

2019 Wisconsin School Counseling Program Accountability Report

School Counselor: Kelly Curtis

Enrollment: 435 Students (Grades: K-5) | 30% Economically Disadvantaged | 3% English Language Learners | 10% Special Education | 83% White | 2% African American | 3% Asian | 6% Hispanic | 6% Multi-racial

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RESULTS REPORT

Meeting Reading Growth Targets

Students learned strategies for strengthening growth mindset, and self regulation tools for calming themselves during stressful academic situations.

Results showed 73% of participating students who had not met their target the prior year, met their growth target on the spring 2019 MAP reading test.

ASCA Model Domain: Academic

Mindsets & Behaviors Standard: M2. Self-confidence in ability to succeed.

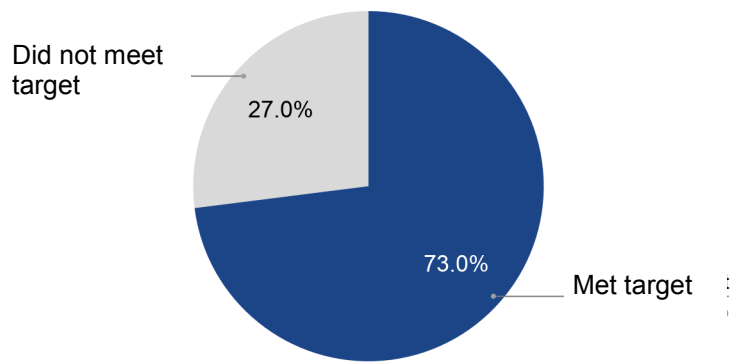
Student Need: The School Counseling Program (SCP) identified students who missed their spring to spring Measures of Academic Progress (MAP) reading growth target by five points or more because they may lack confidence or experience test anxiety.

Action Plan: Small groups focused intensively on self-regulation and effective strategies based on Dr. Carol Dweck’s research on growth mindset to help students who have academic skills but are falling short in their performance. In self-scoring, students reported a 47% increase in their confidence.

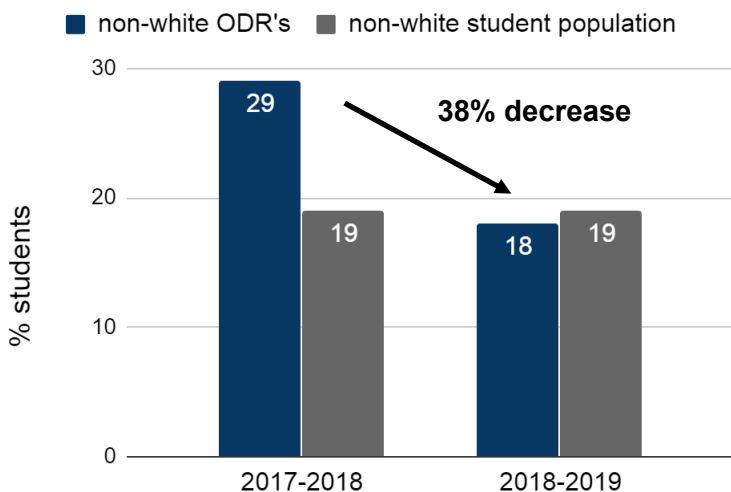
Participation (Process) Data: Eight small groups with a total of 52 second through fifth-grade students participated in six 20-minute group sessions, plus one booster session focusing on growth mindset.

School Counselor Role: The school counselor identified participants and facilitated groups with graduate student interns.

Students Meeting Growth Target in Reading After Growth Mindset Focus



Closing the Gap - Behavioral Referrals



Closing Racial Gap for Behavior

Behavioral data showed a 52% gap between non-white students earning referrals and non-white student population. The SCP addressed this gap through staff inservicing and new student programming. **The result was a 38% decrease in the percent of students who are non-white earning behavioral referrals, making the referral risk index nearly even with the population percentage.**

ASCA Model Domain: Social/Emotional

Mindsets & Behaviors Standard: B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

(Closing Racial Gap for Behavior continued)

Student Need: Behavioral data in 2017-18 showed a 52% disparity in the behavioral referral risk for non-white students. Non-white students comprised 19% of the population, but earned 29% of the ODR's. Disaggregated data showed many of the non-white students earning ODR's were also new to the school. This intervention included direct instruction to new students and families, as well as inservicing for staff.

Action Plan: The SCP taught action-researched practices in Positive Behavioral Interventions and Supports (PBIS), Peaceful Playgrounds problem-solving strategies and students reflected on their use of the strategies each week. The SCP also reached out to new families to teach these strategies through an orientation and a texting application. Additionally, the SCP with other student services staff inserviced staff about evidence-based trauma sensitive approaches and the racial disparity in behaviors.

Participation (Process) Data: The SCP facilitated new student support groups with a total of 37 students, one group for each grade two through five. Students met for six 20-minute sessions. Additionally, seven new students who were non-white received ongoing coaching and counseling as needed to practice best-practice self-regulation strategies, increasing student engagement and the time students stay in the classroom.

School Counselor Role: The school counselor facilitated inservicing, support groups and counseling.

Reducing Tardies

The SCP facilitated a Calendar Club (CC) for students who were chronically tardy. **As a result, attendance data for these students showed a 69% decrease in tardies between the month before the intervention and the month after the intervention.**

ASCA Model Domain: Academic

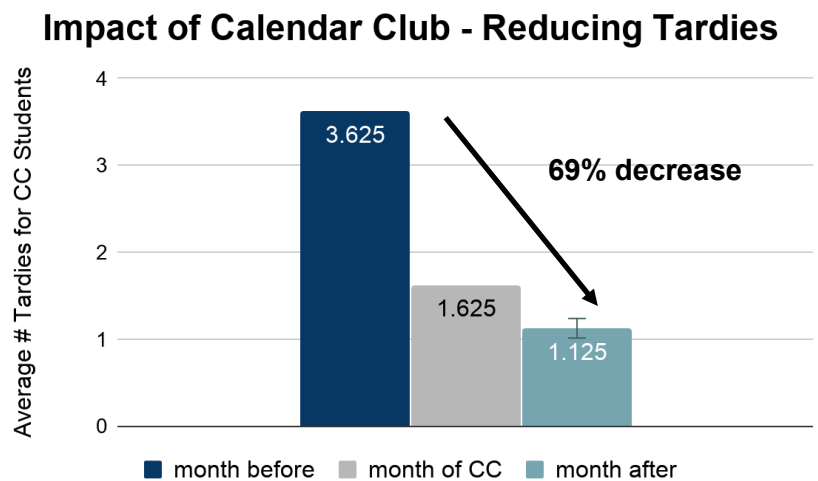
Mindsets & Behaviors Standard: M3.
Sense of belonging in the school environment.

Student Need: Students were selected for CC using attendance data showing students with chronic tardies first semester.

Action Plan: Research shows that helping students to feel more connected in school will make it more likely they attend and achieve. CC focused on school engagement for the selected students. The SCP facilitated the intervention in January when historically students have struggled the most with on-time attendance at EP Rock.

Participation (Process) Data: The SCP identified seven students who were habitually tardy during first semester, and contacted families to remove barriers to attendance and gain support for the program. For 17 mornings in January, students in CC had a check-in with the counselor to earn a stamp and the opportunity to earn game time with a friend after every five stamps. One student tutored a younger student in the morning as an incentive to get to school on time.

School Counselor Role: The school counselor contacted families and met with CC students each morning for four weeks.



PROGRAM GOALS

Student Program Goal #1

By June 2020 the distribution of ODR's earned by Kindergarten students will decrease by 20%, from 35% of total ODR's to 28% of total ODR's.

Student Program Goal #2

By June 2020 second grade boys meeting the spring 2020 benchmark in reading MAP will increase by 20%, from 34% of boys last year, to 41% of boys this year.