Harding High School
Saint Paul Public Schools

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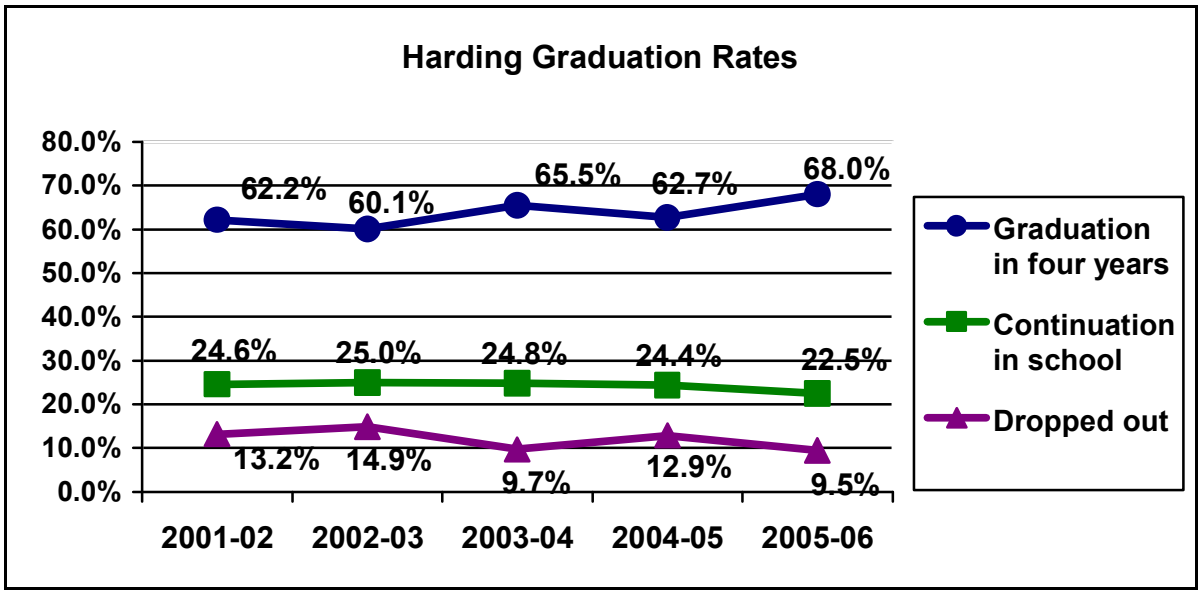

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Harding High School Connected Counseling Report Executive Summary

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

- Harding school counselors found Connected Counseling gave them the opportunity to work collaboratively, to move a significant distance toward implementing the ASCA Model, and to reach consensus on expectations for the schoolwide counseling department plan for 2006-2007.
- The percentage of students reporting that they "had **not** met individually with a counselor" has decreased dramatically. The same trend is true for students reporting that they "had **not** seen presentations by a counselor": ninth graders (65.6% of 2004 compared to 32.3% of 2006), tenth graders (36% compared to 21.6%), and only 14.7% of 2006 eleventh graders.
- School counselors are represented on all school decision making groups where they advocate for systems changes and new programs. Counselors are integral members of academy teams and find the location of academy teams around the building very positive in connecting to students and teachers and providing services.

Goal 2: Design guidance curriculum and new initiatives

- Counselors developed specific guidance curriculum for all grade levels which includes work on the Six Year Plan and review of credits earned and required. The guidance curriculum is presented through Foundations (30-minute daily advisory session) and English classes, making extensive use of the College and Career Center (CCC) technology and staff. Counselors and teachers promote the Student Portal to have students take responsibility for knowing where they stand academically. A CCC staff member works with seniors to assure they all have exit plans.
- The "closing the gap" activity signed up credit-deficient students for summer school. Counselors also work with AVID to support students in rigorous classes.

Goal 3: Advisors effectively counsel students and support them

- Counselors collaborate with Foundations teachers and make regular visits to their Foundations to present guidance curriculum and make contact with the students.
- By senior year, nearly 90% of students reported there was "at least one adult at school they could talk to who knew them" – more in 2006 than in 2005.

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

- Harding was above the district average at all grade levels of having students access their Six Year Plan, had the highest % at eleventh grade, and had by far the highest % at twelfth grade (82.6% compared to 43% for the next highest school).

Goal 5: Expand College Access

- The CCC staff provides expanded hours to help students succeed in high school and plan for college.

Part II. Student Outcomes

- Harding's graduation rate increased from 62.7% in 2004-05 to 68.0% in 2005-06 – the second largest increase in the district (5.3%).
- 2% fewer ninth graders failed courses (54% in 2006 versus 56% in 2005), about the district average.
- Seniors taking ACTs increased by 2%—8.5% higher than the district average.
- Students absent 11 or more days increased at each grade level though attendance remained higher than the district average.

Part I. Redesign Goals

Background of Harding High School

During 2003-2004, Harding launched an academy structure with assistance of funds from the Gates Foundation and the US Department of Education. The school is divided into five academies – Ninth Grade, Science/Engineering & Industrial Technology, Medical & Environmental Studies, Human Services, and Fine Arts. Harding's Ninth Grade Academy addresses the transitional needs of ninth grade students as they move to a high school setting. The four upper level academies focus on student academic and career interests.

The Harding Course Registration Guide reads: "Academies capitalize on student interests and aptitudes in order to provide curriculum that will both challenge and motivate all of our students." "One of the most important elements of the academy concept is the ability to create a sense of belonging. Teachers and students build a supportive relationship, which promotes a positive and safe learning environment. Relationships are developed in Foundations, an advisory period, as well as in classes taught by their academy teachers."

Assistant principals and guidance counselors are no longer assigned by alphabet. By fall 2005-2006, four of five academies had Administrative Centers—consisting of a guidance counselor, an academy principal, and a secretary—and were in adjacent offices physically located within their respective academies. For the remaining academy, the assistant principal and guidance counselor team have offices in close proximity to the central office area and their academy teachers. Five of the six school counselors are assigned to the five academies and the sixth counselor is the College and Career Center counselor.

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

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

<u>Practitioners make vision for guidance counseling their own.</u>
When doing their program audit, the Harding school counselors were particularly surprised at how much they were implementing the ASCA model. They realized that every student having a right to the school counseling program was a different paradigm, a shift in the way they thought about their counseling program. They felt good that Saint Paul seemed to be leading the way on that paradigm.

The Harding school counselors felt that the Connected Counseling project required them to come together and go in one direction. It required them to document what they were doing, which they might not have done. One counselor said, "We did a lot of focusing that we probably wouldn't have done otherwise."

Because counselors know what each other is doing they are able to provide support when needed. One counselor said, "We are collaborating more as a team. We share with each other what we're doing in our academies. We give each other feedback on what's working, what's not. Right now we are following one set of curriculum. We all know that is the expectation; that is the standard. We all try to get our students there."

<u>Operationalize Connected Counseling Operational Structure (CCOS) notebook per ASCA model.</u>
Harding school counselors held several meetings within their department, with their administration, and with the Connected Counseling (CC) project co-coordinators more than once to help complete their Connected Counseling Operational Structure (CCOS) and budget for 2005-2006. During a workshop

with Trish Hatch on March 6 and 7, 2006, Harding's principal joined the counseling department to review their CCOS in preparation for the new 2006-2007 version. On June 19, 2006, Harding's school counseling team gave an update on the CCOS with which they would open the 2006-2007 school year.

The CCOS proposes school counselors ***use their time*** as follows: 30% delivering guidance curriculum, 30% delivering individual student planning, 20% in responsive services, and 20% on systems support. These uses of time are in accord with suggestions of the ASCA Model.

The school counseling department has been restructuring. Developing the ***guidance department organization and individual responsibilities*** has been an exercise in negotiation and compromise. As the College and Career Center (CCC) expanded with additional staff and services, the level of involvement of academy counselors in CCC classes has remained at the leadership level. Responsibilities are charted clearly, discussed in weekly department meetings, and adjusted when agreed upon with administration.

Guidance curriculum has been written and will be consistently implemented at designated grade levels by all department staff. One ***intentional guidance activity*** (closing the gap action plan) will be implemented by all counseling personnel to sign up students for summer school.

In their CCOS, Harding school counselors generated a list of twenty-nine "***Ways to Improve Graduation Rate at Harding."*** Some of these are new with Connected Counseling, (e.g., Guidance CCOS Curriculum 9th through 12th); some are new schoolwide with collaboration of counselors, (e.g. AVID Program); and others district-created and coordinated by school counselors, (e.g., Six Year Plan).

Another area of improvement was in ***collecting data***. One counselor said, "Because of the grant we actually did a pre- and post-test. It's not that we don't want to; it's that we don't take the time to do it." School counselors developed pre- and post-tests for ninth grade, tenth grade, and eleventh/twelfth grades to measure what students learned about the Six Year Plan activities. The results of their pre- and post-tests were given at the June 19, 2006, end-of-the-year report to their colleagues. School counselors learned from the results of their evaluation that ninth grade students did increase their skill in using the Six Year Plan and the Student Portal, but that they already knew quite a bit about what credits they needed to graduate. The pre- and post-tests have been prepared for use in 2006-2007.

<u>Students respond regarding counselors.</u>
Students' perceptions from student surveys on the changing role of the counselor show students met with counselors significantly more often and were even more likely to see a presentation by a counselor. Some of the findings included: (see Appendix B)

- The percentage of students reporting that they "had **not** met individually with a counselor" has dramatically decreased through the years and as students got older. In 2004, 52.4% of ninth graders said they "had **not** met with a counselor" compared to 43.6% of ninth graders in 2006. Only 18.0% of 2006 eleventh graders had not spoken with a counselor.
- The same trend is true for students reporting that they "had **not** seen presentations by a counselor": 65.6% of 2004 ninth graders compared to 32.3% of 2006 ninth graders, 36% of 2005 tenth graders compared to 21.6% of 2006 tenth graders, and only 14.7% of 2006 eleventh graders.

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

<u>Counselors assume new leadership roles.</u>
Harding school counselors serve as leaders within their academy teams. Each academy is lead by a team consisting of the teacher academy chair, an assistant principal, and a school counselor. Connected Counseling at Harding is woven into a larger, whole school reform effort focused on creating small learning communities called academies. Because of this effort, school counselors and administrators have

been assigned to students by academy and physically decentralized to become integral members of the academy, uniting more closely with students and teachers. Teachers are very grateful to have the school counselors near the academy classrooms because it increases counselor visibility and makes collaboration much easier. The school counselors find many advantages to being in a center near their academy students' classrooms.

Advantages of the academies and the administrative centers as seen by school counselors:

- "I am a lot more connected to the teachers in this academy. I know which Foundation a majority of my students belong to."
- "My academy teachers know me well enough that if there is ever a situation with any student, they know to call me and get my feedback on it. And if it's something I should take care of, I just take that off their plate, saying, this is a counseling issue, I will deal with this. I try to make their job easier. I tell them, they are the ones that have to let me know what's going on. I will take it from there."
- Huge advantages in basic time management include the proximity of the assistant principal to the counselor for quick consultation, nearness of a secretary who schedules students, and a copier for making copies of student materials easily and quickly. Secretaries help manage student visits to minimize interruptions and to notify the adult of the next appointment.
- "I like having the secretary and administration here because if I know something or need something, we can bounce ideas off each other. If a counseling issue comes up, a scheduling issue, or a graduation requirement, the administrator can send for me over an email or bring me into a meeting and vice-versa."
- "It's more convenient for students to access services, for example, a student just walked by and asked me a question. Whereas, when we were downstairs in that centralized location, some students knew how to get services, but now it's everybody in the academy who knows where to go see a counselor or see an AP."
- "In the half hour Foundations, counselors have the opportunity, because of the closeness, to see two or three or four students. If they walk into a Foundations class, every one of those students is theirs."

Some examples of leadership provided by school counselors within their academy or within the school include:

- At the suggestion of the counselor, one academy has a monthly meeting with student representatives from each of the academy Foundations. The students are the voices from the classes on "what is working and what's not working." This is also a forum where the academy adult leaders can deliver messages to the students.
- One academy is piloting the Why Try Program with all their Foundations, spending one day a week on that curriculum.
- School counselors would like to restructure the registration process. They would train the staff in reviewing transcripts, in graduation and college requirements, and in what to consider when helping a student with registration. Over several days, Foundations teachers would have a five-minute conference with each student, helping them pick their next core classes.

<u>Represent guidance and counseling at school site.</u>
The school counseling department is represented in all meetings of the Faculty Leadership Team, Site Council, Department Chairs, and Academy Chair Academy Principal (ACAP). One counselor is the lead AVID counselor, having gone to the AVID training with the teachers who would implement the program. The SEIT (Science/Engineering & Information Technology) counselor will attend the counselor training for Project Lead the Way which is a pre-engineering program in the SEIT Academy.

Being represented on all decision-making groups increased counselor involvement with all aspects of student development and has been an important support for projects and programs in the school.

Counselors became involved in groups within the school, collaborating with the director of the groups. For example, one counselor volunteered to help with the Hmong Parent Group led by the Hmong Cultural Liaison. She felt it was important to have a counselor involved because parents are interested in graduation requirements and services available in the school with which the Cultural Liaison may not be as familiar. She helped present information about child protection, truancy, graduation requirements, and what to do and ask at parent-teacher conferences. They also trained the parents to use Parent Portal and Student Portal. That was very challenging because there was a wide range of experience with computers including parents who had never used a computer. The feedback was that parents felt the Parent Portal was a great way to have access to all that information.

Work in collaboration with others at the school site.
Each academy has a full academy staff meeting once a month led by the academy principal and/or academy chair. Counselors are part of the team and become part of the activities of the academy like everyone else, particularly when it fits their strengths. All academies are using a process for looking at data and setting SMART goals. Two examples of activities include:

- One academy decided they would look at how many students are not getting C's or better and see whether the data would improve if Foundations teachers did more one-on-one meetings – conferences with students.
- One academy is the first to implement the professional learning community model through which all academy members, including the counselor, work very closely with one another. Specifically, they are working on building professional relationships, collaborating more, changing the way they teach students, improving their students' writing skills, working on an appropriate academy foundations curriculum, identifying concerns about student and appropriate interventions, and getting to know their students more. In working on improving their students' writing skills, they have been trained to use the BST (Basic Standards Test) writing rubric to assess students' papers.

The guidance department focused on building better operating systems. Some examples include:

- In 2005-2006, counselors found that the district's online registration system was a much more efficient scheduling system than traditional paper and pencil registration. Academy school counselors were available in the College and Career Center for the first three days of each trimester, and if students needed a schedule change, counselors immediately rescheduled them with real-time enrollment numbers. Online scheduling has also helped keep class sizes balanced because counselors know how many students are already enrolled in a class and can thereby put students in classes with lower numbers.
- Harding counselors developed an electronic "Seniors' Obligations List" (a list of what students need to do to graduate) in order to identify seniors who were at risk of not graduating. By putting students on this list and managing it effectively, counselors were able to communicate with students and parents, eliminating last minute notification and allowing students a chance to remedy the situation before it was too late.

3. Guidance Technicians effectively assume non-counseling duties currently performed by counselors. Outcomes include:

Perform/align functions in accordance with CCOS.
The duties for the Guidance Technician listed in the Harding Counselor/Principal Agreement included: test coordinator for PSAT, PLAN, TEAE, BST, MCA, and SAT10; daily College and Career Center opening responsibilities, coordinator of guidance website, and other duties assigned by the department chair.

One counselor said, "We're so fortunate to have that guidance tech position. We wouldn't be able to spend the time with the Connected Counseling curriculum things, Six Year Plan things at all. We'd be

managing the testing all the time. We have more tests than ever before—MCAs, SAT-10, BSTs, and the TAEA test."

The Guidance Technician helped a great deal during testing times, managing username and passwords, setting things up, and keeping many things organized. The Harding Guidance Technician did a lot of data managing for the department. She was the one that came up with the Seniors Obligations List that helped have a smoother graduation as students knew clearly whether or not they were going to graduate. One counselor said, "She was a real big data manager for us and was always able to put her hands on anything that we needed."

The Guidance Assistant organizes the college representative visits and facilitates the volunteer programs available to students, such as Big Brothers and Big Sisters, which meet a requirement for senior's exit plan. She goes into Foundations to talk about financial aid and helps many students one-on-one with financial aid forms, scholarships, or college applications. The After School Project Coordinator takes major responsibility for maintaining the graduate database including checking on senior exit plans and assisting students in the CCC during and after school (see Goal 3 for more detail).

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.
Harding school counselors agreed upon their comprehensive guidance curriculum for each grade level so that every student in the building would receive the same curriculum and have the same opportunity to gain the competencies addressed in the classroom lessons. They felt this was a "huge accomplishment" because it gave them the opportunity to meet with every student in their academy. Each school counselor may also prepare additional presentations or just drop in to their Foundations. The comprehensive guidance curriculum includes:

- ***Twelfth grade*** Foundations are visited early in the school year to have each student review their credit sheet prepared by the academy counselor. Also, early in the year, all twelfth graders spend two Foundation sessions in the College and Career Center to review their Six Year Plan, the Student Portal, and the other resources available to them. It is a refresher course reminding them about the contents on MCIS and Bridges, two electronic programs available for career planning. They work on career planning, post secondary college planning, and downloading college applications. One school counselor developed a PowerPoint presentation about college and financial aid, including the 10 most common mistakes on college applications.
- ***Eleventh grade*** Foundations will be visited to have each student review their credits, to review graduation expectations, and to get ready for post secondary planning in the College and Career Center. This will be the third year eleventh grade students have worked on their Six Year Plan, and therefore, in the College and Career Center, they will refresh their memory of what is in their plan and update it. Juniors will be kept on the path of post secondary planning. They will focus on writing a resume, redoing their interest inventory, visiting career websites and doing career assessments, and matching their interests with colleges that are appropriate. They receive the "Go Places" booklet from Minnesota State Colleges and University (MnSCU) which contains general information about the steps to college and specific information about the programs at each MnSCU two-year and four-year college or university.
- ***Tenth grade*** Foundations are visited early in the year as well so that the counselors can begin to know the students and the students can meet the counselor they will work with for the next three years. The

counselors might talk about the expectations they have for the tenth graders, talk about graduation requirements, and what they can do to prepare for college as a tenth grader. Another visit to tenth grade Foundations in the fall is to promote the PLAN, the pre-ACT test, a voluntary test at Harding, and to talk about the career paper they will be doing in English in the spring term. One counselor uses a tenth grade Foundations session to ask students why they chose this particular academy which gives her the opportunity to learn something about the students and to have the students hear what the other students are saying about their interests.

- In November and December, all ***ninth grade*** English classes come to the College and Career Center for three days of work on the students' Six Year Plans. They go over the Six Year Plan, Student Portal, user name and password; they take a shortened version of the Myers-Briggs the personality test and record it in their Six Year Plan; and they work with Bridges to do the career interest inventory. The academy counselor, in partnership with the CCC counselor, conducts the sessions with help of the English teacher. The curriculum is consistent whichever counselor conducts the sessions. Ninth grade Foundations are visited by the Ninth Grade Academy counselor after students have earned some credits. Around February, the counselor begins visiting each Foundations class to have students review their credits, what they need to graduate, what classes they will need to take the next year, and whether they need to attend summer school. With 628 freshmen and only one counselor, the Ninth Grade Academy has other initiatives to support ninth graders in their transition to high school including Knight Crew and the Knight Connections class (see discussion of advisories below.)

<u>School counselors respond to their guidance curriculum.</u>

- Harding school counselors feel the Student Portal is a powerful tool. Students were taught to use the Student Portal, clicking on their own schedule, clicking on the classes they are in, and seeing their homework, tests, due dates, and how many points they have earned. Counselors reported that by fall 2006 most teachers keep up the electronic Gradebook which feeds each student's information to the Student Portal. Counselors see more and more students regularly—some everyday—using the Student Portal to check their own information. Parents can use the Parent Portal to reach the same information about their student. They can see an unofficial transcript, cumulative GPA, and a class rank. Students are being asked to take responsibility for knowing where they stand in each class and make sure the classes they have taken are accounted for on their transcript (they can print off an unofficial copy). Counselors still do credit checks on all the students and provide students with the official transcripts.
- Harding school counselors created a database for checking on the status of seniors' exit plans. For the Class of 2006, 88% of seniors had completed an exit plan, namely a concrete plan for where they were going to school (including application and acceptance), where they were going to live, and how they were going to pay for it. In addition, students also completed their Six Year Plan which included their resume. The database helped to avoid duplication of services (including by community organizations like Admission Possible) and more follow through on obtaining scholarships (exceeding their target of $1 million – $2.9 million). One counselor said, "If a student didn't complete their senior exit plan, they had to work really hard to avoid us because we put a lot of resources into that."

<u>Implement targeted intervention strategies to "close the gaps".</u>

In addition to the guidance curriculum provided for all students, school counselors work individually with students are identified as underachieving. Individual students might come to the counselor with personal issues related to their home or school. Depending on how severe the situation is, the counselor will meet with the student or refer the student to a social worker or psychologist. Counselors might help such students with family issues, communication skills, or self-confidence.

During 2005-2006, the Harding school counselors had one department-wide intentional guidance (closing the gap) activity in their CCOS related to students who were credit deficient. Harding also started

implementing the AVID program. In 2006-2007, the credit deficiency project was continued, AVID was expanded, and the Ninth Grade Academy counselor and Harding's Cultural Specialist also started girls' and boys' support groups.

Credit deficiency initiative: In order to increase graduation rates, Harding counselors expanded a closing the gap effort which was begun in 2004-2005 by the ninth grade school counselor for ninth grade students. In 2005-2006, school counselors went through every student's transcript in grades 9 through 12, and the students who were credit deficient received a referral to summer school and a meeting with a counselor. School counselors went into each Foundations to go over transcripts and explain why a student had been signed up for summer school. Additionally, counselors sent a letter home to the student's parents informing them of their child's need to attend summer school. Each student was aware of where they stood in terms of graduation and credits and why it was important to go to summer school to acquire their missing credits. Harding school counselors felt this initiative was particularly important because of the increase in required credits for graduation for the Class of 2008. There are eight more required classes in the core curriculum, including two in English. They felt they needed to work hard with the ninth and tenth graders or there would be bigger problems when the students reach eleventh and twelfth grade.

This initiative is part of the PDP (Professional Development Plan) of the counseling department, and therefore, will be studied over time to see whether there are positive benefits. For summer 2006, 607 students in grades 9-11 were registered for summer school, 278 actually enrolled, and 199 credit courses were completed by 162 students. This is baseline data; outcomes will be measured for summer 2007 for comparison.

AVID: During 2005-2006, Harding implemented the AVID program. The Ninth Grade Academy counselor was trained, did a lot of recruiting, and made sure the guidelines for the grant were followed. She focused on eighth graders coming into ninth grade, let families know what AVID is about, attended family nights, and stayed involved with the AVID teachers and students. There were some growing pains the first year because it was not set up exactly as designed, and it did not work as well as hoped. For 2006-2007, AVID was expanded to ninth and tenth grade and the selection process was set up as recommended. The trained AVID counselor continues to work closely with the AVID teachers and her own Ninth Grade Academy AVID students. She has trained the other counselors so that they can work with their academy tenth grade AVID students. School counselors are fully engaged in helping their students plan their high school years, mentoring them, and encouraging them to stay in AVID.

The AVID counselor is seeing some success stories. She said, "There are a lot more African American students in more rigorous classes. Some kids need a change of environment and friends. Some are going to be the first ones in their family to go to college, and they are going to be the first ones to even graduate from high school. I wish I had had a program like this."

Sisters of Success and Men of Character: In 2006-2007, the Ninth Grade Academy counselor organized two sets of African American girls (total of 50 girls) into SOS (Sisters of Success) support groups. They will each meet once a week during Foundations. The African American Cultural Specialist will work with one group, called Men of Character, of 25 African American boys after school one day a week from 2:30 -4:00. Harding's Connected Counseling project will provide budget for books called "Little Sisters Listen Up" and "Guys Let's Keep it Real," incentives, and other materials. The programs have detailed goals, group norms/rules, and monthly agenda. The evaluation of the programs will look at attendance, behavior, and academics.

Student perceptions around guidance curriculum and new initiatives.
On student surveys over the past two years, students were asked their perceptions about items that might impact their graduation and success in the future. More students reported taking challenging classes. Students' perceptions (see Appendix B) included:

- There was a significant increase (from 70.9% in 2005 to 78.6% in 2006) in ninth graders reporting that they were "taking classes that challenged them."
- Among seniors, there was also a significant increase reporting they took classes that challenged them (77.6% in 2005 compared to 83.6% in 2006).

Goal 3: Advisors effectively counsel students and support them

Advisory structure

All Harding students are assigned to an academy-centered advisory group named "Foundations." Teachers serve as advisors in these groups, with students being with Ninth Grade Academy teachers for one year and then moving to their chosen academy and staying with another advisor for three years. At the beginning of each school day, Foundations groups meet for thirty minutes compared to twelve minutes before the advisory system was established. Each academy has a process for deciding what will happen each of the five days of a week. Some use a committee, which may or may not include a counselor, and some delegate this task to one person. The committee or person creates the activity, provides the materials, gives information on what to do, and issues a weekly or monthly schedule for each day's activities. Typically, academies have designated specific days of the week for specific activities, for example, homework day, reading day, academy-theme activity day, Why Try curriculum day, or check-in/monitoring day.

New in 2006-2007 is that students can earn .33 credits for each trimester of Foundations. Most agree that this policy has helped students take Foundations more seriously, attend more consistently, and participate more in Foundation activities. So far, there are fewer tardies and fewer absences. One counselor thought it was the credit and the improved curriculum as well. She said, "We've been doing this for the last 4-5 years now, and we're improving each time we do it. We're finding out what students like and what they don't, what is interesting to them and what's not, and we make changes as we go." Most people also thought that Foundations teachers were becoming quite consistent in following the schedule of activities determined by their academy leadership.

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

In November 2, 2005, a districtwide "Advisory Status Check" meeting was attended by a small team from each high school to discuss the purpose, needs, and future of advisories within the district. Following the November meeting, the Connected Counseling co-coordinator held meetings with an advisory team, including school counselors, at each high school to facilitate a conversation about the status of their advisory system and their goals and plans for the future. The minutes from the Harding group meeting showed that the advisory (Foundations) system had made significant progress, and the school was addressing professional development and issues of expansion of content. Credit for Foundations would be offered to students. There would be support for the Six Year Plan during Foundations by continued refinement of the student reflection paper which connects with the senior exit interview. They discussed ways to keep advisory curriculum FRESH throughout the school year, to support uncomfortable staff with those more comfortable with advisory curriculum, and to provide professional development to strengthen the relationship piece.

Counselors typically visit all Foundations classes in their academy on a rotating basis to assist with curriculum and informally converse with students. Counselors have students review their transcripts and whether they are meeting graduation requirements. They provide guidance curriculum as described above. One counselor reported, "I try to go into Foundations two-three times a week to support whatever

is going on. I go in as much as I can so that I can get to know the students, and every time I go in, there are always questions. I go in, they see me, and they come up and ask me a question."

In addition to the work school counselors do in the College and Career Center, academy Foundations teachers may do grade-specific college and career-related activities. For example, in one academy, tenth graders did career exploration and learned about themselves; eleventh graders did ACT prep/SAT prep and searches for colleges, and twelfth graders worked on resumes and used the computer labs to prepare for college.

Seniors work on their "Pizza Boxes"—their senior portfolios—that they present at the end of the year as a graduation requirement. Harding adopted this requirement 8-10 years ago. Students make their presentation to community members and volunteer faculty who score the seniors using a rubric. The rubric items include: organization into a 3-ring binder, class work examples in each core area, elective class work example, letter(s) of recommendation, Six Year Plan, resume, volunteer hours (at least 12), self reflection paper, transcript and graduation standards, first impression (appearance, conduct), and exit interview length (7-10 minutes). Pizza boxes are provided to students for storage of the items as they are collected if they choose.

A Foundations program, called Knight Crew, in Ninth Grade Academy connects ninth grade students with upperclassmen. For each ninth grade Foundations advisory, three upperclass mentors are selected to join the class every other Wednesday. Each mentor is assigned to eight ninth grade students. Mentors are encouraged to share their high school experiences and develop relationships with their ninth grade students. In addition to Foundations, all ninth grade students attend "Knight Connections" during the first trimester. This ninth grade English class includes some curriculum to help students acclimate to life in high school. Curriculum topics include developing good communication skills, learning graduation requirements, goal setting, and study skills.

One academy is piloting the Why Try curriculum with all their Foundations (grades 10 to 12). The academy counselor and one teacher went to the training in spring 2006. In the fall 2006, they made three training sessions available to teachers to be trained in the curriculum including a three-ring binder, a DVD, and a CD of the music. The counselor described the curriculum as basically about emotional intelligence. It has student look at their behavior, the consequences of it, and how they can change that behavior to have more personal power, more personal choice, and a personal future.

<u>Develop and use advisory curriculum with primary focus on facilitation of Six Year Plan.</u>
For discussion of guidance curriculum, see Goal two above and for details on the implementation of the Six Year Plan, see Goal 4 below.

<u>Counselors provide supportive professional development activities.</u>
The school counselors trained all the new teachers on how to administer tests. Over the years, counselors saw a pattern of new teachers not knowing what they needed to do, and they felt it was helpful to have them come in for training. One counselor said, "It's all new to them. No matter how many times you give them the instructions, they have a lot of stuff going on. The new teachers were really appreciative too." In addition, school counselors provide professional development when needed for new programs such as AVID and Why Try.

<u>Use data to drive decisions in advisories.</u>
School counselors are using data to evaluate the effectiveness of the guidance curriculum through pre- and post-tests. They are members of academy teams that regularly examine data related to achievement of their academy students; counselors help with analysis and planning of interventions. Another example of uses of data is a report prepared by the After School Project Coordinator after her first year's work with seniors and their exit plans. She found their plans to be as follows: 47%=four-year college,

28%=two-year college, transition+=7%, work=3%, military=1%, and no plan=14%. When the actual enrollment information comes in for the Class of 2006, she will compare what the students planned to do with what they actually did their first year out of high school.

Students build relationships with adults.

One purpose of Foundations at Harding was for each student to feel connected to at least one adult in the school and to feel connected to the school. By senior year, nearly 90% of students reported there was at least one adult at school they could talk to – more in 2006 than in 2005. Specific responses included (see Appendix B):

- Each grade level agreed more than the grade lower (e.g. twelfth agreed more than eleventh) on "at least one adult in my school who knows me well" (from 63.7% of ninth to 85.4% of twelfth) and "there is at least one adult in my school I can talk to" (from 73.5% of ninth to 89.1% of twelfth).
- More 2006 than 2005 tenth graders agreed "there is at least one adult in my school who knows me" well (73.4% compared to 70%) and "at least one adult in my school I can talk to" (76.3% compared to 75.3%).
- More 2006 than 2005 seniors agreed that "there is at least one adult in this school I can talk to who knows me well" (89.6% compared to 87.4%).

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 inspired major improvements to the Career Resource Center, renamed the College and Career Center (CCC). The primary goals of the center include: 1) transforming all college and career planning to electronic format, and 2) increasing student access to computer software and the Internet. To accomplish these goals, the center physically moved to a large classroom complete with 40 computers connected to the Internet. The updated center reflects a substantial shift in focus from a "drop-in" approach to a direct instruction approach. An after-school program has been launched to give students more opportunity to come into the Center. One counselor said, "We are teaching them tools in the career center. They know that is the place to go, in addition to your counselor's office, to get information on different volunteer opportunities, jobs, researching college and careers and scholarships. They immediately know that's the place to go for applications."

The Ninth Grade Academy school counselor leads three English class periods for ninth graders to begin developing their Six Year Plan. The school counselor is assisted by the College and Career Center (CCC) counselor and the English teacher.

Tenth graders experience a six-week career exploration unit during their English classes, spending two days a week in the CCC. The English teacher is assisted by the CCC school counselor and the academy counselor. 2006-2007 is the third year of the tenth grade career development unit. It has evolved in content and the English teacher and the CCC counselor have worked out who would take responsibility for each part of the curriculum. The content of the unit includes: introduction to the Six Year Plan, career exploration using Bridges and MCIS (including interest and skills inventories), college exploration (college search, online college resources, creating a resume), personality tests, financial lessons (vocabulary, planning a budget for life), and career research paper (samples, outline, rubric). After writing their paper, students present their career in class—everything about that career, what is a typical day for the career, what is the training, salary, and job outlook. In some academies, students dressed up as if they were on a show being interviewed as the professional. One school counselor said, "It was fun. It was really neat." Students particularly liked the financial piece of the unit. For this, students found out through research a typical budget for a person living on their own and found out whether the career they chose would satisfy their lifestyle requirements.

The life style planning unit was borrowed from one of the colleges. A counselor described the activity: "If this is the life style you want, if you want to spend your money on a house that costs this much, a car that costs this much, if you want to go to the movies every week, if you want to eat out at the restaurant this much, if you want a cell phone, how much are you going to need to live that lifestyle? It opens their eyes. Many of these kids have not even thought about that yet. After doing the activity, they go, 'Wow, I have to make a $100,000 just to live like this, oh, my gosh.' It really makes them aware of what they need to do—with high school, with college, with the career that you want, with the lifestyle you can get."

During three Foundations (advisory) sessions, each eleventh and twelfth grade Foundations cycles through the CCC to develop and complete their Six Year Plans. The CCC began the fall with the seniors, doing a full rotation with them followed by a rotation with the juniors. The school counselors also used their guidance department computer lab to go out to Foundations to do the Six Year Plan activities.

Advisors review Six Year Plan two times per year for all students.
Each class is scheduled to work on their Six Year Plan in the CCC every year. If students miss these sessions, make up sessions are scheduled by the CCC counselor. The following table gives the latest results (as of June 30, 2006) on the number of students who answered at least one question on the Six Year Plan. The data shows that over 80% of students had at least one contact with their plan.

Six Year Plan Table (as of June 30, 2006)

Grade Level	***Number of Students***	***Total Enrollment***	***Percent of Students***
Grade 9	493	612	80.6%
Grade 10	474	577	82.1%
Grade 11	440	515	85.4%
Grade 12	361	437	82.6%
Total	**1768**	**2141**	**82.6%**

Increase capacity of teachers and staff around Six Year Plan.
For 2005-2006, school counselors did a session on the Six Year Plan website for the whole staff before school started and again in November 2005. Foundations and English teachers learn about the Six Year Plan when they assist school counselors during sessions with their students in the College and Career Center.

Students respond regarding career planning.
Students' perceptions from surveys show more students graduate with a plan for post high school. Specific responses (see Appendix B) included:

- More 2006 than 2005 seniors had developed a career or education plan while in school (77.3% compared to 72%).
- 2006 seniors were more certain of their post high school plans than 2005 seniors (90.9% compared to 86.7% were very certain or somewhat certain).
- More 2006 than 2005 seniors reported they received good counseling concerning their specific career and education plans (70.8% compared to 67.1%).
- 24.8% of students said they "never" visited their Six Year Plan/Student Portal and 43.1% said they only use it "a few times a year."

- When students used their Six Year Plan/Student portal it was most frequently for grades (79.9%), transcript (46.1%), and attendance (43.8%).
- Students at the lower grades (ninth and tenth) were using their Six Year Plan/Student Portal more frequently than at the higher grades. Only 20.5% of ninth graders, compared with 37.6% of twelfth graders, "never" accessed their Six Year Plan/Student Portal.

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.
The sections above related to guidance curriculum, the Six Year Plan, and the use of the College and Career Center show significant expansion of Harding school counselors' work to guide students through high school toward college. In 2006-2007, the College and Career staff was expanded as well.

The new After School Project Coordinator, located in the CCC, starting work in February 2006. One of the Coordinator's major responsibilities is to maintain the electronic database of all the seniors in order to keep a record of what each has done toward a post secondary plan. The goal of her effort is to "obtain information on all students in the senior class and develop methods to ensure that these students are offered the opportunity to utilize the College and Career Center at the highest possible level." In 2006-2007, she will visit all 19 senior Foundations to talk with seniors about their exit plan and have them complete an initial survey about what they have done about making applications to colleges, being involved in an external college access group, applying for scholarships, or completing financial aid information forms. As she identifies seniors who have done little, she will contact them and make an appointment to work with them individually before or after school or during the student's lunch. She will help them get started to making and executing a post-secondary plan. By early December 2006, the Coordinator finds that more seniors are applying to college earlier than in the previous year.

Harding counselors work closely with the external college access groups, and when they groups need something, they come to them. Harding counselors built an electronic management system of keeping track of student membership in special groups operating at Harding, including Admission Possible, Multicultural Excellence Program, and Educational Talent Search, to eliminate duplication of services. One counselor said, "It's a work in progress. There are going to be some duplication of services; they are aware of our concerns."

For the third year, the Admission Possible person assigned to Harding spends one day a week working in the CCC in addition to her regular programming. She helps with whatever groups come to the CCC on that day and has the opportunity to talk briefly about the Admission Possible program. The CCC counselor facilitates their use of the CCC, usually after the end of the after-school program which ends at 4:30. Counselors assist them with having access to the school facilities they need for their programs and assist with supervision and security issues. For example, if a group is using the CCC after school, someone stays around to supervise. The CCC counselor gave an example of the Hmong parent group what was in the center to learn to use the Parent and Student Portals. He found that he could be helpful as there were "more questions than there were people to answer them."

Implement targeted strategies to connect students to higher education opportunities.
School counselors were involved in a number of initiatives to prepare students for college, including:
- Harding school counselors reported 1200+ visits of students to college representatives (more than one per student). They held two mini college fairs instead of one and had double the involvement of community and students. Tenth graders were added as participants.
- Harding school counselors gave feedback to students on the results of every standardized test they took during the year, including the PLAN and the PSAT tests, both of which help students prepare for

future important tests including the SAT and the ACT. ACT describes the PLAN program, a "pre-ACT test" usually administered to tenth graders, as is a powerful predictor of success on the ACT. The PLAN measures students' current academic development. Counselors use a student's PLAN results to help students make plans for the remaining years of high school and post-graduation years.

- For use in the College and Career Center, Harding bought 2000 individual licenses from ACT for students to go online to use ACT diagnostics, practice tests, and interactive teaching. They are please with how many students are using it.
- The College and Resource Center is open from 7:00 a.m. to about 5:30 every day. Harding expanded their school's extended day program to allow students to stay after school from 2:30-4:30 to study in the library or come to the College and Career Center. This allowed students to use after school time to work on their Six Year Plan, do ACT prep, or work with a school counselor or the guidance assistant. In 2006-2007, seniors are allowed to come to the College and Career Center during Foundations. The Center reports averaging 30 students every night after school.

Students apply to college.

On the senior survey, seniors reported submitting more postsecondary applications in 2006 than 2005. 11.4% more submitted two or more applications—from 40.6% in 2005 to 52% in 2006, and 5.2% fewer submitted none—from 33.2% in 2005 to 28% in 2006.

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

The outcomes for students were:

Goal 1: Improved performance for increased school completion

- Harding's graduation rate increased from 62.7% in 2004-05 to 68.0% in 2005-06 – the second largest increase in the district (5.3%).
- 2% fewer ninth graders failed courses (54% in 2006 versus 56% in 2005), about the district average.
- Seniors taking ACTs increased by 2%—8.5% higher than the district average.
- Students having passed the MBST's by fall of 2006 were higher than the district average, especially by twelfth grade.

Goal 2: Increase high-quality connections with adults

- From 2005 to 2006, a few more ninth graders (from 80.2% to 82.3%) agreed they "feel part of this school" while slightly fewer tenth graders (from 77.8% to 76.6%) and twelfth graders (from 77.8% to 76.9%) agreed. Harding twelfth graders agreed least often among the seven high schools.
- Ninth graders who report "at least one adult who knows me well" decreased (from 67.8% to 63.7% in 2006), about the district average. "Adults they can talk to" increased slightly (72.5% to 73.5%), above the district average of 70.1%.
- Tenth graders with "at least one adult who knows me well" increased from 70% in 2005 to 73.4% in 2006, and "one adult they can talk to" increased from 75.3% to 76.3%. Seniors with "at least one adult I can talk to who knows me well" increased from 87.4% to 89.6%, above the district average.

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. Students absent 11 or more days increased from about 1% at grade eleven to 5.7% at grade nine, respectively. However, these increases were fewer than districtwide, and attendance remained higher than the district average.

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

- Overall, the percent of students taking honors courses increased from 39% in 2005 to 40% in 2006. Students taking honors courses increased at ninth grade by 5% (from 30% to 35%), at tenth grade by 3% (34% to 37%), but decreased slightly at eleventh (46% to 44%) and twelfth (49% to 48%). Nine and tenth grade were now at or near the district average, and eleventh grade was still higher by 4% and twelfth was higher than the district average by 9%.

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

- Harding focused all students on their Six Year Plan to make plans for the future. Between 80.6% of ninth graders and 85.4% at eleventh grade accessed their Six Year Plan. Harding had above the district average at all grades accessing their Six Year Plan, had the highest % at eleventh grade, and had, by far, the highest % at twelfth grade (82.6% compared to 43% for the next highest school).
- Harding had the lowest % (24.8%) in the district who ***never*** visited their Six Year Plan/Student portal. More seniors developed a career plan while in school (increased from 72% to 77.3% in 2006).

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

- The percent 2005 graduates enrolled in college one year after high school was about the same at 59.4% compared to 59.8% in 2004.

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*
Graduation in four years	62%	60%	65%	62.7%	68.0%	65.9%
Continuation in school	25%	25%	25%	24.4%	22.5%	24.5%
Dropped out	13%	15%	10%	12.9%	9.5%	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*
Harding Grade 11 Mathematics	436	89.7%	10.3%
Harding Grade 10 Reading	465	61.8%	38.3%

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	**52%**	**50%**	**63.9%**		
African American			47.5%		
American Indian			61.5%		
Asian American			69.9%		
Hispanic American			40.4%		
Caucasian			77.5%		
Free/Reduced Lunch			60.2%		
Special Education			31.9%		
ELL			67.0%		
Grade 10 Overall	**65%**	**65%**	**74.3%**	**74.2%**	**68.9%**
African American			59.3%	63.1%	58.8%
American Indian			66.7%	75.0%	63.2%
Asian American			77.1%	73.6%	65.8%
Hispanic American			63.8%	61.5%	64.7%
Caucasian			89.8%	94.2%	88.1%
Free/Reduced Lunch			70.9%	70.5%	62.1%
Special Education			44.6%	41.9%	32.5%
ELL			72.4%	71.4%	64.2%
Grade 11 Overall	**78%**	**75%**	**80.2%**	**81.1%**	**75.3%**
African American			68.5%	72.5%	69.3%
American Indian			90.0%		77.8%
Asian American			83.9%	81.1%	69.0%
Hispanic American			65.9%	74.5%	74.4%
Caucasian			89.4%	92.9%	90.6%
Free/Reduced Lunch			74.8%	79.9%	69.0%
Special Education			46.3%	50.7%	46.7%
ELL			78.2%	78.7%	68.1%

Grade 12 Overall	**86%**	**87%**	**89.0%**	**89.6%**	**80.1%**
African American			84.0%	81.4%	73.6%
American Indian			100%		75.0%
Asian American			94.0%	92.0%	81.4%
Hispanic American			64.3%	75.0%	78.2%
Caucasian			89.4%	96.6%	86.2%
Free/Reduced Lunch			91.0%	88.7%	78.0%
Special Education			56.1%	65.2%	57.6%
ELL			88.7%	89.5%	79.6%

Table 1C(2). MBST in Math

Grade level	***Fall 2003***	***Fall 2004***	***Fall 2005***	***Fall 2006***	***District 2006***
Grade 9 Overall	**44%**	**41%**	**48.9%**		
African American			26.2%		
American Indian			30.8%		
Asian American			56.1%		
Hispanic American			38.6%		
Caucasian			61.7%		
Free/Reduced Lunch			45.1%		
Special Education			11.0%		
ELL			54.8%		
Grade 10 Overall	**59%**	**53%**	**55.9%**	**61.6%**	**56.9%**
African American			30.9%	38.7%	38.2%
American Indian			40.0%	50.0%	52.6%
Asian American			60.9%	67.1%	59.2%
Hispanic American			44.8%	50.0%	49.7%
Caucasian			78.8%	77.7%	79.9%
Free/Reduced Lunch			52.6%	58.5%	48.8%
Special Education			54.8%	18.9%	18.5%
ELL			21.5%	65.2%	56.0%
Grade 11 Overall	**74%**	**66%**	**67.6%**	**67.0%**	**66.4%**
African American			51.4%	44.1%	49.8%
American Indian			80.0%		66.7%
Asian American			73.1%	70.5%	67.4%
Hispanic American			51.2%	60.8%	60.4%
Caucasian			77.9%	86.7%	85.5%
Free/Reduced Lunch			62.6%	65.4%	59.4%
Special Education			24.1%	34.4%	34.2%
ELL			61.3%	67.4%	64.4%
Grade 12 Overall	**82%**	**81%**	**78.1%**	**81.8%**	**72.0%**
African American			56.4%	69.8%	57.6%
American Indian			90.9%	100.0%	61.1%
Asian American			88.6%	84.0%	78.6%
Hispanic American			53.6%	75.0%	66.7%
Caucasian			82.7%	89.8%	81.4%
Free/Reduced Lunch			77.3%	81.4%	69.3%
Special Education			33.3%	47.8%	46.1%
ELL			80.5%	81.9%	75.2%

Table 1C(3). MBST in Writing

Grade level	*Fall 2003*	*Fall 2004*	*Fall 2005*	*Fall 2006*	*District 2006*
Grade 11 Overall	**69%**	**71%**	**72.9%**	**72.8%**	**67.0%**
African American			61.3%	65.7%	59.3%
American Indian			70.0%		72.2%
Asian American			74.7%	69.2%	61.0%
Hispanic American			48.8%	66.7%	65.5%
Caucasian			91.3%	90.8%	83.9%
Free/Reduced Lunch			69.1%	69.8%	60.3%
Special Education			48.1%	40.3%	37.3%
ELL			61.8%	67.4%	60.8%
Grade 12 Overall	**80%**	**83%**	**86.8%**	**83.0%**	**76.3%**
African American			76.6%	69.8%	69.5%
American Indian			100%		73.6%
Asian American			93.5%	84.9%	76.8%
Hispanic American			57.1%	62.5%	71.3%
Caucasian			89.4%	97.7%	84.0%
Free/Reduced Lunch			87.7%	81.4%	73.3%
Special Education			56.1%	58.7%	56.1%
ELL			86.7%	79.4%	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	80%	82%	80%	79%	80%
To another school in the district	6%	6%	5%	6%	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	363 (53.3%)	352 (56%)	339 (54%)	1808 (54.1%)
2	263 (38.7%)	277 (44%)	265 (42%)	1390 (41.6%)
3 or more	201 (29.6%)	222 (36%)	217 (34%)	1130 (33.8%)

F. **Increase students taking ACT.** Only twelfth graders. *Fewer than 5 students removed.

Table 1F.

	2002-03	*2003-04*	*2004-05*	*2005-06*	*District 2005-06*
Total	244 (52%)	263 (57%)	233 (52%)	236 (54.0%)	1246 (45.5%)
African American	24	34	36	36 (35.3%)	175 (27.7%)
American Indian/Alaskan				6 (54.5%)	10 (29.4%)
Caucasian	70	54	40	36 (34.6%)	380 (50.6%)
Hispanic	9	7		6 (22.2%)	48 (22.5%)
Asian Amer/Pacific Island	124	140	130	134 (65.0%)	495 (56.6%)
Other/Not Reported	244	26		18	138 (45.5%)

Goal 2. Increase high-quality connections with adults See Appendix B, 3.1a – 3.2

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

Table 3.

Grade level	*Days absent*	*2003-04*	*2004-05*	*2005-06*	*District 2005-06*
Grade 9	0 to 5	318 (46.8%)	279 (44.0%)	279 (42.0%)	1235 (35.0%)
	6 to 10	150 (22.1%)	127 (20.0%)	108 (16.3%)	687 (19.5%)
	11 or more	212 (31.2%)	228 (36.0%)	277 (41.7%)	1605 (45.5%)
Grade 10	0 to 5	284 (44.2%)	245 (39.6%)	231 (37.1%)	1048 (30.7%)
	6 to 10	108 (16.8%)	108 (17.5%)	105 (16.9%)	675 (19.8%)
	11 or more	251 (39.0%)	265 (42.9%)	287 (46.1%)	1693 (49.6%)
Grade 11	0 to 5	208 (36.3%)	166 (31.2%)	183 (33.3%)	777 (26.0%)
	6 to 10	135 (23.6%)	114 (21.4%)	101 (18.4%)	543 (18.2%)
	11 or more	230 (40.1%)	252 (47.4%)	265 (48.3%)	1663 (55.7%)
Grade 12	0 to 5	172 (35.0%)	119 (25.9%)	129 (28.4%)	604 (23.6%)
	6 to 10	114 (23.2%)	117 (25.5%)	89 (19.6%)	520 (20.3%)
	11 or more	205 (41.8%)	223 (48.6%)	237 (52.1%)	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.

Grade level	*2003-04*	*2004-05*	*2005-06*	*District 2005-06*
Ninth	183 (31%)	180 (30%)	214 (35%)	1217 (36%)
Tenth	209 (38%)	197 (34%)	213 (37%)	1257 (37%)
Eleventh	222 (44%)	228 (46%)	227 (44%)	1359 (40%)
Twelfth	235 (51%)	220 (49%)	210 (48%)	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	**40%**	**40%**	**39%**	**40%**
American Indian	18%	27%	14%	22%
Asian American	47%	48%	46%	47%
Hispanic American	28%	30%	28%	31%
African American	23%	25%	26%	25%
Caucasian	44%	44%	44%	48%
Receiving F/R Lunch	36%	38%	35%	36%
English Language Learners	37%	39%	38%	30%
Special Education Students	7%	9%	10%	11%

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.

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

*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

	2003 Graduates	*2004 Graduates*	*2005 Graduates*	*2006 Graduates*
Percent enrolled in college	57.5	59.8%	59.4%	
African American		72.7%	63.8%	
American Indian				
Asian American		59.4%	58.0%	
Hispanic American			57.1%	
Caucasian		56.0%	60.3%	
Free/Reduced Lunch		61.1%	58.0%	
Special Education				
ELL		57.1%	56.7%	

*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

Met about:	*2004 9th*	*2005 9th*	*2006 9th*	*2005 10th*	*2006 10th*	*2006 11th*
Grade/credit check	7.4%	10.7%	19.6%	27.2%	27.9%	48.6%
Testing	1.5%	2.3%	4.3%	5.1%	8.6%	7.8%
Attendance	4.3%	7.9%	7.4%	4.8%	10.7%	10.8%
Course selection	15.7%	13.6%	20.9%	19.4%	22.7%	29.4%
Career information	2.5%	2.8%	8.9%	5.6%	7.3%	11.4%
Scheduling issues	28.0%	23.9%	24.5%	28.0%	33.3%	46.2%
Other school problems	7.9%	9.4%	8.3%	9.7%	7.8%	6.3%
Scholarship information	1.1%	2.1%	4.0%	2.7%	2.6%	4.2%
College information	2.1%	2.3%	5.1%	5.6%	9.9%	18.3%
Discipline	2.5%	3.8%	4.9%	2.2%	3.6%	3.3%
Personal/Family issues	4.5%	4.9%	5.7%	8.3%	5.7%	8.4%
I have not spoken with a counselor	52.4%	50.1%	43.6%	40.6%	33.1%	18.0%

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

Met about:	*2004 9th*	*2005 9th*	*2006 9th*	*2005 10th*	*2006 10th*	*2006 11th*
Grade/credit check	3.2%	6.6%	8.5%	13.2%	14.1%	17.7%
Testing	1.5%	6.6%	6.0%	20.7%	26.0%	22.5%
Attendance	1.9%	1.7%	6.8%	3.8%	5.7%	4.2%
Course selection	7.8%	11.9%	23.8%	26.3%	29.7%	36.6%
Career information	9.5%	11.3%	16.4%	20.2%	24.2%	30.3%
Scheduling issues	9.1%	10.0%	11.3%	14.5%	18.5%	29.7%
Other school problems	6.2%	5.8%	4.9%	7.5%	3.1%	4.5%
Scholarship information	2.5%	2.1%	5.1%	5.9%	6.5%	9.3%
College information	3.8%	5.3%	13.2%	18.0%	22.7%	27.0%
Discipline	3.0%	3.0%	3.0%	1.1%	1.6%	.9%
Personal/Family issues	2.1%	1.9%	1.9%	2.2%	1.3%	1.2%
I have not seen a presentation by a counselor**	65.6%	61.6%	32.3%	36.0%	21.6%	14.7%

* 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.

Response Choice	*2005 9th*	*2006 9th*	*2005 10th*	*2006 10th*	*2006 11th*
Strongly agree	9.9%	15.7%	16.0%	13.5%	14.1%
Agree	71.4%	66.4%	69.7%	68.1%	71.5%
Disagree	12.9%	13.7%	12.3%	12.2%	8.9%
Strongly disagree	5.8%	4.1%	2.0%	6.2%	5.5%
Mean	2.85	2.94	3.00	2.89	2.94

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)

Response choice	***2004***	***2005***	***2006***
Administrator (school)	8.9%	17.3%	14.3%
Coach (school)	6.0%	7.3%	4.9%
Counselor (school)***	22.9%	16.5%	18.5%
Friend	66.9%	70.2%	67.4%
Nurse (school)***	3.8%	5.1%	6.4%
Parent	58.6%	48.6%	46.0%
Pastor/Rabbi/Minister/ Other Religious leader	5.3%	2.1%	3.6%
Relative (not parent)	29.1%	34.3%	36.2%
Social worker (school)***	6.4%	9.2%	8.9%
Someone else	28.5%	27.8%	33.4%
Someone else who works at my school		7.1%	7.7%
Teacher (advisory)*	4.2%	11.6%	11.3%
Teacher (classroom)**	28.0%	19.5%	24.5%
Therapist		2.1%	3.0%
I would not go to anyone if I had a problem	12.5%	12.8%	14.7%

*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)

	Parent or guardian	***Friend***	***School Counselor***	***Teacher***	***Other***
2003	29.5%	23.6%	29.5%	8.9%	8.4%
2004	24.0%	12.0%	40.0%	16.4%	7.6%
2005	30.7%	18.4%	25.3%	16.1%	9.6%
2006	35.1%	17.3%	24.7%	14.5%	8.4%

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.

	Strongly agree (4)	***Agree (3)***	***Disagree (2)***	***Strongly disagree (1)***	***Mean***
2004 9th	23.3%	44.8%	26.2%	5.8%	2.85
2005 9th	21.9%	49.0%	24.7%	4.3%	2.89
2006 9th	22.4%	56.2%	18.5%	2.8%	2.98*
2005 10th	22.5%	52.2%	21.4%	3.8%	2.93
2006 10th	19.4%	58.0%	19.9%	2.7%	2.94
2006 11th	19.2%	59.8%	19.8%	1.2%	2.97

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

	Strongly agree	***Agree***	***Disagree***	***Strongly disagree***
2004	15.7%	60.2%	19.9%	4.2%
2005	21.0%	56.6%	15.1%	7.4%
2006	24.9%	58.7%	12.9%	3.5%

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

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2004 9th	42.6%	48.6%	7.5%	1.3%	3.32
2005 9th	48.5%	43.9%	6.9%	.6%	3.40
2006 9th	31.7%	60.4%	6.8%	1.1%	3.23***
2005 10th	41.9%	50.4%	7.1%	.5%	3.34
2006 10th	35.3%	53.8%	8.2%	2.7%	3.22
2006 11th	34.5%	54.3%	10.1%	1.2%	3.22

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

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2005 9th	38.4%	52.3%	8.4%	.9%	3.28
2006 9th	32.5%	57.8%	8.8%	.9%	3.22
2005 10th	40.2%	48.6%	9.6%	1.6%	3.27
2006 10th	25.7%	61.8%	8.3%	4.3%	3.09
2006 11th	29.4%	57.8%	10.1%	2.8%	3.14

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

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
2004	12.6%	60.2%	23.0%	4.2%
2005	17.2%	56.1%	21.0%	5.7%
2006	14.9%	57.9%	22.3 %	4.9 %

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.

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2004 9th	12.6%	69.1%	15.2%	3.1%	2.91
2005 9th	21.0%	59.2%	16.7%	3.0%	2.98
2006 9th	16.4%	65.9%	14.7%	3.0%	2.96
2005 10th	14.1%	63.7%	16.8%	5.4%	2.86
2006 10th	15.5%	61.1%	18.2%	5.3%	2.87
2006 11th	17.0%	64.2%	14.2%	4.5%	2.94

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

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
2004	16.3%	59.5%	17.9%	6.2%
2005	16.9%	60.9%	14.2%	8.1%
2006	13.5%	63.4%	15.8%	7.3%

Table 3.1b. I feel successful at this school.

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2005 9th	17.7%	65.9%	14.5%	1.9%	2.99
2006 9th	14.1%	67.5%	17.1%	1.3%	2.94
2005 10th	17.9%	60.3%	19.6%	2.2%	2.94
2006 10th	15.3%	63.7%	16.1%	4.8%	2.90
2006 11th	12.5%	67.3%	17.7%	2.4%	2.90

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

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2004 9th	15.0%	67.7%	15.4%	1.9%	2.96
2005 9th	15.5%	65.2%	16.6%	2.8%	2.93
2006 9th	15.0%	68.3%	14.1%	2.6%	2.96
2005 10th	11.3%	68.7%	17.5%	2.4%	2.89
2006 10th	13.2%	65.2%	16.1%	5.5%	2.86
2006 11th	13.0%	66.5%	17.8%	2.7%	2.90

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

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
2004	10.8 %	61.2%	22.0%	6.0%
2005	14.8%	65.2%	14.4%	5.7%
2006	12.4%	67.2%	17.5%	2.8%

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

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2005 9th	18.8%	66.7%	11.7%	2.8%	3.02
2006 9th	18.1%	66.3%	12.8%	2.9%	3.00
2005 10th	19.2%	64.8%	14.0%	1.9%	3.01
2006 10th	13.9%	69.6%	12.3%	4.3%	2.93
2006 11th	12.9%	73.0%	12.9%	1.2%	2.98

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

	Strongly agree	*Agree*	*No opinion*	*Disagree*	*Strongly disagree*
2003	11.0%	44.2%	32.2%	11.0%	1.7%
2004	14.9%	58.9%		23.2%	3.8%
2005	18.5%	57.9%		19.2%	4.4%
2006	14.7%	62.8%		16.3%	5.1%

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.]

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2004 9th	16.4%	37.5%	31.1%	14.9%	2.56
2005 9th	25.5%	42.3%	23.6%	8.6%	2.85
2006 9th	19.9%	43.8%	27.0%	9.3%	2.74
2005 10th	23.0%	47.0%	23.2%	6.8%	2.86
2006 10th	29.7%	43.7%	20.0%	6.6%	2.97
2006 11th	28.4%	49.8%	17.5%	4.2%	3.02

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

	Strongly agree (4)	*Agree (3)*	*Disagree (2)*	*Strongly disagree (1)*	*Mean*
2004 9th	16.4%	37.5%	31.1%	14.9%	2.56
2005 9th	24.3%	48.2%	18.3%	9.2%	2.88
2006 9th	21.3%	52.2%	19.8%	6.7%	2.88
2005 10th	24.1%	51.2%	16.3%	8.4%	2.91
2006 10th	28.5%	47.8%	17.4%	6.3%	2.98
2006 11th	27.6%	52.7%	14.8%	4.8%	3.03

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

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
2004	33.6%	53.7%	10.0%	2.7%
2005	29.9%	57.5%	9.0%	3.7%
2006	36.4%	53.2%	7.6%	2.8%

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

Response Choice	*2004 9th*	*2005 9th*	*2006 9th*	*2005 10th*	*2006 10th*
Explore my interests and abilities	31.0%	17.6%	26.2%	16.9%	20.8%
Learn how to communicate with others	37.6%	23.8%	20.6%	15.1%	15.6%
Discuss personal problems	8.1%	7.9%	8.9%	5.6%	9.1%
Learn how to use my time wisely	43.3%	29.3%	33.2%	19.1%	27.1%
Discuss personal and school safety	30.8%	12.8%	6.0%	6.5%	6.3%
Discuss how to choose and make friends	12.1%	7.3%	5.7%	3.0%	5.5%
Create a plan for high school and beyond	39.3%	32.1%	27.7%	29.8%	22.7%
Learn about post-high school choices	20.2%	11.3%	13.0%	10.2%	10.2%
Discuss how to get involved in school activities	33.1%	20.1%	23.2%	16.9%	24.2%
Develop decision making and problem solving skills	19.3%	11.1%	10.6%	9.4%	10.4%
Talk to my friends	61.8%	68.1%	66.4%	73.1%	70.3%
Read	69.6%	55.9%	57.9%	47.8%	48.2%
Do homework	72.6%	77.3%	77.9%	80.4%	78.4%
Review my academic progress	18.1%	14.3%	17.7%	20.7%	26.6%
Sleep/take naps	21.2%	32.3%	34.3%	32.8%	33.6%
Other areas:	5.5%	9.4%	11.5%	10.5%	11.7%

*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)

% Sometimes & Often			
	2004	***2005***	***2006***
9th Grade	83.2%	92.2%	88.7%
10th Grade		91.0%	88.3%
11th Grade			89.5%

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

	Strongly agree (4)	***Agree (3)***	***Disagree (2)***	***Strongly disagree (1)***	***Mean***
All students	12.8%	53.6%	25.8%	7.8%	2.71
Ninth grade	14.9%	62.4%	19.6%	3.1%	2.89
Tenth grade	17.3%	49.1%	25.7%	7.9%	2.76
Eleventh grade	10.3%	50.2%	28.0%	11.6%	2.59

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

	Yes	***No***
2003	64.3%	35.7%
2004	77.0%	23.1%
2005	72.0%	28.0%
2006	77.3%	22.7%

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

	Very certain	***Somewhat certain***	***Somewhat uncertain***	***Very uncertain***
2003*	47.7%	44.6%	6.3%	1.4%
2004	44.6%	43.1%	10.1%	2.2%
2005	51.0%	35.7%	8.8%	4.6%
2006	48.9%	42.0%	5.7%	3.4%

* 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)

	Strongly agree	***Agree***	***No opinion***	***Disagree***	***Strongly disagree***
2003	15.3%	37.2%	28.8%	12.9%	5.9%
2004	14.9%	49.4%		27.2%	8.4%
2005	15.1%	52.0%		19.8%	9.2%
2006	17.8%	53.1%		22.2%	6.9%

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

Response Choice	***Weekly***	***Monthly***	***A Few Times a Year***	***Never***
All students	10.9%	21.1%	43.1%	24.8%
Ninth grade	12.9%	27.1%	39.5%	20.5%
Tenth grade	13.0%	20.4%	45.1%	21.5%
Eleventh grade	6.5%	18.9%	50.9%	23.6%

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

Response Choice	*All*	*9th*	*10th*	*11th*
Grades	79.9%	84.5%	80.5%	79.3%
Attendance	43.8%	47.9%	47.4%	42.3%
Behavior	15.7%	23.0%	17.2%	11.7%
Assignments	34.7%	41.3%	34.6%	33.0%
Transcript	46.1%	33.8%	49.7%	54.4%
Other (please describe):	8.7%	8.9%	7.6%	8.1%

Goal 5. College Access

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

	Four or more	*Three*	*Two*	*One*	*None*
2004	16.0%	8.0%	17.8%	22.6%	35.6%
2005	12.7%	7.8%	20.1%	26.2%	33.2%
2006	18.8%	11.7%	21.5%	20.0%	28.0%

Appendix C. Comprehensive Guidance Curriculum Action Plan

Grade Level	Guidance activity content	ASCA Domain/ standard	Curriculum and Materials	Projected Start/End Dates	Number of Students Affected	Where Lesson Will Be Presented	Evaluation Method	Implementation Contact Person
Ninth	6 year Plan	Academic A,B,C Career A,B,C Per/Soc A, B	Computers, Web Site: 6 Year Plan Curriculum, Brochures	11/1 to 12/31	All ninth graders (630)	English CCC	Pre/Post Test will show an increased understanding of the 6 yr Plan	Ninth Grade Counselor
Tenth	Career Exploration Project	Academic A,B,C Career A,B,C Per/Soc A, B	Computers, Web Site: 6 Year Plan Brochures, CEP Curriculum	3/1 to 5/15	All 10th graders (560)	English CCC	Pre/Post Test will show an increased understanding of the 6 yr Plan	Academy Counselors
Eleventh/ twelfth	Post Sec. Planning Workshop	Academic A,B,C Career A,B,C Per/Soc A, B	Computers, Web Site: 6 Year Plan, Future Plan Curriculum	10/1 to 6/1	All 11th and 12th (11-480 12-430)	CCC Foundations	Pre/Post Test will show an increased understanding of PS Planning	Academy Counselors

Please also see additional curriculum that is electronically formatted in Harding's Guidance folder. Included so far:

Three Lesson Introduction to 6 Year Plan for all 9th grade students. (Pre- and post-tests included)

Revised 10th Grade Career Exploration Project. (Currently under 3rd revision)

Two Lesson Foundation Curriculum for all 11th grade students. (Pre- and post-tests included)

Two Lesson Foundation Curriculum for all 12th grade students. (Pre- and post-tests included)

Appendix C (continued)

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
Increase summer school attendance which there increases graduation credit readiness	Individual summer school referrals for missing credits Meeting with students that are affected	Academic A,B,C	Transcripts, letters home, meeting room space, referral forms	All students that fail classes	Total number of students completing credits 2006 compared to 2007 will increase	All counseling personnel including clerical, summer school principal
African American Girls and Boys Support Groups	Curriculum Guided Lessons and Field Trips (College Visits, Goal Setting)	Academic A,B,C Per/Soc A,B	"Little Sister Listen Up" and "Guys Let's Keep It Read," and Activities on Rites of Passage	50 African American females and 25 males (identified as needing extra support due to attendance, academic or behavior issues Grades 9-12	Attendance will improve, behavior referrals will decrease, credit completion will increase with the students participating	Ninth Grade Counselor, Cultural Liaison, CCC Coordinator
Hmong Mentorship Program	Students are matched with mentor and have 1:1 meetings	Academic A,B,C Per/Soc A,B	Referrals and volunteer mentors academic and personal support	51 Hmong students that were identified as needing extra will increase in the students participating	Attendance will improve, behavior referrals will decrease, credit completion	SEIT and Human Services Counselors, Title I Social Worker, Cultural Liaison