

AHS Counseling Center



Counseling Advisory Committee

June 2, 2005

12:30 to 2:15

AHS Guidance Program

Student Needs/Data Driven

Comprehensive

Outcome Based

Accountable

Foundation

- I. BELIEFS AND PHILOSOPHY**
- II. MISSION OF SCHOOL COUNSELING PROGRAMS**
- III. DOMAINS AND GOALS**
- IV. ASCA NATIONAL STANDARD/COMPETENCIES**



DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

VI. INDIVIDUAL STUDENT PLANNING

VII. RESPONSIVE SERVICES

VIII SYSTEM SUPPORT



MANAGEMENT SYSTEM



IX. SCHOOL COUNSELOR / ADMINISTRATOR AGREEMENTS

X. ADVISORY COUNCIL

XI. USE OF DATA and STUDENT MONITORING

XII. USE OF DATA and CLOSING THE GAP

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

XIV. USE OF TIME/CALENDAR

ACCOUNTABILITY

XV. RESULTS REPORT

**XVI. COUNSELOR PERFORMANCE
EVALUATON**

XVII. PROGRAM AUDIT



Recommendations

Counselors and administration work together to develop an effective Guidance and Counseling Management System that includes:

- **Develop and implement School Counselor/Administrator agreements.**
- **Improve the use of data and student monitoring**
- **Determine the need for using data and closing the gap responses.**
- **Develop actions plans (guidance curriculum and closing the gap responses.)**
- **Develop a system for identifying use of time and an annual guidance calendar.**
- **Develop a means of reporting guidance results.**
- **Negotiate and improve a counselor evaluation.**

THE DATA

**Pre-college Course Taking Patterns of AHS Students attending
Community/Technical College**

Full Time Students Immediately After High School (N=)

| 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|--------------|--------------|--------------|--------------|--------------|
| 46 | 39 | 70 | 61 | 54 |

**Pre-College Course Placement (determined by scores
on ASSET or COMPASS tests):**

**Immediately After High School
(N=)**

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| Math | 19 | 20 | 39 | 33 | 25 |
| Writing | 9 | 9 | 19 | 7 | 13 |
| Reading | 3 | 3 | 3 | 2 | 2 |
| Any | 20 | 21 | 45 | 35 | 27 |

**Pre-College Course Placement (determined by scores on
ASSET or COMPASS tests):**

**One or Two Years After High School
(N=)**

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|----------------|--------------|--------------|--------------|--------------|--------------|
| Math | 12 | 10 | 8 | 9 | 15 |
| Writing | 2 | 1 | 4 | 2 | 2 |
| Reading | 1 | 0 | 0 | 2 | 0 |
| Any | 12 | 10 | 9 | 10 | 16 |

Recommendation

- **Contract with SVC to administer ASSET or COMPASS test to all entering juniors.**
- **Use results to improve academic programs to meet the needs identified by ASSET/COMPASS scores in Reading, Writing and Math.**
- **Use student scores for more accurate math placement for junior and senior years.**

PSAT/NMSQT 1994-2003

Total Students Tested: 1108

Males: 485

Female: 622

Scores (average scale scores)

Ten Year Average Verbal: 51.26

Ten Year Average Math: 55.12

Seven Year Average Writing (1997 – 2003): 50.96

SAT I

2004

Students Tested:

| | <u>N</u> | <u>Verbal</u> | <u>Math</u> |
|----------------|-----------|---------------|-------------|
| Male: | 48 | 538 | 550 |
| Female: | 46 | 556 | 527 |
| Total | 94 | 547 | 539 |

WA State:

| | | | |
|----------------|--|------------|------------|
| Male: | | 501 | 523 |
| Female: | | 497 | 487 |
| Total | | 499 | 504 |

2004
AP Test Taking Trend
(N=)

| Year | Total | Male | Female |
|-------------|--------------|-------------|---------------|
| 2004 | 34 | 12 | 22 |
| 2003 | 40 | 6 | 34 |
| 2002 | 26 | 5 | 21 |
| 2001 | 24 | 10 | 14 |
| 2000 | 28 | 15 | 13 |
| 1999 | 23 | 8 | 15 |
| 1998 | 23 | 8 | 15 |
| 1997 | 17 | 10 | 7 |
| 1996 | 10 | 4 | 6 |
| 1995 | 7 | 2 | 5 |

2000 - 2004 AP Subjects Report

(Scores reported in averages over five years)

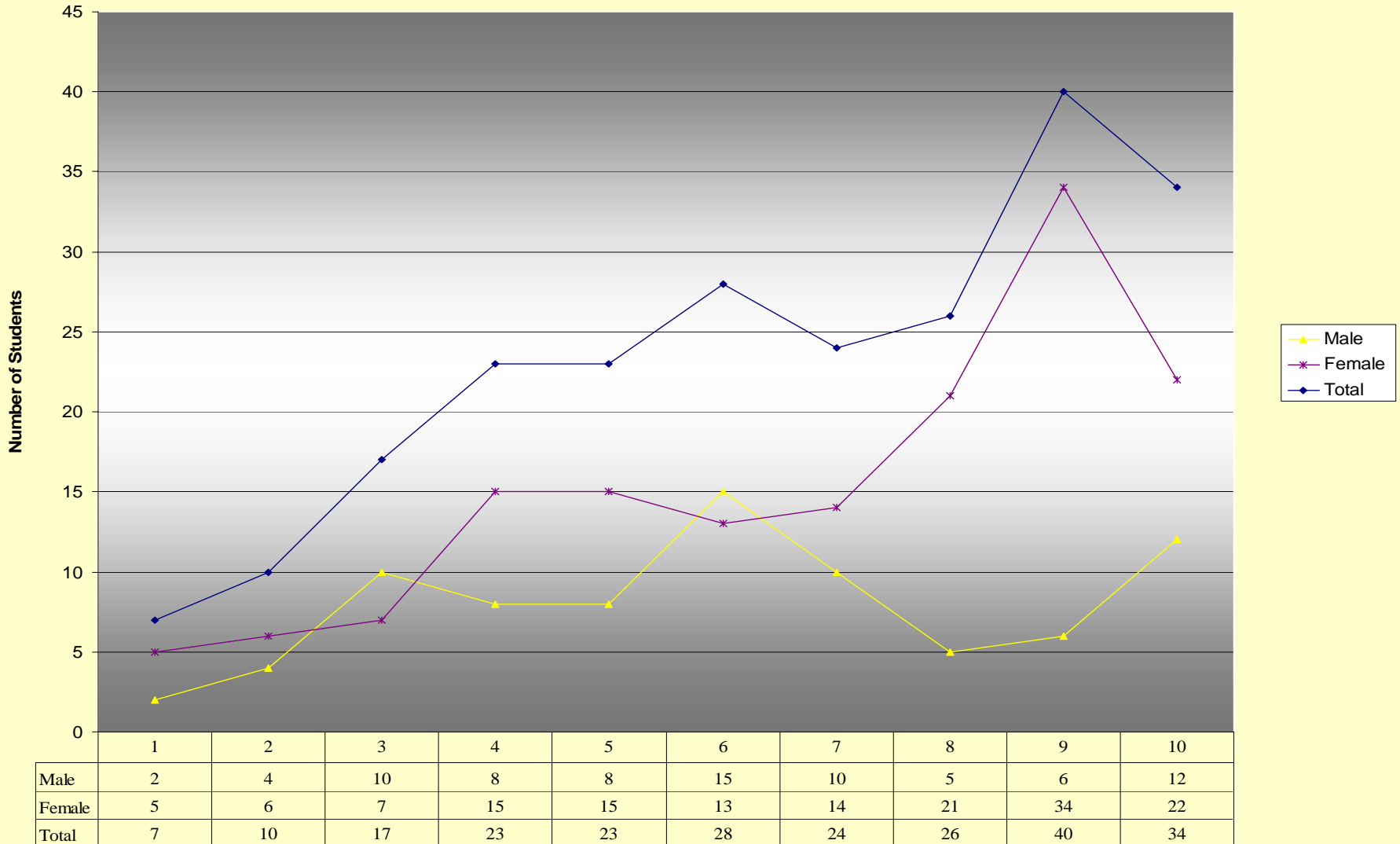
| | Total | Male | Female | Students' Scores 3+ |
|----------------------------|--------------|-------------|---------------|--------------------------------|
| Number of Students: | 30 | 10 | 20 | 26 |

Average Scores

| One | Two | Three | Four | Five |
|------------|------------|--------------|-------------|-------------|
| 2 | 12 | 16 | 13 | 3 |

AP Test Taking Trend 1995-2004

AP Test Taking Trend
1995-2004



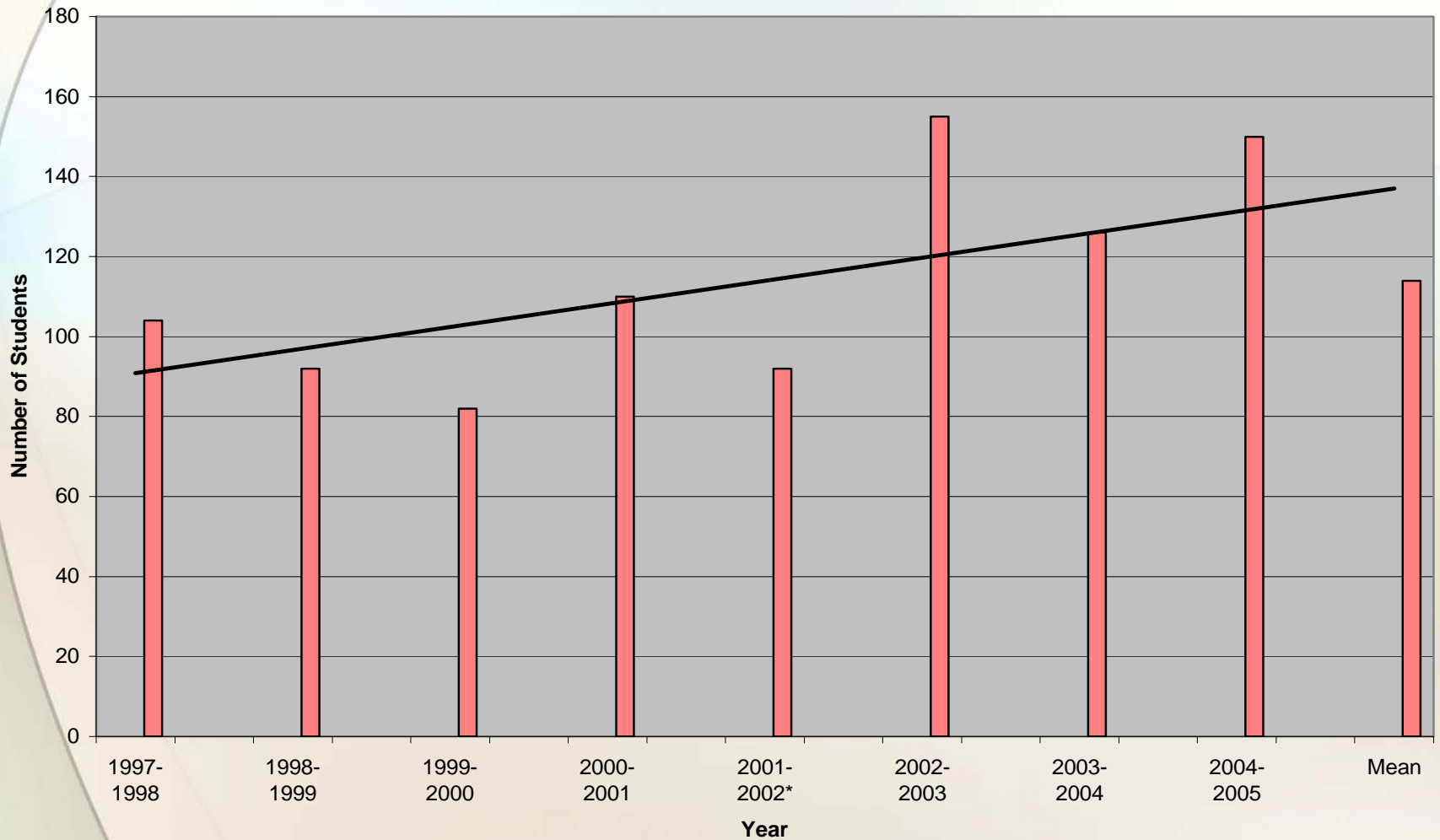
Recommendations

- **Continue to emphasize the importance of math and English, PSAT, SAT and AP tests.**
- **Encourage more students to take advantage of the PSAT, SAT and AP Courses beyond requirements for college entrance. E.g., the learning associated with the assessments themselves as well as determining areas for improvement.**
- **Use PSAT, SAT and AP results in more deliberate manner than just interpreting scores**
 - **Offer students the opportunity to work on items missed on PSAT to improve math, verbal and writing skills as tested on PSAT.**
 - **Report results to PSAT, SAT and AP results to the Board of Directors.**
 - **Encourage Learning and Instruction Department to use PSAT, SAT and AP results for curriculum improvement in math and English**

Course Enrollment Patterns

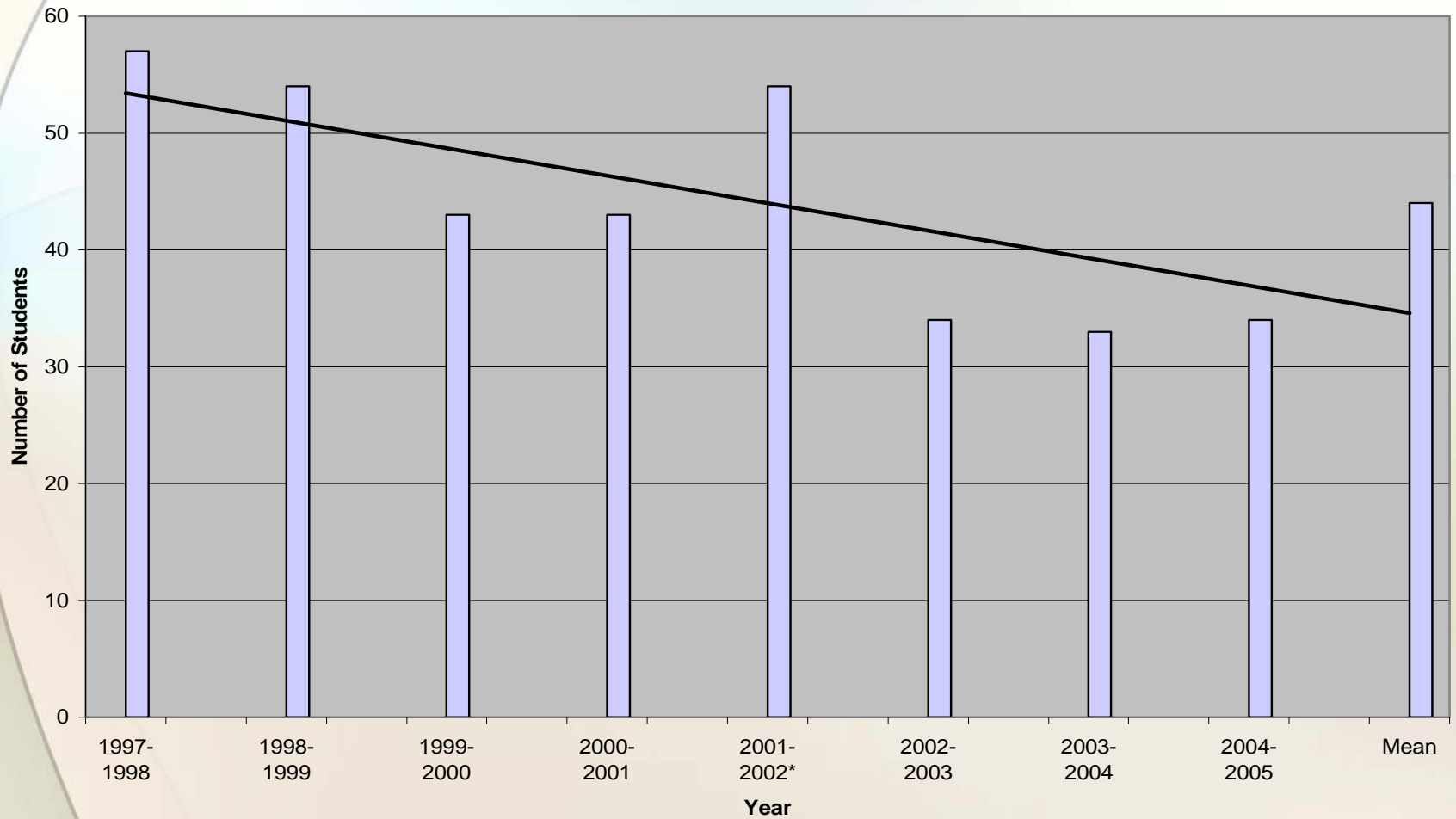
1997-2005

Algebra II Course Enrollment



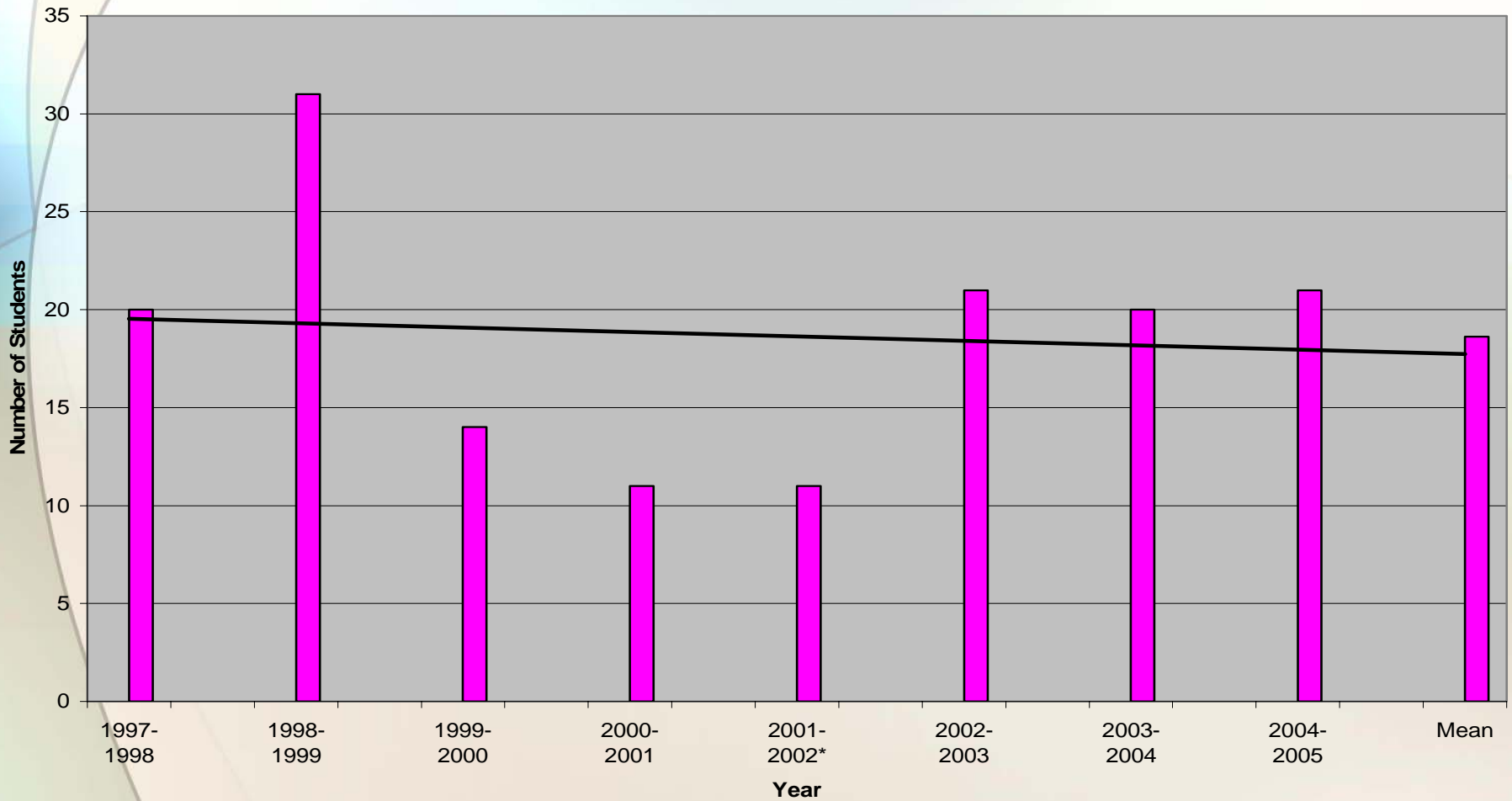
Course Enrollment Patterns

Pre-Calculus Enrollment



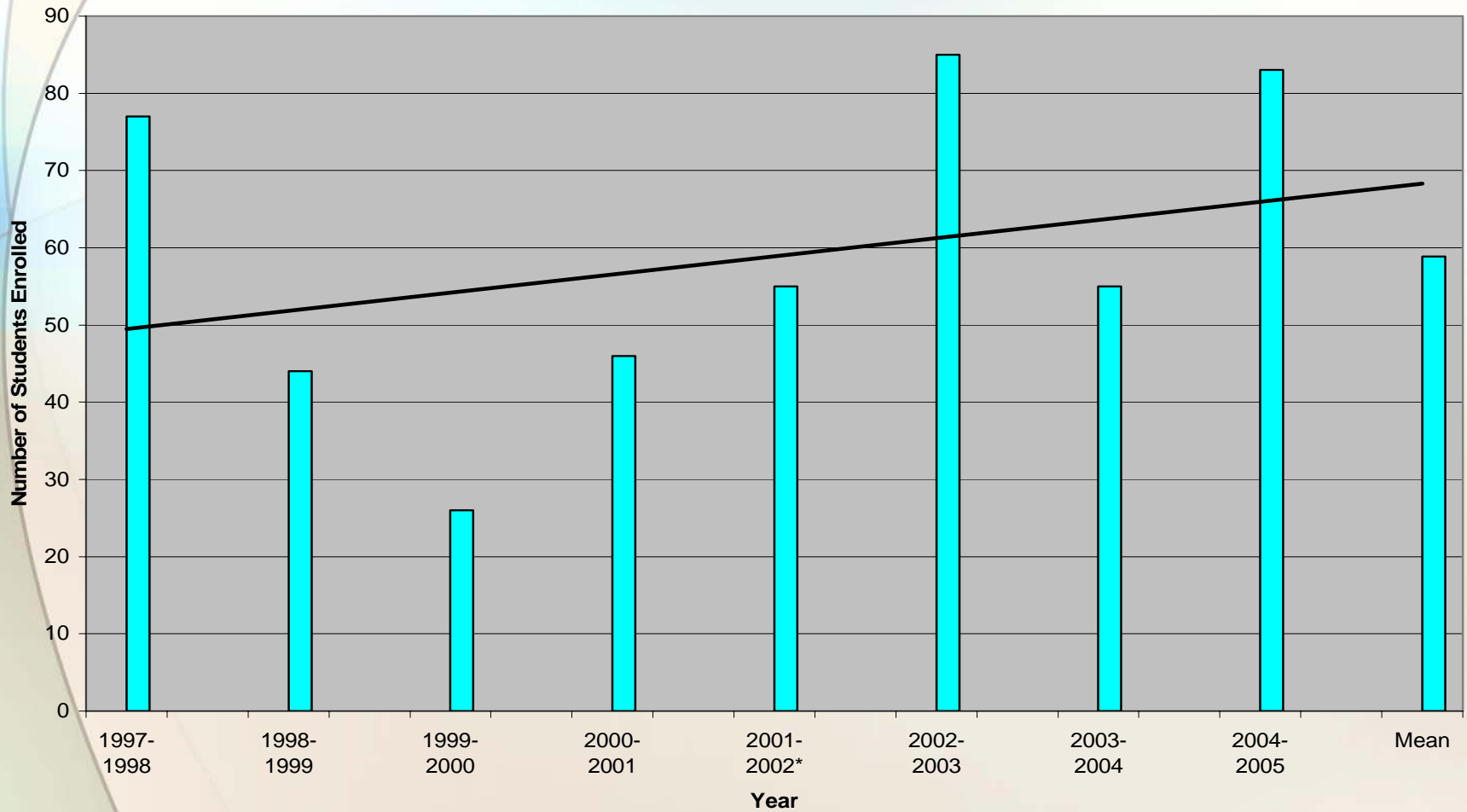
Course Enrollment Patterns

Calculus Enrollment



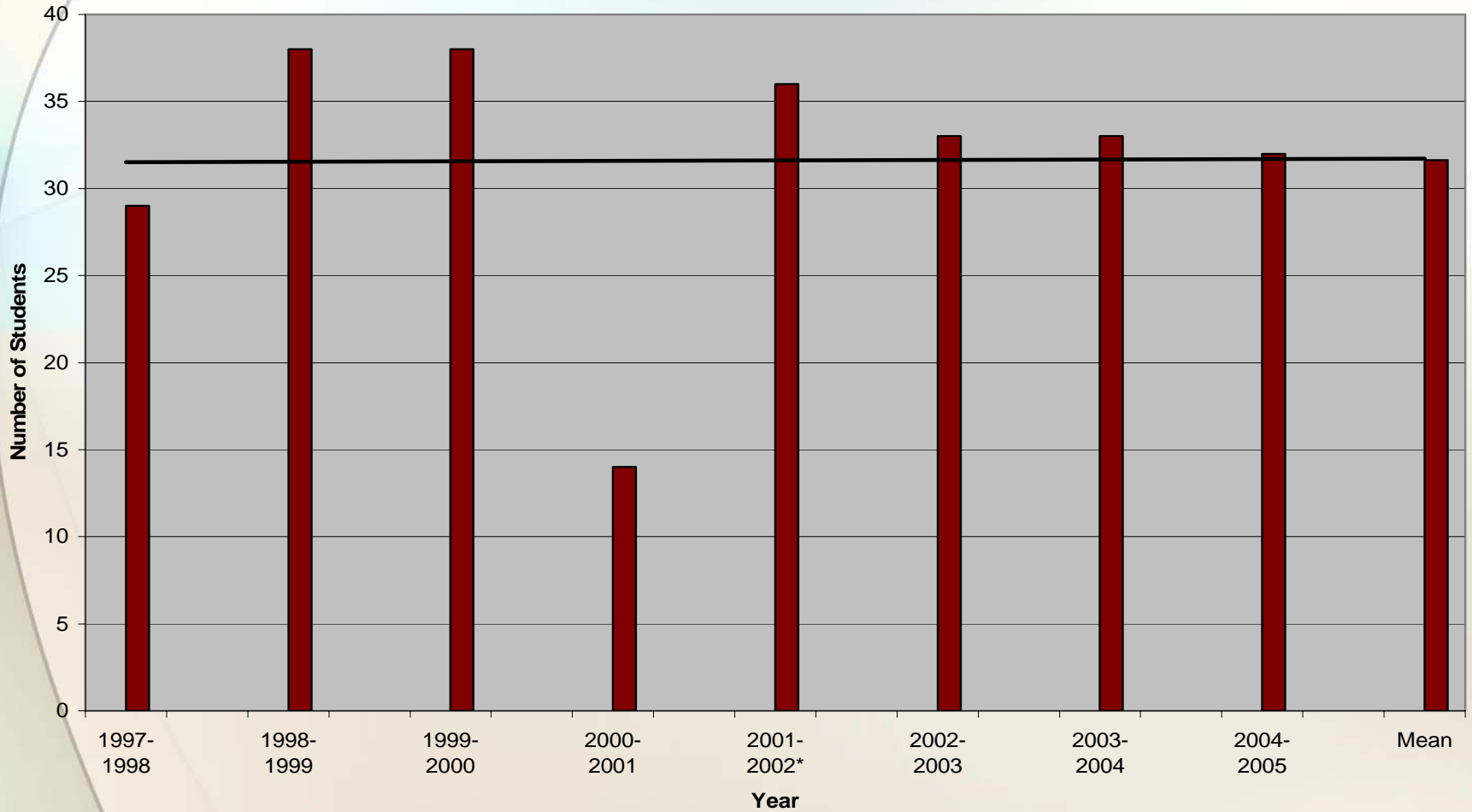
Course Enrollment Patterns

Chemistry Enrollment



Course Enrollment Patterns

Physics Enrollment



Recommendations

- **Use follow-up study data to determine the value of “gateway” courses in terms of their value for students after high school. E.g., college credit, improvement in college completion, employment, post secondary options.**
- **Determine which AP courses are the most valuable to the largest number of students.**
- **Continue to offer the most valuable, add those that are determined to be valuable, discontinue those that do not improve student success and opportunity (Allowing for enrichment in other curriculum more relevant to every student’s success.)**

**Counseling Survey
Student Needs Assessment
2005**

Percent Positive Comments

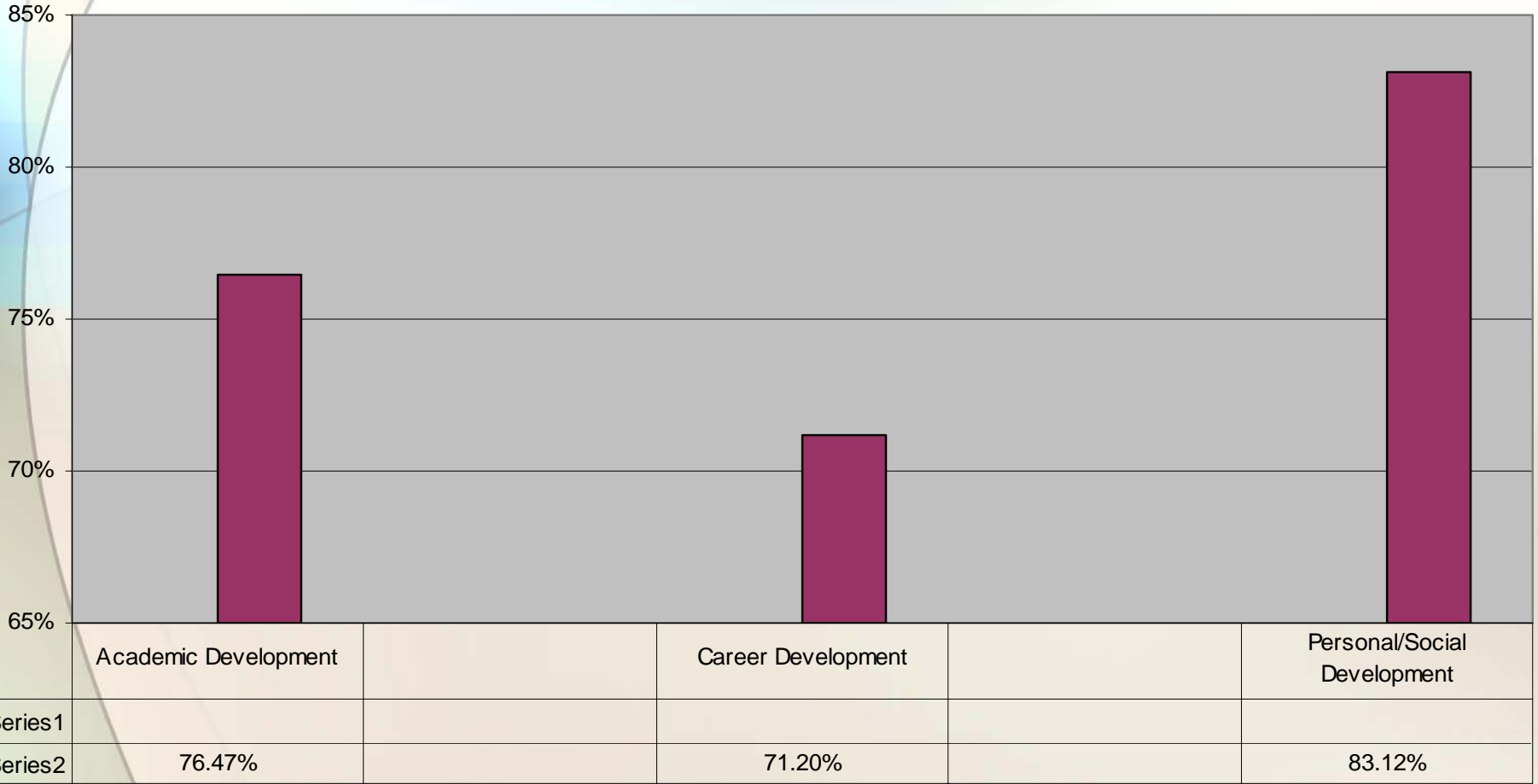
Academic Development 76.47%

Career Development 71.20%

Personal Development 83.12%

Percent Positive Responses

Counseling Student Survey



Domain

Recommendations

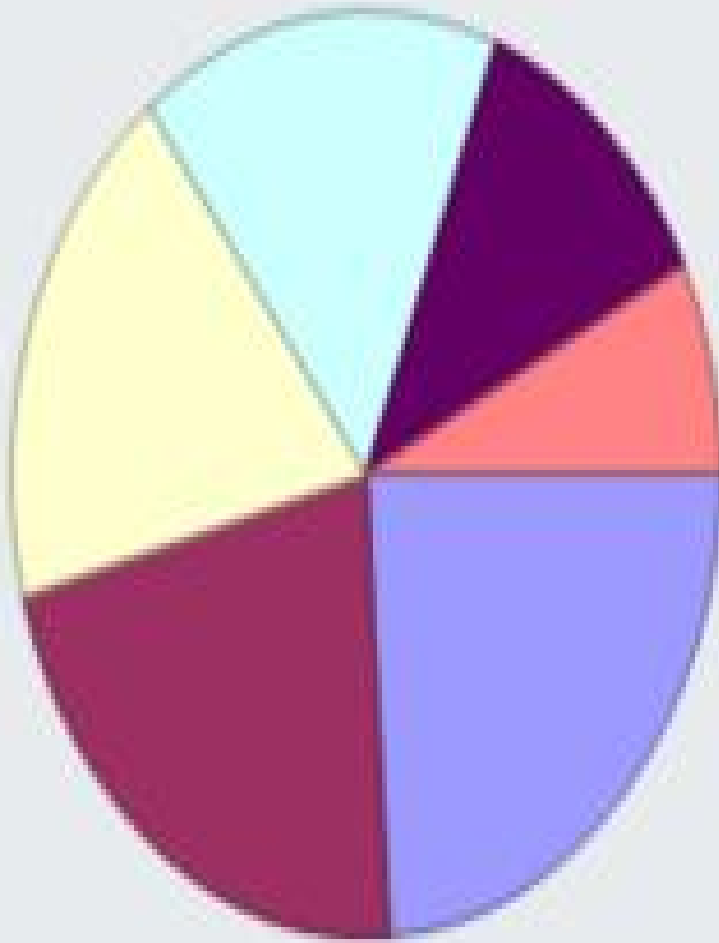
- **Review specific needs assessment items, by domain, to determine responses to those items showing the greatest need for improvement.**
- **Review anonymous comments to determine guidance response to those with common themes. (E.g. many students reported that they didn't know who their counselor was or had not met with their counselor at all or often enough)**
- **Ensure that all domains are address in the guidance curriculum with emphasis on those in the Career development domain.**
- **Develop responses through a K-12 guidance curriculum.**
- **Implement an assessment system that measures student achievement in the guidance curriculum.**

Kuder Career Assessment Results

2003-2005

| | |
|---------------------------------|--------------|
| Arts/Communication | 24.0% |
| Outdoor/Mechanical | 21.8% |
| Sales/Management | 18.8% |
| Business Operations | 16.4% |
| Science/Technical | 11.6% |
| Social/Personal Services | 7.4% |
| Total | 702 |

Person Match (Interest)

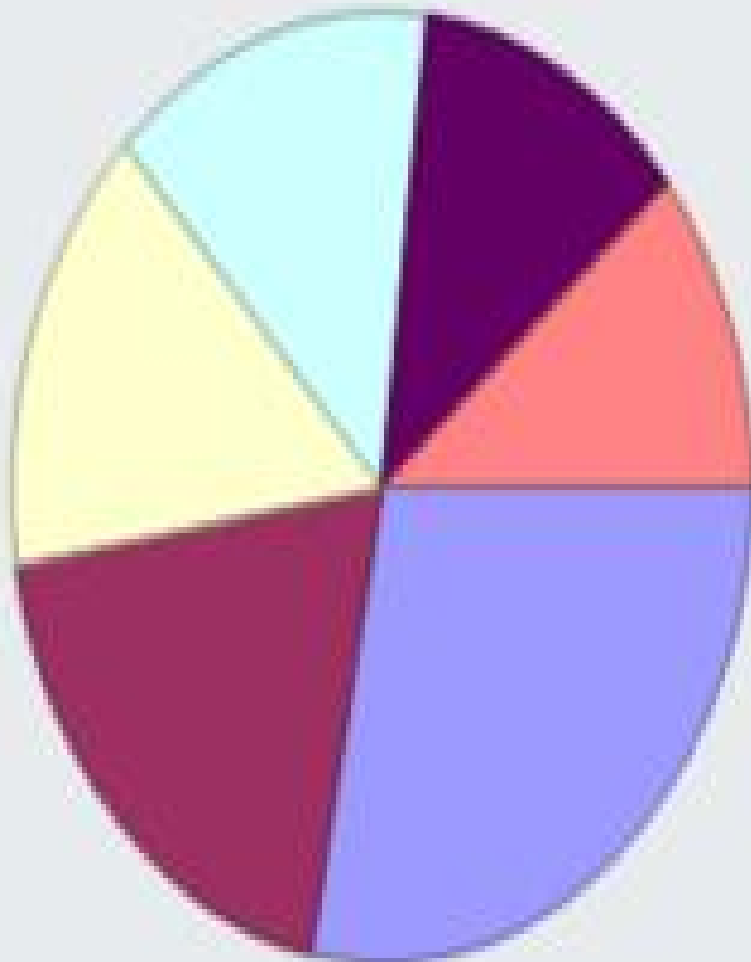


| | | |
|-----|---|--------------------------|
| 184 |  | Arts/Communication |
| 167 |  | Outdoor Mechanical |
| 144 |  | Sales/Management |
| 126 |  | Business Operations |
| 89 |  | Science/Technical |
| 57 |  | Social/Personal Services |

Kuder Skills Assessment

| | |
|---------------------------------|--------------|
| Outdoor/Mechanical | 28.1% |
| Arts/Communication | 19.2% |
| Business Operations | 15.4% |
| Science/Technical | 14.2% |
| Sales/Management | 12.1% |
| Social/Personal Services | 11.0% |
| Total | 473 |

Skills Assessment



| | | |
|-----|---|--------------------------|
| 133 |  | Outdoor/Mechanical |
| 91 |  | Arts/Communication |
| 73 |  | Business Operations |
| 67 |  | Science/Technical |
| 57 |  | Sales/Management |
| 52 |  | Social/Personal Services |

Kuder Work Values

| | |
|-------------------------|--------------|
| Creativity | 26.4% |
| Mental Challenge | 13.6% |
| Lifestyle | 9.2% |
| Co-Workers | 8.7% |
| Achievement | 7.2% |
| Income | 6.2% |
| Security | 5.9% |
| Prestige | 5.1% |
| Variety | 4.9% |
| Work Environment | 4.4% |
| Independence | 4.4% |
| Supervision | 4.1% |
| Total | 390 |

Work Values



| | | |
|-----|---|------------------|
| 103 |  | Creativity |
| 53 |  | Mental Challenge |
| 36 |  | Lifestyle |
| 34 |  | Co-Workers |
| 28 |  | Achievement |
| 24 |  | Income |
| 23 |  | Security |
| 20 |  | Prestige |
| 19 |  | Variety |
| 17 |  | Work Environment |
| 17 |  | Independence |
| 16 |  | Supervision |

Recommendations

In the past two years these results show the highest career interest, skills and work values of our students. Take these data into consideration as curriculum and a career element of the guidance program is developed.

| | |
|----------------------------|--------------|
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| Arts/Communication | 19.2% |
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| | |
|-------------------------|--------------|
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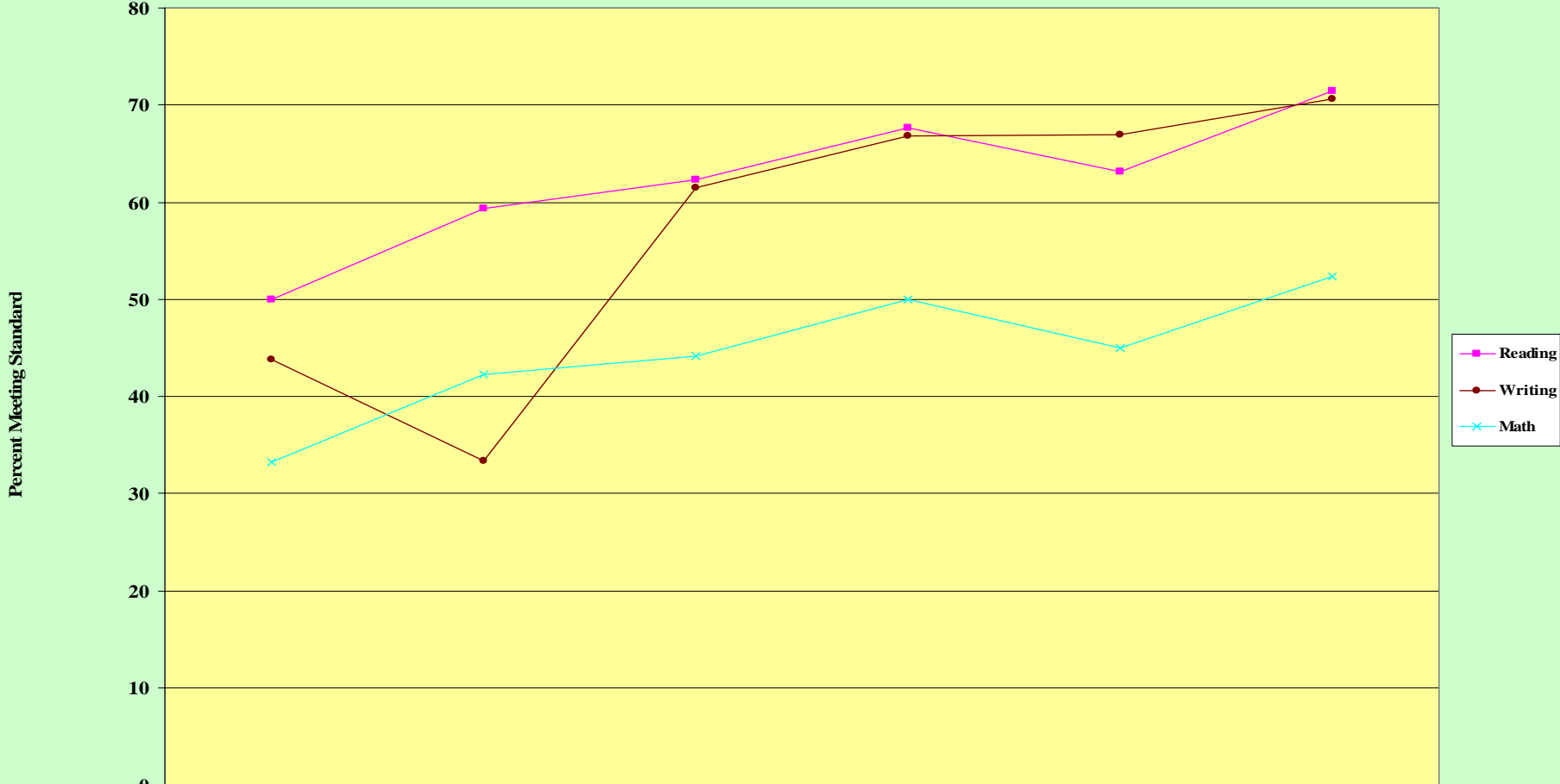
WASL Standard Trends

Percent 10th Grade Students Meeting Standard

| | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Reading | 50% | 59.4% | 62.3% | 67.6% | 63.1% | 71.5% |
| Writing | 43.8% | 33.3% | 61.5% | 66.8% | 66.9% | 70.6% |
| Math | 33.2% | 42.3% | 44.2% | 50% | 45% | 52.4% |

WASL Trend – 1999 to 2004

10th Grade Students Meeting WASL Standard by Year

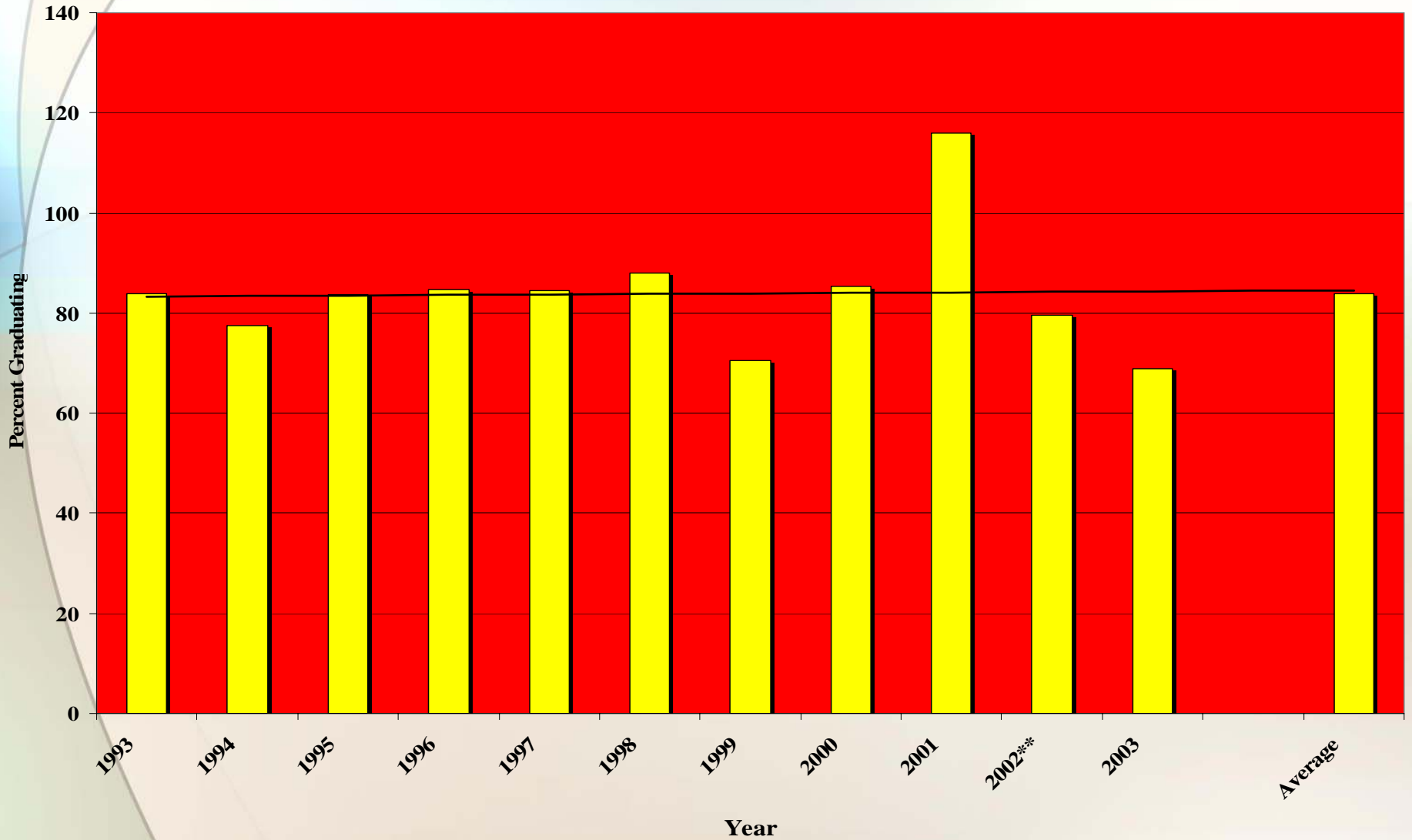


| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---------|---------|---------|---------|---------|---------|---------|
| Reading | 50 | 59.4 | 62.3 | 67.6 | 63.1 | 71.5 |
| Writing | 43.8 | 33.3 | 61.5 | 66.8 | 66.9 | 70.6 |
| Math | 33.2 | 42.3 | 44.2 | 50 | 45 | 52.4 |

Year/Percent Meeting WASL Standard

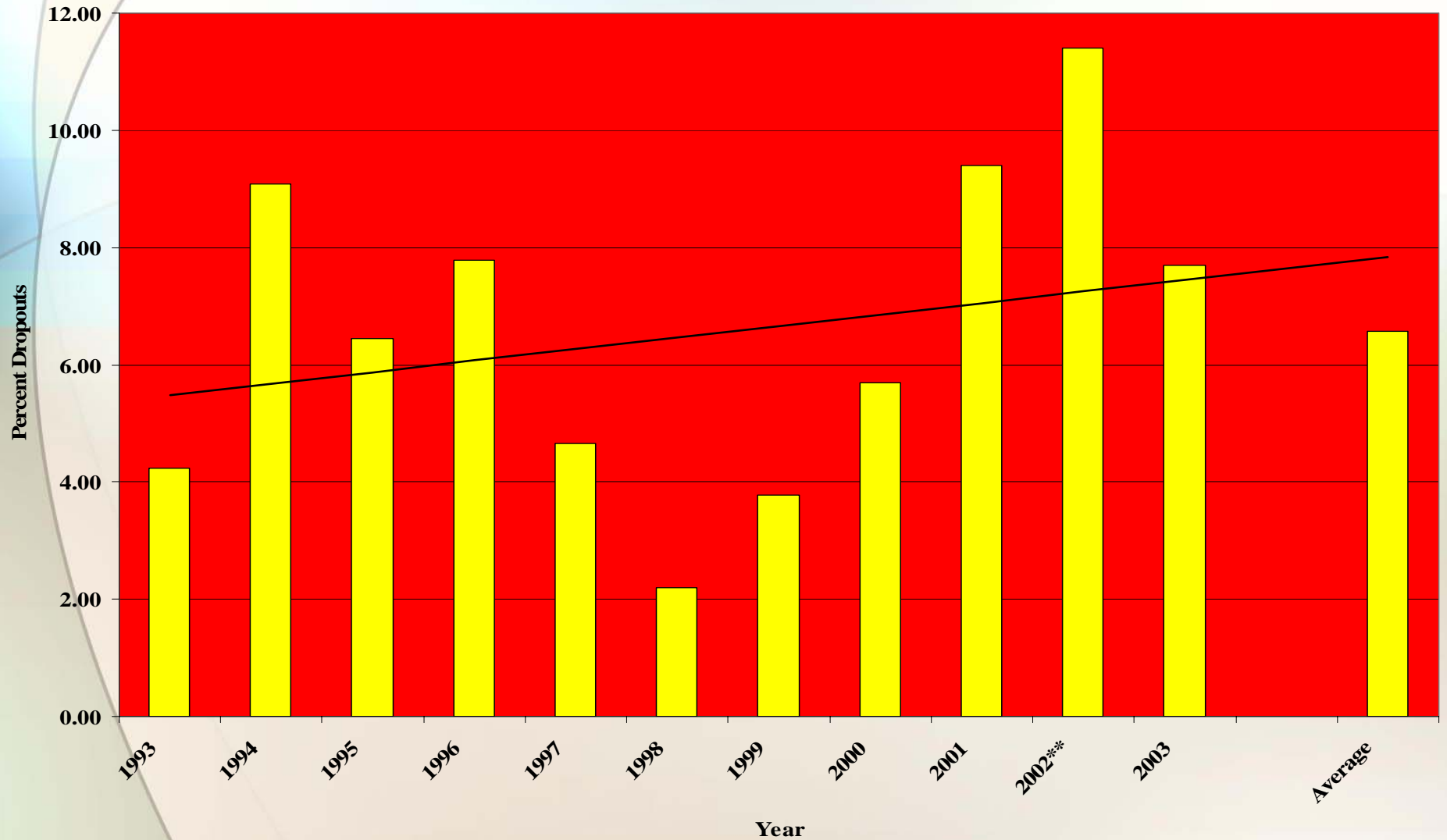
Graduation Rates

Graduation Rates



Dropout Rate

Dropout Rates



Recommendations

Evaluate our current graduations requirements in terms of

- **Relevance for every student**
- **Emphasis on academic as well as technical, career preparation, the arts and relevance as determined by such data as the Kuder and other career choice information (e.g. most common career pathways, data from ASVAB, PSAT, ACT and SAT, career plan data, etc.)**

Investigate the value of a work-based learning component for every high school student who wants to participate.

Evaluate the four period block schedule in terms of its impact on graduation and drop out rates.

Adjust our programs and requirements based on the identified needs of every student by using the data available.

AHS Counseling Center

www.ahs-counseling.org

**Thank you for your time,
from the
Counseling Center Staff**

Dawn Ashbach, Counselor

Diane Best, Transition Counselor

Lynn Blackmore, CDC

Jon Ronngren, Counselor

Dr. Keith Anderson, Department Chair

Joan Larkin, Administrative Assistant

Attendance

**Discipline
2005**

Number of Offenses

Type

Trends in GPAs

Percentages

2005 2006 2007 2008 2009 2010

A

A-

B+

B

B-

C+

C

C-

D+

D

F