
2021-2022 MHS Counseling Data Report to Faculty



Millard High School Counseling Department • 3/2022

2021-2022 Data Project:

Minority student engagement in IVC
Concurrent Enrollment Classes



Accountability and Data Project

School Counseling Programs - Access, Attainment, Achievement

District Name
Millard District

School Name
Millard High

School Year
2021-22

Area of Focus

Access
 Attainment
 Achievement

This project provides targeted supports to students...

<input type="checkbox"/> Who need academic support	<input type="checkbox"/> Who need academic enrichment	<input type="checkbox"/> Other (please specify): <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<input type="checkbox"/> From low-income families	<input type="checkbox"/> Who are refugees	
<input type="checkbox"/> Who are emergent bilingual	<input type="checkbox"/> Who are immigrants	
<input type="checkbox"/> With disabilities	<input type="checkbox"/> Who are first-generation college going	
<input type="checkbox"/> Experiencing homelessness	<input checked="" type="checkbox"/> Of ethnically or culturally diverse backgrounds	

Baseline Data

The SOAR report shows minorities consistently take concurrent enrollment (CE) classes at a lower rate than white students at MHS. Last year, of 266 10th-12th graders (70 minority), 51 took CE courses through IVC (interactive video conferencing). Of these, 7 were minority status (4 Hispanic, 2 Asian, and 1 Native American). 22% of the white population and 10% of the minority population took CE classes through IVC. White students participated in IVC classes at more than twice the rate of their minority counterparts. During the 2021-22 school year, we have 315 10th-12th graders (77 minority). 37 (or 48%) of these minorities are eligible (with a 3.0 GPA) to take IVC classes. To reach our goal of 15% minority involvement, we will need at least 11 eligible minority students to participate in CE.

How does this project support the School Improvement Plan?

Millard High School has committed, as stated in the school improvement plan, to promote academic achievement through the support of accelerated programs.

This project is: New Continuing *Number of previous years on project: _____

Goal Statement

Direction	Group	Data Elements	Expected	Date of Outcome
<i>Example: Increase</i>	<i>9th grade male emergent bilingual students</i>	<i>credit completion rates by</i>	<i>10%</i>	<i>by the end of the 4th term</i>
Increase	minority students	taking IVC concurrent enrollment classes by	5%	from 2020-2021 to 2021-2022

Goal Explanation (Optional)

Goal: Increase the rate of minority students taking IVC classes. In 2020-21, 10% took CE classes through IVC. This year, we want to increase that by 5% (half again as much as the 10% of last year) to reach at least 15%.

How will achieving this goal lead to significant and meaningful outcomes for students?

Students who are encouraged and supported in their academic achievement, especially those from underserved populations such as minorities, are better able to access the academic opportunities available to them. This, coupled with the removal of financial and educational barriers, further allows for greater access. In addition, students who access college classes in high school and find success in that endeavor, are more likely to see post-secondary college and career goals as accessible and attainable goals.

Systemic Interventions

Individual Level	Identify minority students who qualify to take IVC classes. Through individual PCCR's and letters home, encourage them to take IVC classes & assist them with their school schedule. Individually help these students register for IVC classes.
Student Group Level	Let this group know of the option IVC students have to take a college study hall class to give them extra time to work on IVC classes and to go see the IVC coordinator if they need assistance. Inform them of and Invite them to participate in the Snow College online help session for students and parents.
Classroom Level	College and Career Readiness presentations in the classroom, where IVC classes are explained to all grades, includes minority students.
Grade Level	Include concurrent enrollment information in the grade level class registration information sent out to all students, including minorities.
School Level	Approve students to participate in CE who have a 3.0 and above GPA (as required by Snow College) rather than the 3.5 GPA which has been the MHS requirement. Fund the purchase of text books, registration and class fees for students needing help. Students will fill out a request form to qualify. No charge for class changes for college classes.
District Level	This data project was suggested at the district level. Continued support of the data project and support of the school's allocation of funds to assist students in taking IVC classes who have financial need.
Family Level	Parents participate in PCCR's. Families will be invited to attend a concurrent enrollment information meeting with their student where a Spanish interpreter will be provided. Snow College will provide an info and help meeting for students and parents.
Community Level	All concurrent enrollment information and meetings will be announced in the local newspaper and on the counseling social media site. The Community Council and the Counselor Advisory Committee will be informed and consulted on this data project. Great Lakes Cheese, a local company, has agreed to help fund students with financial need.

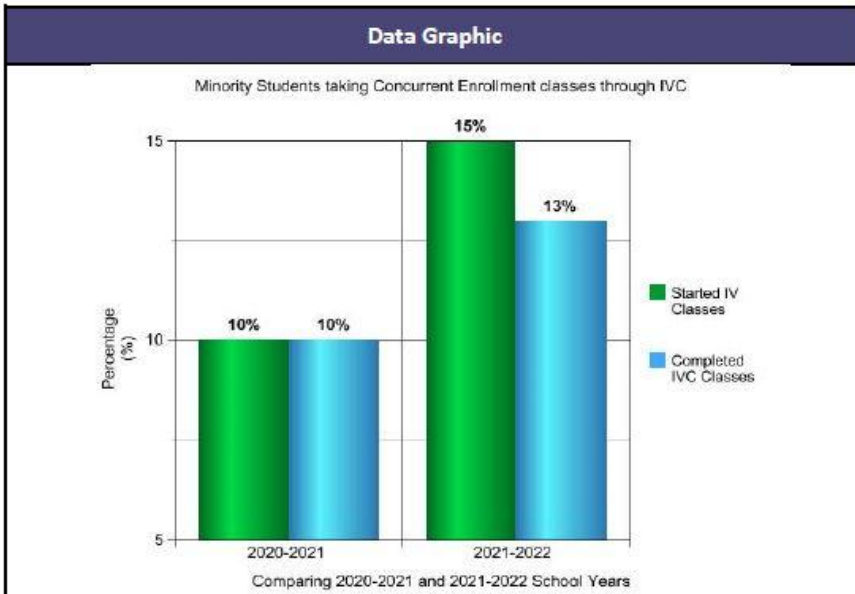
Accountability and Data Project School Counseling Programs - *Access, Attainment, Achievement*

Evidence of Impact: When did you share the story?	
Administration	01/2022
Faculty and Staff	03/2022
School Community Council	02/2022
School Board	05/2022

Progress Monitoring: How is it going?		
Fall	Winter	Spring
Check to be sure minority students who are eligible to take IVC classes have been invited, given any assistance they need in taking IVC classes, and have those IVC classes in their schedule for Fall (if they have chosen to).	Follow up to see if these students have been successful in IVC classes. Continue the effort and interventions at all levels to involve eligible minority students in IVC classes for the upcoming Spring semester.	Track the success rate of these students and determine if interventions were effective in involving minority students in IVC at a higher rate.

Results/Outcome Statement
Did you meet your goal? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Undetermined
Initially, we did meet our goal. We had 11 minority students enroll in IVC classes during the 2021-2022 school year, which exactly meet our goal of 15% minority involvement. Unfortunately, one of those students dropped her college course along the way due to being overwhelmed by personal issues going on in her life with her family. This dropped our percentage of minority IVC class completers to 13%. Thankfully, student who dropped did give it a try and will have a knowledge of how to take college classes in the future.

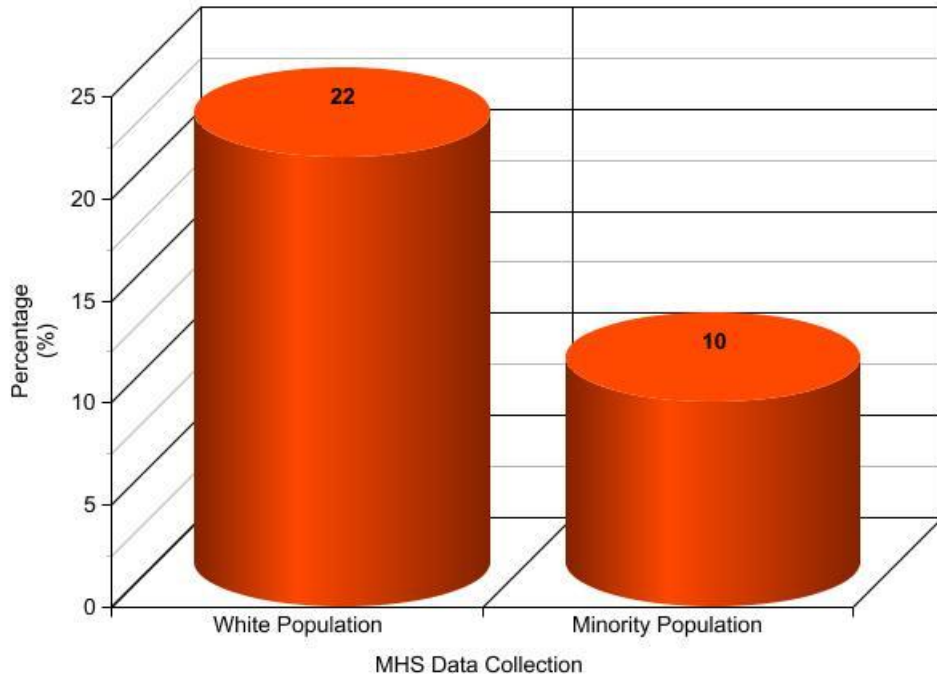
Reflection: Project Outcome Analysis
It took a LOT of work to increase minority involvement in IVC classes. We had group mtgs, parent mtgs, individual mtgs, and help sessions at the school & through Snow College. Students were spoken to numerous times to determine what their hesitation might be, to help them decide on classes, to help them get enrolled, & to encourage them in their efforts. Financial & other barriers were removed. I thought we would have more students respond to this. But, cultural issues seemed to come into play, such as many hispanics not valuing the idea of their children going away to school. There is a higher value placed on staying close to the family so children can help out financially as soon as they graduate.



Reflection: Learning and Next Steps
There was a lot to be learned about culture through this project, especially Hispanic culture. They have an admirable focus on family. The approach going forward will be to help minority parents to see that post high school education and/or training can actually help their students take care of their family better and that there are ways to fund an education that are doable. We will continue our efforts to encourage and support minority students in accessing IVC college classes. Even if students don't take advantage of IVC classes in high school, they will go forward well informed about college and will have been given the message that college is within their reach. This is important so that one day, if they come around to the idea of taking college classes to improve their situation in life, they will be equipped to make that happen.

Background Data informing the data project

Students participating in CE through IVC 2020-2021



- **SOAR Report Data:**
Minorities consistently take concurrent enrollment (CE) classes at a lower rate than white students at MHS.
- **MHS Data:**
Last year, 22% of the white population and 10% of the minority population took CE classes through IVC.

White students participated in IVC classes at more than twice the rate of their minority counterparts.

Data informed GOAL:

In the year 2021-2022,
increase the rate of minority students
accessing IVC classes by 5%
which is half again as much as the 10%
of last year.

Rationale for Goal

1. Aligns with School Improvement plan, to promote academic achievement through the support of accelerated programs.
 2. Increases Minority ACCESS to accelerated learning in High School by:
 - Offering Encouragement and Supports
 - Removing financial and educational barriers.
 3. Increases likelihood that minority students will access post-high school education and training opportunities.
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SYSTEMIC INTERVENTIONS (ALL LEVELS):

- 1. Individual Level** - Identify eligible students, talk to them and their parents, adjust their school schedule
 - 2. Student Group Level** - MHS and Snow college help sessions for enrolling, add a college study hall to their schedule
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3. Classroom Level - College and Career Readiness

presentations in the classroom, where IVC classes are explained to all grades, including minority students.

4. Grade Level - Include CE information in Grade level registration information. Encourage eligible Sophomores to try a college class, including minorities.

5. School Level - Remove barriers by: approving students to participate in CE who have a 3.0 GPA (Snow's requirement) instead of a 3.5 (MHS requirement) & fund the purchase of textbooks, registration and class fees for students needing help.

6. District Level -

- District suggested data project.
- Support of the allocation of funds to assist students in taking IVC classes who have financial need.

7. Family Level

- Provide Spanish Materials
 - Provide Spanish interpretation as needed
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8. Community Level

- Info and meetings announced in the local newspaper and on the counseling social media site.
 - The Community Council and the Counselor Advisory Committee informed and consulted
 - Great Lakes Cheese agreed to help fund students with financial need.
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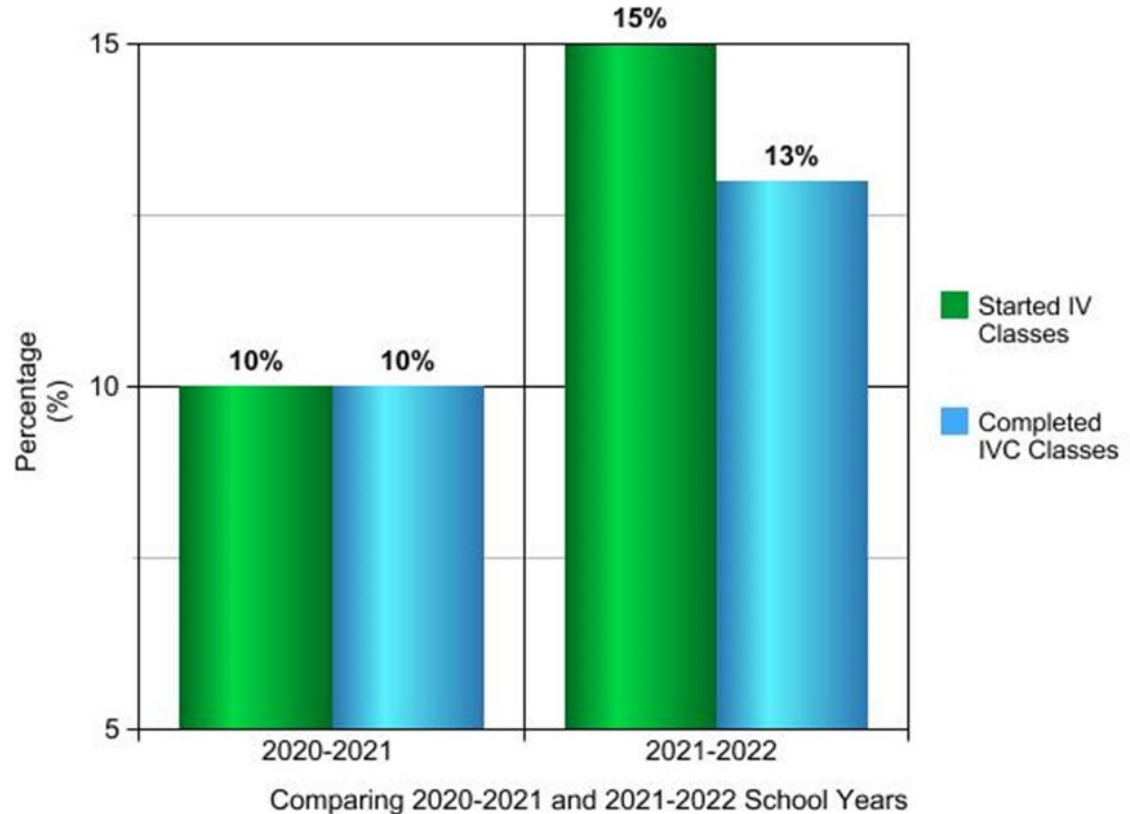
RESULTS:

Initially, we met our goal.

Unfortunately, one of student dropped her college course - overwhelmed by personal issues going on in her family.

Still, she takes with her knowledge on how to take college classes in the future

Minority Students taking Concurrent Enrollment classes through IVC



OBSERVATIONS

It took a LOT of work to increase minority involvement in IVC classes.

- Individual, group, and parent mtgs
- Help sessions at the school & through Snow College
- Numerous contacts to ascertain what the hesitation might be, & to encourage them.
- Financial and Educational barriers were removed.

I thought we would have more students respond to this. But, cultural issues seemed to come into play, such as the high value hispanic families place on children staying close to the family to help out financially after High School rather than going on to obtain higher education or training.

* Moving Forward: Continue to encourage minority students going forward.

PBIS Survey Data

- Staff - 21 out of 50 (42%)
 - Parents - 29 out of 398 (.07%)
 - Students - 108 out of 398 (27%)
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RESULTS

Very+Somewhat Effective = Most Effective:

All interventions and supports were perceived as effective to some degree. Some interventions work for some and others for others. A variety is good even if they are not all universal.

STAFF: 21

1. SafeUT App
2. Refocus Center

PARENTS: 29

1. Guest Speakers in Assemblies
2. School-based mental health counselors

STUDENTS: 108

1. Student Involvement
 2. Guest Speakers in Assemblies
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Not Effective At All:

Very few people responded with “Not Effective At All”

STAFF: 21

1. Mindfulness Moment
Tip of the Day (Follow up
on the Social/Em. presentation
at the beg. of the year) - 7
(13 Effective)
2. Restorative
Practices - 4 (17
Effective)

PARENTS: 29

1. SOAR Behavior
Rewards Program - 5
(22 Effective)
2. Visits with the School
Counselor - 3 (21
Effective)

STUDENTS: 108

1. Gov’s Youth Council -
24 (83 Effective)
 2. Mindfulness Moment
Tip of the Day (Follow up
on the Social/Em. presentation
at the beginning of the school
year) - 24 (87 Effective)
-

Needs Development:

Some interventions are not well known or well understood. Some are not as well developed. That's where we can improve the most.

STAFF: 21

1. Governor's Youth Council
2. Food and Clothing Pantry

PARENTS: 29

1. School Motto and the S.O.A.R. Student Expectations
2. School-based mental health counseling

STUDENTS: 108

1. S.O.A.R. Behavior Rewards Program
 2. Eagle Ambassadors - Student Peer Mentor Program
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Suggestions from the Surveys

- I think there are a good variety of options offered at the school. Everything offered is effective for someone.
 - I am not personally familiar with most of these programs, as I am not in the school and my kids don't report about them. So most of them I can not really say that they are effective or not. But, they all sound like good programs.
 - I would like to see more resources geared towards the students who are viewed as "fine." They are the ones who are going to slip through the cracks.
 - Some students have F's all semester and then receive passing grades at the end. I don't know if my child is really earning a passing grade or if teachers are just passing him. I don't know how to support the teacher if grades are not posted.
 - Understand what the students are going through! Everyone has different mental issues - stress, anxiety, social issues, etc. which is the reason why kids feel unmotivated in school and don't feel like trying. Their first response is to leave and go have fun to feel better.
 - Bring in some recent graduate(S) to speak about recent success in becoming a better person and the benefits of doing that, maybe even one who has experienced the negative effects of bad behavior/missed opportunities.
 - Define the rules and consequences and enforce them.
 - I feel that our teachers are doing their best but our students seem to have an I don't care attitude these days.
 - Start with enforcing a dress code. The kids, especially our girls, are baring more than our young men need to be exposed too. Make the kids accountable for their behavior!
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- More staff members nominating students with SOAR cards.
 - Make students more responsible by requiring them to be here at school, many of them are staying home or leaving class whenever they want because there are no consequences.
 - Mental health can really take a toll on these kids, and prevent them from wanting to work or even come to school.
 - Have more activities and more active clubs.
 - More Clubs
 - Listen to students.
 - Try and speak with students individually as much as possible. Check in on those who may not seem like they're struggling too.
 - When assemblies dive into more sensitive topics, send out an outline of what is being talked about and give the option to sit out if the topic is too much for them.
 - For the mindfulness tip of the day, leave it more open ended so that students have a minute to think about what was said. Example: "What is something you are grateful for?"
 - There are so many neat programs, but I have barely heard of some of these
 - Get rid of Edgenuity and replace with something better
 - Include not just the entire student body as a whole but help represent the minorities of the school
 - ETC.
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DISCUSS

Data Informed Goals for our
PBIS program next year

HOW Did We DO this past year?

MHS Mission and Commitment:

Be a Part of Something Bigger We will~

- Contribute to our community
- Engage and support school activities
- Use the PLC model to improve student learning

Invest in Yourself and Each Other We will~

- Cultivate a culture of belonging
 - Attain high levels of academic achievement
 - Excel in competition and performance
 - Encourage student involvement
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