

# Campbell County Middle School

The Impact of School Counseling Interventions on Hope, Engagement, Well-Being and MAP Scores

By Andrea Sebastian

# Campbell County Middle School

## Demographics

- **Enrollment:** 1,154
- **School Demographics:**
  - Caucasian/Non-Hispanic: 94.1%
  - African American: 1.1%
  - Hispanic: 2.0%
  - Asian/Pacific Islander: 0.0%
  - Native American: 0.1%
  - Multiracial: 2.0%
  - Free/reduced lunch: 41.3%
  - English as Second Language: <.01%
  - Exceptional Student Education/Special Education: 14.6%

# CCMS Counseling Program Mission

The mission of the Campbell County Middle School Counseling Program is to provide equal access for all students to a data-driven comprehensive school counseling program delivered by certified professional school counselors that meets the needs of every student. The comprehensive school counseling program collaborates with stakeholders to meet students' developmental needs as identified through needs assessments, to deliver interventions using evidence-based programs, and evolves through data analysis of outcomes. As a result, all students will be able to identify personal strengths that can be applied to achieve their academic, career, and personal/social goals.

# Context

- **Element:** Hope, engagement and well-being of students at Campbell County Middle School as measured by Ready for the Future Score, ranging from 1 to 6, on the Gallup Poll. In addition, Measure of Academic Progress (MAP) scores were analyzed.
- **Baseline:** In Fall 2013, the amount of students scoring a 3 or lower was 18%. The Fall 2013 Reading MAP score was 228.72, and the Fall 2013 Math MAP score was 218.80.

# Goal

## Goal:

Decrease the amount of students scoring a 3 or lower on the Gallup Student Poll, which measures hope, engagement, and well-being in the form of a Ready for the Future Score, in Spring 2014 School Year from 18% of our students to 13% of our students.

Ensure students participating in SSS Small Groups close the achievement gap as reflected by their MAP scores.

# Digging into the Data

Baseline MAP scores for students in general and for students identified to receive SSS small group interventions:

Fall 2013 Math MAP Scores	Level of Intervention
218.8	Tier One
212.4	Tier Two – SSS Small Group

Fall 2013 Reading MAP Scores	Level of Intervention
228.72	Tier One
227.14	Tier Two – SSS Small Group

# Digging Deeper

Gallup Poll Scores were also disaggregated by four subgroups within the school: Females, males, students who receive free and reduced lunch, and students with IEP, with regard to the percentage of students that scored three or lower on the Gallup Poll.

Gallup Poll Score – Baseline	Subgroup
8%	Female
10%	Male
9%	Free/Reduced
11%	IEP

# Digging Deeper

Scores were also disaggregated by four subgroups within the school: Males, Females, students who receive free and reduced lunch, and students with IEP, with regard to MAP scores.

Math MAP Scores Fall 2013	Subgroup
215.8	Males
222.8	Females
210.45	Students receiving free/reduced lunch
203.25	Students with disabilities (IEP)

Reading MAP Scores Fall 2013	Subgroup
224.72	Males
232.72	Females
215.23	Students receiving free/reduced lunch
193.76	Students with disabilities (IEP)



# Interventions

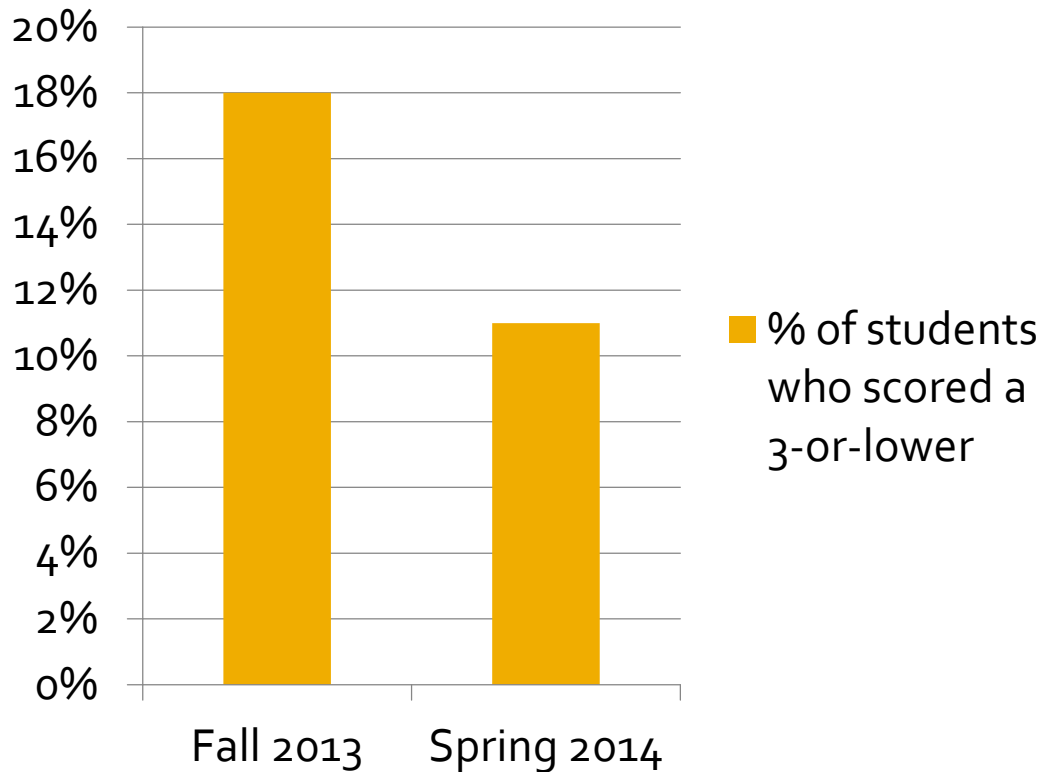
Individual Meetings with each student

Student Success Skills Small Groups

- 8-weeks of Small Group Intervention
- 1-hr per week

# Results: Gallup Poll

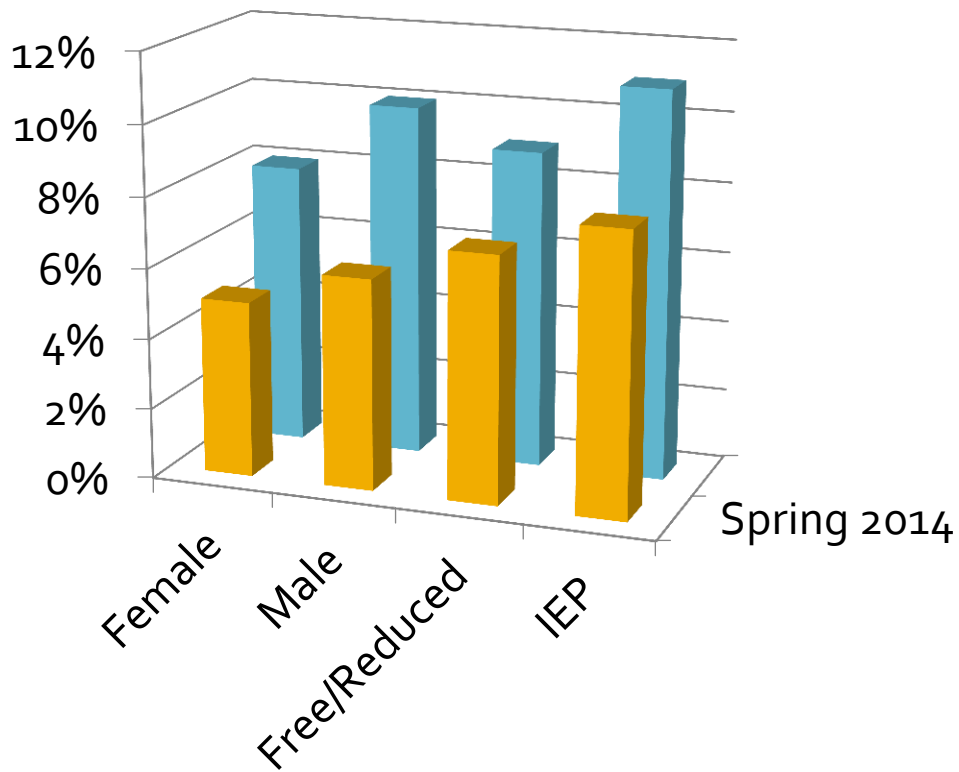
**% of students who scored a 3-or-lower**



A score of 0-3 indicates a lack of hope, feeling disconnected at school, and feeling insecure about the future.

The percent of students who scored 0-3 decreased by 7% after the implementation of Student Success Skills during the school year.

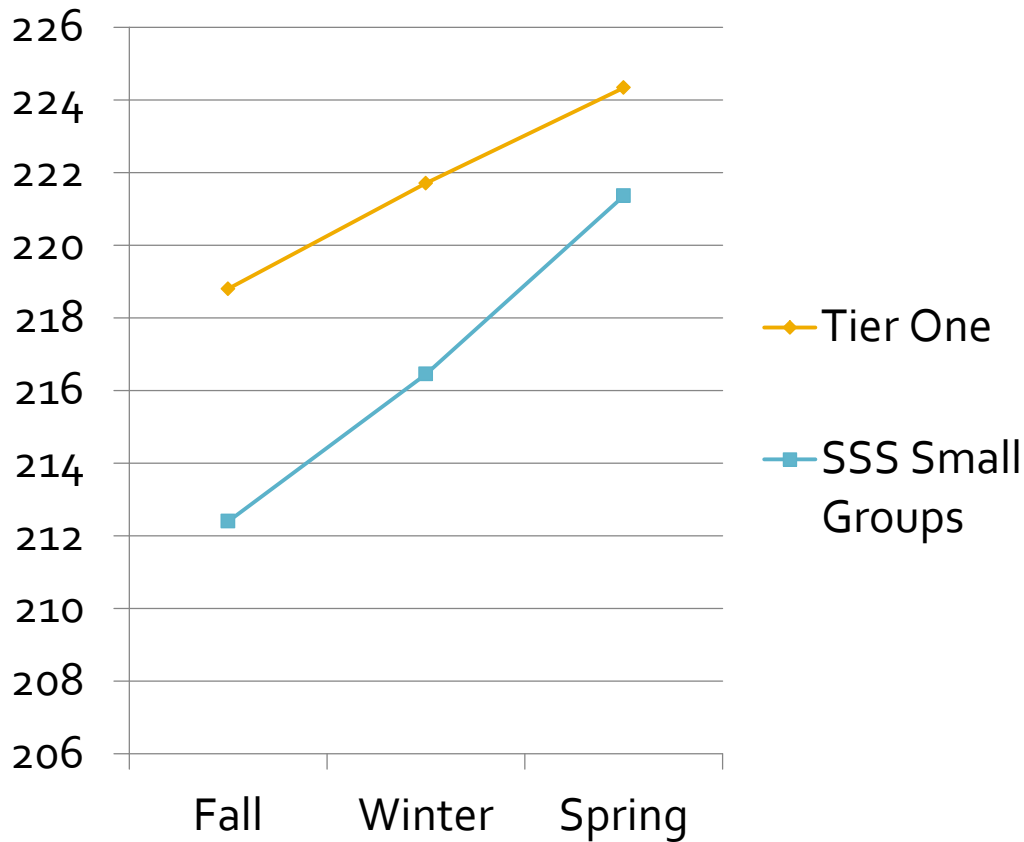
# Results: Gallup Poll



■ Spring 2014  
■ Fall 20132

Female: 8% to 5%  
Male: 10% to 6%  
Free/Reduced: 9% to 7%  
IEP: 11% to 8%

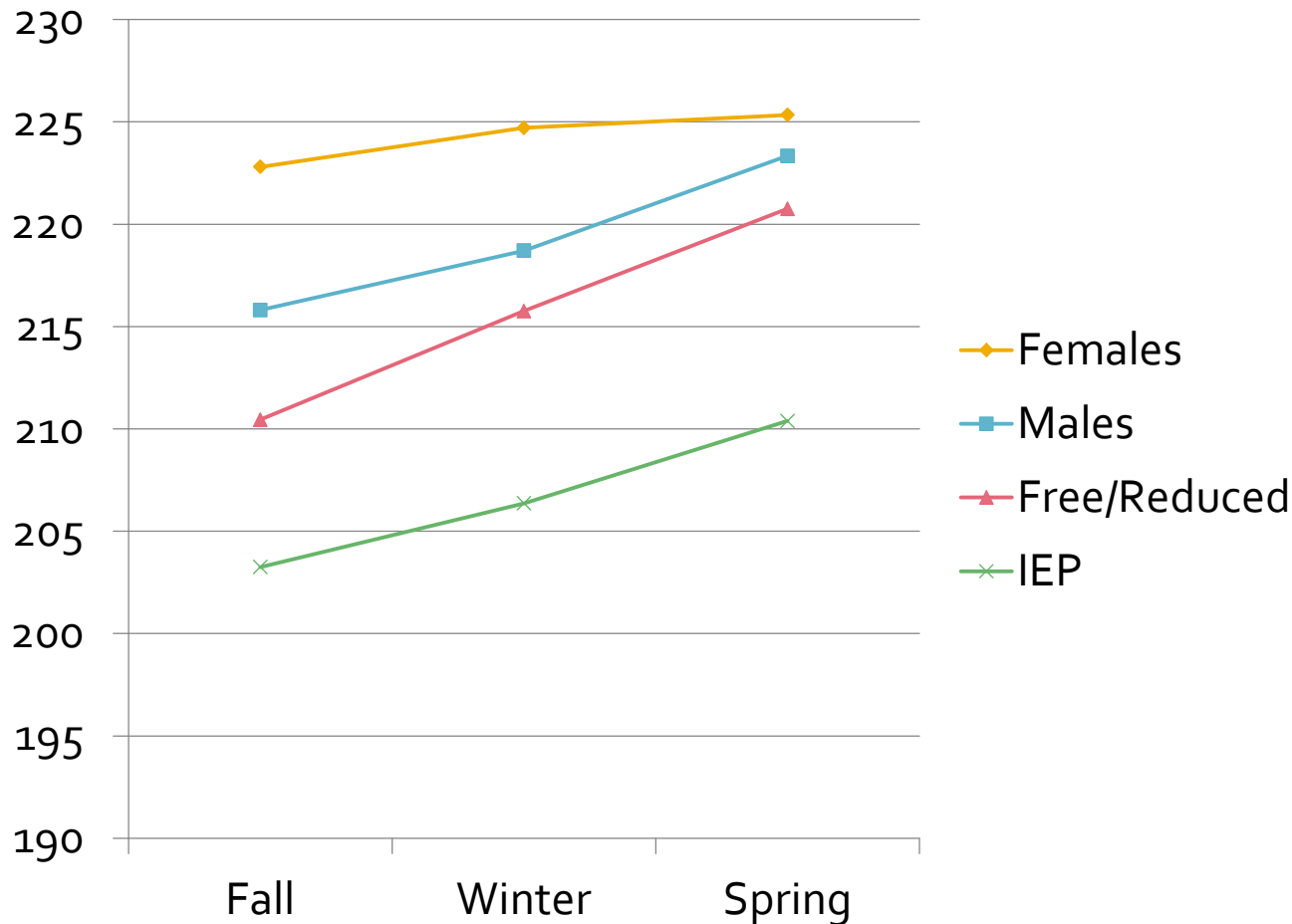
# Results: MAP Math Scores



The results suggest both tiers of the intervention were successful in improving MAP scores, with a gain of 5.54 points with classroom guidance, and a gain of 8.96 points when the additional small group intervention was implemented.

The small group intervention contributed to closing the gap between scores for students who received only classroom guidance and students who also received the small group intervention, from a difference of 6.4 points in the Fall, to a difference of 3.98 in the Spring.

# Results: MAP Math Scores by group



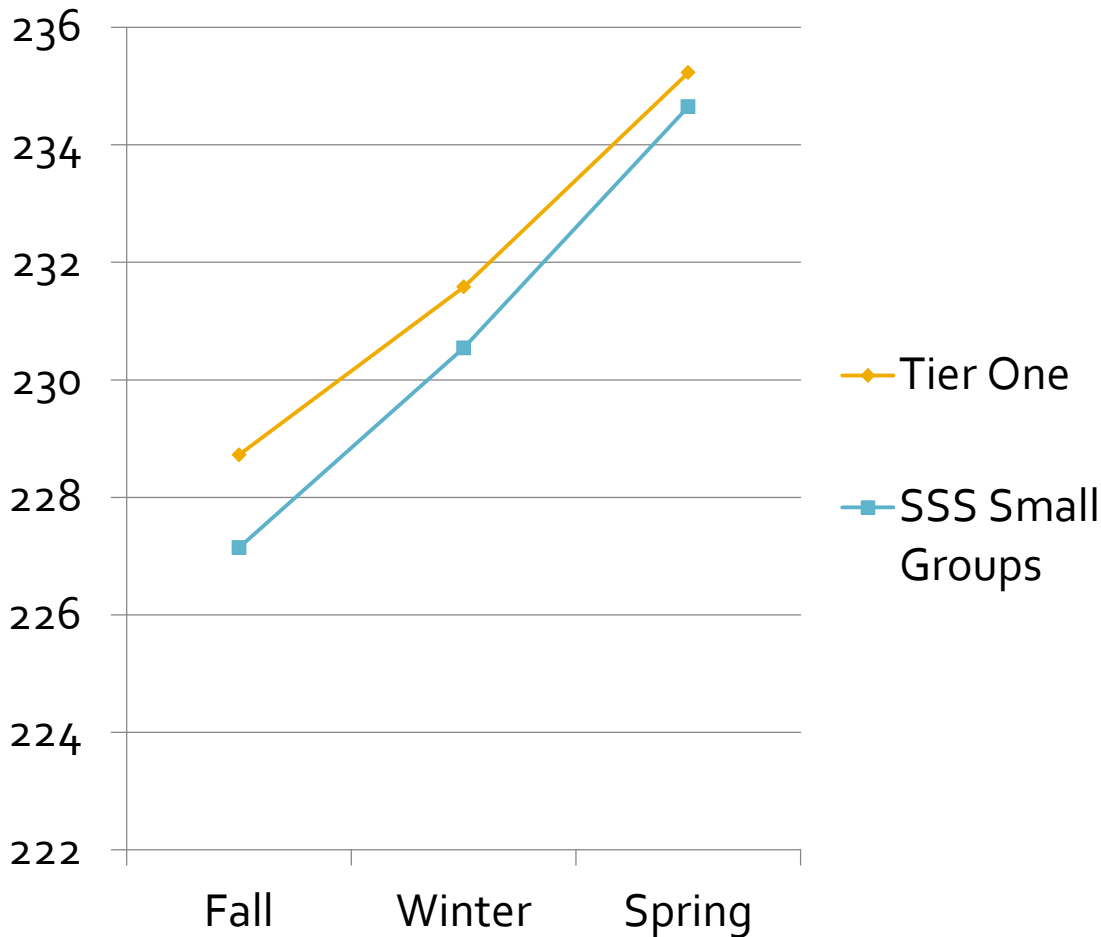
Students who receive free and reduced lunch demonstrated the largest increase, gaining 10.3 points.

Students with IEP increased by 7.14 points.

Males raised scores by 7.54 points.

Females increased scores by 2.54 points.

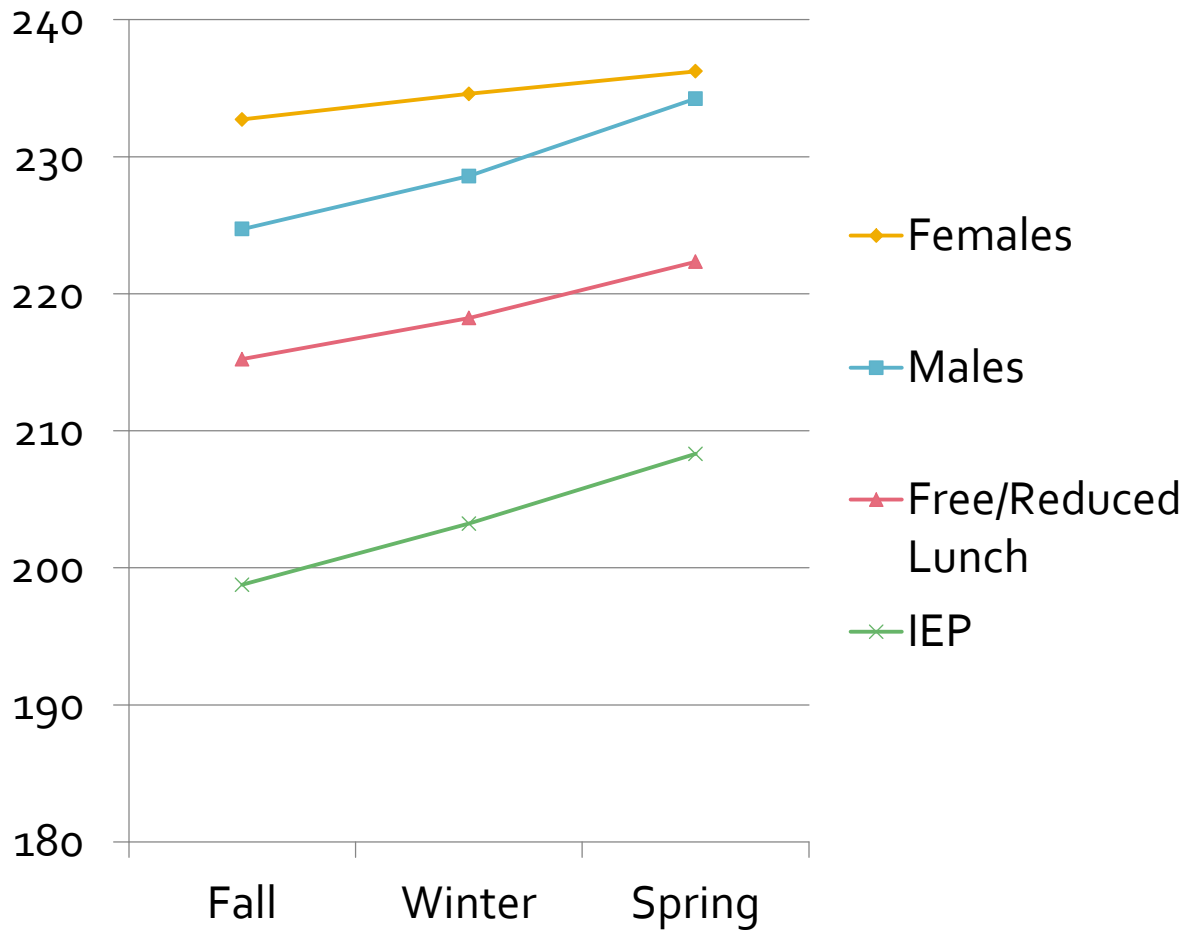
# Results: Reading MAP Scores



The results suggest the small group intervention increased Reading MAP scores steadily at the same rate as the entire population, which received classroom guidance.

The scores for students who received both levels of the SSS intervention improved their scores by 7.51 points, whereas the students who received only tier one raised their scores by 6.51 points.

# Results: MAP Reading Scores by Group



The data indicates all groups' scores increased throughout the school year.

Male Students demonstrated the largest increase, gaining 9.61 points.

Students with IEP increased by 9.56 points.

Students receiving free and reduced lunch increased by 7.11 points.

Females increased scores by 3.51 points.

# What Does This Mean?

Not sure if there is a correlation between increases in Hope, Engagement, and Well-Being and increases in MAP Scores in Math and Reading.

- **Females –**
  - Reduced the % of female students scoring 3-or-less on Gallup Poll by 37.5%
  - Increased MAP Math by 2.54 points
  - Increased MAP Reading by 3.51 points
- **Males –**
  - Reduced the % of female students scoring 3-or-less on Gallup Poll by 40%
  - Increased MAP Math by 7.54 points
  - Increased MAP Reading by 9.61 points
- **Free/Reduced –**
  - Reduced the % of students w/free or reduced lunch scoring 3-or-less on Gallup Poll by 22%
  - Increased MAP Math by 10.3 points
  - Increased MAP Reading by 7.11 points
- **Students w/IEP –**
  - Reduced the % of students w/IEP scoring 3-or-less on Gallup Poll by 27%
  - Increased MAP Math by 7.14 points
  - Increased MAP Reading by 9.56 points



# Anything Else?

- The efforts to increase Hope, Engagement, and Well-Being are successful.
- The small groups are generally closing-the-gap in MAP scores in both Math and Reading, but especially in Math. The gap was closed by approximately half in Math.

# Implications

- We need to dig deeper to learn how to better help our female students achieve success in Math and Reading.
- We need to dig deeper to learn more about how students' Hope, Engagement, and Well-Being impacts their academic success at CCMS.