human spirit. Through the implementation of a Support Group in which students are exposed to continuous positive regard, taught skills for healthy relationships, and given opportunities to express themselves and learn about the true meaning of beauty, the involved youth will be able to improve their confidence and perform to their ability. Eleven 8th and 9th grade girls were given the opportunity to participate in the group that was held for 12 sessions over a 5 week time period. The results of the group are revealed in the final group survey, their grade point average, and their citizenship grades. The facilitation of this group appeared to be effective with eight of the eleven girls obtaining an increase in their GPA and citizenship grades.

**Sunset Jr. High (Closing the Gap ~ Small Group):**

 In the 2009 PNA report our school learned that many students at Sunset Jr. High have used inhalants, prescription drugs, ecstasy, or steroids. Our percent of use exceeds both state and national standards. Students suggest that parents provide a place where they can use alcohol and often provide it for them. Issues that put students at risk for this include availability, poor family management, academic failure and depressive symptoms. Protective factors include community rewards for pro-social involvement, and within the school, opportunities for pro-social involvement. For the past nine years we have supported Red Ribbon Week curriculum and offered for our entire student body and community a Fun Run event after school to address this concern in our school. During week-long participation with activities and education, students were able to identify harmful substances and make a personal pledge of non-use. Through a Pre/post survey students indicated additional interest in learning more about the risks of substance use and abuse, recognizing risk involved, and solicited help.

**Sunset Jr. High (Closing the Gap ~ Small Group):**

1. Clearly identify the target group : Student body

2. Clearly identify the data on which the target group was selected: 2009 PNA report

3. State the purpose of the project : To make students aware of the risks of harmful substances, how peer pressure affects use, and the consequences of use.

4. Identify methods: Both a quantitative and qualitative Lickert scale survey

5. State expected results: Students are able to identify harmful substances, make a personal pledge of non-use, and indicate perceived need for continued education.

6. State actual results: Through a Pre/post survey students indicated additional interest in learning more about the risks of substance use and abuse, recognizing risk involved, and solicited help. A flat response to educational interventions was noted.

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**Syracuse Jr. High (Guidance Activities ~ Large Group):**

 The *purpose* of this project was to determine if providing the appropriate seventh grade math placement accompanied by study skills guidance activities and progress tracking would increase student achievement in math as measured by their ability to perform at 70% or better (41/58 raw score) on the math section of the CRT at the conclusion of the seventh grade. The *target group* included 74 seventh grade students who were *identified*, through a math placement test, as deficient in math readiness for Pre-Algebra. *The expected result* was that 50% of the target group would perform at 70% or better on the end of level math CRT and that 80% of the target group would increase their ability to use study skills strategies effectively as measured by their responses on a student survey. *Research Methods* involved data that was collected to identify appropriate math placement and reflect student academic progress throughout the year. In addition student surveys were administered to evaluate the effectiveness of the study skill guidance activities and progress tracking. The *result* of this project was that 50% of the target group performed at 70% or better on the math portion of the CRT. The study skills/progress tracking post-survey indicated (85%) of students in the target group increased their ability to use study skill strategies effectively.

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**Syracuse Jr. High (Closing the Gap ~ Small Group):**

 During my three years at Syracuse Junior High School, at least 1/3 of the 8th graders fail one or more classes. I thought that maybe I could change these results by spending more time with a selected group of students using the Hawthorne Effect. I decided to meet with the upper 10% of the bottom 20% one or more times each month and reward them with verbal and monetary rewards (candy), for grade improvements. Students’ GPAs were checked and compared each term. Any increase in their GPAs demonstrated improvement.

 I identified the bottom 20% (77/380) of 8th grade students using their 4th term GPA from seventh grade. Then, I divided the bottom 20% into two groups, the bottom 1/3 (23) and the upper 2/3 (54).The upper 2/3s was divided in half with an experimental group (27) and a control group (27). Once the experimental group was selected, I met with them to inform them that they were selected as part of my “Student to Watch Group”. I met with them regularly to see how they were doing in school. I would verbally encourage them and offer a reward if they made any type of improvement in school.

 The expectation was that the students would improve their GPAs each term based on the theory behind the Hawthorne Effect. The results of the data show that less than 50% of the *experimental group* increased their GPAs.

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**West Point Jr. High (Guidance Activity ~ Large Group):**

1. Clearly identify the target group : 8th grade students

2. Clearly identify the data on which the target group was selected: Historic GPA for 8th graders seems to be lower than their 7th grade GPA.

3. State the purpose of the project: To assist 8th grade students in helping them recognize the need for improved academic effort, also this activity helps us fulfill the opportunity for Career and Life management exploration.

4. Identify methods: Pre and Post survey of Reality Town.

5. State expected results: We anticipated that students would enjoy the experience and also sense a degree of frustration when they realize that the amount of money they had to spend was based on their GPA.

6. State actual results: We found a slight increase of understanding of the correlation between doing well in school with career and life success. We also noticed a 52% increase in grades from the previous semester for 8th graders after the simulation.

**West Point Jr. High (Closing the Gap ~ Small Group):**

1. Clearly identify the target group: Students who are struggling academically and are taking a Study Skills class to help improve their grades.

2. Clearly identify the data on which the target group was selected : Students who are near or at failing grades in their core classes and have been recommended during their SEOP, for them to take a Study Skills class.

3. State the purpose of the project : To teach methods of study skills to students that will help them learn more effectively and thereby raise their grades.

4. Identify methods: A Counselor went into the study skills class one day a week for one full term to present information and teach a lesson to the students.

5. State expected results: At least fifty percent would raise their grades.

6. State actual results: While ninety percent maintained their GPA, only ten percent actually raised their GPA one full point.