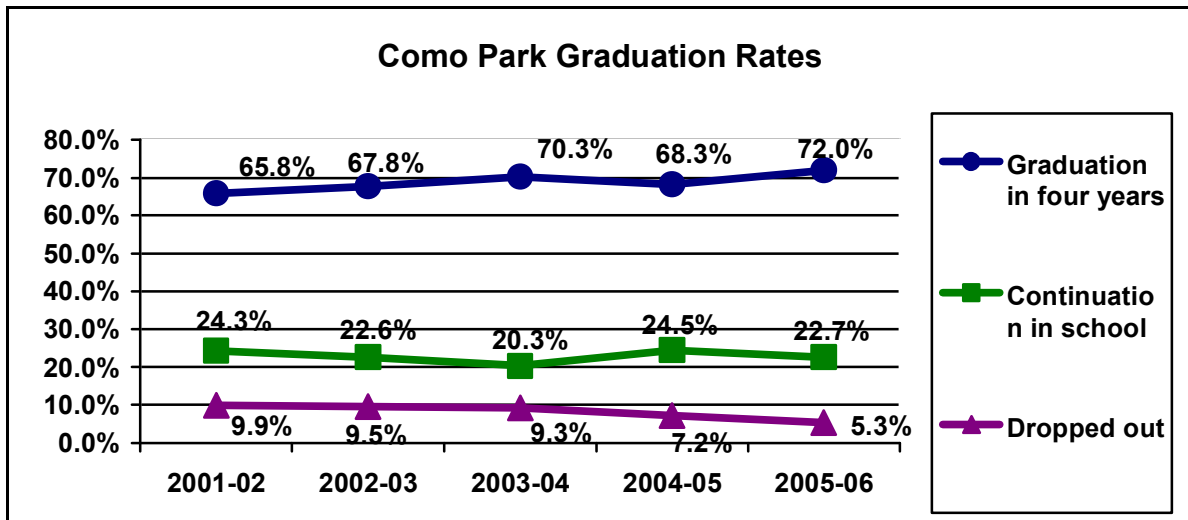


Como Park High School Saint Paul Public Schools

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Como Park High School Connected Counseling Report Executive Summary

Part I. Progress on Redesign Goals

The major accomplishments during 2005-2006 included:

Goal 1: Guidance Counselors accept new vision of guidance counseling and assume new roles

- Counselors at Como report that they are a cohesive and strong team and that they will continue to learn and grow using the ASCA model as their guide. The Como Park counselors do accept the new vision of school counseling and are working on sharing their work and results with staff.
- Como Park counselors are a part of all of the major school leadership teams and see themselves as integral members of the leadership structure at Como.
- The guidance counselors feel that the diversity of their counseling team is a huge asset for the school and particularly for the students; they are more representative of the student body.

Goal 2: Design guidance curriculum and new initiatives

- Como counselors worked very closely in accordance with their CCOS and implemented all comprehensive guidance activities. While doing so, they found that they needed to tweak the timing or replace activities based on feedback and results.
- Counselors “closing the gap” activities, identifying students in need of extra support, have evolved.
- Counselors used data to inform decisions, shared data with staff, and helped staff collect data.

Goal 3: Advisors effectively counsel students and support them

- Registration was streamlined. Counselors gave the registration forms to the advisors so that the advisor could review it and recommend classes for the students. The goal was to have students fill out their registration forms completely in advisories. Prior to registration, the counselors trained the advisors in how to review transcripts and recommend classes for students.
- Each grade-level advisory team, including one counselor, focused on specific curriculum and activities, including the Six Year Plan, directly related to the needs of each grade level.

Goal 4: Implementation of the Six Year Plan for all students

- The Six Year Plan was handled primarily through four Como Connection class sessions (which is now Freshmen Seminar) and through advisories for grade ten and above.

Goal 5: Expand College Access

- Como Park school counselors collaborated with other staff in the school to implement the AVID.

Part II. Student Outcomes

- The four-year graduation rate at Como Park increased by 3.7% from 68.3% in 2004-05 to 72.0% in 2005-06 – the second highest percentage in the district. The dropout rate declined by 1.9% from 7.2% in 2004-05 to 5.3% in 2005-06.
- From 2004-2005 to 2005-2006 there was a 9.2% increase in the number of seniors who reported that they agreed “there was at least one adult at Como who they can talk to and who knows them well.”
- Overall, 3% more students took honors courses in 2005-2006, more at all grade levels but eleventh.

Part I. Redesign Goals

Background of Como Park High School

Beginning in 2003-2004, the Bush Foundation funded Saint Paul high school guidance counseling departments to restructure their work in alignment with the American School Counselors Association (ASCA) National Model. Como Park had approximately 1394 students on October 1, 2005. The guidance department had four counselors, a career resource specialist, a guidance technician, and a guidance secretary. Students are assigned to the four school counselors by alphabet. Each counselor serves as a liaison to about three different departments. Counselors support grade level advisors and students, with one counselor assigned to each grade.

The following information describing Como Park High School is taken from the school's Continuous Improvement Plan (SCIP):

Como Park High School supports an intensive gifted and talented program featuring Advanced Placement (AP) courses in all academic area including English, French, Spanish, history, geography, government, calculus, biology, chemistry, physics and art. Students who earn satisfactory scores on national AP exams can receive college credit in equivalent courses at 3,388 colleges across the nation. Business, Math and Science Technology are magnet specialties at Como Park High School. Five computer labs are available for students to work on reading skills, creative design projects, presentation graphics, computer animation, creative writing, and the school newspaper. Students successful in studying computer technology may continue with other high-level national certifications leading to technical college credit and well-paying summer internships. The school's math department offers an array of courses, and students in the science specialty use state-of-the-art technology to collect and analyze data. Como Senior High is one of only two high schools in the school district involved in a Federal Magnet Grant Project.

Como school counselors coordinated the Connected Counseling Initiative with the Smaller Learning Communities grant and the Working Outreach for Weighted Class Inclusiveness (WOW) grants. In the 2006-2007 school year, the WOW grant was replaced with AVID (both described below).

Goal 1: Guidance Counselors accept new vision of guidance counseling and assume new roles

1. School administration, guidance counselors, and advisory staff understand and accept the new vision for guidance and counseling.

Practitioners make vision for guidance counseling their own.

The Como Park High School guidance counselors' proposals for Bush grant funds include objectives in line with the American School Counselor Association (ASCA) National Model. Since 2003, counselors have continuously restructured their programs to better serve all students with the ultimate goal of increasing completion rates and decreasing dropout rates. As they continue to tweak and improve their program, they are:

1. Placing a greater emphasis on counselor skills in data-based decision making, comprehensive intentional guidance, and "closing the gap" plans;
2. Restructuring and aligning guidance curriculum that includes staff development for counselors and teachers to refresh these skills;
3. Providing staff development for counselors and teachers on the Six Year Plan; and

4. Evaluating data gathered for Connected Counseling and other grants as well as for the SCIP Plan to determine overlaps and gaps related to the needs of students.

This is the second year that this particular guidance team has worked together. They feel that they are a cohesive and strong team and that they will continue to learn and grow using the ASCA model as their guide. The Como Park counselors do accept the new vision of school counseling, and are working on sharing their work and results with staff.

Operationalize Connected Counseling Operational Structure (CCOS) notebook per ASCA Model.

In the fall of 2005, Como Park counselors worked together to develop their first Connected Counseling Operational Structure notebook. The notebook was updated for the 2006-2007 school year during the late spring and early summer. Como counselors worked well together and feel that their CCOS helped to organize and strengthen their work as counselors. They worked very closely with the principal to negotiate their Administrator/Counselor Agreement. Because of this, the principal knows how each counselor spends their time and which goals they are working toward each year.

As per the Administrator/Counselor Agreement, counselors at Como Park spend 15% of their time delivering guidance curriculum to all students; 35% of their time with individual student planning; 25% of their time doing responsive services; and 25% of their time with system support. Because they planned their time for the year, counselors felt that they were able to do more activities for students, including conflict resolution, checking of grades and credits, advocating for students, and prevention of academic and social problems.

Although Como Park counselors are assigned students by alphabet, they divided up working on curriculum by grade level. Essentially, each counselor was in charge of one grade level, developing grade-appropriate curriculum and activities needed for students in each grade. Each counselor, however, was in charge of delivering curriculum for all grades.

For the 2005-2006 school year, Como counselors worked very closely in accordance with their CCOS and implemented all comprehensive guidance activities. In doing so, they found that they had to tweak the timing or replace activities based on feedback and results. For example, counselors replaced the CAI assessment with the IDEAS interest assessment – the counselors found that the latter was easier for the students and counselors to work with and was more accessible. In addition, the counselors felt that they may have planned for too many activities the first year of the CCOS, but were learning to prioritize their work for the future. Because the counselors may have been overly ambitious, one of their closing the gap activities was not implemented based on time and insufficient resources.

For the 2006-2007 school year, counselors will try to organize their time better and focus on depth rather than breadth. Counselors will also focus more on gathering and reporting results data.

Students' responses related to the role of counselors:

One source of results data was from surveys completed by ninth, tenth, and eleventh grade students in spring 2006 (see Appendix B for more results). Some of the findings included:

- In 2006, students at Como Park reported that they “met with a counselor individually” most often about course selection (57.5%), grade/credit checks (51.9%), and scheduling issues (41.0%).
- Students in the ninth (42.0%) and tenth (42.5%) grades reported most often that “they had not seen a presentation by their counselors.” Eleventh graders, however, reported that “they have seen a presentation by a counselor” most often on career information (39.5%).
- Only 12.2% of 2006 ninth graders reported not speaking with a counselor individually; down 37.4% from 2004.

2. Guidance counselors effectively assume new roles focused on leadership, mentoring, and provision of professional development.

Counselors assume new leadership roles.

Como Park counselors are a part of all of the major school leadership teams and see themselves as integral members of the leadership structure at Como. As one counselor states,

“I think as a department, the work that we do is so correlated with the work that the administration team does scheduling, deciding graduation requirements, just a lot of the things that are critical to running the whole school program. I think that the administration team and teachers do see us a part of the leadership team of the school.”

Como Park counselors have also taken on new leadership roles this past academic year. For example, they developed a Master Calendar that includes not only all counselor activities, but also all school-wide, committee, and district-level activities for the school year. The counselors’ goal is to eventually have one Master Calendar for the whole building to use instead of each department having their own separate calendars. According to the counselors, the calendars give them the opportunity to highlight some of the important counseling activities to the Como Park staff.

This particular team of counselors at Como Park has been together for 1 ½ years and they feel like they work better as a team and that they are better equipped to assume the leadership roles in the schools. They also feel that the diversity of their counseling team is a huge asset for the school and particularly for the students; they are more representative of the student body. For example, one counselor states,

“...our counseling department is the most diverse, because students identify with a specific counselor. Even if I might not be your counselor, they can still come to us with questions. Some of my kids are Hispanic and they speak Spanish. I don’t speak Spanish, so they can go to [the counselor that speaks Spanish].”

Counselors felt that they did a better job this year of streamlining the registration process. They coordinated registration with the advisories. Counselors gave the registration forms to the advisors so that the advisor could review it and recommend classes for the students. The goal was to have students fill out their registration forms completely in advisories. Prior to registration, the counselors trained the advisors in how to review transcripts and recommend classes for students. Because it was the first year of the new system, some glitches were reported such as students forgetting to bring in their forms, losing them, or not getting parental signatures. Yet, the counselors were hopeful that the staff will continue to smooth out the kinks and that the system will eventually work well. For the 2006-2007 school year, counselors decided to go to the students for registration, rather than having the students come down to the counseling offices. After students filled out their registration forms in advisories, each counselor brought a laptop to their English classrooms and individually registered kids outside in the hallway. Counselors felt that this was a less intrusive way of registering since it would not take kids out of the classroom for very long and the counselors could make use of their laptops for efficiency.

Another way that counselors assumed new leadership roles at Como Park was by using data to inform their decisions and to share data with staff. For example, the counselors revised and tightened the senior handbook and tested the results of their efforts by giving a pre-and post-test to all seniors. First, counselors gave seniors a questionnaire with important information on graduation and college access. Then counselors did a presentation of the handbook to seniors and rechecked their knowledge. Of the 179 seniors who turned in the results of the post-questionnaire, 79 percent were able to answer 7 or more questions (out of 9) after the counselors gave the presentation. The counselors were very proud of the

handbook. They feel that by streamlining data and giving presentations in large groups, they free up their time to work on targeted counseling areas.

Represent guidance and counseling at school site.

Como Park's guidance department is represented on important leadership teams within the school. Como Park's Connected Counseling coordinator served on the SLC Leadership Team and facilitated collaboration between counselors and the SLCs. Counselors were also engaged in the development of smaller learning communities (SLCs) at Como Park and participated on the WOW and AVID teams. The four counselors at Como each serve on other important leadership teams in the schools including:

- Liaisons to all academic departments
- NCAA contact
- Serving on the scholarship committee
- ALC coordinator
- ACT/College Board coordinator
- Members of Attendance Team
- AVID contact
- 504 Co-coordinator
- Member of Child Study Team
- Contact for disability testing
- CPAAC Advisor
- Members of the crisis team
- Members of student assistance teams

3. Guidance technicians effectively assume non-counseling duties currently performed by counselors.

Perform/align functions in accordance with CCOS.

The Como Connected Counseling goals related to the role of guidance technicians and guidance counselors are: (1) to have a guidance technician that is highly skilled in technology and able to streamline processes and collect data; and (2) to have the guidance technician coordinate testing programs. The outcome of creating the guidance technician position has freed up counselors' time in order to work more with creation of the smaller learning communities and guidance curriculum.

According to the counselors, the guidance technician has met all the requirements the school set out in the initial Connected Counseling proposal. In fact, all the counselors agreed that they would not have been able to do many of the new activities they have been doing without the guidance technician.

The guidance technician has many duties and works with the guidance secretary, the resource center staff, and all of the counselors. The following is a list of some of the activities performed by the guidance technician:

1. Coordinate and assist the testing process for a variety of standardized tests; attend meetings; receive materials; open, count, sort and organize for testing; order additional materials; provide lists and materials to teachers; coordinate accommodations and other testing requirements with Special Education and ELL staff; maintain test security; proctor; answer questions of students and staff; gather completed materials; call down students; sort, organize, and return materials.
2. Gather, sort, organize, count and provide resources and materials to counselors for classroom presentations, programs, and meetings.
3. Develop and maintain databases for creating merges and send letters/notes/passes and other items needing distribution to students, staff members, and/or parents.
4. Maintain and provide standardized test results to teachers and students as needed.

5. Download, organize, and provide information from programs such as Campus, Infobase, Swiftknowledge, and the Internet to meet any and all staff needs, including but not limited to; addresses, labels, grades, test scores, class lists, schedules, ethnicities, class ranks, transcripts, absences, phone numbers, etc.
6. Coordinate with St. Paul employees to meet additional data needs.
7. Assist with the creation of monthly Scholarship and Announcement bulletin; look through materials, do a write-up for each item, verify online information, create an informative and inviting document, provide to teachers and students.
8. Assist counselors with the creation of PowerPoint presentations, brochures, forms, documents, etc.
9. Accumulate, organize, manipulate, and provide data gathered from classroom visits, surveys, standardized testing, assessments, outside sources, etc. and provide the information to counselors and other staff members in the form of brochures, school profiles, pie charts, graphs, databases, lists, handbooks, etc.
10. Assist counselors and guidance department staff with software issues.
11. Scan documents.
12. Maintain and update guidance department and testing files.
13. Participate in conferences and other evening events as needed.
14. Assist with guidance mailings.
15. Create guidance department meeting agendas and attend weekly meetings.
16. Attend software and other training as needed.
17. Maintain and update Guidance portion of Como website.
18. Write and submit guidance portion of Como newsletter.
19. Obtain student information for undergraduate and senior honors, create and print programs.
20. Create and print the graduation program.
21. Provide lunch and emergency coverage for front desk and ISS positions.
22. Chaperone students on field trips and outings.
23. Provide training to others on computer software programs.
24. Assist guidance, administrative, and other staff members as needed.
25. Perform other duties as assigned.

The Como Park guidance technician is highly qualified for the job. She has a B.A., statistics training, and general math training. In addition, she has a background in a variety of software. She keeps a record of all the work she does, which helps the counselors outline what tasks are of the highest priority for the guidance technician to do.

As in the previous years, the guidance technician has some flexibility with her work, although pilot testing new assessment tests for the district has taken up much of her time this 2006-2007 year. Her goal is to be connected to students and to work as an integral part of the guidance team, and to be more available to help out when a counselor is busy with another priority. In addition, the guidance technician has gathered data for teachers who ask for BST results or other helpful data. She sent an email to all of the teachers that she is available to provide data for them so that they can make data-based decisions in their classrooms. She has received a very positive response from both teachers and counselors.

GT position becomes sustainable following grant period.

During 2005-2006, the general budget absorbed 10% of the guidance technician's salary and benefits. For 2006-2007, this became 20%.

Goal 2: Guidance counselors and other members of the school community design guidance curriculum and new initiatives focused on increasing graduation rate/reducing drop out rates.

Implement new guidance curriculum that every student should have.

The Como Park school counselors' CCOS outlined the guidance lessons that would be provided for all students at each grade level (see Appendix A). The lessons included:

- A Como "student requirements" and parent information night for all incoming freshmen held in April at two Middle schools and one at Como Park High School. The information night covers the topics of registration, credits, courses, and how to be successful at Como Park.
- All freshmen were given a learning styles inventory in their English classes. The learning style inventory is part of an effort to help freshmen learn study skills and how to be academically successful in high school and beyond.
- All counselors gave Six Year Plan presentations to freshmen in their Como Connections (now Freshmen Seminar) course. This presentation is the introduction of the Six Year Plan requirement for graduation. Counselors help freshmen navigate the website, and show them the tools and resources for beginning their Six Year Plan. Counselors continue their presentations about the Six Year Plan requirements and activities in grades ten and eleven during advisories and indicate to students the process for completing their Six Year Plan. For those students not in the Como Connections class, each counselor also delivers the presentation and curriculum to the Read 180, ELL, and ROTC classes. In addition, for those student unable to attend summer school (where there is an additional week-long class on the Six Year Plan), counselors will track down individual students to show them the tool and to make sure that they also begin their Six Year Plans.
- All tenth graders receive a True Colors assessment in their English or social studies classes. Counselors use this tool to help facilitate communication among students and to improve interpersonal skills. Also in tenth grade counselors begin introducing careers to students using the MN Career Books. This lesson is given in advisory.
- In the junior year, counselors give the IDEAS Assessment and Interpretation Test. This test helps students investigate several career and post high school opportunities. In addition, juniors attend a College Fair where representatives from colleges around the state and beyond come and talk with students about the programs offered.
- During both the 2005-2006 and 2006-2007 academic years, counselors divided up senior students into groups (4 year college, 2 year college, military, work or undecided) in the middle of the year and had speakers come in representing each group to talk to the students. This academic year, counselors invited graduated seniors to come to the school and had a senior panel where they could answer student questions. Counselors changed their approach from the 2004-2005 school year where all seniors were given all of the information at once. Feedback from a student survey suggested that dividing seniors into groups was a better way to provide the information.
- As stated above, counselors presented the newly revised senior handbook to all seniors during their advisories. In addition, counselors provide an end-of-the-year information session for seniors about graduation and post high school plans.

For the 2006-2007 school year, Como counselors also plan on putting together a new counseling brochure. In addition, for students, counselors plan to create a Como advisory folder with ink pens that have the Como logo on them for all students. Counselors plan that when ninth graders finish their Six Year Plans, they will receive a Como T-shirt. Sophomores will also receive a T-shirt when they complete their update to the Six Year Plan. For juniors, they will receive nylon bags with Como's logo when they finish their updates.

Implement targeted intervention strategies to “close the gaps”.

During 2005-2006, Como park school counselors carried out two closing the gap activities: targeted interventions with seniors who failed required classes after their first semester and WOW – now replaced by Advancement Via Individual Determination (AVID). Counselors had a plan to do another closing the gap activity, but decided that they did not have time to do more than two.

For the targeted intervention, each counselor went into their lists (counselors are divided by alphabet) and chose the seniors that did not pass a required class after their first semester. The counselors met with those students one-on-one to talk about summer school, how to make up their credits, ALC or other options so that they could graduate on time. Counselors also spent extra time with these students on personal/social matters that may have led to their not passing required courses.

The goal of creating targeted programs for students for the SLC and Connected Counseling grants was combined with a program already in place at Como Park, the Wow project. WOW stands for Working Outreach for Weighted Class Inclusiveness. The goal of WOW was directly tied to Como’s SCIP plan to increase under-represented students in advanced placement, pre-AP, and honors courses. The WOW grant was also in place in 2004-2005 when counselors and teachers on the WOW committee focused on a “broad inclusiveness,” with an emphasis on African-American and Hispanic/Latino students who were currently not being represented in honors courses. Ten Como staff, including a counselor, participated on the WOW Design Team that met monthly to develop and implement the opportunities that helped lay the foundation for their goal. The WOW project team worked in collaboration with the Youth Leadership Initiative as well as the building Equity Committee that was formed in 2004-2005. Furthermore, they built a strong parent group to support the goals and efforts of WOW and Como staff and students.

In addition to WOW, Como set up tutoring programs for tenth, eleventh, and twelfth grade students who did not pass their BSTs. These students were given tutoring for a month prior to retaking their BSTs.

For 2006-2007, The WOW program was not continued, but was replaced with the AVID program. Unlike WOW, AVID is a class that will provide tutoring and help to develop study skills for under-achieving ninth grade students. Ten staff members including teachers and counselors at Como attended training in the AVID program summer of 2006. The principal at Como plans to have the staff members who were trained in AVID teach the advisors so that struggling students will get help both in the AVID class and in their advisories. Eventually, the goal is to incorporate the AVID piece into advisories, particularly for ninth graders. The principal also sees a clear link between the goals of AVID and the “clear expectations” piece from the Principles of Learning, a focus of professional development for all teachers in 2006-2007. The following year, the AVID program will add tenth grade students and eventually the program will reach all grade levels.

For the 2006-2007 year, there are two AVID classes (one with 25 students during period 7, 8, and 9; and one with 27 students). During the previous summer, students applied to be in AVID and all students that applied were admitted. The students must meet the requirement of having a C average or above. The ultimate goal is for these students to take AP classes and be successful and go on to college. The students in AVID will continue to be grouped together and receive extra help if they need it. In addition, tutors come in to Como twice a week (tutors are trained by the AVID coordinator). In November 2006, counselors reported that these students had quickly bonded with one another and felt they were part of the school. The AVID counselor’s role is to help the AVID coordinator and teachers keep track of grades and provide college access information.

For another 2006-2007 closing the gap activity, each counselor selected 5 ninth graders from their alphabet that had one or more Ns. The counselors have become mentors to these 20 students for the entire year. The goal is the meet with each student every two weeks, monitor their grades, attendance, and

behavior. The counselors hope each of their students achieves a GPA of 2.5 or above, decreases their absences by 50 percent, and decreases their office referrals by 50 percent. The counselors believe this closing the gap activity will help these particular students connect with them and therefore feel more connected to Como Park High School.

The responses from students on the spring 2006 student surveys were positive about taking more classes that challenge them. However, they were less likely to report that they knew what they needed to do to graduate from high school. Seniors were less likely to report that their courses were relevant to their future plans. These results (see also Appendix B) included:

- Ninth graders in 2006 felt significantly less confident that “they know what they need to do to graduate” than ninth graders in 2005.
- Significantly fewer 2006 tenth graders reported “they feel successful” at Como Park than tenth graders in 2005 (74.5% compared to 84.7%).

Goal 3: Advisors effectively counsel students and support them

Advisory Structure

The main goal of advisories was to increase personalization in order to encourage student achievement. In addition, advisories helped to meet the District’s Blueprint goal of increasing relevance and relationships within the schools. In 2005-2006, Como advisories were scheduled for 20 minutes each morning. Sustained Silent Reading was scheduled for Mondays and Fridays, Tuesdays and Thursdays were set aside for student organizations and meetings and Wednesdays were designated as the grade-level SLC advisory activity day. Each grade-level advisory team focused on specific curriculum and activities directly related to the needs of each grade level.

Ninth grade advisories: The main goal of the 2005-2006 ninth grade advisories was to help freshmen transition into high school. The ninth grade advisory team leader created curriculum and activities with the help of a ninth grade advisory teacher. The ninth grade team leader was responsible for formulating the activities, disseminating notebooks with advisory activities with dates and material needed for the activities. In addition, the ninth grade team leader held ninth grade advisory meetings to train and develop ideas for the ninth grade. The counselor was an integral part of helping the ninth grade team leader facilitate meetings and answer counseling related questions.

Tenth grade advisories: Tenth grade advisory activities were centered on helping teachers get to know their students well so that they were better able to modify their instruction to fit the needs of the students. In order to increase communication between advisors and students, in 2005-2006 and 2006-2007, all tenth graders were assessed using the True Colors instrument (an instrument introduced by counselors) to increase understanding of student personalities and communication styles. During the previous year, five staff members (including one counselor) were trained as trainers for True Colors so that they could teach other advisors to use it as a tool to increase student and staff communication. Similar to the ninth grade advisories, the two tenth grade advisory team leaders held meetings, detailed dates and activities, and provided curriculum and training to all tenth grade advisors.

Eleventh grade advisories: The primary focus of the junior level advisory time was to help students prepare for post-secondary life. The eleventh grade team leaders, including a counselor, developed curriculum and activities having to do with preparing for life after high school, with a focus on college-bound students. For example, junior advisors prepared lessons and handouts on getting ready for college, how to fill out applications and write college essays, credit checks, ACT/SAT preparation, and how to find scholarships and fill out financial aid forms. Counselors and the career resource specialists were integral to the development of these advisory activities. Other lessons included working on the Six Year

Plan, career and school-to-work lessons, and preparation for the math MCAs. In addition, the advisors helped the juniors register and check their own credits to make sure they were on track.

Twelfth grade advisories: As in the junior advisories, the senior advisory team leaders focused on activities that would be helpful to twelfth graders after they finished high school. Some of the lessons included how to obtain good credit and use credit cards wisely, writing resumes, getting ready for graduation, and learning job interviewing skills. One counselor helped answer questions for students in the twelfth grade advisories.

Counselors provide leadership in development of advisory systems and help build capacity of advisors.

Develop and use advisory curriculum with primary focus on facilitation of Six Year Plan.

In order to begin working towards the goals of the federal SLC grant, the SLC Leadership Team divided up into grade-level team leaders, usually two persons per grade level and one counselor working with each grade-level team. Each grade-level team leader was then responsible for working together to write grade appropriate curriculum that was to be delivered in each Wednesday advisory time, prepare and disseminate materials to all advisory teachers within that grade, lead grade-level advisory team training meetings, and assess and adjust activities as needed. The Six Year Plan was an integral part of the advisory structure at Como Park. All tenth, eleventh and twelfth grade students updated their plans during the advisory period with the help of the counselors. Each grade level team focused on particular themes as outlined below under Goal 4.

2006-2007 School Year: This coming school year, the SLC Team Leaders, having met over the summer to go over curriculum lessons, will begin implementing the new advisory activities. Besides creating more lessons and activities, the SLC Leadership Team will promote more frequent credit checking and tracking of student grades in advisories, and they will continue to have regular meetings with their grade-level SLCs in order to provide guidance and support to all advisors.

The following are results from the student survey trend report that directly relate to the advisory structure:

- Significantly more ninth graders in 2006 feel “they are a part of Como Park High School” than the previous year’s ninth grade class (86.2% in 2006 compared to 81.7% in 2005).
- 2006 ninth graders reported significantly more often that “the adults in school care about students” (82.6% compared to 79% of 2005 ninth graders). Though not statistically significant, more 2006 tenth grade students also agreed that “the adults in school care about students” (81.3% compared to 77.9% of 2005 tenth graders).
- More 2006 ninth graders agreed that “there is at least one adult in my school who knows me well” (71.8% compared to 67.8% for 2005). Also, 72.3% of 2006 tenth graders (2% lower than 2005) and 81.6% of 2006 eleventh graders agreed to the same statement.
- 2006 ninth graders reported significantly more often that “there is at least one adult in my school I can talk to” (74.5% compared to 70.8% of 2005 ninth graders). Also, 76% of 2006 tenth graders (5.5% lower than 2005) and 84% of 2006 eleventh graders agreed to the same statement.

Counselors provide supportive professional development activities

The staff members who were trained in True Colors, including one counselor, taught the tenth grade advisors how to administer the assessment and conduct activities around True Colors in their tenth grade advisories.

In addition, counselors trained all staff in using the Six Year Plan and in how to make comments on student pages. More specifically, in December the counselors trained the advisors on how to comment on their students’ Six Year Plans. The counselors encouraged the advisors to comment on each student’s plans every few advisory periods. Counselors used data to inform their training of advisors in

commenting on the Six Year Plan. After making the presentation to staff, the counselors gave them a survey that asked how many comments each advisor thought they could write in a 30 minute period. The majority of advisors though they could write on at least ten students' Six Year Plans. They also asked the staff on a scale of 1 to 10, how easy was commenting on the Six Year Plan. The majority of staff answered that it was easy to do once they were logged on. Although counselors have not kept track of which advisors made comments, they feel that by training them and having discussions with them about commenting, those advisors now understand how they can use the Six Year Plan to connect with their students and feel comfortable doing it.

Use data to drive decisions in advisories.

At the end of the year, the junior advisors conducted a short survey to get feedback from students on what they found helpful. Overall, students felt that the most helpful activities were registration and credit checks (74%), ACT/SAT information (47%), and the lesson on scholarships and financial aid (41%). On the other hand, the juniors indicated that the least helpful lesson in advisories was the one on the transition from high school to work (36%) and the MCA math test prep (35%). Eleventh grade advisory team leaders believed that the information gained from the surveys helped them plan for the 2006-2007 school year.

Goal 4: Implementation of the Six Year Plan for all students

Structures in place for ninth and tenth graders to develop Six Year Plans – expand to juniors and seniors

The Six Year Plan is an innovative online student planning tool developed by Saint Paul Public Schools with assistance of the Connected Counseling grant from the Bush Foundation. The Six Year Plan helps each student chart a course through high school and at least two years of higher education or a high-skill career. The Six Year Plan is a graduation requirement starting with the Class of 2008.

The Connected Counseling goal related to the Six Year Plan was to create and streamline a system at Como so that every student leaves high school with a plan. The teachers and counselors at Como focused on the ninth grade the first year (2004-2005), and will add one grade level each year until all students work on their Plan by 2007-2008.

The Six Year Plan was handled primarily through four Como Connections (which is now Freshmen Seminar) class sessions. Luckily, computer availability was not a problem at Como so that all ninth grade students were able to log on and do six weeks worth of work, even during sessions counselors were unable to attend. In these sessions, students took personality type tests, interest inventories, and activities on the world of work and work values. Of these activities, the learning styles inventory results have been shared with faculty and students. The final piece for the Six Year Plan project was for ninth graders to research one or two career options by using web-based career resources. Students have been doing career exploration exercises for six years, however, incorporating the Six Year Plan and using computers streamlined the activity.

In addition, Como used the Six Year Plan website for seniors who were undecided about their life after high school. The counselors met with seniors early in the fall and divided them up into groups according to their tentative plans. Seniors who were completely undecided were coached by counselors using parts of the Six Year Plan website to help them explore ideas and career options.

By October 2006, the majority tenth and eleventh graders logged into the website at least once, and the 2006-2007 ninth graders had begun to work on their Six Year Plan. The Six Year Plan Table shows that 77.1% ninth grade students had at least one contact with their own plan, as did 85.4% of tenth graders.

Six Year Plan Table (as of June 16, 2006)

<i>Grade level</i>	<i>Number with plans</i>	<i>Total enrollment</i>	<i>Percent with plans</i>
Grade 9	279	362	77.1%
Grade 10	327	383	85.4%
Grade 11	261	359	72.7%
Grade 12	135	315	42.9%

Advisors review Six Year Plan two times per year for all students.

Counselors provided professional development to advisors and asked them to review their students Six Year Plans and comment on them. Advisors were encouraged to use the Six Year Plan as a tool to communicate with their students. Although they were encouraged, the counselors were not able to keep track of which advisors followed through with actually commenting on the Plans. The counselors do feel, however, that more staff bought into the idea of the Six Year Plan and its benefits for students. Even so, there seems to be little consensus on the quality of content that the students enter on their Six Year Plan or what is considered to be an acceptable level of updating.

Increase capacity of teachers and staff around the Six Year Plan.

Counselors have held many training sessions on the Six Year Plan for faculty. They are also willing to assist advisors in helping their students update their Six Year Plans. The SLC Leadership Team is primarily in charge of increasing capacity of teachers and staff around the Six Year Plan, making the Plan an integral part of the advisory structure.

Responses of students regarding career planning.

On spring 2006 student surveys, there were mixed responses about career planning (see Appendix B). More students seemed to be spending time talking about their future. However, the majority of students disagreed that the Six Year Plan was useful. Students did use the Student Portal to see their grades. These findings included:

- 39.1% of students reported that “they visit their Six Year Plan/Student Portal” only a few times a year, and 29.4% reported that they never do. However, when the students do visit their Six Year Plan, they report viewing their grades most often (82.3%).

Goal 5: Expand College Access

Counselors expand Connected Counseling Program to create expectation and seamless transition for students from high school experience to higher education opportunities.

Como Park counselors work closely with their seniors and give them resources to make decisions for post high school. For example, counselors made sure to give juniors and seniors college planning calendars and a CD ROM called Future Plan: Life After High School. The junior and senior handbook were other tools that counselors developed to help guide juniors and seniors to prepare for higher education opportunities. In addition, as stated above, counselors help coordinate and run the college fair every year.

Begin to implement targeted strategies to connect students to higher education opportunities.

Como Park school counselors collaborated with other staff in the school to implement the AVID program. Advancement Via Individual Determination (AVID) is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success. AVID programs target students in the

academic middle, place them in advanced classes, and provide support. The role of counselors has been to develop an AVID handbook, go into AVID classes with guidance curriculum, for example, more in-depth work on their Six Year Plan (IDEAS assessment, career interest inventory, college planning), using the Student Portal to check their progress and grades, transcript review, registration, practice for the PSAT and review individual student PSAT results, and financial justification for getting an education.

Part II. Student Outcomes (See Appendix A. Student Outcomes Tables.)

The outcomes for students were:

Goal 1: Improved performance for increased school completion

- The four-year graduation rate at Como Park increased by 3.7% from 68.3% in 2004-05 to 72.0% in 2005-06 – the second highest percentage in the district. The dropout rate declined by 1.9% from 7.2% in 2004-05 to 5.3% in 2005-06.
- At Como Park, there was a slight decrease in the percent of ninth grade students failing 1, 2, or 3 classes from 2004-2005 to 2005-2006.

Goal 2: Increase high-quality connections with adults

- Significantly more ninth graders in 2006 agreed “they are a part of Como Park High School” than the previous year’s ninth grade class (86.2% in 2006 compared to 81.7% in 2005), the highest in the district. More seniors agreed (78.6% in 2006 compared to 72.1% in 2005).
- 2006 ninth graders reported significantly more often that “the adults in school care about students” (82.6% compared to 79% of 2005 ninth graders) AND that “there is at least one adult in their school that they can talk to” (74.5% compared to 70.8% of 2005 ninth graders).
- From 2004-2005 to 2005-2006 there was a 9.2% increase in the number of seniors who reported that they agreed “there was at least one adult at Como who they can talk to and who knows them well.”

Goal 3: Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

- Between 2004-2005 and 2005-2006 there was a slight improvement in attendance of ninth graders (2% more had only 0 to 5 days absent) and a large improvement in attendance of twelfth graders (11% fewer had 11 or more days absent).
- More tenth and eleventh graders missed 11 or more days from 2004-2005 to 2005-2006 (28.8% to 43.0% and 28.2% to 46.9% respectively). Como, however, has the lowest percentage of students absent 11 or more days in the district at all grade levels.

Goal 4: Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

- For all grade levels, except eleventh, the participation in honors courses increased from 2004-2005 to 2005-2006. Furthermore, numbers of students at Como participating in honors course is substantially greater than the district average. There was an increase in participation of students taking honors courses for all ethnic groups, except for a slight decrease for African American and ELL.

Goal 5: Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

- More ninth graders in 2006 said they spend time talking about their future “sometimes & often” (86.8% compared to 78.3% in 2004); 90.3% of 2006 eleventh graders agreed.
- For 2006, 85.4% of tenth graders had accessed their Six Year Plan, one of the highest in the district.

Goal 6: Increased planning and activity around enrollment in post-secondary institutions after high school.

- There was a slight decrease in the number of students enrolled in colleges one year after high school from 2004 to 2005 (65.9% to 64.0% respectively).

Appendix A. Student Outcomes Tables

Goal 1. Improved performance for increased school completion

A. Increase four-year graduation rate.

Table 1A. Graduation and Dropout Rates

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
<i>Graduation in four years</i>	65.8%	67.9%	70.3%	68.3%	72.0%	65.9%
<i>Continuation in school</i>	24.3%	22.6%	20.3%	24.5%	22.7%	24.5%
<i>Dropped out</i>	9.9%	9.5%	9.3%	7.2%	5.3%	9.6%

B. Increase percent of students passing the Minnesota Comprehensive Assessments

Table 1B. Minnesota Comprehensive Assessments Series-II (baseline year 2005-06)

	<i>Number tested</i>	<i>Not Proficient</i>	<i>Proficient</i>
<i>Como Grade 11 Mathematics</i>	274	77.0%	23.0%
<i>Como Grade 10 Reading</i>	305	52.1%	47.9%

C. Increase percent of students passing the MN Basic Skills Tests by grade 9, 10, 11, 12

Table 1C(1). MBST in Reading

<i>Grade level</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>District 2006</i>
<i>Grade 9 Overall</i>	61%	60%	68%		
African American		39%	57%		
American Indian					
Asian American		54%	63%		
Hispanic American		48%	60%		
Caucasian		84%	80%		
Free/Reduced Lunch		57%	59%		
Special Education		20%	20%		
ELL		36%	64%		
<i>Grade 10 Overall</i>	75%	75%	70%	77.2%	68.9%
African American		53%	48%	69.2%	58.8%
American Indian					63.2%
Asian American		71%	69%	66.7%	65.8%
Hispanic American		65%	74%	78.4%	64.7%
Caucasian		87%	89%	90.4%	88.1%
Free/Reduced Lunch		70%	62%	66.2%	62.1%
Special Education		31%	33%	22.2%	32.5%
ELL		62%	64%	68.5%	64.2%
<i>Grade 11 Overall</i>	84%	84%	86%	80.3%	75.3%
African American		61%	66%	69.4%	69.3%
American Indian					77.8%
Asian American		85%	98%	75.7%	69.0%
Hispanic American		79%	75%	76.2%	74.4%
Caucasian		94%	92%	93.9%	90.6%
Free/Reduced Lunch		84%	81%	73.4%	69.0%
Special Education		47%	53%	47.4%	46.7%
ELL		62%	86%	69.5%	68.1%

Grade 12 Overall	89%	89%	93%	93.7%	80.1%
African American		73%	71%	86.5%	73.6%
American Indian					75.0%
Asian American		91%	98%	93.8%	81.4%
Hispanic American		90%	96%	100%	78.2%
Caucasian		93%	98%	94.9%	86.2%
Free/Reduced Lunch		87%	88%	91.4%	78.0%
Special Education		52%	68%	76.9%	57.6%
ELL		89%	96%	93.8%	79.6%

Table 1C(2). MBST in Math

Grade level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	District 2006
Grade 9 Overall	55%	50%	60%		
African American		28%	38%		
American Indian					
Asian American		49%	52%		
Hispanic American		32%	51%		
Caucasian		73%	78%		
Free/Reduced Lunch		37%	47%		
Special Education		20%	15%		
ELL		32%	52%		
Grade 10 Overall	72%	68%	64%	71.0%	56.9%
African American		36%	38%	47.7%	38.2%
American Indian					52.6%
Asian American		68%	66%	64.9%	59.2%
Hispanic American		59%	59%	73.0%	49.7%
Caucasian		80%	86%	86.8%	79.9%
Free/Reduced Lunch		55%	55%	58.8%	48.8%
Special Education		23%	26%	15.6%	18.5%
ELL		55%	59%	63.8%	56.0%
Grade 11 Overall	81%	82%	77%	75.9%	66.4%
African American		53%	48%	54.1%	49.8%
American Indian					66.7%
Asian American		88%	81%	80.6%	67.4%
Hispanic American		83%	60%	76.2%	60.4%
Caucasian		90%	89%	89.6%	85.5%
Free/Reduced Lunch		79%	69%	69.5%	59.4%
Special Education		49%	40%	28.9%	34.2%
ELL		78%	73%	74.8%	64.4%
Grade 12 Overall	88%	86%	89%	89.8%	72.0%
African American		53%	66%	67.6%	57.6%
American Indian					61.1%
Asian American		90%	94%	94.8%	78.6%
Hispanic American		79%	91%	84.6%	66.7%
Caucasian		95%	95%	92.7%	81.4%
Free/Reduced Lunch		80%	84%	86.2%	69.3%
Special Education		41%	44%	59.0%	46.1%
ELL		85%	93%	92.0%	75.2%

Table 1C(3). MBST in Writing

<i>Grade level</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>District 2006</i>
Grade 11 Overall	79%	82%	71%	74.7%	67.0%
African American		61%	53%	68.4%	59.3%
American Indian					72.2%
Asian American		85%	64%	68.0%	61.0%
Hispanic American		75%	50%	66.7%	65.5%
Caucasian		90%	85%	87.0%	83.9%
Free/Reduced Lunch		75%	60%	66.5%	60.3%
Special Education		55%	38%	31.6%	37.3%
ELL		74%	55%	66.4%	60.8%
Grade 12 Overall	86%	90%	89%	89.1%	76.3%
African American		78%	71%	81.1%	69.5%
American Indian					73.6%
Asian American		89%	90%	86.5%	76.8%
Hispanic American		79%	91%	84.6%	71.3%
Caucasian		96%	95%	93.4%	84.0%
Free/Reduced Lunch		86%	86%	83.6%	73.3%
Special Education		64%	63%	69.2%	56.1%
ELL		83%	88%	83.2%	72.8%

D. Increase percent of ninth graders returning to the district for tenth grade**Table 1D.**

<i>Grade level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>District 2006-07</i>
Ninth to tenth in the same school	84%	91%	81%	88%	80%
To another school in the district	7%	4%	7%	3%	6%

E. Decrease ninth grade students failing 1, 2, and 3 or more classes**Table 1E.**

<i>Grade level</i>	<i># courses</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Ninth	1	149 (38%)	177 (43.8%)	157 (42.9%)	1808 (54.1%)
	2	112 (28%)	142 (35.1%)	112 (30.6%)	1390 (41.6%)
	3 or more	83 (21%)	110 (27.2%)	85 (23.2%)	1130 (33.8%)

F. Increase students taking ACT. Twelfth graders. - Categories with fewer than 5 students removed.**Table 1F.**

	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Total	192 (54%)	196 (57%)	184 (59%)	195 (61.9%)	1246 (45.5%)
African American	13	4	14	17 (28.8%)	175 (27.7%)
American Indian/Alaskan					10 (29.4%)
Caucasian	62	71	67	82 (63.6%)	380 (50.6%)
Hispanic				8 (32.0%)	48 (22.5%)
Asian Amer/Pacific Island	91	105	76	70 (68.0%)	495 (56.6%)
Other/Not Reported	22	10	17	18	138 (45.5%)

Goal 2. Increase high-quality connections with adults

See Appendix B, 3.1a – 3.2

Goal 3. Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

Table 3.

<i>Grade level</i>	<i>Days absent</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Grade 9	0 to 5	199 (50.5%)	179 (44.4%)	178 (46.4%)	1235 (35.0%)
	6 to 10	86 (21.8%)	93 (23.1%)	82 (21.4%)	687 (19.5%)
	11 or more	109 (27.7%)	131 (32.5%)	124 (32.3%)	1605 (45.5%)
Grade 10	0 to 5	202 (50.0%)	163 (44.7%)	136 (33.3%)	1048 (30.7%)
	6 to 10	81 (20.0%)	97 (26.6%)	97 (23.7%)	675 (19.8%)
	11 or more	121 (30.0%)	105 (28.8%)	176 (43.0%)	1693 (49.6%)
Grade 11	0 to 5	118 (32.6%)	151 (43.5%)	121 (32.8%)	777 (26.0%)
	6 to 10	80 (22.1%)	98 (28.2%)	75 (20.3%)	543 (18.2%)
	11 or more	164 (45.3%)	98 (28.2%)	173 (46.9%)	1663 (55.7%)
Grade 12	0 to 5	101 (28.5%)	88 (27.3%)	102 (31.4%)	604 (23.6%)
	6 to 10	91 (25.6%)	68 (21.1%)	91 (28.0%)	520 (20.3%)
	11 or more	163 (45.9%)	166 (51.6%)	132 (40.6%)	1434 (56.1%)

Goal 4. Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

A. Rate of Participation in Honor Courses by Grade Level.

Table 4A.

<i>Grade level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Ninth	131(37%)	142 (36%)	163 (45%)	1217 (36%)
Tenth	162 (43%)	158 (45%)	176 (46%)	1257 (37%)
Eleventh	148 (43%)	161 (48%)	161 (45%)	1359 (40%)
Twelfth	187 (54%)	154 (49%)	164 (52%)	1295 (37%)

B. Participation in Honors Courses by ethnicity. Students taking one or more honors courses.

Table 4B.

	2002-03	2003-04	2004-05	2005-06
District Total	43%	43%	44%	38%
School Total	41%	44%	44%	47%
American Indian	9%**	13%**	21%**	22%
Asian American	42%	45%	41%	46%
Hispanic American	28%	26%	30%	37%
African American	15%	14%	22%	21%
Caucasian	52%	58%	61%	65%
Receiving F/R Lunch	30%	32%	29%	33%
English Language Learners	31%	31%	29%	23%
Special Education Students	7%	8%	9%	9%

Goal 5. Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

A. Percentage of students with an active Six Year Plan, by grade level

Table 5A.

<i>Ninth Grade</i>		<i>Tenth Grade</i>		<i>Eleventh Grade</i>		<i>Twelfth Grade</i>	
<i>Central</i>	92.6%	<i>Central</i>	89.1%	<i>Harding</i>	85.4%	<i>Harding</i>	82.6%
<i>Humboldt</i>	81.2%	Como	85.4%	<i>Central</i>	80.0%	Como	42.9%
<i>Harding</i>	80.6%	<i>Highland</i>	83.8%	Como	72.7%	<i>Humboldt</i>	38.8%
<i>Highland</i>	79.0%	<i>Harding</i>	82.1%	<i>District</i>	72.3%	<i>District</i>	34.2%
<i>District</i>	78.7%	<i>District</i>	75.9%	<i>Arlington</i>	72.2%	<i>Highland</i>	30.6%
Como	77.1%	<i>Arlington</i>	73.3%	<i>Johnson</i>	69.9%	<i>Johnson</i>	5.8%
<i>Johnson</i>	71.5%	<i>Humboldt</i>	52.2%	<i>Highland</i>	56.9%	<i>Central</i>	2.6%
<i>Arlington</i>	66.7%	<i>Johnson</i>	51.6%	<i>Humboldt</i>	50.5%	<i>Arlington*</i>	

*Twelfth grade numbers at Arlington were unavailable.

B. Students' perceptions of the Six Year Plan and career planning

See Appendix B, 4a – 4g

Goal 6. Increase planning and activity around enrollment in post-secondary institutions after high school.

Table 6. Students enrolled in college one year after high school

	<i>2003 Graduates</i>	<i>2004 Graduates</i>	<i>2005 Graduates</i>	<i>2006 Graduates</i>
<i>Percent enrolled in college</i>	60%	65.9%	64.0%	
<i>African American</i>			69.2%	
<i>American Indian</i>				
<i>Asian American</i>		60.0%	62.0%	
<i>Hispanic American</i>			38.5%	
<i>Caucasian</i>		74.7%	68.0%	
<i>Free/Reduced Lunch</i>		58.6%	55.2%	
<i>Special Education</i>				
<i>ELL</i>		54.4%	57.3%	

*Categories with fewer than 5 students were removed

Appendix B. Tables of Students' Perceptions from Student Surveys

Students completed surveys in January 2004, Spring 2005, and Spring 2006.

Goal 1. Guidance Counselors Assume New Roles

Table 1a. I have met with a counselor individually at this school about:

(Mark all that apply.) % = percent of students marking the item

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	24.7%	30.4%	33.3%	46.1%	61.3%	64.3%
Testing	5.6%	8.1%	7.1%	12.8%	20.2%	18.1%
Attendance	4.4%	10.6%	6.5%	4.7%	7.9%	4.5%
Course selection	24.7%	41.9%	56.8%	52.5%	53.8%	63.3%
Career information	4.1%	3.1%	3.7%	6.1%	4.5%	11.3%
Scheduling issues	18.5%	39.4%	35.7%	37.7%	37.3%	52.9%
Other school problems	7.6%	7.8%	8.2%	5.7%	7.2%	7.7%
Scholarship information	.3%	1.6%	2.7%	4.4%	3.4%	6.8%
College information	3.8%	2.8%	2.7%	7.1%	8.2%	21.3%
Discipline	1.8%	3.7%	2.7%	2.4%	3.8%	1.8%
Personal/Family issues	6.2%	4.3%	8.8%	2.4%	5.8%	3.6%
I have not spoken with a counselor	37.4%	17.1%	12.2%	11.8%	8.9%	6.8%

Table 1b. I have seen presentations by a counselor on:* (mark all that apply)

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	12.1%	13.4%	10.9%	16.8%	9.9%	15.0%
Testing	5.6%	6.5%	12.3%	20.9%	17.5%	18.6%
Attendance	2.9%	4.0%	3.1%	1.0%	3.4%	1.8%
Course selection	11.5%	25.2%	24.9%	26.6%	19.9%	21.8%
Career information	15.3%	10.9%	7.2%	23.9%	8.2%	39.5%
Scheduling issues	3.8%	13.4%	12.3%	14.1%	10.6%	12.7%
Other school problems	7.4%	6.5%	6.1%	5.4%	4.1%	5.0%
Scholarship information	1.8%	3.1%	2.0%	2.7%	3.8%	8.2%
College information	4.4%	6.5%	4.8%	11.8%	5.5%	24.5%
Discipline	2.9%	.3%	.7%	1.0%	1.4%	2.3%
Personal/Family issues	2.4%	.9%	2.0%	1.3%	1.0%	1.8%
I have not seen a presentation by a counselor**	50.0%	41.0%	42.0%	27.9%	42.5%	20.9%

* This item was "I have seen a counselor in a group setting (e.g. classroom, advisory, support group) at this school about:" in 2004 and 2005. **This item was "I have not spoken with a counselor."

Table 1c. In general, the information and support I receive from my counselor is helpful.

<i>Response Choice</i>	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Strongly agree	16.9%	14.9%	10.0%	16.5%	18.3%
Agree	69.4%	74.5%	74.7%	69.8%	69.0%
Disagree	8.8%	9.9%	11.4%	10.2%	10.8%
Strongly disagree	4.9%	.7%	3.8%	3.5%	1.9%
Mean	2.98	3.04	2.91	2.99	3.04

Table 1d. Who do you go to when you have a problem or concern? (Mark no more than **five**.)
(Ninth grade during 2003-2004, 2004-2005, and 2005-2006)

<i>Response choice</i>	2004	2005	2006
Administrator (school)	4.4%	12.7%	11.6%
Coach (school)	3.2%	5.6%	6.8%
Counselor (school)***	16.5%	15.8%	20.1%
Friend	69.7%	68.3%	69.7%
Nurse (school)***	4.4%	4.3%	6.5%
Parent	57.9%	46.0%	55.8%
Pastor/Rabbi/Minister/ Other Religious leader	5.0%	5.0%	5.1%
Relative (not parent)	29.4%	25.5%	27.9%
Social worker (school)***	5.9%	8.7%	6.8%
Someone else	25.9%	29.5%	27.6%
Someone else who works at my school		4.0%	5.1%
Teacher (advisory)*	2.6%	5.0%	16.0%
Teacher (classroom)**	27.4%	16.1%	26.2%
Therapist		2.8%	3.4%
I would not go to anyone if I had a problem	10.3%	15.2%	12.6%

*Advisor in 2004; **Teacher in 2004. ***(school) not included in 2004

Table 1e. Apart from myself, the person who helped me most to decide which high school classes to take was: (Seniors)

	<i>Parent or guardian</i>	<i>Friend</i>	<i>School Counselor</i>	<i>Teacher</i>	<i>Other</i>
2003	23.0%	22.0%	26.5%	13.4%	15.1%
2004	32.2%	17.8%	27.3%	14.0%	8.7%
2005	38.2%	16.1%	24.1%	13.7%	8.0%
2006	38.3%	19.3%	23.4%	11.2%	7.8%

Goal 2. Guidance counselors and other members of the school community design and implement additional initiatives focused on increasing graduation rate/reducing dropout rates.

2.1a. (1). I am taking classes that challenge me.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	20.2%	51.5%	23.2%	5.1%	2.87
2005 9th	19.7%	51.1%	25.1%	4.1%	2.86
2006 9th	22.1%	53.3%	20.4%	4.2%	2.93
2005 10th	24.0%	60.3%	13.6%	2.1%	3.06
2006 10th	20.8%	59.5%	15.6%	4.2%	2.97
2006 11th	19.2%	54.0%	24.4%	2.3%	2.90

2.1a. (2). I took classes that challenged me. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	25.8%	53.2%	16.4%	4.7%
2005	17.2%	59.6%	19.1%	4.1%
2006	26.5%	55.2%	14.2%	4.1%

2.1b. I know what I need to do to graduate from high school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	41.0%	51.8%	6.6%	.6%	3.33
2005 9th	43.3%	49.7%	6.4%	.6%	3.36
2006 9th	35.8%	53.8%	9.0%	1.4%	3.24*
2005 10th	43.1%	49.7%	5.9%	1.4%	3.34
2006 10th	36.9%	54.5%	7.2%	1.4%	3.27
2006 11th	34.9%	59.4%	4.2%	1.4%	3.28

2.1c. (1). What I am learning in high school will be important in my future.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	36.6%	53.8%	7.3%	2.2%	3.25
2006 9th	31.0%	59.0%	9.0%	1.0%	3.20
2005 10th	33.7%	55.6%	8.7%	2.1%	3.21
2006 10th	29.2%	58.3%	9.7%	2.8%	3.14
2006 11th	24.6%	62.1%	10.9%	2.4%	3.09

2.1c. (2). My courses were relevant to my future plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	12.8%	58.5%	23.9%	4.8%
2005	12.7%	58.6%	20.5%	8.2%
2006	13.1%	58.2%	23.1%	5.6%

Goal 3. Advisors effectively counsel students and support them

3.1 Connections to school and adults in the school.

Table 3.1a. (1). I feel that I am a part of this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	17.8%	70.8%	9.6%	1.8%	3.05
2005 9th	18.9%	62.8%	13.9%	4.4%	2.96
2006 9th	25.2%	61.0%	13.1%	.7%	3.11**
2005 10th	19.9%	66.0%	10.0%	4.1%	3.02
2006 10th	23.8%	61.7%	11.0%	3.4%	3.06
2006 11th	22.6%	62.7%	11.1%	3.7%	3.04

Table 3.1a. (2) I feel that I am a part of this school. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	11.6%	38.1%	32.8%	12.6%	5.0%
2004	17.1%	62.1%		18.1%	2.7%
2005	18.5%	53.6%		20.0%	7.9%
2006	20.7%	57.9%		16.5%	4.9%

Table 3.1b. I feel successful at this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	15.9%	65.6%	14.6%	3.8%	2.94
2006 9th	20.3%	59.8%	16.8%	3.1%	2.97
2005 10th	19.2%	65.5%	11.8%	3.5%	3.00
2006 10th	16.7%	57.8%	21.3%	4.2%	2.87*
2006 11th	19.3%	59.0%	18.4%	3.3%	2.94

Table 3.1c. (1) The adults in my school care about students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	13.1%	67.3%	16.1%	3.6%	2.90
2005 9th	14.9%	64.1%	15.2%	5.7%	2.88
2006 9th	20.6%	62.0%	15.0%	2.4%	3.01*
2005 10th	13.1%	64.8%	19.3%	2.8%	2.88
2006 10th	19.8%	61.5%	15.6%	3.1%	2.98
2006 11th	15.6%	66.5%	14.7%	3.2%	2.94

Table 3.1c. (2). The adults in this school care about students. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004	11.5%	70.2%	15.3%	3.1%
2005	15.2%	64.8%	14.8%	5.3%
2006	15.9%	66.0%	14.3%	3.8%

Table 3.1d Teachers at my school try to do what's best for students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	22.4%	58.3%	15.7%	3.5%	3.00
2006 9th	20.8%	63.9%	12.2%	3.1%	3.02
2005 10th	19.2%	64.3%	12.6%	3.8%	2.99
2006 10th	20.8%	60.2%	14.9%	4.2%	2.98
2006 11th	16.2%	66.7%	14.8%	2.4%	2.97

Table 3.1e. I received adequate personal attention from my teachers. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	6.8%	47.0%	25.4%	17.3%	3.6%
2004	14.1%	63.4%		19.8%	2.7%
2005	12.2%	62.0%		21.0%	4.8%
2006	17.0%	56.7%		20.7%	5.6%

Table 3.1f (1). There is at least one adult in my school who knows me well. [This item was combined in 2004 with Table 12 item. No statistical analysis was done for 2004 to 2005.]

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	15.2%	43.2%	30.1%	11.6%	2.62
2005 9th	24.4%	43.4%	21.5%	10.8%	2.81
2006 9th	30.0%	41.8%	21.6%	6.6%	2.95
2005 10th	25.3%	49.0%	20.9%	4.8%	2.95
2006 10th	26.6%	45.7%	21.1%	6.6%	2.92
2006 11th	29.8%	51.8%	15.6%	2.8%	3.09

Table 3.1f (2). There is at least one adult in my school I can talk to.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	15.2%	43.2%	30.1%	11.6%	2.62
2005 9th	20.0%	50.8%	18.7%	10.5%	2.80
2006 9th	25.9%	48.6%	20.3%	5.2%	2.95*
2005 10th	24.3%	57.2%	13.4%	5.1%	3.01
2006 10th	21.9%	54.1%	16.1%	7.9%	2.90
2006 11th	31.2%	52.8%	11.5%	4.6%	3.11

Table 3.1f (3). There is at least one adult in this school I can talk to who knows me well. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	35.6%	37.9%	13.3%	7.3%	6.0%
2004	29.9%	49.3%		17.1%	3.7%
2005	35.5%	41.6%		16.8%	6.1%
2006	35.5%	50.8%		9.7%	4.1%

Table 3.2. In your advisory (foundations, team, house, or academy) please mark five things that you spend the most time doing.

<i>Response Choice</i>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>
Explore my interests and abilities	10.0%	24.5%	16.7%	25.9%	21.2%
Learn how to communicate with others	16.5%	14.0%	28.2%	11.8%	13.4%
Discuss personal problems	4.7%	9.3%	10.9%	9.4%	5.8%
Learn how to use my time wisely	11.2%	23.3%	25.5%	15.2%	21.9%
Discuss personal and school safety	3.2%	6.2%	8.8%	4.7%	7.9%
Discuss how to choose and make friends	4.1%	7.5%	10.2%	4.7%	4.5%
Create a plan for high school and beyond	11.5%	17.1%	16.3%	20.2%	19.9%
Learn about post-high school choices	7.4%	8.4%	8.8%	7.4%	8.2%
Discuss how to get involved in school activities	5.9%	9.6%	13.3%	8.4%	9.6%
Develop decision making and problem solving skills	7.1%	7.8%	8.8%	5.4%	6.8%
Talk to my friends	32.1%	68.3%	77.9%	69.0%	75.0%
Read	17.4%	49.1%	68.7%	50.2%	61.0%
Do homework	26.5%	64.0%	78.6%	63.6%	70.5%
Review my academic progress	3.5%	18.3%	16.3%	9.4%	22.6%
Sleep/take naps	10.0%	45.7%	37.8%	39.4%	47.3%
Other areas:	4.1%	9.9%	15.6%	9.8%	8.6%

*Question in 2004: If you are a part of an advisory/foundations group, what things do you usually do during advisory time? (Mark all that apply.)

Goal 4. Implementation of the Six Year Plan

Table 4a. How much time do you spend in school talking about your future? (mark one)

<i>% Sometimes & Often</i>			
	2004	2005	2006
9 th Grade	78.3%	87.3%	86.8%
10 th Grade		89.0%	85.3%
11 th Grade			90.3%

Table 4b. I believe the Six Year Plan is useful to plan my future. (2006 only)

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
All students	10.5%	43.7%	31.2%	14.7%	2.50
Ninth grade	12.5%	48.3%	27.4%	11.8%	2.61
Tenth grade	10.5%	36.8%	33.3%	19.3%	2.39
Eleventh grade	7.6%	46.7%	33.3%	12.4%	2.50

Table 4c. Developed a career or education plan while in school (Seniors)

	<i>Yes</i>	<i>No</i>
2003	51.4%	48.6%
2004	72.9%	27.1%
2005	69.8%	30.2%
2006	72.5%	27.5%

Table 4d. Certainty of post high school plans (Seniors)

	<i>Very certain</i>	<i>Somewhat certain</i>	<i>Somewhat uncertain</i>	<i>Very uncertain</i>
2003*	41.6%	47.6%	8.7%	2.1%
2004	42.4%	48.4%	6.0%	3.2%
2005	47.0%	43.3%	7.0%	2.6%
2006	42.5%	44.6%	10.8%	2.2%

* Answer choices in 2003: Very sure, Fairly sure, A little unsure, Very unsure.

Table 4e. I received good counseling concerning my specific career and educational plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	9.4%	31.1%	30.4%	17.8%	11.3%
2004	9.7%	50.5%		28.1%	11.7%
2005	11.4%	44.7%		29.2%	14.8%
2006	16.1%	49.8%		25.3%	8.8%

Table 4f. I visit my Six Year Plan/Student Portal (2006 only)

<i>Response Choice</i>	<i>Weekly</i>	<i>Monthly</i>	<i>A Few Times a Year</i>	<i>Never</i>
All students	11.9%	19.6%	39.1%	29.4%
Ninth grade	17.1%	24.1%	35.0%	23.8%
Tenth grade	9.4%	15.6%	43.8%	31.3%
Eleventh grade	8.5%	18.8%	38.5%	34.3%

Table 4g. I use my Six Year Plan/Student Portal to see my: (Mark all that apply.) (2006 only)

<i>Response Choice</i>	<i>All</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>
Grades	82.3%	88.4%	80.1%	76.8%
Attendance	28.9%	32.3%	31.2%	21.4%
Behavior	13.3%	15.3%	15.8%	7.3%
Assignments	29.4%	34.7%	28.8%	23.2%
Transcript	27.3%	23.1%	26.7%	33.6%
Other (please describe):	8.3%	7.1%	8.6%	9.5%

Goal 5. College Access

Table 5. Number of postsecondary applications submitted. (Seniors)

	<i>Four or more</i>	<i>Three</i>	<i>Two</i>	<i>One</i>	<i>None</i>
2004	10.4%	13.3%	18.5%	22.2%	35.6%
2005	12.2%	11.3%	21.9%	22.3%	32.4%
2006	18.7%	12.6%	17.6%	21.4%	29.8%

Appendix C. Comprehensive Guidance Curriculum for Como Park High School
Guidance Lesson Planning Guide / Action Plan 2006-2007

Grade Level	Guidance Activity Content	ASCA Domain/ Standard	Curriculum and Materials	Projected Start/End Dates	Number of Students Affected	Where Lesson Will Be Presented	Evaluation Method	Implementation Contact Person
Incoming 9	Como requirements & parent information	Academic ABC	Registration Handbook, Power Point, Website	4/1/07 – 4/30/07	All Incoming Freshmen	Murray, Washington, Parent Night at Como Senior	# of Appropriate Schedules completed	Eloise Allen
9	Learning Styles	Academic A	Learning Styles Inventories by Academic Therapy	10/1/06 – 10/30/06	All Freshmen	English Classes	Pre/Post Test (Increased knowledge of primary and secondary learning styles)	Alex Santos
9	Class Room Presentation	Academic ABC Career A1, B, C1 Personal A1, B1	6-yr plan websites & all its link of resources	10/1/06 – 3/30/07	All Freshmen in these classes	Freshman Seminar, ELL, ROTC	Pre/Post Test (Percentage 6-year plan completion)	Alex Santos
9	Class Room Presentation	Academic ABC Career A1, B, C1 Personal A1, B1	6-yr plan websites & all its link of resources	2/2007	All Freshmen not in above classes or attending summer school	Lab Sessions in Cafeteria	Pre/Post Test (Percentage 6-year plan completion)	Alex Santos
10	Update Six Year plan	Academic Career P/S	Web site http://studentresources.spps.org	5/1/07-5/31/07	All Sophomores	Advisories	Completion of six year plan	Bee Her
10	True Colors	P/S	True Colors Assessment Book	10/2006	All Sophomores	Social Studies Classes	Fewer Behavioral Conflicts, Develop Interpersonal Skills	Bee Her/ Anne Stroup
10	MN Careers	Academic ABC Career AB	MN Career Books	1/2007	All Sophomores	Advisories	Pre/Post Test (Increased knowledge of college/careers)	Bee Her
11	IDEAS Assessment and Interpretation	Academic BC Career ABC P/S A	MNCIS website	3/2007	All Juniors	English Classes	Pre (# of students with career interest)	Eloise Allen
11	College Fair	Academic B Career BC	Representatives from colleges	3/15/2007	All Juniors interested	Available for Juniors to attend during 3 periods	Number of completed applications as seniors	Sandi Smith/ Eloise Allen
12	Senior Handbook	Academic ABC Career BC P/S B	Senior Handbook	9/27/2006	All Seniors	Social Studies Classes	Pre/Post Test (Increased career choices)	Anne Stroup/ Bee Her

12	3 groups: 4 year college, 2 year college, or Work	Academic ABC Career ABC	MN Career Books	11/9/2006	All Seniors	One class period on designated day. Each senior attends 1 session.	Pre/Post Test (Plans after graduation)	Anne Stroup
12	End of year final Guidance information	Academic ABC Career ABC	Advisory Curriculum Binder	4/2007	All Seniors	Advisories	Pre/Post Test (Plans before graduation)	Anne Stroup

Como Park Closing the Gap Action Plans

Intended Impact	Type of Activity to be delivered	ASCA Domain & Standard	Resources Needed	Number of Students Affected	Evaluation Method	Implementation Contact Person
Academic Improvement	Each counselor chooses 5 at-risk freshmen to "mentor" all year	Academic ABC Career AC P/S ABC	Materials as seen needed	20	Final Grades vs. Grades at midterm (1st marking period grades)	Alex Santos
More under-served students choosing Honors classes	College field trips, Tutors, 6 year plan	Academic ABC Career ABC P/S ABC	Tutors Speakers AVID Classes	52	# of students choosing AP courses -Increase GPAs	Eloise Allen
Completed requirements for graduation	1 on 1 counseling	Academic ABC Career ABC P/S ABC	Conference Room Counselors office	All Seniors who failed required classes after 1st semester	# of students who pass required classes vs. # of students who failed required classes Also, # ALC referrals	Anne Stroup