

Missouri Comprehensive Guidance Program

Program + Personnel = Results

A Student Centered Approach to
Evaluation

Hong Kong Association of
Careers Masters and
Guidance Masters

2009

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Trends in Education

- Educational Reform
- Accountability
- High Stakes Testing
- Achievement Gap
- Retention
- No Child Left Behind
- School Safety

Focus on Performance

Bottom Line:
**What Impact are we having on
students?**

**The Role of the School Counselor and
the Missouri Comprehensive
Guidance Program on Student
Outcomes**

Evaluation of the “Overall Guidance Program”

What Does this Mean??

Three Questions in Determining Impact of Guidance on Student Outcomes

- To What extent is the Guidance Program in place and being implemented ?
- Is the program being managed and conducted with fully certified and capable guidance personnel?
- Is there a plan/system in place to use relevant student data in determining program impact on student outcomes?

Missouri Comprehensive Guidance Program Elements

Organizational Framework

Areas/Content Standards

Academic Development

Personal/Social Development

Career Development

Structural Components

Definition/Philosophy

Facilities

Advisory Council

Guidance Resources

Staffing Patterns

Budget

Program Components

Curriculum

Individual Planning

Responsive Services

System Support

Resources

Human Resources

Financial Resources

Political Resources

Purpose of Internal Review

- **Provides Annual Review of Program**
 - **Conducted by a team consisting of**
 - **Counselors**
 - **Administrators**
 - **Other designated stakeholders**
- **Identifies Strengths/Areas of Improvement**
- **Establishes an Action Plan for Program Improvement**
- **Ascertains available “dosage” of the guidance program**

IIR: Internal Improvement Review

1= Beginning to Implement

7= Fully Implemented

- A. Comprehensive guidance program goals are aligned with district and building CSIP goals.**
- B. The comprehensive guidance program overview includes a written definition, philosophy, and relevant school board policy related to guidance programs.**
- C. The comprehensive guidance program overview fully describes both structural and program components**
- D. The comprehensive guidance overview contains job descriptions for professional school counselors at all levels that are consistent with the structural and program components of the comprehensive guidance program.**
- E. Professional school counselors delivering guidance services have extensive knowledge of and follow ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA)**
- F. The comprehensive guidance program contains an evaluation plan covering personnel, program and results**

Action Plan for Improvement

Target for Improvement: Section _____
Element _____

Basis for Selection (Include appropriate data): _____

Goal: _____

Actions to be taken	Person Respon s.	Begin	End	Resources	Result of Actions
					Include beginning and ending data as appropriate
A.					

Time/Task Analysis: Essential Element of an Internal Review

A tool to provide insight and direction:
How much time is being devoted to direct
services to students?
(80-85% Recommended)

Time/Task Analysis

	Curriculum	Ind. Plan.	Res. Ser	Sys. Support	Non Guid
8:00-8:15	1				
8:15-8:30	1				
8:30-8:45	1				
8:45-9:00		1			
9:00-9:15		1			
9:15-9:30			1		
9:30-9:45			1		
9:45-10:00					1
Total	3/8 45	2/8 30	2/8 30	0/8 0	1/8 15
Percent	38%	25%	25%	0%	12%

Program Components

Suggested Distribution of Total Counselor Time

	Elementary School	Middle/Jr High School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
	100%	100%	100%

80-85% of the time is spent in direct student services

The Program is in place

So.....

**Who's Managing and Implementing the
Program??**

Personnel Evaluation

Performance Based Professional School Counselor Standards

The Professional School Counselor:

- Implements the **guidance curriculum** using effective instructional strategies that meets the needs of ALL students
- Implements the **individual planning** component by guiding individual and groups of students and parents/guardians through the educational and career planning process
- Implements the **responsive services** component through the effective use of individual/small group counseling, consultation and referral skills
- Implements **system support** through effective program management and support for other educational programs



Guidelines for Performance-Based Professional School Counselor Evaluation

**In-service for Administrators
has been developed:**
<http://breeze.cmsu.edu/p43268944/>



2000
Missouri Department of
Elementary and Secondary Education

<http://www.dese.state.mo.us/divteachqual/profdev/index.html>

Program + Personnel = Results

Using Relevant School Data to
Determine Impact of the Guidance
Program

Relevant Student Data: Why Is It Important?

- Provides Information
- Guides Decisions—Data GUIDES a program It does not DRIVE program-A school counseling program is Student Centered, guided by data (“Random Acts of Guidance” v “Intentional Guidance”)
- Assists in ensuring that all students are benefiting from the guidance program

Examples of Relevant Student Data

(Data related to skills, behaviors, attitudes, outcomes)

Standards and Competency Related Skills and Behaviors

- Percentages of students who:
 - Have four-year plans
 - Have set and achieved goals
 - Apply conflict resolution skills

These skills, behaviors and outcomes can affect.....

Achievement Related Skills and Behaviors

- Course Enrollment Patterns
- Discipline Referrals
- Suspension Rates
- Co-Curricular Activities

And these skills and behaviors can affect.....

Student Achievement Outcomes

- Standardized Test Results
- GPA
- ACT/SAT Scores
- Drop-out Rate
- Completion of College-Prep Requirements or Career Education Programs (Previously Vocational/Technical Education Programs)

It is difficult to show a direct cause and effect or direct correlation of the guidance program to student outcomes

However.....

If Schools and School Counselors

- Have a fully implemented Guidance Program and,
- Base their program and work on standards and competencies, and
- If the counselor is a qualified dedicated professional,
- Then achievement-related skills and competencies will most likely affect student achievement outcomes
- Adapted from Trish Hatch

MISSOURI SCHOOL COUNSELORS BENEFIT ALL STUDENTS

**HOW IMPLEMENTING COMPREHENSIVE GUIDANCE
PROGRAMS IMPROVES ACADEMIC ACHIEVEMENT
FOR ALL MISSOURI STUDENTS**

By Richard Lapan, Ph.D.; Norman Gysbers, Ph.D.; and Marc Kayson, M.A.



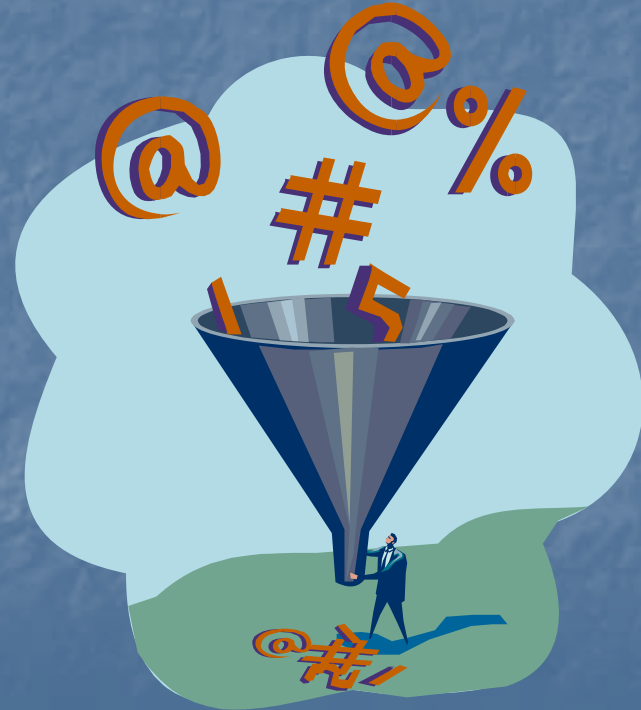
This study was sponsored by a partnership with the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, and the University of Missouri-Columbia.

The Value Added
Contribution of CGPs

What Data Is Available to Guide the Program??

Three Types of Data

- Process Data
- Perceptual Data
- Results Data



Process Data

Answer the Questions:

- What was done?
- How many times was it done?
- How many students were involved?
- What students were involved?
- What did the counselor do to whom and when?

School	# Lessons Classroom Guidance K-3	# Lessons Classroom Guidance 4 th Grade	# Lessons Classroom Guidance 5 th Grade	# Students Small Group Counseling
Benton	288	2	2	30
Blue Ridge	576	8	29	76
Cedar Ridge	252	18	36	15

Perceptual Data

Measures what students are perceived to have gained in skills or knowledge:

- Knowledge gained
- Attitudes/beliefs held
- Competencies achieved
- Program Satisfaction

EXAMPLES??



Perceptual Data Example

- The ABC School Attitude Survey
 - Of 100 students surveyed who had 20 or more unexcused absences:
 - 98 indicated they hated school
 - 80 indicated they saw no purpose in school
 - 70 indicated their teachers did not like them
 - 85 indicated that the school did not care about them

Results Data

Answer the Question:

How are students different as a result of what they learned, competencies gained etc...?

Types of Results Data

Grades	Graduation Rates
Test Scores	Drop-out Rates
Attendance	Suspension Rates
Discipline Referrals	Post-Secondary Placement

Data in Action

(Example of “Intentional Guidance”)

Issue: 10% of students in ABC Middle School (100 students) had 20 or more unexcused absences for the 2003-2004 school year—(Establishes Baseline Data)

Guidance Standard Addressed: Academic Development

“ All students will acquire the attitudes, knowledge, and skills that contribute to effective learning”

CSIP Goal Addressed: 1.2-- ABC Middle School will improve overall attendance rate by 5%

Process Data

- 100 students with 20 or more unexcused absences for the 2003-2004 school year
- The 3 school counselors will each establish 3 small groups . Students will be assigned according to caseload.
- The counselors will facilitate structured group activities based on the "I Need to Come to School Curriculum" The group will meet once a week for the first semester.

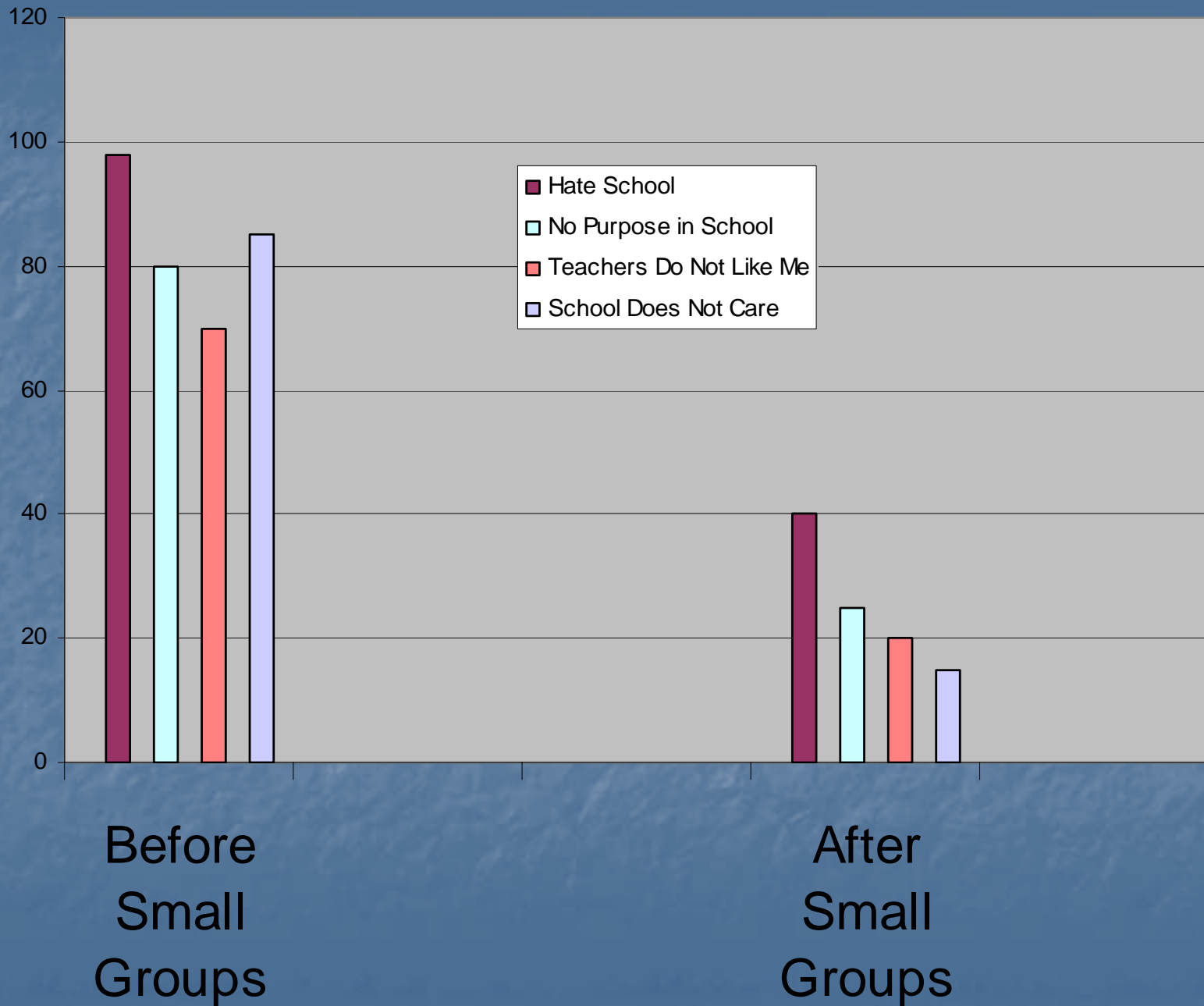
Perceptual Data

- The ABC School Attitude Survey
 - Of the 100 students surveyed
 - 98 indicated they hated school
 - 80 indicated they saw no purpose in school
 - 70 indicated their teachers did not like them
 - 85 indicated that the school did not care about them

W A T E R - S O D S - C O N S U M E R

	Before Small Group	After Small Group
I Hate School	98	40
I See No Purpose in School	80	25
My Teachers Do Not Like Me	70	20
School Does Not Care About Me	85	15

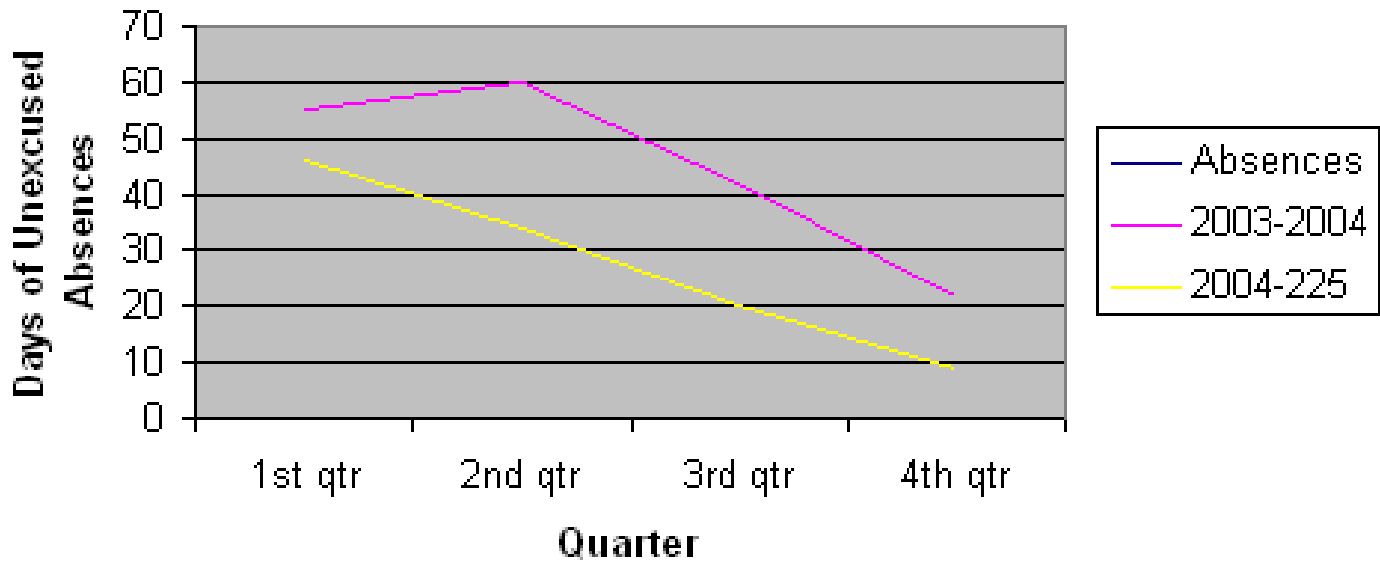
Indicates a change in perception as a result of the program



Results Data: Mr. Smith Group 1

Name Unex 2003-04	1st qtr unex abs.	2 nd qtr unex abs	3 rd qtr unex abs	4 th qtr unex abs	Total
John (20)	5	4	2	0	11
Linda (18)	6	5	4	1	16
Jerry (18)	7	4	3	1	15
Sam (22)	8	4	2	1	15
Sue (21)	6	2	1	0	9
Dave (21)	4	6	2	0	12
Ann (20)	8	4	4	1	17
Mike (19)	4	2	2	4	14
Jason (20)	5	3	0	1	9
Total (179)	46	34	20	9	109

Unexcused Absences



1st	2nd	3rd	4th
qtr	qtr	qtr	qtr

Absences

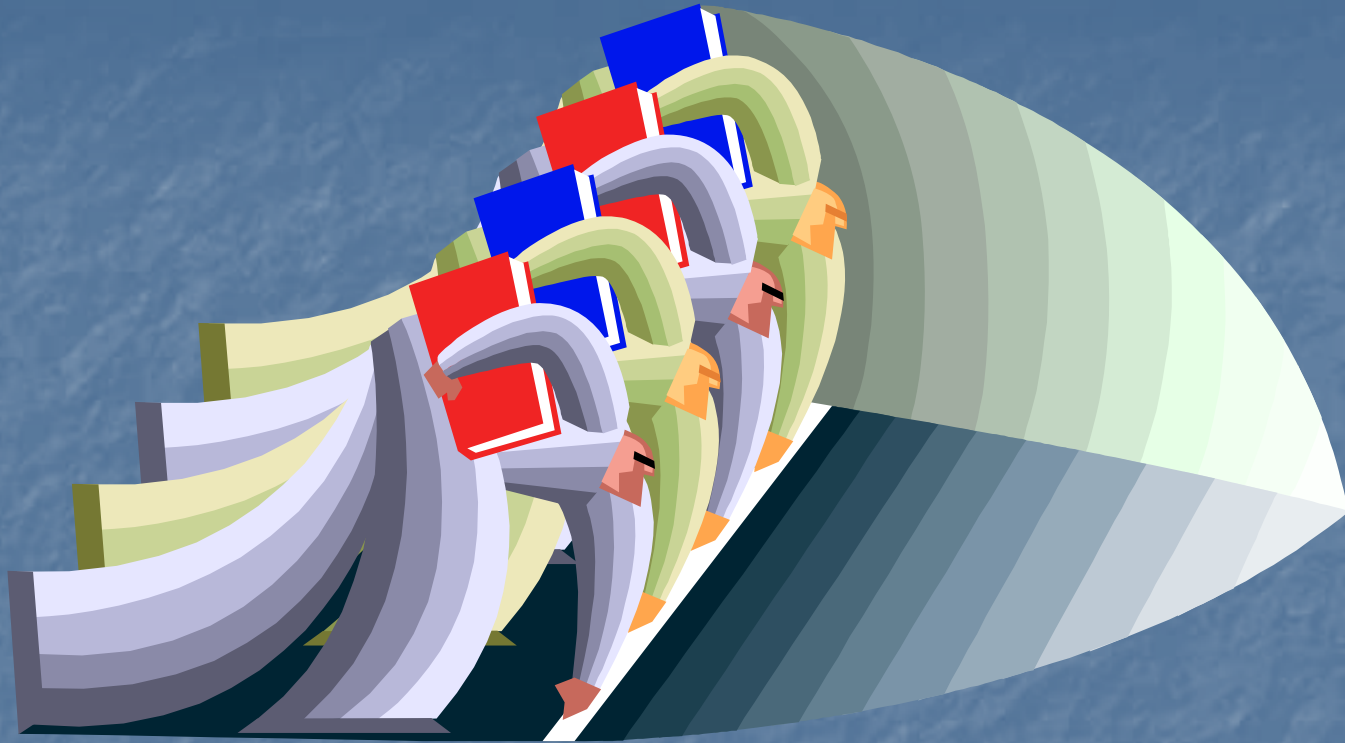
2003-2004	55	60	42	22
2004-2005	46	34	20	9

Improved Attendance leads to Improved Grades

- Average GPA of 100 Students at end of 2003-2004 School Year: 1.6
- Average GPA of 100 students at end of 2004-2005: 2.01

ALSO LOOK AT

- Individual students
- Change over each quarter



Getting Started

Creating Partnerships to Institutionalize and Sustain Results Based Evaluation

- Utilize State Guidance Leadership
- Involve the state school counseling association
- Include Counselor Educator Programs
- Develop an evaluation model (IDEAS!)
- Develop a train-the-trainer model (PROBE)
- Identify trainers for each SCA district

Creating Partnerships to Institutionalize and Sustain Results Based Evaluation (Con't)

- Partner each district with a counselor education program
- Conduct trainings and carry out evaluation projects
- Collect results of projects
- Share projects (poster session, on-line data base)
- Develop a recognition program with results based-evaluation built into application
- Work with counselor educators to develop pre-service training in results based evaluation

Start Small!!

- **Don't Measure everything**
- **“Not everything that counts can be measured and not everything that can be measured counts.” (Einstein)**

- Connect to Standards
- Base decisions on needs of district, school & data—
Addressing the needs of the students
- Resources
- Learn from the results—if not what expected: review
the process, research more proven interventions
- Redesign the intervention
- Results should not be tied to personnel evaluation

Intentional Guidance: Developing an Action Plan Through IDEAS! (See the handout)

- Identify the problem/issue/challenge/goal
- Describe the situation
- Existing Data
- Analyze the data
- Summarize the data into *meaningful* information
- !Use the information!



Effective Results Evaluation

Skills Needed: The Ability to

- Access Data—What is already available?
- Analyze Data—What pleases, what disturbs, what are the gaps?
- Interpret Data—What implications arise from the analysis?
- Present Data—use charts, graphs; look for trends; decide on audience

**NOTE: ADVANCED SKILLS IN STATISTICS
NOT REQUIRED!!**

Basic Ways to Look at Data

- Start with simple statistics: averages and percentages
- Look at longitudinal results—i.e. GPA over time
- Disaggregate

- Evaluation has been and still is a key component of a Comprehensive Guidance Program
- The ideas and concepts presented here can be done
- Results based evaluation strengthens the overall evaluation process

IDEAS! In Action

Title/Author and Contact Information Page Example:

The impact of career/personal counseling
on the academic achievement of at-risk
high school sophomores

Richard Lapan, Ph.D.

University of Missouri-Columbia

LapanR@Missouri.edu

This page is a brief summary of the intervention/project

Example:

Abstract

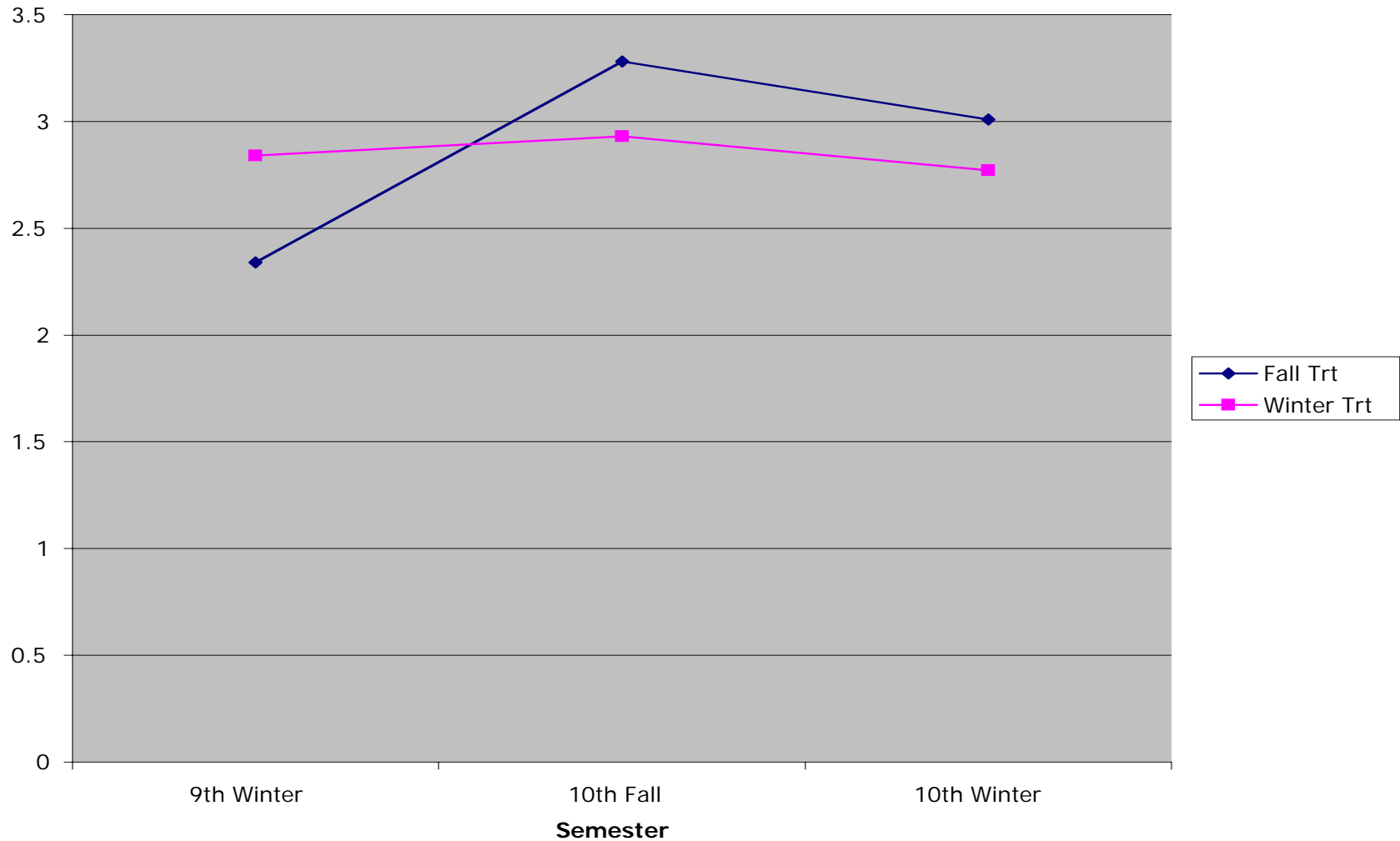
The academic achievement of sophomores at risk for dropping out of school needs to be enhanced. We provided career and personal counseling to these 10th graders. The students who received counseling during the Fall Semester earned more credits at the end of the semester, as compared to a control group. The academic gains continued through the Winter Semester. At risk 10th graders receiving counseling during the Fall Semester earned (on average) enough credits to be able to make successful progress with their class towards graduation.

This page provides an outline of the intervention

- The Problem - Describe in a sentence or two the problem or issue that you are addressing.
- Intervention/Hypothesis—This briefly describes what you are planning to do and the intended impact of the intervention.
- Target Group This is the group of students with whom you have identified to work.
- Professional School Counseling Intervention This describes in a brief sentence or two what aspect of the comprehensive guidance program will be used
- Treatment/Control Groups –This describes how the treatment group was assigned and to whom the treatment group will be compared.
- Outcome Measures This will briefly describe what outcomes² you are looking at

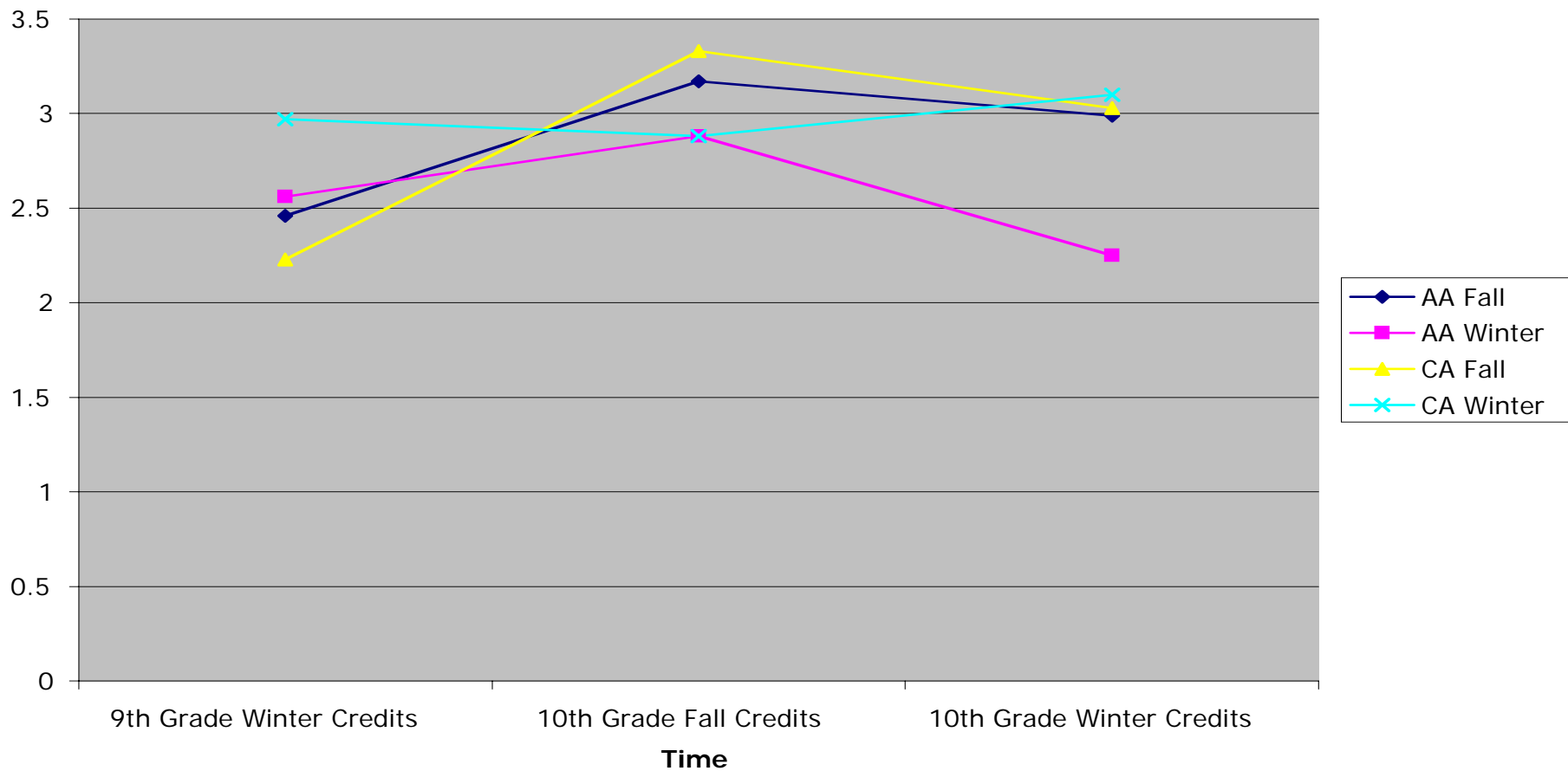
This page are your results in graphic format.
Example:

Gains in credits due to treatment



If possible, and appropriate, show some disaggregated data.
Example:

Interaction by Race and Treatment



This is the implications page in which you will outline possible implications as a result of the intervention.

Example:

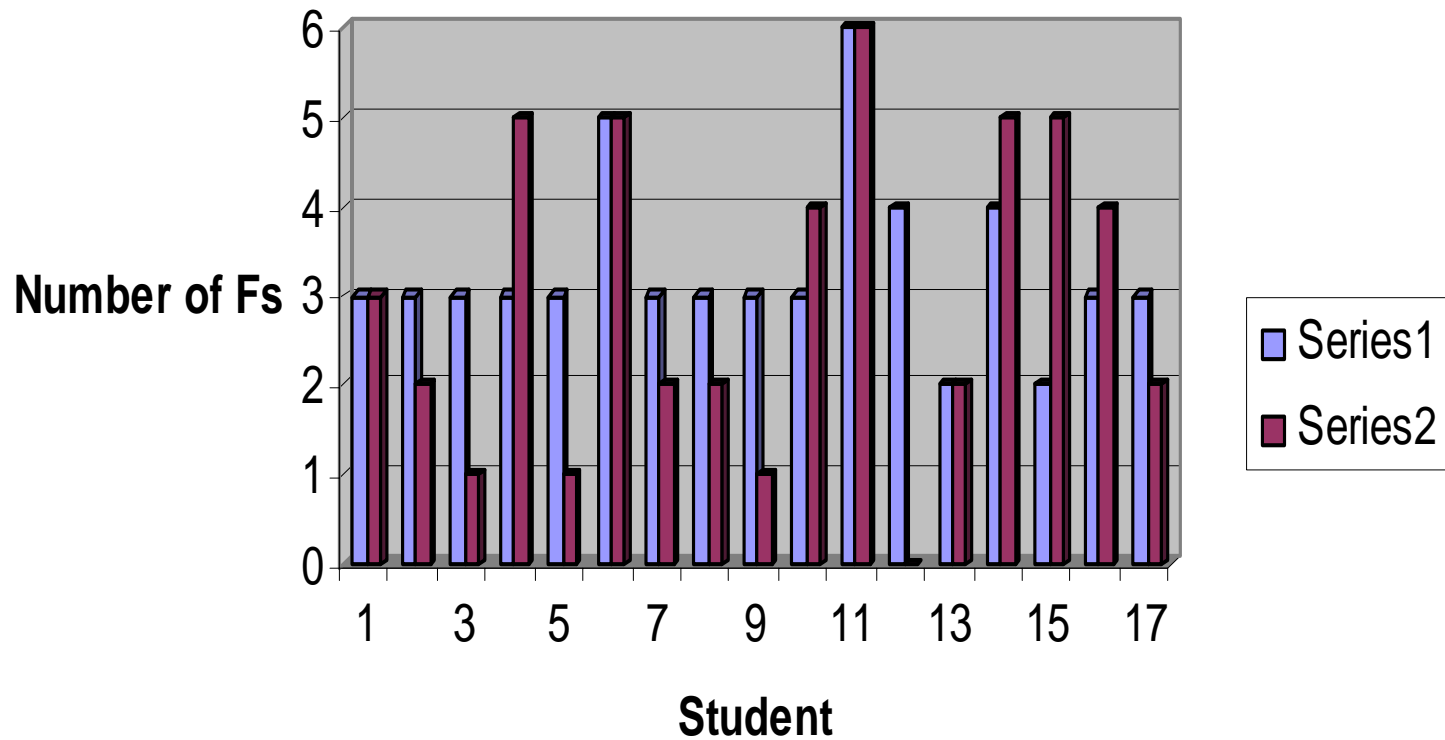
Implications for the HHS Comprehensive Guidance Program

- Provide career development experiences to all students
- Develop a group counseling format to extend career/personal counseling services to all at risk students
- Assist each student to see the relevance between what they are studying in school and how that is connected to a personally valued and desired career future

Examples of Results-Based Counseling

- Targeted students in grade 3 who did not score proficient on the pre-MAP in grade 2; students in grade 6 with 2 or more Fs; students in grade 9 with 3 or more Fs
- Each counselor/department submitted an Action Plan that aligned **intentional interventions** with School Improvement Plan goals—signed by the administrator

EHS Grades of F--47% of Targeted Students Earned Less Fs at the Semester

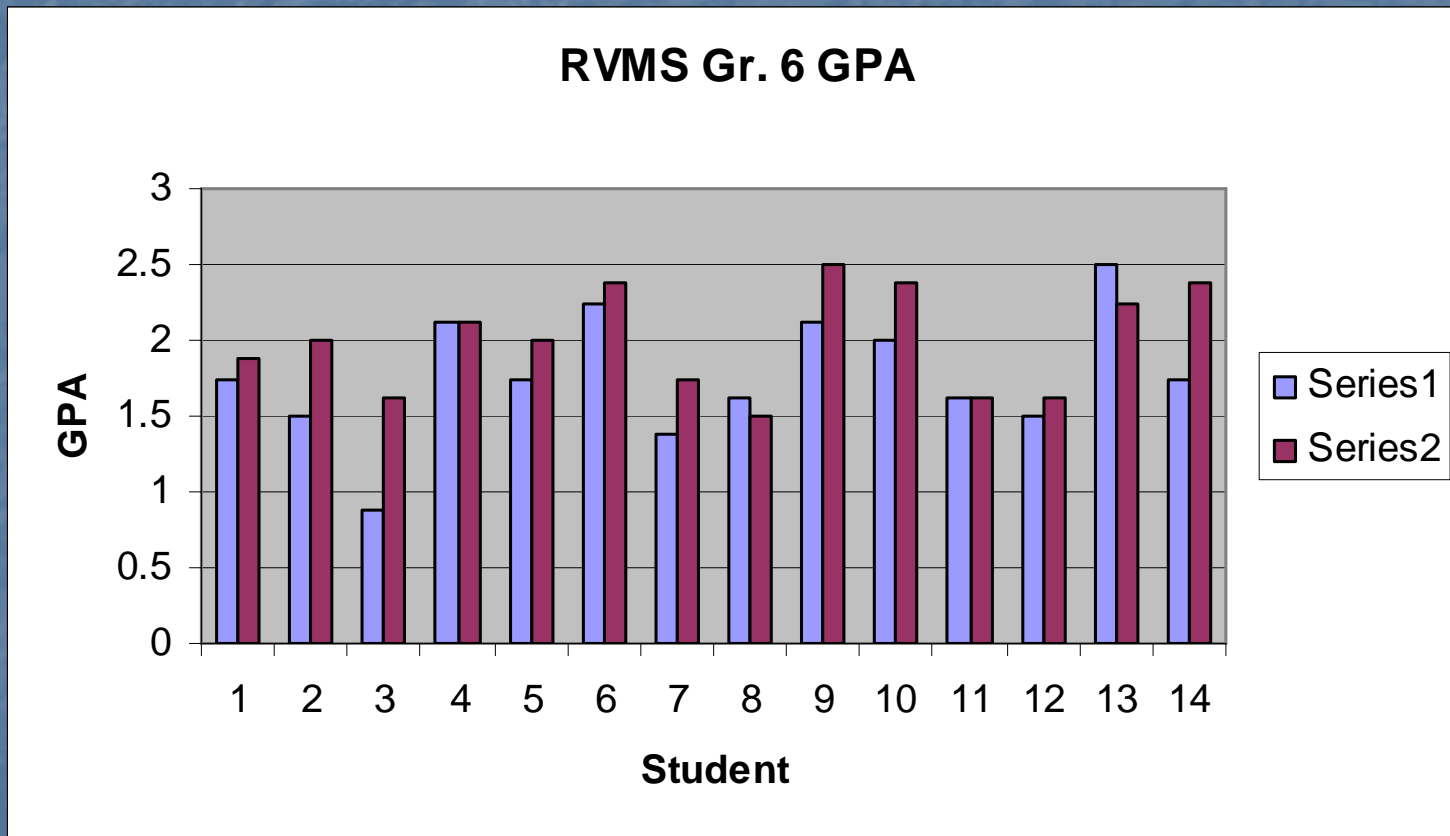


Rockwood Summit High School

- 38% of those targeted had less Fs at second semester end
- 51% improved attendance
- 14% improved their GPA



RVMS: 64% Raised Their GPA from Q1 to Q2!



Results Based Evaluation – 4th and 5th Grades

Teresa Begemann, LPC, NCC, NCSC
Prairie Branch Elementary School

Identification of Problem

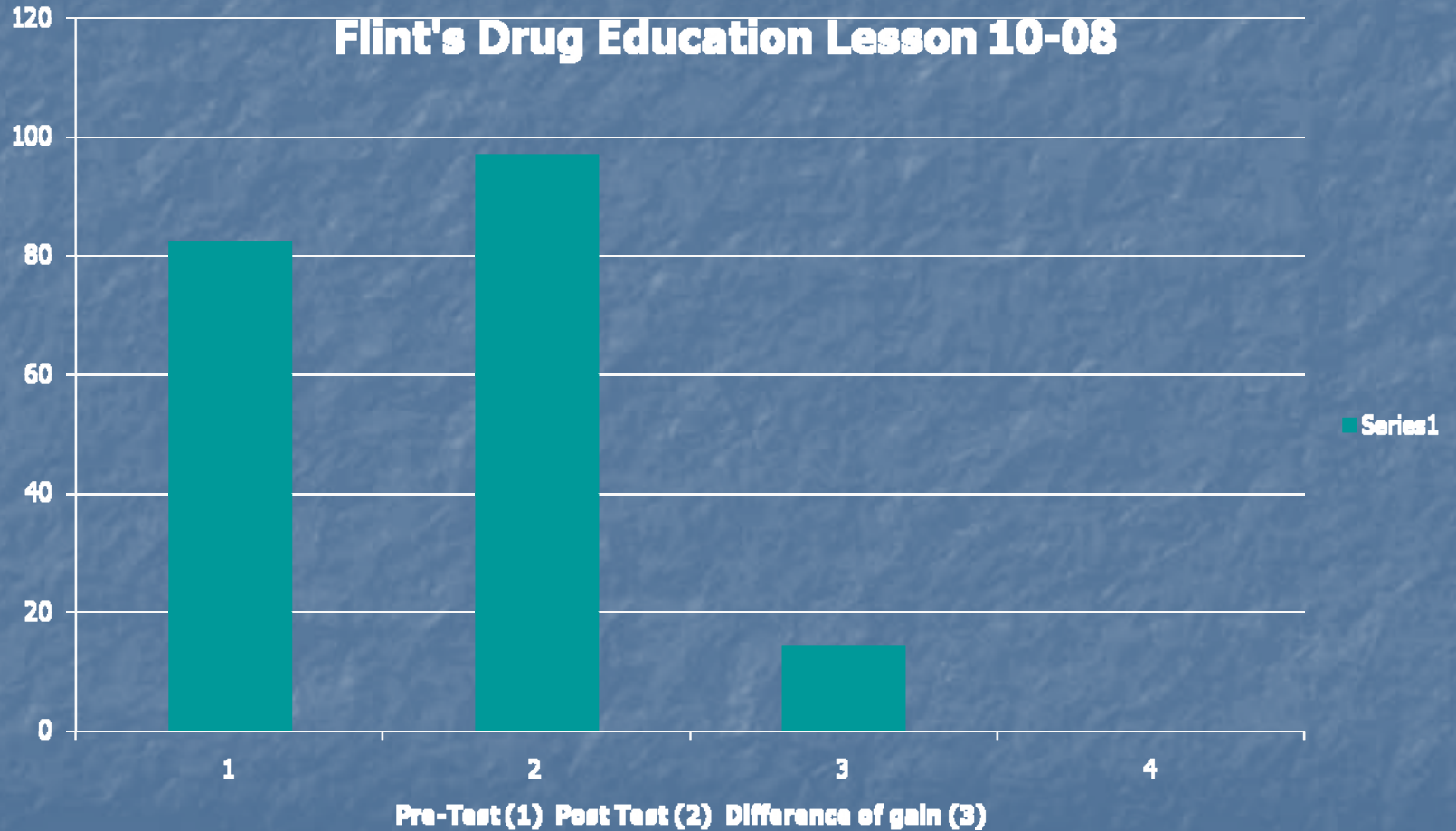
- The Prairie Branch counselor wanted to use data to evaluate the lesson given on Drug Education. The question was: Will the teaching of the lesson make a difference in the learning about the harmful effects of drugs?

Describing the Situation

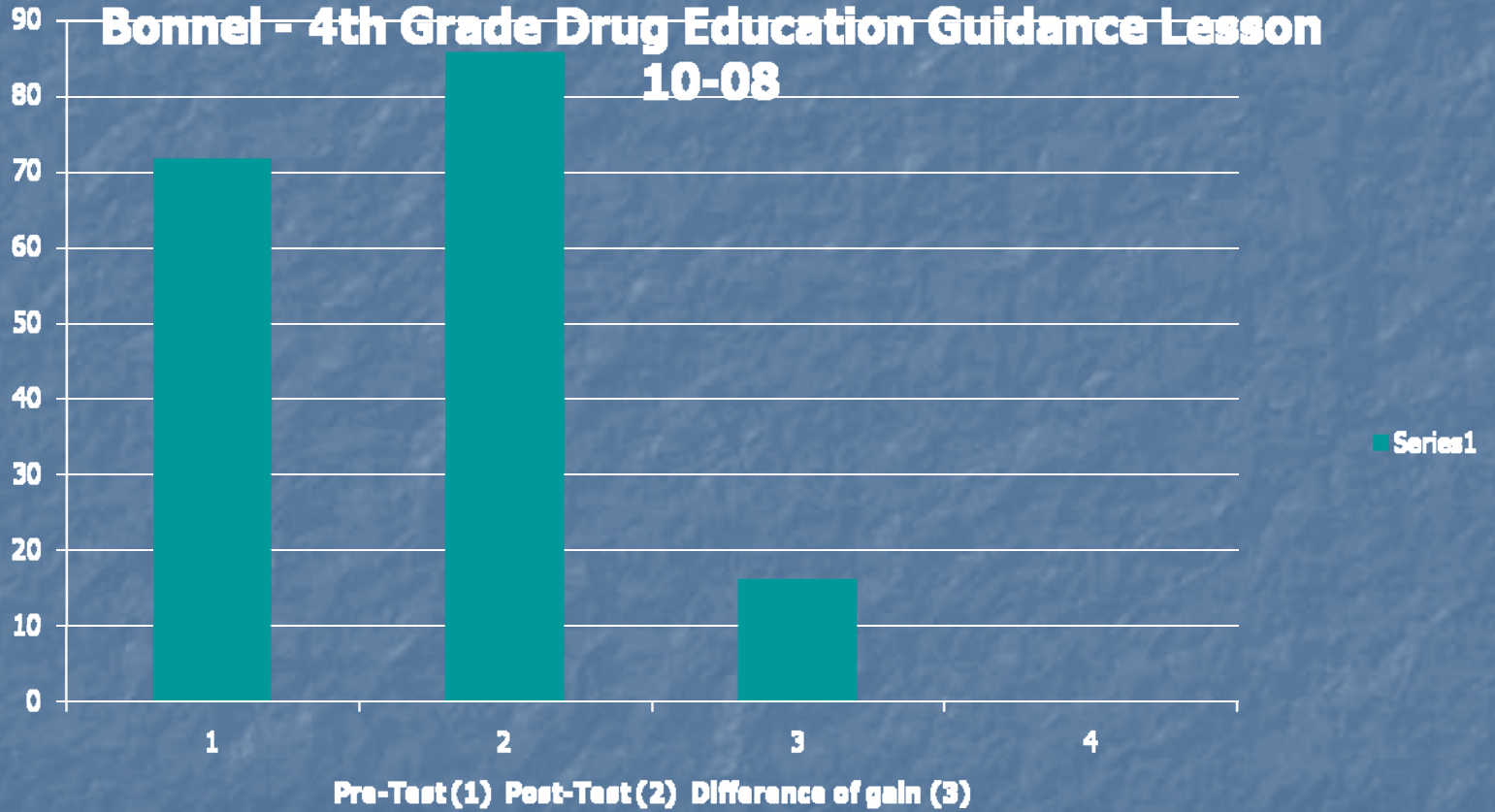
- Fourth Grade were given a lesson based on the video, "Dangerous Drugs". The students were given a pre-test in the computer lab a week before the 45 minute lesson was given. Clickers were used for the pre-and post-test. There were 10 questions. The post-test was given after the lesson was taught.

- Fifth Graders were given a lesson based on the video, "The Boy Who Was Swallowed by the Drug Monster". The students were given a pre-test in the computer lab a week before the 45 minute lesson was given. Clickers were used for the pre-and post-test. There were 10 questions. After the lesson, a post-test was given.

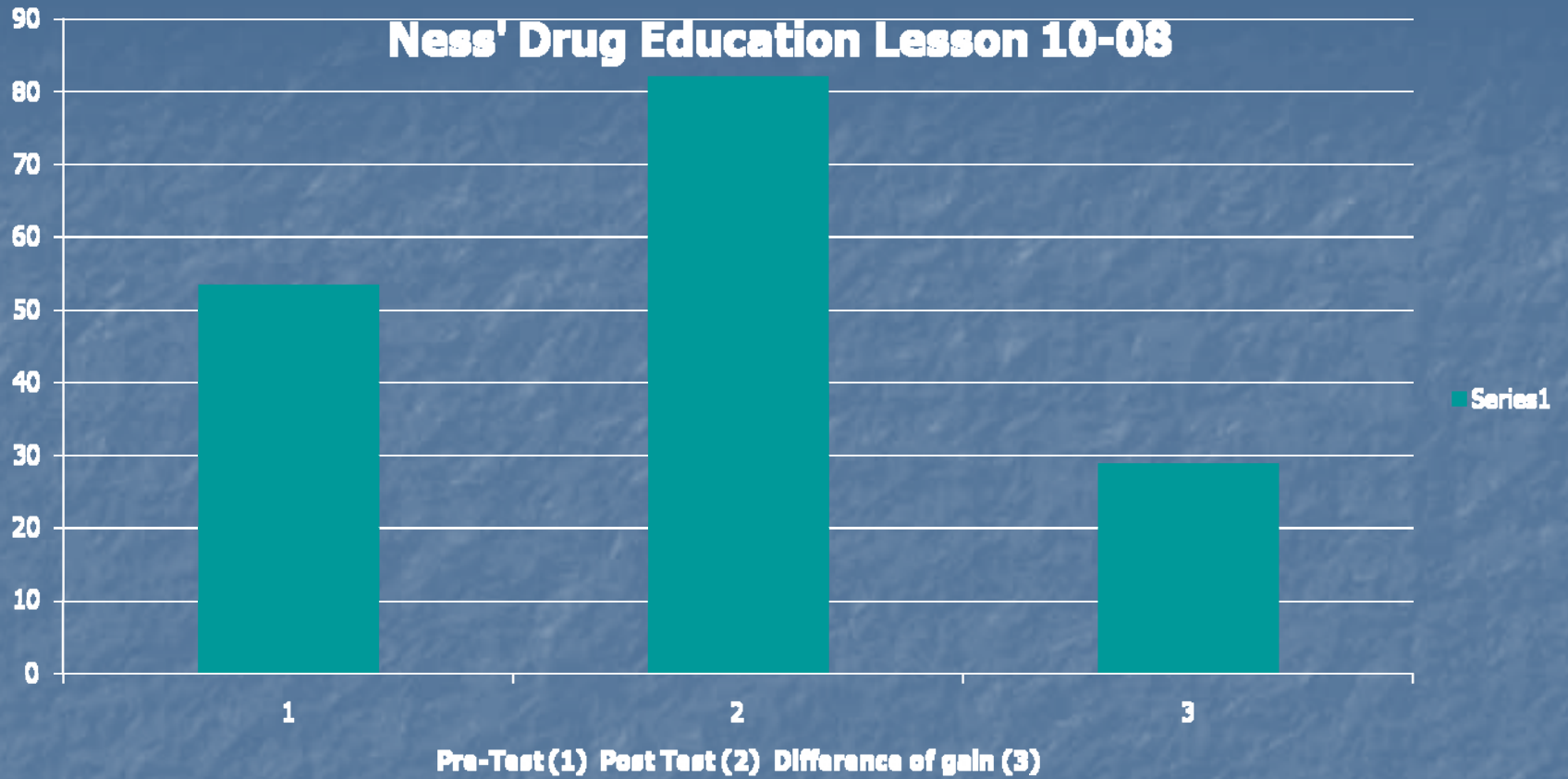
Fourth Grade



Fourth Grade

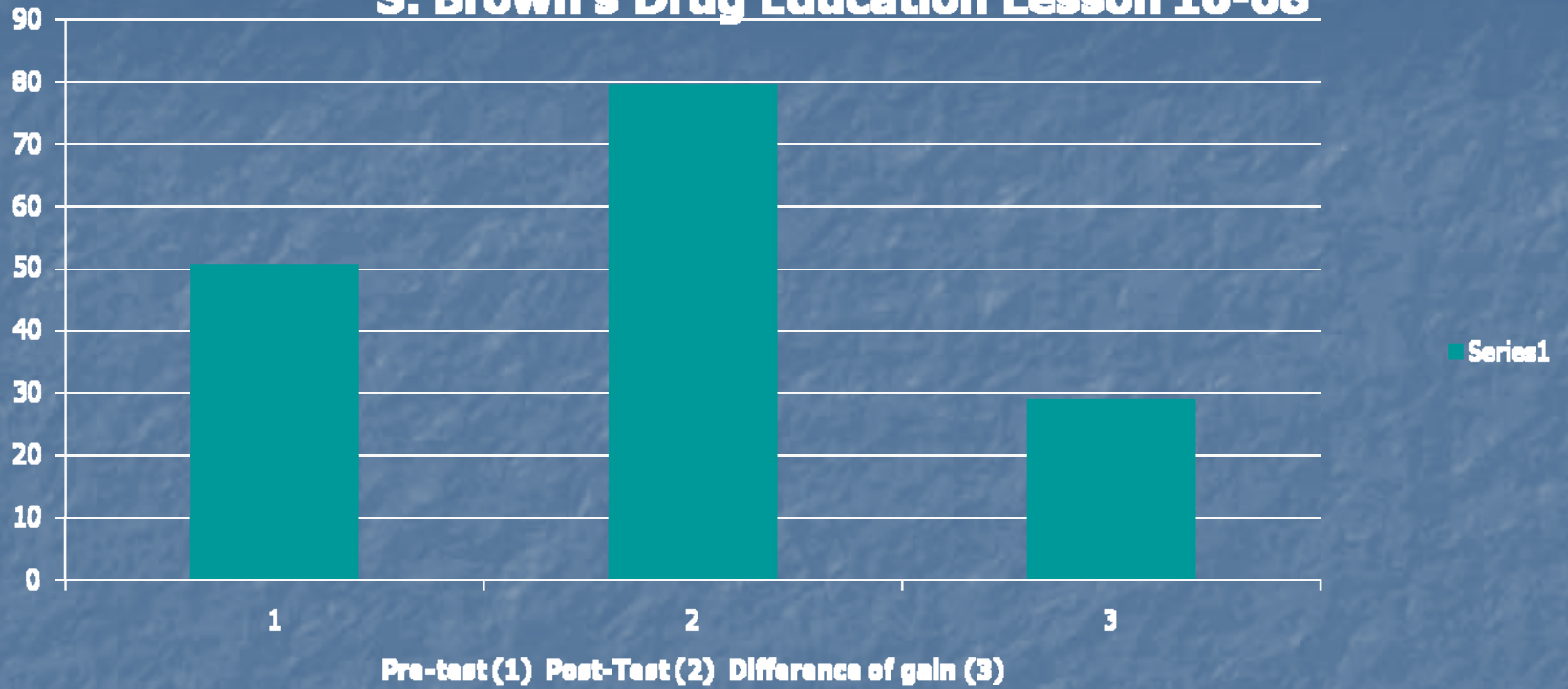


Ness' Drug Education Lesson 10-08



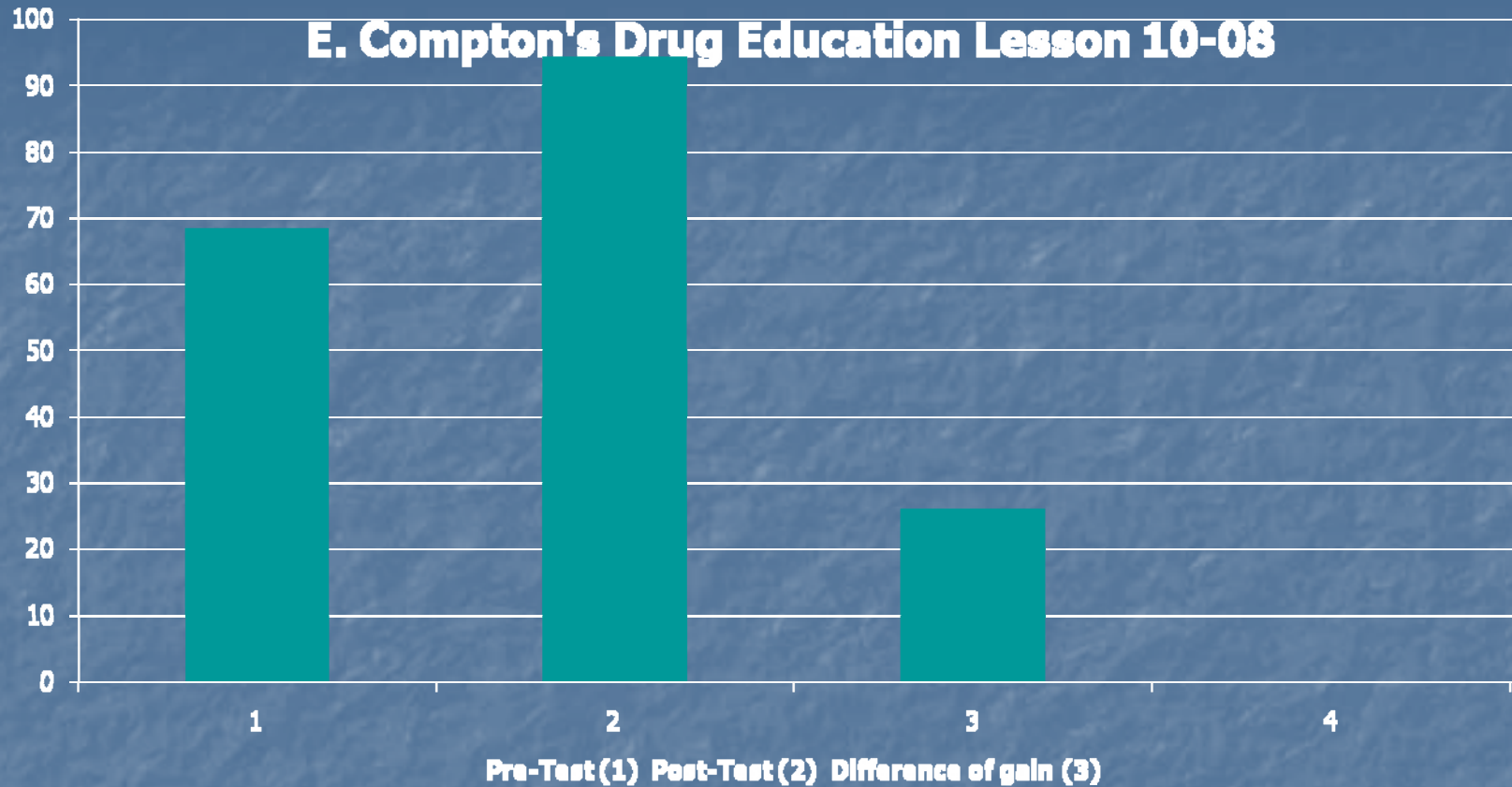
Fifth Grade

S. Brown's Drug Education Lesson 10-08

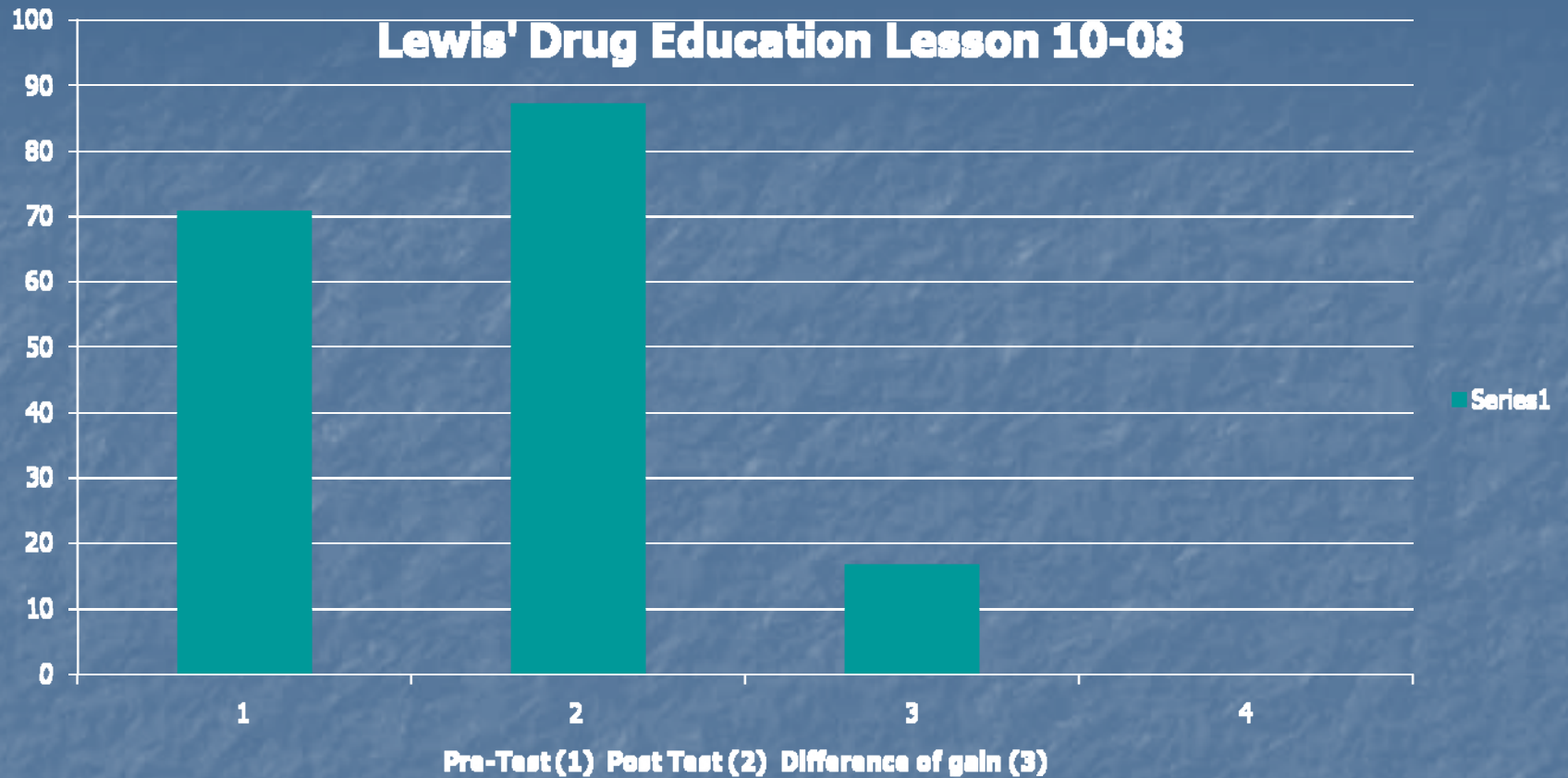


Fifth Grade

E. Compton's Drug Education Lesson 10-08



Fifth Grade



Fifth Grade

Analyzing the Data

- There was a smaller difference of gain in the Fourth Grade. There was a range of improvement from 14.21 to 16.0 after the lesson was taught.
- There was a gain in the Fifth Grade classes. The range of improvement went from 16.47 to 25.88 after the lesson was taught.

Summarization

- Both lessons appeared to be successful. There was a gain of knowledge from the lesson being taught at both grade levels.
- Conclusion: Guidance Comprehensive Lessons do make a positive difference in the lives of students.

PROBE Project 2009

Summary

Who Are Peacekeepers?

- A nationally certified peer mentoring program, in which older students are paired with younger students, for the mutual benefit of both student populations. (Initiated about seven years ago by KCMUSD counselor, Paula Schaaf.
- The program was modified for use with exceptional education students for this project.

Peacekeeper Advantages:

- For the younger student:
- Helps adjustment to school
- Helps develop social skills
- Provides positive role models
- Helps handle daily stress



Peacekeeper Advantages

For the older student:



- Teaches leadership skills
- Provides opportunity to practice responsibility & nurturing skills
- Provides a sense of purpose
- Reinforces academic skills

Project Set-up:

- Ten secondary students from the 6th hour work activity center were paired with two classes of elementary students.
- Starting in January, every other week the peacekeepers brought their supplies and joined the elementary students to share stories, books, and coloring.

Project Set-up Cont:

- On the alternate week Peacekeepers remained in their work activity class & we discussed what they enjoyed or problems they may have encountered. We also worked on the upcoming project for our students. (Reading, cutting, etc)
- Peacekeepers were encouraged to keep track of their own supplies and leave each child with something to take home.

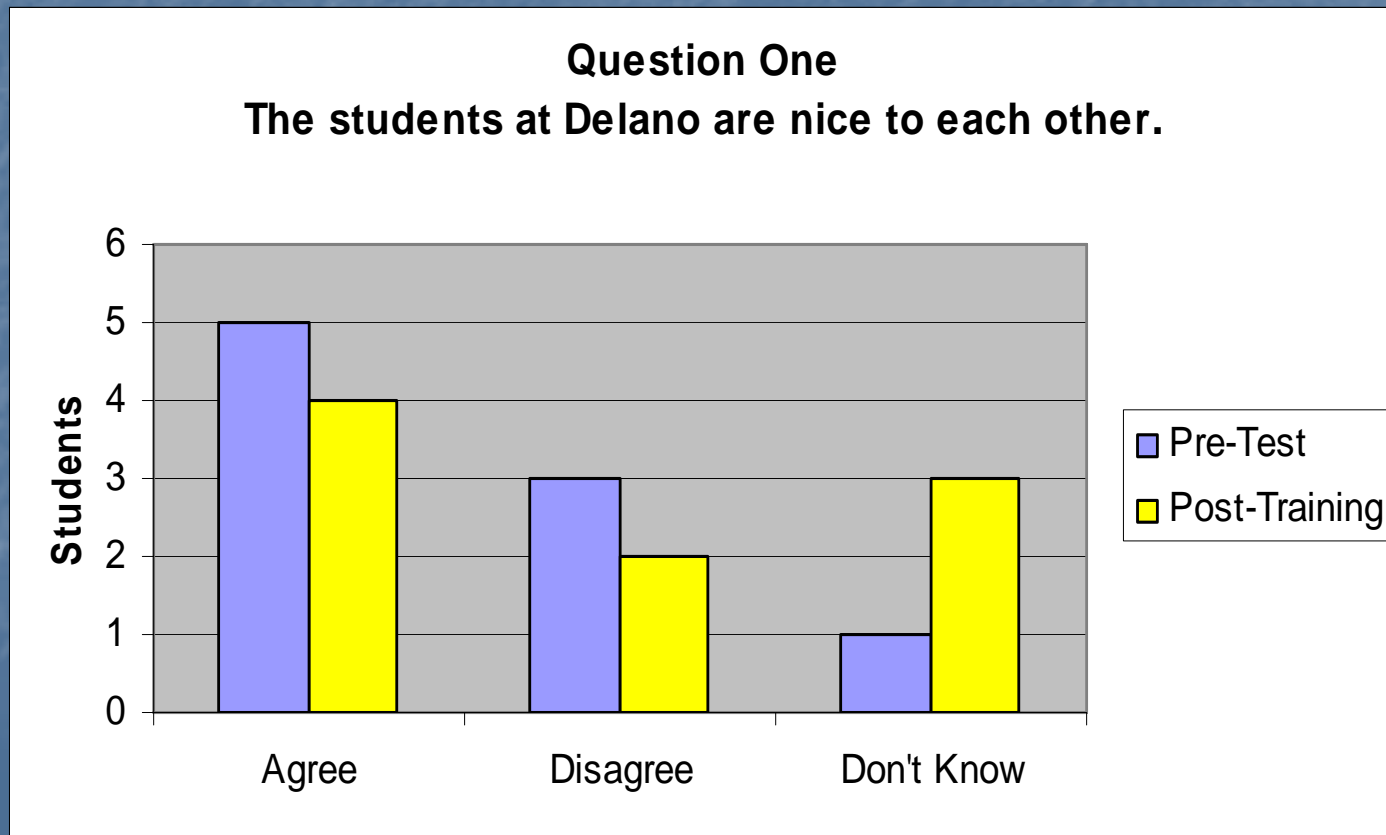
Data Used to Assess the Peacekeeper Program?

- A pre & post training assessment test was used to help follow student self-efficacy & school climate.
- Observation of student interaction & student feedback was informally noted.

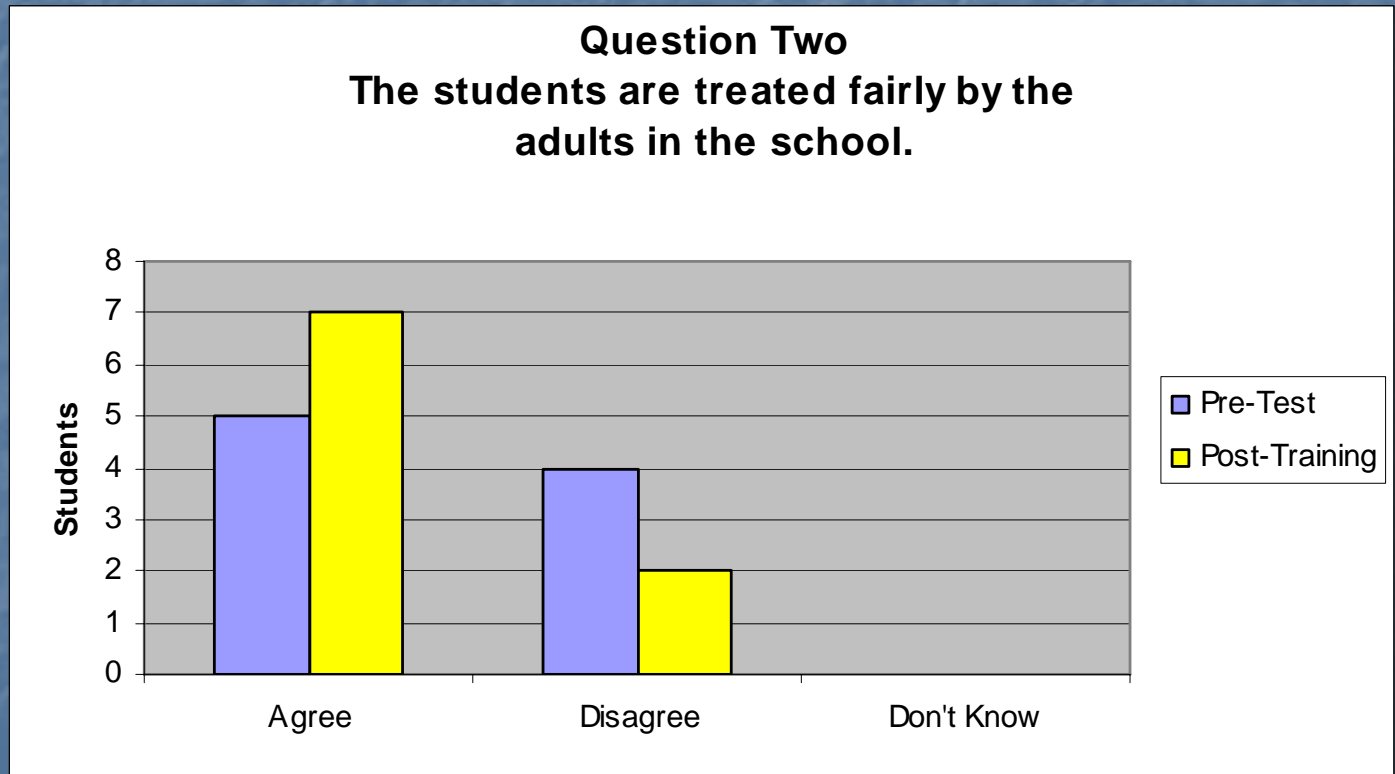
12 Question Assessment

- Students were given a Likert scale questionnaire, prior to Peacekeepers training as they returned from holiday break in January 2009. The questions were asked again in May for comparison.

Questionnaire Results: (N=9)



Questionnaire Results:



What Does It All Mean?

- There was little change noted from utilizing the pre& post Peacekeeper questionnaire.
- Some students did appear to feel more comfortable in their role as mentor after the experience; while others stated they were growing tired of their job.
- The elementary students did appear to benefit from the interaction.



What's up?



- N=9 was likely too small of a group to obtain concrete results
- The student population may be too varied to receive reliably reproducible data.
- Confounding variables might also include:
Difficulty understanding the questionnaire, student absences, the stress of being responsible, and conflicting schedules.

How to Identify What to Evaluate

Participant Discussion