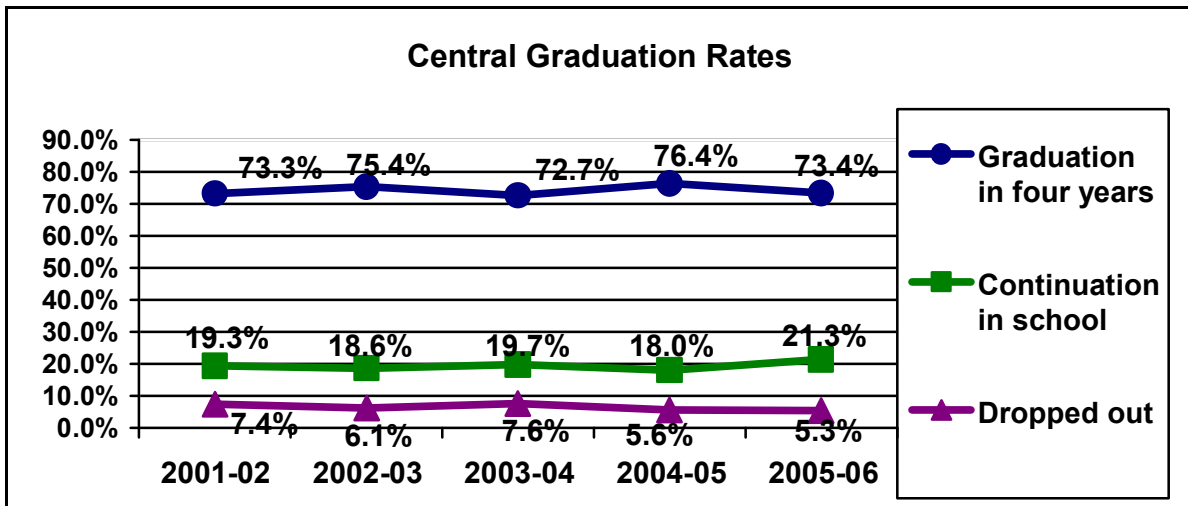


Central High School Saint Paul Public Schools

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Central 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

- Central counselors credited Connected Counseling with the department becoming a cohesive team, with a focused plan, and with administration understanding the vision for guidance and counseling.
- Counselors felt they were more proactive, collaborative, effective, and efficient, and more people knew what they do. They participated in all decision making groups so they could take leadership in providing solutions such as the Counselor of the Day program and the “passport to graduation.” In addition to utilizing the guidance technician, they thought about ways to improve their use of time.
- One of the counselors’ goals 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.

Goal 2: Design guidance curriculum and new initiatives

- The school counselors reached consensus on grades 9-12 guidance curriculum plan to engage students in advisories and/or English or social studies classes depending on the length of the activity. The curriculum is built on the foundation of the Six Year Plan but also includes twice-annual transcript reviews in advisories where graduation requirements are explained and academic courses are chosen.
- For their 2006-2007 “closing the gap” activity, each counselor will focus support on African American males who were not successful in ninth grade.
- Counselors collaborate with other staff on initiatives such as Link Crew, in which junior and seniors mentor ninth graders, and AVID, that supports students with ability to do higher level work.

Goal 3: Advisors effectively counsel students and support them

- Counselors’ role with advisories was to collaborate with advisors in implementing Six Year Plan activities, transcript reviews, course registration, and other planned guidance curriculum. To support advisors in assisting with these tasks, counselors provided professional development.
- More 2005-2006 tenth graders reported “feeling part of this school” (from 83.3% in 2005 to 91.9% in 2006 – a 12.6% increase) and also the highest in the district. Compared to other schools, fewer Central students reported “at least one adult knows them well” and “had one adult they could talk to.”

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

- Students make an initial Six Year Plan in ninth grade, update it each year, and engage in additional interest inventories, career exploration, and college planning in order to submit timely applications for post-secondary education.

Goal 5: Expand College Access

- The percent of 2005 graduates enrolled in college one year after high school increased 2.6% over 2004 (from 71.4% to 74%). The goal of the AVID program is to increase this percentage.

Part II. Student Outcomes

- Central’s graduation rate decreased by 3% from 76.4% in 2004-05 to 73.4% in 2005-06. This percentage is, however, still the highest in the district.
- Ninth graders failure rates decreased for failing one course by 3% (though still 42.9%) and failing 3 or more courses by 3.8% (though still 23.2%), all categories are considerably lower than district averages.
- Central ninth and tenth graders had the highest percents in the district accessing their Six Year Plan and were one of the higher percents among eleventh graders in the district.

Part I. Redesign Goals

Background of Central High School

In addition to the Connected Counseling initiative, Central High School has been developing small learning communities and an advisory system. Central named their eight smaller learning communities “Centers of Excellence,” each with their own specific mission, program focus, activities, and advisories. The centers are: (1) Ninth Grade Academy; (2) Arts, (3) Human and Environmental Studies; (4) Humanities; (5) International Studies and Global Economics; (6) Justice, Law and Government; (7) Kinesthetics and Recreation; and (8) Math, Science and Technology. All ninth grade students are assigned to the Ninth Grade Academy, and they select a Center for grades ten through twelve. Students in grades ten to twelve are assigned by grade level to advisories within the Center they have chosen.

Each smaller learning community had one or more Team Leaders facilitating the work of the Center. The Ninth Grade Academy, being the largest SLC, had an executive team of 5-7 people to direct the academy’s activities. Central has a six-period, semester schedule. Central’s advisory periods are 12 minutes on four days and 24 minutes on Wednesdays; Thursdays are reading days for all students and staff.

Central had just over 2100 students on October 1, 2005. The guidance department had five counselors, a career resource specialist, a guidance technician, and a guidance secretary. Students were assigned to the five school counselors by alphabet. Each counselor served as a liaison to one of the eight Centers. Counselors supported grade level advisors and students, with two assigned to ninth grade and one each to grades 10, 11, and 12.

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 Central guidance counselors’ understanding and acceptance of the American School Counselors Association (ASCA) vision for guidance and counseling has grown exponentially during the three years of the Connected Counseling (CC) Project. The department moved from feeling overwhelmed after a reduction in their number at the beginning of the project to feeling proud to work in Saint Paul and be on the cutting edge in counseling in Minnesota by spring 2006. School counselors credited Connected Counseling with helping them become a cohesive team with a focused action plan; they had “bonded” around the CC activities. At the June 19, 2006, districtwide CC reporting meeting, Central school counselors reported that they were more proactive, collaborative, effective, and efficient, and more people knew what they do.

Central’s school administrators understand of the new vision for guidance and counseling. Central’s principal has been an integral part of the Central team during professional development and planning activities organized by district CC Coordinator(s). The principal attended the May 2006 session with Trish Hatch and the June 19, 2006, session during which Central reported on their progress.

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

The process for development of the CCOS worked well for the Central school counseling department. They had their CCOS completed early in the fall 2005 after only one meeting with the CC project co-coordinators. The CCOS listed all the guidance lessons they would provide to all students by grade level

and described the intention guidance action plan aimed at African American males. They worked with the principal on the Guidance Department/Principal Agreement which included in detail the responsibilities of all members of the department. Central school counselors felt the CCOS process helped them become more efficient and, thereby, serve more students. They signed more students up for summer school, more students went to ALC, more students' credits were checked, and students came in more often for issues or concerns whether academic or personal.

One of the counselors' goals 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 include the data in reports for the Connected Counseling project. They want to "get their arms around" how to measure results, particularly their "closing the gap" activity. Before the start of the activity, they will examine targeted students' attendance, grades, and GPA averages and compare the same data at the end of the school year to see how effective they were.

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). In spring 2006, more students reported seeing their counselor individually and seeing a presentation by a counselor than in previous years. Some of the findings included:

- More 2006 Central ninth graders had seen a counselor individually – those who "had **not** met with a counselor individually" decreased from 41.2% in 2004 to 26.8% in 2006.
- Students who "had **not** spoken individually" with a counselor were fewer at each grade level, from 26.8% for ninth grade to 13.3% for tenth to 6.1% for eleventh. Students most often "met with a counselor individually" about grade/credit checks (35.2%), course selection (35.5%), and scheduling issues (53.3%).
- The same pattern held for students who "have not seen a presentation by a counselor" with 50.4% for ninth graders to 29% for tenth graders, and 24.3% for eleventh graders.
- The ninth graders who "had **not** met with a counselor individually" decreased from 41.2% in 2004 to 26.8% in 2006. However, the ninth graders who "had **not** seen a presentation by a counselor" increased from 40.5% to 50.4%.
- More 2006 tenth graders found their counselor helpful (83% agreed in 2005, 88.8% in 2006).

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

School counselors assume new leadership roles.

Central school counselors felt that they were more proactive. Their goal was to determine what they should do in collaboration with the rest of the staff, and then take leadership. Rather than waiting for something to happen, they would make it happen. The school counselors felt they took ownership of more than they had in the past. They felt much more professional and saw themselves as change agents in the building. Some examples included:

- In response to "a bit of chaos" when distributing caps and gowns, **counselors designed a systems change** by creating a "passport to graduation." The passport was a note card with the student's name that required four stamps (e.g. from the librarian who assures all books have been returned), which replaced four different lines for students to navigate. Students knew exactly what they needed to finish before they could pick up their cap and gown. The process was more efficient for staff and students because students would be in line only after they had the required stamps. The passport will include the Six Year Plan for the Class of 2008.
- The school counseling department continued the **Counselor of the Day program**, begun in the previous year. The program enabled the counselors to be immediately reactive to the needs of students and adults (teachers, administrators, and parents) at Central. Each of the five counselors had a day of the week without appointments so that they could respond to whatever came in to the

counseling office. They attended to walk-in students and administrative referrals with immediate needs, mediated student conflicts, assisted walk-in parents, and assisted with late arriving students as needed. They found they did a lot of mediations between students. Counselors liked the time they had to resolve an issue compared to a time limit of a fifteen minute appointment slot. They had time to investigate, perhaps talk to the teacher or other witnesses, so that issues could be resolved in mediation rather than a disciplinary situation. Adults who had questions, including the department's guidance technician and guidance secretary, could bring them to the counselor of the day.

- Central school counselors provided **professional development** for staff including a mandatory Six Year Plan overview and a "Six Year Plan advisory check off session" for tenth grade advisors. They provided optional luncheons on "how to review a transcript" and "what you need to know about registering students." For more details, see Goal 3 below.
- School counselors presented the data provided by CAREI, the evaluator of the CC project, at a counselor/administration monthly meeting. The data included graduation and dropout rates, standardized test results, attendance rates, failure rates, students enrolled in college, and students taking college-preparatory courses.

Represent guidance and counseling at school site.

- The counseling department was represented on all important school decision-making groups and all reform initiatives in the building, including the SLC Steering Committee, the Site Council, and PPC/SAT/IEP meetings about individual students. Through these groups and other initiatives, Central staff increased their awareness of the services their counseling department could provide.
- Central school counselors and school administrators held monthly meetings to facilitate communication, problem solving, and mutual understanding of the roles of counselors and administrators. This past year, the counselors, principal, and assistant principals participated in team building by doing the Myers-Briggs; participants found it very helpful in understanding one another's approaches.
- School counselors assisted with parent outreach by coordinating and/or participating in parent events including: Open House, Financial Planning for College, Parent Conferences, FAFSA Information Night, Showcase, Registration Nights, Senior Honors Night, Night of Excellence, Graduation, and other events as determined.
- School counselors participated in business partnerships such as Ceridian and 3M STEP, assisting and/or presenting at community events such as "Thinking College Early," U of MN Advisory Council, and other opportunities as they arose.
- This was the second year the counseling department had a brochure, and they found that they used it more than during the first year. They added more resources for parents (e.g. African American Family Services) and the internet address for the Parent Portal. In general, counselors gave brochures out at parent conferences, open houses, in registration folders, and when parents come in to see them. Because of this dissemination of counseling department information, counselors felt that there was a better idea among staff and parents about what counselors do. For 2006-2007, they will update the brochure again, adding the new logo/mission statement of the district and the Six Year Plan logo.

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

Perform/align functions in accordance with CCOS.

The Guidance Technician assumed a number of duties that were formerly done by school counselors, partnered with counselors on activities including the Link Crew and AVID, and served as a co-leader of an advisory with the Career Development Facilitator. The Guidance Department/Principal Agreement read: The Guidance Technician will record transfer credits for new students, intake new students, co-ordinate testing, run transcripts for advisories, co-lead an advisory class, participate on the Link Crew Team, and perform other duties as assigned.

The Counseling Secretary also helped with many non-counseling duties including: answer phones, make appointments, welcome walk-in visitors, request/forward student records, file student information, type guidance department documents, prepare reports from student information (SWIFT Knowledge), print and forward official student transcripts upon request, and perform other duties as assigned.

The Career Development Facilitator maintained the guidance bulletin and calendar, updated the guidance web page, coordinated college fair visits/representatives, publicized scholarship opportunities, co-coordinated testing, co-lead an advisory class, and performed other duties as assigned.

The school counselors requested of the school principal that the coordination of Senior Honors Night be reassigned for 2006-2007. Counselors felt there was so much to do at that point of the year with registration, summer school, and graduating and non-graduating seniors. The principal has been very supportive of the department and agreed to pay a stipend to someone else to take the leadership on Senior Honors Night, and the counselors would assist that person.

GT position becomes sustainable following grant period.

The Guidance Department/Principal Agreement commits Central to allocate 10% to the Guidance Technician salary and benefits for 2005-2006 and 20% for 2006-2007.

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.

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

- Ninth graders will be introduced to "what counselors do for you" during Freshman Camp or Open House and the "Six Year Plan" during advisories. During 2006-2007, all ninth graders will participate in the Youth Frontiers Respect Retreat which will be financially supported by the Ceridian Foundation, the SLC Steering Committee, and Connected Counseling.
- Tenth graders will update their Six Year Plan, do an "interest inventory," "explore at least one career," and record this information into their Six Year Plan during social studies classes. They will have a session on "sexual harassment prevention" by an external presenter during health classes.
- Eleventh graders will update their Six Year Plan and explore "post high school options" during social studies classes. They will be given "college planning" information during advisories.
- Twelfth graders will be taught about the "college application process" during advisories, and learn about "financing your future," "financial planning aid/FAFSA," and "scholarships" during Parent Night. They will be introduced to the "passport to graduation," outlining all the requirements to graduate, during a senior meeting.
- All students will "review their transcript" during November and February in advisories. In advisories, they also will be introduced to "high school graduation requirements and making good academic choices" in preparation for registration for the coming year. In March, in science classes, they will "register for classes."
- For 2006-2007, the school counselors added an in-house college fair sponsored by MACAC Counselors of Color. Counselor will develop a tool to guide students in seeking information from the exhibitors.

During 2005-2006, the Ninth Grade Academy successfully implemented Link Crew, a program that pairs juniors and seniors with freshmen so that freshmen will be more successful in school, socially as well as

academically. Seven Central High School staff, including one school counselor, attended a three-day training to prepare to implement the nationally recognized program.

- Juniors and seniors were recruited to be **Link Crew student leaders** to each work with 8-10 ninth grade students from one advisory. Ninth Grade Academy teacher leaders and the Link Crew school counselor conducted Link Crew Student Leader initial training in advance of ninth grade orientation and ninth grade retreat and conducted training for four follow up activities that would be conducted by the Link Crew student leaders in their advisories.
- The **assessment of Link Crew** so far was positive. Ninth Grade Academy teacher leaders felt that the freshman orientation was extremely successful, students had a good time, and the students started the year knowing more about school and feeling more comfortable. They felt the orientation and the follow up in-school freshman retreat were the strengths of the Link Crew project. They felt the follow-up lessons were a “work in progress” and that the Link Crew student leaders needed more adult support in implementing the lessons and keeping regular contact with mentees.
- The Central School Counseling Department felt it was very important to **have a counselor participate with Link Crew** in order to provide system support. The goals of the Link Crew initiative fit well with the domains of the ASCA model (academic, career, and personal/social development). The Link Crew counselor’s primary role has been to assist the program in whatever capacity was needed. She supported the program through the Link Crew Student Leader application process, helping to review student information and promote the program. She participated in all events, checking students in, making sure that supplies were available, and facilitating parts of training with students. She was the main support for “Link Alerts” and “Link Applause,” which are procedures to notify Link Crew Student Leaders of issues and celebrations among the individual freshman assigned to their crew.

Implement targeted intentional guidance strategies to “close the gaps.”

During 2005-2006, Central school counselors carried out two closing the gap activities—Read 180 presentations and Advancement Via Individual Determination (AVID) presentations. A school counselor also collaborated with an SLC Steering Committee team to begin developing a comprehensive after school tutoring program.

- Two counselors provided four intentional guidance lessons for the two **Read 180** classes. They had students : (1) create their Six Year Plans, (2) do an activity on the “financial justification for getting an education,” (3) learn guidance-related terms (transcript, GPA, class rank, etc), and (4) learn more about “respect” and “personality differences” and preventing violence in high school. To motivate these lower-performing students to look at the financial justification to get an education, the school counselor handed one of the students \$6.15 representing the minimum wage. Students listed all the monthly bills they would need to pay and whether they could pay them with a minimum wage job.
- AVID is a program that selects students with the ability to do high level academic work and teaches them step by step what good students do. **One school counselor was an integral member of the AVID team**, attending the AVID national training and providing a number of guidance lessons and other supportive activities for the AVID students and teachers. She introduced AVID students to the Six Year Plan, the Student Portal to see their progress and grade book (what do the data tell us and how does your attendance relate to your grade), and how to review their transcript. She spent three class periods introducing AVID students to the PSAT website, having them practice taking the PSAT, and helping them interpret their results. [Central paid for all their AVID students to take the PSAT.] AVID students did the IDEAS assessment of their interests, searched for information on careers matching their interests, and learned about planning for college. The school counselor helped AVID students with course registration. For 2006-2007, **AVID expanded** to include grades 9, 10, and 11. The AVID counselor and the guidance technician coordinated the session for prospective AVID students from Ramsey Junior High. They prepared a PowerPoint presentation about the program, had current AVID students and teachers answer questions, and gave a tour of the building.

- The SLC Steering Committee decided to create a *schoolwide tutoring* program. In addition to the help most teachers gave students, there have been a number of tutoring programs at Central to help students with their homework, such as the Minority Education Program for students of color and the National Honor Society. The SLC Steering Committee felt a more comprehensive program with advisor referral should be tested to see whether more students would participate and be helped to succeed. A sub-committee of the SLC Steering Committee, including a school counselor, designed and implemented the tutoring program. There were many challenges to getting the tutoring program started but the SLC Steering Committee, including one school counselor, will revisit the design and try to find ways to get more students involved.

For the *2006-2007 closing the gap* action plan, one counselor will continue to work with the AVID team and the other four counselors will work with identified African American males. After examining the achievement data of Central students by demographic characteristics, school counselors with the principal identified African American males as the group most in need of extra help through intentional guidance—“closing the gap” activities. The design for the “closing the gap” activity will be a work in progress throughout the year as each school counselor experiments with ways of connecting with and supporting African American males in their alphabet who they identified by examining ninth grade achievement levels. Some of the considerations include:

- Students with chronic attendance or behavior problems may be difficult to work with in a group.
- It will be difficult finding the time to work with the students without taking them out of classes in which their attendance is already a problem. One idea is to gather students together during their lunch period and do a lunch session.
- They will involve a volunteer admissions counselor from Gustavus who is involved with a fraternity that is working on this issue.
- School counselors will meet with students monthly and talk with them about barriers related to their attendance and getting better grades. They will help students with goal setting, study habits, tutoring, and using their planner, and will keep a log documenting the students’ efforts.
- Results will be measured by looking at students’ GPA, N’s, D’s, attendance, behavior, and MBST test passage.

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

- More 2006 than 2005 ninth and tenth grade students agreed they take classes that challenge them (2.3% more ninth graders and 1.2% more tenth graders).
- 2006 ninth and tenth students were significantly **less** likely than 2005 ninth and tenth grade respectively to report “knowing what they need to do to graduate from high school.”
- Fewer 2006 than 2005 seniors reported their courses were relevant to their future plans (61.7% in 2006 compared to 68.2% in 2005).

Goal 3: Advisors effectively counsel students and support them

Central’s advisory periods were 12 minutes four days and 24 minutes on Wednesdays; Thursdays were Sustained Silent Reading days for students and staff.

Counselors provide leadership in development of advisory systems and develop and use advisory curriculum with primary focus on facilitation of Six Year Plan.

School counselors were given the responsibility of overseeing the implementation of the Six Year Plan. Counselors collaborated with the SLC Steering Committee to determine advisor responsibilities for

working with students on their Six Year Plan. School counselors collaborated with Ninth Grade Academy advisors to implement the Six Year Plan during advisories, and with social studies teachers to implement the Six Year Plan with tenth graders and, in 2006-2007, will work with eleventh graders during social studies classes.

Counselors help build capacity of advisors and provide supportive professional development activities
 Central school counselors provided professional development including a mandatory Six Year Plan overview and, for tenth grade advisors, a “Six Year Plan advisory check off” session. They provided optional luncheons on “how to review a transcript” and “what you need to know about registering students.” Counselors used PowerPoint presentations to provide information in all three lunches, they offered individual sessions for teachers who could not make it to the luncheons, and they had the broadcast journalism class prepare a piece on registration for the morning news on school TV. Teachers were very positive about the usefulness of the overview to the Six Year Plan and about how well prepared the presenter was (see Table 1). The transcript review luncheons taught a lot or increased the knowledge of 35 of 40 attendees (see Table 2). The luncheons met or exceeded expectations of all 40 attendees.

Table 1. Six Year Plan Overview Feedback from Teachers

	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>
1. The information was useful.	66	7	5
2. I am better able to help advisees.	55	15	6
3. I gained knowledge about SYP.	62	7	7
4. The presenter was well prepared.	72	2	4
5. The handouts & aids were useful.	64	10	4

Table 2. Transcript Review Feedback from Teachers

	<i>Total</i>
1. Overall this luncheon:	
a. Confused me	0
b. Taught me very little	0
c. Helped me somewhat	5
d. Increased my knowledge	25
e. Taught me a lot	10
2. This luncheon:	
a. Had information I already knew	0
b. Met my expectations	28
c. Exceeded my expectations	12
3. I would attend another luncheon:	
a. Never	0
b. Maybe	2
c. If topic interested me	16
d. Absolutely	2

The main purpose of advisories at Central was for each student to feel connected to at least one adult in the school and to feel connected to Central. There were mostly positive reports from the spring 2006 student surveys on how the purpose was being met (see Appendix B). These included:

- In 2006, responses to “at least one adult knows me well” varied by grade level with those who agreed the most being eleventh graders (72%), followed by tenth graders (70%), and ninth graders (54%). The same pattern prevailed with “having at least one adult who they could talk to” with 76% of eleventh grade, 74% of tenth, and 65% of ninth agreeing.
- 2006 tenth graders were significantly more likely than 2005 tenth graders to report “they feel part of the school,” “at least one adult knows them well” and “there is at least one adult they could talk to.”

- Among 2006 seniors, 1.3% fewer reported “feeling part of the school” than 2005 seniors.
- Among 2006 tenth grade students, significantly more (10.2%) than 2005 tenth graders reported that “adults in the school care about students.” Additionally, 3% more 2006 than 2005 seniors reported that “adults in the school care about students.”

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
 Central’s school counselors coordinated the Six Year Plan activities for ninth and tenth grade students who will be required to complete a Six Year Plan for graduation beginning with the Class of 2008.

- Ninth grade students worked on their Six Year Plan during advisories or outside of advisory on their own. The two ninth grade school counselors guided students and advisors through the introduction to the Six Year Plan in the Career Resource Center using the school counselors’ computer lab. The Ninth Grade Academy leaders developed the procedures and requirements for ninth grade students and ninth grade advisors in working with the Six Year Plan. Advisors checked whether their advisees completed the tasks so that students could earn ice cream, a pizza party, or a roller skating party. Students were required to complete the pieces of their Six Year Plan in order to receive their half credit for advisory. With increased requirements for credits for graduation, students were more motivated to earn the advisory credits.
- The tenth grade school counselor worked with social studies teachers to schedule a time in the Career Resource Center computer lab for tenth grade students to update the parts of the Six Year Plan begun in ninth grade, to complete at least one career interest inventory and one career investigation using IDEAS on MCIS, and to record their findings in their Six Year Plan. School counselors provided training for tenth grade advisors so that they could complete the check off page for each advisee. When tenth grade advisors checked off completion of this work, the individual tenth grade student was awarded a Central backpack.
- The Six Year Plan Table shows that most ninth and ten grade students had at least one contact with their plan as of June 30, 2006.

Six Year Plan Table (as of June 2006)

<i>Grade level</i>	<i>Number of students</i>	<i>Total enrollment</i>	<i>Percent of students</i>
Grade 9	548	592	92.6%
Grade 10	489	549	89.1%
Grade 11	399	400	80.0%
Grade 12	11	423	2.6%

- School counselors took the initiative to develop a video promoting the Central backpack for school TV for tenth grade advisories.
- In 2006-2007, counselors will work with eleventh grade social studies classes, bringing students to the Career Center computer lab, to have the eleventh graders explore two more careers and enter that into their Six Year Plan.

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

During 2005-2006, the school counselors asked the Central SLC Steering Committee to adopt a policy “Six Year Plan Review, 10th Grade Advisors” to set out the requirements for tenth grade students and for tenth grade advisors. School counselors brought all tenth grade students to the Career Resource Center

through their social studies classes. Students would enter/update all sections of the Six Year Plan and complete at least one Career Interest Inventory. The Six Year Plan sections included: Class Schedule, About Me, Credits, Tests, and Post HS. Advisors were to review updates twice during the year in all sections required of students. Advisors would check students off a roster provided by the counselor.

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

School counselors provided training for all tenth grade advisors (and for ninth grade advisors who were new to the Ninth Grade Academy). Counselors started the year with an introduction to the Six Year Plan for the entire staff and held indepth training in a computer lab for tenth grade advisors. The tenth grade counselor worked with social studies teachers to have tenth grade students update and add to their Six Year Plan. Teachers felt a little overwhelmed before they became familiar with the Six Year Plan. It turned out not to be very time consuming, and as the year went on, teachers felt more comfortable.

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. [Note: eleventh grade students were not required to use the Six Year Plan.] These findings included:

- A high percent of Central students—85% of ninth graders, 87.8% of tenth, and 92.2% of eleventh—reported they “sometimes or often” talked about their future in school.
- More students disagreed (60%) than agreed (40%) that “the Six Year Plan is useful to plan my future.”
- Fewer 2006 than 2005 seniors by 3.1% reported they developed a career or education plan in school. However, about the same percent were certain of their post high school plans.
- Ninth graders visited their Six Year Plan/Student Portal more than other grades. Students at all grades were most likely to visit their Six Year Plan/Student Portal to see their grades (71.5%).

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.

During 2005-2006, Central made greater use of their Career Resource Center (CRC) in having students explore careers and discover what education was needed for that career. The CRC contained the guidance department’s laptop computers and the Center was used by all ninth and tenth graders to work on the activities for their Six Year Plan.

Implement targeted strategies to connect students to higher education opportunities.

Central school counselors collaborated with other staff in the school to implement the AVID program (described under Goal 2). The role of counselors has been to go into AVID classes with guidance curriculum, for example, more indepth work on their Six Year Plan (IDEAS assessment, career interest inventory, college planning), using the Student Portal to check their progress and grades, transcript review, registration, practice for the PSAT and review individual student PSAT results, and financial justification for getting an education.

Student Activity around College Access

According to the 2006 senior survey, only 21.5% of students had not submitted a postsecondary application by the time they graduated in 2006, an improvement over the 26.2% in 2004 though more than the 18.3% in 2005.

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

The outcomes for students were:

Goal 1: Improved performance for increased school completion

- Central's graduation rate decreased by 3% from 76.4% in 2004-05 to 73.4% in 2005-06. This percentage is, however, still the highest in the district.
- On the MBSTs, the percentage of students having passed by the opening of the school year increased slightly in writing and 3-4% in math and reading at grades ten and eleven. All percentages are considerably higher percentages than the average in the district.
- Ninth graders failure rates improved for failing one course by 3% (though still 42.9%) and failing 3 or more courses by 3.8% (though still 23.2%), all categories considerably lower than district averages.

Goal 2: Increase high-quality connections with adults

- There was a 12.6% increase in tenth graders who reported "feeling part of this school" (from 83.3% in 2005 to 91.9% in 2006, the highest in the district).
- There were mixed responses among ninth and tenth graders on whether "there is at least one adult who knows me well" (5.3% decrease among ninth graders from 59.4% to 54.1% in 2006 and 4.6% increase among tenth graders from 65.3% to 69.9% in 2006). Similarly, for "at least one adult I can talk to," 8.3% fewer ninth graders agreed (from 73% to 64.7% in 2006) but there was a 5.6% increase among tenth graders (from 69.9% to 74.5% in 2006).
- On "having an adult who know them" and that "they can talk to," all grade levels 9 to 12—agreed less often than the average of the district and often agreed least often among the seven high schools.

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).

- Attendance did not improve. Fewer students attained the "least often absent" category at all grade levels though only by a small amount at twelfth grade. More students attained the "most often absent" category in grades nine to eleven; however, Central had lower percentages in this category than the average of the district in all grades though only slightly in eleventh grade.

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.

- Central had the highest percent (shared by one school for tenth grade) of students taking honors courses at all grade levels. There was a slight decrease in percent of eleventh and twelfth grades and a 2% overall decrease in students taking honors courses, the biggest decrease was among English Language learners.

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

- Central ninth and tenth graders had the highest percents in the district accessing their Six Year Plan and were one of the higher percents among eleventh graders. More students disagreed (60%) than agreed (40%) that "the Six Year Plan is useful to plan my future."
- Central students reported **less** often than students in other schools that they **never** spent time "talking about their future."

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

- The percent of 2005 graduates enrolled in college one year after high school increased 2.6% over 2004 (from 71.4% to 74%).

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

	2001-02	2002-03	2003-04	2004-05	2005-06	District 2005-06
<i>Graduation in four years</i>	73%	75%	73%	76.4%	73.4%	65.9%
<i>Continuation in school</i>	19%	19%	20%	18.0%	21.3%	24.5%
<i>Dropped out</i>	7%	6%	8%	5.6%	5.3%	9.6%

B. Increase percent of students passing the Minnesota Comprehensive Assessments

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

	Number tested	Not Proficient	Proficient
<i>Central Grade 11 Mathematics</i>	422	63.7%	36.3%
<i>Central Grade 10 Reading</i>	483	39.8%	31.6%

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

Table 1C(1). MBST in Reading

Grade level	Fall 2003	Fall 2004	Fall 2005	Fall 2006	District 2006
Grade 9 Overall	68%	66%	72%		
African American		46%	60%		
American Indian					
Asian American		70%	78%		
Hispanic American		73%	68%		
Caucasian		82%	80%		
Free/Reduced Lunch		57%	65%		
Special Education		11%	32%		
ELL		57%	75%		
Grade 10 Overall	82%	80%	84%	88.7%	68.9%
African American		64%	73%	79.8%	58.8%
American Indian					63.2%
Asian American		82%	88%	87.2%	65.8%
Hispanic American		74%	91%	94.1%	64.7%
Caucasian		93%	91%	96.9%	88.1%
Free/Reduced Lunch		70%	79%	84.3%	62.1%
Special Education		35%	49%	55.9%	32.5%
ELL		67%	88%	86.3%	64.2%
Grade 11 Overall	89%	89%	90%	92.9%	75.3%
African American		72%	80%	88.1%	69.3%
American Indian			78%	88.9%	77.8%
Asian American		94%	93%	94.7%	69.0%
Hispanic American		77%	84%	96.2%	74.4%
Caucasian		94%	87%	94.9%	90.6%
Free/Reduced Lunch		84%	82%	90.8%	69.0%
Special Education		59%	57%	75.8%	46.7%
ELL		88%	87%	95.2%	68.1%

Grade 12 Overall	92%	92%	94%	94.5%	80.1%
African American		86%	88%	89.8%	73.6%
American Indian					75.0%
Asian American		95%	99%	98.2%	81.4%
Hispanic American		94%	94%	92.3%	78.2%
Caucasian		95%	95%	96.9%	86.2%
Free/Reduced Lunch		87%	93%	93.2%	78.0%
Special Education		53%	79%	74.2%	57.6%
ELL		83%	96%	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	61%	56%	60%		
African American		32%	34%		
American Indian					
Asian American		61%	73%		
Hispanic American		54%	48%		
Caucasian		78%	76%		
Free/Reduced Lunch		43%	48%		
Special Education		6%	21%		
ELL		46%	65%		
Grade 10 Overall	80%	72%	73%	76.5%	56.9%
African American		59%	51%	53.6%	38.2%
American Indian					52.6%
Asian American		80%	79%	82.6%	59.2%
Hispanic American		63%	76%	73.5%	49.7%
Caucasian		87%	88%	92.2%	79.9%
Free/Reduced Lunch		60%	62%	68.3%	48.8%
Special Education		26%	24%	44.1%	18.5%
ELL		68%	75%	78.3%	56.0%
Grade 11 Overall	81%	81%	80%	84.4%	66.4%
African American		63%	62%	67.8%	49.8%
American Indian				77.8%	66.7%
Asian American		87%	87%	88.6%	67.4%
Hispanic American		77%	68%	92.3%	60.4%
Caucasian		92%	92%	92.9%	85.5%
Free/Reduced Lunch		72%	67%	75.5%	59.4%
Special Education		46%	50%	48.5%	34.2%
ELL		77%	78%	89.1%	64.4%
Grade 12 Overall	89%	88%	89%	88.1%	72.0%
African American		78%	77%	79.5%	57.6%
American Indian					61.1%
Asian American		89%	95%	94.6%	78.6%
Hispanic American		88%	89%	76.9%	66.7%
Caucasian		93%	95%	92.0%	81.4%
Free/Reduced Lunch		83%	84%	88.1%	69.3%
Special Education		42%	50%	51.6%	46.1%
ELL		76%	88%	93.7%	75.2%

Table 1C(3). MBST in Writing

<i>Grade level</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>District 2006</i>
Grade 11 Overall	81%	81%	85%	85.2%	67.0%
African American		72%	77%	77.6%	59.3%
American Indian				77.8%	72.2%
Asian American		85%	90%	85.6%	61.0%
Hispanic American		82%	84%	88.5%	65.5%
Caucasian		87%	90%	90.4%	83.9%
Free/Reduced Lunch		74%	78%	80.3%	60.3%
Special Education		44%	73%	57.6%	37.3%
ELL		77%	81%	86.1%	60.8%
Grade 12 Overall	88%	91%	92%	92.9%	76.3%
African American		82%	84%	89.0%	69.5%
American Indian					73.6%
Asian American		94%	96%	95.5%	76.8%
Hispanic American		94%	94%	84.6%	71.3%
Caucasian		94%	94%	95.1%	84.0%
Free/Reduced Lunch		87%	91%	91.0%	73.3%
Special Education		68%	86%	77.4%	56.1%
ELL		81%	93%	92.1%	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	83%	81%	79%	81%	80%
To another school in the district	5%	5%	7%	6%	6%

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

<i>Grade level</i>	<i># courses</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Ninth	1	258 (40%)	291 (45%)	157 (42.9%)	1808 (54.1%)
	2	188 (29%)	221 (34%)	112 (30.6%)	1390 (41.6%)
	3 or more	136 (21%)	171 (27%)	85 (23.2%)	1130 (33.8%)

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

	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>District 2005-06</i>
Total	326 (63%)	276 (58%)	294 (63%)	266 (61.9%)	1246 (45.5%)
African American	54	32	43	49 (39.2%)	175 (27.7%)
American Indian/Alaskan					10 (29.4%)
Caucasian	145	129	133	106 (57.9%)	380 (50.6%)
Hispanic	9	10		6 (37.5%)	48 (22.5%)
Asian American/Pacific Island	65	67	67	67 (64.4%)	495 (56.6%)
Other/Not Reported	50	35	41	38	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	268 (41.9%)	267 (40.9%)	231 (35.2%)	1235 (35.0%)
	6 to 10	140 (21.9%)	132 (20.2%)	141 (22.1%)	687 (19.5%)
	11 or more	232 (36.3%)	254 (38.9%)	267 (41.8%)	1605 (45.5%)
Grade 10	0 to 5	196 (34.4%)	207 (35.6%)	169 (29.2%)	1048 (30.7%)
	6 to 10	128 (22.5%)	134 (23.0%)	137 (23.7%)	675 (19.8%)
	11 or more	246 (43.2%)	241 (41.4%)	271 (47.1%)	1693 (49.6%)
Grade 11	0 to 5	163 (29.5%)	173 (35.2%)	134 (25.3%)	777 (26.0%)
	6 to 10	132 (23.9%)	106 (21.6%)	104 (19.7%)	543 (18.2%)
	11 or more	258 (46.7%)	212 (43.2%)	291 (55.0%)	1663 (55.7%)
Grade 12	0 to 5	117 (23.7%)	119 (24.5%)	102 (22.9%)	604 (23.6%)
	6 to 10	106 (21.5%)	121 (24.9%)	123 (27.6%)	520 (20.3%)
	11 or more	271 (54.9%)	245 (50.5%)	220 (49.4%)	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	346 (59%)	611 (56%)	590 (58%)	3381 (35%)
Tenth	344 (66%)	548 (61%)	543 (61%)	3398 (37%)
Eleventh	364 (72%)	463 (69%)	498 (64%)	3119 (40%)
Twelfth	329 (71%)	470 (76%)	428 (73%)	3501 (37%)

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

Table 4B.

	2002-03	2003-04	2004-05	2005-06
District Total	43%	43%	44%	38%
School Total	67%	66%	65%	63%
American Indian	50%**	27%**	14%**	21%
Asian American	65%	67%	66%	64%
Hispanic American	63%	65%	65%	57%
African American	46%	41%	42%	41%
Caucasian	84%	86%	84%	83%
Receiving F/R Lunch	47%	48%	46%	46%
English Language Learners	49%	53%	56%	46%
Special Education Students	14%	17%	18%	16%

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>	
Central	92.6%	Central	89.1%	<i>Harding</i>	85.4%	<i>Harding</i>	82.6%
<i>Humboldt</i>	81.2%	<i>Como</i>	85.4%	Central	80.0%	<i>Como</i>	42.9%
<i>Harding</i>	80.6%	<i>Highland</i>	83.8%	<i>Como</i>	72.7%	<i>Humboldt</i>	38.8%
<i>Highland</i>	79.0%	<i>Harding</i>	82.1%	<i>District</i>	72.3%	<i>District</i>	34.2%
<i>District</i>	78.7%	<i>District</i>	75.9%	<i>Arlington</i>	72.2%	<i>Highland</i>	30.6%
<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%	<i>Highland</i>	56.9%	Central	2.6%
<i>Arlington</i>	66.7%	<i>Johnson</i>	51.6%	<i>Humboldt</i>	50.5%	<i>Arlington*</i>	

*Twelfth grade numbers at Arlington were unavailable.

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

See Appendix B, 4a – 4g

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

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

	<i>2003 Graduates</i>	<i>2004 Graduates</i>	<i>2005 Graduates</i>	<i>2006 Graduates</i>
<i>Percent enrolled in college</i>	68.0%	71.4%	74.0%	
<i>African American</i>		58.3%	61.2%	
<i>American Indian</i>				
<i>Asian American</i>		65.5%	72.8%	
<i>Hispanic American</i>		64.7%	64.3%	
<i>Caucasian</i>		78.2%	81.1%	
<i>Free/Reduced Lunch</i>		60.0%	63.2%	
<i>Special Education</i>			55.6%	
<i>ELL</i>		54.5%	65.9%	

*Categories with fewer than 5 students were removed

Appendix B. Tables of Students' Perceptions from Student Surveys

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

Goal 1. Guidance Counselors Assume New Roles

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

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

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	9.9%	16.8%	18.1%	35.9%	41.7%	50.8%
Testing	1.3%	3.5%	5.0%	5.6%	9.6%	13.6%
Attendance	3.1%	8.7%	4.8%	4.5%	7.5%	5.9%
Course selection	23.0%	28.3%	22.8%	41.9%	40.7%	46.5%
Career information	2.2%	3.7%	1.2%	3.3%	4.9%	5.9%
Scheduling issues	32.3%	43.9%	44.6%	49.0%	55.5%	62.3%
Other school problems	7.1%	11.5%	8.5%	7.8%	9.8%	9.6%
Scholarship information	1.5%	1.4%	1.8%	1.8%	2.6%	3.5%
College information	2.2%	3.7%	1.6%	8.9%	9.1%	21.9%
Discipline	2.7%	7.5%	6.9%	3.3%	6.6%	2.4%
Personal/Family issues	2.7%	6.5%	5.8%	5.8%	8.0%	7.0%
I have not spoken with a counselor	41.2%	30.8%	26.8%	16.7%	13.3%	6.1%

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	18.4%	20.8%	7.1%	19.8%	11.7%	17.6%
Testing	5.3%	12.9%	3.8%	19.6%	15.2%	20.1%
Attendance	6.9%	3.1%	2.8%	2.4%	4.2%	1.6%
Course selection	17.2%	14.2%	9.5%	29.2%	17.1%	21.7%
Career information	9.3%	18.7%	4.8%	15.6%	18.5%	28.9%
Scheduling issues	20.8%	12.8%	9.7%	14.5%	13.3%	14.7%
Other school problems	10.0%	8.9%	4.6%	6.9%	4.9%	6.4%
Scholarship information	4.9%	12.4%	4.2%	8.9%	7.7%	20.6%
College information	9.1%	30.6%	8.5%	25.8%	24.1%	39.0%
Discipline	2.9%	3.8%	2.6%	2.0%	2.3%	1.9%
Personal/Family issues	5.1%	3.1%	3.6%	5.1%	5.2%	3.5%
I have not seen a presentation by a counselor**	40.5%	36.2%	50.4%	31.8%	29.0%	24.3%

* 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	13.0%	14.6%	11.3%	20.3%	18.3%
Agree	74.5%	73.8%	71.7%	68.5%	69.8%
Disagree	8.3%	7.9%	10.7%	8.5%	8.4%
Strongly disagree	4.2%	3.8%	6.3%	2.7%	3.5%
Mean	2.96	2.99	2.88	3.07	3.03

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)	6.0%	12.6%	10.3%
Coach (school)	6.6%	7.3%	7.3%
Counselor (school)***	18.4%	17.8%	13.3%
Friend	70.3%	75.3%	76.0%
Nurse (school)***	2.4%	5.4%	4.2%
Parent	63.1%	56.3%	55.2%
Pastor/Rabbi/Minister/ Other Religious leader	3.6%	5.4%	3.4%
Relative (not parent)	29.9%	39.0%	34.3%
Social worker (school)***	5.8%	11.0%	5.4%
Someone else	24.1%	30.9%	29.0%
Someone else who works at my school		3.3%	2.6%
Teacher (advisory)*	8.6%	6.8%	7.9%
Teacher (classroom)**	15.9%	11.9%	12.3%
Therapist		4.4%	3.0%
I would not go to anyone if I had a problem	10.6%	15.0%	12.9%

*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	36.1%	22.4%	23.3%	8.6%	9.6%
2004	46.2%	19.7%	17.2%	7.1%	9.8%
2005	48.5%	14.5%	18.1%	11.5%	7.4%
2006	45.0%	18.2%	17.1%	12.2%	7.6%

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	28.4%	54.3%	14.9%	2.4%	3.09
2005 9th	22.0%	57.9%	18.0%	2.1%	3.00*
2006 9th	25.7%	56.4%	15.7%	2.2%	3.06
2005 10th	23.4%	60.4%	14.0%	2.3%	3.05
2006 10th	25.7%	59.3%	14.0%	1.0%	3.10
2006 11th	24.1%	61.9%	12.2%	1.9%	3.08

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	30.0%	56.0%	11.1%	2.9%
2005	24.4%	61.7%	11.2%	2.7%
2006	26.4%	57.3%	13.2%	3.1%

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

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	47.1%	43.8%	7.9%	1.3%	3.37
2005 9th	46.3%	47.2%	5.9%	.7%	3.39
2006 9th	32.3%	58.2%	7.4%	2.0%	3.21***
2005 10th	56.6%	37.3%	5.4%	.7%	3.50
2006 10th	36.6%	54.1%	8.1%	1.2%	3.26***
2006 11th	41.8%	54.9%	3.0%	.3%	3.38

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	34.7%	56.2%	7.9%	1.2%	3.24
2006 9th	34.1%	54.8%	9.5%	1.6%	3.21
2005 10th	26.1%	56.8%	14.3%	2.7%	3.06
2006 10th	27.4%	59.1%	11.8%	1.7%	3.12
2006 11th	22.4%	59.5%	14.1%	4.1%	3.00

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	12.5%	50.4%	28.4%	8.8%
2005	11.8%	56.4%	26.0%	5.9%
2006	10.5%	51.2%	31.8%	6.6%

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	20.3%	69.3%	7.9%	2.4%	3.08
2005 9th	16.8%	69.5%	12.5%	1.2%	3.02
2006 9th	18.2%	65.7%	14.2%	2.0%	3.00+
2005 10th	21.5%	61.8%	13.1%	3.6%	3.01
2006 10th	19.2%	72.7%	7.3%	.7%	3.10*
2006 11th	23.1%	62.2%	12.1%	2.7%	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	18.7%	54.4%		20.1%	6.9%
2005	17.8%	61.8%		13.4%	7.1%
2006	20.5%	57.8%		15.0%	6.7%

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	18.1%	62.3%	18.2%	1.4%	2.97
2006 9th	12.3%	62.4%	21.2%	4.0%	2.83***
2005 10th	16.0%	66.7%	14.4%	2.9%	2.96
2006 10th	16.1%	69.0%	13.0%	1.9%	2.99
2006 11th	15.2%	67.4%	15.2%	2.2%	2.96

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	9.3%	73.8%	14.3%	2.6%	2.90
2005 9th	11.2%	68.3%	18.4%	2.1%	2.88
2006 9th	11.6%	69.3%	15.5%	3.6%	2.89
2005 10th	10.9%	62.0%	21.9%	5.2%	2.79
2006 10th	10.2%	72.9%	14.0%	2.9%	2.90**
2006 11th	12.7%	69.0%	15.1%	3.2%	2.91

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	10.9%	65.2%	18.4%	5.6%
2005	10.6%	67.6%	17.4%	4.4%
2006	9.7%	65.5%	21.4%	3.4%

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	14.7%	66.6%	16.7%	2.0%	2.94
2006 9th	12.4%	68.4%	16.0%	3.2%	2.90
2005 10th	10.2%	66.4%	20.3%	3.2%	2.84
2006 10th	11.5%	71.5%	14.1%	2.9%	2.92
2006 11th	11.7%	69.6%	16.0%	2.7%	2.90

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	7.1%	47.3%	25.0%	17.4%	3.2%
2004	17.2%	56.9%		21.7%	4.2%
2005	10.9%	62.2%		23.2%	3.6%
2006	17.5%	55.3%		23.4%	3.9%

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

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	15.2%	30.3%	41.2%	13.3%	2.47
2005 9th	17.6%	41.8%	31.6%	9.0%	2.68
2006 9th	18.8%	35.3%	37.1%	8.8%	2.64
2005 10th	18.8%	46.5%	25.4%	9.3%	2.75
2006 10th	26.5%	43.4%	23.2%	6.9%	2.90*
2006 11th	26.7%	45.5%	22.7%	5.1%	2.94

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

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	15.2%	30.3%	41.2%	13.3%	2.47
2005 9th	19.2%	53.8%	20.2%	6.9%	2.85
2006 9th	16.2%	48.5%	27.3%	8.0%	2.73*
2005 10th	17.2%	52.7%	22.6%	7.5%	2.80
2006 10th	23.3%	51.2%	19.1%	6.4%	2.92*
2006 11th	26.8%	49.3%	18.2%	5.6%	2.97

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	41.0%	42.9%		11.0%	5.1%
2005	31.9%	48.6%		13.6%	5.9%
2006	34.2%	46.7%		14.1%	5.0%

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	17.9%	15.6%	14.7%	22.7%	19.4%
Learn how to communicate with others	24.1%	19.2%	21.0%	20.3%	17.1%
Discuss personal problems	6.6%	10.0%	7.5%	8.9%	8.0%
Learn how to use my time wisely	26.3%	19.8%	19.8%	15.1%	14.1%
Discuss personal and school safety	10.0%	8.2%	4.8%	8.9%	7.5%
Discuss how to choose and make friends	8.9%	5.6%	4.0%	4.0%	3.5%
Create a plan for high school and beyond	34.1%	49.5%	33.9%	22.7%	19.0%
Learn about post-high school choices	14.1%	27.3%	17.5%	16.0%	12.9%
Discuss how to get involved in school activities	21.5%	17.1%	16.3%	18.7%	16.9%
Develop decision making and problem solving skills	9.1%	10.5%	8.1%	8.7%	7.0%
Talk to my friends	61.5%	70.6%	73.8%	79.5%	75.9%
Read	68.1%	58.6%	54.0%	47.9%	62.8%
Do homework	63.0%	65.6%	65.3%	66.4%	75.9%
Review my academic progress	22.8%	19.8%	16.5%	31.6%	30.7%
Sleep/take naps	18.1%	26.7%	33.1%	31.0%	37.0%
Other areas:	6.0%	10.0%	11.9%	15.8%	16.2%

*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	86.0%	89.3%	87.9%
10 th Grade		87.8%	91.1%
11 th Grade			92.2%

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	5.8%	34.3%	37.8%	22.1%	2.24
Ninth grade	6.9%	38.3%	38.1%	16.7%	2.35
Tenth grade	5.5%	33.1%	37.1%	24.3%	2.20
Eleventh grade	4.9%	30.2%	38.0%	26.9%	2.13

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

	<i>Yes</i>	<i>No</i>
2003	51.1%	48.9%
2004	63.2%	36.8%
2005	66.4%	33.6%
2006	63.3%	36.7%

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*	45.9%	44.2%	6.3%	3.6%
2004	47.5%	39.2%	9.3%	4.0%
2005	50.1%	40.5%	7.1%	2.3%
2006	48.0%	42.7%	6.7%	2.7%

* 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)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	6.6%	25.1%	26.5%	25.1%	16.7%
2004	11.6%	36.2%		31.1%	21.1%
2005	10.6%	49.8%		34.5%	14.0%
2006	12.1%	38.0%		34.8%	15.1%

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	7.9%	22.5%	40.1%	29.5%
Ninth grade	15.0%	36.1%	36.9%	12.0%
Tenth grade	2.2%	17.0%	55.5%	25.4%
Eleventh grade	4.9%	10.4%	27.0%	57.8%

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	71.5%	81.7%	72.1%	57.0%
Attendance	28.5%	34.1%	25.3%	24.6%
Behavior	9.7%	16.3%	7.7%	3.2%
Assignments	22.8%	28.8%	21.3%	16.6%
Transcript	32.7%	28.0%	38.4%	32.6%
Other (please describe):	10.9%	7.3%	11.7%	14.7%

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	26.5%	12.0%	13.1%	22.1%	26.2%
2005	37.5%	14.9%	13.1%	16.2%	18.3%
2006	31.7%	13.5%	14.1%	19.3%	21.5%

Appendix C. Comprehensive Guidance Curriculum for Central 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?	Implementation Contact Person
9	What can counselors do for you?	Academic A Career C Personal/Social A	Guidance Program Pamphlets PowerPoints	Sept.	All 9 th graders— app. 600	Freshman Camp and/or Open house	Use CAREI Survey Results to measure improvement	All Counselors
	Six Year Plan In-Service	Academic ABC Career A C	PowerPoint on HS/Col. Req., attendance, achievement list, career options	Nov. 9	All 9– 11th Grade Advisors	Faculty In-Service	# students w/ plans; increased grad. rate and post h.s. enrollment by grad year	Grade level liaison
	Six Year Plan Introduction	Academic ABC Career A C	Presentations in CRC using Computer Lab	Sept	All 9 th Graders	Advisories	# students with required components of 6 yr plans	Hargens &Merlin
10	Six Year Plan Career Exploration interest inventory	Career ABC	6 year plan/ (e.g. MCIS ONET Inventory, Career Zone, MN Careers Inventory)	Nov-March	All 10 th graders—	Social Studies Classes	# students with Holland Code and 3 careers recorded in 6 Yr Plan (to be monitored by advisors)	Karp
	Six Year Plan In-Service:	Academic ABC Career A C	PowerPoint on HS/Col. Req., attendance, achievement list, career options	Nov. 9	10 th grade advisors	Faculty In-Service	# students w/ plans; increased grad. rate and post h.s. enrollment by grad year	Grade Level liaison
	Sexual Harassment Prevention	Personal/Social ABC	Presenter Yvette Trottmann (from Ceridian Partnership)	Nov. & March	10 th graders	Health classes	Lowered incidents reported	Karp

11	Six Year Plan: Post High School Options	Academic Career Personal/Social	ABC C B	Six Year Plan Tools Research, college search, 2 nd and 3 rd career studies	Oct. – May	11 th graders	Advisories	Pre/Post Test	Sweeney
	College Planning	Academic Career	B C	Applicable College/Testing Company Handouts	Oct – Dec	11 th grade	Advisories	Pre/Post Test	Sweeney
	Six Year Plan In-Service: (Post High School Planning)	Academic Career	ABC A C	PowerPoint on HS/Col. Req., attendance, achievement list, career options	Nov. 9 th	11 grade	Faculty In-Service	# students w/ plans; increased grad. rate and post h.s. enrollment by grad year	Sweeney
12	College Application Process	Academic Career	B C	HS/Col. Req.; College info	Oct - Dec	12 th grade	Advisories	Increased # students applying to post secondary per Career Planning Survey (CPS –Senior Survey)	Olson
	Financing Your Future	Career	B	Speaker Mick Endersbe	Oct. 25	All Grades	Parent Night	Review of parent evaluations & number of attendees	Olson
	Financial Planning Aid/ FAFSA Scholarships	Career	B	Powerpoint Forms Copies of information Guest Speakers	Jan.	All Grades	Parent Night	Increased # students applying to post secondary per Career Planning Survey (CPS –Senior Survey)	Olson
	Passport to Graduation	Academic Career Personal/Social	BC C B	Keys to graduation and h.s./college requirements;	Apr - May	12 th graders—	Senior Meeting	Staff Survey	Sweeney
All	Making Good Academic Choices: Registration High School Graduation Requirements: Intro	Academic Career	B C	Copies of requirements and registration forms	March	9-11 students	Advisories	# students w/ completed reg. forms	Chair

All	CAREI Survey Evaluation of Counseling Program	Academic Career Personal/Social	ABC ABC ABC	Counselor/ CAREI Generated Survey	April	All 9-12 th graders	Advisories	Use CAREI Survey Results to evaluate effectiveness of Guidance Program	CCIT Repr.
All	Making Good Academic Choices: Registration High School Graduation Requirements: Individual Meetings	Academic Career	B C	Copies of requirements and registration forms	March	9-11 students	Science Classes	# students w/ completed reg. forms	Chair
All	Registration Evenings	Academic Career	B C	Copies of requirements and registration forms	April	8-11 th grade students	All projected students for 2007-2008	# students w/ completed reg. forms	
All	Transcript review	Academic Career Personal/Social	B C B	Copies of a sample transcript	Nov. & Feb.	All students	Advisories	Compare # students on track to graduate (i.e. less failures)	All counselors
All	Six Year Plan Open Lab	Academic Career	ABC A C	Individual assistance for advisors: drop in	Nov. 10 & March 9	All 9-11 th Grade Advisors	Faculty In-Service	# students w/ plans; increased grad. rate and post h.s. enrollment by grad year	All counselors
All	After school: Inservice How to advise for registration	Academic Career	ABC A C	Powerpoint presentation	Feb	All Staff	After school		All Counselors

Date _____

Principal's Signature

CENTRAL HIGH SCHOOL Closing the Gap Action Plan 2006-2007

Target Group: 10th grade African American Males with failing grades from 2005-2006

Target Group selection is based upon the following data: AYP Data from 2005-2006 Based on Ethnicity and Gender

Counselor	ASCA Standards & Competency	Type of Service to be Delivered in What Manner?	Resources Needed	Projected Start	Projected End	Projected Number of Students Impacted	Evaluation Method (Measuring results)		Intended Effect on Academics, Behavior or Attendance?
							Perception Data	Results Data	
Sweeney Hargens Olson Merlin	Academic Standard A Students will acquire the knowledge skills and attitudes that will contribute to effective learning in school and across the lifespan.	Each counselor will meet monthly with 5 - 10th grade African American males who have attendance and/or credit deficiency issues Meetings will include discussion on: barriers to attendance, grades, goal setting, planner use, study skills, organizational methods, study habits, tutoring opportunities	Disaggregated data from 2005/2006	October	May	20	<u>Attitudes:</u> % students who believe that passing classes matter % students who indicate they will ask for help when they need it <u>Skills</u> % student who can identify their barrier to learning % student who can identify where, when to seek help <u>Knowledge</u> % students who know graduation requirements % who know where to seek help (tutoring)	<u>Achievement Related (AR):</u> Course completion rate <u>Achievement (A):</u> Compare academic improvement 2005-2006 to 2006-2007 Classes passed after each year	Students will improve academically.

Principal's Signature

Date

Date of staff presentation

Prepared by