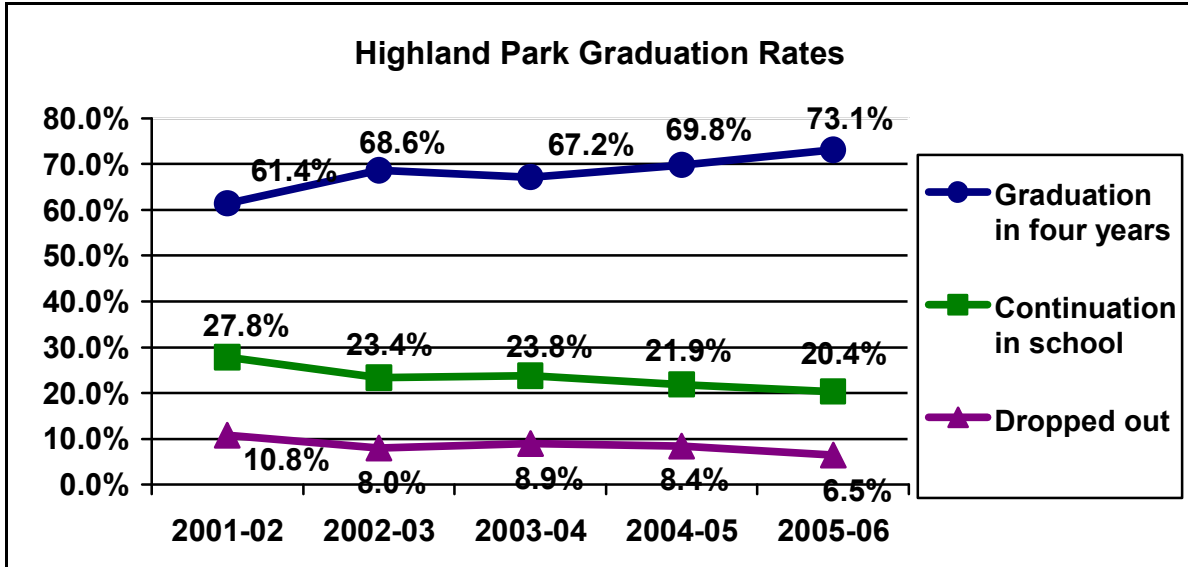


Highland Park High School Saint Paul Public Schools

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Highland 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

- The counselors' main priorities for the 2005-2006 school year were to be visible in the school, let all staff know what they do, and demonstrate that they are integral members of the Highland Park team. Each counselor is an essential member of one of the three smaller learning community teams.
- Highland counselors have received very positive feedback about their work from teachers, administrators, and families. Teachers reported that students now know who their counselor is.
- Counselors found the guidance technicians provided crucial support in everything from collecting and maintaining data, providing career/college information, and coordinating all testing.

Goal 2: Design guidance curriculum and new initiatives

- Counselors went to every advisory period throughout the year to deliver comprehensive guidance lessons. Students at all grade levels reported "having seen a presentation by their counselor" more often in 2005-06.
- Counselors spent considerable effort identifying and working with students who were failing classes, informing and soliciting the help of advisors in "closing the gap."
- Counselors updated their CCOS to reflect the entire comprehensive and closing the gap activities that they have operationalized at Highland.

Goal 3: Advisors effectively counsel students and support them

- Counselors provided advisors with information on their students' grades and attendance so that they can effectively counsel students. In addition, counselors created worksheets for advisors to use while they talk to their students about study skills and grades at Highland.
- Teachers reported that counselors used data more often to make decisions and share it with the staff.

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

- Counselors provided professional development around the Six Year Plan for all staff during 2005-2006. All ninth graders have planned lessons and activities on their Six Year Plans during social studies classes. All other grades update their Plans during advisories.

Goal 5: Expand College Access

- Counselors are part of the AVID team at Highland and work closely with their seniors to guide their post-high school choices.

Part II. Student Outcomes

- The percentage of students graduating in four years increased by 3.3% from 69.8% in 2004-05 to 73.1% in 2005-06 – the second highest percentage in the district. The dropout rate also declined by 1.9% from 8.4% to 6.5%.
- When comparing 2006 to 2005, more ninth graders and significantly more tenth graders (to 77.2% from 66.3%) agreed that "there is at least one adult at Highland Park who knows them well" and "at least one adult who they can talk to." Tenth graders were among the highest in the district.
- In 2006, 9% more seniors reported that they strongly agree that "there is at least one adult at Highland that they can talk to and who knows them well."
- There was an increase at every grade level between 2004-2005 and 2005-2006 in the number of students absent 11 or more days at Highland. However, the attendance rate is somewhat better than the district at every grade level except twelfth.

Part I. Redesign Goals

Background of Highland Park High School

From the Highland Park Website:

Like high schools across the United States, Highland Park Senior High is developing small learning communities (SLCs). Educational studies show that few factors are as important to the success of a student as being known well and cared about and encouraged by adults in the school and community. In order to foster those relationships, help more students reach high standards and learn more about the world after high school, Highland Park Senior High has organized itself into three small learning communities no larger than 500 students each. The communities are (1) World Health and Human Services, (2) Liberal Arts, and (3) International Technology and Science. Each small learning community features a broad range of classes and community-based learning experiences that meet the state's graduation standards, the school's graduation requirements, and college entrance requirements.

Ninth grade students choose an initial small learning community (SLC) upon registration at Highland, and then enter an advisory group where they learn more about the three small learning communities. Students in grades 10-12 also belong to an advisory group associated with their chosen SLC. New in the 2006-2007 advisories, students meet with the same group of students two times a week to get to know each other and develop their high school Six Year Plan.

Special features of Highland Park High School (from the school's website):

- Highland Park Senior High's International Baccalaureate (IB) program is a comprehensive and rigorous two-year academic program for highly motivated students interested in a pre-university program. Teachers throughout the small learning communities offer IB courses. Students in twelfth grade who choose to earn an IB diploma are supported in a specific advisory, where students are able to learn more about the requirements of IB diploma testing and receive support for the completion of their diploma program.
- Long-standing successful specialties such as Chinese language and culture, Spanish Immersion, and Deaf and Hard of Hearing are offered at Highland Park.
- Post-Secondary Education Options (PSEO) allows students to take courses at college campuses in the Twin Cities, beginning in the junior year. Highland Park also offers Advanced Placement (AP) classes and College in the Schools (U of MN courses for college credits).
- Special Education and English Language Learner students participate in all small learning communities and are included in the regular education.
- Students participate in instrumental music, choir, theater, and Chinese dance production.
- Extracurricular activities include athletics, clubs, musical groups, writer's workshop, tutoring sessions, and community service organizations.
- Language classes include Spanish, French, Chinese, and American Sign Language.
- The industrial technology classes use state-of-the-art Computer Aided Drafting (CAD)
- Highland Park Senior High received the prestigious U.S. Department of Education Blue Ribbon School of Excellence Award.

The guidance department at Highland Park has three counselors, one Career Resource assistant/guidance technician, and a guidance secretary. Fall of 2005, another half time guidance technician joined the team. Counselors were assigned by SLC for the first time in 2005-2006 – previously they had been assigned by student alphabet. Counselors welcomed the new arrangement because it allowed them to work closely in their SLC teams and deliver curriculum to their learning center students during advisories. For the 2006-2007 school year, administrators decided to restructure the school day from a four-period block schedule to a six-period trimester.

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 Highland 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.

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 Highland Park counselors do accept the new vision of school counseling, and are working on sharing their work and results with staff. The counselors have communicated their vision successfully to the Highland staff. As one lead teacher stated,

"They are really doing what we are all really excited about which is just getting into classrooms, talking with students, doing special pull-outs for students that need it or are at-risk for various reasons and I think it has been effective in that sense."

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

In the fall of 2005, Highland 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. Highland counselors worked well together and feel that their CCOS helped to organize and strengthen their work as counselors. However, because all of the counselors were new and it was the first year of working with the operational structure, Highland counselors did not write all of their comprehensive guidance or closing-the-gap activities into their CCOS. By summer of 2006, counselors felt that they had a better sense of how to label their activities and will use the CCOS as both a planning tool and a way to show staff all of the work that they do during the school year. For example, one counselor states:

Well, we were so blind coming in, truly, we were in survival mode and there was so much that we needed to learn. But after we got our heads around the CCOS, I think that all of us would agree that it's helped us guide the work that we do. And it has been a really helpful tool and something that we have used a lot. And we have used it, and we all think of it when we think of planning for next year and the things that we want to 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 Highland Park spend 15% of their time delivering guidance curriculum to all students; 35% of their time with individual student planning; 35% of their time doing responsive services; and 15% of their time with system support.

For the 2006-2007 school year Highland Park counselors outlined these primary goals for the counseling department during a retreat on June 19th:

- Reduce the number of freshmen failing one or more class(es)
- Increase number of students 'on track' for graduation

- Decrease number of students being ‘double served’ by support organizations
- Continue guidance representation on SLC Council, Student Assistance Team, AVID Team

One of the goals of the Highland Park school counselors for 2006-2007 is to find better ways to evaluate some of their initiatives so that they can present results data to their school staff and to the Connected Counseling project. Even though counselors did not collect their own results data in 2005-2006, they did use existing data to make important decisions. As one counselor explains,

“It is important to remind ourselves that what we have done is so many of our decisions this year were made with data. I mean, we really do have a very good handle on that...A lot of that stuff for next year, focus on freshman class, comes from the CAREI data from last year. When we presented that to the staff at the staff meeting, we showed all of these wonderful slides and they were all cheering and they were clapping and were very happy, and then we put up the sad one that said 45% of our ninth graders failed one class and then you can see it in the room and everyone is turning to each other in the room, ‘oh, that’s terrible’! And we are really seeing how that can be a powerful way to get people to open up to change by showing them the data. So I think we’ve done well, even if we’ve fallen back on the collection of data, the other side of it we are very comfortable with using it, looking at it, and driving decisions from it.”

Students’ responses related to the role of counselors:

One source of results data came from surveys completed by ninth, tenth, and eleventh grade students in spring 2006. Some of the findings included:

- In 2006, students at Highland Park reported that they “met with a counselor individually” most often about scheduling issues (56.3%), course selection (43.9%), and grade/credit checks (35.7%).
- Students reported most often that “they had seen a presentation by a counselor” on the Six Year Plan (33.8%). Ninth graders reported this item most often (52.4%).
- Eleventh graders, on average, reported more often that “the information they receive from their counselors” is helpful compared with students in other grades.
- Only 21.3% of 2006 ninth graders reported that they “had not seen a presentation by a counselor” compared with 48.2% of ninth graders in 2005.
- There was a 17% increase from 2005 to 2006 in the number of tenth graders who reported that “they met with their counselor individually” about course selection. 4.5% more students reported they went to a school counselor when they had a problem or concern (14.6% in 2006 compared to 10.1% in 2005.)
- Students at all grade levels reported “having seen a presentation by their counselor” more often in 2006 than in 2005.
- Ten percent fewer tenth grade students in 2006 reported that they “had not spoken with a counselor individually” than in 2005.
- There was a significant increase in the number of ninth grade students reporting that “in general, the information and support they receive from their counselors is helpful” from 2005 to 2006.

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

Counselors assume new leadership roles.

Highland Park counselors met with their principal on a weekly basis in the beginning of the 2005-2006 year because they were new. The meetings were still regular, but less frequent by the end of the year. For the 2006-2007 school year, counselors will meet with the principal approximately every other week. All three of the counselors are represented on the Smaller Learning Community Council that meets

regularly. In addition, each counselor meets weekly with their particular SLC lead teacher and administrator team.

For the SLC Council, the principal brought in an outside facilitator on Saturdays to coach the members on how to get things done. One counselor expressed that the Council struggled with moving from talking and making decisions to action – the coach helped them take the next step. For the 2006-2007 school year, the SLC council will meet monthly and have the smaller teams meet every other week.

The counselors' main priorities for the 2005-2006 school year was to be visible in the school, let all staff know what they do, and demonstrate that they are an integral members of the team at Highland Park. They also worked on strengthening communication strategies between the counseling department, staff, and students by setting up new procedures for making appointments with students to limit class interruptions. Highland counselors have received positive feedback about their work from teachers, administrators, and parents.

Represent guidance and counseling at school site.

Highland Park's guidance department is represented on important leadership teams within the school. All of Highland Park's counselors served on the SLC Council. In 2006-2007, they will make presentations to the Site Council twice a year. The three counselors at Highland each serve on other important leadership teams in the schools including AVID (described below), liaisons to the Kopp Family Foundation, and coordinating all outside groups.

In addition to the above leadership teams, counselors are represented on many of the other teams in the school. For example, each counselor attends the IEP meetings for special education students who are on their caseload. Also, counselors attend the Student Assistance Team meetings, attendance meetings, as well as the People's Problems Committee (PPC) meetings. Counselors make it a priority to communicate with teachers about struggling students and feel that they have been successful student advocates.

For 2006-2007 school year, Highland counselors will continue to be represented on school leadership teams. They plan to work on continuing to improve the communication with their staff in order to ensure that all policies and procedures are consistent. In addition, counselors want to be part of the school-wide effort to address the ninth grade failure rate at Highland. According to the lead teachers, counselors are also reaching out more to parents and families to connect them with Highland and provide further help to struggling students. Counselors are going to talk to the parents about how they can help struggling students to be more successful and give them skills and resources such as access to tutoring.

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

Perform/align functions in accordance with CCOS.

The Connected Counseling model highlights the importance of hiring a guidance technician to perform assigned duties that enable counselors to increase their contact time with students. At Highland Park, the guidance technician is able to take over the duties of registration, data and records management, testing, and coordination of guidance curricula in order to free up the counseling time. Last academic year, Highland Park had a half time guidance technician who was also a half time career specialist. A half time guidance intern worked closely with the guidance technician. Highland also has a guidance secretary that helps coordinate guidance schedules and other various tasks. This year, the guidance technician position is shared by the career specialist (half time in each role) and another half time person who is an intern. The two guidance techs, along with another counseling intern, work closely together to coordinate and perform the following activities:

- Coordinating the ninth grade surveys
- Coordinating BST, MCA, T-Tests, and Plan Test

- Keeping records, coordinating and administering PSAT test
- Coordinating tutoring for the above tests
- Assembling and managing data for counselors
- Assisting counselors in utilizing data to generate interventions for at-risk students
- Tracking students to see if they have adequate credits to graduate and if they've passed the BSTs
- Writing advertising and school newspaper articles about the guidance department
- Coordinating, advertising and administering the PLAN test
- Updating the school profile information for the school brochure and website
- Writing and publicizing upcoming events for a school newsletter
- Working with SLCs to coordinate career activities that match the SLC themes
- Helping students in the Career Resource Center
- Helping coordinate the Honors Assemblies
- Revamping the school website to include timely guidance department information

The main goals of the two part-time guidance technicians are to support the counselors in collecting data; maintaining data; providing career and college information; and coordinating, organizing, and proctoring all testing. For the 2006-2007 school year, Highland added another counseling intern to the mix who helps manage the workload and assists counselors with various tasks. Counselors hope to create a permanent "intern" position so that they can work closely and help train new counselors to the field.

Counselors at Highland know that the guidance technicians are invaluable to their work. As one counselor states,

If something happens and we don't get to keep the GT position, I think this whole thing goes down. I mean, maybe it is our department because we are small compared to a lot of other things, but there is no way I could do what I have to do and manage data and all of this technology stuff without them.

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 dropout rates.

Implement new guidance curriculum that every student should have.

Highland Park school counselors' CCOS outlined the guidance lessons that would be provided for all students at each grade level. Each counselor tailored their comprehensive activities to suit their SLC. The lessons included:

- All counselors went into advisories to give sophomores through seniors' transcripts and show them how to interpret it. They also updated advisory teachers on the progress of their students.
- All freshmen were given a handout on how to count credits and read their transcript.
- Counselors focused on getting to know the students during the 2005-2006 school year because they were all new and wanted to understand the needs of their students. They did this by going into advisories and being seen so all students would recognize them. As one counselor stated, "What we noticed was we would go into a senior advisory, we'd give our presentation, have our talk, answer questions, and then the next three days we would be booked up with appointments from that advisory because they'd all come down to see us. So we really got to know kids."

- One of the counselors delivered the guidance activities in assemblies more often than advisories because she was not full-time during the 2005-2006 school year.
- Counselors also went into advisories for specific reasons if advisors asked them (e.g., One counselor had an advisor ask her to do a lesson on resumes and college applications).
- Counselors instituted a freshman camp in extended period advisories where counselors produced curriculum for lead advisory teachers to lead camp sessions. Students were given a fun “quiz” game where they learned about their school and the graduation requirements.
- Also for ninth graders, counselors generated lessons around transitioning to high school that included study skills, time management lessons, the importance of earning every credit, using a planner, talking to teachers, prioritizing, and homework.
- Freshmen also received an introduction to the Six Year Plan.
- Freshmen through juniors were given presentations on Planning Ahead: Summer School Preparation.
- For tenth graders, counselors focused on an academic review, and a continuation of the Six Year Plan that included administering the Interest Inventory and Career Clusters (IDEAS).
- Eleventh grade students also received an academic review in their advisory and a lesson on planning for their senior year.
- Counselors generated a mini college fair called “Passport to Your Future.”
- Seniors received a transcript evaluation and a lesson on college application processes.

Teachers at Highland have noticed the change in the counselors reaching out to all students. One teacher explains that counselors have come into classrooms. She said, *“All of the kids are seeing the counselors now. It is not just the college bound kids and it is not just the at-risk kids, it is everybody who is getting an opportunity to connect with them.”*

For the 2006-2007 school year, Highland counselors actually extended their CCOS to include all of the above activities because their original plan did not include all of the activities originally outlined. In addition, counselors are hoping to include lessons on study skills, time management, and organization skills for all students. Counselors would like to expand their advisory presence and continue to tweak the advisory curriculum to fit the needs of the students and advisors. In addition to the above activities, counselors introduced several more initiatives:

- Seniors will be given a counselor-generated curriculum to be delivered in a small group seminar format during lunch called “Lunchtime Learning.” The lessons will be on various topics such as writing a college essay, filling out college applications, comparing colleges and writing resumes.
- Counselors worked on new curriculum for the Six Year Plan to be delivered during the social studies classes for ninth graders and updating for other grades during the advisory period.

Implement targeted intervention strategies to “close the gaps”.

During 2005-2006, Highland Park school counselors carried out three closing-the-gap activities:

1. Highland counselors identified students who were failing one or more required classes at the mid-quarter and sent a letter to their advisors to notify them of the students failing grades. Counselors also produced a help sheet to guide the advisor in how to have a conversation with a student that has failed classes. In addition, counselors met with those students one-on-one to talk about summer school, how to make up credits, or other alternatives so that they are able to graduate on time. Counselors ended up spending extra time with these targeted students on personal and social matters had been impeding their academic performance.
2. Counselors brought in La Oportunidad to work with the Latino/Hispanic students (about 15-20 students actually attended meetings with the group).
3. Counselors coordinated a meeting with all of the outside service providers at Highland such as Admission Possible, MEP (Multicultural Excellence Program), and others to try and coordinate their

efforts. Counselors hoped to curb the double or triple serving of specific students and to ultimately spread the programs out to serve more students.

For the 2006-2007 closing the gap, Highland counselors want to improve their targeted services by identifying ninth, tenth, and eleventh grade students who are failing three or more classes at midterm. Like last school year, counselors will provide advisors with the list of students in their advisory that are failing and a help sheet that serves as a guide for discussion around failing classes and the impact on the students. In addition, counselors provided a check-in discussion guide for advisors to use to make sure that they hit all of the points on how to be successful in the classroom and generating plans for improvement. Furthermore, counselors will try to do individual interventions with the students failing three or more classes. Counselors, along with their smaller learning community lead teacher and assistant principal, will bring together all juniors and seniors who are not on track to graduate because of credit deficiencies and talk to them about different options to help them earn credits toward graduation.

During the beginning of the 2006-2007 school year, counselors realized that their closing the gap activity encompassed a large percent of their student population. For example, one counselor shared with her smaller learning community staff that approximately 40 percent of Highland students in that particular learning community were failing one or more classes; approximately 10 percent of those students were failing three or more. Counselors expressed concern over the large numbers of students and have met with their small learning community teams and the administrators to talk about the problem of students falling through the cracks. Because of the large numbers of students falling into that category, counselors continue to work on ways to transform their closing the gap activity into more of a comprehensive guidance activity. For instance, in December 2006, the SLC council organized a “Night of Straight Talk” for parents of students who failed one or more classes. Counselors, along with the principal and the three assistant principals, facilitated the meeting. Out of 500 invited parents, between 40 and 50 attended. The counselors gave a presentation to the parents on what students can do to increase their grades and how parents can help their children succeed in school. Parents, in turn, gave the counselors and administrators feedback on what they felt the school can do to help their children succeed.

Another proposed closing the gap activity is organizing a support group for approximately 25 at-risk African American students led by a community leader. Counselors plan on identifying students by looking specifically at attendance records and grades. The third planned closing the gap activity for the 2006-2007 school year involves a targeted group of students to participate in youth and leadership development activities. Counselors will coordinate field trips, weekly group meetings, and after school activities. Counselors expect approximately 15-50 students involved in this closing the gap activity.

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. Juniors were less likely to report that their courses were relevant to their future plans. These results included (See also Appendix B):

- Ninth graders in 2006 feel significantly less confident that “they know what they need to do to graduate” than ninth graders in 2005.
- More ninth graders in 2005 strongly agreed that they feel successful at Highland than ninth graders in 2004 (from 13.3% in 2004 to 15.2% in 2005).

Goal 3: Advisors effectively counsel students and support them

Advisory structure

During 2005-2006, counselors were also involved in leading the initiative for advisories at Highland. The counselors advocated for the advisory structure because it gave them an opportunity and was a perfect place for them to deliver most of their comprehensive guidance activities. Advisories ran on Monday, Wednesday and Friday for 20 minutes (one advisory is extended to 40 minutes once per month). Counselors helped foster greater staff and student buy-in and support for the benefit of advisories at Highland Park. Counselors attended advisory sessions to support teachers, talk to students and deliver curriculum during nearly every advisory period of the 2005-2006 school year.

For the 2006-2007 school year, advisory times shifted to 25 minutes on Tuesdays and Thursdays. On certain Thursdays, advisories will last 40 minutes. Counselors have emphasized to the advisors that they really want them to connect with their students this year – so instead of following a strict curriculum, counselors expect that advisors will be talking more to their students, checking their progress, and helping them plan for their future. In addition, counselors have made it a rule not to schedule appointments during advisory time because they will be in the classrooms.

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.**

During the 2005-2006 school year, counselors provided most of their comprehensive guidance activities in advisories. Depending on the make up of students and the specific advisor, counselors spent more time in some advisories than others and tried to tailor their activities to the students that needed more guidance. For example, one counselor visited a particular advisory regularly because the class had a high percentage of students that were at risk for not graduating on time. Counselors were happy that they were able to give grade-level lessons to students during advisory time in an efficient way. Advisors welcomed the counselors and liked the idea of counselors delivering lessons or other activities during advisory time. Counselors also felt that it was a perfect method to get to know students and teachers at Highland. Advisors had no assigned curriculum, but did have suggested curriculum developed by a teacher that they were able to use. This particular year, students did get credit for attending their advisories.

Counselors also delivered packets of information for each advisor to inform them of their student's progress. At Highland, the Six Year Plan was introduced for ninth graders in social studies classes. The other grade-levels, however, did update their Six Year Plans during advisory period. For the 2006-2007 school year, counselors are working on tailoring the Six Year Plan curriculum so that it is clear which activities or sections of the Six Year Plan should be filled out during each year.

As stated above, counselors have been huge advocates for the advisory system at Highland. Counselors also felt that they had been able to reach more students and deliver meaningful lessons and information during advisory time. As one counselor stated, "The fact that we go into advisories sort of ups the ante and lets the kids know that it is valuable time that they do need to go and do what is important because they miss a lot of information."

Counselors provide supportive professional development activities

Counselors provided professional development around the Six Year Plan for staff during the 2005-2006 school year. They met with their staff to show them how to use the Six Year Plan, how to make comments on student sites, and provided general guidelines around teaching and using the Six Year Plan. Counselors made it a priority to engage staff and students on using the Six Year Plan. Counselors learned the system and brought useful websites, interest inventories and career information; in essence counselors

scoped out resources on the Six Year Plan that were appropriate for advisors and teachers to integrate into their Six Year Plan lessons and curriculum. Counselors related that they had a packed house for their Six Year Plan training.

Use data to drive decisions in advisories.

As stated above, counselors have used data to drive most of their decisions during the 2005-2006 school year. Counselors took advantage of the CAREI data and created their guidance activities based on data. In addition, counselors presented data to the staff on a number of occasions to generate conversations about the ninth grade failure rate, but to also celebrate all of the good work that is happening at Highland Park.

In addition, counselors indicated that during the first meeting with a targeted closing the gap student they give them a survey to identify their studying habits. Initially, counselors went into a couple advisories to get baseline data and feedback about the survey. The survey covers such topics as study and organizational skills, amount of time preparing for class, and their current knowledge of number of credits earned. Counselors will give the post-test later in the year and assess whether or not the one-on-one meetings made a difference in these areas.

Teachers have noticed that the counselors are using data more and sharing it with their staff. As one lead teacher expressed, *“One thing that I noticed is there is a lot more data gathering and communicating that data back to teachers and staff, in terms of identifying the students that are not on track to graduate, for one example.”*

The teacher went on to explain, *“[Counselors] actually put information in our mailbox regularly and let us know which kids in our advisory are at risk for failing a class. They give us transcripts with copious notes on each student in terms of this student is missing their PE requirement, here give this to that student, they need to come down and make an appointment with me. They are not just hoping students come down and see them. They are reaching out and using advisors and teachers to get information to students.”*

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

- Eleventh graders were most positive, followed by tenth and then ninth, that there was “at least one adult in school who knows them well” (63.1% in ninth grade to 79.9% in eleventh) and “at least one adult in school they could talk to” (67.5% in ninth grade to 81.9% in eleventh).
- In 2006, students at Highland Park marked most often that they spend time in advisories talking to their friends (72.8%), doing homework (63.6%) and reading (41.1%).
- Significantly more 2006 tenth graders feel that “there is at least one adult at Highland Park who knows them well” and “at least one adult who they can talk to” compared to 2005. In 2006, 9% more seniors reported that they strongly agree that “there is at least one adult at Highland that they can talk to and who knows them well.”
- Significantly less 2006 ninth graders reported that “they know what they need to do to graduate” compared with 2005.

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 – freshmen in 2004-2005.

The Connected Counseling goal related to the Six Year Plan was to create and streamline a system at Highland so that every student leaves high school with a plan. The teachers and counselors at Highland focused on the ninth grade the first year (2004-2005) and expanded the program to include tenth grade (2005-2006) and is now expanded to the eleventh grade for (2006-2007), until all seniors take it.

The Six Year Plan was handled primarily through freshmen social studies classes. In these sessions, students took personality type tests, interest inventories, and activities on the world of work and work values. All tenth and eleventh grade Highland students update their Six Year Plans during advisory time. Here is a breakdown of the Six Year Plan activities by grade level at Highland Park:

- Ninth graders get an introduction to goal-setting, planning, self-reflection lesson—students complete ‘Class Schedule’ and ‘About Me’ tabs.
- Tenth graders use MCIS to begin discussing possible careers/goals. Students will also update their Six Year Plan and report their findings from the IDEAS assessment.
- Eleventh graders explore three post-high school options (career or college) through MCIS and update Six Year Plan

By October 2006, most 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 for 2005-206 shows that 86.6% ninth grade students had at least one contact with their own plan, as did 55.2% of tenth grade students.

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	323	373	86.6%
Grade 10	203	368	55.2%
Grade 11	105	345	30.4%
Grade 12	77	300	25.7%

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 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. Counselors at Highland are taking primary responsibility for increasing capacity of teachers and staff around the Six Year Plan, and making the plan an integral part of the advisory structure.

Responses of students regarding career planning.

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. 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:

- 35.6% of students reported that “they visit their Six Year Plan/Student Portal” only a few times a year, and 35% reported that they never do. However, when the students did visit their Six Year Plan, they reported viewing their grades most often (75%).
- Ninth graders believed that “the Six Year Plan was more helpful for their future” compared with other students in the school.

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.

Highland Park counselors work closely with their seniors and give them resources to make decisions post high school. Counselors, along with the career resource specialist, help guide juniors and seniors to prepare for higher education opportunities. In addition, counselors help coordinate and run the college fair every year.

Implement targeted strategies to connect students to higher education opportunities.

Highland 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 organizing the groups and help coordinate their efforts. In addition to AVID, Highland also has Upward Bound, ETS, MEP, and Admission Possible.

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

The outcomes for students were:

Goal 1: Improved performance for increased school completion

- The percentage of students graduating in four years increased by 3.3% from 69.8% in 2004-05 to 73.1% in 2005-06 – the second highest percentage in the district. The dropout rate declined by 1.9% from 8.4% to 6.5%.
- At Highland Park, there was a slight increase 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

- There was an increase from 2005 to 2006 in the number of ninth graders who agreed that they “feel part of this school,” and 85.9% of eleventh graders agreed – the highest percent in the district.
- When comparing 2006 to 2005, more ninth graders and significantly more tenth graders (to 77.2% from 66.3%) agreed that “there is at least one adult at Highland Park who knows them well” and “at least one adult who they can talk to.” Tenth graders were among the highest in the district.
- In 2006, 9% more seniors reported that they strongly agree that “there is at least one adult at Highland that 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 decrease in the percentage of students in ninth (23.5% to 19.8%), eleventh (24.1% to 21.8%) and twelfth (19.6% to 16.9%) who were absent 6 to 10 days. Tenth grader remained consistent from 2004-2005 to 2005-2006 with 20.8% absent 6 to 10 days.
- There was an increase at every grade level between 2004-2005 and 2005-2006 in the number of students absent 11 or more days at Highland. However, the attendance rate is somewhat better than the district at every grade level except twelfth.

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 the rate of participation in honors courses increased from 2004-2005 to 2005-2006. Furthermore, the numbers of students at Highland participating in honors course is substantially greater than the district average. There was an increase in the participation of students taking honors courses for all ethnic groups.

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

- Significantly fewer 2006 ninth graders reported that “they know what they need to do to graduate” compared with 2005.
- There was a statistically significant drop from 2005 to 2006 in the number of tenth graders reporting that “what they are learning in high school will be important in their future.”
- Although only 13.5% of Highland students reported that they “never spend time in school talking about their future,” this was the highest number in the district.

Goal 6: Increase 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 (70.0% to 68.9%).

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>	61%	69%	67%	69.8%	73.1%	65.9%
<i>Continuation in school</i>	28%	23%	24%	21.9%	20.4%	24.5%
<i>Dropped out</i>	11%	8%	9%	8.4%	6.5%	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>Highland Grade 11 Mathematics</i>	303	67.7%	32.3%
<i>Highland Grade 10 Reading</i>	341	48.7%	51.3%

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%	65%	62.3%		
African American			46.0%		
American Indian					
Asian American			74.2%		
Hispanic American			59.1%		
Caucasian			69.0%		
Free/Reduced Lunch			57.0%		
Special Education			29.1%		
ELL			65.1%		
<i>Grade 10 Overall</i>	74%	72%	78.5%	82.5%	68.9%
African American			58.8%	68.9%	58.8%
American Indian					63.2%
Asian American			88.7%	87.9%	65.8%
Hispanic American			58.1%	79.5%	64.7%
Caucasian			86.8%	89.2%	88.1%
Free/Reduced Lunch			63.3%	75.2%	62.1%
Special Education			47.2%	46.4%	32.5%
ELL			75.5%	82.2%	64.2%
<i>Grade 11 Overall</i>	82%	83%	83.8%	90.5%	75.3%
African American			62.7%	82.3%	69.3%
American Indian					77.8%
Asian American			88.3%	91.1%	69.0%
Hispanic American			71.0%	77.8%	74.4%
Caucasian			91.3%	94.9%	90.6%
Free/Reduced Lunch			74.8%	84.0%	69.0%
Special Education			41.0%	58.7%	46.7%
ELL			82.0%	84.9%	68.1%

Grade 12 Overall	84%	91%	89.7%	90.5%	80.1%
African American			80.4%	73.6%	73.6%
American Indian					75.0%
Asian American			94.1%	96.7%	81.4%
Hispanic American			77.1%	74.1%	78.2%
Caucasian			93.3%	96.3%	86.2%
Free/Reduced Lunch			82.1%	87.2%	78.0%
Special Education			66.7%	54.1%	57.6%
ELL			83.0%	94.4%	79.6%

Table 1C(2). MBST in Math

Grade level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	District 2006
Grade 9 Overall	57%	58%	51.2%		
African American			30.0%		
American Indian					
Asian American			58.1%		
Hispanic American			45.5%		
Caucasian			63.8%		
Free/Reduced Lunch			40.3%		
Special Education			12.7%		
ELL			49.1%		
Grade 10 Overall	67%	66%	72.7%	70.1%	56.9%
African American			45.9%	47.8%	38.2%
American Indian					52.6%
Asian American			85.5%	79.3%	59.2%
Hispanic American			51.6%	65.9%	49.7%
Caucasian			84.7%	81.0%	79.9%
Free/Reduced Lunch			60.8%	52.8%	48.8%
Special Education			39.6%	23.2%	18.5%
ELL			71.4%	71.0%	56.0%
Grade 11 Overall	73%	76%	76.5%	84.5%	66.4%
African American			47.5%	67.7%	49.8%
American Indian					66.7%
Asian American			80.5%	91.1%	67.4%
Hispanic American			64.5%	63.0%	60.4%
Caucasian			86.7%	92.1%	85.5%
Free/Reduced Lunch			63.4%	76.0%	59.4%
Special Education			28.2%	50.0%	34.2%
ELL			73.0%	81.7%	64.4%
Grade 12 Overall	83%	84%	83.8%	85.5%	72.0%
African American			64.7%	62.3%	57.6%
American Indian					61.1%
Asian American			91.2%	91.8%	78.6%
Hispanic American			65.7%	66.7%	66.7%
Caucasian			90.8%	93.8%	81.4%
Free/Reduced Lunch			73.7%	78.9%	69.3%
Special Education			61.5%	51.4%	46.1%
ELL			76.1%	86.5%	75.2%

Table 1C(3). MBST in Writing

Grade level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	District 2006
Grade 11 Overall	77%	75%	82.0%	86.6%	67.0%
African American			67.8%	75.8%	59.3%
American Indian					72.2%
Asian American			80.5%	89.3%	61.0%
Hispanic American			77.4%	74.1%	65.5%
Caucasian			89.0%	91.5%	83.9%
Free/Reduced Lunch			73.3%	80.0%	60.3%
Special Education			46.2%	52.5%	37.3%
ELL			74.2%	83.9%	60.8%
Grade 12 Overall	80%	75%	87.5%	91.4%	76.3%
African American			68.6%	84.9%	69.5%
American Indian					73.6%
Asian American			91.2%	93.4%	76.8%
Hispanic American			74.3%	85.2%	71.3%
Caucasian			90.8%	93.8%	84.0%
Free/Reduced Lunch			76.8%	91.7%	73.3%
Special Education			56.4%	73.0%	56.1%
ELL			76.1%	93.9%	72.8%

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

Grade level	2003-04	2004-05	2005-06	2006-07	District 2006-07
Ninth to tenth in the same school	87%	88%	85%	83%	80%
To another school in the district	4%	4%	5%	5%	6%

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

# courses	2003-04	2004-05	2005-06	District 2005-06
1	216 (49%)	179 (46%)	199 (50.1%)	1808 (54.1%)
2	156 (36%)	129 (33%)	143 (36.0%)	1390 (41.6%)
3 or more	112 (26%)	103 (27%)	118 (29.7%)	1130 (33.8%)

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

	2002-03	2003-04	2004-05	2005-06	District 2005-06
Total	199 (58%)	166 (54%)	183 (60%)	189 (59.1%)	1246 (45.5%)
African American	24	18	23	20 (37.7%)	175 (27.7%)
American Indian/Alaskan	5				10 (29.4%)
Caucasian	92	85	90	91 (56.2%)	380 (50.6%)
Hispanic	9	5		8 (22.9%)	48 (22.5%)
Asian Amer/Pacific Island	41	37	42	44 (62.9%)	495 (56.6%)
Other/Not Reported	28	20	23	24	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	208 (47.6%)	186 (45.0%)	149 (36.4%)	1235 (35.0%)
	6 to 10	91 (20.8%)	97 (23.5%)	81 (19.8%)	687 (19.5%)
	11 or more	138 (31.6%)	130 (31.5%)	179 (43.8%)	1605 (45.5%)
Grade 10	0 to 5	191 (42.3%)	165 (40.0%)	132 (33.5%)	1048 (30.7%)
	6 to 10	98 (21.7%)	86 (20.8%)	82 (20.8%)	675 (19.8%)
	11 or more	163 (36.1%)	162 (39.2%)	180 (45.7%)	1693 (49.6%)
Grade 11	0 to 5	129 (33.9%)	109 (29.1%)	96 (26.4%)	777 (26.0%)
	6 to 10	86 (22.6%)	90 (24.1%)	79 (21.8%)	543 (18.2%)
	11 or more	166 (43.6%)	175 (46.8%)	188 (51.8%)	1663 (55.7%)
Grade 12	0 to 5	90 (27.9%)	96 (30.4%)	81 (24.9%)	604 (23.6%)
	6 to 10	71 (22.0%)	62 (19.6%)	55 (16.9%)	520 (20.3%)
	11 or more	162 (50.2%)	158 (50.0%)	189 (58.2%)	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	175 (46%)	175 (48%)	204 (53%)	1217 (36%)
Tenth	196 (50%)	182 (47%)	233 (62%)	1257 (37%)
Eleventh	200 (58%)	212 (60%)	210 (61%)	1359 (40%)
Twelfth	199 (65%)	197 (65%)	197 (62%)	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	53%	54%	54%	59%
American Indian	16%**	6%**	26%**	38%
Asian American	51%	47%	48%	54%
Hispanic American	36%	42%	42%	52%
African American	29%	28%	27%	32%
Caucasian	68%	70%	71%	75%
Receiving F/R Lunch	34%	36%	35%	40%
English Language Learners	37%	37%	41%	41%
Special Education Students	12%	14%	15%	17%

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%	<i>Como</i>	85.4%	<i>Central</i>	80.0%	<i>Como</i>	42.9%
<i>Harding</i>	80.6%	Highland	83.8%	<i>Como</i>	72.7%	<i>Humboldt</i>	38.8%
Highland	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%	Highland	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%	<i>Humboldt</i>	52.2%	Highland	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>	

*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>
<i>Percent enrolled in college</i>	69%	70.0%	68.9%	
<i>African American</i>		64.3%	63.4%	
<i>American Indian</i>				
<i>Asian American</i>		63.0%	66.7%	
<i>Hispanic American</i>			63.6%	
<i>Caucasian</i>		78.9%	73.1%	
<i>Free/Reduced Lunch</i>		61.1%	64.1%	
<i>Special Education</i>			55.6%	
<i>ELL</i>		51.6%	62.2%	

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	6.1%	9.4%	24.8%	17.2%	31.1%	53.5%
Testing	.9%	3.5%	4.4%	2.2%	6.6%	8.9%
Attendance	2.8%	5.3%	4.8%	2.2%	3.6%	4.7%
Course selection	24.5%	28.8%	35.6%	28.5%	45.6%	51.2%
Career information	.6%	3.5%	2.2%	2.7%	3.0%	8.1%
Scheduling issues	38.5%	44.1%	46.3%	50.0%	58.7%	64.3%
Other school problems	4.9%	7.6%	5.4%	3.2%	5.6%	6.6%
Scholarship information	.9%	1.8%	1.3%	2.7%	1.3%	3.1%
College information	1.2%	4.1%	2.5%	4.8%	7.9%	20.2%
Discipline	2.8%	1.2%	4.8%	.5%	2.6%	3.1%
Personal/Family issues	4.6%	3.5%	5.1%	3.8%	5.9%	3.5%
I have not spoken with a counselor	41.6%	27.1%	23.8%	25.3%	15.4%	9.3%

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	5.8%	13.5%	19.0%	9.7%	17.4%	34.9%
Testing	1.5%	5.9%	15.2%	12.9%	17.0%	23.3%
Attendance	1.2%	2.4%	4.8%	1.1%	2.3%	3.5%
Course selection	4.0%	8.8%	33.7%	11.8%	23.3%	39.1%
Career information	2.4%	20.0%	11.4%	8.6%	9.8%	17.1%
Scheduling issues	4.0%	8.2%	22.2%	8.1%	13.1%	33.7%
Other school problems	4.9%	4.7%	3.2%	2.2%	3.0%	4.7%
Scholarship information	.9%	2.9%	7.0%	2.7%	7.5%	10.5%
College information	1.5%	12.9%	14.3%	11.8%	19.3%	29.1%
Discipline	2.8%	.6%	2.9%		3.3%	2.3%
Personal/Family issues	.9%	.6%	1.9%	1.1%	1.3%	1.2%
I have not seen a presentation by a counselor**	77.7%	48.2%	21.3%	59.7%	33.4%	21.3%

* 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	8.5%	10.6%	9.1%	8.4%	21.4%
Agree	65.9%	76.1%	73.3%	77.2%	71.4%
Disagree	20.1%	7.4%	12.5%	10.4%	5.2%
Strongly disagree	5.5%	5.8%	5.1%	4.0%	2.0%
Mean	2.77	2.92*	2.86	2.90	3.12

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)	2.4%	5.3%	9.5%
Coach (school)	4.7%	12.9%	6.0%
Counselor (school)***	6.1%	11.2%	16.5%
Friend	67.3%	68.2%	67.0%
Nurse (school)***	4.7%	5.9%	4.1%
Parent	57.9%	48.8%	50.5%
Pastor/Rabbi/Minister/ Other Religious leader	2.4%	3.5%	2.9%
Relative (not parent)	24.9%	29.4%	23.8%
Social worker (school)***	4.4%	4.1%	6.3%
Someone else	18.9%	28.2%	25.1%
Someone else who works at my school		2.9%	2.2%
Teacher (advisory)*	3.0%	7.1%	7.6%
Teacher (classroom)**	11.8%	10.0%	15.6%
Therapist		5.3%	3.8%
I would not go to anyone if I had a problem		12.9%	11.4%

*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	39.9%	19.0%	16.2%	18.6%	6.3%
2004	47.0%	17.1%	12.7%	17.1%	6.1%
2005	41.0%	19.7%	18.1%	14.5%	6.8%
2006	47.0%	19.2%	13.7%	12.0%	8.1%

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	20.5%	62.4%	14.9%	2.2%	3.01
2005 9th	15.2%	63.4%	20.1%	1.2%	2.93
2006 9th	23.7%	53.6%	20.5%	2.3%	2.99
2005 10th	23.0%	61.2%	14.0%	1.7%	3.06
2006 10th	17.4%	62.2%	16.7%	3.7%	2.93
2006 11th	24.1%	59.7%	15.4%	.8%	3.07

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	31.7%	55.0%	9.9%	3.4%
2005	35.4%	53.6%	9.5%	1.5%
2006	21.4%	58.4%	16.5%	3.7%

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	32.6%	56.8%	9.3%	1.2%	3.21
2005 9th	35.0%	57.1%	7.4%	.6%	3.26
2006 9th	25.3%	64.0%	7.8%	2.9%	3.12*
2005 10th	41.7%	53.3%	3.3%	1.7%	3.35
2006 10th	32.3%	60.3%	6.1%	1.3%	3.24
2006 11th	35.6%	57.7%	5.5%	1.2%	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	25.3%	57.8%	12.0%	4.8%	3.04
2006 9th	27.8%	55.0%	13.9%	3.2%	3.07
2005 10th	27.3%	58.0%	11.9%	2.8%	3.10
2006 10th	22.3%	61.8%	12.8%	3.0%	3.03***
2006 11th	25.3%	62.7%	11.6%	.4%	3.13

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	13.6%	57.6%	23.9%	4.9%
2005	23.4%	55.2%	19.5%	1.9%
2006	16.1%	58.7%	19.7%	5.5%

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	15.9%	68.8%	13.4%	1.9%	2.99
2005 9th	18.2%	61.8%	15.8%	4.2%	2.94
2006 9th	20.8%	61.2%	16.0%	1.9%	3.01
2005 10th	18.0%	65.6%	13.1%	3.3%	2.98
2006 10th	20.9%	62.5%	14.6%	2.0%	3.02
2006 11th	22.4%	63.5%	11.8%	2.4%	3.06

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	13.8%	41.6%	23.8%	16.3%	4.5%
2004	24.2%	61.2%		10.4%	4.2%
2005	36.3%	50.4%		10.3%	3.1%
2006	20.4%	60.4%		13.9%	5.3%

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	13.3%	67.9%	15.8%	3.0%	2.92
2006 9th	15.2%	66.0%	15.9%	2.9%	2.94
2005 10th	16.8%	72.6%	8.4%	2.2%	3.04
2006 10th	17.5%	63.6%	15.8%	3.0%	2.96
2006 11th	22.2%	64.7%	12.3%	.8%	3.08

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	9.1%	69.5%	18.9%	2.5%	2.85
2005 9th	12.2%	67.1%	18.3%	2.4%	2.89
2006 9th	13.2%	61.4%	19.6%	5.8%	2.82
2005 10th	10.5%	74.6%	12.2%	2.8%	2.93
2006 10th	9.9%	70.4%	18.0%	1.7%	2.88
2006 11th	14.2%	72.4%	12.6%	.8%	3.00

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	16.2%	68.3%	13.9%	1.5%
2005	32.6%	58.5%	8.5%	.4%
2006	13.7%	66.4%	17.4%	2.5%

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	15.1%	63.9%	18.1%	3.0%	2.91
2006 9th	16.7%	63.4%	16.3%	3.6%	2.93
2005 10th	11.8%	69.7%	15.7%	2.8%	2.90
2006 10th	8.1%	71.3%	16.9%	3.7%	2.84
2006 11th	14.1%	71.4%	12.5%	2.0%	2.98

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	17.8%	48.9%	21.9%	9.3%	2.2%
2004	18.7%	65.7%		13.4%	2.3%
2005	32.6%	55.9%		11.2%	.4%
2006	18.4%	59.2%		19.6%	2.8%

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	14.6%	39.3%	34.9%	11.2%	2.57
2005 9th	15.8%	42.4%	33.9%	7.9%	2.66
2006 9th	21.9%	41.2%	30.9%	6.1%	2.79
2005 10th	17.4%	48.9%	23.9%	9.8%	2.74
2006 10th	25.2%	52.0%	17.8%	5.0%	2.97**
2006 11th	26.0%	53.9%	16.5%	3.5%	3.02

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	14.6%	39.3%	34.9%	11.2%	2.57
2005 9th	11.0%	51.8%	28.7%	8.5%	2.65
2006 9th	18.8%	48.7%	25.8%	6.7%	2.80
2005 10th	17.9%	50.0%	22.3%	9.8%	2.76
2006 10th	24.7%	52.7%	17.3%	5.3%	2.97**
2006 11th	27.2%	54.7%	13.8%	4.3%	3.05

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	33.9%	39.1%	13.0%	10.0%	3.9%
2004	33.1%	55.4%		8.5%	3.1%
2005	23.2%	57.8%		13.7%	5.3%
2006	32.2%	54.3%		7.8%	5.7%

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	16.8%	19.4%	21.3%	21.5%	19.7%
Learn how to communicate with others	19.9%	15.3%	18.7%	13.4%	17.4%
Discuss personal problems	4.3%	5.3%	10.8%	4.8%	14.1%
Learn how to use my time wisely	21.7%	13.5%	20.3%	16.1%	17.7%
Discuss personal and school safety	19.0%	6.5%	10.8%	14.5%	9.5%
Discuss how to choose and make friends	6.7%	1.8%	5.1%	5.4%	3.9%
Create a plan for high school and beyond	26.9%	44.7%	25.4%	56.5%	22.0%
Learn about post-high school choices	16.2%	22.4%	17.1%	28.0%	13.8%
Discuss how to get involved in school activities	30.0%	25.3%	28.3%	34.9%	24.3%
Develop decision making and problem solving skills	11.3%	2.9%	7.6%	5.9%	7.2%
Talk to my friends	59.9%	72.9%	73.7%	64.0%	77.0%
Read	52.6%	37.6%	36.5%	34.9%	46.2%
Do homework	44.3%	69.4%	58.1%	59.7%	71.5%
Review my academic progress	14.4%	14.7%	22.9%	17.7%	19.7%
Sleep/take naps	15.3%	29.4%	31.1%	28.0%	34.1%
Other areas:	9.8%	18.2%	9.8%	11.8%	12.8%

*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 & Often</i>			
	2004	2005	2006
9 th Grade	79.3%	86.3%	81.0%
10 th Grade		88.2%	88.3%
11 th Grade			90.4%

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	7.6%	36.1%	35.9%	20.4%	2.31
Ninth grade	10.1%	49.8%	30.3%	9.8%	2.60
Tenth grade	6.7%	26.6%	40.4%	26.3%	2.14
Eleventh grade	4.8%	31.9%	37.8%	25.5%	2.16

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

	<i>Yes</i>	<i>No</i>
2003	63.0%	37.0%
2004	73.0%	27.0%
2005	74.0%	26.2%
2006	63.9%	36.1%

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*	58.3%	33.1%	7.1%	1.6%
2004	48.4%	42.0%	7.3%	2.4%
2005	53.4%	35.1%	6.8%	4.8%
2006	49.0%	38.8%	9.3%	3.0%

* 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	11.4%	37.9%	29.4%	14.7%	6.6%
2004	12.9%	50.2%		26.6%	10.3%
2005	18.2%	47.2%		26.8%	7.8%
2006	17.1%	48.6%		25.4%	8.9%

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	12.2%	17.2%	35.6%	35.0%
Ninth grade	9.9%	20.5%	40.1%	29.5%
Tenth grade	15.4%	15.8%	36.6%	32.2%
Eleventh grade	11.9%	15.2%	28.8%	44.0%

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	75.0%	80.6%	78.7%	65.0%
Attendance	26.2%	31.7%	25.9%	20.2%
Behavior	11.7%	17.8%	10.8%	5.1%
Assignments	24.4%	27.3%	27.9%	16.7%
Transcript	28.1%	20.6%	31.5%	33.9%
Other (please describe):	10.9%	9.8%	11.5%	11.3%

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	24.2%	13.5%	16.4%	23.0%	23.0%
2005	29.0%	14.3%	21.6%	19.7%	15.4%
2006	33.1%	17.2%	20.1%	16.3%	13.4%

Appendix C. Comprehensive Guidance Curriculum for Highland Park High School
Guidance Lesson Planning Guide / Action Plan 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	"Freshman Camp"	Academic A1; B2; C1 Personal Social A2; B1	SLC Freshman Camp plan—through lead teacher in SLCs	Sept. 2006	400(all)	Extended advisory.	Participation in Freshman Camp through attendance	All—each assigned to their own SLC
	"Transitioning to High School"	Academic A2; A3; B1 Personal Social A2; B1	Counselor generated	Sept. 2006	400 (all)	2-3 advisory days	Pre-post	All—each assigned to their own SLC
	"Introduction to the Six Year Plan: About Me"	Academic A3; B1, B2; Career A1; B1 Personal Social A1; A2	6 Year Plan, computer access, log on information, MCIS	All year—coordinated with social studies classes	400(all)	Soc. Studies class	Completion of "About Me" and "Schedule" Tab, staff reply to student 6 year plan	All—each assigned to their own SLC
	"Planning Ahead: Summer School Prep."	Academic B1; B2; C1	Counselor generated	Trimester 3	400(all)	Advisory	Summer school enrollment.	All—each assigned to their own SLC
10	"Academic Review: Where Do You Stand?"	Academic A2; A3; B1 Personal Social A2; B1	Counselor generated from Highland Handbook	Oct. 2006	400(all)	SLC Advisory	Pre-post	All
	"Continuing the 6 Year Plan: Using Interest Inventories and Career Clusters"	Academic A1; A2; B1; B2 Career A1; B1 Personal Social A1; B1;	6 Year Plan, MCIS, IDEAS	Jan./Feb. 2007	400(all)	Advisory	Use plan and additional interest inventory to update 6 Year Plan.	All—each assigned to their own SLC

	"Planning Ahead: Summer School Prep."	Academic B1; B2; C1	Counselor generated	Trimester 3	400(all)	Advisory	Summer school enrollment.	All—each assigned to their own SLC
11	"Academic Review: Where Do You Stand?"	Academic A2; A3; B1 Personal Social A2; B1	Counselor generated from Highland Handbook	Oct. 2006	400(all)	SLC Advisory	Pre-post	All
	Mini College Fair "Passport to Your Future"	Academic B1; B2; C1 Career B1; C1; C2	Counselor generated Passport	March 2006	400(all)	Morning classes	# of students entering raffle	All
	"Planning for Your Senior Year—getting ready for the application process"	Academic A3; B1; B2; C1 Career A1; B1; B2	Counselor generated curriculum, sample applications.	Trimester 3	400 (all)	Advisory	Pre-post	All
	"Planning Ahead: Summer School Prep."	Academic B1; B2; C1	Counselor generated	Trimester 3	400(all)	Advisory	Summer school enrollment.	All—each assigned to their own SLC
12	"Transcript Evaluation & College Application Procedures"	Academic A3; B1; B2; C1 Career A1; B1; B2	Counselor generated curriculum, transcript check- list, transcript request forms	Sept. / Oct. 2006	400(all)	SLC Advisory	% of students on track for graduation or self-initiated referrals to ALC programs	All
	"Lunchtime Learning"	Academic A2; A3; B1; B2; C1	Counselor generated curriculum on various topics (ex: writing the college essay)	Trimester 1	20-50	Lunch (students sign up)	Student survey	All
STAFF	"Start the Year Right—a review of guidance procedures and policies"	N/A	Counselor generated Power Point presentation	Opening Week 2006	Full Staff	N/A	Feedback after the session	All
	"Guidance Review"	N/A	Counselor generated Power Point	Spring 2007	Full Staff	N/A	Feedback after the session	All

Highland 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
Improve identification and interventions for struggling students.	Participation on SLC team and SAT team, generation of list of Ns for advisors, Academic Improvement Plan, summer school notification.	Academic A1; A2; B1; B2; B3; C1; C3 Personal Social A1; A2; B2; B3	Time, Campus	100-200	Examination of grades for students pulled for various interventions.	All
To improve students attendance, grades, and attitudes toward school.	Structured Study Hall w/ tutors and weekly group meetings w/ counselor.	Academic A1; A2; A3; B1; B2; C1 Personal Social A1; A2; B1	Counselor generated Academic Improvement Plan and Academic Monitoring forms.	@150	Examination of attendance and grades for students involved in the group.	Barbara Kurtz, Kristian Moe, Meredith Rambow
Youth and leadership development for targeted groups of students.	Field trips, weekly group meetings, after school activities (will vary depending on group).	Academic A1; A3; B2; C1 Career A1; B1; B2; C1; C2 Personal Social A1; A2; B1	Coordination of external service providers (i.e. La Oportunidad, spoken word artists).	15-50	Examination of attendance/grades for students involved in the group, student personal assessment of improvement.	Kristian Moe.