

STUDENT RESULTS

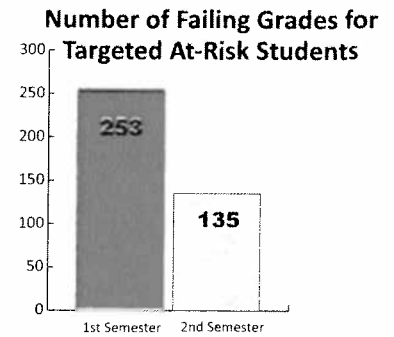
The SSPT follows national and state standards to provide an array of services in the academic, career and personal/social domains. The team creates and implements programs and classroom guidance to meet the needs of all students. The topics and curriculum of these programs are data-driven. The effectiveness of these programs is analyzed yearly by evaluating data collected from students, teachers, and parents.

Academic Domain

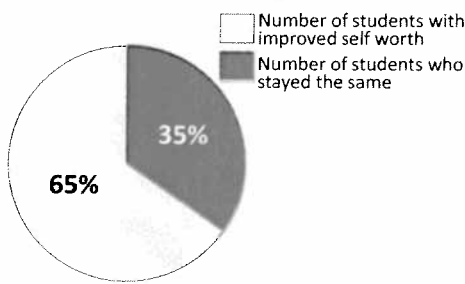
American School Counselors Association (ASCA) Standard: A:B2.6 Understand the relationship between classroom performance and success in school

Wisconsin Standard: B:8.1.3 Apply the study skills necessary for academic success at each level

As a strategy to improve student learning, each of the SSPT members met with 15 at-risk students during the second semester of the 2010/11 school year for a total of 90 students. SSPT members met with at-risk students twice a week to teach organization, time management, and work on missing assignments. The following graph indicates the results of both semesters, comparing the number of failing grades first semester of 2010/11 with the number of failing grades after working with the students second semester. As you can see the number of F's in the second semester improved exponentially.



Level of Perceived Self-Worth Pre- to Post-Test



Personal/Social Domain

ASCA Standard: PS:A2.3 Recognize, accept and appreciate individual differences

Wisconsin Standard: D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms

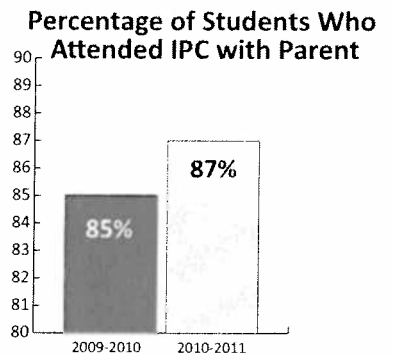
The SSPT hosted groups with diverse students over the 2010/11 school year with community liaisons. We have found that our diverse students struggle with self-worth especially with a non-diverse staff. We conducted pre and post-tests measuring self-worth and self-esteem with each student who participated in these groups. We found that after students participated in a group with an adult from similar racial background, their self-worth levels improved. Fifteen out of 23 students believed their self-worth had improved by the end of the group.

Career Domain

ASCA Standard C:C1.3 Identify personal preferences and interests influencing career choice and success

Wisconsin Standard: I:8.1.1 Use career planning strategies and tools to develop career awareness and a plan

The Edison Counselors teach Career Cruising to 6th, 7th, and 8th grade students each year. Our goal is to have all students complete an Individual Learning Plan (ILP), which is typed into Career Cruising by the end of eighth grade. In the ILP, students determine short-term goals and begin to make post-secondary goals regarding careers. During an Individual Planning Conference (IPC) the ILP is shared with parents. Data shows that parents involved with the setting of goals will help students in being successful and in meeting those goals. Three hundred ninety-one students set future goals and discussed post-secondary options through their IPC in the spring of 2011. The following chart demonstrates the number of IPC's completed by the Edison Counselors including parents or significant adults. As you can see, we increased the number of parents attending by 2% from the 2009/10 school year to the 2010/11 school year.



FOCUS FOR IMPROVEMENT

The Edison Middle School SSPT continues to work on many initiatives that align with our school and district goals. One of the goals of the district is to improve student engagement in order to increase the graduation rate from high school. In order to increase the graduation rate, our SSPT must assist our at-risk students with their attendance, behavior, and academics.

Last school year, our SSPT gathered information from our neighboring high school to determine the success of the incoming freshmen after they attended our middle school. It was learned that many students who struggle in their first year of high school and receive failing grades, are significantly lacking in study skills. These failing grades in their freshman year hinder their involvement in extra-curricular activities and make graduating even more challenging. From that data, we decided to focus on study skills. At that point, a study skills curriculum was developed to address the deficient skill areas. All SSPT members assist with teaching the study skills lessons and assisting with organization of school assignments and materials. Students have been recommended for the study skills intervention by teachers, parents, and by their poor school performance. The curriculum focuses on: goal setting; time management; test-taking tips; homework skills; academic study skills; listening skills; organization, and responsibility. The success of our study skills program is determined by their classroom performance, by the students reporting their success after completing the program, and by parent and teacher reports.

Additionally, the high school identified parent involvement as having a direct impact on the success of the students. As a SSPT we agreed that we would continue to provide parents with information about study skills, and would emphasize with parents that they need to continue to be involved in their child's education through graduation. Many students continue to need their parents' guidance to be successful in school. The Edison SSPT is excited to continue our work with at-risk students, while adding new study skills components. We hope that assisting students with study skills and organization will help students feel more connected to school and their learning, resulting in a higher graduation rate.