

Guidelines for Interpreting and Scoring Benchmarks

9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

I. What does this benchmark indicate for school performance?

Benchmark 9.2 is about the kinds of services and programs available to students and their parents and families that will provide support and opportunities to develop new and/or enhanced skills to assist a student with successful completion of the school program. These services and programs likely foster positive physical, social, and emotional development of individual students. With these positive supports in place for individuals the collective atmosphere of the school will be seen as conducive to learning for each student and for the learning community as a whole. Individual needs of students are taken into account as priorities are structured regarding variety, frequency and accessibility of activities and programs. Descriptions of programs and services intended to provide guidance, increase or maintain wellness, foster student behavior required for optimal learning, and/or by some means help a student complete academic work required at that grade level and in all content areas are readily accessible. Evidence would include the purpose and outcomes for these programs and services. Data and anecdotal records would indicate that these services and programs have made a positive difference in individual student academic achievement, in the achievement of select groups of students, and in the school learning community as a whole. Communication to students and parents/guardians about these services abounds. Newsletters in paper or electronic form, websites, minutes of parent/family organization meetings, church bulletins, newspaper articles and advertisements, radio or television advertisements or public service announcements are some examples of means of communication to promote and encourage enrollment in these programs and services.

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II. As a review team member, what evidence do I look for?

Here are a few fundamental guiding questions for school personnel to ask in order to be able to point to examples of the extent to which the programs and services described in Benchmark 9.2 are actually supporting students in the successful completion of the school program:

- Does the school offer guidance and other ancillary services to facilitate students' academic success? If so, who provides these services? What are the purposes and intended outcomes of these services? How is a student referred for these services? Are criteria established by which a student is provided with service? Is data gathered before and after a student is the recipient of service? What are the means established to demonstrate effectiveness of services?
- What data exists to demonstrate student success as a result of guidance and ancillary services? Has the number of students completing the school program increased for individual students or at particular grade levels or for the school as a whole since the inception of a service or services?
- Do programs exist to foster wellness among the student body? If so, who provides these programs? What are the purposes and intended outcomes of these programs? How is a student referred for these programs? Are criteria established by which a student is enrolled? Is data gathered before and after a student is enrolled? What are the means established to demonstrate effectiveness of these programs?
- Do programs exist to help students manage behavior? If so, who provides these programs? What are the purposes and intended outcomes of these programs? How is a student referred for these programs? Are criteria established by which a student is enrolled? Is data gathered before and after a student is enrolled? What are the means established to demonstrate effectiveness of these programs?
- Are guidance and/or ancillary services and wellness and behavior management programs available for **all** students needing support to complete the school program? Is there data about which students access these opportunities? Are there students who are absent frequently? If so, how have these activities and programs been employed to maximize daily school attendance?
- Which forms of communication have been utilized to inform students, parents, families and guardians about guidance and ancillary services, wellness programs and behavior management programs? How can we be certain that all members of the school community are aware of these services and programs? What is the process for improving programming?

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III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

guidance and ancillary services and wellness and behavior management programs are tied to student success. Consistency and constancy characterize the delivery of these services and programs and all students in the school have access to them. Students, parents, and guardians are all aware that the programs exist and know the purpose and expected outcomes for students when receiving services and/or participating in programs because communication has been clear and frequent.

At level **4-Exceeds Benchmark**,

guidance and ancillary services and wellness and behavior management programs are tied to student success which is evidenced by data likely of a pre and post treatment nature. This data may be for individual students participating in such services and programs or the data may show changes for particular small groups of students at a grade level or of a group with common characteristics (for example, English Language Learners, student with two or more grades below "C-" at the quarter, etc). The data is shared among appropriate school personnel for purposes of program and service improvement particularly as it is shown to be effective or not in improving the successful completion of the school program. At this level of exceeding the benchmark a communication plan would be in place to assure regular, consistent, and frequent informational blasts that insure multiple means and forms of communication with assurances that **all** members of the community are aware of available services and programs and the purposes and intended outcomes of programs and services.

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At level 2-Partially Meets Benchmark,

guidance and ancillary services and wellness and behavior management programs may exist but access is limited. These services may be restricted to certain populations and not all students in need of these services obtain them. Interruptions in programs and services may occur. It is not clear that these programs and services assist students in completion of the school program. Some students, parents, and guardians are aware of these programs and services but some are not aware that these are available or may not be aware of accessibility to these programs and services. Communication about these programs and services lacks clarity, frequency, and consistency as delivery of these services parallels the means for sharing information.

At level 1-Does Not Meet Benchmark,

guidance and ancillary services and wellness and behavior management programs do not exist or if they do are so minimal that evidence does not exist to demonstrate a link to these programs and services and completion of the school program. If the programs and services are offered there is no predictability or consistency and the effectiveness of these cannot be determined. Students, parents and families are not aware of the programs and services if they do exist as no means of communication has been attempted.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Survey teachers, parents and students about guidance and ancillary services, wellness programs, and behavior management programs that might be introduced or expanded to assist students.
- Use survey results to establish and/or expand services or programs starting with those that will have the greatest impact for students with the greatest need of assistance to successfully complete the school program.
- Implement strategies to begin to increase the number of students served in existing programs and/or new programs.
- Announce new and enhanced programs and services.

To move from level 2 to level 3,

- Link guidance and ancillary services and wellness and behavior management programs to successful completion of the school program.
- Establish ways to demonstrate a positive effect of ancillary program and services on the number of students successfully completing the school program.
- If necessary, tweak or revamp services and programs to build the bridge to success. Improve communication to students, parents and guardians to raise awareness of the programs and services available.

To move from level 3 to 4,

- Use data gathered from the development and implementation of guidance and ancillary services and wellness and behavior management to improve programs and services offered.
- Use pre and post treatment data to clarify how the programs and services enhance more student completions of the school program. (Consistent, extensive use of data is a primary difference between level 3 and 4.)
- Communicate to parents and families consistently, clearly, and frequently.
- Regularly and systematically analyze the pervasiveness, variety, and effectiveness of communication to assure that all community members are aware of these programs and services and know how to access them.
- Use data effectively and consistently.

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V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

Ancillary programs

Guidance services

Behavior management program

Wellness program