

**MEASURE: Accountability Process for
School Counselors**

HIGH SCHOOL

School and Community Data

- The school used was Clinch County High School (CCHS) located on the outskirts of Atlanta and is considered as a “bedroom” community of Atlanta.
- There is only one school system in the community, so all students attend school in the county system or private schools located within and outside the county.

Clinch County Demographics

- A suburban community
- Population of 20,920 in 2008.
 - 56% White
 - 12% Black
 - 15% Hispanic
 - 13% Asian
 - 4% Multi-racial
 - 23% *Low-income households*
 - 45% *Single parent households*



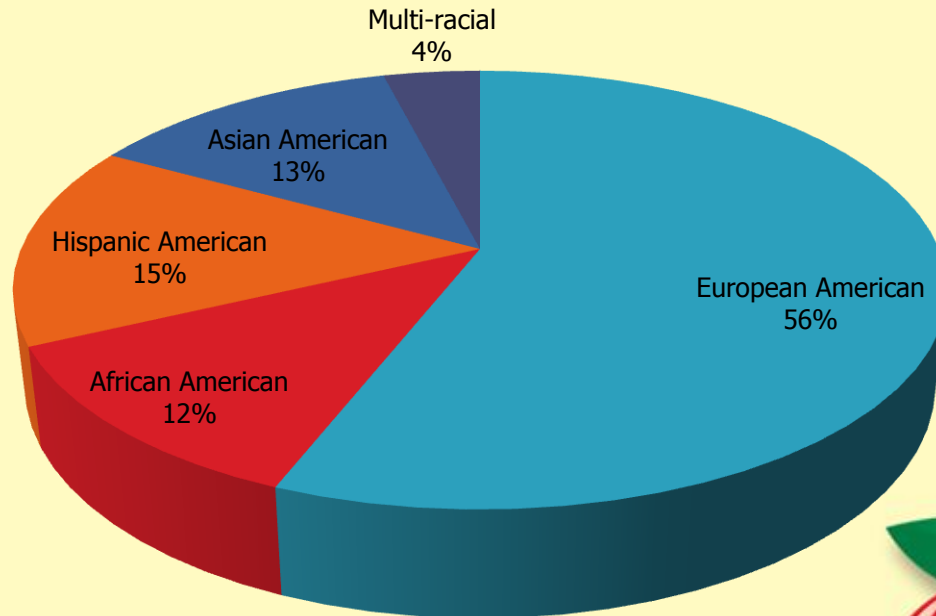
CCHS Demographics

- Comprised of *grades 9 – 12*
- Student population of 1389
 - 689 female, 700 male
 - Asian American: 109 (8%)
 - African American: 23 (2%)
 - Hispanic American: 43 (3%)
 - Multi-racial: 27 (2%)
 - European American: 1187 (85%)
 - *Students With Disabilities: 83 (6%)*
 - *English Language Learners: 18 (1%)*
 - *Free and reduced: 55 (4%)*



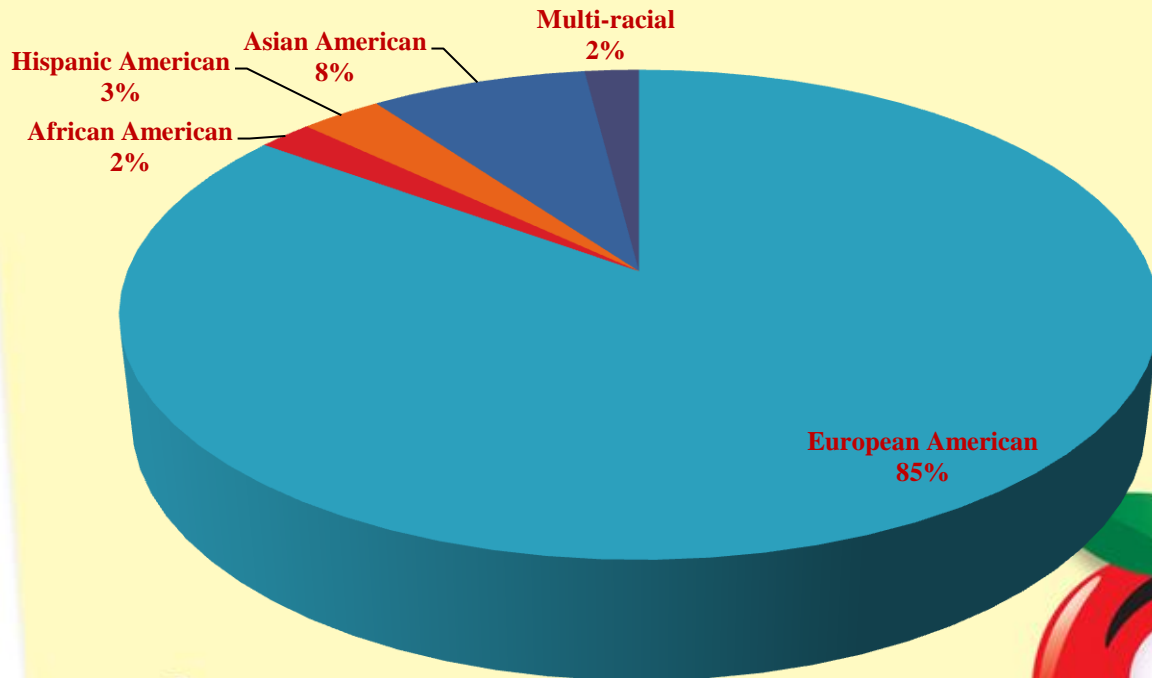
Clinch County Demographics

CC Demographics



CCHS Demographics

CCHS Demographics



CCHS Demographics

- In comparison to the state average, CCHS students typically score higher on the GHSGT.
- The school has made AYP for the last 4 academic years.

CCHS Demographics

- **While the School Improvement Plan (Clinch, 2009) states GHSGT scores have been increasing over the last two years, the school continues to take any and all measures to ensure students improve academically.**
- **An example of this is the Plan for Improving Student Test Performance To Attain and Maintain Adequate Yearly Progress (Clinch, 2009).**

MISSION

❖ Clinch County High School Mission and Vision:

- ❖ *Competing at the highest level takes preparation, persistence, and learning. At CCHS, we will align our processes, culture, and resources for ALL of our students to compete at the highest level. At CCHS we believe that:*
- ❖ CCHS graduate strives to attain excellence.
- ❖ CCHS graduate achieves in a challenging curriculum.
- ❖ CCHS graduate embraces diversity.
- ❖ CCHS graduate accepts personal responsibility.
- ❖ CCHS graduate persists in times of opportunity and adversity.
- ❖ CCHS graduate works hard and plays hard!



MISSION

❖ CCHS School Counseling Mission:

- ❖ The mission of CCHS School Counseling Program is to promote educational performance, providing all students with the opportunities to acquire the academic, career, personal, and social competencies necessary to achieve quality learning and life-long success.

ELEMENT

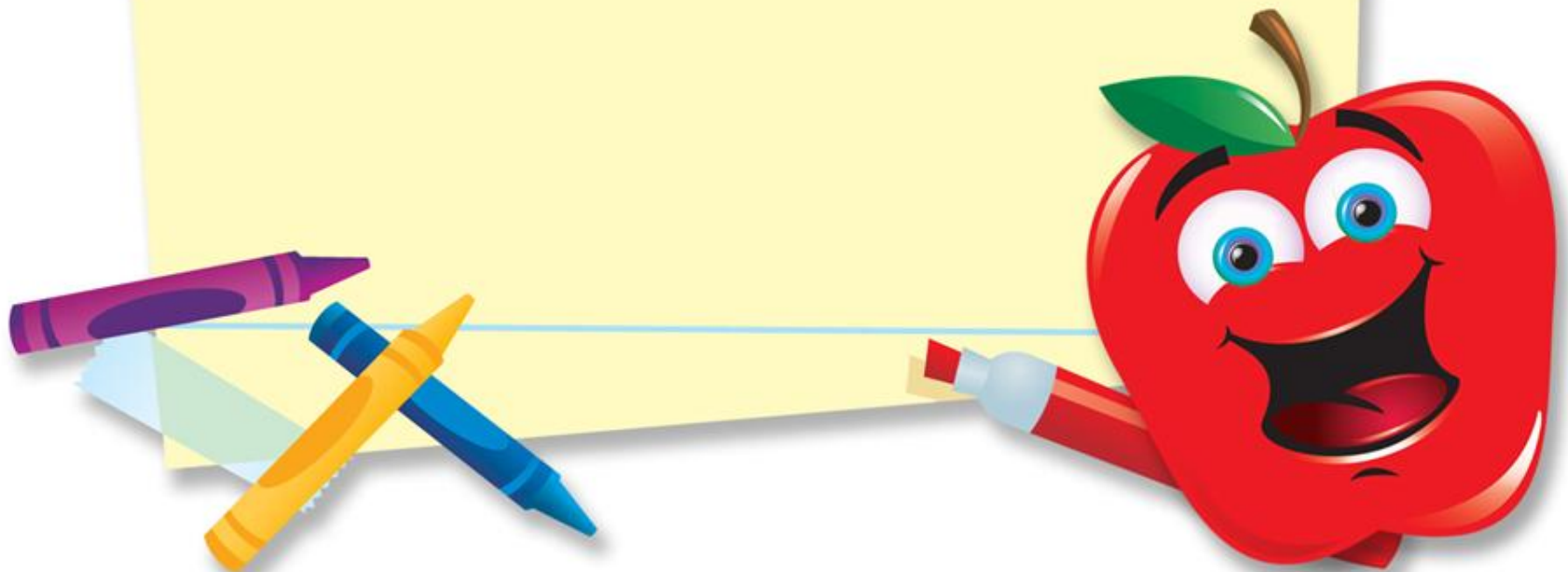
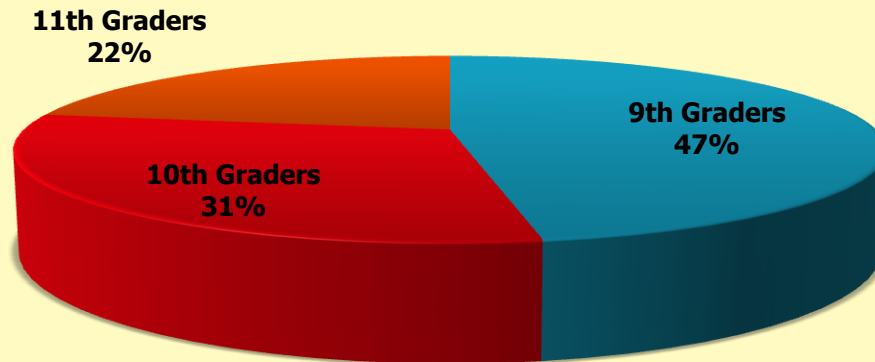
- ❖ Element: Pass/fail rates of subject at mid-year (*end of December*).
- ❖ Baseline: Thirty-six (36) students were failing 3 subjects, or 2 core subjects with grades below a 50.
- ❖ Goal: *Decrease the percentage of students failing three or more classes by 3%.*



ANALYZE

- ❖ The students who failed 3 or more subjects at the end of the term:
 - ❖ 9th Graders: 17 students
 - ❖ 10th Graders: 11 students
 - ❖ 11th Graders: 8 students

Students Failing At End of Term



ANALYZE

- ❖ Plan for this MEASURE was to implement a small group counseling sessions for students failing to examine their existing grades and the impact that failing classes may have on their ability to graduate on time, and also to learn successful study habits that would enable them to prepare for and pass those grades failed.
- ❖ Goal: *Decrease the percentage of students failing three or more classes by 3%.*

STAKEHOLDERS – UNITE

❖ School Counselors:

- ❖ Collaborated with Assistant Principal in charge of curriculum and graduation coach to devise a schedule of when to meet with group of students and how to divide the 36 students into smaller, more cohesive groups
- ❖ Researched established techniques to assist students with organizational skills, study habits, test anxiety, etc.
- ❖ Developed a pre- and post-test to administer to students
- ❖ Monitored the students' progress at the end of each grading term
- ❖ Conducted the small group counseling session on academic/study skills

STAKEHOLDERS – UNITE

❖ Teachers:

- ❖ Per existing administrative policy, developed a “success plan” for each student who was failing their class. This plan detailed what work the student was missing, which tests could be retaken, and what other factors could be bringing down the student's grade.
- ❖ Communicated with school counselors about appropriate/inappropriate times for students to miss class to attend small group
- ❖ Posted extra-help/ study session schedules on school website.

STAKEHOLDERS – UNITE

❖ Administrators:

- ❖ Collaborated with school counselors and graduation coach to devise a schedule of when to meet with group of students and how to divide the 36 students into smaller, more cohesive groups
- ❖ Collaborated with school counselors to identify students who may be best served individually than in the group setting
- ❖ Offered a way to publicly recognize any student who succeeds in decreasing their number of failing classes and remains on track to graduate (not all students may want to be recognized publicly)

STAKEHOLDERS – UNITE

❖ PTA:

- ❖ We asked to offer ways to publicly recognize any student who succeeds in decreasing their number of failing classes and remains on track to graduate (not all students may want to be recognized publicly)



INTERVENTION

INTERVENTION

- ❖ Students were placed in small groups of 10 - 14 to discuss their existing grades and the impact that failing classes would have on their ability to graduate on time. Also discussed was the various ways that a student could hurt his or her grade (missing work, not making up a missed test or quiz, etc).
- ❖ *During the course of the group and later, the students' grades were monitored by the school counselor and this data (along with the post-test at the end of the year) determined the efficiency of the small group.*

INTERVENTION

❖ **Six (6) group sessions were held.**

- 1. discussion of the students' current grades, the development of a reasonable and attainable academic goal for the remainder of the school year, and administration of a pretest to gauge anxiety, organizational skills and study habits.**
- 2 – 5. focus on ways to manage time more efficiently, create a daily, weekly, or monthly schedule to assist in organization and time management, better study skills and habits to develop, and when extra help sessions are offered at school.**
- 6. administration of post test and celebration of skills learned.**

INTERVENTION

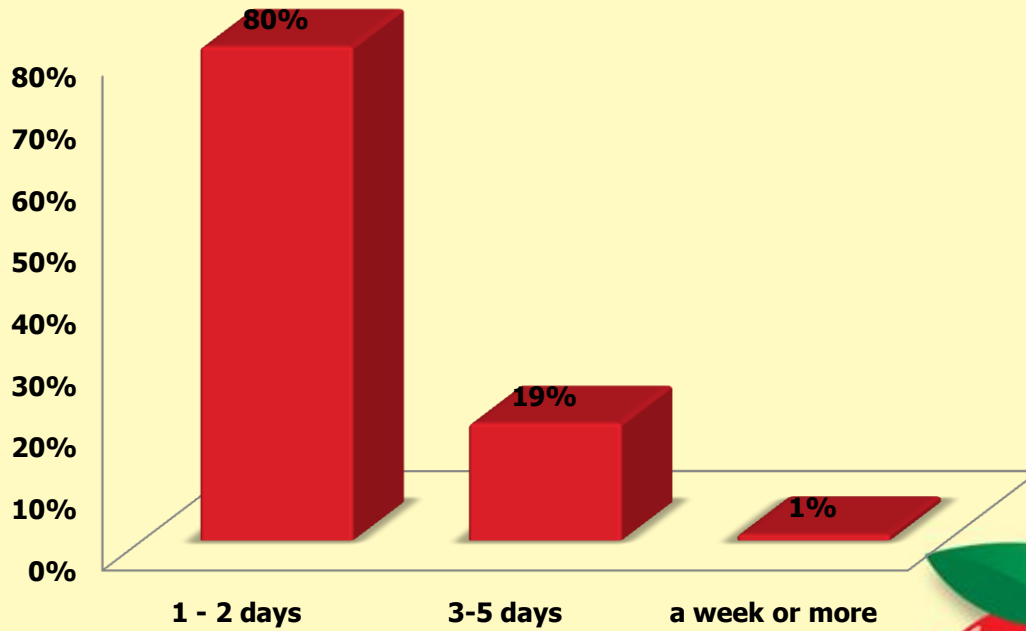
- ❖ Pretest was devised by developing questions that the counselor believed pertain to CCHS students' academic success.
- ❖ The questions were divided into four categories
 1. doing homework/studying,
 2. Organization (note taking, use Agenda, etc.),
 3. seeking extra help, and
 4. anxiety/motivation levels.

RESULTS

❖ Pretests: 9th grade

- ❖ 80% said they study either 1-2 days before a test or not at all.
 - ❖ 26% took notes “sometimes” and 73% “most of the time.”
 - ❖ 73% do not attend help sessions when given.
 - ❖ 67% said they do not use their agenda.
 - ❖ 70% have test anxiety.
 - ❖ 57% are stressed about graduation/college.
- ❖ *Pretest results for the 10th and 11th grades were similar except for anxiety regarding graduation/college. This percentage went up with the grade level – 10th = 63% and 11th = 89%*

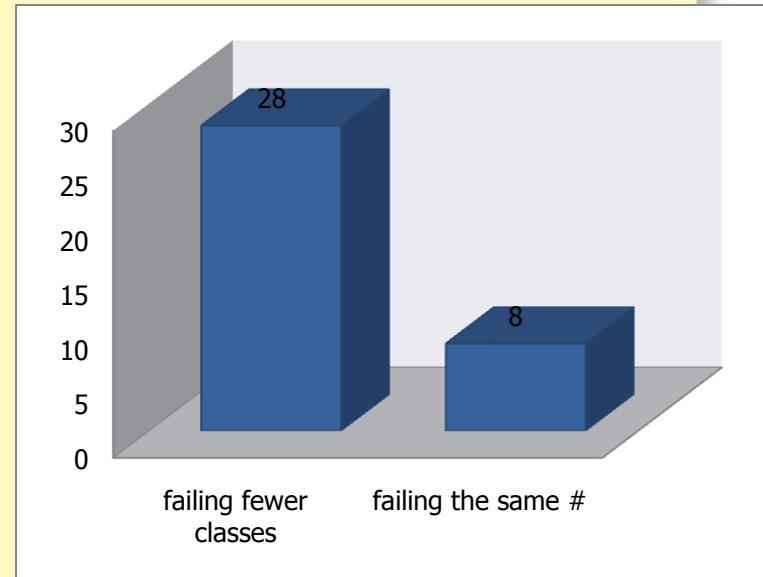
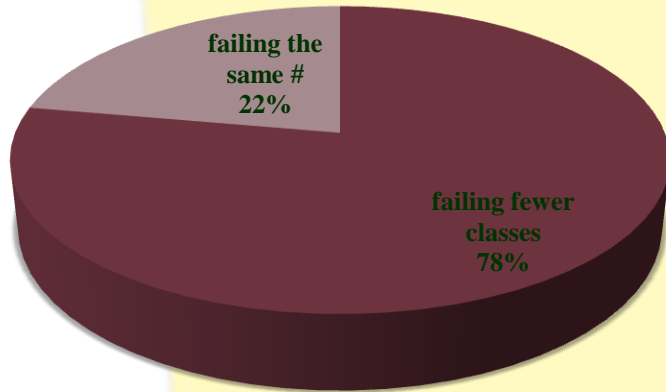
9th Graders Pretest Results: Study Habits



RESULTS

- ❖ At the end of the Term, the school counselors assessed the 36 students (who participated in the small group sessions), grades.
- ❖ The results are as follow:
 - ❖ 78% students failed fewer classes than at Term 3 (28/36 students).
 - ❖ 22% students failed the same number of classes (8/36 students).
 - ❖ *An increase of 78%*

End of Term Subjects Failing



RESULTS

❖ Post Test: 9th grade

- ❖ 69% said they study either 1-2 days before a test or not at all.
 - ❖ 9% took notes “sometimes” and 91% “most of the time.”
 - ❖ 45% do not attend help sessions when given.
 - ❖ 34% said they do not use their agenda.
 - ❖ 50% have test anxiety.
 - ❖ 46% are stressed about graduation/college.
- ❖ *Pretest results for the 10th and 11th grades were similar except for anxiety regarding graduation/college. This percentage went up with the grade level – 10th = 63% and 11th = 89%*



Educate

- ❖ This program helped those students who were failing too many subjects become more aware of their habits and how those habits affect their academic performance.
- ❖ The intervention assisted them in becoming more organized and self-reliant, skills that should increase the students' self-confidence as well.



Educate

- ❖ The school counselors learned through this intervention to begin planning at an earlier stage and collaborate earlier and more efficiently to schedule group sessions. Some students were not able to attend all of the group counseling sessions because of scheduling conflicts.

Educate

❖ The school counselors also used the success of this intervention to demonstrate to the administration and teachers the important role that school counseling plays in all students' academic success.

❖ *The goal of this program was to decrease the failing rate by 3%, the intervention was tremendously successful in decreasing the failing rate by 78%!*