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# STUDENT PERFORMANCE ACCOUNTABILITY STUDY 2009-2016



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# BEHAVIOR PERFORMANCE MANAGEMENT A NEW SCHOOL COUNSELING INTERVENTION MODEL 2009-2016

Outreach Concern Inc. is a non-profit, school-based counseling agency founded in 1993. Over the past 24 years we have provided a variety of Counseling and Pupil Personnel Services in over 686 elementary, middle and high schools throughout Southern California, serving over 500,000 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 a negative personal identity core construct. 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 five-year period incorporating 402 schools and 11,174 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 and most recent 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.*

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  
2009-2016**

	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	141	5329	4831 (91%)	1663	1533 (92%)	1339	1213 (91%)	1682	1497 (89%)	1007	913 (91%)
Total	686	22172	18848 (85%)	8434	7142 (85%)	5174	4429 (86%)	6379	5340 (84%)	2547	2262 (89%)

**Total Referrals: 39,902**

**Total Referred Students Not Represented in Study: 21,393**

**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  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
2015-2016	5329	4831 (91%)	1663	1533 (92%)	1339	1213 (91%)	1682	1497 (89%)	1007	913 (91%)

**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
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**Data represents students where Behavior Performance Management intervention was utilized.**



**Student Performance Accountability Study  
Orange County/Los Angeles  
2015-2016**

<b>2015-2016</b>	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Orange County	3434	3156 (92%)	977	913 (94%)	794	735 (93%)	975	875 (90%)	689	633 (92%)
Los Angeles	1895	1675 (88%)	686	620 (90%)	545	478 (88%)	707	622 (88%)	318	280 (89%)
<b>Total</b>	<b>5329</b>	<b>4831 (91%)</b>	<b>1663</b>	<b>1533 (92%)</b>	<b>1339</b>	<b>1213 (91%)</b>	<b>1682</b>	<b>1497 (89%)</b>	<b>1007</b>	<b>913 (91%)</b>

\*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 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  
Private/Public Schools  
2015-2016**

<b>2014-2015</b>	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Private Schools	2570	2235 (87%)	900	806 (90%)	674	587 (87%)	925	792 (86%)	427	375 (88%)
Public Schools	2759	2596 (94%)	763	727 (95%)	665	626 (94%)	757	705 (93%)	580	538 (94%)
Total	5329	4831 (91%)	1663	1533 (92%)	1339	1213 (91%)	1682	1497 (89%)	1007	913 (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 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  
Los Angeles Catholic Schools  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Deanery 5	37	36 (97%)	20	20 (100%)	18	18 (100%)	21	21 (100%)	20	19 (95%)
Deanery 6	11	6 (55%)	9	5 (56%)	8	4 (50%)	5	2 (40%)	2	1 (50%)
Deanery 7	73	69 (95%)	42	41 (98%)	42	41 (98%)	33	31 (94%)	21	20 (95%)
Deanery 8	59	51 (86%)	23	21 (91%)	24	20 (83%)	40	31 (78%)	14	11 (79%)
Deanery 9	108	79 (73%)	60	46 (77%)	54	39 (72%)	73	54 (74%)	36	26 (72%)
Deanery 13	25	21 (84%)	11	10 (91%)	4	2 (50%)	7	6 (86%)	5	5 (100%)
Deanery 14	19	14 (74%)	11	6 (55%)	12	6 (50%)	6	4 (67%)	11	9 (82%)
Deanery 15	79	66 (84%)	43	38 (88%)	34	30 (88%)	37	29 (78%)	33	24 (73%)
Deanery 16	155	133 (86%)	100	85 (85%)	71	61 (86%)	81	67 (83%)	41	38 (93%)
Deanery 17	72	63 (88%)	43	40 (93%)	34	28 (82%)	42	35 (83%)	10	6 (60%)
Deanery 19	26	22 (85%)	19	15 (79%)	11	8 (73%)	16	14 (88%)	14	13 (93%)
<b>Total</b>	<b>664</b>	<b>560 (84%)</b>	<b>381</b>	<b>327 (86%)</b>	<b>312</b>	<b>257 (82%)</b>	<b>361</b>	<b>294 (81%)</b>	<b>207</b>	<b>172 (83%)</b>

\*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  
Orange County Public Schools  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Buena Park	744	727 (98%)	252	245 (97%)	165	164 (99%)	161	154 (96%)	166	164 (99%)
Huntington Beach	579	569 (98%)	155	154 (99%)	127	125 (98%)	199	195 (98%)	98	95 (97%)
Placentia/Yorba Linda	905	786 (88%)	214	190 (89%)	245	212 (87%)	262	229 (87%)	184	155 (84%)
Westminster	531	514 (97%)	141	138 (98%)	128	125 (98%)	135	127 (94%)	127	124 (98%)
<b>Total</b>	<b>2759</b>	<b>2596 (94%)</b>	<b>762</b>	<b>727 (95%)</b>	<b>665</b>	<b>626 (94%)</b>	<b>757</b>	<b>705 (93%)</b>	<b>575</b>	<b>538 (94%)</b>

\*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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**Student Performance Accountability Study  
Buena Park School District  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Beatty	95	94 (99%)	37	37 (100%)	21	21 (100%)	16	15 (94%)	21	21 (100%)
BPJH	191	183 (96%)	72	68 (94%)	45	44 (98%)	44	41 (93%)	30	30 (100%)
Corey	106	103 (97%)	40	39 (98%)	16	16 (100%)	22	21 (95%)	28	27 (96%)
Emery	113	110 (97%)	28	27 (96%)	25	25 (100%)	29	28 (97%)	31	30 (97%)
Gilbert	109	109 (100%)	31	31 (100%)	26	26 (100%)	24	24 (100%)	28	28 (100%)
Pendleton	69	69 (100%)	24	24 (100%)	21	21 (100%)	8	8 (100%)	16	16 (100%)
Whitaker	61	59 (97%)	20	19 (95%)	11	11 (100%)	18	17 (94%)	12	12 (100%)
<b>Total</b>	<b>744</b>	<b>727 (98%)</b>	<b>252</b>	<b>245 (97%)</b>	<b>165</b>	<b>164 (99%)</b>	<b>161</b>	<b>154 (96%)</b>	<b>166</b>	<b>164 (99%)</b>

\*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.

**Data represents students where Behavior Performance Management intervention was utilized.**

**Student Performance Accountability Study  
Huntington Beach City School District  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Dwyer	100	100 (100%)	35	35 (100%)	17	17 (100%)	42	42 (100%)	6	6 (100%)
Eader	61	55 (90%)	11	11 (100%)	15	13 (87%)	17	15 (88%)	18	16 (89%)
Hawes	14	14 (100%)	1	1 (100%)	6	6 (100%)	7	7 (100%)	*	*
Moffet	34	34 (100%)	8	8 (100%)	9	9 (100%)	13	13 (100%)	4	4 (100%)
Perry	45	45 (100%)	13	13 (100%)	10	10 (100%)	14	14 (100%)	8	8 (100%)
Peterson	67	67 (100%)	11	11 (100%)	14	14 (100%)	22	22 (100%)	20	20 (100%)
Seacliff	54	54 (100%)	11	11 (100%)	14	14 (100%)	16	16 (100%)	13	13 (100%)
Smith	89	89 (100%)	24	24 (100%)	22	22 (100%)	27	27 (100%)	16	16 (100%)
Sowers	115	111 (97%)	41	40 (98%)	20	20 (100%)	41	39 (95%)	13	12 (92%)
<b>Total</b>	<b>579</b>	<b>569 (98%)</b>	<b>155</b>	<b>154 (99%)</b>	<b>127</b>	<b>125 (98%)</b>	<b>199</b>	<b>195 (98%)</b>	<b>98</b>	<b>95 (97%)</b>

\*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  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Brookhaven	38	36 (95%)	9	9 (100%)	12	11 (92%)	12	11 (92%)	5	5 (100%)
Bryant Ranch	55	47 (85%)	13	11 (85%)	8	8 (100%)	14	12 (86%)	20	16 (80%)
Fairmont	30	30 (100%)	6	6 (100%)	7	7 (100%)	10	10 (100%)	7	7 (100%)
Glenknoll	36	24 (67%)	7	5 (71%)	10	6 (60%)	12	9 (75%)	7	4 (75%)
Glenview	31	25 (81%)	4	3 (75%)	10	8 (80%)	9	8 (89%)	8	6 (75%)
Golden	79	79 (100%)	14	14(100%)	22	22 (100%)	23	23 (100%)	20	20 (100%)
Lakeview	55	51 (93%)	13	12 (92%)	16	15 (94%)	14	13 (93%)	12	11 (92%)
Linda Vista	36	35 (97%)	8	8 (100%)	5	5 (100%)	12	12 (100%)	11	10 (91%)
Mabel Paine	19	14 (74%)	6	5 (83%)	4	3 (75%)	6	5 (83%)	3	1 (33%)
MKV	18	15 (83%)	7	6 (86%)	5	4 (80%)	5	4 (80%)	1	1 (100%)
Melrose	41	40 (98%)	15	15 (100%)	7	7 (100%)	13	12 (92%)	6	6 (100%)
Morse	74	74 (100%)	25	25 (100%)	20	20 (100%)	14	14 (100%)	15	15 (100%)
Rio Vista	43	36 (84%)	11	10 (91%)	9	8 (89%)	16	12 (75%)	7	6 (86%)
Rose	39	34 (87%)	6	6 (100%)	14	12 (86%)	11	10 (91%)	8	6 (75%)
Ruby	35	23 (66%)	7	6 (86%)	11	6 (55%)	12	7 (58%)	5	4 (80%)
Sierra Vista	62	51 (82%)	15	12 (80%)	12	10 (83%)	18	15 (83%)	17	14 (82%)
Topaz	22	13 (59%)	8	5 (63%)	5	3 (60%)	7	4 (57%)	2	1 (50%)
Travis Ranch	40	24 (60%)	14	8 (57%)	10	6 (60%)	9	7 (78%)	7	3 (43%)
Tynes	50	46 (92%)	12	12 (100%)	20	19 (95%)	13	10 (80%)	5	5 (100%)
Van Buren	29	28 (97%)	6	6 (100%)	11	10 (91%)	10	10 (100%)	2	2 (100%)
Wagner	40	32 (80%)	6	4 (67%)	10	7 (70%)	13	12 (92%)	11	9 (82%)
Woodsboro	33	29 (88%)	2	2 (100%)	17	15 (88%)	9	9 (100%)	5	3 (60%)
<b>Total</b>	<b>905</b>	<b>786 (88%)</b>	<b>214</b>	<b>190 (89%)</b>	<b>245</b>	<b>212 (87%)</b>	<b>262</b>	<b>229 (87%)</b>	<b>184</b>	<b>155 (84%)</b>

\*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  
2015-2016**

	<b>Students Referrals</b>	<b>Performance Improvement</b>	<b>Academic Referrals</b>	<b>Academic Improvement</b>	<b>Behavioral Referrals</b>	<b>Behavioral Improvement</b>	<b>Emotional Referrals</b>	<b>Emotional Improvement</b>	<b>Social Referrals</b>	<b>Social Improvement</b>
Anderson	40	40 (100%)	12	12 (100%)	10	10 (100%)	10	10 (100%)	8	8 (100%)
Clegg	62	57 (92%)	21	20 (95%)	15	14 (93%)	16	14 (88%)	10	9 (90%)
Demille	46	46 (100%)	22	22 (100%)	3	3 (100%)	8	8 (100%)	13	13 (100%)
Finley	51	46 (90%)	14	13 (93%)	15	14 (93%)	13	11 (85%)	9	8 (89%)
Fryberger	21	21 (100%)	6	6 (100%)	9	9 (100%)	2	2 (100%)	4	4 (100%)
Hayden	39	39 (100%)	11	11 (100%)	10	10 (100%)	8	8 (100%)	10	10 (100%)
Iva Meairs	53	53 (100%)	6	6 (100%)	15	15 (100%)	16	16 (100%)	16	16 (100%)
Schmitt	27	26 (96%)	7	7 (100%)	7	7 (100%)	11	10 (91%)	2	2 (100%)
Schroeder	83	81 (98%)	18	17 (94%)	19	19 (100%)	22	21 (95%)	24	24 (100%)
Sequoia	52	50 (96%)	9	9 (100%)	12	12 (100%)	16	14 (88%)	15	15 (100%)
Webber	35	33 (94%)	9	9 (100%)	9	8 (89%)	6	6 (100%)	11	10 (91%)
Willmore	22	22 (100%)	6	6 (100%)	4	4 (100%)	7	7 (100%)	5	5 (100%)
<b>Total</b>	<b>531</b>	<b>514 (97%)</b>	<b>141</b>	<b>138 (98%)</b>	<b>128</b>	<b>125 (98%)</b>	<b>135</b>	<b>127 (94%)</b>	<b>127</b>	<b>124 (98%)</b>

\*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.

**Data represents students where Behavior Performance Management intervention was utilized.**



# CONCLUSION

The original 402 represents the findings of a five-year investigation into the effectiveness of a new counseling intervention model, Behavior Performance Management. The data was obtained from 144 private and public elementary, middle and high schools in Orange and Los Angeles Counties in which counselors from Outreach Concern provided services to students.

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.

Combined findings of the five-year Student Performance Accountability Study, with Outreach Concern counselors implementing the Behavior Performance Management model in K-12 schools throughout Southern California indicated that of the 11,074 referrals for academic, behavioral, emotional and social issues 9,196 (82%) demonstrated improved academic performance and a significant reduction of negative presenting problems.

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.

Combined findings of the original five-year Student Performance Accountability Study, with Outreach Concern counselors implementing the Behavior Performance Management model in 686 K-12 schools throughout Southern California and the 2014-2015 / 2015-2016 Student Performance Accountability Study, results indicated that of the 22,172 student referrals for academic, behavioral, emotional and social issues, 18,848 (85%) demonstrated improved academic performance and a significant reduction of negative presenting problems.

In addition it is 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.

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.