

TPMS School Counseling Program Tier 2 Small Group *Closing the Gap* Intervention Results Report



Ms. Sanchez & Ms. Pablo
School Counselors
May 2019

School Counseling Program Goal

SMART Goal:

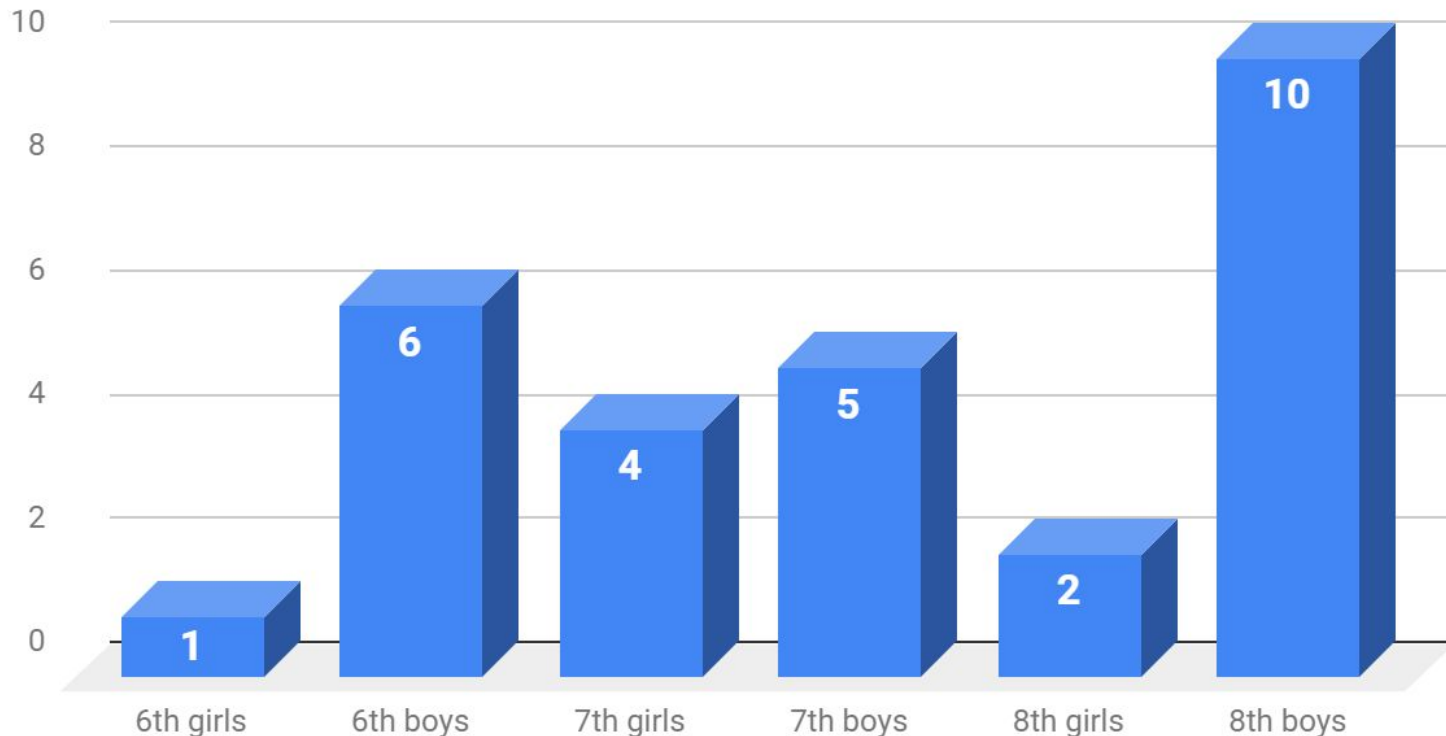
To decrease the number of 8th grade students on the <2.0 GPA “watch list” from Quarter 2 to Quarter 4 report cards.



Target Group: 8th grade males identified as EDY Rank 1 with below a 2.0 GPA at Q1 & Q2

8th grade males had the **highest number of EDY students on the watch list** across the different grade levels, therefore this was the grade level we selected for measuring intervention.

Educationally Disadvantaged Youth Rank 1
on <2.0 Watch List Q1 & Q2



Rationale – Supporting Research

“ As (Educationally Disadvantaged) students transition from high school to a career, they often lack the academic preparation, money, and college know-how to make it in college. Many are first-generation college students whose families aren't familiar with the U.S. higher education system and financial aid. There can be language barriers and a cultural reluctance to move away from family and borrow for school. And, like other historically disadvantaged minority groups in the United States, many of these students attend K-12 schools without adequate counseling or course rigor.”



Student Standards: ASCA Domain + Mindsets & Behaviors

ASCA DOMAIN

College & Career & Academic

ASCA MINDSET & BEHAVIOR STANDARDS

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 6. Positive attitude toward work and learning

B-LS 4. Apply self-motivation and self direction to learning

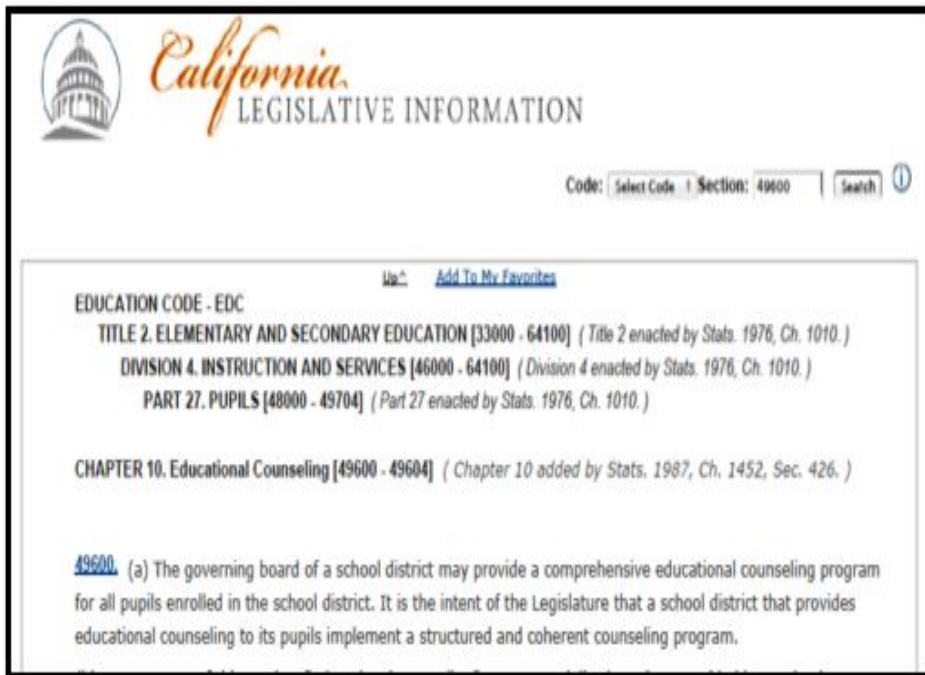
B-LS 7. Identify long- and short-term academic, career a

B-SMS 6. Demonstrate ability to overcome barriers to learning



Other Standards, School Initiative, District Strategic Plan, or State Goals Aligned with Lesson

California Education Code



California LEGISLATIVE INFORMATION

Code: Section:

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EDUCATION CODE - EDC
TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (Title 2 enacted by Stats. 1976, Ch. 1010.)
DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100] (Division 4 enacted by Stats. 1976, Ch. 1010.)
PART 27. PUPILS [48000 - 49704] (Part 27 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 10. Educational Counseling [49600 - 49604] (Chapter 10 added by Stats. 1987, Ch. 1452, Sec. 426.)

49600. (a) The governing board of a school district may provide a comprehensive educational counseling program for all pupils enrolled in the school district. It is the intent of the Legislature that a school district that provides educational counseling to its pupils implement a structured and coherent counseling program.

PUSD Local Control Accountability Plan (LCAP) Goal

2: Provide multiple pathways of learning and engagement to increase CCR and close achievement gap

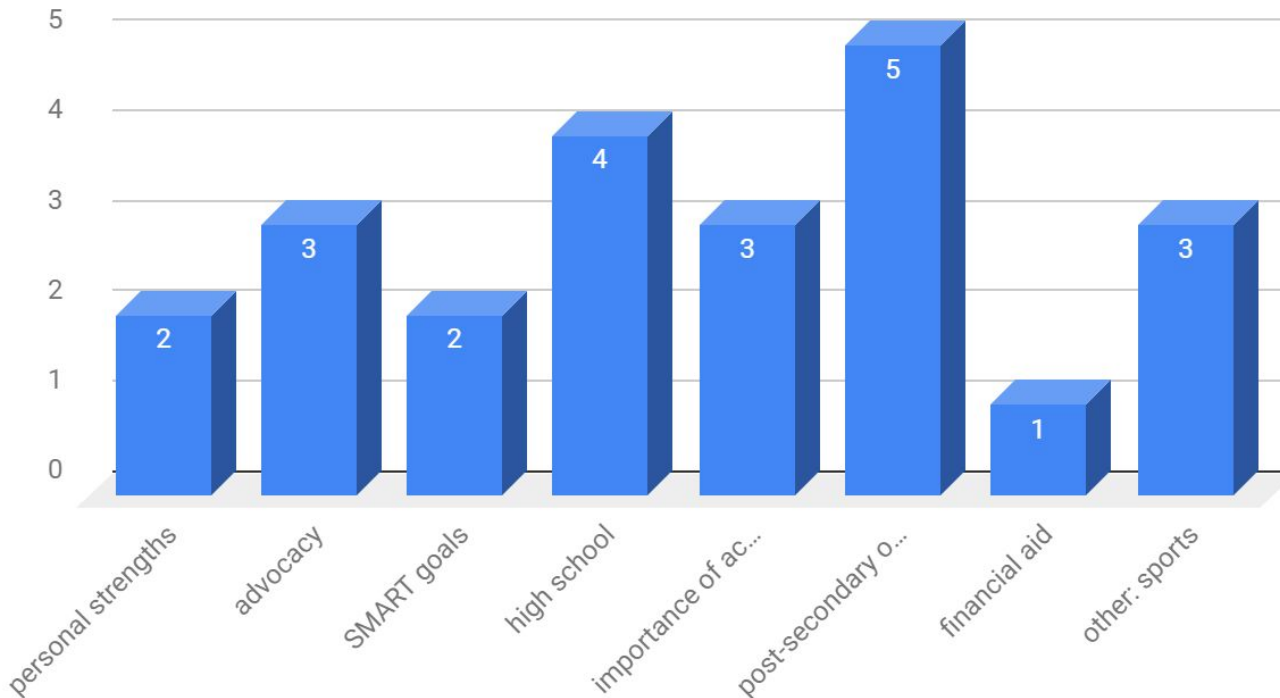
School counseling supports sites through a variety of small group college/career exploration and lessons on CCR-related topics.



Pre-Group Needs Assessment Survey

Students were given **pre-intervention surveys** to *identify appropriate topics*.

Pre-Group Needs Assessment



Pre-Group Needs Assessment

Name: _____ Ram teacher: _____ Date: _____

1. I believe I understand high school graduation requirements.
Circle one: Strongly Agree Agree Disagree Strongly Disagree

2. I believe understanding my options after college is important now.
Circle one: Strongly Agree Agree Disagree Strongly Disagree

3. I believe I know my strengths and how they tie into my future goals.
Circle one: Strongly Agree Agree Disagree Strongly Disagree

4. Rate yourself on how helpful learning about these topics would be for you:
(1 = very helpful 2 = a little helpful 3 = not helpful)

Personal strengths
 Understanding how my challenges can affect my future
 S.M.A.R.T. goal setting
 Options during/after high school
 Understanding how my current academics can affect my future
 Different colleges/careers
 Financial aid

5. What are some things that are not on the list & would like to learn more about: (i.e.: playing sports in high school/college)
How would career work in college

6. Please share any concerns that are going on for you in or outside of school that is making school difficult for you:
Concentrating outside school

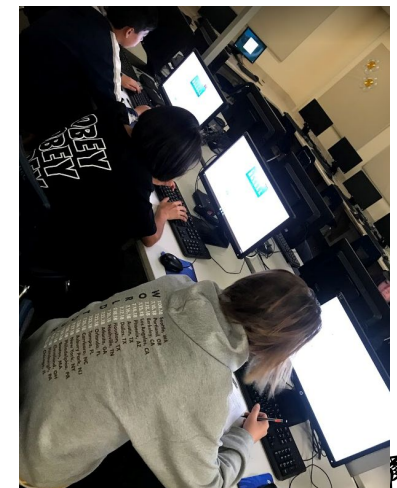
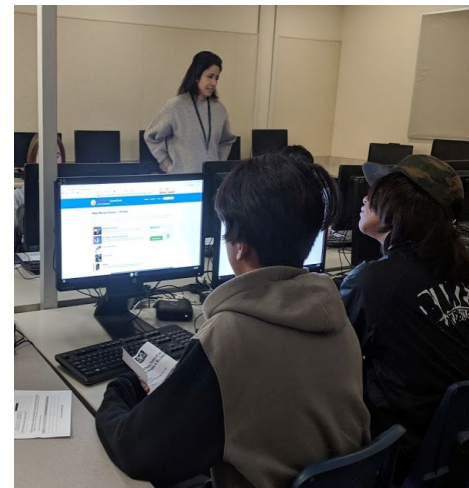
Thank you for your feedback! - Ms. Pablo & Ms. Sanchez

Students indicated most interest in all the suggested topics & requested information on sports in high school. Coach Wan was recruited as a mentor & 'sports' was weaved into weekly lessons to address need.

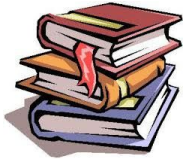
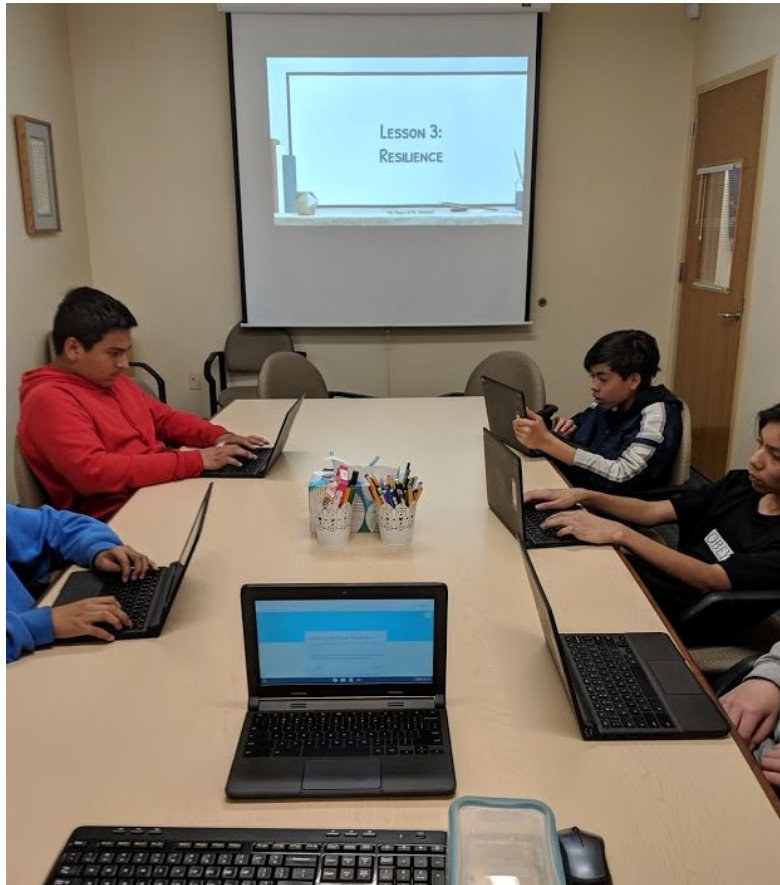


Process Data

- **Targeted Group:**
8th graders identified as EDY Rank 1 or 2 with below a 2.0 GPA at Q1 & Q2 who were deemed **appropriate for small group** counseling based on the pre-intervention interest survey
- **Number of students impacted:**
7 students
- **When:** February-May 2019 (37 minutes/once a week)
- **Where:** Principal's Conference Room, Computer lab & TPMS lawn



Process Data

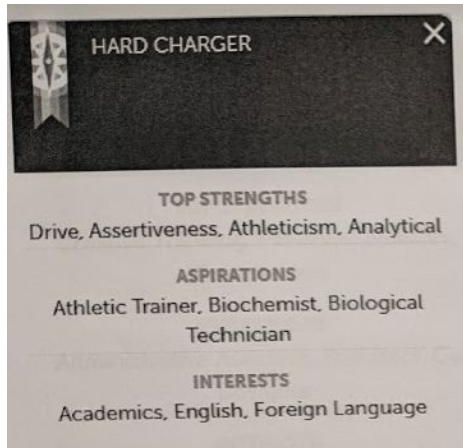


Lesson Topics:

- Academics & College/Career
 - Strengths Finder
 - Resilience & Advocacy
 - Academic Review/S.M.A.R.T. Goal-Setting
 - High School/CRF Prep
 - Post-secondary Options
 - Career Cruising
 - Financial Aid Options

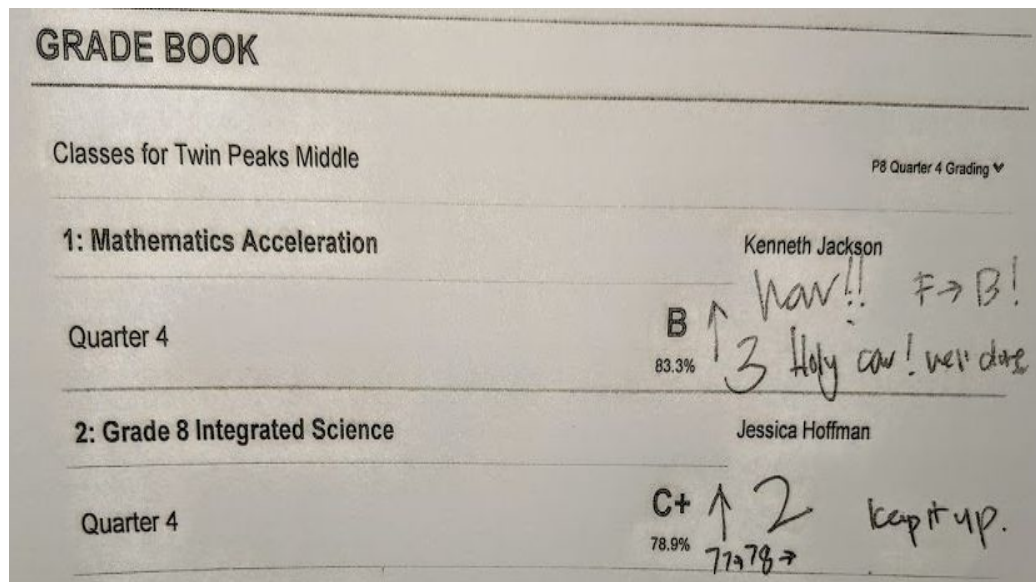


Perception Data – Student Pre/Post



Increase on every attitude, knowledge and skill question from pre to post-survey!

Statements/questions addressed:

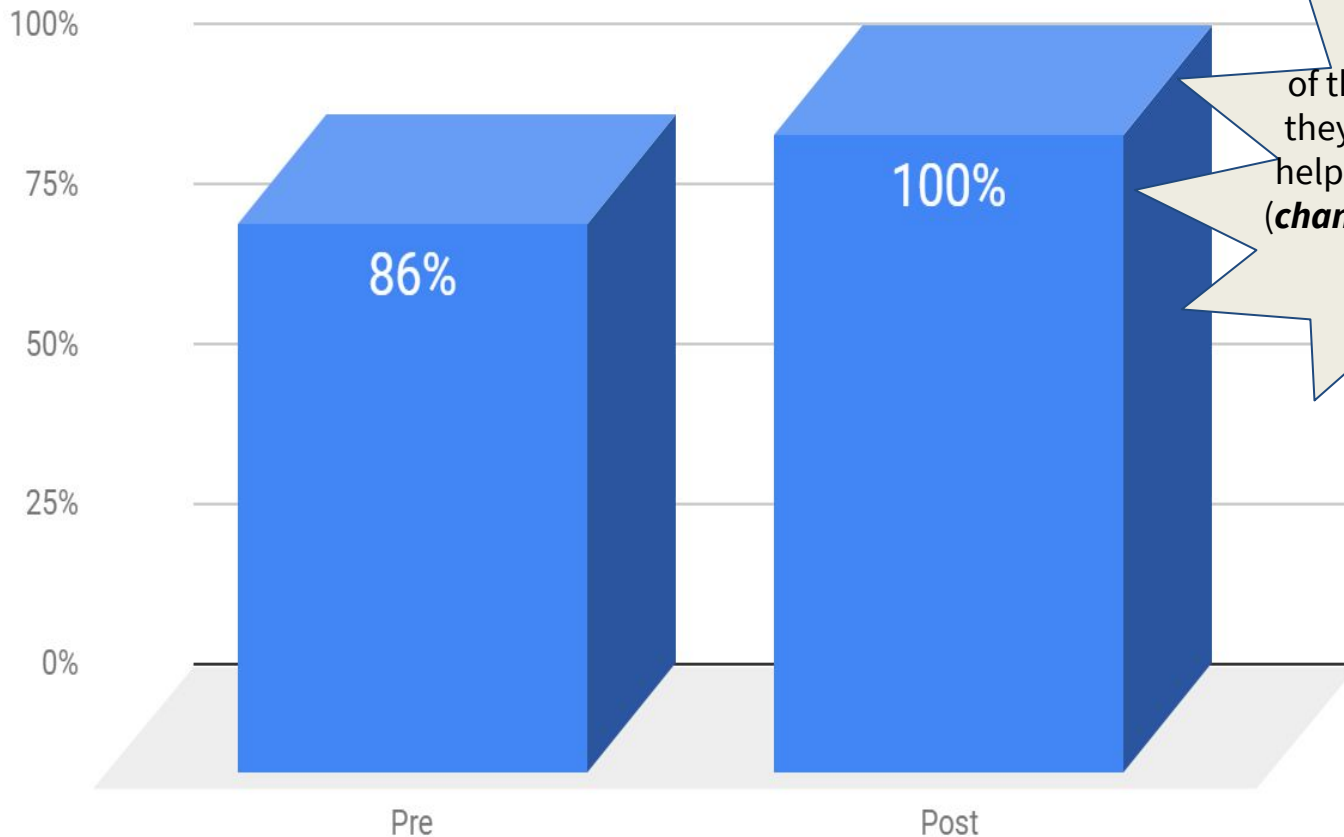


- **belief that they can be successful** if they work hard & advocate
- knowledge of **personal strengths/interests & post-secondary education & financial aid options**
- skill in **SMART goal setting**



Perception Data – Attitude - Setting Goals

I believe I can be successful if I work hard & advocate for resources.

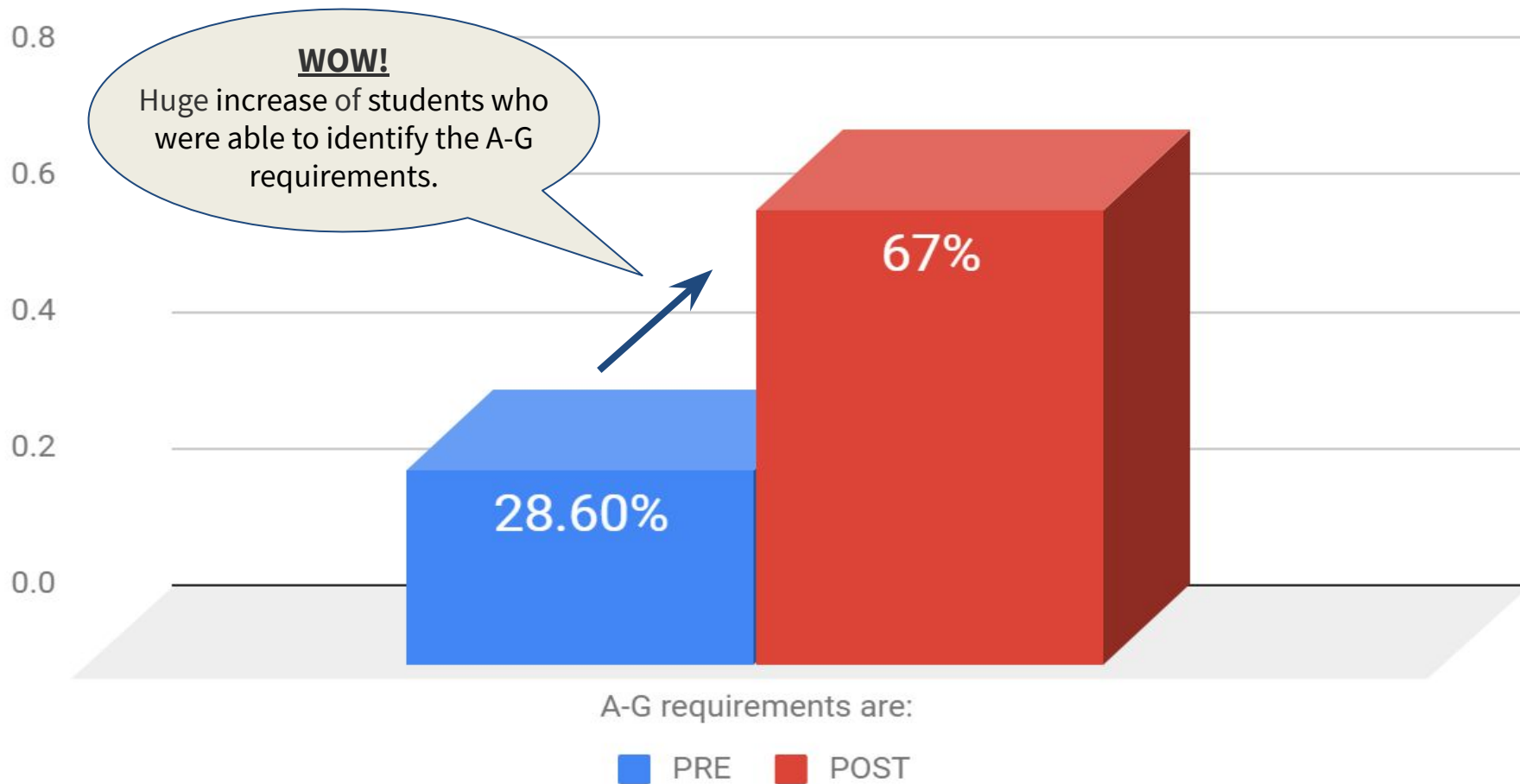


100%/ALL
of the students agreed that if they worked hard & asked for help they could be successful
(change of GROWTH MINDSET!)



Perception Data – Knowledge - A-G Requirements

A-G requirements are..



Perception Data – Skill - SMART Goal

Pre-Survey SMART Goal:

Write an example of a S.M.A.R.T. goal:

7 responses

to get prepared

i dont know

a goal made to help others

I want to get a b in language arts this quarter

idk

i don't know

I don't know

Post-Survey SMART Goal:

My Academic Goal Planning Sheet

Directions: Use the SMART goals guide below to help plan your goal. Then write your goal at the top of the staircase and the steps you need to take to achieve it.

My goal: By Friday May 3 I will fix my SS Math ~~grades~~ grades to a B+

Keep it up
Step 3

Finish all homework
Step 2

Turn in all math
Step 1

Create SMART Goals!

S- Specific	What exactly do you want to accomplish?
M- Measured	How will you know when your goal is met?
A- Attainable	What steps you can take to reach your goal?
R- Relevant	How will meeting this goal help you?
T- Timely	How long will it take you to reach your goal?



Perception Data – Attitude – Motivation/Advocacy

100%

*Of the students in group agreed/strongly agreed that their **motivation** to work harder for their future & **advocacy/ability to ask for help** improved due to group.*



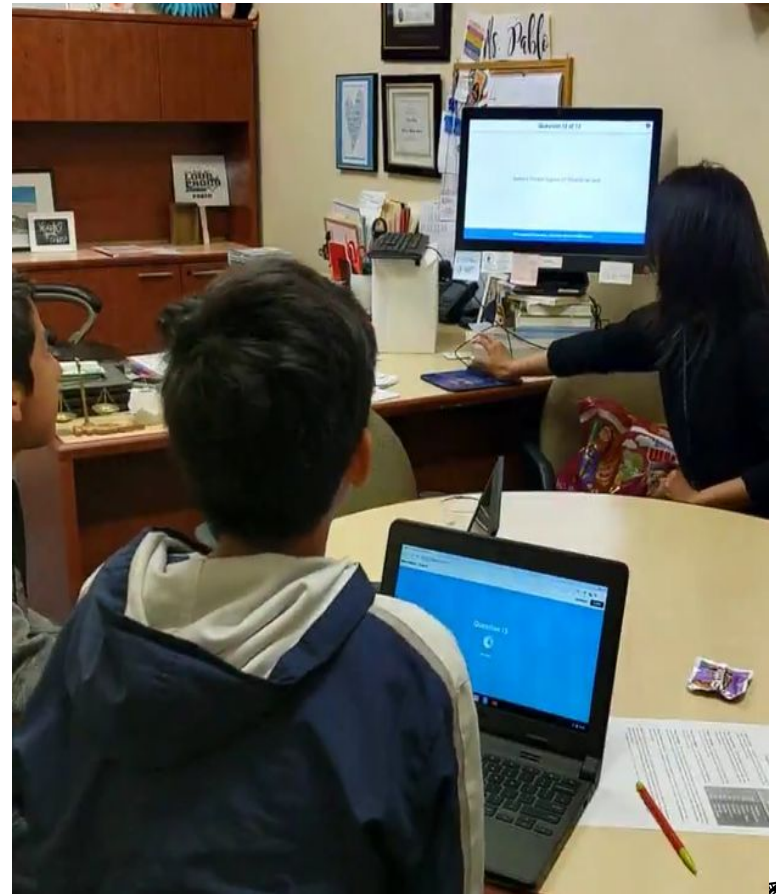
Perception Data – Teacher Pre/Post

Teachers reported a POSITIVE change in ALL categories!

- Positive motivation/attitude
- Effort/focus
- Work completion
- Amount of redirections
- Positive communication/advocacy
- Efforts in surrounding self with positive peers

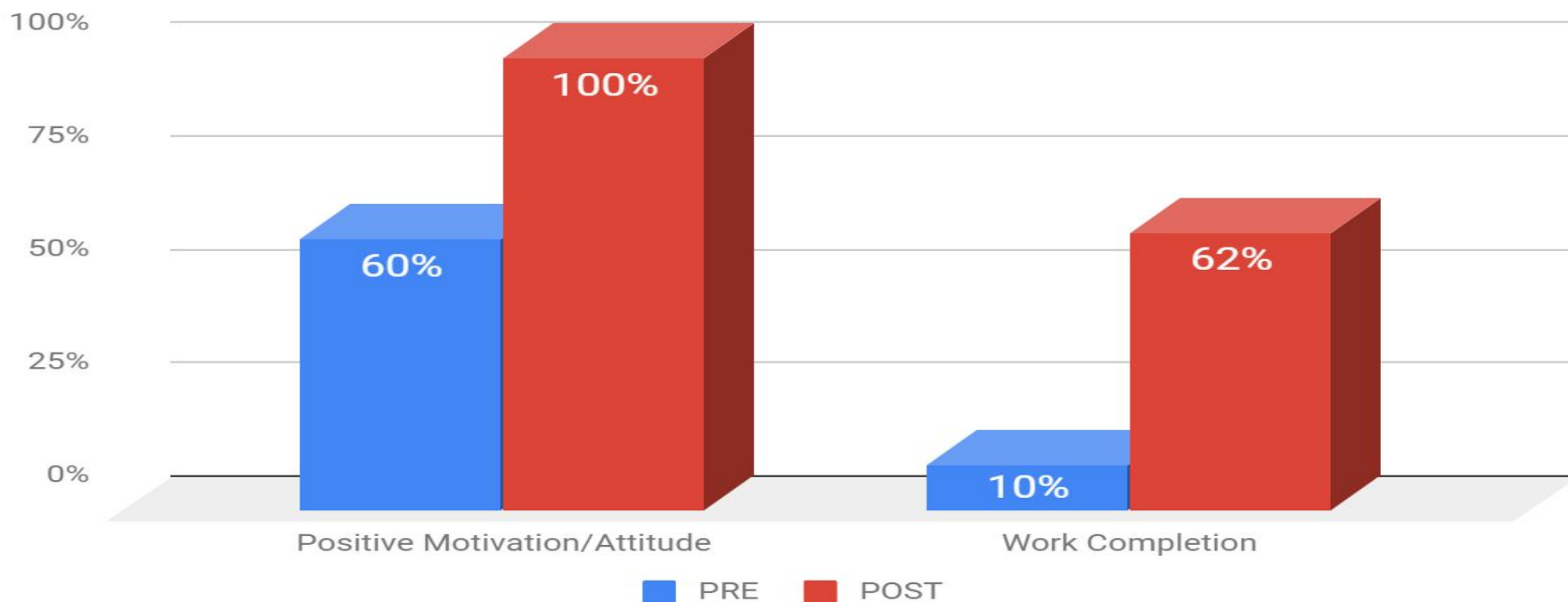
Many thanks to:

*Delaney, Penuliar, Jackson, Faulkner,
Kaufman, Fisher, Singer, Lannen,
Hoffman, Matautia, Gornall and Daher*
for taking the time to complete pre/post-survey feedback!



Perception Data – Teacher Pre/Post

Teacher Feedback on Student Motivation & Work Completion



Positive news! We received emails/contact from teachers periodically such as:

“I have to tell you! I just checked his last science test and he got 17/20!!! I was amazed!”

“This kid has NEVER done any work in my class all year until now. Whatever you are doing with this kid, I want to support, can I give him a fresh start & make a deal with him to base his grade off assignments he is turning in starting now?”



Perception Data – Teacher Pre/Post

Thank you to teachers for sharing the positive changes they have seen from the students:

“He went from missing almost ALL assignments to **only missing 1** so far. He has come to **ask for help** completing assignments. He seems much **more motivated..**”

“I have seen **more work completion** and he has **actually studied for a test, which has never happened in the two years I’ve been teaching him!**”

“He has made a **real effort to improve**, seems to have **found more of a purpose behind school** and getting good grades..he just doesn’t know how exactly to achieve that yet”

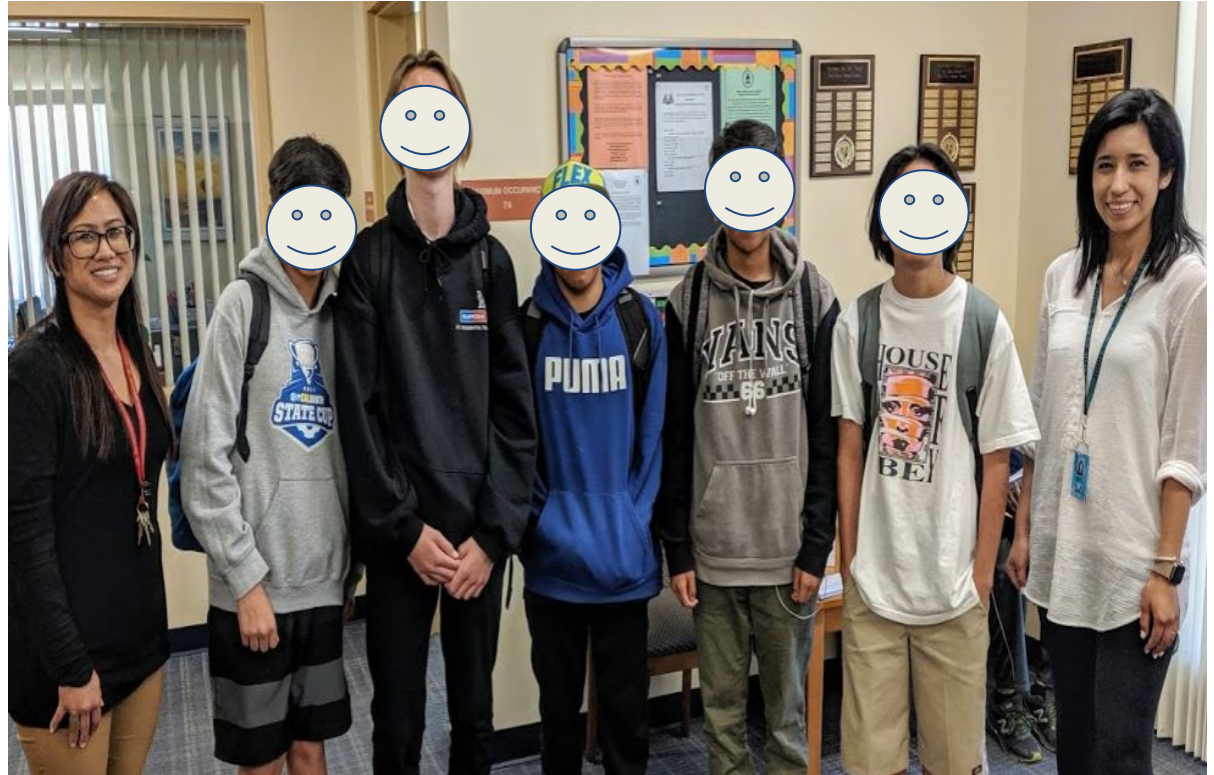
“He **starts work without needing to be prompted** & is more **on top of his work**”

“He has been **doing more when working with peers** & **completing high level work** when he is in class”



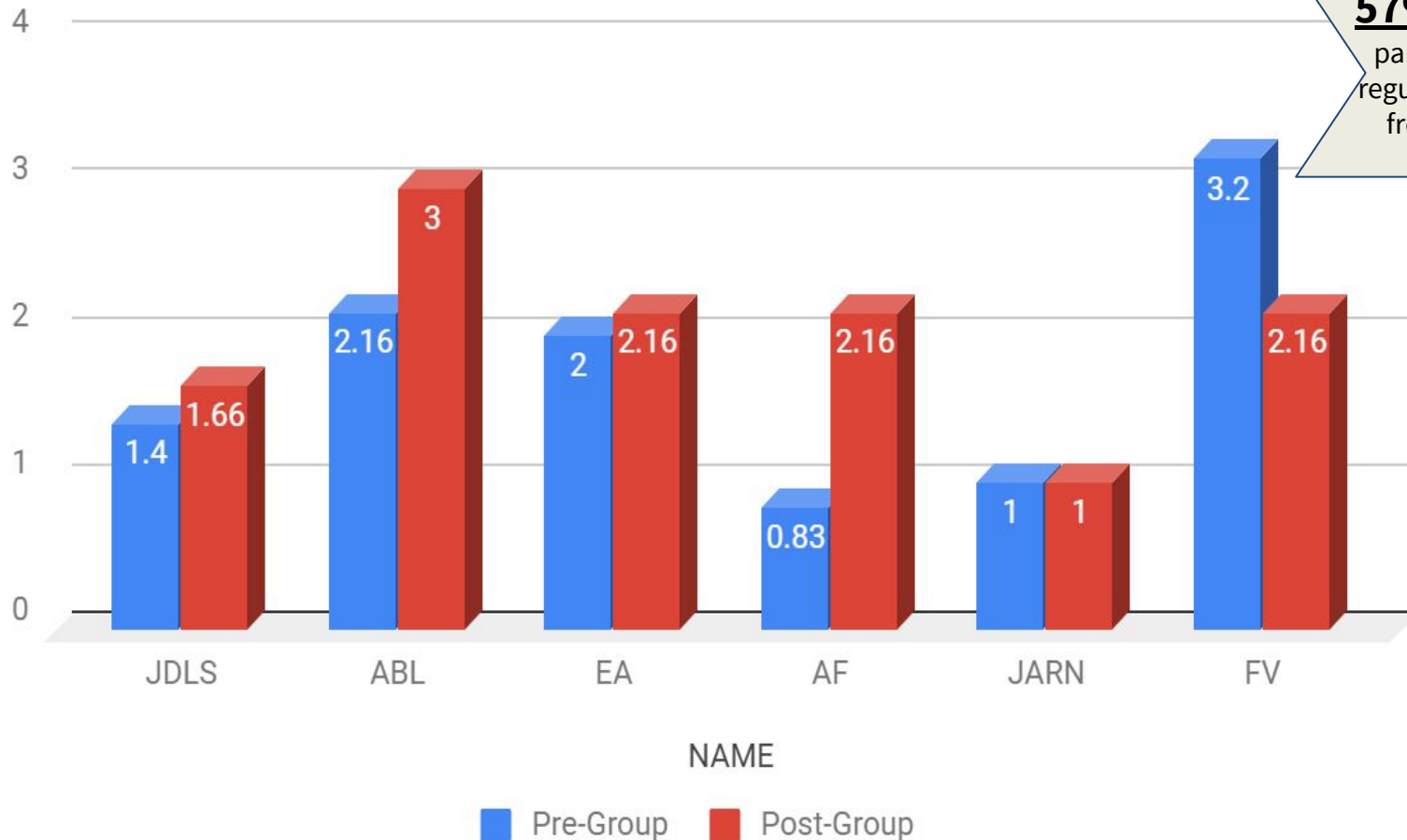
Perception Data – Parent Pre/Post

Still waiting for
parent post-surveys,
stay tuned!



Outcome Data - Increase in Individual GPAs!

GPAs Pre and Post-Group

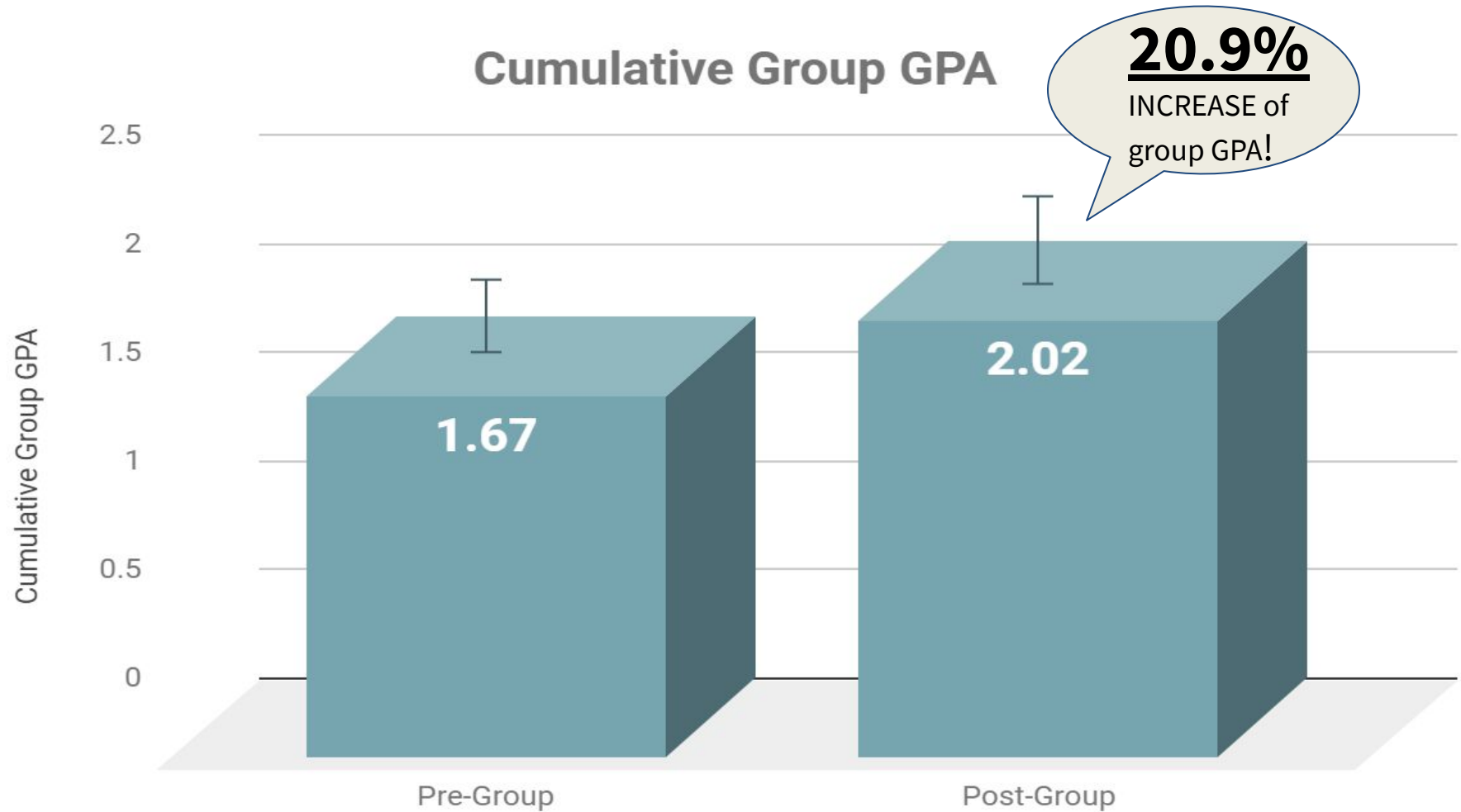


57% of students who participated in group regularly GPA increased from start to finish.

*All regularly participating students' GPA increased at some point in group!



Outcome Data - Increase in Group GPAs!



Summary & Implications

- **Twin Peaks School Counseling Department:**

- Identified data-criteria for Tier 2 small group counseling
- Facilitated one 8th grade out of the box college/career academic success skills groups
- Students gained knowledge, attitudes and skills
- Progress monitoring showed improved classwork and homework
- Results indicate group supported improvement in GPAs

- **We MET OUR S.M.A.R.T. Goal & EXCEEDED! 39% decrease!**

- **Implications:**

- Effective benefits of direct and strategic alignment of Tier 1 core curriculum with Tier 2 interventions and report card work habits and study skills
- Preventative academic success skills small groups for the lower grade levels would be helpful



Next Steps

■ **Limitations/Lessons Learned:**

- Students expressed desire to continue beyond 8 sessions & appreciated Coach Wan weekly mentorship
- Students responded well to weekly goal setting & starting group with weekly wins
- Students responded well to engagement strategies & reinforcements - increase use next group counseling cycle
- Teachers were very supportive in ways to continue/reward success in the class

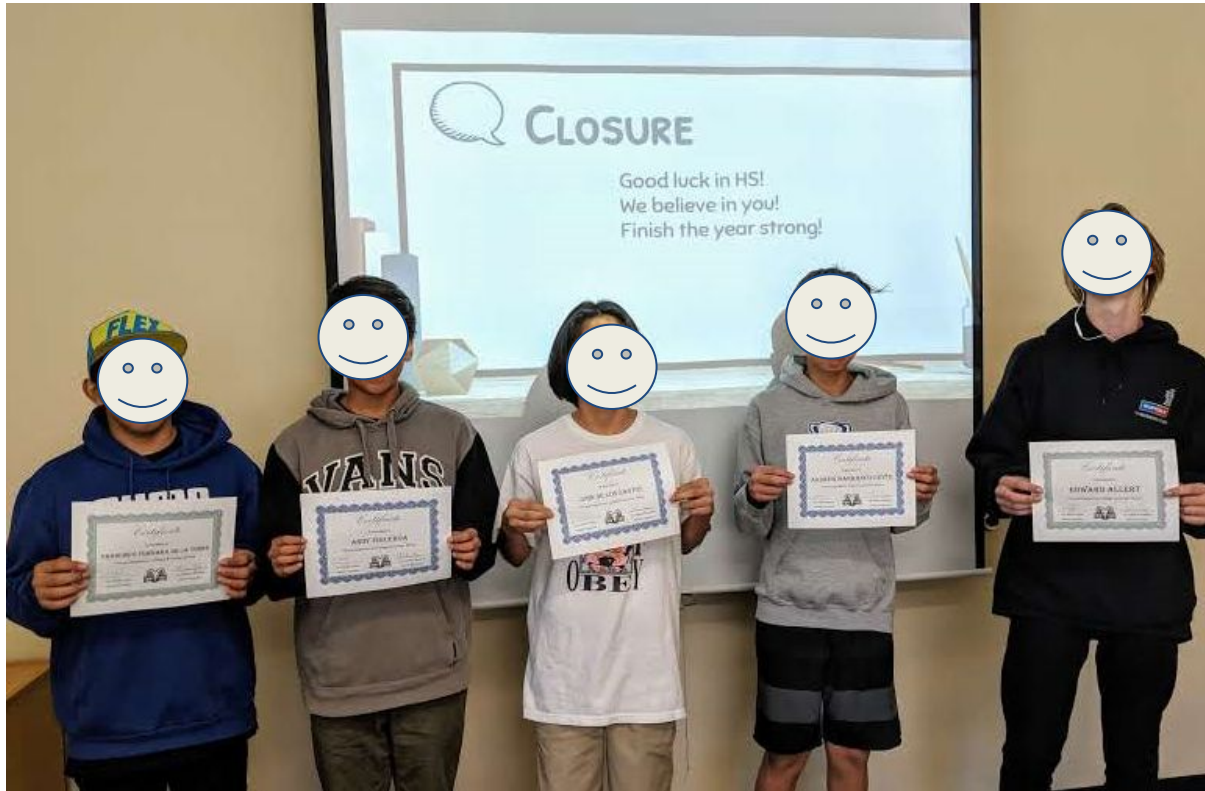


Next Steps

- Continue “College/career” focused groups to close the gap
- Continue adding related ‘mentor’ to the group
- Continue to share results with community stakeholders
- Target EDY college/career group kids for career guest speakers for ram



THANK YOU!!



Many thanks to administration, staff, and parents for contributions to these efforts and your support of the school counseling program!

