

When reviewing data in the section of the data profile about School Year Enrollment, I noticed the following:

- Gifted students have the lowest enrollment all three years when compared with the other two categories.
- Every year, the number of ESOL rises.
- Students with special education services also tend to be rising every year.

When reviewing data in the sections of the data profile about School Year Attendance Rate, I noticed the following:

- The attendance for all students was fairly similar throughout the three school years.
- African American/Black and Asian students had a slow decrease in attendance throughout the three years.
- Hispanic/Latinos have the lowest percentage of attendance rates for all three academic years.
- White students have the highest percentage for attendance all three academic years.
- The attendance rate for students identified as disadvantaged decreased from 2009-2010 to 2011-2012, which tied at the lowest percentage of attendance rates with Hispanic/Latino students.
- Students with limited English proficiency students decrease each year from 2009-2010 to 2011-2012 which is also one of the lowest percentages in attendance when compared with other students.

When reviewing data in the section of the data profile about School Year Ethnicity, I noticed the following:

- Throughout all three years, there is a higher percentage of African American/black and Hispanic students compared to other ethnicities.
- There is a lower percentage of students who are Asian or Pacific Islanders or other ethnicities.
- There is a decrease in the number of white students throughout the course of three years.

When reviewing data in the section of the data profile about Students with Disabilities, I noticed the following:

- There is a higher percentage of African American/Black and Hispanic/Latino students who have disabilities compared to other students.

When reviewing data in the section of the data profile about Economically Disadvantage students, I noticed the following:

- The percentage of students who are economically disadvantaged rises throughout the three years.

When reviewing the data in the section of the data profile about School Safety, I noticed the following:

- There is an increase in weapons offences; offenses against students; offenses against staff; alcohol, tobacco, and drug offenses; disorderly or disruptive behavior; and technology offenses throughout the three years.
- Disorderly or Disruptive behavior has the highest rates out of all categories, while weapons offenses has the least.

When reviewing the data in the section of the data profile about Percentage of Students Passing/tested, I noticed the following:

- Out of the three years, the passing rate has remained the same for all students.
- White and Asian or Pacific Islanders have the highest passing rate out of those who were tested.
- African American/Black, Hispanic/Latino, students with disabilities, and students identified as disadvantaged have low passing rates throughout the three years.
- Students with limited English proficiency have improved their passing rates overall during the course of three years.

When reviewing the data in the sections of the data profile about Percentage of English State Assessment Scores* 7th Grade, I noticed:

- The passing rate for all students tends to decrease over the three years.
- Limited English proficient students, students identified as disadvantaged and Hispanic students have the lowest passed rates.
- Asian or Pacific Islanders, African American/black, White, and students with disabilities have higher rates of passed test scores.

When reviewing the data in the section of the data profile about Percentage of Math State Assessment Scores** 8thGrade, I noticed:

- The passing rate for all students decreased throughout the three years.
- Asian or Pacific Islanders have the highest passing rates, followed by white students and then African American/Black students and students with disabilities.
- Students with the lowest passed rates are Hispanic/Latino students, students identified as disadvantaged, and limited English proficient students.
- **There is a major gap between Hispanic/Latino students and their peers in math assessments throughout the course of three years.**

Programs and services that should be put into place to help would be:

- An attendance program to help encourage students to improve their attendance rates.
- Services for ESOL, such as translation services to help them better communicate with teachers and understand materials.
- A program that would highlight various ethnicity throughout the year to help students better understand and know more about the cultures of their peers.

- Services for students with disabilities that would help them learn how to advocate for themselves and help them excel in educational endeavors/life. I would also like to provide students with disabilities with a program that would help them plan for their upcoming transition to high school to help ensure they are prepared and have what they need to succeed.
- Tutoring services to help students be more prepared for exams and to help them better understand materials they are learning throughout the school year.
- A program that can help prevent students from disorderly/disruptive behavior. An example of a program would be a meditation program where students could learn breathing techniques and meditation practices that could help them calm down and know how to channel their behaviors in a different way to prevent them from being disorderly or disruptive.
- Outreach programs and services that can help students who are economically disadvantaged. Outreach programs for students who are economically disadvantaged could help them find role models to look up to and keep them out of trouble, while making sure they are on track with their education and keeping up their grades. Services for economically disadvantaged students could help provide students with food or hygiene/school products they may need.

Results could be addressed through counseling curriculum, small group, or closing the gap activities for the following:

Small group sessions could be utilized when working with students with disabilities or who are identified as disadvantaged. During small group sessions for either group, we would want to talk about common goals students have and how they can reach them.

Closing the gap activities could be used with students who are struggling with attendance, students from various ethnic background (such as Hispanic/Latino or African American/Black), and students who have low passing rates when tested.

Counseling curriculum could be used to help students learn more about school safety.

DATA TEMPLATE:

DESIGN

Question: What are the barriers preventing students of Hispanic/Latino ethnicity from performing as well as their peers on math assessments?

Purpose: The purpose is to understand how the school counseling program can provide more resources for students of Hispanic/Latino ethnicity to help improve their math assessment scores.

ASK

A semi-structured interview with 10 questions related to math homework, resources, and studying strategies will be utilized to interview a total of 40 middle school students who have not taken the math assessment. The data collection will be carried out in 1 month. The counseling program will interview twenty 6th and 7th grade students of Hispanic/Latino ethnicity with high math scores/grades and interview twenty 6th and 7th grade students of Hispanic/Latino ethnicity with low math scores/grades. The responses will be coded by two personnel from the counseling program. The coding may take up to one week. Statistical analyses will be applied to the coded responses from both personnel to determine an agreement percentage between them. Afterwards, the data will be displayed using a bar graph to determine the difference in responses between students of Hispanic/Latino ethnicity who perform well in math versus those who don't.

TRACK

Since the data was coded into categories, we can view differences and similarities of responses between the two groups of students. Results will be presented for each question using a bar chart to visually disseminate differences and similarities for each question.

ANNOUNCE

We will use the results from the interviews to introduce programs or resources to better accommodate students' needs.

Recommendations:

1. Provide tutoring services with translators for students to attend after school.
2. Introduce a point system (reward system) for math problems where students can use points to purchase prizes.
3. Send resources to parents for helping their children improve their math proficiency.
4. Provide group counseling sessions for students of Hispanic/Latino ethnicity who are performing poorly in math.
5. Introduce a peer mentoring program where high school students of Hispanic/Latino ethnicity who are proficient in math assist middle school students with math skills.
6. Continue monitoring students' progress.