Weaving Rigor, Relevance into the College Going Culture

A TAPESTRY FOR SUCCESS

Presentation for the NOSCA Conference
April 12-13, 2013

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Rosemary Kelly, Ed.S. PSC-Director of Guidance-Round Rock ISD
A Tapestry for Success

Two different, yet alike, districts in their journey to create the College Going Culture in their communities

- Large number of low SES/at-risk populations and increasing number of parents with high demands for college attendance to meet job market
- Continued increase in population and enrollment
- Large numbers of first gen parents and students
- Increase in diversity *within* each community
- Wiser use of shrinking resources
A TAPESTRY FOR SUCCESS

WHAT ACTIVITIES ARE UNIQUE FOR EACH DISTRICT?
A TAPESTRY FOR SUCCESS

HAYS CISD
STRATEGIC PLANNING FOR SUCCESS

- Step 1: Collect, analyze and interpret data to identify gaps in student outcomes.
- Step 2: Develop and prioritize measurable, data-driven goals aligned with school, district, state and national goals.
  Counselor appraisal-TEMPC-TEA/ASCA
- Step 3: Develop strategies and interventions to meet goals.
- Step 4: Develop and implement the plans for each goal, including benchmarks to monitor progress
- Step 5: Collect and report outcome data to all stakeholders, and adjust strategies and interventions as needed based on results
- Step 6: Institutionalize policies, practices and procedures to sustain gains in equity.
STRATEGIC PLANNING FOR SUCCESS

Own the Turf"

Organize (or reorganize)
Professional Development
Awareness
Celebration
Accountability
Evaluate-Data
Collaborate
Survey
STRATEGIC PLANNING FOR SUCCESS

ASCA Developmental Counseling Model and the 8 components of College and Career Readiness

1. College Aspirations
2. Academic Planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Processes
5. College and Career Assessments
6. Affordability Planning
7. Admissions Process (HS)
8. Transition from ES-MS-HS-College (all levels)
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AP Potential Project
A TAPESTRY FOR SUCCESS

AP Potential Project

PHASE ONE: Spring 2012

Students

- AP Potential list
- Monitored enrollment during course registration
- Targeted students: low SES, at-risk, “sleepers”, minority
- MyCollegeQuickStart, BigFuture, SOAS

Parents and teachers

- Breakfast-information, presentation
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PHASE ONE-SPRING 2012
Targeted students who did not enroll in AP classes, including
- low SES
- at risk
- sleepers
- grades in core courses
- ELL students
- DTS
- Student/Teacher/Parent Breakfast
- Tour/Sit in on classes
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PHASE TWO - Fall 2012

Students/Parents

- Pizza session during fall College Night
- Lunch-brown bag-introduce, presentation
- Monitor
  -- SAT registration in the fall
  -- grades of AP students
  -- AP interventions/tutorials
  -- College Board practice test
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PHASE THREE - SPRING 2013

Students/Parents

AP/SAT TEST PREP-including test-taking strategies

- investigation of PREP options
- Teacher & Student Surveys (pre-and post-)
- train teachers for AP Potential
  - monitor Spring grades
  - BigFuture, SOAS

District

- AP Diagnostics from College Board
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PHASE FOUR: SUMMER 2013

STUDENTS ENROLLED FOR 2013-14

OPTIONS FOR TEST PREP
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- Collaborate with ES-HS
- Improved college apps, financial aid, DC, maintenance, 6 chambers of commerce, share and evaluate data for improvement, graduation rate, rigor, college-going culture
- Accountability for, DTC enrollment, dual credit, FAFSA apps, college apps, SAT/ACT, AP, Pre-AP, Dual credit
- District pays for ReadiStep, AP, PSAT
- District culture: FA Saturdays, Marathon, blasts, college and career fairs, and evening meetings, all district wide programs
- Relationship building programs
- Management and increase volunteers and Counseling programs
- Professional development-Counselor University
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- Advise Texas (UT) Counselor for each HS in Texas with Low-SES, at-risk, minority
- Interest inventories (Career Cruising), scheduling for rigor, Senior Surveys
- College-Going environment with mandatory alma mater signs for every teacher K-12
- Community wide events
- Gen-Tex Week for K-12
- increase participation in college fairs, field trips
- increase in CTE certifications, licensures and rigorous coursework
- G-Force class offered for state credit
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Community Events for Creating a College Going Culture

- District Wide *Night-Planning for Tomorrow… Today*
- District Wide Saturday *Event-Preparing for Tomorrow… Today*
  College Board-MS, AP Potential, G/T, STEM, ACC, Go-Van, FAFSA/TASFA, Common Apps, and Apply Texas, Financial Aid, Wellness and Mental Health, *La Familia- food and babysitting*
- Mental Health counseling for students all year, including FAFSA, college prep
- Free test prep
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District wide consistency for:

- Counselor accountability
- Collaboration with community agencies and colleges
- Increased media coverage
- Increase rigor and student graduating on the RHSP/DAP
- Improvement in parent and community communication
- Improvement in student exposure to post-secondary options
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Counselor program effectiveness and evaluation for district and administrative support for improvements:

- DTC enrollment
- attendance at College/Career Fairs
- Financial Aid applications
- scholarships
- college applications
- Collaborations with colleges and agencies
- participation in AP enrollment, Course offerings for rigorous coursework
- CTE articulations and licensure programs
- counselor portals and websites
SOLUTIONS IMPLEMENTED TO ADDRESS CHALLENGES

Not just about HIGH expectations; it is about the “why” and the “how to.” You must create the yellow brick road and lead students down the pathway, one brick as at a time.
CHALLENGES FACED IN SUPPORTING UNDERSERVED STUDENTS

- Parents
- Teachers
- Students
- College Readiness
- Curriculum
- Community
- District
- Campus Admin.
SOLUTION 1: SYSTEMIC CHANGE

- Vision
- Goals
- Data
- Accountability
SOLUTION 2: SYSTEMIC CHANGE THROUGH DISTRICT LEADERSHIP

- Increase the percentage of RRISD students who, upon graduation, matriculate in programs for post-secondary education, including two- or four-year institutions of higher education, the following fall.

- Increase the percentage of students enrolled in the International Baccalaureate program who receive the IB Diploma; increase the percentage of scores of 3 or higher received by RRISD students taking Advance Placement exams.

- Reduce the gap on SAT and ACT exams between the average scores of economically disadvantaged students and the whole student group.
PERCENT OF STUDENTS ENROLLED IN PRE AP-AP BY SUB POPULATION

2011
SOLUTION 3: STRUCTURAL CHANGE
WHO HAS OWNERSHIP?

- Central Administration
- Principals
- Counselors
- Teachers
- Parents
- Community
**SOLUTION 4: PROGRAMMATIC CHANGE**

- Share the vision with everyone
- Professional Development
- Curriculum
- Data
- Accountability
# Apply Texas Submissions

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<td>CROCKETT HIGH SCHOOL</td>
<td>333</td>
<td>333</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>HUTTO HIGH SCHOOL</td>
<td>343</td>
<td>328</td>
<td>96%</td>
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<tr>
<td>3</td>
<td>ANN RICHARDS SCHOOL</td>
<td>52</td>
<td>48</td>
<td>92%</td>
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<tr>
<td>4</td>
<td>VANDEGRIFT HIGH SCHOOL</td>
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<td>220</td>
<td>88%</td>
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<tr>
<td>5</td>
<td>MANOR NEW TECHNOLOGY</td>
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<td>50</td>
<td>83%</td>
</tr>
<tr>
<td>6</td>
<td>LIBERAL ARTS AND SCIENCE ACADEMY</td>
<td>221</td>
<td>156</td>
<td>71%</td>
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<tr>
<td>7</td>
<td>WESTWOOD HIGH SCHOOL</td>
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<td>394</td>
<td>69%</td>
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<tr>
<td>8</td>
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<td>353</td>
<td>64%</td>
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<tr>
<td>9</td>
<td>WESTLAKE HIGH SCHOOL</td>
<td>636</td>
<td>403</td>
<td>63%</td>
</tr>
<tr>
<td>10</td>
<td>LAKE TRAVIS HIGH SCHOOL</td>
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<td>63%</td>
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<tr>
<td>11</td>
<td>CEDAR PARK HIGH SCHOOL</td>
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<td>253</td>
<td>61%</td>
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<tr>
<td>12</td>
<td>GONZALO GARZA INDEPENDENCE HS</td>
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<td>100</td>
<td>60%</td>
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<tr>
<td>13</td>
<td>STONY POINT HIGH SCHOOL</td>
<td>495</td>
<td>291</td>
<td>59%</td>
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</table>
SOLUTION 5: MEASUREMENTS OF SUCCESS

- Apply Texas
- FAFSA
- College Connections
- National Clearing House
  - 86% enroll within 1 year
  - 78% persistence
  - About $300 per campus
Percent of Students Enrolled in College the Fall Immediately Following Graduation From High School
LIST OF POTENTIAL RESOURCES

- College Board resources (BIG FUTURES)
- School & Community Partnerships
  - Chamber of Commerce
  - Advisory Boards
  - Mentors: college focus
  - Colleges and Universities
MEASURES OF SUCCESS

- District
- Departments
- Campuses
- Teams
- Parents
- Students
Foundation

Program Focus, Student Competencies, Professional Competencies

Structure
- Create a vision statement
- Create a mission statement
- Align both with the district vision, mission and goals

People
- District Leadership
- Department Leadership
- Campus Leadership

Processes
- District sets goals
- Department Prof. Dev. creates action plans to align and implement
- Ongoing professional development throughout the year

Rewards
- Equity of access across the district

Success Measures
- Clear and Concise
- Written with the students as the primary focus
- Advocates for equity, access and success of every student
- Indicates the long-range results desired for all students
FOUNDATION: STRUCTURE PROGRAM GOALS

Domains
1. Academic
2. Career
3. Personal/Social
Management

Program Focus, Student Competencies, Professional Competencies

Structure

- School Counselor Competencies Assessment
- Program Assessment
- Use of Time Assessment

People

- District Leadership
- Department Leadership
- Campus Leadership
- Administration, Staff, Students
- Community

Processes

- Develop, implement, and evaluate program effectiveness
- Analyze process data, perception data, outcome data

Success Measures to Identify Gaps

- Disaggregated Achievement and dropout rates
- Graduation Rates and Graduation Plans
- Attendance and discipline referrals
- Behavior and school safety
- Use of Time
- Course Enrollment Patterns
- Post-secondary attendance
- College Credit earned in High School
- High School Credit earned in Middle School
- Test Data and college readiness scores
- College Persistence rates
- Apply Texas, FAFSA
- Needs Assessments/Senior Survey
- District wide curriculum
- Technology Tools
- ASCA Tools

Rewards

Every student achieves academic success
## Management: Structure Developing Competencies: Round Rock ISD Counselor Professional Development

**2012-2013-Revised August 24, 2012**

### Round Rock ISD Counselor Professional Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>August 15th</td>
<td>All Counselors</td>
<td>8:30-4:30</td>
<td>BD RM</td>
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*(Job Alike - Round Rock HS)*

### Elementary Counselor Professional Development

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<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>September 11</td>
<td>Tues</td>
<td>8:30-11:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>October 9</td>
<td>Tues</td>
<td>8:30-11:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>November 7</td>
<td>Wed.</td>
<td>12:30-3:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>December 19</td>
<td>Wed.</td>
<td>8:00-12:00</td>
<td>PAC</td>
</tr>
<tr>
<td>January 31</td>
<td>Thurs</td>
<td>8:30-11:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>February 7</td>
<td>Thurs</td>
<td>8:30-11:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>March 7</td>
<td>Thurs</td>
<td>8:30-11:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>April 10</td>
<td>Wed.</td>
<td>12:30-3:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>May 21</td>
<td>Tues</td>
<td>11:00-1:00</td>
<td>PAC</td>
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### Secondary Counselor Professional Development

<table>
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<th>Day</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>September 18</td>
<td>Tues</td>
<td>8:00-11:00 or 1:00-4:00</td>
<td>BD RM</td>
</tr>
<tr>
<td>October 2</td>
<td>Tues</td>
<td>8:30-11:30 or 12:30-3:30</td>
<td>BD RM</td>
</tr>
<tr>
<td>November 6</td>
<td>Tues</td>
<td>8:30-11:30 or 12:30-3:30</td>
<td>BD RM</td>
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</tbody>
</table>

### Facility Usage

- **BD RM** = Admin. Board Room
- **PAC** = Performing Arts Center next to McNeil HS

### Counselor Advisory Cabinet

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19</td>
<td>Wed.</td>
<td>8:00-10:00</td>
<td>BD RM</td>
</tr>
<tr>
<td>October 16</td>
<td>Tues</td>
<td>8:00-10:00</td>
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<td>November 20</td>
<td>Tues</td>
<td>8:00-10:00</td>
<td>BD RM</td>
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<tr>
<td>December 18</td>
<td>Tues</td>
<td>8:00-10:00</td>
<td>BD RM</td>
</tr>
<tr>
<td>January 22</td>
<td>Tues</td>
<td>8:00-10:00</td>
<td>BD RM</td>
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<tr>
<td>February 19</td>
<td>Tues</td>
<td>8:00-10:00</td>
<td>BD RM</td>
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<td>March 26</td>
<td>Tues</td>
<td>8:00-10:00</td>
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<tr>
<td>April 30</td>
<td>Tues</td>
<td>8:00-10:00</td>
<td>BD RM</td>
</tr>
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</table>

### Important Dates

- Fall Counselor Workshop Sep 6, 2012
- Address: The University of Texas at Austin
- 2405 Robert Dedman Dr, Thompson Conf Center, Rm1.108, Austin, TX
- 9:00:00 AM-12:00:00 PM, Registration Deadline: Aug 23, 2012
- TCA Director's Conference (Ft Worth), September 11-15
Job Alike 2012-2013

Be Extraordinary!!!
Management: Program Focus, Student Competencies

RRISD Campus Priority Plan

Round Rock Independent School District
Guidance & Counseling Program Plan 2012-2013

In the Round Rock Independent School District, the Comprehensive Guidance and Counseling Program is available to all students. Based on an assessment of needs, the priorities/objectives for our program this year are as follows:

<table>
<thead>
<tr>
<th>Priority/Objective</th>
<th>Components</th>
<th>Evaluation</th>
<th>Tools</th>
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</thead>
<tbody>
<tr>
<td>Increase the percentage of Round Rock ISD students who, upon graduation, matriculate in programs for post-secondary education, including two- or four-year institutions of higher education, the following fail.</td>
<td>Guidance Curriculum</td>
<td>Outcome Data</td>
<td>□ Survey</td>
</tr>
<tr>
<td></td>
<td>Individual Planning</td>
<td></td>
<td>□ Campus Improvement Plan</td>
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<tr>
<td></td>
<td>Responsive Services</td>
<td></td>
<td>□ 425 Incidents report</td>
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<tr>
<td></td>
<td>System Support</td>
<td></td>
<td>□ Sign in sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Student feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Parent feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Staff feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Tx Schools Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Number of lessons, groups, individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ TAKS data</td>
</tr>
<tr>
<td>Results: (Due May 1)</td>
<td></td>
<td>Process Data</td>
<td>□</td>
</tr>
</tbody>
</table>

Principal’s Signature

Counselor’s Signature(s)

Date
**Data Analysis: Use of Time**

### Student Tracking
- Track Time With Students
- Modify or View Prior Session

### Counselor Tracking
- Track Counselor Time
- Modify or View Prior Time

#### Setup
->Edit Student(s)
-> Edit Visit Reasons
-> Edit Counselor Reasons
-> Edit Groups
-> Set Password

#### Reports
-> Summary Report
-> Individual Student Report
-> Daily Activity Report
-> Group Counseling Report
-> List of Students Seen
-> List of Unseen Students
-> Reason Report

#### Other
-> View/Add/Remove Group Members
-> Options
-> Print Time Sheets
-> About EZAnalyze TimeTracker
-> Documentation
**Management:** Program focus, student competencies, professional competencies

**Processes:** Develop, implement, and evaluate program effectiveness; analyze process data, perception data, outcome data

<table>
<thead>
<tr>
<th>Name</th>
<th>STONY POINT H S</th>
<th>ROUND ROCK</th>
<th>Applications</th>
<th>Applications</th>
<th>Percent w/</th>
<th>Percent w/</th>
<th>ApTX Submissions</th>
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<tr>
<td>LASA HIGH SCHOOL</td>
<td>120</td>
<td>119</td>
<td>190</td>
<td>63%</td>
<td>63%</td>
<td>74%</td>
<td></td>
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<tr>
<td>MANOR NEW TECHNOLOGY HIGH</td>
<td>32</td>
<td>29</td>
<td>68</td>
<td>47%</td>
<td>43%</td>
<td>84%</td>
<td></td>
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<tr>
<td>DEL VALLE H S</td>
<td>199</td>
<td>182</td>
<td>424</td>
<td>47%</td>
<td>43%</td>
<td>100%</td>
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<tr>
<td>MCCALLUM H S</td>
<td>174</td>
<td>155</td>
<td>389</td>
<td>45%</td>
<td>40%</td>
<td>79%</td>
<td></td>
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<tr>
<td>BOWIE H S</td>
<td>298</td>
<td>283</td>
<td>682</td>
<td>44%</td>
<td>41%</td>
<td>99%</td>
<td></td>
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<tr>
<td>MCNEIL H S</td>
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<td>267</td>
<td>652</td>
<td>43%</td>
<td>41%</td>
<td>83%</td>
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<tr>
<td>LBJ HIGH SCHOOL</td>
<td>94</td>
<td>89</td>
<td>218</td>
<td>43%</td>
<td>41%</td>
<td>79%</td>
<td></td>
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<tr>
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<td>249</td>
<td>237</td>
<td>579</td>
<td>43%</td>
<td>41%</td>
<td>79%</td>
<td></td>
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<tr>
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<td>162</td>
<td>147</td>
<td>404</td>
<td>40%</td>
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<td>469</td>
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<td>36%</td>
<td>78%</td>
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<td>CROCKETT H S</td>
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<td>352</td>
<td>40%</td>
<td>36%</td>
<td>100%</td>
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<td>GEORGETOWN H S</td>
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<td>638</td>
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<td>36%</td>
<td>86%</td>
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<td>ROUND ROCK H S</td>
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<td>38%</td>
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## Class of 2012 College Entrance Exam Results

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<th></th>
<th>RRISD</th>
<th>STATE</th>
<th>National</th>
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<tbody>
<tr>
<td>SAT</td>
<td>1600</td>
<td>1434</td>
<td>1498</td>
</tr>
<tr>
<td>ACT</td>
<td>24</td>
<td>20.8</td>
<td>21.1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>All</td>
<td>White</td>
<td>Hispanic</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>April 2011</td>
<td>8756</td>
<td>4255</td>
<td>2212</td>
</tr>
<tr>
<td>April 2012</td>
<td>9157</td>
<td>4372</td>
<td>2348</td>
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<tr>
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<th>April 2012</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>74.47%</td>
<td>76.78%</td>
<td>68.02%</td>
<td>62%</td>
<td>75.80%</td>
<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
<td>92.84%</td>
</tr>
<tr>
<td>White</td>
<td>74.47%</td>
<td>76.78%</td>
<td>68.02%</td>
<td>62%</td>
<td>75.80%</td>
<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
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<tr>
<td>Hispanic</td>
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<td>76.78%</td>
<td>68.02%</td>
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<td>77.19%</td>
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</tr>
<tr>
<td>African American</td>
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<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
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</tr>
<tr>
<td>Asian</td>
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<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
<td>92.84%</td>
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<tr>
<td>Pacific Island-er</td>
<td>74.47%</td>
<td>76.78%</td>
<td>68.02%</td>
<td>62%</td>
<td>75.80%</td>
<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
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<tr>
<td>Native American</td>
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<td>76.78%</td>
<td>68.02%</td>
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<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
<td>92.84%</td>
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<tr>
<td>Multi-race</td>
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<td>76.78%</td>
<td>68.02%</td>
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<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
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<tr>
<td>EOD</td>
<td>74.47%</td>
<td>76.78%</td>
<td>68.02%</td>
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<td>75.80%</td>
<td>77.19%</td>
<td>70.85%</td>
<td>62.45%</td>
<td>92.84%</td>
</tr>
</tbody>
</table>
## High School Credits Earned in Middle School

<table>
<thead>
<tr>
<th>Total Native American in HS Lvl Course</th>
<th>% Native American in HS Lvl Course</th>
<th>Total Pacific Islander in HS Lvl Course</th>
<th>% Pacific Islander in HS Lvl Course</th>
<th>Total Multi Race in HS Lvl Course</th>
<th>% Multi Race in HS Lvl Course</th>
<th>Total African American in HS Lvl Course</th>
<th>% African American in HS Lvl Course</th>
<th>Total Eco Dis in HS Lvl Course</th>
<th>% Eco Dis in HS Lvl Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>17.65%</td>
<td>21</td>
<td>18.10%</td>
<td>94</td>
<td>18.50%</td>
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<tr>
<td>1</td>
<td>20.00%</td>
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<td>15.38%</td>
<td>26</td>
<td>17.69%</td>
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<td>0.00%</td>
<td>16</td>
<td>39.02%</td>
<td>19</td>
<td>32.76%</td>
<td>34</td>
<td>28.10%</td>
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<td>2</td>
<td>40.00%</td>
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<td>0.00%</td>
<td>6</td>
<td>16.22%</td>
<td>29</td>
<td>29.29%</td>
<td>114</td>
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<td>0.00%</td>
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<td>24.24%</td>
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<td>25.09%</td>
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<td>0.00%</td>
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<td>76</td>
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<td>0.00%</td>
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<td>0.00%</td>
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<td>19.23%</td>
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<td>18.37%</td>
<td>46</td>
<td>22.44%</td>
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<td>0.00%</td>
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<td>29.41%</td>
<td>35</td>
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<td>66</td>
<td>23.49%</td>
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<td>11</td>
<td>24.44%</td>
<td>0</td>
<td>0.00%</td>
<td>124</td>
<td>30.77%</td>
<td>262</td>
<td>26.33%</td>
<td>758</td>
<td>24.56%</td>
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</tbody>
</table>
# High School Credits Earned in Middle School

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Total Students in HS Lvl Course</th>
<th>% Students in HS Lvl Course</th>
<th>Total White in HS Lvl Course</th>
<th>% White in HS Lvl Course</th>
<th>Total Hispanic in HS Lvl Course</th>
<th>% Hispanic in HS Lvl Course</th>
<th>Total Asian in HS Lvl Course</th>
<th>% Asian in HS Lvl Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. D. Fulkes Middle School</td>
<td>146</td>
<td>19.86%</td>
<td>37</td>
<td>20.79%</td>
<td>79</td>
<td>19.65%</td>
<td>6</td>
<td>46.15%</td>
</tr>
<tr>
<td>Canyon Vista Middle School</td>
<td>389</td>
<td>30.56%</td>
<td>163</td>
<td>26.85%</td>
<td>28</td>
<td>18.30%</td>
<td>172</td>
<td>40.76%</td>
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<tr>
<td>Cedar Valley Middle School</td>
<td>388</td>
<td>32.91%</td>
<td>216</td>
<td>32.53%</td>
<td>59</td>
<td>27.70%</td>
<td>78</td>
<td>38.81%</td>
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<tr>
<td>Chisholm Trail Middle School</td>
<td>351</td>
<td>33.27%</td>
<td>146</td>
<td>32.16%</td>
<td>132</td>
<td>33.59%</td>
<td>36</td>
<td>54.55%</td>
</tr>
<tr>
<td>Deepark Middle School</td>
<td>380</td>
<td>38.82%</td>
<td>161</td>
<td>38.80%</td>
<td>104</td>
<td>38.66%</td>
<td>39</td>
<td>46.43%</td>
</tr>
<tr>
<td>Hernandez Middle School</td>
<td>214</td>
<td>25.15%</td>
<td>61</td>
<td>27.48%</td>
<td>100</td>
<td>24.27%</td>
<td>7</td>
<td>30.43%</td>
</tr>
<tr>
<td>Hopewell Middle School</td>
<td>208</td>
<td>25.06%</td>
<td>67</td>
<td>23.59%</td>
<td>83</td>
<td>24.70%</td>
<td>13</td>
<td>33.33%</td>
</tr>
<tr>
<td>James Walsh Middle School</td>
<td>370</td>
<td>32.69%</td>
<td>227</td>
<td>33.78%</td>
<td>81</td>
<td>28.22%</td>
<td>28</td>
<td>38.89%</td>
</tr>
<tr>
<td>Noel Grisham Middle School</td>
<td>265</td>
<td>36.15%</td>
<td>146</td>
<td>40.78%</td>
<td>49</td>
<td>26.34%</td>
<td>54</td>
<td>50.47%</td>
</tr>
<tr>
<td>Ridgeview Middle School</td>
<td>413</td>
<td>31.72%</td>
<td>221</td>
<td>34.97%</td>
<td>107</td>
<td>29.23%</td>
<td>27</td>
<td>33.75%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td><strong>3,124</strong></td>
<td><strong>31.03%</strong></td>
<td><strong>1,445</strong></td>
<td><strong>32.21%</strong></td>
<td><strong>822</strong></td>
<td><strong>27.25%</strong></td>
<td><strong>460</strong></td>
<td><strong>41.55%</strong></td>
</tr>
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</table>
**Number of Students in Dual Credit**

<table>
<thead>
<tr>
<th></th>
<th>Cedar Ridge HS</th>
<th>McNeil HS</th>
<th>Round Rock HS</th>
<th>Stony Point HS</th>
<th>Westwood HS</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall 2008</strong></td>
<td>na</td>
<td>66</td>
<td>28</td>
<td>46</td>
<td>74</td>
<td>214</td>
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<tr>
<td><strong>Spring 2009</strong></td>
<td>na</td>
<td>76</td>
<td>51</td>
<td>60</td>
<td>71</td>
<td>258</td>
</tr>
<tr>
<td><strong>Summer 2009</strong></td>
<td>na</td>
<td>360</td>
<td>220</td>
<td>226</td>
<td>309</td>
<td>1115</td>
</tr>
<tr>
<td><strong>Fall 2009</strong></td>
<td>na</td>
<td>101</td>
<td>60</td>
<td>52</td>
<td>73</td>
<td>286</td>
</tr>
<tr>
<td><strong>Spring 2010</strong></td>
<td>na</td>
<td>71</td>
<td>73</td>
<td>52</td>
<td>80</td>
<td>276</td>
</tr>
<tr>
<td><strong>Summer 2010</strong></td>
<td>na</td>
<td>369</td>
<td>262</td>
<td>218</td>
<td>331</td>
<td>1180</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>na</td>
<td>58</td>
<td>75</td>
<td>34</td>
<td>83</td>
<td>250</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td>na</td>
<td>61</td>
<td>90</td>
<td>26</td>
<td>77</td>
<td>257</td>
</tr>
<tr>
<td><strong>Summer 2011</strong></td>
<td>57</td>
<td>327</td>
<td>254</td>
<td>206</td>
<td>352</td>
<td>1196</td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
<td>14</td>
<td>28</td>
<td>82</td>
<td>31</td>
<td>78</td>
<td>233</td>
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</table>
### SAT Composite Scores: All Students
#### 4-Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>US</th>
<th>State</th>
<th>RRISD</th>
<th>MHS</th>
<th>RRHS</th>
<th>WWHS</th>
<th>SPHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1511</td>
<td>1481</td>
<td>1588</td>
<td>1580</td>
<td>1553</td>
<td>1700</td>
<td>1471</td>
</tr>
<tr>
<td>2008</td>
<td>1511</td>
<td>1473</td>
<td>1618</td>
<td>1597</td>
<td>1570</td>
<td>1764</td>
<td>1468</td>
</tr>
<tr>
<td>2009</td>
<td>1509</td>
<td>1467</td>
<td>1621</td>
<td>1608</td>
<td>1555</td>
<td>1762</td>
<td>1497</td>
</tr>
<tr>
<td>2010</td>
<td>1509</td>
<td>1462</td>
<td>1628</td>
<td>1621</td>
<td>1572</td>
<td>1801</td>
<td>1487</td>
</tr>
</tbody>
</table>
DISAGGREGATED DATA

McNeil High School
% Students Enrolled in College Program

- ASIAN
- BLACK
- HISPANIC
- WHITE
- ALL OTHERS
- EOD

2008  2009  2010
When all student characteristics plus high school grade point average (GPA) and graduation plan are evaluated, the strongest predictors of college enrollment are:

- Qualifying for free or reduced price lunch (-)
- Senior year daily attendance rate (+)
- Graduating on the minimum plan (-)
- Graduating on the distinguished plan (+)
- Cumulative GPA (+)
### Which of the following steps have you taken to enroll in college and when did you do them?

**Preparations Steps**

<table>
<thead>
<tr>
<th>Overall</th>
<th>9th/10th</th>
<th>11th</th>
<th>12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took the PSAT</td>
<td>73%</td>
<td>37%</td>
<td>2%</td>
</tr>
<tr>
<td>Took the ACT college entrance exam</td>
<td>2%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Took the SAT college entrance exam</td>
<td>3%</td>
<td>48%</td>
<td>57%</td>
</tr>
<tr>
<td>Took SAT or ACT prep classes</td>
<td>5%</td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>Worked on college essays in class</td>
<td>6%</td>
<td>23%</td>
<td>46%</td>
</tr>
<tr>
<td>Attended a college fairs</td>
<td>13%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Visited college campuses</td>
<td>9%</td>
<td>35%</td>
<td>54%</td>
</tr>
<tr>
<td>Met with a college rep at my high school</td>
<td>5%</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>Submitted FAFSA</td>
<td>&lt;1%</td>
<td>2%</td>
<td>61%</td>
</tr>
<tr>
<td>Submitted scholarship applications</td>
<td>1%</td>
<td>9%</td>
<td>55%</td>
</tr>
<tr>
<td>Requested and sent transcripts</td>
<td>1%</td>
<td>12%</td>
<td>69%</td>
</tr>
<tr>
<td>None of the above</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
How will you pay for college?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not plan to attend college</td>
<td>3%</td>
</tr>
<tr>
<td>Scholarships and/or grants</td>
<td>59%</td>
</tr>
<tr>
<td>Personal or family savings</td>
<td>56%</td>
</tr>
<tr>
<td>Loans</td>
<td>41%</td>
</tr>
<tr>
<td>Working during the summer</td>
<td>47%</td>
</tr>
<tr>
<td>Working during the school year</td>
<td>41%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>8%</td>
</tr>
</tbody>
</table>
Class of 2012 students who were not found in the Clearinghouse records were significantly, more likely:

- To have graduated on the minimum plan
- To be male
- To be Black or Hispanic
- To qualify for free and reduced lunch
- To be at risk for dropout
- To be in special education
- To be limited English proficient
AND WERE SIGNIFICANTLY LESS LIKELY TO:

- To have a DAP diploma,
  - To have graduated with their 4-year cohort
  - To be female
  - To be Asian or White
  - To have Career and Technical Education (CTE) credits
  - To be talented and gifted (TAG)
AND WERE SIGNIFICANTLY LESS LIKELY TO:

- To have a DAP diploma,
  - To have graduated with their 4-year cohort
  - To be female
  - To be Asian or White
  - To have Career and Technical Education (CTE) credits
  - To be talented and gifted (TAG)
When all student characteristics and PSAT scores are used the strongest predictors of college enrollment are:

- Being female (+)
- Being Asian (+)
- Meeting state at risk criteria (-)
- Qualifying for free or reduced price lunch (-)
- Having one or more disciplinary referrals senior year (-)
- Senior year daily attendance rate (+)
- Total number of days enrolled senior year (-)
- PSAT scores (+)
Senior Survey

- gave me information/resources/options
- helped me decide what was best for me
- helped me plan/select classes/credit checks
- personal support/encouragement
- guided me through the process
- kept me on track/focused/meet deadlines
- essays/letters of recommendation
- talked to me/they shared their experiences
- other
Delivery

Program Focus, Student Competencies, Professional Competencies

Structure
- Direct Services
- Indirect Services

People
- District Leadership
- Department Leadership
- Campus Leadership

Processes
- Directs Services: School Counseling Curriculum, Individual Planning, Responsive Services
- Indirect Services: Referrals, Consultation, Collaboration
- Data driven decision making

Rewards
- Academic, Career, Personal/Social Success & Future Success
- Equity of Access

Success Measures
Numerous
*See next slides
DIRECT DELIVERY: CURRICULUM AND INDIVIDUAL STUDENT PLANNING

Individual Student Planning=ADVISEMENT
  • Readistep
  • All 9th and 10th grade students take the PSAT
  • Career Cruising Interest Inventories
  • 4 year Plans
  • All 10th and 11th graders take SAT
  • It’s Not Too Late

Individual Student Planning=Core Curriculum
  • Guidance lessons for every grade level
  • 9th Grade Ramp Up to College Initiative
  • 11th and 12th One on One Conferences
  • Apply Texas
  • ACC College Connection

Responsive Services=REMOVING BARRIERS
DIRECT DELIVERY: REMOVING BARRIERS
SOCIAL/EMOTIONAL DEVELOPMENT

Community Referrals
Suicide: Awareness/Assessment/Prevention/Intervention
Pregnancy Related Services
Referrals for Child Protective Services
Crisis Intervention
Relationship concerns
Trauma, Grief and Loss Counseling
Group Counseling
Relationship Counseling
Drug/Alcohol Counseling
Bullying Programs/Dating/Relationship Violence/Abuse
Enrichment Programs
INDIRECT DELIVERY: TEAMING AND PARTNERING

* Collaboration
  Parent workshops (Celebration of Families)
  Staff
    ASPIRE/New Horizons/New Directions/Celebration of Families
  Community Businesses
    Advisory Boards
    Mentor Programs
    ACC College Connection
    TACAC, NACAC
    Austin Chamber (PAYS/Counselor Suite, Counselor Portal, FAFSA Saturdays)
    It’s Not Too Late Event
  Referrals (Career Cruising, Big Futures)
INDIRECT DELIVERY: STUDENT ADVOCACY

Committee Members of the following Student Support Teams:
ARD, LPAC, SST/RTI, GPC, 504

Guidance Program Development
Enrichment Programs
DIRECT/INDIRECT DELIVERY: CAREER-COLLEGE READINESS

K-12 Vertical Alignment of Career/College Guidance Lessons
Education Go Get It Week
District College Fair Assistance
College Connection
Dual Credit
Early College Start
Compass/Asset Testing
College Applications
Letters of Recommendation
Scholarship Searches
Parent Nights
College Visits
FAFSA Programs
4 Year Plans
Career Cruising
Career Assessments
Student counseling for academics
Scheduling for Individual Students
Summer School Enrollment
Enrichment Programs
Accountability

Data Analysis, Program Results, and Evaluation and Improvement

Structure

- Curriculum Results Analysis
- Small Group Analysis
- Closing-the-Gap Analysis

People

- District Leadership
- Department Leadership
- Campus Leadership

Processes

- All Relevant Data

Rewards

- More focused programming
- More effective interventions
- More responsive school counseling program

Success Measures

- Finding the Strengths
- Finding the Concerns
- Achievement Gaps
- Knowledge Gaps
- Program Results
- Effective Delivery
- Every Student Served
- Documenting Process, Program & Outcome Data
- Analyzing Effectiveness
- Sharing the Impact
- Improving & Advocating for Systemic Change
ANALYSIS OF THE CLOSING-THE-GAP RESULTS

- What can be learned from analyzing the process data?
- What can be learned from analyzing the perception data?
- What can be learned from analyzing the outcome data?
- What are the implications or recommendations?
SHARING RESULTS

- Web sites
- Newsletters
- Reports to administrators and school board members
- Presentation to faculty
EVALUATION AND IMPROVEMENT

 Self-analysis of strengths, areas of improvement related to knowledge, abilities, skills, and attitudes necessary to meet the demands of the profession.
 Analysis of target metrics, priority plan, and or start of year needs assessment
 Formal appraisal
 Review of program goals
## Professional Evaluation Tool

**TEMPC**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Program Management</td>
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<tr>
<td>2</td>
<td>Guidance</td>
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<tr>
<td>3</td>
<td>Counseling</td>
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<td>4</td>
<td>Consultation</td>
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<tr>
<td>5</td>
<td>Coordination</td>
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<td>6</td>
<td>Student Assessment</td>
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<td>7</td>
<td>Professional Behavior</td>
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<td>8</td>
<td>Professional Standards</td>
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</table>
DUTIES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>RATING</th>
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<tbody>
<tr>
<td>1. Major Function: Development and Management of a Comprehensive School Counseling Program</td>
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<tr>
<td>1.1 Discusses the comprehensive school counseling program with the school administrator.</td>
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<tr>
<td>1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, community and business leaders).</td>
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<tr>
<td>1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.</td>
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<tr>
<td>1.4 Uses the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent or more of time in direct and indirect services and 20 percent or less of time in program support.)</td>
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</tbody>
</table>
QUESTIONS AND COLLABORATION

Thank you for coming and allowing us to share our vision and passion for student success with you. We hope that you will leave with 1 or 2 ideas that you can steal with integrity and impact your programs.

Rosemary_Kelly@roundrockisd.org
Winkelmanncc@hayscisd.net
A TAPESTRY FOR SUCCESS

QUESTIONS?