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Assignment 2
COUN 670

Selected School: Woodrow Wilson High School in Raleigh County
 Graduation Rates:

2010 – 2011	78.7%
2011 – 2012	78.9%
2012 – 2013	73.3%
2013 – 2014	77.6%
2014 – 2015	79.9%
2015 – 2016	82.7%
2016 – 2017	81.6%
2017 – 2018	80.3%

Action-Based Research Selected to work on this issue: IDEAS!

Identify the problem – The problem is that graduation rates at Woodrow seem to be decreasing again. After a few years, it seemed that the trend for students' graduating was beginning to rise. However, over the last two years, graduation rates have dropped from 82.7% to 80.3%.

Describe the Situation – The situation is that less students have been graduating over the course the last couple of years. In the school year 2015 – 2016, the graduation rate at Woodrow High School was 82.7%. The most current graduating class, 2017 – 2018, had an 80.3% graduation rate. This is a 2.4% drop in graduation rates for seniors at Woodrow Wilson High School over the course of two years.

Existing School Data are used to Analyze the problem - According to the data being viewed for graduation rates, it appears that there was a steady increase in the rate of students graduating from the years 2010/2011 – 2015/2016. Since the 2015/2016 academic year, there has been a steady drop in the percentage of students graduating from Woodrow Wilson High School. When looking further into the data, it seems like African American and white students who graduated in four years have the lower graduation rates and Hispanic students who graduate in five years have the lowest graduation rates for the graduating class of 2017 – 2018. This lets the counselor know that the students that are in danger of not graduating are Hispanic students (5-year grads), African Americans and white students (4-year grads) and that these are students that the counselor will need to work with to help increase their gradation rates. It also appears the gradation rated of males (both 4- and 5-year grads) are lower than female students. This is another area of students that the counselor would want to focus on.

Graduation Rate by Race (4 Year Grads) for 2017-2018

American Indian/Alaskan	100%

Asian	100%
Black or African American	77.8%
Hispanic or Latino	100%
Multi-Racial	84.2%
Pacific Islander	100%
White	79.8%

Graduation Rate By Race (5 Year Grads) for 2017 – 2018

American Indian/Alaskan	100%
Asian	100%
Black or African American	83.3%
Hispanic or Latino	66.7%
Multi-Racial	100%
Pacific Islander	-
White	82.9%

Graduation Rate by Gender (4 Year Grads)

Female	87.9%
Male	73.3%

Graduation Rate by Gender (5 Year Grads)

Female	85%
Male	81.5%

Analysis of Data to Examine the impact of the intervention – According to the data collected and analyzed, the intervention had a positive impact overall on graduation rates.

Graduation Rate by Race (4 Year Grads)	2017- 2018	2018 - 2019	% Changed
American Indian/Alaskan	100%	100%	0%
Asian	100%	100.%	0%
Black or African American	77.8%	79.8%	2% ↑
Hispanic or Latino	100%	100%	0%
Multi-Racial	84.2%	87.4%	3.2% ↑
Pacific Islander	100%	100%	0%
White	79.8%	82.6%	2.8% ↑

Graduation Rate by Race (5 Year Grads)	2017-2018	2018- 2019	% Changed
American Indian/Alaskan	100%	100%	0%
Asian	100%	100%	0%
Black or African American	83.3%	87.4%	4.1% ↑

		66.7%	65.4%	- 1.3% ↓
Hispanic or Latino		66.7%	65.4%	- 1.3% ↓
Multi-Racial		100%	100%	0%
Pacific Islander		-	-	-
White		82.9%	84.2%	1.3% ↑

Graduation Rate by Gender (4 Year Grads)	2017 – 2018	2018 – 2019	% Changed
Female	87.9%	88.5%	0.6% ↑
Male	73.3%	75.9%	2.6% ↑

Graduation Rate by Gender (5 Year Grads)	2017 – 2018	2018 – 2019	% Changed
Female	85%	86.3%	1.3% ↑
Male	81.5%	83.7%	2.2% ↑

Summarize the results and share with stakeholders – According to the data collected and analyzed over the course of the 2017-2018 and 2018-2019 academic school years, the interventions implemented for the 2018-2019 academic school year had a positive impact on student graduation rates at Woodrow Wilson High School.

The percentage of African American students increased by 2% for 4-Year Graduates and by 4.1% for 5-year Graduates. The percentage of Multi-Racial student 4- Year Graduates increased by 3.2%. White student 4-Year Graduates increased by a percentage of 2.8%, while white student 5-Year Graduates increased by 1.3%. Female students who graduated in 4 years increased by 0.6% while male student graduated increased by 2.6%. Female students 5-year graduates increased by 1.3% and male student 5-Year graduates increased by 2.2%. The only student demographic group who had a decreased percentage was Hispanic or Latino student 5-Year graduates by a 1.3% decrease. Overall, students were positively impacted by the interventions implemented. Additional resources will be added to the intervention to help graduation rates to rise.

ACTION PLAN
CLOSING THE GAP

Goal: Increase graduation rates for senior students at Woodrow Wilson High School for the 2018/2019 academic school year

Target Group: Students are at risk of not graduating (Hispanic student, white students, and African American students). Students will be deemed at risk of not graduating if they have: low attendance and/or low grades. Students who are also at risk are students who have not gradated in four years (5th year students, or above) There are approximately, 1,333 students in Woodrow High School, approximately 333 students in each grade level, which means approximately 67 students per grade level are in danger of not graduating. This brings the total of our target group to 268 students for the entire school.

Data to Identify Students Demographics, socioeconomic status, grade point average, and attendance rate

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
Have a meeting with at risk students to talk about the benefits of education and good grades can have on their life	MS.4 MS.6	Power-Point Presenta-tion and paper and pens for a reflection activity	3 sessions per semester, lasting about 45 minutes. This is to help check in on students during the end of every grading period.	About 70% of students will be effected who are at risk of not graduating	Likert scale with be used for a survey to determine how the meetings effect the student's perceptions of grades and attendance.	Rate of attendance will increase, and GPAs will rise. Increase in number of students graduating.	Counselor
Perform Small group activities with students where students discuss what they do and don't like about school. They will	MS.5 MS.6 SS.2 SMS.6	Pens and paper, and white-board	2 meetings per semester. First meeting of each semester will be help	Students who will be affected will be students who are	Survey about the effects of learning about one's strengths and	Students will perform better in school and have higher grades and	Counselor

discuss their strengths and weaknesses and how to they use these to their benefit throughout their education and how knowing where they can improve and where they are strong can help them succeed more in school			at the beginning of the semester, while the other meeting will happen at the end of each semester to help students see where they have grown.	struggling to maintain good attendance. About 75% students will be affected	weaknesses and if this is viewed as beneficial to their education	attendance. More students will graduate	
Meeting about how grades can affect your future and determine what track one takes after high school. Discuss what they want to do in their future.	LS.6 LS.7 MS.4	Presentation and white board with markers	One meeting at the beginning of the school year, lasting for about an hour. Meetings will happen based on grade level.	About 70% of students at risk of not graduating will be affected	Likert scale surveying how knowing their future trajectory impacts their school work and attendance	Increase in attendance rates, higher GPAs, more students graduating, and more student applying for college	Counselor
Discuss how participating in extracurricular activities can help students achieve more in the academic career. Break into teams and participate in a relay to help students learn about working together and finding support from their peers.	MS.3 LS.10 SMS.1 SMS.7 SS.2 SS.7	Batons, ribbons, obstacles/hurdles.	One meeting per semester around the time that sports teams and other groups are recruiting new members. Meeting will be about 45 minutes long.	About 60% of students who are at risk of not graduating will be affected	Survey asking students if they plan to join an extracurricular activity and benefits they expect to gain from joining.	Higher participation of students in extracurricular activities, higher attendance rates, and high GPAs	Counselor
Perform small group activities to learn the importance of scheduling in a planner and how to stick with one's schedule to get work done efficiently. Practice setting goals to accomplish throughout the week and academic year.	MS.2 LS.3 LS.7 SMS.1 SMS.8	Journals and pens	Meeting at the beginning of the year, lasting about 50 minutes.	About 55% of students will be affected who are at risk of low grades or not graduating	Survey to gage what students found helpful when keeping a schedule to stay on track	Students will have an increase in their GPAs and more students will graduate.	Counselor