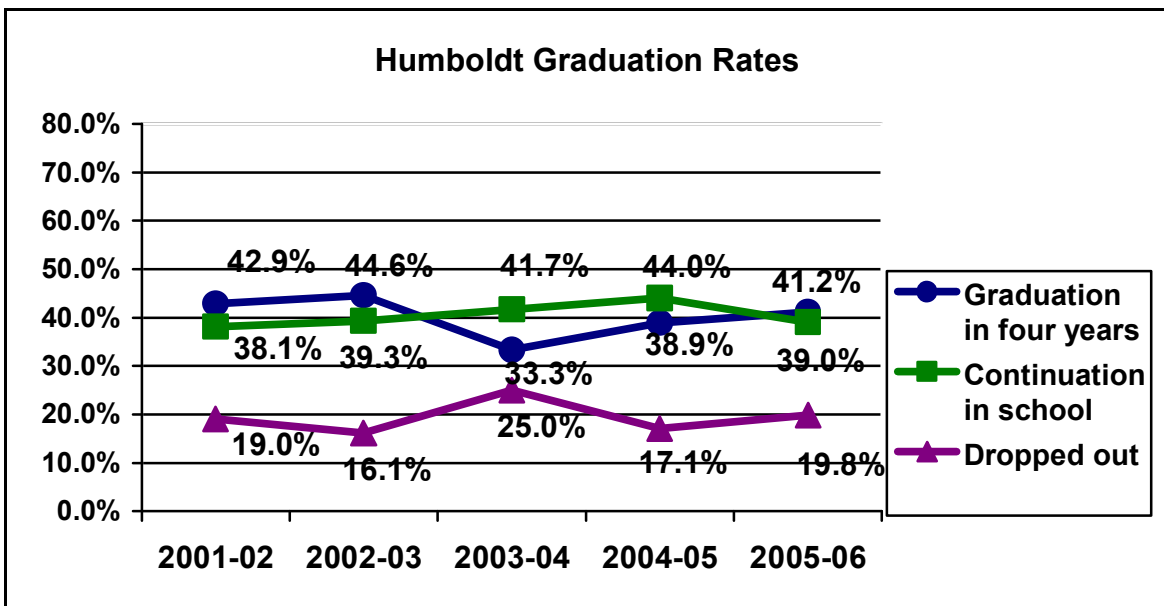


# Humboldt High School Saint Paul Public Schools

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Prepared by Meghan Hickey, Carol Freeman, and Molly Gordon  
Center for Applied Research and Educational Improvement  
College of Education and Human Development  
University of Minnesota

## Table of Contents

<b>Executive Summary</b>	<b>1</b>
<b>Part I. Redesign Goals</b>	<b>2</b>
Background of Humboldt High School	2
Goal 1: Guidance Counselors accept new vision of guidance counseling and assume new roles	2
Goal 2: Design guidance curriculum and new initiatives	4
Goal 3: Advisors effectively counsel students and support them	6
Goal 4: Implementation of the Six Year Plan for all students	8
Goal 5: Expand College Access	10
<b>Part II. Student Outcomes</b>	<b>11</b>
Findings from the Student Outcomes Tables	
<b>Appendix A. Student Outcomes Tables</b>	<b>12</b>
Goal 1. Improved performance for increased school completion (graduation rate, dropout rate, gateway tests, ninth grad returning to the district for tenth grade, ninth grade failing classes, and students taking ACTs)	12
Goal 2. Increased high-quality connections with adults	15
Goal 3. Increase attendance	15
Goal 4. Increase students taking one or more college-preparatory courses defined as “honors”	15
Goal 5. Increase knowledge around career options and concrete plans to achieve selected option – % of students developing their Six Year Plan at grade 9, 10, 11, 12	16
Goal 6. Increased planning and activity around enrollment in post-secondary institutions after high school – % of students enrolled in college one year after high school	16
<b>Appendix B. Tables of Students’ Perceptions from Student Surveys</b>	<b>17</b>
Goal 1. Guidance Counselors Assume New Roles (meeting with a counselor, seen presentations by a counselor, counselor is helpful, go to with a problem, person who helped me most)	17
Goal 2. Guidance counselors and other members of the school community design and implement additional initiatives focused on increasing graduation rate/reducing dropout rates (taking classes that challenge me, know what is needed to graduate, learning what is important to future, courses are relevant to the future)	18
Goal 3. Advisors effectively counsel students and support them	19
3.1 Connections to school and adults in the school (feel part of this school, feel successful, adults care about students, teacher do what’s best for students, adequate personal attention, at least one adult who knows me well, at least one adult I can talk to)	
3.2. In advisory (foundations, team, house, or academy) – spend the most time doing	
Goal 4. Implementation of the Six Year Plan (time spent talking about the future, Six Year Plan is useful, seniors developed a career plan, certainty of post high school plans, received good counseling, visited my Six Year Plan/Student Portal)	22
Goal 5. College Access (number of postsecondary applications submitted by seniors)	23
<b>Appendix C. Comprehensive Guidance Curriculum and Closing the Gap Plan</b>	<b>24</b>

# Humboldt 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***

- While coping with many changes at the Humboldt, counselors worked cohesively to reach consensus on their guidance program, aligning their work with the ASCA Model.
- More so than other schools, students have become more dependent on counselors to help them plan for high school and beyond.
- Counselors are part of all Humboldt decision making groups, using the Connected Counseling processes and staff professional development to inform all staff members about counselors' work.
- The guidance technician continues to facilitate administration of tests, relieving the counselors to spend more time on their new roles.

### ***Goal 2: Design guidance curriculum and new initiatives***

- Counselors developed specific guidance curriculum for all grade levels which includes work on the Six Year Plan and review of credits earned and required. The guidance curriculum is presented during advisory periods in collaboration with the advisory teacher.
- More students seemed to "know what they needed to do to graduate from high school" with 89.2% of ninth graders, 82.6% of tenth graders, and 92.3% of eleventh graders "agreeing or strongly agreeing".

### ***Goal 3: Advisors effectively counsel students and support them***

- Collaboration between the ninth grade counselor and the ninth grade academy was particularly strong. There was a substantial increase in ninth graders who agreed they "felt part of this school" (76% in 2005 versus 84.9% in 2006), higher than the district average.
- Students reporting "at least one adult who knows me well" increased for ninth from 65.4% to 68.6% and tenth from 69.6% to 75%. Students with "one adult to talk to" increased for ninth from 69.1% to 75.2% and tenth from 69.1% to 78.8%, both the highest in the district. Seniors with "one adult I can talk to who knows me well increased from 86.3% to 92%, the highest in the district.

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

- More students seemed to be spending time talking about their future and the majority felt that the Six Year Plan was useful. In 2004, 72.4% of ninth graders said they "sometimes" or "often" talked about their future compared to 89.2% of 2006 ninth graders.

### ***Goal 5: Expand College Access***

- In 2006-2007, counselors are collaborating with external college access groups to coordinate services for students to avoid duplication and hopefully include more students.
- More 2006 seniors submitted college applications than in previous years.

## Part II. Student Outcomes

- Humboldt's graduation rate increased 2.3% from 38.9% in 2004-05 to 41.2% in 2005-06. However, the dropout rate also increased from 17.1% in 2004-05 to 19.8% in 2005-06 (2.7%).
- The percent 2005 graduates enrolled in college one year after high school increased by nearly 13% (from 41.3% in 2004 to 54.2%), lower than the district average.
- Though attendance improved at eleventh grade, absenteeism was higher than the district average. Humboldt had the lowest attendance rates in the district in ninth, tenth, and twelfth grades.

## Part I. Redesign Goals

### Background of Humboldt High School

The Connected Counseling initiative is part of a larger school change effort at Humboldt High School to build small learning communities, providing students with the best of two worlds—small school connections and big school opportunities. The academies help students develop an identity with a smaller group within the school, build relationships with adults and students, and develop a sense of purpose for their life.

Humboldt offers four academies. The Ninth Grade Academy has the critical role of preparing students for a successful high school and life experience. The Science, Engineering & Technology Academy (SETA) prepares students for possible careers in engineering, science, and technology and provides a well-rounded foundation for other professional opportunities. The Creative Arts Professional Services (CAPS) motivates students to develop their citizenship skills and empowers them to take leadership roles in the community. The Business, Law and Communications Academy (BLCA) weaves together a strong foundation in English, math, science and social studies with integrated and enhanced lessons in business, law and communications for students to develop their talents and their futures.

With the commitment to academies, the counselors changed their assignments and began working with students by academy rather than by alphabet. At the same time, the counselor assigned to the Ninth Grade Academy had an office in the area where the ninth graders had their classes, and other three counselors' offices were relocated physically throughout the high school.

Humboldt survived after threats in previous years of the school closing, and the 2006-2007 school year began with many changes at Humboldt. A new principal was appointed, roles of many teachers changed, and the school transitioned from a five-period into a six-period day. Additionally, due to lower enrollment and, consequently, the loss of one counselor, the remaining three counselors changed their student assignments back to alphabet.

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

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#### *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.

Since beginning the Connected Counseling project, Humboldt counselors have come a long way in aligning their work 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 graduation rates and reducing dropout rates. Representative counselor comments on restructuring include:

- *We learned some things about [what we do] and how to do it better.*
- *We are moving in the right direction.*
- *It [the project] forced us to have the conversations that we weren't having before – I think this project said come up with a plan and put it on paper...and all the reports and everything forced us to say, okay, yeah, in September, we ARE going to do this and do this and this is what we said and our principal signed off on it, we've got to get this done.*
- *As isolated as we are room-wise, I think we still do a good job getting together either formally or informally.*

### Reports about counselors from students

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:

- More students were meeting with school counselors individually. Students who “had not spoken individually” with a counselor was fewer at each grade level, from 38.9% for ninth grade to 27.7% for tenth to 6.5% for eleventh.
- The majority of students at Humboldt (85.4% of ninth graders, 83.5% of tenth graders, and 86.9% of eleventh graders) felt that, “In general, the information they received from counselors was helpful.”
- An increasing number of seniors, from 22.2% in 2003 to 45.8% in 2006, are saying that “apart from myself, the person who helped me most to decide which high school classes to take” was a school counselor. This number also exceeds the percentage of students reporting “parent” by 25%.

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

Humboldt counselors began the process of developing their CCOS in the summer of 2005. After one meeting with the Connected Counseling project director, their plans for the year were in place. The notebook was updated for the 2006-2007 school year and continues to be a fluid document, growing and changing with the needs of students, teachers, administrators and counselors. Humboldt counselors felt they worked well together and that their CCOS helped to organize and strengthen their work as counselors. They also believe that the CCOS serves as a planning tool and as a structure for demonstrating to others in the building the work that they do.

Counselors also 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 Humboldt spend 30% of their time delivering guidance curriculum to all students; 30% of their time with individual student planning; 25% of their time doing responsive services; and 15% of their time with system support. Their use of time matched ASCA recommendations.

***For the 2006-2007 school year*** Humboldt counselors outlined these primary goals for the counseling department:

- Increase number of students ‘on track’ for graduation
  - Improve knowledge of requirements and tools for credit recovery
- Improving counselors’ capacity to collect and share results data
  - Counselors believe that through the collection of data they will be able to determine what students already know so that they can fill in gaps in knowledge which will increase students’ ability to complete all requirements.
  - Counselors believe that results data can also be helpful for advocating for themselves and the work that they do as well as for students.
- At least two, if not all three counselors, will be trained in the AVID program being implemented at Humboldt.

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

#### Counselors assume new leadership roles and represent guidance and counseling at school site.

Starting in 2004-2005, and continuing until the present, one counselor became an official representative on the Humboldt Initiative Leadership Team, the major decision-making body within the school. Counselors have always participated on key school-wide committees including the Site Council, the SCIP (School Continuous Improvement Plan) Committee, the Attendance Committee, and the Advisory

Steering Committee. In 2005-2006, each counselor was closely aligned with the academy teams and they continued to be involved on committees, with their academies, and in classrooms. Counselors have also begun increasing their role with professional development through putting on sessions for staff on relevant topics as well as to increase counselor visibility in the school.

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

Perform/align functions in accordance with CCOS.

Humboldt had staffed a Career Resource Center (CRC) for a number of years before this grant became available. This CRC coordinator was doing many of the tasks suggested for the guidance technician including test coordination, organizing career information, and administering career assessments and interest inventories.

The guidance technician (CRC coordinator) continues to coordinate test administration and career information, and administer career assessments and interest inventories. In addition, she works closely with small learning academies with career exploration work and other advisory activities.

The Humboldt guidance department includes a secretary to whom the department looks to handle other duties that would otherwise fall to the counselors, such as obtaining student records. The secretary can help with welcoming and orienting new students. As with the guidance technician (CRC coordinator), she is an integral member of the department in assuming non-counseling duties otherwise performed by counselors.

GT position becomes sustainable following grant period.

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

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

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Implement new guidance curriculum that every student should have.

In 2005-2006 counselors developed a departmental brochure and handed it out to anyone who needed to know who the counselors were and what services they provided. The brochure went into an informational packet, onto the counselor website, was given to new students, and was available at conferences. Counselors thought it was very helpful in getting their message out.

***Guidance curriculum for 2005-2006***

More detail on activities by counselors can be found under Goal 3 about advisories and Goal 4 about the Six Year Plan below. Counselors' guidance lessons for 2005-2006 focused on graduation requirements, credit checks and recovery, and career exploration, specifically including:

- Ninth grade: introduction to graduation requirements, credit recovery (study skills strategies), academy exploration, and beginning the Six Year Plan.
- Tenth and eleventh grade: transcript review, career exploration to add to the Six Year Plan, and tutoring for students needing to pass the required basic skills tests.
- Twelfth grade: preparation for graduation.

***Guidance Curriculum 2006-2007***

All the 2005-2006 guidance lessons will be presented in 2006-2007. One new guidance activity for 2006-2007 targets ninth grade students. Counselors ordered planners for all students along with accompanying weekly curriculum focused on character development. The planners are intended as an advisory piece

and students will be able to use it to keep track of their school assignments and important dates. It also contains a calendar and shows students and families how to access to the Parent Portal. The ninth grade academy chair is in charge of determining how the curriculum is used. Each teacher has his or her own box set of DVDs and curriculum and the advisory chair e-mails the teachers to let them know what they are doing each Monday.

In order for students to improve their situation in school and graduate, they need to be organized. As one counselor said, "First, learn what they need to do, and then organize." Counselors have developed pre- and post-tests for both students and teachers to determine how much the curriculum is being used by teachers and whether students feel that it is beneficial. Results will indicate whether spending the money on planners is worth it.

Planners have also been purchased for grades 10-12 students. This year is a pilot year to see how teachers and students use the planners and whether they think they are worthwhile. Early in the school year, counselors had teachers and students complete a pre-survey. Toward the end of the school year, right before they make the final decision on whether they are going to order them for 2007-2008, they will have them complete a post-survey in order to learn how they were used, how much they were used, and do staff and students think they are valuable.

If they continue the use of planners, they have ideas for incorporating parts of the grade-specific guidance and advisory curriculum into the planners for easy use by counselors, teachers, and students. All the material match the ASCA domains related to graduation, test taking, organization, life goals, careers, and time management.

Counselors have developed checklists and lesson plans for all grade levels which they will gradually implement. For 2006-2007, all grades will work on their checklists in advisories with the counselors and advisors. Counselors will continue to work with individual students to meet additional needs for transitioning to the next grade or graduating and transitioning to their future. The list of activities by grade level includes:

- Ninth grade: Graduation requirements and transcripts (including transcript review sheet), Six Year Plan (see Goal 4), career interest inventory #1, occupation research, and use of planners.
- Tenth grade: all the ninth grade checklist plus updated and expanded Six Year Plan (see Goal 4), career interest inventory #2-PLAN, updated occupation research sheet, and college fair/college visit log.
- Eleventh grade: all the tenth grade checklist plus updated and expansion of Six Year Plan (Goal 4), updated career interest inventories, updated occupation research sheet, updated college fair/college visit log, PSAT results or ACT results (if taken), resume, college research packet, and job application.
- 12<sup>th</sup> Grade: all of the eleventh grade checklist including updates of all items, plus college application, scholarship application, and passport to graduation.

Implement targeted intervention strategies to "close the gaps".

### ***Closing the Gap 2005-2006***

The Ninth Grade Academy counselor and team members had a well-developed program for guiding ninth graders to do well in high school. They identified students who needed extra attention and the counselor connected students with tutoring or other services. During 2005-2006, the ninth grade closing the gap activity was called "Credit Recovery" and provided study skills and strategies to students who failed two to three courses. The goal was to increase the number of students who understood the importance of passing classes and to increase course completion.

The 2005-2006 tenth grade closing the gap activity was to increase the number of students who passed the math BS (basic skills test) during tenth grade by arranging for tutoring. Each counselor examined their tenth graders records to identify their targeted students, interviewed the students, and helped these students persist toward passing the BST in math. Counselors also targeted tenth grade families at conference time. Each counselor called the families of all of their tenth graders and invited them to conferences personally. Counselors felt that this increased home-school collaboration. It was time consuming but very valuable, and conference attendance seemed to go up.

### ***Closing the Gap 2006-2007***

The closing the gap activity for 2006-2007 is a credit recovery program for eleventh grade students who 1) are down in core course credits by four or fewer by the end of tenth grade or the first trimester of eleventh grade and 2) have a good chance of graduating. The goal is to have as many of these students on track (all credits earned) by the start of senior year. Counselors will work with students to enroll them in ALC (alternative learning center) after-school and evening high school in order to increase the number of students who understand the importance of passing classes, as well as hopefully, earn more credits and graduate with their peers. By the first week of January 2007, each counselor had examined their students' transcripts and identified 36 students for their first cohort; the initial meeting will be held during the third week of January. Counselors will meet with this cohort of students in the large group, small groups, or individually within one month and each month thereafter. Counselors will closely monitor these students attendance to ALC (located in the building). In April, counselors will call parents to attend conferences. Counselors have created a detailed database in order to track the students and assess the results of this closing the gap activity.

### **Students benefit from guidance curriculum.**

On the 2005-2006 student survey, it appears that students are receiving more information and are starting to realize the importance of taking challenging classes and planning for the future. Additional student survey results (see also Appendix B) included:

- Slightly more ninth, tenth, and twelfth graders in 2006 reported that they “take/took classes that challenge(d) me.”
- In 2006, 2.5% more ninth graders reported that “I know what I need to do to graduate.”
- 7.6% more tenth graders in 2006 than in 2005 agreed that “what I am learning in high school will be important in my future.”
- Slightly more 2006 seniors reported their courses were relevant to their future plans (75.7% in 2005 compared to 79.2% in 2006).

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### ***Goal 3: Advisors effectively counsel students and support them***

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

On November 2, 2005, a districtwide “Advisory Status Check” meeting was attended by a small team from each high school to discuss the purpose, needs, and future of advisories within the district. In addition, Connected Counseling co-coordinators conducted a meeting with an advisory team at Humboldt to facilitate a conversation within the school about the status of their advisory system and their goals and plans for the future. The outcome of the meeting was that: 1) advisory time will decrease from 20 minutes to 17, 2) planning for advisory activities would take place over the summer, 3) have a goal of teaching students AVID strategies in advisories, 4) counselors would purchase Premier Planners for ninth graders and develop plans for their specific use, 5) counselors would purchase generic planners for grades 10-12 and develop plans for their use, 6) Humboldt would develop ideas/plans for staff review and verification of students' Six Year Plans, and 7) counselors will receive training in Why Try curriculum.



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

### ***Ninth Grade Academy***

The Ninth Grade Academy structure placed students in one of three blocks—about 40 students were in the pre-Advanced Placement (AP) block and about 100 in each of the two other blocks. The staff for each of the two larger blocks consisted of a team of the four core teachers (English, math, science, and social studies), the Ninth Grade Academy counselor, and Special Education and ELL teachers. They had a block of time which included the 20 minutes set aside for advisories for the rest of the school. The team could adjust their block of time and choose to have a formal advisory once or twice a week for a longer period of time rather than every day.

The Ninth Grade Academy counselor met with each team during their 65 minute common preparation time. They talked about curriculum, scheduling issues, and student issues whether absenteeism or academic. Sometimes meetings with parents were held during this time. The counselor followed up with the students.

In 2005-2006 counselors began a program to help ninth graders successfully select and transition to the upper level academies. Each student completed two interest inventories, the MCIS and the Myers-Briggs to determine their interests. Next, students were able to attend advisory in an upper level academy seven or eight times in order to get to know upper level students and determine what the academy was about. After academy selection and seniors graduating, students were able to attend advisory with their teacher for the 2006-07 school year. Counselors hoped by doing this, students would make a smoother transition out of the ninth grade academy and come to school the next year with a connection already built in.

### ***Grade ten through twelve academies***

All the counselors working with the three upper class academies made visits to advisories. Counselors had each student in grades ten, eleven, and twelve review their transcript during trimester two and three to determine whether they were on track to graduate, and if not, what they needed to do.

### Students connect to adults in the school.

The primary purpose for the advisory system at Humboldt is to increase connections between students and adults. Responses from the student survey indicated that Humboldt was making progress towards meeting that goal (see Appendix B for more detail). Responses included:

- There was a significant increase among ninth graders who agreed that they “felt a part of this school” from 76% in 2005 to 84.9% in 2006.
- There was also a significant increase among ninth graders who agreed that “the adults in my school care about students” from 75% in 2005 to 87% in 2006. A similar increase was seen in tenth and twelfth grade students.
- The percentage of seniors who believe that “I received adequate personal attention from my teachers” increased from 53.0% in 2003 to 84.7% in 2006 – a 31.7% increase.
- There was a significant increase in the percentage of ninth graders who agreed that “there is at least one adult in this school I can talk to” (from 55.4% in 2005 to 68.6% in 2006) and “who knows me well” (from 69.1% in 2005 to 75.2% in 2006).
- In 2006, responses to “at least one adult knows me well” varied by grade level with those who agreed most often being eleventh graders (76.7%), followed by tenth graders (75.0%), and ninth graders (68.6%). Tenth and eleventh graders agreed more than ninth graders that “there is at least one adult in this school I can talk to” and “who knows me well.” By twelfth grade, 92.0% of students agreed that “there is at least one adult in this school I can talk to who knows me well,” highest in the district.

Counselors provide supportive professional development activities

In 2005-2006 counselors provided a wide variety of professional development activities for staff. One such activity was a “Hawk Talk” where teachers come together for lunch and professional development. Counselors did a session on transcripts instructing teachers on how to read a transcript. They realized they would need to continue reviewing this activity close to the time students received transcripts in order to make sure that teachers were able to read and interpret these documents for students.

Additionally, counselors had an open house in their Career Resource Room where teachers could visit the center and see what it had to offer. Counselors felt that it increased their visibility and availability to staff. One counselor said, “A lot of new teachers come in not knowing who they need to talk to about this or that or where we are located.” Counselors felt that this activity was valuable because it provided an opportunity to bridge the gap between counselors and teachers and “let them know we are not ogres.”

Use data to drive decisions in advisories.

In 2006-2007, counselors will spend a significant amount of time attempting to improve their capacity in developing, gathering, and interpreting results data from both students and teachers. They plan to give pre- and post-tests to understand whether their efforts are making a difference for students and share those results with other members of the Humboldt team in order to become more effective in their jobs, give students information, and increase students’ capacity to succeed in school.

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

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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—freshmen in 2004-2005.

The Six Year Plan Table for Humboldt shows that approximately 81% of ninth, 52% of tenth, and 50% of eleventh grade students had at least one contact with their plan as of June 16, 2006. This was a large increase from 2004-05 to 2005-06 in ninth grade, a slight decrease in tenth grade, and similar numbers in eleventh and twelfth grades.

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**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	147	181	81.2%
Grade 10	128	245	52.2%
Grade 11	102	202	50.5%
Grade 12	62	160	38.8%

***Six Year Plan 2005-2006***

The past two years, ninth graders did Six Year Plan activities during the required Computer Literacy (Comp Lit) class. The counselor went into the Comp Lit class once a week for six weeks, co-teaching with the Comp Lit teacher who found that the Six Year Plan activities gave students authentic practice of computer skills. Students completed three sections of their Six Year Plan, including their courses and the grades they earned.

In 2005-2006, ninth grade students were also introduced to the Career Resource Center materials and services and asked to use three resources in the room to research two careers. Students used the Minnesota Career Information System (MCIS) and other websites to do a career interest inventory and career investigations. They wrote a paper and did a PowerPoint presentation on one career. The Comp Lit teacher and counselor helped the students pick careers, found the job descriptions, and found how much people earn at those jobs. Then they turned to what type of courses they should have in high school and talked about what grades they should be earning. Students recorded this information in their Six Year Plan and were held accountable for completing all the tasks as part of the Comp Lit class. In addition, in social studies classes during the second trimester, ninth grade students did career exploration activities to get ready for selecting their academy during spring registration.

In 2006-2007, counselors plan to implement the Six Year Plan through advisories. In order to complete the tasks during the 17 minute advisory period, they have organized an advisory “carrying box” for each advisory teacher. They have created checklists for each grade level and counselors and advisors will work together to date and initial each of the tasks as they are completed by the students. Each counselor will go into advisories to get students started on each task on the checklist, and if necessary, the teachers can help students finish the next day. Some of the tasks will be completed on a worksheet first with the help of the advisor and then the content inserted into their online Six Year Plan with help of the counselor and the advisor.

The “carrying box” will be the place that copies of students’ materials will be kept from year to year. Advisors will be given time periodically to check students’ folders and online Six Year Plans to monitor their progress and to plan for make-up work.

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

Counselors have provided staff training to advisors so that they will be able to review their students’ Six Year Plans and comment on them. This will be one tool they can use to communicate with their students and learn about their interests and abilities. For 2006-2007, counselors will collaborate with advisors to be sure that the checklist is completed for each student.

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

Counselors will repeat the training for advisors on how to access the Six Year Plan and make comments. Advisors have found that accessing the Six Year Plan is less difficult than they had previously imagined.

Students respond to career planning activities.

On spring 2006 student surveys, there were mixed results with responses about career planning (see Appendix B). More students seemed to be spending time talking about their future and the majority felt that the Six Year Plan was useful. Seniors were less positive in 2006 than in 2005 seniors. Other findings included:

- More students reported spending time in school talking about their future. In 2004, 72.4% of ninth graders said they did “sometimes” or “often” compared to 89.2% in 2006. In 2006, 87.6% of those students who were then eleventh graders reported talking about their future sometimes or often.
- The majority of students reported that “I believe the Six Year Plan is useful to plan my future” with 80.7% of ninth, 64.6% of tenth, and 53.9% of eleventh graders agreeing or strongly agreeing.
- In 2003 only 43% of seniors agreed that “I received good counseling concerning my specific career and educational plans. In 2006, 88.8% agreed – a 45.8% increase in three years.
- The percent of seniors who were “very certain” or “somewhat certain” about their post high school plans decreased from 89.1% in 2005 to 86.6% in 2006. The number of seniors who said that they developed a career or education plan while in school also decreased from 82.6% in 2005 to 74.6% in 2006.

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### ***Goal 5: Expand College Access***

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

Students at Humboldt have the unique opportunity to participate in E-Mentoring with staff from Ecolab. The purpose of this activity is to connect students with a mentor in the work world and to provide some relevance for their activities in school. Counselors felt that despite a lot of paperwork the program was worthwhile. On the last day, students were able to go to Ecolab, meet their E-mentor, see their workspace, and attend a presentation. Students felt that it was a valuable experience as did counselors and teachers.

In 2006-07, Counselors at Humboldt have the special opportunity of becoming key players in Humboldt's effort to streamline college access programs in the school. Because a wide variety of groups (e.g., Admission Possible, Gear Up), counselors realized that many students were being double served while others were receiving few if any services. As a result, they have begun working in conjunction with key players in external college access programs to come up with a list of students in each program, determine the services provided through each program, and figure out a way to serve as many students as possible. Many of the district's other schools have begun watching this process at Humboldt in order to begin similar efforts at their own schools.

Implement targeted strategies to connect students to higher education opportunities.

All grade 10-12 students experienced the MNACC (Minnesota Association of Counselors of Color) career and college fair. Every class, by grade level, spent one 46 minute class period talking with college counselors using a guide sheet developed by the Career Center coordinator. This fair can be included on the college fair/college visit log to be kept by students.

Student Activity around College Access

According to the 2006 senior survey, the percentage of seniors reporting they submitted one or more college applications increased from 2004 to 2006 – 71% in 2004 compared to 78.7% in 2006. The percentage of students reporting submitting three or more applications increased from 23.3% in 2004 to 46.1% in 2005 to 50.1% in 2006.

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

The outcomes for students were:

### ***Goal 1: Improved performance for increased school completion***

- The percent of students who graduated in four years increased 2.3% from 38.9% in 2005 to 41.2% in 2006. However, the dropout rate also increased by 2.7% from 17.1% in 2005 to 19.8% in 2006.
- Students having passed the MBST's by the fall of 2006 were well below the district average when they entered Humboldt and were unable to make up ground by twelfth grade.
- Ninth graders returning to Humboldt increased by 1% from 71% in fall of 2005 to 72% fall of 2006.
- Though not highest in the district, slightly more ninth graders failed courses in 2005-2006.
- Fewer seniors took the ACT in 2006 (28% compared to 35% in 2005), lowest in the district.

### ***Goal 2: Increase high-quality connections with adults***

- There was a substantial increase in ninth graders who agreed they "felt part of this school" (76% in 2005 versus 84.9% in 2006), higher than the district average. More tenth graders agreed in 2006 (74.8% versus 72.7%), but the lowest percent in the district was the percent of eleventh graders (80%). Seniors who "felt part of this school" decreased from 87.8% in 2005 to 82% in 2006.
- Students reporting "at least one adult who knows me well" increased for ninth from 65.4% to 68.6% and tenth from 69.6% to 75%. Students with "one adult to talk to" increased for ninth from 69.1% to 75.2% and tenth from 69.1% to 78.8%, both the highest in the district. Seniors with "one adult I can talk to who knows me well increased from 86.3% to 92%, the highest in the district.

### ***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).***

- Though attendance improved at eleventh grade, absenteeism was higher than the district average. Humboldt had the lowest attendance rates in the district in ninth, tenth, and twelfth grades.

### ***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.***

- Overall, the percent of students taking honors courses decreased by 1% in 2005-2006. There was an increase in ninth graders (from 37% to 43%) – higher than district average, and tenth graders (from 24% to 30%), though there was a decrease among eleventh graders (35% to 32%) and even more among twelfth graders (46% to 34%) – lowest in the district.

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

- A relatively high percentage of ninth graders had accessed their Six Year Plan (81.2%), while the percent of tenth and eleventh graders was near or at the lowest in the district – around 50%.
- Seniors reporting they have developed a career or education plan decreased from 82.6% in 2005 to 74.6% in 2006.

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

- The percent 2005 graduates enrolled in college one year after high school increased by nearly 13% (from 41.3% in 2004 to 54.2%), lower than the district average.

## 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>
<b><i>Graduation in four years</i></b>	43%	45%	33%	38.9%	41.2%	65.9%
<b><i>Continuation in school</i></b>	38%	39%	42%	44.0%	39.0%	24.5%
<b><i>Dropped out</i></b>	19%	16%	25%	17.1%	19.8%	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>
<b><i>Humboldt Grade 11 Mathematics</i></b>	157	96.2%	3.9%
<b><i>Humboldt Grade 10 Reading</i></b>	170	76.5%	23.5%

#### 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>
<b><i>Grade 9 Overall</i></b>	<b>40%</b>	<b>33%</b>	<b>38.8%</b>		
African American			34.8%		
American Indian					
Asian American			20.6%		
Hispanic American			41.4%		
Caucasian			57.5%		
Free/Reduced Lunch			39.2%		
Special Education			16.3%		
ELL			29.8%		
<b><i>Grade 10 Overall</i></b>	<b>46%</b>	<b>51%</b>	<b>46.9%</b>	<b>46.6%</b>	<b>68.9%</b>
African American			39.4%	35.0%	58.8%
American Indian					63.2%
Asian American			43.6%	30.8%	65.8%
Hispanic American			55.0%	56.5%	64.7%
Caucasian			60.0%	77.5%	88.1%
Free/Reduced Lunch			40.7%	45.9%	62.1%
Special Education			26.7%	20.8%	32.5%
ELL			42.9%	40.8%	64.2%
<b><i>Grade 11 Overall</i></b>	<b>52%</b>	<b>60%</b>	<b>60.3%</b>	<b>56.0%</b>	<b>75.3%</b>
African American			44.1%	50.5%	69.3%
American Indian					77.8%
Asian American			67.5%	50.0%	69.0%
Hispanic American			62.8%	65.2%	74.4%
Caucasian			69.8%	70.4%	90.6%
Free/Reduced Lunch			52.8%	51.5%	69.0%
Special Education			30.8%	31.4%	46.7%
ELL			60.9%	49.0%	68.1%

<b>Grade 12 Overall</b>	<b>57%</b>	<b>65%</b>	<b>68.8%</b>	<b>69.6%</b>	<b>80.1%</b>
African American			53.8%	60.0%	73.6%
American Indian					75.0%
Asian American			72.1%	68.9%	81.4%
Hispanic American			78.6%	85.3%	78.2%
Caucasian			77.8%	72.3%	86.2%
Free/Reduced Lunch			65.8%	65.0%	78.0%
Special Education			31.8%	40.7%	57.6%
ELL			71.9%	68.5%	79.6%

**Table 1C(2). MBST in Math**

<b>Grade level</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>District 2006</b>
<b>Grade 9 Overall</b>	<b>27%</b>	<b>25%</b>	<b>29.2%</b>		
African American			24.2%		
American Indian					
Asian American			26.5%		
Hispanic American			13.8%		
Caucasian			50.0%		
Free/Reduced Lunch			29.6%		
Special Education			11.6%		
ELL			29.8%		
<b>Grade 10 Overall</b>	<b>37%</b>	<b>36%</b>	<b>34.2%</b>	<b>38.2%</b>	<b>56.9%</b>
African American			28.7%	24.3%	38.2%
American Indian					52.6%
Asian American			34.55	35.9%	59.2%
Hispanic American			36.7%	39.1%	49.7%
Caucasian			43.3%	72.5%	79.9%
Free/Reduced Lunch			26.0%	37.8%	48.8%
Special Education			11.1%	15.1%	18.5%
ELL			28.6%	38.0%	56.0%
<b>Grade 11 Overall</b>	<b>45%</b>	<b>25%</b>	<b>47.5%</b>	<b>49.8%</b>	<b>66.4%</b>
African American			30.5%	40.7%	49.8%
American Indian					66.7%
Asian American			50.0%	51.9%	67.4%
Hispanic American			44.2%	58.7%	60.4%
Caucasian			66.0%	59.3%	85.5%
Free/Reduced Lunch			40.6%	46.8%	59.4%
Special Education			26.9%	23.5%	34.2%
ELL			39.1%	48.1%	64.4%
<b>Grade 12 Overall</b>	<b>50%</b>	<b>54%</b>	<b>55.0%</b>	<b>62.4%</b>	<b>72.0%</b>
African American			32.7%	52.0%	57.6%
American Indian					61.1%
Asian American			69.8%	60.0%	78.6%
Hispanic American			64.3%	70.6%	66.7%
Caucasian			63.9%	74.5%	81.4%
Free/Reduced Lunch			50.0%	55.0%	69.3%
Special Education			20.5%	29.6%	46.1%
ELL			63.2%	57.5%	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>
<b>Grade 11 Overall</b>	<b>69%</b>	<b>57%</b>	<b>77.2%</b>	<b>46.2%</b>	<b>67.0%</b>
African American			63.8%	38.5%	59.3%
American Indian					72.2%
Asian American			79.8%	37.0%	61.0%
Hispanic American			77.8%	63.0%	65.5%
Caucasian			83.6%	59.3%	83.9%
Free/Reduced Lunch			72.6%	43.3%	60.3%
Special Education			42.6%	25.5%	37.3%
ELL			81.2%	38.5%	60.8%
<b>Grade 12 Overall</b>	<b>76%</b>	<b>67%</b>	<b>88.6%</b>	<b>67.4%</b>	<b>76.3%</b>
African American			71.9%	69.8%	69.5%
American Indian					73.6%
Asian American			86.4%	84.9%	76.8%
Hispanic American			88.0%	62.5%	71.3%
Caucasian			95.2%	97.7%	84.0%
Free/Reduced Lunch			84.9%	81.4%	73.3%
Special Education			51.3%	58.7%	56.1%
ELL			85.4%	79.4%	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	69%	68%	71%	72%	80%
To another school in the district	8%	14%	11%	11%	6%

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

<i># courses</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
1	205 (63.0%)	175 (57.8%)	143 (58.4%)	1808 (54.1%)
2	174 (53.5%)	137 (46.3%)	113 (46.1%)	1390 (41.6%)
3 or more	142 (43.7%)	116 (38.7%)	95 (38.8%)	1130 (33.8%)

**F. Increase students taking ACT. Only twelfth graders. \*Fewer than 5 students.****Table 1F.**

<i>Number taking</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
<b>Total</b>	79 (33%)	51 (24%)	63 (35%)	45 (28.1%)	1246 (45.5%)
African American	7	9	16	5 (9.4%)	175 (27.7%)
American Indian/Alaskan	*	*	*	*	10 (29.4%)
Caucasian	25	11	10	12 (33.3%)	380 (50.6%)
Hispanic	8	11	*	*	48 (22.5%)
Asian Amer/Pacific Island	31	14	16	18 (40.9%)	495 (56.6%)
Other/Not Reported	6	4	15	6	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>
<b>Grade 9</b>	0 to 5	102 (31.4%)	96 (31.3%)	63 (23.9%)	1235 (35.0%)
	6 to 10	49 (15.1%)	65 (21.2%)	56 (21.2%)	687 (19.5%)
	11 or more	174 (53.5%)	146 (47.6%)	145 (54.9%)	1605 (45.5%)
<b>Grade 10</b>	0 to 5	74 (25.2%)	69 (24.4%)	68 (22.5%)	1048 (30.7%)
	6 to 10	40 (13.6%)	45 (15.9%)	46 (15.2%)	675 (19.8%)
	11 or more	180 (61.2%)	169 (59.7%)	188 (62.3%)	1693 (49.6%)
<b>Grade 11</b>	0 to 5	69 (27.2%)	35 (16.7%)	54 (22.3%)	777 (26.0%)
	6 to 10	45 (17.7%)	34 (16.2%)	38 (15.7%)	543 (18.2%)
	11 or more	140 (55.1%)	141 (67.1%)	150 (62.0%)	1663 (55.7%)
<b>Grade 12</b>	0 to 5	39 (16.4%)	39 (20.4%)	33 (19.3%)	604 (23.6%)
	6 to 10	43 (18.1%)	30 (15.7%)	23 (13.5%)	520 (20.3%)
	11 or more	156 (65.5%)	122 (63.9%)	115 (67.3%)	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	41 (16%)	87 (37%)	77 (43%)	1217 (36%)
Tenth	94 (41%)	58 (24%)	72 (30%)	1257 (37%)
Eleventh	80 (39%)	68 (35%)	64 (32%)	1359 (40%)
Twelfth	73 (34%)	83 (46%)	54 (34%)	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
<b>District Total</b>	<b>43%</b>	<b>43%</b>	<b>44%</b>	<b>38%</b>
<b>School Total</b>	<b>27%</b>	<b>32%</b>	<b>35%</b>	<b>34%</b>
American Indian	10%**	18%**	31%**	39%
Asian American	38%	44%	48%	36%
Hispanic American	20%	34%	35%	35%
African American	16%	18%	22%	26%
Caucasian	39%	41%	46%	47%
Receiving F/R Lunch	25%	29%	31%	30%
English Language Learners	25%	35%	32%	21%
Special Education Students	14%	11%	18%	18%

**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%
<b><i>Humboldt</i></b>	<b>81.2%</b>	<i>Como</i>	85.4%	<i>Central</i>	80.0%	<i>Como</i>	42.9%
<i>Harding</i>	80.6%	<i>Highland</i>	83.8%	<i>Como</i>	72.7%	<b><i>Humboldt</i></b>	<b>38.8%</b>
<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%
<i>Como</i>	77.1%	<i>Arlington</i>	73.3%	<i>Johnson</i>	69.9%	<i>Johnson</i>	5.8%
<i>Johnson</i>	71.5%	<b><i>Humboldt</i></b>	<b>52.2%</b>	<i>Highland</i>	56.9%	<i>Central</i>	2.6%
<i>Arlington</i>	66.7%	<i>Johnson</i>	51.6%	<b><i>Humboldt</i></b>	<b>50.5%</b>	<i>Arlington*</i>	

\*Numbers were unavailable for Arlington's twelfth grade

**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>
<b><i>Percent enrolled in college</i></b>	52.8%	41.3%	54.2%	
<b><i>African American</i></b>			62.5%	
<b><i>American Indian</i></b>				
<b><i>Asian American</i></b>		54.5%	72.2%	
<b><i>Hispanic American</i></b>			46.7%	
<b><i>Caucasian</i></b>			36.0%	
<b><i>Free/Reduced Lunch</i></b>		41.1%	56.7%	
<b><i>Special Education</i></b>			54.2%	
<b><i>ELL</i></b>		38.6%	62.2%	

\*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>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>	<i>2006 11th</i>
Grade/credit check	16.2%	25.3%	26.3%	31.8%	36.5%	62.0%
Testing	5.6%	9.1%	14.7%	5.2%	15.3%	28.7%
Attendance	5.6%	11.3%	10.9%	12.3%	7.3%	12.0%
Course selection	16.7%	26.9%	19.2%	33.8%	24.1%	41.7%
Career information	3.0%	10.8%	10.9%	6.5%	11.7%	9.3%
Scheduling issues	34.3%	35.5%	32.7%	42.9%	35.8%	47.2%
Other school problems	10.6%	14.5%	10.9%	11.7%	12.4%	13.9%
Scholarship information	.5%	4.8%	1.3%	3.2%	2.9%	2.8%
College information	3.5%	10.8%	10.9%	9.7%	14.6%	19.4%
Discipline	4.0%	7.5%	5.1%	6.5%	3.6%	4.6%
Personal/Family issues	8.6%	11.8%	7.1%	16.2%	11.7%	14.8%
I have not spoken with a counselor	38.9%	30.1%	24.4%	18.8%	27.7%	6.5%

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

<i>Met about:</i>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>	<i>2006 11th</i>
Grade/credit check	13.1%	18.3%	12.2%	16.9%	11.7%	30.6%
Testing	3.5%	12.4%	9.6%	18.2%	16.8%	23.1%
Attendance	5.6%	7.5%	3.8%	5.8%	6.6%	10.2%
Course selection	4.5%	13.4%	5.1%	21.4%	13.9%	17.6%
Career information	2.0%	25.3%	18.6%	15.6%	23.4%	21.3%
Scheduling issues	9.6%	17.7%	7.7%	14.9%	13.1%	17.6%
Other school problems	7.6%	11.3%	2.6%	7.1%	5.1%	6.5%
Scholarship information	3.0%	7.0%	3.2%	5.8%	6.6%	6.5%
College information	5.6%	14.0%	12.8%	18.8%	13.1%	19.4%
Discipline	5.1%	6.5%	4.5%	2.6%	5.1%	5.6%
Personal/Family issues	5.1%	5.9%	1.9%	1.9%	2.9%	2.8%
I have not seen a presentation by a counselor**	60.1%	37.6%	44.9%	35.1%	48.2%	36.1%

\* 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>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>	<i>2006 11th</i>
Strongly agree	18.1%	21.2%	18.8%	21.8%	26.2%
Agree	63.2%	64.2%	64.6%	61.7%	60.7%
Disagree	9.4%	9.9%	10.4%	8.3%	10.3%
Strongly disagree	9.4%	4.6%	6.3%	8.3%	2.8%
Mean	2.90	3.02	2.96	2.97	3.10

**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>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Administrator (school)	2.5%	6.0%	9.6%
Coach (school)	6.5%	10.3%	7.7%
Counselor (school)***	19.1%	22.8%	19.9%
Friend	58.8%	57.6%	56.4%
Nurse (school)***	4.0%	4.3%	2.6%
Parent	47.7%	40.2%	43.6%
Pastor/Rabbi/Minister/ Other Religious leader	3.0%	3.8%	1.9%
Relative (not parent)	28.1%	35.3%	30.1%
Social worker (school)***	5.5%	11.4%	7.1%
Someone else	17.1%	18.5%	25.6%
Someone else who works at my school		3.3%	7.1%
Teacher (advisory)*	3.5%	11.4%	12.2%
Teacher (classroom)**	22.6%	16.3%	24.4%
Therapist		3.8%	3.2%
I would not go to anyone if I had a problem	17.1%	17.9%	12.2%

\*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	22.2%	30.2%	22.2%	14.3%	11.1%
2004	27.1%	13.6%	31.4%	18.6%	9.3%
2005	18.9%	9.5%	39.2%	13.5%	18.8%
2006	20.8%	5.6%	45.8%	19.4%	8.3%

**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	16.9%	49.7%	25.9%	7.4%	2.76
2005 9th	19.2%	45.6%	25.8%	9.3%	2.75
2006 9th	14.2%	55.4%	27.0%	3.4%	2.80
2005 10th	19.7%	50.3%	21.8%	8.2%	2.82
2006 10th	18.8%	55.6%	19.5%	6.0%	2.87
2006 11th	20.2%	52.9%	21.2%	5.8%	2.88

**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	17.9%	53.7%	22.8%	5.7%
2005	23.0%	56.8%	18.9%	1.4%
2006	35.5%	48.7%	10.5%	5.3%

**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	42.9%	42.9%	11.0%	3.1%	3.26
2005 9th	37.0%	49.7%	9.4%	3.9%	3.20
2006 9th	41.9%	47.3%	7.4%	3.4%	3.28
2005 10th	39.5%	45.6%	11.6%	3.4%	3.21
2006 10th	35.6%	47.0%	15.2%	2.3%	3.16
2006 11th	30.8%	61.5%	5.8%	1.9%	3.21

**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	45.6%	41.2%	10.4%	2.7%	3.30
2006 9th	42.6%	45.3%	9.5%	2.7%	3.28
2005 10th	33.3%	45.6%	15.6%	5.4%	3.07
2006 10th	41.4%	45.1%	9.8%	3.8%	3.24
2006 11th	24.3%	64.1%	7.8%	3.9%	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%	54.7%	26.5%	6.0%
2005	21.6%	54.1%	20.3%	4.1%
2006	19.5%	59.7%	18.2%	2.6%

**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	12.6%	60.0%	19.5%	7.9%	2.77
2005 9th	15.3%	60.7%	19.7%	4.4%	2.87
2006 9th	26.3%	58.6%	10.5%	4.6%	3.07*
2005 10th	18.0%	54.7%	22.0%	5.3%	2.85
2006 10th	20.0%	54.8%	20.7%	4.4%	2.90
2006 11th	28.6%	51.4%	14.3%	5.7%	3.03

**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	10.6%	36.9%	31.2%	11.4%	9.9%
2004	17.2%	64.8%		13.1%	4.9%
2005	35.1%	52.7%		9.5%	2.7%
2006	17.2%	64.8%		13.1%	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	20.2%	53.6%	21.9%	4.4%	2.90
2006 9th	18.2%	56.1%	21.6%	4.1%	2.89
2005 10th	12.3%	54.1%	27.4%	6.2%	2.73
2006 10th	13.8%	59.2%	23.1%	3.8%	2.83
2006 11th	20.2%	57.7%	15.4%	6.7%	2.91

**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	12.1%	56.8%	21.6%	9.5%	2.72
2005 9th	15.6%	59.4%	20.6%	4.4%	2.86
2006 9th	21.9%	64.9%	9.3%	4.0%	3.05*
2005 10th	15.8%	51.4%	26.0%	6.8%	2.76
2006 10th	15.8%	57.1%	22.6%	4.5%	2.84
2006 11th	17.3%	67.3%	11.5%	3.8%	2.98

**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	9.2%	64.2%	25.0%	1.7%
2005	21.6%	62.2%	14.9%	1.4%
2006	19.5%	70.1%	10.4%	0.0%

**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	21.3%	55.2%	18.6%	4.9%	2.93
2006 9th	21.1%	64.6%	11.6%	2.7%	3.04
2005 10th	15.8%	53.4%	24.0%	6.8%	2.78
2006 10th	24.8%	43.6%	24.1%	7.5%	2.86
2006 11th	19.2%	67.3%	9.6%	3.8%	3.02

**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	9.0%	44.0%	32.8%	13.4%	0.8%
2004	18.6%	54.8%		25.0%	1.6%
2005	28.0%	50.7%		18.7%	2.7%
2006	16.7%	68.0%		15.4%	0.0%

**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	18.3%	40.3%	27.2%	14.1%	2.63
2005 9th	26.5%	38.9%	21.1%	13.5%	2.78
2006 9th	34.6%	34.0%	22.2%	9.2%	2.94
2005 10th	24.3%	45.3%	21.6%	8.8%	2.85
2006 10th	29.5%	45.5%	19.7%	5.3%	2.99
2006 11th	34.0%	42.7%	17.5%	5.8%	3.05

**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	18.3%	40.3%	27.2%	14.1%	2.63
2005 9th	23.4%	45.7%	19.0%	12.0%	2.80
2006 9th	37.3%	37.9%	17.6%	7.2%	3.05*
2005 10th	26.8%	42.3%	16.8%	14.1%	2.82
2006 10th	31.1%	47.7%	13.6%	7.6%	3.02
2006 11th	37.5%	41.3%	16.3%	4.8%	3.12

**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	35.2%	45.1%	13.4%	4.2%	2.1%
2004	41.3%	49.6%		5.8%	3.3%
2005	43.8%	42.5%		11.0%	2.7%
2006	41.3%	50.7%		8.0%	0.0%

**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	6.1%	18.5%	21.3%	19.7%	22.6%
Learn how to communicate with others	11.1%	22.8%	21.3%	11.2%	17.5%
Discuss personal problems	5.1%	8.2%	10.3%	9.9%	14.6%
Learn how to use my time wisely	14.1%	13.6%	24.5%	21.7%	19.7%
Discuss personal and school safety	14.6%	8.2%	4.5%	5.3%	8.0%
Discuss how to choose and make friends	5.1%	8.2%	7.7%	3.3%	4.4%
Create a plan for high school and beyond	14.6%	22.8%	32.3%	37.5%	28.5%
Learn about post-high school choices	10.1%	13.6%	13.5%	17.8%	17.5%
Discuss how to get involved in school activities	11.6%	16.8%	26.5%	16.4%	13.1%
Develop decision making and problem solving skills	7.6%	13.0%	7.7%	13.8%	7.3%
Talk to my friends	53.5%	67.9%	63.9%	66.4%	52.6%
Read	48.5%	53.3%	31.6%	72.4%	67.9%
Do homework	39.4%	44.6%	45.8%	52.6%	65.0%
Review my academic progress	16.7%	19.6%	21.3%	14.5%	25.5%
Sleep/take naps	17.2%	28.8%	25.2%	38.2%	26.3%
Other areas:	5.6%	10.9%	8.4%	3.9%	5.8%

\*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 &amp; Often</i>			
	<b>2004</b>	<b>2005</b>	<b>2006</b>
9 <sup>th</sup> Grade	72.4%	84.2%	89.2%
10 <sup>th</sup> Grade		81.1%	88.0%
11 <sup>th</sup> Grade			87.6%

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

	<b><i>Strongly agree (4)</i></b>	<b><i>Agree (3)</i></b>	<b><i>Disagree (2)</i></b>	<b><i>Strongly disagree (1)</i></b>	<b><i>Mean</i></b>
All students	14.4%	54.2%	22.4%	9.0%	2.74
Ninth grade	19.3%	61.4%	14.5%	4.8%	2.95
Tenth grade	13.1%	51.5%	26.2%	9.2%	2.68
Eleventh grade	10.8%	43.1%	30.4%	15.7%	2.49

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

	<b><i>Yes</i></b>	<b><i>No</i></b>
2003	60.5%	39.5%
2004	72.5%	27.5%
2005	82.6%	17.4%
2006	74.6%	25.4%

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

	<b><i>Very certain</i></b>	<b><i>Somewhat certain</i></b>	<b><i>Somewhat uncertain</i></b>	<b><i>Very uncertain</i></b>
2003*	42.7%	48.5%	2.9%	5.9%
2004	45.1%	42.3%	12.6%	0.0%
2005	43.8%	45.3%	10.9%	0.0%
2006	48.3%	38.3%	11.7%	1.7%

\* 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)**

	<b><i>Strongly agree</i></b>	<b><i>Agree</i></b>	<b><i>No opinion</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly disagree</i></b>
2003	8.9%	34.1%	23.0%	17.8%	16.3%
2004	26.6%	42.7%		22.6%	8.1%
2005	33.3%	50.7%		13.3%	2.7%
2006	27.6%	61.2%		9.2%	1.3%

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

<b><i>Response Choice</i></b>	<b><i>Weekly</i></b>	<b><i>Monthly</i></b>	<b><i>A Few Times a Year</i></b>	<b><i>Never</i></b>
All students	9.9%	12.9%	35.9%	41.3%
Ninth grade	21.8%	17.7%	32.7%	27.9%
Tenth grade	3.8%	8.5%	33.8%	53.8%
Eleventh grade	6.1%	9.2%	35.7%	49.0%



**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	59.1%	75.6%	47.4%	50.9%
Attendance	26.9%	37.8%	23.4%	16.7%
Behavior	16.4%	26.3%	16.1%	11.1%
Assignments	17.6%	26.3%	13.9%	11.1%
Transcript	26.1%	17.9%	20.4%	34.3%
Other (please describe):	15.0%	10.3%	25.5%	13.0%

**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	13.6%	9.7%	18.5%	30.1%	28.2%
2005	22.1%	25.0%	17.7%	19.1%	16.2%
2006	18.8%	31.3%	16.3%	12.5%	21.3%

## Appendix C. Comprehensive Guidance Curriculum for Humboldt High School 2006-2007

Grade Level	Guidance Lesson Content	American School Counselor Association (ASCA) Domain/Standard	Curriculum and Materials	Projected Start Projected End	Projected Total Number of Students Impacted	Lesson will be presented in which class/subject?	Evaluation Methods How will the results be measured?	Contact Person
9	Transcript Entry	Academic	-Student Transcripts -Grad/Credit Letter	Winter	9 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor
	Career Entry	Career	Six-Year Plan	All-year	9 <sup>th</sup> graders	Six-Year Plan room S. S. class	Start of six-year plan	Academy Counselor
	Planner Entry	Academic	Planners	All-year	9 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor
10	Transcript Review	Academic	-Student Transcripts -Grad/Credit Letter	Fall	10 <sup>th</sup> graders	Advisory	Pre- Post Test	Academy Counselor
	Career Exploration	Career	Six-Year Plan	All year	10 <sup>th</sup> graders	Six-Year Plan room S. S. class	Six-year plan check list	Academy Counselor
	Planner Activities	Academic	Planners	All-year	10 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor
11	Transcript Review	Academic	-Student Transcripts -Grad/Credit Letter	Fall	11 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor
	Career Exploration	Career	Six-Year Plan	All year	11 <sup>th</sup> graders	Six-Year Plan room S. S. class	Six-year plan check list	Academy Counselor
	Planner Activities	Academic	Planners	All-year	11 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor
12	Transcript Exit	Academic	-Student Transcripts -Grad/Credit Letter	Fall	12 <sup>th</sup> graders	Individually with Counselor	Pre- Post Test	Academy Counselor
	Senior Exit	Academic/ Career/ Personal Social	Six-Year Plan	Spring	12 <sup>th</sup> graders	Individually with counselor	Completion of Six-year plan	Academy Counselor
	Planner Exit	Academic	Planners	All-year	12 <sup>th</sup> graders	Advisory	Pre-Post Test	Academy Counselor

## Humboldt Closing the Gap Action Plans

Intended Impact	Type of Activity to be delivered	American School Counselor Association (ASCA) Domain/Standard	Resources Needed	Number of Students Affected	Evaluation Methods How will the results be measured?	Implementation Contact Person
More students on track to graduate	Credit Recovery	Academic A Improve Academic Self- Concept and Achieve School Success	ALC after-school  Evening High school	Students who are within a years worthy of credit recovery.	<u>Perception data:</u> Pre-Post % of students who understand importance of passing classes- see transcript survey  <u>Results data</u> Course Completion ALC-registration	Academy counselors