

MEASURE

Mission, Element, Analyze, Stakeholders-Unite, Results, Educate A Six-Step Accountability Process for School Counselors

Name and Address of School:

Quibbletown Middle School
99 Academy Street
Piscataway, NJ 08854

Principal:

Mario Tursi

Name of Counselor(s) Leading the Initiative:

Alex Gray, School Counselor, grade 8; and Marge Delaney, School Counselor, grade 7

Enrollment:

550

School Demographics:

Caucasian/Non-Hispanic: 126 (23%)
African American: 209 (38%)
Hispanic: 93 (17%)
Asian/Pacific Islander: 121 (22%)
Other: 1 (less than 1%)
Free/reduced lunch: 146 (26.5%)
English as Second Language: 6 (1%)
Special Education: 77 (14%)

STEP ONE: MISSION

MISSION

Connect your work to your school's mission in keeping with the ASCA or your state's comprehensive school counseling model.

Your school or department's mission statement is:

The mission of the Piscataway Public Schools is the continual development of each child's intellectual, aesthetic, social, and physical abilities in a positive environment that fosters self-esteem. Students in Piscataway will be confident, productive members of a changing society.

STEP TWO: ELEMENT

ELEMENT

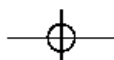
What critical data element are you trying to impact? Examples include: grades, test scores, attendance, promotion rates, graduation rates, postsecondary going rate, enrollment into honors or AP courses, special education, discipline referral data, and so on.

What is the baseline for the data element? Where do you hope to move it (goal)?

Element: Failure rates.

Baseline: 68 students were identified as at risk of failing eighth grade.

Goal: To ensure that 90% of eighth-grade students identified as at risk for retention because of their multiple D's and F's on their report cards will pass eighth grade.



STEP THREE: ANALYZE

ANALYZE THE DATA ELEMENT

You can use percentages, averages, raw scores, quartiles, or stanines. You can aggregate or disaggregate the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, socioeconomic status, or in a multitude of ways to look at student groupings.

Baseline Data Revealed:

In 2004–05, 68 eighth-grade students, at the end of the first marking period, had two or more D's and/or F's and were at risk of eighth-grade retention.

STEP FOUR: STAKEHOLDERS-UNITE

STAKEHOLDERS-UNITE TO DEVELOP STRATEGIES TO IMPACT THE DATA ELEMENT

Beginning Date: November 2004

Ending Date: June 2005

Stakeholders	Strategies
School counselors	<ul style="list-style-type: none">• Facilitated "success" groups.• Communicated with teachers to monitor student progress.• Facilitated meetings with teachers and parents to address student performance and strategies for improvement.• Facilitated an action plan for all students with D's and F's involving students, teachers, and parents.• Recognized students who showed improvement in grades through "Reaching New Heights" program.• Coordinated peer tutoring when students' schedules permitted.• Showed students how to use technology for study skills and homework hotlines.• Sponsored a Career Day.• Organized workshops for parents.• Offered monthly evening parent programs and evening parent appointments.• Presented MEASURE plan to faculty.• Supported summer enrichment and future student success by facilitating a parent information evening and a morning workshop with all three middle schools.
Counseling secretary	<ul style="list-style-type: none">• Prepared D and F reports each quarter.• Assisted with the coordination of the mentoring program.• Assisted in the coordination of Career Day.
Administrators	<ul style="list-style-type: none">• Sent letters home each quarter re: D's and F's.• Met with students who are academically at risk.• Encouraged enrollment in the Saturday Academy (called parents individually).• Supported counselors' efforts to address student needs through MEASURE.

Stakeholders	Strategies
Administrative assistant to counseling director	<ul style="list-style-type: none"> • Designed charts and graphs. • Edited MEASURE and SPARC.
Teachers	<ul style="list-style-type: none"> • Encouraged parent–teacher–student–counselor conferences. • Reported students with academic concerns to the counselors. • Consulted with the learning consultant and counselor. • Served as mentors to identify at-risk students. • Offered extra academic support during lunch, before and after school. • Helped contact parents to encourage students to attend the Saturday Academy.
Social worker	<ul style="list-style-type: none"> • Coordinated with counselors on peer mediation program to avoid conflicts interfering with academics.
Students	<ul style="list-style-type: none"> • Participated in success groups. • Used the planner to organize their day and assignments. • Took more responsibility for how they used their time. • Utilized extra support given by teachers. • Attended Saturday Academy and/or homework club. • Participated in the North Stelton Economic Development Corporation Tutoring Program.
Parents	<ul style="list-style-type: none"> • Called and e-mailed the teachers and counselors to check on their children’s academic progress. • Participated in workshops to support their children’s success. • Participated in parent–student–teacher–counselor conferences. • Transported their children to the Saturday Academy on the weekends. • Picked up their children at 5:00 pm Tuesdays and Thursdays after the North Stelton Tutoring Program.
Community agency members	<ul style="list-style-type: none"> • Local companies provided tutoring and mentoring. • Served as speakers for Career Day. • Helped with the North Stelton Economic Development Corporation Tutoring Program.
Colleges and universities	<ul style="list-style-type: none"> • Sponsored a Peer Leadership Program (Kean University). • Offered career exploration in the health field (Health LINKS).

STEP FIVE: RESULTS

RESULTS

Restate your baseline data.

State where your data are now. Did you meet your goal?

Restate baseline data: Results (data now): Met goal: Yes No

Number of Students with Two or More Failures

Baseline (MP1)	MP2	MP3	MP4	Results
68	57	26	8	8

Impact:

- Only eight students out of the 68 (from the baseline number) failed for the year.
- Greater collaboration occurred among students, parents, teachers, and community.
- Teachers' understanding of the counselors' role and results of the school counseling program increased.

Questions to consider as you examine results and revise your MEASURE:

Which strategies had a positive impact on the data?

Presenting MEASURE to the faculty in the fall to help them better understand how we could work together to improve student achievement; working together with teachers and the community to address student success; the parent workshops and parent communication. We held specific parent workshops for students who were at risk of failing.

Which strategies should be replaced, changed, added?

Make a timetable in the beginning of the year of actions we want to take toward the MEASURE (i.e., when to do Reaching New Heights Breakfast, when to meet with teachers regarding students).

Based on what you have learned, how will you revise Step Four, Stakeholders-Unite?

Collaborate with the new counselor on specific strategies to balance counselors' time between students at risk and students who may not be in danger of failure.

How did your MEASURE contribute to systemic change(s) in your school and/or in your community?

- The work of the school counselors at Quibbletown School became part of the district's strategic goal 3, "Students will achieve at the highest level of their ability."
- Helping the eighth-grade students achieve at their highest level and avoid failing became a collective effort involving administrators, teachers, students, parents, community members, and school counselors.
- An overwhelming amount of parents showed appreciation to the Quibbletown staff for their support in assisting their children. The parents of the eighth graders who passed and even the ones who failed expressed their thanks for our many efforts to help their children.
- There were a large number of students who started out the year in danger of failing and being retained. The MEASURE action plan increased collaboration among the students, teachers, and parents. It also helped to open up communication as to why students were not succeeding.
- Increased student awareness of study skills and the importance of academic success also occurred.

STEP SIX: EDUCATE

Educate others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success. Following is an example of a report card.

