



STUDENT PERFORMANCE ACCOUNTABILITY STUDY 2009-2017



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BEHAVIOR PERFORMANCE MANAGEMENT A NEW SCHOOL COUNSELING INTERVENTION MODEL 2009-2017

Outreach Concern Inc. is a non-profit, school-based counseling agency founded in 1993. Now entering our 25th year we have provided a variety of Counseling and Pupil Personnel Services in over 790 elementary, middle and high schools throughout Southern California, serving over 600,000 children and families. Outreach Concern's primary focus is to provide intervention and support services to students who demonstrate difficulty with academic, behavioral, emotional and social issues affecting their overall success. The information outlined in this report describes the results of a five-year study investigating the effectiveness of a new counseling intervention model - Behavior Performance Management (BPM) developed by Dr. Fredrick Capaldi. The goal of this study was to measure its effectiveness as it applies to student performance.

Dissatisfied with traditional counseling methods that require lengthy time commitments, a lack of specific goals, and poor results, Outreach Concern sought to develop a counseling intervention model that focuses on behavioral change through a more direct, strategic and controlled approach with measurable results.

The BPM model differs from traditional counseling methods that are either "insight" focused or "non-directive." Instead it recognizes over 90% of students referred for counseling are non-voluntary which requires a different counseling approach versus intervention models that expect clients to be motivated to change. The lack of success utilizing such models is demonstrated by studies which show poor results incorporating traditional school counseling, a high dropout rate from child therapy and poor clinical outcomes.

The BPM model provides a blueprint for counselors incorporating a "new mechanics" of counseling aimed at structuring intervention toward action plans, ownership and productivity. It emphasizes that it is not the lack of self-esteem, confidence, or motivation that negatively affects academic performance. Rather, it is the lack of performance that gives rise to feelings of inadequacy and negative core development competencies. BPM empowers the counselor with a sense of purpose and direction to mobilize significant position holders in the student's life, which include, but are not limited to parents and teachers, to redirect the child's behavior under the guidance and direction of the counselor.

The information in this report provides specific data on how the BPM model was utilized over a eight-year period incorporating 790 schools and 26,205 referrals from Southern California elementary, middle and high schools for academic, behavioral, emotional and social issues negatively impacting their performance.

2009-2010 Pilot Study

Over the 2009-2010 school year, Outreach Concern conducted a pilot study to determine the effectiveness of its new counseling intervention model, Behavior Performance Management. In this study, 763 referrals from Southern California elementary, middle and high schools for academic issues were referred to Outreach Concern counseling. Of the 763 referrals, 587 (77%) demonstrated significant gains in academic performance.

2010-2011 Study

The second edition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2010-2011 school year. In this study, 1,083 referrals from Southern California elementary, middle and high schools for academic and behavioral issues were referred to Outreach Concern counseling. Of the 1,083 referrals, 842 (78%) resulted in an increase in performance. Of the 1,083 referrals, 841 for academic issues; 639 (76%) demonstrated significant gains in academic performance. Of the 242 behavioral issues, 203 (84%) demonstrated a significant reduction of the referring behavior.

2011-2012 Study

The third edition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2011-2012 school year and also included the addition of students referred for emotional or psychological concerns. In this study, 2,399 referrals from Southern California, elementary, middle and high schools for academic, behavioral and emotional issues were referred to Outreach Concern counseling. Of the 2,399 referrals, 1,750 (73%) resulted in an increase in performance. Of the 2,399 referrals, 1,163 for academic issues; 857 (74%) demonstrated significant gains in academic performance. Of the 510 behavioral issues, 373 (73%) demonstrated a significant reduction of the referring behavior. Of the 726 emotional issues, 520 (72%) demonstrated a significant reduction of the referring behavior.

2012-2013 Study

The fourth edition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2012-2013 school year. In this study, 3,074 referrals from Southern California elementary, middle and high schools for academic, behavioral and emotional issues were referred to Outreach Concern counseling. Of the 3,074 referrals, 2,631 (86%) resulted in an increase in performance. Of the 3,074 referrals, 1,093 for academic issues; 975 (89%) demonstrated significant gains in academic performance. Of the 857 behavioral issues, 730 (85%) resulted in a significant reduction of the referring behavior. Of the 1,124 emotional issues, 926 (82%) resulted in a significant reduction of the referring behavior.

2013-2014 Study

The fifth edition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2013-2014 school year and also included the addition of students referred for social concerns. In this study, 3,855 referrals from Southern California

elementary, middle, and high schools for academic, behavioral, emotional and social issues were referred to Outreach Concern counseling. Of the 3,855 referrals, 3,386 (88%) resulted in an increase in performance. Of the 3,855 referrals, 1,074 for academic issues; 967 (90%) demonstrated significant gains in academic performance. Of the 951 behavioral issues, 841 (88%) resulted in a significant reduction of the referring behavior. Of the 1,207 emotional issues; 1,023 (85%) resulted in a significant reduction of the referring behavior. Of the 623 social issues, 555 (89%) resulted in a significant reduction of the referring behavior and increased student social skills.

Combined findings of the five-year study with Outreach Concern counselors implementing the BPM model indicate that of the 11,174 referrals for academic, behavioral, emotional and social issues, 9,196 (82%) resulted in a significant reduction of the presenting problem and increased academic performance as measured by grade point average.

2014-2015 / 2015-2016

An addendum to this study is our 2014-2015 / 2015-2016 report, which includes data from 75 additional schools, incorporating 46 Los Angeles based schools with large Title 1 eligible populations, as a result of a partnership with the Los Angeles Unified School District (LAUSD) Title 1 Program, 21 public elementary schools from the Placentia Yorba Linda Unified School District (PYLUSD) and eight independent private schools in Los Angeles and Orange Counties.

2014-2015 Study

The 2014-2015 edition of the Outreach Concern Student Accountability Study was conducted at the conclusion of the 2014-2015 school year and incorporated data from 75 new private and public schools throughout Southern California incorporating our services into their school curriculum. Forty-seven of these schools were Catholic elementary schools, part of a partnership with the LAUSD Title 1 private school program and the Los Angeles Archdiocese. In addition, the incorporation of the Placentia Yorba Linda Unified School District (PYLUSD) and their 21 elementary schools, as well as eight private schools in Los Angeles and Orange Counties.

In the study, 5,669 referrals from Southern California elementary, middle and high schools for academic, behavioral, emotional and social issues were referred to Outreach Concern counselors. Of the 5,669 referrals, 4,821 (85%) resulted in an increase in performance. Of the 5,669 referrals, 1,837 for academic issues, 1,584 (86%) demonstrated gains in academic performance. Of the 1,275, behavioral referrals, 1,069 (84%) resulted in a significant reduction of the referring behavior. Of the 1,640 emotional issues, 1,374 (87%) resulted in a significant reduction of the referring behavior. Of the 917 social issues, 794 (86%) resulted in a significant reduction of the referring behavior and increased student's social skills.

2015-2016 Study

The 2015-2016 edition of the Outreach Concern Student Accountability Study was conducted at the conclusion of the 2015-2016 school year and incorporated the additional schools from the 2014-2015 edition.

In the study, 5,329 referrals from Southern California elementary, middle and high schools for academic, behavioral, emotional and social issues were referred to Outreach Concern counselors. Of the 5,329 referrals, 4,831 (91%) resulted in an increase in performance. Of the 5,329 referrals, 1,663 for academic issues, 1,533 (92%) demonstrated gains in academic performance. Of the 1,339, behavioral referrals, 1,213 (86%) resulted in a significant reduction of the referring behavior. Of the 1,682 emotional issues, 1,497 (89%) resulted in a significant reduction of the referring behavior. Of the 1,007 social issues, 913 (91%) resulted in a significant reduction of the referring behavior and increased student's social skills.

2016-2017 Study

The 2016/2017 study is the most recent addition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2016/2017 school year and incorporated 102 elementary, middle and high schools.

In the study, 4033 referrals from Southern California elementary, middle and high schools for academic, behavioral, emotional and social issues referred to Outreach Concern counselors. Of the 4033 referrals, 3740 (93%) resulted in an increase in performance. Of the 4033 referrals, 896 for academic issues, 824 (92%) demonstrated gains in academic performance. Of the 965 behavioral referrals, 903 (94%) resulted in a significant reduction of the referring behavior. Of the 1381 emotional issues, 1261 (91%) resulted in a significant reduction of the referring behavior. Of the 791 social issues, 752 (95%) resulted in a significant reduction of the referring behavior and increased students' social skills.

Results would suggest the BPM model has demonstrated significant success improving academic, behavioral, emotional and social issues and when incorporated into a school's pupil personnel program has the ability to positively impact student performance. It is reasonable to assume that the BPM model has the potential to revolutionize how counselors work with children and adolescents in an academic environment, bringing the discipline to a newfound sense of order, with measurable achievements.

**Student Performance Accountability Study
2009-2017**

	Schools	Students Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
2009-2010	78	763	587 (77%)	763	587 (77%)	*	*	*	*	*	*
2010-2011	75	1083	842 (78%)	841	639 (76%)	242	203 (84%)	*	*	*	*
2011-2012	75	2399	1750 (73%)	1163	857 (74%)	510	373 (73%)	726	520 (72%)	*	*
2012-2013	81	3074	2631 (86%)	1093	975 (89%)	857	730 (85%)	1124	926 (82%)	*	*
2013-2014	93	3855	3386 (88%)	1074	967 (90%)	951	841 (88%)	1207	1023 (85%)	623	555 (89%)
2014-2015	143	5669	4821 (85%)	1837	1584 (86%)	1275	1069 (84%)	1640	1374 (84%)	917	794 (87%)
2015-2016	143	5329	4831 (91%)	1663	1533 (92%)	1339	1213 (91%)	1682	1497 (89%)	1007	913 (91%)
2016-2017	102	4033	3740 (93%)	896	824 (92%)	965	903 (94%)	1381	1261 (91%)	791	752 (95%)
Total	790	26205	22588 (86%)	9330	7966 (85%)	6139	5332 (87%)	7760	6601 (85%)	3338	3014 (90%)

Total Referrals: 46,157

Total Referred Students Not Represented in Study: 23,615

Study Represents Elementary, Middle, and High School Students in Los Angeles and Orange County

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

*Data in these studies represent multiple issue student referral.

*Data from this study was compiled from teacher report, student report card and student grade point average.

Data represents students where Behavior Performance Management intervention was utilized.

**Student Performance Accountability Study
2016-2017**

	Students Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
2016-2017	4033	3740 (93%)	896	824 (92%)	965	903 (94%)	1381	1261 (91%)	791	752 (95%)

Study Represents Elementary, Middle, and High School Students in Los Angeles and Orange County

*Students not included in study:

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- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

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Data represents students where Behavior Performance Management intervention was utilized.

**Student Performance Accountability Study
Orange County/Los Angeles
2016-2017**

	Students Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Im
	2364	2231 (94%)	518	485 (94%)	651	616 (95%)	711	669 (94%)	484	
S	1669	1509 (90%)	378	339 (90%)	314	287 (91%)	670	592 (88%)	307	
	4033	3740 (93%)	896	824 (92%)	965	903 (94%)	1381	1261 (91%)	791	

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- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

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Data represents students where Behavior Performance Management intervention was u

**Student Performance Accountability Study
Catholic/ Private/ Public Schools
2016-2017**

2016-2017	Schools	Student referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Catholic- LA	38	1630	1473 (90%)	369	330 (89%)	304	277 (91%)	654	579 (89%)	303	287 (95%)
Catholic- OC	10	361	340 (94%)	96	90 (94%)	85	81 (95%)	125	115 (92%)	55	54 (98%)
Private	4	76	71 (93%)	24	23 (96%)	20	20 (100%)	25	21 (84%)	7	7 (100%)
Public	50	1966	1856 (94%)	407	381 (94%)	556	525 (94%)	577	546 (95%)	426	404 (95%)
Total	102	4033	3740 (93%)	896	824 (92%)	965	903 (94%)	1381	1261 (91%)	791	752 (95%)

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

*Data in this study represents multiple issue student referral.

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**Student Performance Accountability Study
Los Angeles Catholic Schools
2016-2017**

2016-2017	Student referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Deanery 1	21	15 (71%)	1	1 (100%)	5	4 (80%)	11	6 (55%)	4	4 (100%)
Deanery 4	29	29 (100%)	10	10 (100%)	11	11 (100%)	8	8 (100%)	0	0
Deanery 5	99	90 (91%)	12	12 (100%)	22	19 (86%)	37	32 (86%)	28	27 (96%)
Deanery 6	66	64 (97%)	11	9 (82%)	12	12 (100%)	26	26 (100%)	17	17 (100%)
Deanery 8	206	155 (75%)	60	48 (80%)	27	20 (74%)	101	71 (70%)	18	16 (89%)
Deanery 9	167	153 (92%)	42	38 (90%)	41	36 (88%)	60	55 (92%)	24	24 (100%)
Deanery 10	265	238 (90%)	80	68 (85%)	36	33 (92%)	104	96 (92%)	45	41 (91%)
Deanery 12	53	53 (100%)	11	11 (100%)	10	10 (100%)	14	14 (100%)	18	18 (100%)
Deanery 13	65	62 (95%)	15	13 (87%)	9	9 (100%)	33	32 (97%)	8	8 (100%)
Deanery 14	169	155 (92%)	24	23 (96%)	29	28 (97%)	69	63 (91%)	47	41 (87%)
Deanery 15	63	55 (87%)	8	8 (100%)	16	13 (81%)	27	22 (81%)	12	12 (100%)
Deanery 16	240	223 (93%)	46	40 (87%)	57	54 (95%)	89	83 (93%)	48	46 (96%)
Deanery 17	187	181 (97%)	49	49 (100%)	29	28 (97%)	75	71 (95%)	34	33 (97%)
Total	1630	1473 (90%)	369	330 (89%)	304	277 (91%)	654	579 (89%)	303	287 (95%)

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- Parents who discontinued services
- Crisis response situations
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- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

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**Student Performance Accountability Study
Orange County Public Schools
2016-2017**

2016-2017	Student Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Buena Park	362	355 (98%)	91	90 (99%)	97	96 (99%)	91	89 (98%)	83	80 (96%)
Hunt. Beach	602	571 (95%)	136	127 (93%)	144	137 (95%)	192	183 (95%)	130	124 (95%)
Plac/ Yorba Linda	714	648 (91%)	142	126 (89%)	205	186 (91%)	231	212 (92%)	136	124 (91%)
Westminster	288	282 (98%)	38	38 (100%)	110	106 (96%)	63	62 (98%)	77	76 (99%)
Total	1966	1856 (94%)	407	381 (94%)	556	525 (94%)	577	546 (95%)	426	404 (95%)

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

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Data represents students where Behavior Performance Management intervention was utilized.

**Student Performance Accountability Study
Buena Park School District
2016-2017**

2016-2017	Student Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Beatty	64	64 (100%)	12	12 (100%)	18	18 (100%)	18	18 (100%)	16	16 (100%)
BP JH	36	32 (89%)	20	19 (95%)	7	6 (86%)	3	2 (67%)	6	5 (83%)
Corey	62	61 (98%)	16	16 (100%)	16	16 (100%)	17	17 (100%)	13	12 (92%)
Emery	62	62 (100%)	12	12 (100%)	18	18 (100%)	16	16 (100%)	16	16 (100%)
Gilbert	75	73 (97%)	19	19 (100%)	19	19 (100%)	17	16 (100%)	20	19 (95%)
Pendleton	34	34 (100%)	6	6 (100%)	9	9 (100%)	11	11 (100%)	8	8 (100%)
Whitaker	29	29 (100%)	6	6 (100%)	10	10 (100%)	9	9 (100%)	4	4 (100%)
Total	362	355 (98%)	91	90 (99%)	97	96 (99%)	91	89 (98%)	83	80 (96%)

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

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Data represents students where Behavior Performance Management intervention was utilized.

**Student Performance Accountability Study
Huntington Beach City School District
2016-2017**

2016-2017	Student Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Dwyer	151	138 (91%)	47	42 (89%)	22	20 (91%)	43	41 (95%)	39	35 (90%)
Eader	63	59 (94%)	11	10 (91%)	18	17 (94%)	22	21 (95%)	12	11 (92%)
Hawes	56	56 (100%)	11	11 (100%)	16	16 (100%)	14	14 (100%)	15	15 (100%)
Moffet	50	48 (96%)	9	8 (89%)	15	15 (100%)	16	15 (94%)	10	10 (100%)
Perry	37	33 (89%)	12	11 (92%)	9	8 (89%)	12	10 (83%)	4	4 (100%)
Peterson	72	72 (100%)	5	5 (100%)	22	22 (100%)	25	25 (100%)	20	20 (100%)
Seacliff	6	6 (100%)	1	1 (100%)	2	2 (100%)	1	1 (100%)	2	2 (100%)
Smith	96	93 (97%)	21	21 (100%)	27	25 (93%)	29	29 (100%)	19	18 (95%)
Sowers	71	66 (93%)	19	18 (95%)	13	12 (92%)	30	27 (90%)	9	9 (100%)
Total	602	571 (95%)	136	127 (93%)	144	137 (95%)	192	183 (95%)	130	124 (95%)

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

*Data in this study represents multiple issue student referral.

*Data from this study was compiled from teacher report, student report card and student grade point average.

*Study Represents Elementary, Middle, and High School Students in Los Angeles and Orange County.

Data represents students where Behavior Performance Management intervention was utilized.

**Student Performance Accountability Study
Placentia/Yorba Linda Unified School District
2016-2017**

2016-2017	Student Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Brookhaven	27	21 (78%)	5	3 (60%)	10	9 (90%)	9	7 (78%)	3	2 (67%)
Bryant Ranch	57	57 (100%)	15	15 (100%)	10	10 (100%)	15	15 (100%)	17	17 (100%)
Fairmont	68	56 (82%)	9	7 (78%)	17	13 (76%)	25	22 (88%)	17	14 (82%)
Glenknoll	34	31 (91%)	7	6 (86%)	5	4 (80%)	17	16 (94%)	5	5 (100%)
Glenview	31	29 (94%)	5	5 (100%)	8	8 (100%)	8	7 (88%)	10	9 (90%)
Golden	34	27 (79%)	4	4 (100%)	13	9 (69%)	13	11 (85%)	4	3 (75%)
Lakeview	37	37 (100%)	3	3 (100%)	14	14 (100%)	13	13 (100%)	7	7 (100%)
Linda Vista	18	18 (100%)	5	5 (100%)	3	3 (100%)	8	8 (100%)	2	2 (100%)
Mabel Paine	18	18 (100%)	5	5 (100%)	4	4 (100%)	5	5 (100%)	4	4 (100%)
MKV	43	38 (88%)	11	10 (91%)	14	12 (86%)	14	13 (93%)	4	3 (75%)
Melrose	54	52 (96%)	14	14 (100%)	25	23 (92%)	10	10 (100%)	5	5 (100%)
Morse										
Rio Vista	15	15 (100%)	4	4 (100%)	4	4 (100%)	5	5 (100%)	2	2 (100%)
Rose Drive	17	17 (100%)	4	4 (100%)	7	7 (100%)	3	3 (100%)	3	3 (100%)
Ruby Drive	40	38 (95%)	7	6 (86%)	14	13 (93%)	11	11 (100%)	8	8 (100%)
Sierra Vista	42	34 (81%)	12	10 (83%)	8	6 (75%)	15	13 (87%)	7	5 (71%)
Topaz	34	30 (88%)	6	4 (67%)	11	10 (91%)	12	12 (100%)	5	4 (80%)
Travis Ranch	54	50 (93%)	7	6 (86%)	17	17 (100%)	16	14 (88%)	14	13 (93%)
Tynes										
Van Buren	21	17 (81%)	3	1 (33%)	5	5 (100%)	8	6 (75%)	5	5 (100%)
Wagner	28	28 (100%)	8	8 (100%)	7	7 (100%)	8	8 (100%)	5	5 (100%)
Woodsboro	42	35 (83%)	8	6 (75%)	9	8 (89%)	16	13 (81%)	9	8 (89%)
Total	714	648 (91%)	142	126 (89%)	205	186 (91%)	231	212 (92%)	136	124 (91%)

*Students not included in study:

- Who transferred out of the school or district prior to completing counseling
- Parents who refused consent for counseling
- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than four sessions
- Non responsiveness to medical management

Data represents students where Behavior Performance Management intervention was utilized.

*Student referrals represent the total number of referral issues counselors have responded to.

*Data in this study represents multiple issue student referral.

*Data from this study was compiled from teacher report, student report card and student grade point average.

**Student Performance Accountability Study
Westminster School District
2016-2017**

2016-2017	Student Referrals	Performance Improvement	Academic Referrals	Academic Improvement	Behavioral Referrals	Behavioral Improvement	Emotional Referrals	Emotional Improvement	Social Referrals	Social Improvement
Anderson	20	19 (95%)	3	3 (100%)	8	7 (88%)	4	4 (100%)	5	5 (100%)
Clegg	63	61 (97%)	10	10 (100%)	26	25 (96%)	13	12 (92%)	14	14 (100%)
Demille	25	24 (96%)	2	2 (100%)	12	11 (92%)	4	4 (100%)	7	7 (100%)
Finley	11	11 (100%)	2	2 (100%)	7	7 (100%)	0	0	2	2 (100%)
Fryberger	24	22 (92%)	3	3 (100%)	9	8 (89%)	6	6 (100%)	6	5 (83%)
Hayden	23	23 (100%)	1	1 (100%)	10	10 (100%)	8	8 (100%)	4	4 (100%)
Iva Meairs	47	47 (100%)	6	6 (100%)	11	11 (100%)	9	9 (100%)	21	21 (100%)
Schmitt	14	14 (100%)	3	3 (100%)	3	3 (100%)	3	3 (100%)	5	5 (100%)
Schroeder	21	21 (100%)	4	4 (100%)	6	6 (100%)	5	5 (100%)	6	6 (100%)
Sequoia	9	9 (100%)	1	1 (100%)	3	3 (100%)	3	3 (100%)	2	2 (100%)
Webber	14	14 (100%)	3	3 (100%)	8	8 (100%)	0	0	3	3 (100%)
Wilmore	17	17 (100%)	0	0	7	7 (100%)	8	8 (100%)	2	2 (100%)
Total	288	282 (98%)	38	38 (100%)	110	106 (96%)	63	62 (98%)	77	76 (99%)

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- Parents who discontinued services
- Crisis response situations
- Students seen for fewer than three sessions
- Non responsiveness to medical management

*Student referrals represent the total number of referral issues counselors have responded to.

*Data in this study represents multiple issue student referral.

*Data from this study was compiled from teacher report, student report card and student grade point average.

Data represents students where Behavior Performance Management intervention was utilized.

CONCLUSION

This study represents the findings of an eight-year investigation into the effectiveness of a new counseling intervention model, Behavior Performance Management. The data was obtained from 790 private and public elementary, middle and high schools in Orange and Los Angeles Counties in which counselors for Outreach Concern provided counseling services to students attending these schools.

The original pilot study began during the 2009-2010 school year, focusing on 763 referrals for academic performance issues. Data analysis found that of these referrals 587 (77%) demonstrated significant academic achievement.

The following year, (2010/2011) 1,083 referrals from Southern California elementary, middle and high schools for academic and behavioral issues were referred to Outreach Concern counselors. Of the 1083 referrals, 842 (78%) resulted in an increase in performance. Of the 1083 referrals, 841 for academic issues; 639 (76%) demonstrated significant gains in academic performance. Of the 242 behavioral issues, 203 (84%) demonstrated a significant reduction of the referring behavior.

The third edition of the Outreach Concern's Student Performance Accountability Study conducted at the conclusion of the 2011-2012 school year included the addition of students referred for emotional or psychological concerns. Of the 2,399 referrals from Southern California schools for academic, behavioral and emotional issues 1,750 (73%) demonstrated an increase in performance. Of the 1,163 referrals for academic issues, 857 (74%) demonstrated significant gains in academic performance. Of the 510 referrals for behavioral issues, 373 (73%) demonstrated a significant reduction of the referring behavior. Of the 726 referrals for emotional issues, 522 (72%) demonstrated a significant reduction of the referring behavior.

The fourth edition of the Outreach Concern Student Performance Accountability Study conducted at the conclusion of 2012-2013 school year included student referrals for academic, behavior and emotional issues. Of the 3,074 referrals, 2,631 (86%) demonstrated an increase in performance. Of the 1,093 referred for academic issues, 975 (89%) demonstrated significant gains in academic performance. Of the 857 behavioral issues 730 (85%) showed a significant reduction of the referring behavior. Of the 1,024 emotional issues, 926 (82%) resulted in a significant reduction of the referring behavior.

The fifth edition of the Outreach Concern's Student Performance Accountability Study was conducted at the conclusion of the 2013-2014 school year and included the addition of students referred for socialization concerns. Of the 3,855 referrals, 3,386 (88%) resulted in increased performance. Of the 1,074 referrals for academic issues, 967 (90%) demonstrated significant gains in academic performance. Of the 951 behavioral issues 841 (88%) showed a significant reduction of the referring behavior. Of the 1,207 emotional issues, 1,023 (85%) demonstrated a significant reduction of the referring behavior. Of the 623 social issues, 555 (89%) resulted in a significant reduction of the referring behavior and increased social skills.

The sixth edition of the Outreach Concern's Student Performance Accountability Study was conducted at the conclusion of the 2014-2015 school year and incorporated an additional 75 schools, 47 of which were a result of the partnership between Outreach Concern and LAUSD private school Title 1 program, as well as 21 schools from the Placentia Yorba Linda Unified School District (PYLUSD) and eight private schools in the Los Angeles and Orange County area. Of the 5,669 referrals, 4,821 (85%) resulted in an increase in performance. Of the 1,837 referrals for academic issues, 1,584 (86%) demonstrated significant gains in academic performance. Of the 1,276 behavioral issues, 1,069 (84%) showed a significant reduction of the referring behavior. Of the 1,640 emotional issues, 1,374 (84%) demonstrated a significant reduction of the referring behavior. Of the 917 social issues, 794 (86%) resulted in a significant reduction of the referring behavior and increased social skills.

The seventh edition of the Outreach Concern's Student Performance Accountability Study was conducted at the conclusion of the 2015-2016 school year *and incorporated the additional schools from the 2014-2015 edition*. Of the 5,329 referrals, 4,831 (91%) resulted in an increase in performance. Of the 1,663 referrals for academic issues, 1,533 (92%) demonstrated significant gains in academic performance. Of the 1,339 behavioral issues, 1,213 (91%) showed a significant reduction of the referring behavior. Of the 1,682 emotional issues, 1,497 (89%) demonstrated a significant reduction of the referring behavior. Of the 1,007 social issues, 913 (91%) resulted in a significant reduction of the referring behavior and increased social skills.

The eighth addition of the Outreach Concern Student Performance Accountability Study was conducted at the conclusion of the 2016-2017 school year and incorporated Outreach Concern elementary, middle and high schools. Of the 4033 referrals, 3740 (93%) resulted in an increase in performance. Of the 896 referrals for academic issues, 824 (92%) demonstrated significant gains in academic performance. Of the 965 behavioral issues, 903 (94%) showed a significant reduction of the referring behavior. Of the 1381 emotional issues referred, 1261 (91%) demonstrated a significant reduction of the referring behavior. Of the 791 social issues, 752 (95%) resulted in a significant reduction of the referring behavior and increased social skills.

Combined findings of the original Student Performance Accountability Study, with Outreach Concern counselors implementing the Behavior Performance Management model in 790 K-12 schools throughout Southern California and the 2016/21017 Student Performance Accountability Study, results indicated that of the 26,205 student referrals for academic, behavioral, emotional and social issues, 22,588 (86%) demonstrated improved academic performance and a significant reduction of negative presenting problems.

These ongoing results clearly indicate that the Behavior Performance Management model has demonstrated significant success in improving academic, behavioral, social and emotional issues and when incorporated into schools' pupil personnel program has the ability to greatly enhance student performance.

As a result of the information it may be advisable to investigate the effectiveness of the Behavior Performance Management model when applied to student absenteeism, school truancy, early high school drop-out and specific subject matter issues.