

**Davis School District Secondary Counselors
Data Projects Abstracts
2007-08**

Bountiful High School (Large Group):

Last year during our junior SEOP's we had all parents who attended the SEOP conference, the faculty, and over 100 junior students fill out a survey asking district generated questions concerning Comprehensive Guidance and how they felt they were being served by the counselors. This survey was later used in our review in December, but it also gave us feedback that allowed us to look at areas where the survey participants thought we could improve. Several of the areas where there was a lower level of satisfaction was in the areas of choosing classes particularly in the CTE areas that would help with skills that could be used for future success in a job or a profession. Our CTE director decided to increase awareness of CTE options and their relationship to future job skills and professional success by giving these students help in making some of these class choices by giving actual tours of the CTE areas during the Career Unit in Driver's Ed. classes. Every student was allowed to visit every CTE class and listen to the instructor explain what the class taught and which job skills it would provide. Various professions were mentioned and discussed in each CTE area. We noticed during spring registration that the students were more aware of what would be learned in these classes and the advantages of each class for future professional pursuits. Total numbers increased for some of the classes that previously had not had large enrollment numbers.

Bountiful High School (Small Group):

During the last few years we have been seeing an increase in our Hispanic population who most are Spanish speaking. Because of language and social issues, they tend to struggle academically and run in groups that are not always concerned about getting to school or attending class. Out of 54 Hispanic students who began the year, we have lost 10 to alternative education, most of them to the 3-6 program. We felt a need to help them academically first and then work toward targeting the social issues which greatly influence their attendance. We decided the language issue should be tackled first. We petitioned to use Trustland money to purchase Rosetta Stone, a system for teaching English to non-English speaking students. It took a while, but by 4th term we were able to purchase six systems which contain three levels of learning. We put three in the ESL Study Skills room with an instructor and three in the library for students who had an additional study period. Some of the students provided to be fairly knowledgeable, but for others with limited skills, this system was a great way for them to learn English. We will be able to have this system in place for the beginning of next year and begin to work on the social aspects also with the goal of keeping these students in day school with graduation in the future. We will continue to gather data next year and hope to see greater academic success and increased social interaction by our Hispanic population.

Clearfield High School (Large Group):

The project is an effort to improve communication of Comprehensive Guidance information and available services to CHS students and their parents through increased use of the enhanced CHS Counseling Webpage.

Clearfield High School (Small Group):

The project is in response to increased demands on counselor time and the inability to provide individual SEOP conferences for each sophomore. Counselors simply cannot continue to keep up providing all services required of them. This project will endeavor to continue providing each sophomore with Comprehensive Guidance information and services. The sophomore advisories will be used for small group presentations in providing Comprehensive Guidance information, individual graduation summaries, and available services information. Individual SEOP conference appointments will still be provided for all students during their junior year.

Davis High School (Large Group):

For the past several years Davis High has had a total student population over 2,300. Many of these students have reported, through surveys, that they are not attached to the school and that there are no significant adults at the school that make them feel welcome, accepted and/or needed. In an effort to help students feel accepted and needed at the school, Davis High has instituted advisories and tutorials to give students a significant adult who cares about them and can help them succeed.

Davis High School (Small Group):

ACT Prep Class: Davis High School is traditionally a college prep oriented school and in anticipation of students continuing after high school an ACT prep class has been created to help students improve their scores and increase their chances of successfully entering their college of choice.

Layton High School (Large Group):

We all want our students to graduate prepared for a future career. We want small-learning communities to assist in this. As we implement small-learning communities, it is difficult to measure its effectiveness. We decided to measure two aspects that we feel has been empowered through the organization of small-learning communities. The first is the creation of the five Legions and the career pathways in each legion that identifies the many classes offered at high school to prepare for a future career. This document identifying the Legions and career pathways can be found at <http://www.davis.k12.ut.us/schools/lhs/Course.html>. To measure this we will track the number of awards given. No conclusions can be made until we have more years of data. This year's seniors will create our baseline. The second is to track the number of students who accurately select a legion. To measure this we will track the number of students who change their Legion selection after a 2-week career unit. The results show that students do change their Legion after they are given interest inventory tests and access to information about the jobs they are interested. In the future, we will track the number of students who change their Legion selection during the SEOP. We will have more conclusions of the effectiveness when our current sophomores actually receive their Legion awards and we have that data to compare to this year's data.

Layton High School (Small Group):

We wanted to improve communication of college deadlines and scholarship opportunities. We currently keep a website, visit seniors every month, and provide a monthly handout of opportunities. We feel students spend a lot of time on the internet, and we wanted to take advantage of that resource. We decided to focus on the juniors this year and teach a lesson that exposes them to opportunities the internet provides, specifically the school website, Utah Mentor, and act prep sites. After the lesson, accessing Utah Mentor and the desire to use the internet for ACT prep increased. Percentage of students accessing the school's website didn't increase.

Northridge High School (Large Group):

Financial aid and scholarships play an important role in determining a student's ability to attend post-high school education/training. A concentrated effort to inform Northridge High School students and parents about scholarships and financial aid would allow them to have a broader base to choose future career pathways.

Northridge High School (Small Group):

What AVID is...

- *AVID is an acronym that stands for Advancement Via Individual Determination.*
- *AVID is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success.*
- *AVID places academically average students in advanced classes.*
- *AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families.*
- *AVID is for all students, but it targets those in the academic middle.*
- *AVID is implemented school wide.*

What AVID isn't...

- *AVID isn't a remedial program.*
- *AVID isn't a free ride.*
- *AVID isn't a niche program.*
- *AVID isn't a college outreach program.*

Syracuse High School (Large Group):

During an in-service training on Comprehensive Guidance, a pre-test, presentation, and post-test was given to the faculty members in order for them to gain an insight as to what counselors do and to gain a perspective that Comprehensive Guidance includes the entire school, including the faculty.

Syracuse High School (Small Group):

In February we started a small group project where we began to track 20 students and meet one on one with them at least once a week.

Viewmont High School (Large Group):

In an effort to educate the Viewmont faculty on Comprehensive Guidance, our counseling department developed the training program, "A Quick Guide to Comprehensive Guidance." The presentation was delivered at a faculty meeting, September 28, 2007. In order to assess the effectiveness of the in-service, a pre and post-test were given. The post-test was administered at the following faculty meeting, October 5, 2007. The data shows that after the training the faculty had a greater understanding of the components of Comprehensive Guidance and the roles of counselors in the school.

Viewmont High School (Small Group):

The effectiveness of the SRC (study hall, remediation, and collaboration) period on Utah Basic Competency Test (UBSCT) re-take pass rates.

Woods Cross High School (Large Group) :

This study measures a pre-test/post-test survey for 307 juniors at Woods Cross High School. The project was initiated to address the increased number of reports of cyberbullying and the recent publicity of misuse of cell phones. The survey assessed the students' ownership of cell phones and their knowledge about the cyberbullying by exploring the definition, level of participation, how to deal with the problem, and the legal and emotional consequences. Participants were tested prior to a twenty minute power point presentation and brief discussion. A post-test was administered to determine if the students' knowledge level had changed. Questions pertaining to legal consequences and procedures for reporting harassing messages showed increased knowledge after the intervention.

Woods Cross High School (Small Group):

This study identified the juniors and seniors who had not passed the UBSCT writing subtest as of October 2007. Forty-one students were identified and notified by mail and a personal invitation about the remediation. Two periods of instruction were held the week prior to the makeup test. Thirteen students completed the instruction. Twelve of these students passed. Twenty-eight students chose not to participate in the remediation and all twenty-eight failed the test. The remediation was offered again in February to the thirty juniors and seniors who had not passed. None took advantage of the remediation, but five still passed the test. Results portray a high success rate of passing the test when students attend the remediation.

Mountain High School (Large Group):

We have an open-enrollment policy; new students are enrolled throughout the school year. We are continuing our on-going effort to track and then retain every student who is referred to Mountain High School. They are strongly encouraged to take the orientation class which lasts one week. During this time, we get to know them better so we can design a program that is based upon their needs. Students who complete orientation are much more likely to be successful at our school. This year, we have made a greater effort to get students to agree to sign up for orientation and then to make reminder calls, encouraging their attendance. Some students have employment or family commitments that make it difficult for them to attend orientation. We hoped that a greater emphasis on the importance of orientation and follow-up calls would increase the percentage of new students who complete orientation. Note: some students enroll at Mountain High who are not working for a high school diploma; they want to access programs at the Davis Applied Technology College (DATC) and are not expected to enroll in orientation.

Mountain High School (Small Group):

Mountain High School is the alternative high school in Davis District. Many students come with a long history of truancy and poor school attendance. Dropping out again from the “last chance” school is particularly damaging to students at the end of their high school years. Students who were particularly at-risk for truancy and dropping out were identified by the counselor and the orientation teacher after a week of orientation and were enrolled in a Reconnecting Youth class. Our goal was for students to remain enrolled in school during the entire year and to make progress toward graduation. We felt the curriculum would be helpful to students, but more effective would be the individual relationship with a caring, enthusiastic teacher.

Canyon Heights School (Large Group):

Canyon Heights is a small alternative high school for young parents and emotionally fragile students. Our rate of free and reduced lunch is 63%. Many of our students do not have opportunities to explore career and education options. We take seniors on field trips to colleges and industries so that they can better explore their options and become aware of the many diverse careers that are available to them. Upon their return they write a paper concerning what they saw and how this particular trip will benefit their life. Many have gone back to the industry and applied for jobs. I have a higher rate of students taking the ACT and applying for college.

Canyon Heights School (Small Group):

Canyon Heights is a young parents’ alternative high school in Davis County. We have also included some emotionally fragile students. Our young men include fathers and other young men. We put them together in an advisory setting to give them time alone from their significant others and let them bond as men and have some time with a male role model. Advisory meets daily for thirty minutes. The young men became a very cohesive group. They were able to look at their lives and choices and make changes. Seventy percent have stayed in school and are working toward graduation.

Junior High Schools:

Bountiful Jr. High (Large Group):

Bountiful Junior High added the Mock Job Interviews into their guidance curriculum as a new activity this year. Since it was a new activity we did a pre and post test to see if the students felt it was a valuable experience. We expected that most students would feel it was valuable prior to doing it, and those that did not feel it was valuable would change their minds after the activity took place. As expected the results were very positive prior to the interviews and the positive results did increase after the interviews were concluded. At least half of the students who had a negative response in the pre-test changed their minds and gave a positive response on the post test. Thus, we concluded that the Mock Job Interviews were indeed a valuable activity to add to our guidance curriculum.

Bountiful Jr. High (Small Group) :

Teen Impact Class: A class designed to help struggling non-resource students succeed in school. Students grades and GPA were compared before and after they had Teen Impact. Teen Impact teacher evaluates each student each quarter and makes recommendations to counselors concerning whether or not the student may remain in the program.

Centerville Jr. High (Large Group):

Centerville Junior High's Need Assessment Survey showed a need for some type of homework/tutoring program. In response to this survey a homework lab was developed and approved by our school's Community Council. The Community Council approved the homework lab and made available \$3,000 of Utah Trust Lands Funds. The homework lab is held every Monday and Wednesday after school from 3:00 to 4:15. Two teachers certified in Math, Geography, Spanish and Science supervised the homework lab. On Mondays a counselor was available for counseling, assignment tracking and study skills suggestions. Two high school students were hired as tutors to give additional help to students. The data kept was to answer the following concerns: 1) Will the attendance of the students make such a lab worthwhile? The data showed about 40% of the student body taking advantage of the homework lab. 2) What are main courses students are seeking help in? The data showing Math, Geography, Science and English being the main subjects for attending the lab. 3) What grade levels will take advantage of the homework lab? The data showed 48% of those that used the homework lab were in the 9th grade, 22% were in the 8th grade and 30% in the 7th grade. It was concluded that the homework lab was a worthwhile project and well attended by our student body.

Centerville Jr. High (Small Group):

Read 180 Effectiveness at Centerville Junior High School
Seventh grade Read 180 students at Centerville Junior High School are chosen using the Davis District Reading Index and the reading test results of our elementary feeder schools' sixth grade students - Spring 2007. After one year in Read 180, each individual student's growth has been checked. On average, student reading ability is expected to grow approximately 75-100 Lexiles per year.

Central Davis Jr. High (Large Group):

This project was conducted to see how students progressed from 8th grade through 9th grade concerning students' school goals and G.P.A.'s. Students were surveyed in November, 2007, and then in May, 2008, concerning goals. Students failing one or more classes and/or having a 3.0 G.P.A. or higher were determined through Encore, the district's grading system. Likewise, overall G.P.A.'s were acquired through Encore. Prior to results, students were expected to achieve higher G.P.A.'s in 9th grade and have high educational goals. Students' G.P.A.'s were higher in 9th grade, and goals remained relatively the same from the first survey to the second.

Central Davis Jr. High (Small Group):

The purpose of this data project is to decide if both the SDRT (Stanford Diagnostic Reading Test) and the SRI (Scholastic Reading Inventory) assessments are needed in placing incoming 7th graders into the appropriate Reading class. The participants are students scoring in the bottom quartile of each assessment. The method was to compare scores and record which students qualified in both assessments and which only qualified in one or the other assessment. The results were that 40 of 71 students qualified on both assessments, 6 were identified as Special Education students with IEPs, and 25 students were identified by the SRI and not the SDRT.

Fairfield Jr. High (Large Group):

Since 1999, Fairfield's 9th graders 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 proper thank-you note after the interview. From 1999 to 2005, the resumes, applications, interviews and thank-you notes were completed in the English classes. (Resumes were started in 7th grade English and updated each year.) The "how to interview" presentation was taught in Geography classes by the counselors. In 2006, the English teachers declined to teach the resumes, applications and thank you notes, but were willing to provide one class period for interviews to take place. Additionally, the Geography requirement was reduced from two semesters to one, further limiting access to all 9th grade students. It was proposed in Steering Committee in September 2006 that all of the employment skills training be done with the 9th graders in a rotational seminar format, the same day that 8th graders were involved in Reality Town and 7th graders were on a field trip. This was done in mid-February 2007, and interviews were held in early March 2007. Feedback from the interviewers indicated that the applications and resumes were not as refined as in previous years, but the students performed equality as well as previous years on the interview portion. Rather than a required thank-you note, extra credit was offered in the English class for those who chose to write the note appropriately (approximately 50% of the students chose to do so.)

This project's intent was to measure the effectiveness of the 4 hour seminar and follow-up mock job interview in a pre-/post-test format.

Fairfield Jr. High (Small Group):

The purpose for this project was to create a learning environment whereby lower achieving students could learn core content and pass the 9th grade Earth Systems course. Knowing that these 9th grade students now need to pass three science courses in order to graduate from high school, a course structured to their learning styles was critical in helping the students earn their 9th grade science credit and also in building their self-confidence and showing they have and can learn the skills necessary to pass other required high school science courses. Thirty students were selected based upon their previous year's science performance (grades and CRTs) and their reading ability. The class (the intervention) was team taught (science teacher and resource teacher), structured around hands-on activities, labs and field trips, and restructured homework and projects. Student grades through third term showed an average **increase in GPA for science of 1.35** (one plus full grade increase). CRT raw data has also **increased from an average of 46.5% of understanding of core content to an average of 57.4%**. A student survey was also given the students to help measure their level of confidence and ability developed to learn science. The results of the survey showed a **positive perception of their abilities** to learn science.

Farmington Jr. High (Large Group):

The purpose of this report is to show correlation between a new 7th grade Life Science curriculum, learning styles implementation and AYP scores. 160 7th grade students were surveyed and results are compared to test scores. Reinforcement of Layered Curriculum and CTE Intro guidance lessons were addressed to see a connection.

Farmington Jr. High (Small Group):

Improvement Reading Levels to a minimum of 5th Grade on a personalized and individual basis.

Kaysville Jr. High (Large Group):

As counselors we looked at our needs for our 8th grade SEOPs. It was determined that we would like to provide our 8th graders with more information for parent, counselor, and student to discuss career interests during the individual SEOP. We selected a website and a worksheet that students could find information concerning careers.

Kaysville Jr. High (Small Group):

In this study we ran four new student groups, identifying the students through registration records. The intent was to have the new students make connections to the school. We met with 76 new students during their lunch, had pizza and treats and did some get to know you activities. One theme that the new students enjoyed about Kaysville Jr., is how nice the students are and how welcome they have felt. With the success of these groups, we have plans for more lunch groups and think this is a great time to meet with students so we don't interrupt classes.

Millcreek Jr. High (Large Group):

Our school's population grew from 640 students to 800 students this year. That is a 23% increase. In past surveys, our students have indicated that they feel safe and cared for at MJH. We decided to survey the students this year and see if the population growth affected the faculty and staff's ability to connect with students. We wanted to get a reading on their feelings about school and the atmosphere at school. Happily, the results of the survey were very similar to the past years. Students continue to feel safe and cared for.

Millcreek Jr. High (Small Group):

How do study skill's classes help? Do students' grades improve? Do students' perceptions of themselves improve? We looked at students grades before and after the study class. Students reported on their self-perceptions. They indicated feeling more successful and better in control of their lives after the study class. There was a slight increase overall in students grades.

Mueller Park Jr. High (Large Group):

The purpose of this project was to help incoming 7th grade students transition successfully to junior high. Counselors met with individual students at least bi-monthly to discuss grades, and any other concerns/problems. We are expecting to see an increase in the student's comfort level here at MPJ and also an increase in the number of students who form a relationship with adults in the school. Pre and Post tests were administered.

Mueller Park Jr. High (Small Group):

The purpose of this project was to improve attendance and GPA for struggling 9th grade students. Students were given a position of responsibility within the school as Office Assistants. This placement provided daily contact with Administrators, Counselors and Resource Officer. Some students had a dramatic increase in GPA as well as a dramatic decrease in absences.

North Davis Jr. High (Large Group):

Percentages of parents attending SEOP conferences at North Davis have stayed fairly steady in the 45 – 50% range for several years. Many parents seemed to be unaware of the purpose, as well as the importance, of the SEOP conference. In order to educate parents, we prepared a short computer presentation that we showed at back-to-school night in August. Many parents in our school community expressed frustration at the scheduling process for SEOP conferences. Before our 7th grade SEOPs we instituted Online Scheduling so that parents could choose their own appointments. If a parent could not, or did not schedule an appointment, the counseling center staff scheduled that appointment and mailed home a letter that explained when the appointment was. Post cards were sent out prior to each grade's SEOP conferences explaining when SEOPs were to start and how to use the Online Scheduler, and letters were sent home with the students that explained in more detail. We also used the phone message system to call each student's home the day before the scheduling began and the day before the scheduling ended. An explanation, as well as the online link, was also added to the counseling center web page. Our parental attendance at SEOP conferences rose for each grade level. We had 59% of the 7th grade parents attend, 61% of the 8th grade parents, and 65% of the 9th grade parents.

North Davis Jr. High (Small Group):

During the 2006-2007 school year, we met with the members of our math department to determine how we could send our students to the high school with, not only a full year's credit in math, but also the knowledge they needed to succeed in the math courses they would take. We determined that we would follow the district recommendation to offer Algebra A to our ninth grade students. Our math teachers gave us recommendations for each student moving into the ninth grade, we looked at current math grades and past test scores, and consulted with each student and his/her parent(s) during the regular SEOP. We anticipated that offering the Algebra A class and carefully screening students so they are enrolled in the appropriate math class will enable students to pass math in order to earn credit and be prepared for the next level in math. Results show that fewer students failed Algebra; however, the same does not hold true for Algebra A. During the 2006-2007 school year 25.45% of the students enrolled in Algebra failed, during the 2007-2008 school year only 7.61% of the students failed. However 33.05% of the students enrolled in Algebra A during the 2007-2008 class failed. CRT scores show a higher percentage. CRT average percent for 2006-2007 was 50%; CRT average percent for 2007-2008 was 61%. This improvement would be due to the fact that the students in Algebra A did not take the CRT test.

North Layton Jr. High (Large Group):

- * Ninth grade students
- * District Career Fair
- * Choose a career – match to personal attributes and characteristics
- * Students filled out an attribute survey after attending career fair
- * 65% success in matching attributes and career choice
- * This is a successful activity according to post fair survey results

North Layton Jr. High (Small Group):

North Layton Junior High expects our students to be accountable for their learning. NLJH also wants student performance of tests and student GPA to improve. Students not serviced by other programs that needed help in meeting this goal, were identified and encouraged to participate in a study skills class. Having peer tutors and one-on-one contact with a school counselor on a daily basis helped 36% of the students improve their Grade Point Average. While this is a significant improvement, the lack of academic progress for the other 64% of the students was discouraging. Attendance, discipline, and other aspects of education played a part in this outcome, and while no significant changes were observed in the majority of the students, some improvements were noted in individual students. The time and energy that went into this project did not result in a significant improvement to merit continuing it next year.

South Davis Jr. High (Large Group):

Our data is based on all the 8th graders that were in their English class on that particular day. We had the students take a pre-test and then we gave a presentation regarding registration and graduation requirements. Later we gave the students a post-test. Our goal was for them to understand about classes and credits necessary to graduate from high school and this will help them make informed choices on their 9th grade registration sheets.

South Davis Jr. High (Small Group):

Our data is based on the group of students' who participated in the 9th grade Spartan Academy class for three quarters. The class was set up to begin 2nd quarter. In order to decide who should be in the class, student grades were evaluated at the end of 1st quarter. LCMT and the 9th grade team made suggestions of students that could possibly benefit from Spartan Academy. The goal of Spartan Academy was to provide reading and writing strategies. In addition, Reconnecting Youth was taught. The data shows that some student grades improved dramatically and others a small bit. However, all students did increase their grade point average.

Sunset Jr. High (Large Group):

There has been a growing need to address the decrease in academic performance of eighth grade students at Sunset Junior High. The students often show a decrease in GPA during the course of their eighth grade year. The Why Try Program was introduced in the fall of 2006 as an intervention to keep students motivated and educated about the consequences of their choices, the resources they have, and their possibilities for the future.

Sunset Jr. High (Small Group):

There was a growing need for in-depth discussion on self-esteem, grades, goals, and relationships. A group was formed to address these topics with ten ninth grade girls. Ninth graders are more involved in relationships and have developed more of their self-concept than eighth and seventh graders, and we felt that they would be susceptible to change.

Syracuse Jr. High (Large Group):

Every student was given instruction in finding information about careers that were of interest. They then filled out a job application and a resume. They were then given a “Career” with appropriate wages that matched their interest category, and that was consistent with the student’s correct grades. Using their pay check, they then had to pay the bills for a typical family for one month.

Syracuse Jr. High (Small Group):

The target group were seventh grader students who, either because of parent or teacher request, use the tracking sheets. The students were called to the office before school every day to remind them they needed to carry the tracking sheet for the day. They marked a roll so that as counselors we knew the student had picked up the daily tracking sheet. If they did not come into the office to pick up the sheet, it was taken to them during their first period.

West Point Jr. High (Large Group):

The purpose of this project is to gather data in regards to the number of students that make-up failing grades in core subjects during the school year and Summer School. These grades can be made up in our Warrior Academy, Independent Study, and Summer School. The objective was to have greater accountability specifically for our ninth graders as they transition from junior high school to high school. Our goal this year was to have no less than 40% of the total number of failed grades made up in our make-up programs. We fell below that expectation with 33%. However, what we accomplished this year was 26% higher than has ever been achieved at this school.

West Point Jr. High (Small Group):

This proposal was designed to help transfer students, as well as referred students have an opportunity to connect in a meaningful way to the West Point Jr. High culture and make new friends. Social skills curriculum was introduced for the purpose of supporting students through mixed skill groups. Specific information for social skills improvement include making a friend, identifying and managing stress, prioritizing and organizing school work, anger management, conflict resolution, teamwork, and positive communication. Most students, who participated in the group experience, felt that time spent in group was helpful and worth their time, with the exception of a couple of students who in the four week group found it difficult to make up missing work. One referred student revealed, at the last day of group, that the acquisition of new communication skills proved helpful in making new friends and was grateful for the opportunity to participate. One significant recommendation from the final four week group was that they wanted more activities rather than so much written material about skills. They felt that activities better helped them to learn new skills rather than a discussion and papers. Future recommendations for new student and referred student groups involve extending the number of sessions by two, making a total of six sessions, as well as scheduling them on Friday's during our Prime Time activity in the morning, thereby relieving missed class assignment make up and loss of class time. Also as suggested, we will increase the number of activities to support curriculum, rather than giving students copies of related information.

