

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Ann White  
Director, Student Advocacy Services

**DATE:** February 4-5, 2016

**INFORMATION:** Update of Annual School Counselor to Student Ratios Report that includes Correlation Data on High School Graduation and College Entry rates

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**Background:**

Changes made to R277-462 *Comprehensive Counseling and Guidance* in January 2009 require USOE staff to gather information regarding counselor to student ratios by LEA and report this information to the Utah State Board of Education. Local education agencies (LEAs) not meeting the recommended ratio of 1:350 or better, as an average, are required to submit a plan for how they intend to meet this ratio. The report is completed using data collected October 1, 2015 on student enrollment and licensed school counselor FTE counts in CACTUS.

**Key Points:**

The Standards and Assessment Committee requested additional data in the January 2016 committee meeting. Additional data sets include graduation rates and college entry rates which correlate with counselor-to-student ratios.

**Anticipated Action:**

The Standards and Assessment Committee and the Board of Education will receive the report.

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# Comprehensive School Counseling Program - Update



Prepared by the

Utah State Office of Education

February 4-5, 2016

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## 2015-2016

### R277-462 – Comprehensive Counseling and Guidance Report to USBE

**Information:** Changes made to R277-462, Comprehensive Counseling and Guidance, in January 2009 require USOE staff to gather information regarding counselor to student ratios by LEA and report this information to USBE. LEAs not meeting the recommended school counselor to student ratio of 1:350 or better, as an average, are required to submit a plan for how they intend to meet this ratio. The report is completed using data collected October 1, 2015 student enrollment and licensed school counselor FTE counts in CACTUS. This report is given to the state board of education every January. In January, USBE Standards and Assessment committee, requested additional information and cross-tabulation data sets with the school counselor-to-student ratio.

#### Components of Report:

- Chart with longitudinal data, by district, on graduation rates and postsecondary placement.
- Data sets includes graduation rates and college entry rates which are cross-tabulated with counselor-to-student ratios by LEA.
- Updated report includes other research on school counseling and the impact on student success.
- Graphic of systemic approach to school counseling in Utah.
- School counseling data project examples.

#### Talking points:

- Changes in data reporting
- Issues in multivariable data sets
- Variables in achievement, attainment, and access
  - achievement, attendance, social-economic factors, race/ethnicity, resiliency, support structures, and school connectiveness
- Systemic Approach
  - Foremost, it is essential to recognize schools are systems. Attaining a systemic approach is achieved by placing the individual student at the center of the system and examining the relations between, larger subsystems that affect the individual, such as school, family, community, and society. There is a real need for systemic, data-driven school programs.
- A function in the system of the whole
  - Effective counseling programs are important to the school climate and a crucial element in improving student achievement.
  - School counselors have a unique opportunity to influence the school success of a large number of students through facilitating positive student-teacher relationships.
  - School counselors promote student social and emotional learning (SEL), which is fundamental to a school's academic mission.
  - School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice.

## Research:

- Center for School Counseling Outcome Research and Evaluation -University of Massachusetts, Amherst
  - A meta-analysis of school counseling outcome research (117 studies, 153 school counseling interventions, and 16,296 students) found an overall effect size of .30. Students who participated in the interventions improved almost a third of a standard deviation more than their peers who did not receive the interventions. In other words, school counseling interventions have a larger effect size than aspirin for preventing heart attacks (ES of .06). Whiston & Quinby (2009). Review of school counseling outcome research. *Psychology in the Schools*, 46(3), 267-272. Schatzberg & Nemeroff (2009). *Textbook of Psychopharmacology*. Arlington, VA: The American Psychiatric Publisher.
  - Elementary school students do better on both national tests of academic knowledge and on state tests of academic achievement when there is a comprehensive developmental school counseling program in their school (sample of 5,618 students). Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.
- Other Studies
  - Several studies found that elementary guidance activities have a positive influence on elementary students' academic achievement. (1)
  - School counseling interventions have reported success for helping students reduce test anxiety. (2)
  - School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school. (3)
  - One study found that high school counselors influenced their students' future plans by encouraging them to have high expectations. A high proportion of 10<sup>th</sup> and 12<sup>th</sup> grade students who were surveyed perceived that their counselor expected them to attend college, regardless of their racial background. High school students' own educational expectations for themselves increased over time. (4)
  - In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades. (5)
  - Students who have access to counseling programs reported being more positive and having greater feelings of belonging and safety in their schools. (6)
  - School counselors are very effective in assisting children in the area of career development. (7)
  - Counselors are effective in assisting high school students with college choices. (8)

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2. Cheek, J.R., Bradley, L.J., Reynolds, J. & Coy, D. (2002). An intervention for helping elementary students reduce test anxiety. *Professional School Counseling*, 6(2), 162-164.

3. Standard, R.P., (2003). High school graduation rates in the United States: Implications for the counseling profession.

4. Mau, W.C., Hitchcock, R., & Calvert, C. (1998). High school students' career plans: The influence of others' expectations. *Professional School Counseling*, 2:2, 161-166.

5. Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. *Elementary School Guidance & Counseling*, 27, 65-72.

6. Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

7. Lapan, R.T., Tucker, B., Kim, S., & Kosciulek, J.F. (2003). Preparing rural adolescents for post-high school transitions. *Journal of Counseling and Development*, 81(3), 329-342. Blackhurst, A.E., Auger, R.W., & Wahl, K.H. (2003). Children's perceptions of vocational preparation requirements. *Professional School Counseling*, 7(2), 58-67. Student Poll. (2000). Art & Science Group, Inc. 4:2, Available on the Internet at [www.artsci.com](http://www.artsci.com).

Peterson,

8. Student Poll. (2000). Art & Science Group, Inc. 4:2, 1-10. Available at: <http://www.artsci.com>

## Utah 2015 Graduation Rates

### State Graduation Rate Highlights

- Utah's statewide graduation rate for the 2015 cohort is **84%**.
- Utah's graduation rate increased by 1% from 2014 to 2015.
- Since 2008, the graduation rate has increased by 15%.
- 36,933 students graduated from high school in 2015.

## Graduation Rates by LEA and School

### Federal Four-Year Graduation Rates

		2015 Cohort Count <sup>1</sup>	2015 Graduation Rate	2014 Graduation Rate	2013 Graduation Rate	PLACED Includes students placed in employment,			ENROLLED IN POSTSECONDARY (PLACED) Includes students enrolled in USHE, UCAT, and			EMPLOYED (PLACED) Includes some results from DWS match in 2015		
						2015	2014	2013	2015	2014	2013	2015	2014	2013
						(2014 Grd 12 CTE Concentrator Grads placed 10/1/2014-12/31/2014)	(2013 Grd 12 CTE Concentrator Grads placed 10/1/2013-12/31/2013)	(2012 Grd 12 CTE Concentrator Grads placed 10/1/2012-12/31/2012)	(2014 Grd 12 CTE Concentrator Grads enrolled in PS 10/1/2014-12/31/2014)	(2013 Grd 12 CTE Concentrator Grads enrolled in PS 10/1/2013-12/31/2013)	(2012 Grd 12 CTE Concentrator Grads enrolled in PS 10/1/2012-12/31/2012)	(2014 Grd 12 CTE Concentrator Grads employed 10/1/2014-12/31/2014)	(2013 Grd 12 CTE Concentrator Grads employed 10/1/2013-12/31/2013)	(2012 Grd 12 CTE Concentrator Grads employed 10/1/2012-12/31/2012)
ALPINE DISTRICT	Alpine District	4881	92%	90%	86%									
	American Fork High	676	95%	92%	89%	62%	65%	48%	39%	38%	18%	34%	37%	43%
	East Shore Electronic High	n<10	n<10	<20%	30-39%	69%	74%	61%	43%	45%	12%	41%	45%	61%
	Horizon School	n<10	n<10	n<10	n<10									
	Lehi High	711	93%	93%	91%	68%	71%	45%	41%	38%	9%	43%	47%	42%
	Lone Peak High	794	95%	94%	92%	55%	62%	42%	41%	44%	17%	24%	27%	33%
	Mountain View High	389	93%	89%	87%	57%	62%	52%	37%	37%	23%	29%	35%	52%
	Orem High	352	91%	94%	94%	59%	75%	50%	34%	41%	19%	34%	40%	41%
	Pleasant Grove High	629	94%	93%	91%	59%	55%	55%	37%	31%	32%	30%	29%	44%
	Polaris High School	188	69%	69%	56%	61%	57%		16%	26%		52%	39%	
	Summit High	62	56%	57%	52%	0%	100%		0%	100%		0%	0%	
Timpanogos High	457	95%	94%	88%	56%	64%	44%	36%	36%	16%	30%	38%	38%	
Westlake High	611	94%	89%	89%	68%	65%	36%	38%	36%	11%	36%	39%	35%	
BEAVER DISTRICT	Beaver District	109	82%	88%	83%	24%	89%	75%	24%	56%	25%	0%	33%	68%
	Beaver High	76	84%	88%	80%	26%	86%	74%	26%	54%	22%	0%	35%	65%
	Milford High	30-39	70-79%	≥90%	≥90%									
BOX ELDER DISTRICT	Box Elder District	851	88%	89%	85%									
	Bear River High	268	90%	94%	93%	61%	54%	49%	35%	32%	24%	50%	42%	41%
	Box Elder High	491	93%	90%	92%	55%	53%	57%	28%	32%	40%	45%	42%	47%
	Dale Young Community High	89	52%	66%	36%	67%	55%	42%	41%	33%	11%	54%	42%	37%
CACHE DISTRICT	Cache District	1170	94%	92%	91%	0%	25%		0%	0%		0%	25%	
	Cache High	75	75%	70%	73%	54%	69%	64%	42%	49%	28%	30%	42%	54%
	Mountain Crest High	546	96%	94%	94%	85%	55%	69%	75%	23%	0%	25%	36%	69%
	Sky View High	546	95%	94%	94%	54%	71%	65%	43%	47%	24%	30%	40%	58%
CANYONS DISTRICT	Canyons District	2621	85%	83%	82%	52%	69%	63%	40%	53%	33%	31%	44%	49%
	Alta High	406	95%	91%	90%	73%	71%	21%	68%	64%	13%	47%	44%	15%
	Brighton High	546	94%	90%	88%	82%	68%	11%	79%	61%	7%	55%	41%	10%
						81%	68%	42%	78%	67%	23%	54%	26%	25%

**Secondary CTE Placement** (Data used for Perkins IV are from previous year.)

**Numerator (Num):** Number of concentrators who left secondary education and were placed in post-secondary education or advanced training, in military service, or in employment during the second quarter following the program year in which they left secondary education (Oct 1- Dec 31).

**Denominator (Den):** Number of concentrators who left secondary education during the reporting year.

Factors influencing placement, include, but are not limited to:

- A student could be "placed" in more than one category (postsecondary, employment, advanced training, military), but is only counted once as placed.
- Placement results are from prior year's 12th grade CTE concentrator graduates.
- Placement—postsecondary enrollment, employment, advanced training, military service—are strongly tied to economy.
- Recent difficulty to perform data match with DWS, and to some extent, postsecondary, as the number of secondary SSNs (social security numbers) has decreased to zero in 2015.
- Many students serve LDS mission during placement time frame (Oct. 1 – Dec. 31. Missions aren't counted towards placement.
- The change in age for LDS missions may further decrease the number of students potentially placed during time frame (Oct. 1 – Dec. 31).
- Phone surveys not particularly reliable.



	Herriman High	727	92%	89%	89%	54%	65%	57%	43%	50%	21%	11%	33%	51%
	Riverton High	649	94%	92%	92%	62%	66%	61%	57%	53%	37%	19%	32%	47%
	Valley High School	491	59%	65%	65%	29%	56%	26%	13%	23%	5%	16%	42%	26%
	West Jordan High	557	77%	77%	73%	68%	63%	47%	49%	51%	26%	30%	27%	39%
JUAB DISTRICT	Juab District	158	96%	92%	93%	84%	79%	47%	55%	63%	24%	53%	16%	35%
	Juab High	158	96%	92%	93%	84%	79%	47%	55%	63%	24%	53%	16%	35%
KANE DISTRICT	Kane District	70	≥95%	≥95%	94%	94%	82%	83%	56%	59%	58%	25%	25%	38%
	Kanab High	47	94%	93%	93%	100%	88%	79%	53%	63%	54%	26%	29%	44%
	Lake Powell High School	n<10	n<10	n<10	n<10									
	Valley High	20-29	≥90%	≥90%	≥90%									
LOGAN CITY DISTRICT	Logan City District	471	84%	83%	79%	76%	72%	45%	50%	54%	27%	39%	21%	42%
	Logan High	471	84%	83%	79%	76%	72%	45%	50%	54%	27%	39%	21%	42%
MILLARD DISTRICT	Millard District	243	87%	84%	90%	77%	74%	57%	43%	54%	27%	58%	23%	41%
	Delta High	151	85%	82%	87%	76%	74%	58%	47%	60%	32%	56%	20%	38%
	Eskdale High	n<10	n<10	n<10	n<10									
	Millard High	89	90%	90%	94%	77%	75%	56%	36%	44%	19%	62%	29%	46%
MORGAN DISTRICT	Morgan District	198	93%	93%	93%	54%	64%	53%	43%	49%	19%	28%	41%	48%
	Morgan High	198	93%	93%	93%	54%	64%	53%	43%	49%	19%	28%	41%	48%
MURRAY DISTRICT	Murray District	489	80%	83%	83%	70%	82%	50%	48%	56%	26%	30%	31%	47%
	Murray High	484	81%	83%	84%	70%	82%	50%	48%	56%	26%	30%	31%	47%
NEBO DISTRICT	Nebo District	2288	90%	90%	91%	56%	48%	6%	38%	31%	1%	28%	26%	5%
	Landmark High	252	57%	59%	60%	37%	17%	10%	0%	5%	0%	37%	16%	10%
	Maple Mountain High	397	95%	95%	97%	55%	51%	4%	39%	36%	1%	30%	26%	3%
	Payson High	382	93%	94%	94%	69%	57%	9%	43%	35%	2%	40%	31%	7%
	Salem Hills High	433	94%	97%	95%	54%	44%	8%	42%	29%	4%	27%	22%	8%
	Spanish Fork High	362	96%	93%	94%	53%	49%	3%	38%	36%	0%	23%	24%	3%
	Springville High	449	94%	95%	94%	52%	45%	5%	35%	26%	0%	20%	31%	5%
NORTH SANPETE DISTRICT	North Sanpete District	206	80%	77%	79%	84%	80%	3%	57%	41%	0%	33%	51%	3%
	North Sanpete High	164	91%	89%	83%	84%	80%	3%	57%	41%	0%	33%	51%	3%
	North Sanpete Special Purpose School	42	36%	53%	64%									
NORTH SUMMIT DISTRICT	North Summit District	63	≥95%	88%	88%	89%	83%	21%	61%	54%	12%	39%	41%	18%
	North Summit High	63	≥95%	88%	88%	89%	83%	21%	61%	54%	12%	39%	41%	18%
OGDEN CITY DISTRICT	Ogden City District	1032	66%	71%	68%	81%	71%	60%	68%	59%	35%	33%	26%	46%
	Ben Lomond High	396	73%	81%	78%	83%	76%	61%	69%	59%	37%	33%	36%	49%
	George Washington High	150	25%	25%	22%									
	Ogden High	462	77%	84%	89%	78%	68%	59%	66%	59%	33%	33%	18%	41%
PARK CITY DISTRICT	Park City District	399	93%	88%	87%	93%	93%	33%	87%	89%	3%	37%	13%	30%
	Park City High	391	95%	91%	89%	93%	93%	33%	87%	89%	3%	37%	13%	31%
PIUTE DISTRICT	Piute District	30-39	≥90%	70-79%	80-89%									
	Piute High	30-39	≥90%	70-79%	80-89%									
PROVO DISTRICT	Provo District	1126	71%	72%	68%	63%	69%	51%	47%	51%	24%	31%	34%	41%
	Eschool@Provo School District	81	17%	25%	20-29%									
	Independence High	183	32%	23%	22%	38%	80%	25%	25%	33%	0%	13%	53%	25%
	Provo High	398	82%	85%	80%	67%	69%	55%	47%	53%	22%	34%	32%	47%
	Timpview High	453	89%	89%	80%	61%	68%	43%	47%	50%	30%	28%	35%	30%
RICH DISTRICT	Rich District	20-29	≥90%	≥90%	≥90%									
	Rich High	20-29	≥90%	≥90%	≥90%									
SALT LAKE DISTRICT	Salt Lake District	1849	74%	71%	70%	65%	72%	36%	59%	59%	9%	16%	21%	34%
	East High	423	81%	81%	79%	49%	65%	29%	43%	53%	7%	26%	23%	28%
	Highland High	376	88%	82%	80%	57%	67%	31%	54%	60%	8%	10%	15%	31%
	Horizonte Instr. & Trn. Ctr.	447	46%	47%	48%									
	Innovations High School	107	77%	45%	30-39%	100%	100%		67%	50%		100%	50%	
	West High	495	80%	76%	77%	80%	82%	41%	73%	65%	11%	10%	25%	38%

SAN JUAN DISTRICT	San Juan District	247	84%	85%	81%	84%	81%	41%	52%	58%	22%	31%	24%	26%
	Monticello High	46	85%	≥95%	89%	69%	68%	38%	23%	41%	38%	46%	41%	13%
	Monument Valley High	30-39	80-89%	84%	73%									
	Navajo Mountain High	10-19	60-69%	≥80%	n<10									
	San Juan High	105	88%	83%	84%	80%	76%	53%	48%	58%	26%	30%	19%	40%
	Whitehorse High	47	77%	75%	80%	90%	100%	33%	75%	71%	0%	15%	29%	33%
SEVIER DISTRICT	Sevier District	402	81%	77%	81%	78%	84%	84%	45%	49%	32%	45%	37%	53%
	Cedar Ridge High	71	30%	26%	30%	80%	100%	100%	0%	0%	10%	80%	100%	81%
	North Sevier High	69	91%	87%	≥95%	90%	90%	82%	50%	51%	38%	80%	46%	42%
	Richfield High	166	93%	89%	92%	83%	92%	90%	51%	60%	37%	37%	30%	53%
	South Sevier High	96	93%	87%	87%	63%	68%	75%	37%	38%	31%	24%	35%	44%
	South Sanpete District	258	91%	89%	84%	80%	80%	59%	52%	46%	29%	52%	45%	45%
SOUTH SANPETE DISTRICT	Gunnison Valley High	77	91%	≥95%	≥95%	78%	80%	58%	45%	31%	31%	61%	58%	44%
	Manti High	172	94%	90%	88%	83%	80%	62%	60%	49%	23%	43%	29%	46%
	South Sanpete Education Support Center	n<10	n<10	40-49%	10-19%									
	South Summit District	130	88%	90%	87%	77%	80%	67%	56%	57%	38%	21%	25%	48%
SOUTH SUMMIT DISTRICT	South Summit High	130	88%	90%	87%	77%	80%	67%	56%	57%	38%	21%	25%	48%
	Tintic District	20-29	70-79%	60-69%	≥80%									
TINTIC DISTRICT	Tintic High	20-29	70-79%	60-69%	≥80%									
	Tooele District	946	92%	91%	90%	78%	70%	57%	50%	43%	30%	29%	29%	41%
TOOELE DISTRICT	Blue Peak High	30-39	60-69%	60-69%	60-69%									
	Dugway High	n<10	n<10	n<10	≥80%									
	Grantsville High	165	89%	91%	95%	78%	67%	62%	52%	36%	32%	31%	24%	42%
	Stansbury High	351	97%	94%	92%	79%	70%	55%	57%	49%	35%	25%	26%	34%
	Tooele High	352	91%	91%	91%	74%	72%	59%	42%	40%	25%	29%	33%	49%
	Wendover High	30-39	≥90%	≥90%	80-89%									
	Uintah District	426	81%	76%	75%	46%	43%	34%	33%	29%	11%	13%	15%	30%
UINTAH DISTRICT	Ashley Valley Education Center	84	43%	41%	26%									
	Uintah High	338	91%	86%	86%	46%	43%	34%	33%	29%	11%	13%	15%	30%
	Wasatch District	388	92%	88%	90%	81%	88%	57%	59%	62%	29%	26%	30%	48%
WASATCH DISTRICT	Wasatch High	388	92%	88%	90%	81%	88%	57%	59%	62%	29%	26%	30%	48%
	Washington District	1951	89%	88%	84%	72%	68%	9%	52%	46%	3%	35%	37%	8%
WASHINGTON DISTRICT	Desert Hills High	375	96%	95%	91%	80%	70%	18%	61%	51%	5%	28%	28%	16%
	Dixie High	375	94%	93%	88%	79%	79%	3%	51%	48%	0%	38%	52%	3%
	Enterprise High	60	≥95%	≥95%	≥95%	72%	73%	3%	37%	41%	3%	65%	55%	3%
	Hurricane High	288	88%	87%	84%	75%	53%	11%	57%	37%	3%	42%	28%	9%
	Millcreek High	132	59%	50%	49%	61%	86%	0%	43%	41%	0%	43%	55%	0%
	Pine View High	309	89%	87%	87%	73%	75%	16%	54%	48%	7%	24%	37%	14%
	Snow Canyon High	371	93%	93%	92%	58%	59%	1%	43%	46%	1%	37%	32%	1%
	Southwest High	20-29	40-49%	40-49%										
	Washington County Online High School	10-19	50-59%	40-49%	<20%									
	Water Canyon School	n<10	n<10											
	WAYNE DISTRICT	Wayne District	30-39	≥90%	93%	≥90%								
Wayne High		30-39	≥90%	93%	≥90%									
WEBER DISTRICT	Weber District	2495	82%	80%	81%	86%	80%	78%	61%	55%	50%	54%	47%	63%
	Bonneville High	415	88%	87%	86%	86%	76%	77%	61%	60%	52%	59%	22%	60%
	Fremont High	636	94%	92%	93%	84%	80%	85%	56%	47%	53%	58%	56%	71%
	Roy High	498	84%	77%	74%	86%	84%	64%	54%	53%	35%	48%	51%	55%
	Two Rivers High	251	34%	38%	46%	75%	75%	30%	0%	15%	10%	50%	65%	30%
	Weber Basin Job Corps	77	39%											
	Weber High	603	93%	90%	92%	89%	80%	81%	71%	61%	58%	49%	54%	64%
ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	Academy for Math Engineering & Science (AMES)	114	95%	97%	97%									

AMERICAN LEADERSHIP ACADEMY	American Leadership Academy	129	82%	83%	78%														
AMERICAN PREPARATORY ACADEMY	American Preparatory Academy–Accelerated School	82	71%	66%															
CITY ACADEMY	City Academy	41	59%	78%	80-89%														
DAVINCI ACADEMY	DaVinci Academy	60	90%	85%	64%														
EAST HOLLYWOOD HIGH	East Hollywood High	123	67%	73%	71%														
FAST FORWARD HIGH	Fast Forward High	90	67%	75%	76%														
INTECH COLLEGIATE HIGH SCHOOL	Intech Collegiate High School	30-39	≥90%	80-89%	80-89%														
ITINERIS EARLY COLLEGE HIGH	Itineris Early College High	106	91%	≥98%	92%														
KARL G MAESER PREPARATORY ACADEMY	Karl G. Maeser Preparatory Academy	72	85%	88%	70%														
NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	No. Ut. Acad. for Math Engineering & Science (NUAMES)	170	≥98%	≥98%	≥98%														
SALT LAKE CENTER FOR SCIENCE EDUCATION	Salt Lake Center for Science Education	30-39	80-89%	≥95%	≥80%														
SALT LAKE SCHOOL FOR THE PERFORMING ARTS	Salt Lake School for the Performing Arts	58	72%	88%	70-79%														
SUCCESS ACADEMY	Success DSU	51	≥95%																
	Success SUU	40	≥95%	≥95%	≥95%														
SUMMIT ACADEMY HIGH SCHOOL	Summit Academy High School	133	80%	81%	86%														
TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	Tuacahn High School for the Performing Arts	106	86%	77%	85%														
UINTAH RIVER HIGH	Uintah River High	20-29	40-49%	50-59%	10-19%														
UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	Utah County Academy of Science (UCAS)	129	≥98%	≥98%	≥98%														
WALDEN SCHOOL OF LIBERAL ARTS	Walden School of Liberal Arts	30-39	80-89%	≥90%	≥90%														

# SECONDARY COUNSELOR:STUDENT RATIOS

## DISTRICT & STATEWIDE AVERAGES

School Counselor-to-Student Ratio per year FY13 to FY16/Cross-tabulated with graduation and postsecondary enrollment

DISTRICT	FY13 Counselor			FY14 Counselor			FY15 Counselor			FY16 Counselor			
	Ratio	Grad rate	enrolled postsec	Ratio	Grad rate	enrolled postsec	Ratio	Grad rate	enrolled postsec	Ratio			
Alpine	1:	380.37	86%	1:	350.03	90%	65%	1:	395.26	92%	62%	1:	391.49
Beaver	1:	341.50	83%	1:	337.00	88%	56%	1:	321.00	82%	24%	1:	353.50
Box Elder	1:	320.14	85%	1:	321.51	89%	32%	1:	348.70	88%	33%	1:	336.60
Cache	1:	380.16	91%	1:	375.79	92%	49%	1:	397.57	94%	42%	1:	363.10
Canyons	1:	393.11	82%	1:	345.16	83%	64%	1:	331.26	85%	68%	1:	329.26
Carbon	1:	278.34	96%	1:	278.54	95%	66%	1:	262.08	96%	67%	1:	268.60
Daggett	1:	296.00		1:	NC			1:	291.30			1:	NC
Davis	1:	360.20	88%	1:	370.47	91%	50%	1:	375.78	93%	60%	1:	357.71
Duchesne	1:	404.80	84%	1:	421.20	88%	45%	1:	304.25	84%	35%	1:	338.46
Emery	1:	284.29	93%	1:	280.29	85%	52%	1:	278.06	91%	20%	1:	273.83
Garfield	1:	237.14	85%	1:	272.67	84%	50%	1:	276.00	79%	38%	1:	209.50
Grand	1:	342.00	79%	1:	352.50	90%	38%	1:	351.50	88%	33%	1:	343.50
Granite	1:	355.83	70%	1:	347.87	70%	41%	1:	345.14	72%	44%	1:	357.37
Iron	1:	341.18	79%	1:	344.36	86%	57%	1:	352.55	87%	55%	1:	358.50
Jordan	1:	396.61	84%	1:	371.02	85%	54%	1:	327.22	85%	54%	1:	317.59
Juab	1:	354.00	93%	1:	345.82	92%	63%	1:	346.31	96%	53%	1:	357.72
Kane	1:	301.20	94%	1:	268.82	95%	59%	1:	289.41	95%	56%	1:	430.33
Logan	1:	283.67	79%	1:	312.75	83%	54%	1:	363.14	84%	50%	1:	343.87
Millard	1:	352.07	90%	1:	377.46	84%	54%	1:	363.06	87%	43%	1:	373.24
Morgan	1:	382.33	93%	1:	349.99	93%	49%	1:	403.67	93%	43%	1:	415.67
Murray	1:	350.12	83%	1:	367.75	83%	56%	1:	338.47	80%	48%	1:	345.53
Nebo	1:	374.93	91%	1:	397.42	90%	31%	1:	369.55	90%	38%	1:	355.35
North Sanpete	1:	356.33	79%	1:	353.21	77%	41%	1:	340.60	80%	57%	1:	371.05
North Summit	1:	339.20	88%	1:	358.40	88%	54%	1:	457.00	95%	61%	1:	350.70
Ogden	1:	355.35	68%	1:	369.29	71%	59%	1:	400.31	66%	68%	1:	374.50
Park City	1:	269.13	89%	1:	290.13	84%	89%	1:	383.50	77%	87%	1:	349.41
Piute	1:	160.00		1:	156.00			1:	318.00	90%		1:	214.29
Provo	1:	418.62	68%	1:	444.31	72%	51%	1:	396.79	71%	47%	1:	456.80
Rich	1:	406.00	90%	1:	410.00	90%		1:	386.00	90%		1:	432.00
Salt Lake City	1:	402.19	70%	1:	404.99	71%	59%	1:	398.63	74%	59%	1:	422.48
San Juan	1:	331.06	81%	1:	310.30	85%	58%	1:	397.27	84%	52%	1:	365.25
Sevier	1:	381.33	81%	1:	448.03	77%	49%	1:	386.76	81%	45%	1:	356.27
South Sanpete	1:	386.29	84%	1:	283.13	89%	46%	1:	286.52	91%	52%	1:	354.37
South Summit	1:	332.50	87%	1:	325.00	90%	57%	1:	345.00	88%	56%	1:	366.84
Tintic	1:	265.22	80%	1:	351.22			1:	363.41			1:	247.46
Tooele	1:	320.41	90%	1:	324.41	91%	43%	1:	332.21	92%	50%	1:	356.22
Uintah	1:	321.57	75%	1:	318.99	76%	29%	1:	388.13	81%	33%	1:	317.60
Wasatch	1:	358.71	90%	1:	347.33	88%	62%	1:	421.38	92%	59%	1:	361.40
Washington	1:	270.33	94%	1:	278.26	88%	62%	1:	300.42	89%	59%	1:	303.29
Wayne	1:	235.00	90%	1:	235.00	93%		1:	448.00	90%		1:	269.41
Weber	1:	381.65	81%	1:	344.14	80%	55%	1:	354.76	82%	61%	1:	363.19
American Leadership	1:	459.50	78%	1:	428.00	83%		1:	285.67	82%		1:	293.67
AMES Academy	1:	489.00	97%	1:	491.00	97%		1:	246.00	95%		1:	254.00
Bear River Charter	1:	N/A		1:	109.14			1:	164.00			1:	128.00

City Academy	1:	218.00		1:	235.00	78%		1:	227.00	59%		1:	173.00
DaVinci Academy	1:	385.00	64%	1:	426.00	85%		1:	504.00	90%		1:	250.00
Early Light Academy	1:	NA		1:	NA			1:	NA			1:	341.25
East Hollywood	1:	325.00	71%	1:	309.00	73%		1:	333.00	67%		1:	338.00
Fast Forward	1:	229.00	76%	1:	238.00	75%		1:	245.00	67%		1:	245.00
Hawthorn	1:	253.68		1:	474.00			1:	474.00			1:	502.00
Intech Collegiate	1:	182.35		1:	212.94			1:	191.00	90%		1:	197.00
Itineris Early College HS	1:	128.65	92%	1:	157.98	98%		1:	194.15	91%		1:	216.49
Karl Maeser Prep	1:	307.00	70%	1:	309.50	88%		1:	314.00	85%		1:	315.00
Lincoln	1:	468.00		1:	614.29			1:	482.00			1:	344.00
Monticello	1:	444.00		1:	614.29			1:	305.71			1:	402.04
North Davis Prep	1:	500.00		1:	290.59			1:	290.59			1:	301.18
North Star	1:	201.30		1:	201.33			1:	201.33			1:	201.33
NUAMES	1:	251.00	98%	1:	276.77	98%		1:	331.82	98%		1:	296.80
Open Classroom	1:	66.60		1:	63.00			1:	224.00			1:	224.00
Salt Lake Center for Scien	1:	N/A		1:	N/A			1:	222.67			1:	226.67
Success Academy	1:	370.00	95%	1:	375.00	95%		1:	375.00	95%		1:	375.00
Summit Academy	1:	172.00	86%	1:	244.00	81%		1:	244.00	80%		1:	244.00
Syracuse Arts Acad	1:	266.00		1:	270.00			1:	268.00			1:	374.00
Thomas Edison North	1:	206.00		1:	218.00			1:	468.00			1:	234.00
Thomas Edison South	1:	268.00		1:	169.00			1:	350.00			1:	350.00
Tuacahn	1:	365.00	85%	1:	381.00	77%		1:	260.00	86%		1:	246.67
UCAS	1:	198.50	98%	1:	201.00	98%		1:	201.00	98%		1:	196.00
Walden	1:	270.00	90%	1:	204.00	90%		1:	235.56			1:	276.00
<b>Totals</b>	1:	356.35		1:	349.50			1:	354.02			1:	350.97
Counselors needed for 1:350 ratio		40.82			27.92				35.42				29.90

## Measuring the Impact of High School Counselors on College Enrollment

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An additional high school counselor increases four-years college-going rates by approximately 10 percentage points

### Summary Notes

- School counselors are among the first school staff to lose their jobs during budget shortfalls.
- Using high school counselor staffing counts and four-year college-going rates collected through the *Schools and Staffing Survey*, we find that an additional high school counselor is predicted to induce a 10 percentage point increase in four-year college enrollment.
- This causal result corroborates recent evidence from a national survey of counselors, thereby providing support for claims by counselors and school administrators that current counselor staffing levels are suboptimal.

By contrast, the actual role played by high school counselors varies greatly across schools and even within schools (Paisley & McMahon, 2001; Bridgeland & Bruce, 2011). Effective counselors possess a nimbleness and an ability to work with students on an extremely wide range of issues, including college and financial aid application completion, academic planning, and the resolution of behavioral and personal problems.

Recent budget cuts have led to mass layoffs of counselors across many districts, particularly in California (Po, 2012). When financial resources are strained, difficult decisions must be made regarding dismissing school-level staff. Lacking evidence on the causal impact of counselors on student outcomes, it is possible that counselors are seen as more dispensable than other school staff.

Given the laser-like focus on teachers in the educational research arena, the dearth of rigorous empirical studies on the extent to which school counselors influence student outcomes is not surprising. In this brief, we highlight the first causal evidence on the impact of an additional school counselor on four-year college-going rates among students in

An important duty of high school counselors is to complement the work of teachers by promoting college and career aspirations and to help students navigate the college process. In practice, the responsibilities of high school teachers are well defined and relatively consistent across schools. Teachers are generally responsible for transferring subject-specific knowledge to their students and enhancing the abilities of their students to think critically.

College Board Advocacy & Policy Center briefs are peer reviewed by an external review board of interdisciplinary researchers and education policy experts.



# Utah Comprehensive Counseling and Guidance Program

## State Evaluation Summary

Conducted by the Center for School  
Counseling Outcome Research,  
University of Massachusetts  
Amherst

# 2010

# Utah Counseling and Guidance Programs State Evaluation Summary

Utah — along with Connecticut, Missouri, Nebraska, Rhode Island and Wisconsin — participated in a recent national study of school counseling programs conducted to answer the following questions:

- (1) Do school counseling programs in high schools contribute significantly to students' educational outcomes?
- (2) What aspects of school practice contribute the most to students' educational outcomes?
- (3) Based upon these results, how might school counseling practice be improved?

This evaluation study found evidence that school counseling programs and school counselor practices in Utah high schools **contribute significantly** to students' educational outcomes.

## Effective school counseling programs and school counselor practices have an impact on these student outcomes:

- More students achieving math proficiency
- More students achieving reading proficiency
- Higher ACT scores
- More students taking the ACT
- Higher graduation rates (Perkins data)
- More students participating in non-traditional preparation programs

This study assesses the contribution school counseling programs make to student educational outcomes after controlling for demographic differences among schools. Actual school-level outcome data and demographic data were obtained from the Utah State Office of Education. Information on school counseling practices and programs was collected through an Internet-based survey of high school counselors and principals. The survey response rate was 57.5 percent (161) for school counselors and 26.0 percent (128) for principals. Because there was very little correspondence between counselors' and principals' views of the nature of the school counseling program, results are based on school counselor surveys only.

While the findings cannot assure that given practices are causally related to improvements in student outcomes, this evaluation model identifies practices that are likely to result in improved student outcomes.

Positive student education outcomes can be expected to result when school programs are structured so that:

- A written mission statement exists and is used as a foundation by all counselors.
- Services are organized so that all students are well served and have access to these services.
- All students receive classroom guidance lessons designed to promote academic, social/personal, and career development.
- School counselors use student performance data to decide how to meet student needs.
- School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps.
- School counselor job descriptions match actual duties, and school counselors spend at least 80 percent of their time in activities that directly benefit students.
- The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards.
- School counseling priorities are represented on curriculum and education committees.
- School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement.
- The school counseling program develops yearly management agreements with principals to guide program goals and activities.

The counselor-to-student ratio and length of time a Comprehensive Counseling Guidance Program (CCGP) has been in place also make a difference. Results strongly suggest that the implementation of better school counseling program delivery systems and the presence of counselor-to-student ratios that permit effective practice contribute to several important education outcomes for students.

## Improved counselor-to-student ratios have an impact on these student outcomes:

- Lower discipline rates.
- Higher attendance rates.

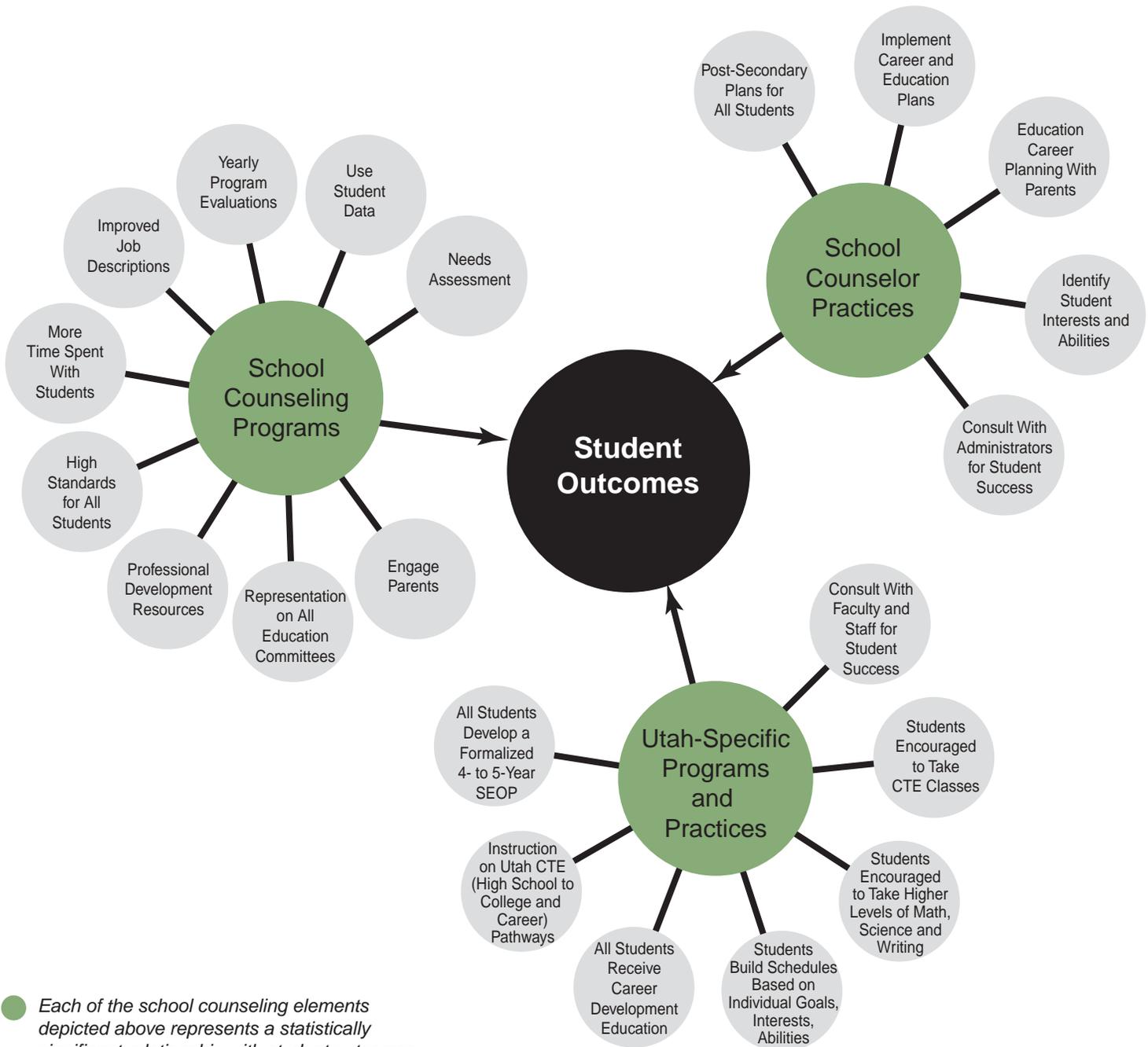
## The length of time that a CCGP has been implemented has an impact on these student outcomes:

- Higher attendance rates.
- Lower suspension rates.

Improved counselor-to-student ratios was also positively associated with schools that met Adequate Yearly Progress (AYP).

# Seventeen Student Outcome Measures Used in This Study

- Suspension rate
- Discipline incidence rate
- Attendance rate
- Graduation/dropout rate
- Average ACT score
- Percentage of students taking the SAT/ACT
- Percentage of students scoring proficient in math on the state standardized test
- Percentage of students scoring proficient in English on the state standardized test
- Percentage of students taking Advanced Placement courses
- Percent proficient in reading (Perkins data)
- Percent proficient in math (Perkins data)
- Percent proficient in technical skills (Perkins data)
- Percent program completion (Perkins data)
- Percent graduation (Perkins data)
- Percent placed (Perkins data)
- Nontraditional program participation rate (Perkins data)
- Nontraditional program completion rate (Perkins data)



● Each of the school counseling elements depicted above represents a statistically significant relationship with student outcomes.

● Specific items above represent factors that contribute to positive student outcomes.

The following important elements of **Comprehensive Counseling and Guidance Programs** are significantly associated with positive educational outcomes for students in Utah. Students do better when **school counselors:**

- Help all students develop a formalized four- or five-year SEOP.
- Implement a program that includes instruction on the Utah High School to College and Career Pathways.
- Persuade more students to take higher-level math, science and writing classes.
- Help students build schedules based on individual career goals.
- Implement a CCGP that helps more students develop post-secondary education and training plans.
- Encourage students to take Career and Technical Education classes.

### These Typical Utah School Counselor Practices Have an Impact on the Following Student Outcomes:

- More students achieving math proficiency.
- More students achieving reading proficiency.
- Higher ACT scores.
- More students taking the ACT.
- Higher graduation rates (Perkins data).
- More students participating in non-traditional preparation programs.

## Effective Utah School Counseling Practices

- Maintain open lines of **communication** with school administrators and other staff members in order to promote student success.
- Coordinate services across the **feeder system** to ensure positive student outcomes for all students in grades K-12.
- Collaborate with other state agencies in order to assure student access and effective use of Utah's **Career Information Delivery System**.  

- Deliver developmental and sequential **guidance curriculum** as defined by standards in the *Utah Model*, and in accordance with the needs identified in the school assessment.  
 Guidance Curriculum
- Work closely with students and their parents/guardians to accomplish the individual goal-setting and planning and to reflect that in the **SEOP**.  
 Student Education Occupation Plan
- Facilitate **career exploration** to assure student awareness of the full range of post-high school education and employment opportunities.
- Ensure that students and their families are supported in the discovery of all available resources of **financial aid**.
- Use **CTE Pathways** to help students:
  - Connect their interests in high school, college and careers.
  - Understand the **sequence of courses** defined for each Pathway.
  - Choose the Pathway that **best suits individual** needs and circumstances.
  - Acquire the knowledge and skills that will lead to a **certificate or degree and/or career**.



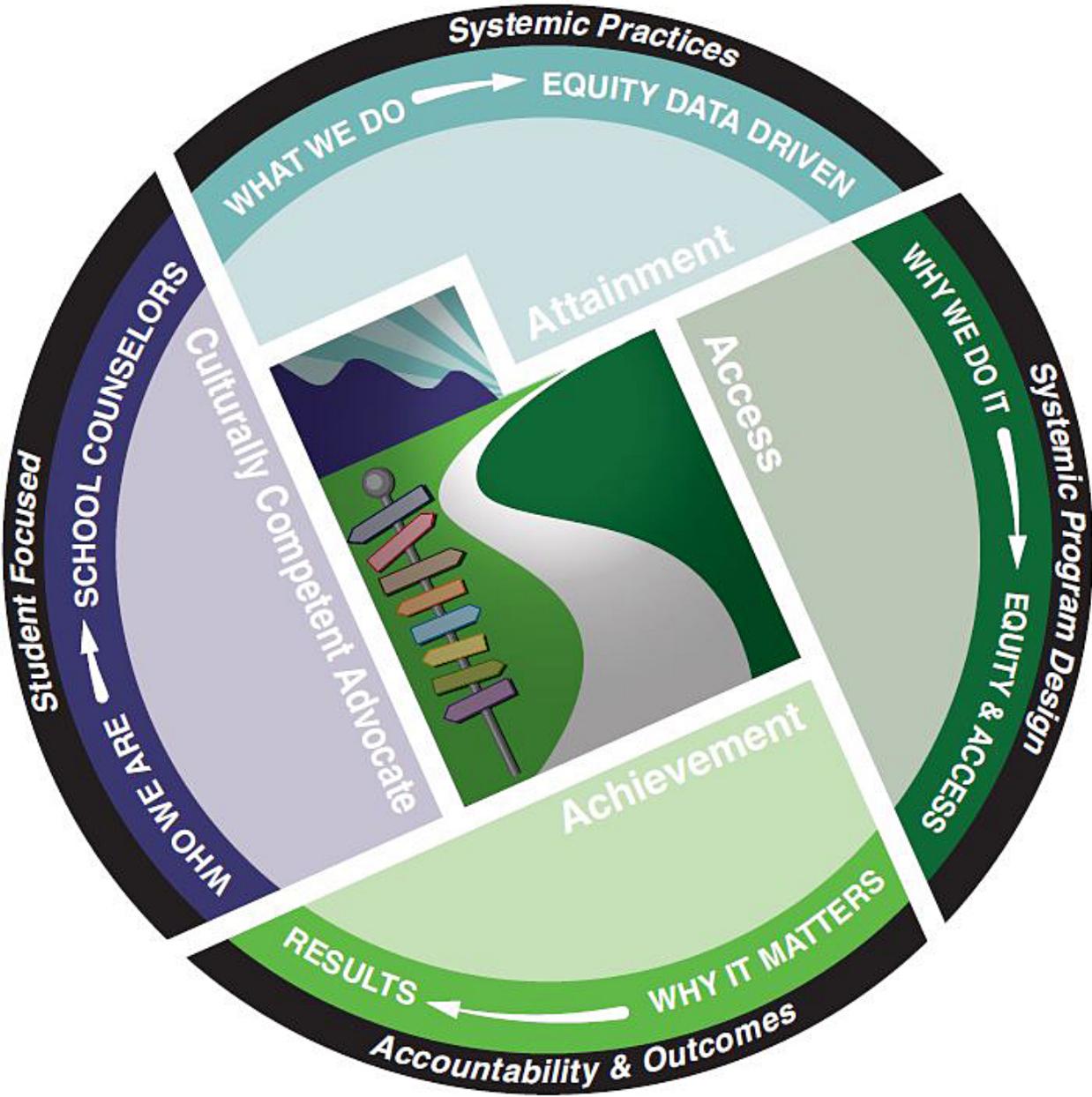
A copy of the complete report can be found online at [www.schools.utah.gov/cte/guidance.html](http://www.schools.utah.gov/cte/guidance.html)

 Click the "Publications" link, then find the "Carey & Harrington (2010)" PDF under "Research Publications."



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Utah College and Career Readiness  
Comprehensive School Counseling Program



## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Washington County

School: Dixie Middle School

Does this project support your school improvement plan? **yes**

### Area of Focus:

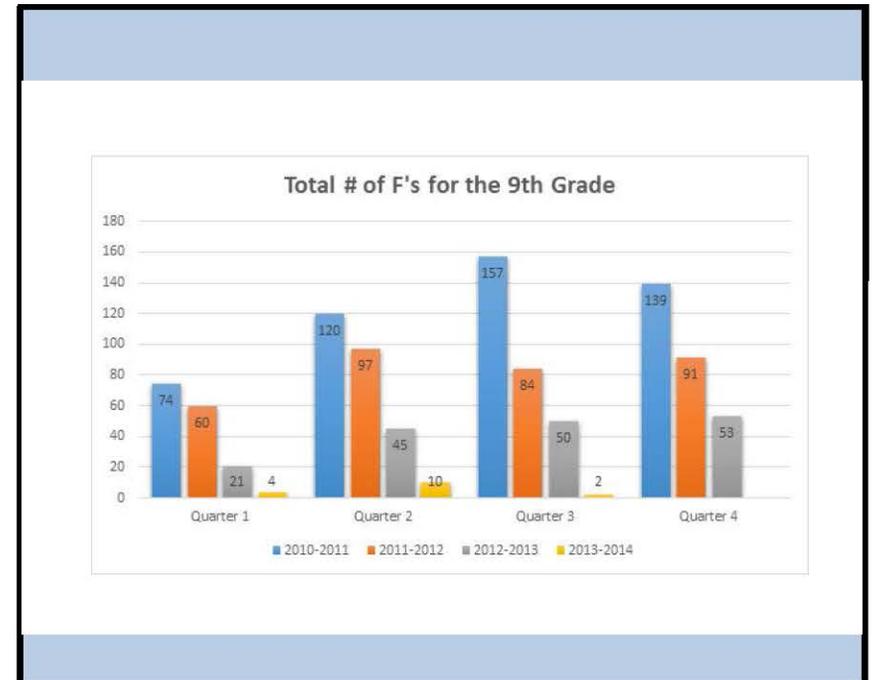
Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

Total number of F grades for the our 9th grade students. We used the 2010-2011 year for our baseline, then we began our intervention during the 2011-2012 school year. We continued to improve our intervention methods each year 2012-2013 and 2013-2014 school years.

### Goal Statement:

All of our 9th grade students will transition to Dixie High School with all of their 9th grade credits intact. Thereby reducing the number of students dropping out of Dixie High School.



### Legend

### Systemic Interventions

<b>Individual</b>	Students who continued to have F's met with counselors on an individual basis. Through these individual meetings and with parent involvement, multiple tier three interventions were created to meet each individual's personal needs.
<b>Student Group</b>	We gathered all students with F's and met with them during an additional intervention period. These students received tutoring from high achieving student ambassadors from Dixie High.
<b>Classroom</b>	Teachers in specific core content areas were available to assist students with content mastery and assignment completion during the intervention time.
<b>Grade</b>	We focused on our 9th grade students due to credit requirements for graduation. This was chosen due to the high dropout rate of our feeder high school.
<b>School</b>	Using our school-wide intervention (tier one), our Zero Free Zone, we identified our struggling students. We focused on ones who had missing assignments to assist them with assignment completion. This in turn facilitated content mastery and passing grades.
<b>Parents/Families</b>	Parent/guardians were notified about their child's academic status as they progressed through our intervention pyramid.
<b>District</b>	Results of the intervention program will be shared with district personnel to continue to get full support of the program and to show an improvement of school wide academics and student high school graduation rates.
<b>Community</b>	Results will be shared through the CCGP advisory committee to keep stakeholders informed of the intervention program at Dixie Middle School to ensure continued support for the program.

### Results/Outcome Statement

Our desired outcome was to assist in reducing the number of students who drop out of Dixie High School. We were able to reduce the number of 9th grade students going on to the high school in a credit deficit situation as shown through CCR credit checks. Through our Administration, staff developer and PLC team meetings the inequities among departments are being addressed and remediated.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Washington County

School: Millcreek High School

Does this project support your school improvement plan? **yes**

### Area of Focus:

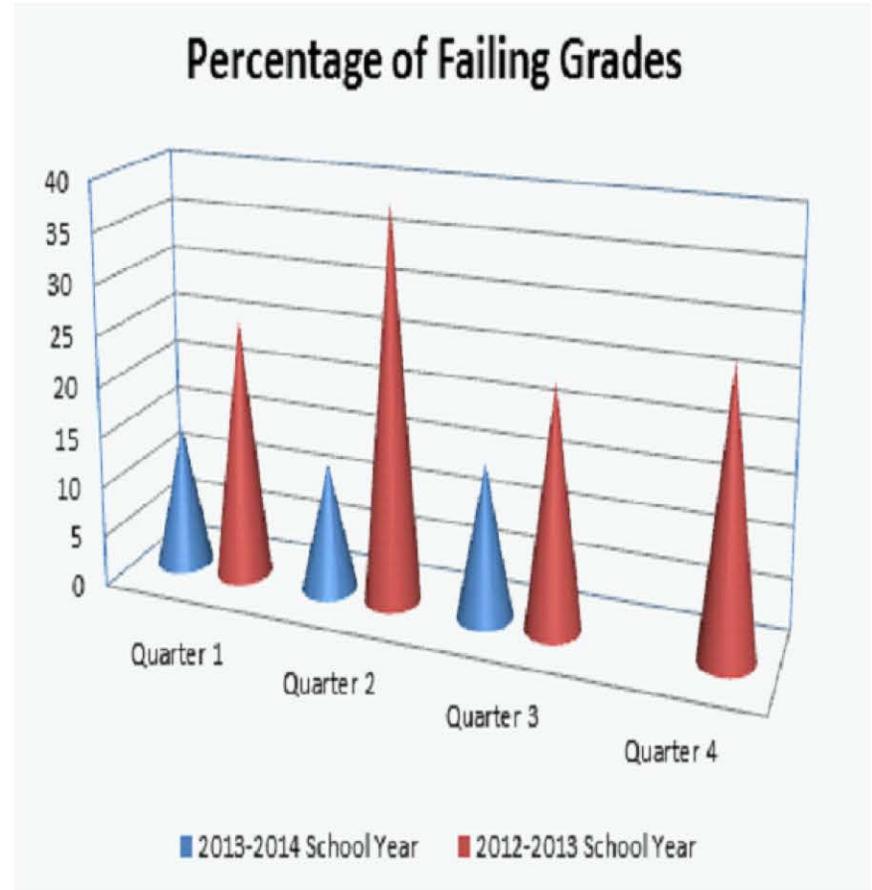
Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

Average number of students failing during the 12-13 school year was 28.89%. First quarter of this school year, 41.8% were failing before all interventions were implemented.

### Goal Statement:

Decrease all students' 'F' grades by 10% by the end of third quarter.



**Results/Outcome Statement**  
The average percentage of failing grades of all students during the first three quarters of the 2013-2014 school year decreased by 15.4% in comparison to the 2012-2013 school year.

### Systemic Interventions

<b>Individual</b>	CCR conferences, Teacher Advocates, PLUS, Media center tutoring, counseling
<b>Student Group</b>	DRILLS, PLUS, Coping Group, Teacher Advocates
<b>Classroom</b>	Character Education, Code of Ethics, PLUS, Teacher Advocates
<b>Grade</b>	1st Period Teacher Advocates class, PLUS, DRILLS
<b>School</b>	Lunch Bunch, TAG, Teacher Advocates, DRILLS, PLUS
<b>Parents/Families</b>	Multiple CCRs, Counselor and TA phone calls, TCN, New Student Orientation
<b>District</b>	Staff training, High School collaboration meetings, data report support
<b>Community</b>	Partnerships with Elks, Food Bank, Salvation Army, IHC and Deseret Industries

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Alpine School District

School: Pleasant Grove Jr. High School

Does this project support your school improvement plan? **yes**

### Area of Focus:

Dropout/Graduation  College and Career Ready  Attendance  School Climate

### Baseline Data:

Data has been collected annually since the 2011/12 school year showing the number of 9th Grade students who failed classes, the number of 9th Grade students who were still failing classes after remediation, and the final percentage of the 9th Grade class that proceeded on to the 10th Grade deficient in credit.

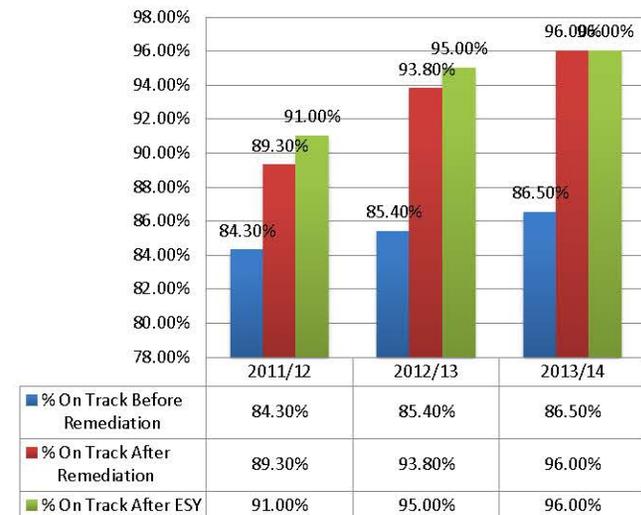
### Goal Statement:

Of our 9th Grade class, 98% will proceed on to the 10th Grade online to graduate.

### Systemic Interventions

<b>Individual</b>	All 9th Grade students will have access to high quality educational opportunities. Teachers will provide instruction and hold students to high standards of success. In addition to classroom time, teachers will be available for individual assistance during Flex Time, and 45 minutes before and after school (Tues-Fri). Counselors and administrator will meet with struggling students on an individual basis to discuss and plan prevention and intervention strategies for academic success.
<b>Student Group</b>	Guided Studies and Credit Remediation classes will be provided as prevention and intervention options to 9th Grade students who fail classes.
<b>Classroom</b>	Classroom teachers are the first line of defense in working with students to achieve high standards. When students fail to meet these standards, they will identify and assist these students utilizing appropriate school-wide intervention opportunities such as Flex Time, before and after school tutoring/guidance, remediation contracts, Guided Studies class referrals, Tracking Office Services, Lunch Work Club, Viking Express, etc.
<b>Grade</b>	For the purposes of this Data Project Report, this intervention is limited to 9th Grade students. However, other students in the 7th and 8th grades are enabled with many of the same opportunities.
<b>School</b>	Teachers, trackers, counselors and administrators meet weekly to discuss 9th grade students with academic, behavioral, social and emotional needs, and plan appropriate intervention opportunities for them.
<b>Parents/Families</b>	Continual contact with parents from teachers, counselors and/or administrators is imperative to facilitate the appropriate intervention opportunities (in school, before school or after school).
<b>District</b>	The Extended School Year (Summer School) program will provide opportunities for 9th Grade students to make up missing credit(s) before entering 10th Grade.
<b>Community</b>	Community resources will be available for credit recovery that include Electronic High School (EHS), BYU Independent Studies, and other accredited programs.

### Percentage of 9th Graders Leaving PGJHS On Track for High School Graduation



### Legend

### Results/Outcome Statement

Prior to the 2011/12 school year, 9th Grade Graduation rates routinely hovered in the upper 80th percent. With the 2011/12 school a concerted prevention, intervention, and post-vention effort was initiated that focused on raising the graduation rate. Increased efforts included identifying and scheduling students with multiple F's into Guided Studies classes to prevent further failing, working in a collaborative effort as teachers, trackers, counselors and administrators to apply appropriate intervention opportunities with students who continued to fail classes, and encouraging teachers to work more aggressively with students who failed classes to remediate the lost credit. As illustrated in the graph, the percentage of students graduating from the 9th Grade on track for high school graduation has steadily risen. Although we have not yet met our school-wide goal of 98%, we are getting there. We are continually fine-tuning programs all with the realization that overall effectiveness rests with our faculty's level of focus, determination, accountability, and effort to holding students to a high level of success.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Jordan School District.

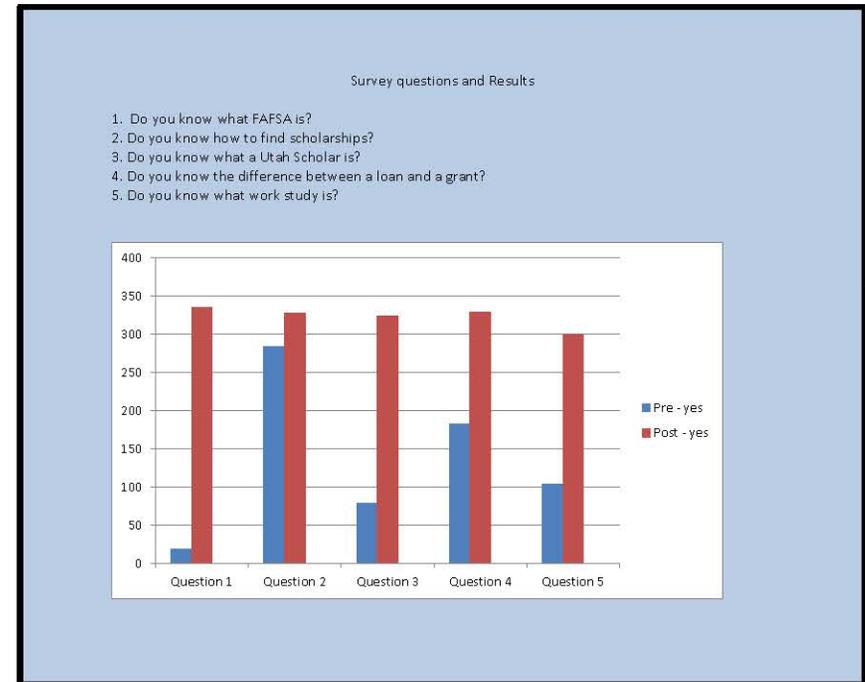
School: Bingham High School

Does this project support your school improvement plan? **yes**

**Area of Focus:**  
 Dropout/Graduation     College and Career Ready     Attendance     School Climate

**Baseline Data:**  
 Counselors conducted a survey with 339 students in our sophomore class at the beginning of the school year. The results indicated that only 39% (132 students) were aware of financial aid and scholarship options.

**Goal Statement:**  
 Increase sophomore awareness for financial aid and scholarship opportunities for higher education by 20% (200 students).



**Legend**

### Systemic Interventions

<b>Individual</b>	Counselors are meeting with sophomores to explain and demonstrate how to complete the FAFSA4caster and to help students sign up to become a Utah Scholar.
<b>Student Group</b>	Bookmarks have been developed and will be distributed to all sophomores which include search engines for scholarship and financial aid websites.
<b>Classroom</b>	Counselors will present to the Life Career Classes demonstrating how to navigate websites to search for scholarships.
<b>Grade</b>	Posters will be developed and posted throughout the school encouraging sophomores to start investigating scholarship and financial aid opportunities.
<b>School</b>	Once a month announcements will be made on scholarship tips.
<b>Parents/Families</b>	Counselors will send a flyer/e-mail to sophomore parents informing them about the FAFSA4caster and encouraging them to try it with their students and begin planning now.
<b>District</b>	Sophomores were encouraged to attend a Regional Financial Aid night.
<b>Community</b>	Our website has been set up for all the community to use and gather information needed for financial aid and scholarships.

**Results/Outcome Statement**  
 We conducted pre and post surveys with the same 339 students in our sophomore class. Through our systemic interventions we were able to measure significant gains. 95% (322) showed increased awareness in financial aid and scholarship options.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

**School District/Charter:** Box Elder School District

**School:** Box Elder Middle School

**Does this project support your school improvement plan?** yes

**Area of Focus:**

Dropout/Graduation    College and Career Ready    Attendance    School Climate

**Baseline Data:**

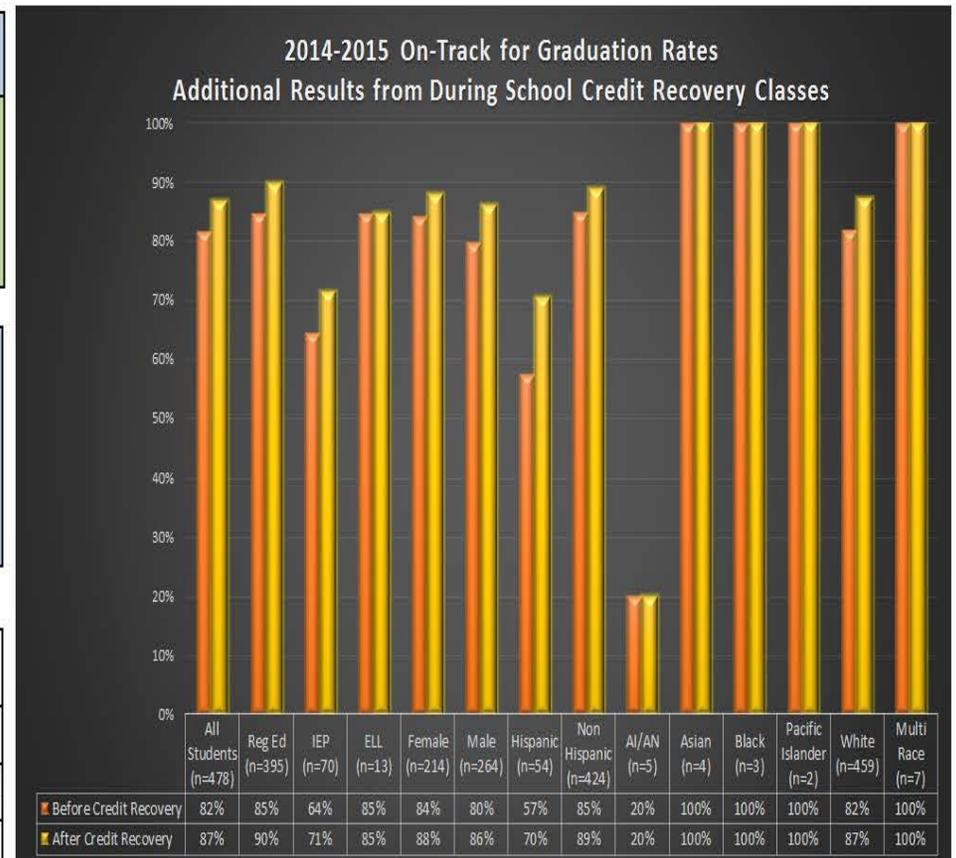
In the 2012-2013 school year, 79% of our 9th grade students were on track for graduation. In 2013-2014, through a number of interventions our school increased that to 83%.

**Goal Statement:**

Increase the percentage of 9th grade students who are on-track for high school graduation by 5%, to 88%, by the end of the 2014-2015 school year.

**Systemic Interventions**

<b>Individual</b>	Students identified early as 8th graders (grades, attendance, behavior) and schedules balanced, study/organizational helps, regularly meet with counselors, 504's, testing, etc.
<b>Student Group</b>	Students participate in "Why Try" or other appropriate psychoeducational groups.
<b>Classroom</b>	Instruction about graduation requirements, ways to earn credits, remediate credits, importance of postsecondary training, emotional & financial value of a satisfying career, how to access help.
<b>Grade</b>	Classes offered for credit recovery during school, also allowed to enroll in homework class or extremely high risk students enrolled in School within a School as well as EHS options.
<b>School</b>	Advisory 5 days a week for all students, tutorials, homework helps, study guides, helps for organization, etc. placed on website & in counseling office. Data shared weekly with staff.
<b>Parents/Families</b>	Tutorials for caregivers on accessing grades & receiving emails about student progress. Credit loss letters with remediation options and help for future success sent out each trimester.
<b>District</b>	Transition meetings held with feeder schools to plan for student needs, Title VII paraprofessionals work w/Native American students, school nurse & behavior specialist consult.
<b>Community</b>	Bear River Mental Health provides services to some of our students, data shared with School Community Council to secure funding for more prevention/intervention opportunities.



**Results/Outcome Statement**

The percentage of students on-track for graduation has increased from 83% to 87% and we anticipate before the school year is over (we still have another week) we could still see that number rise. Without any additional changes, that is still a 4% increase over last year.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

**School District/Charter:** Cache County School District

**School:** North Cache 8-9 Center

**Does this project support your school improvement plan?** yes

### Area of Focus:

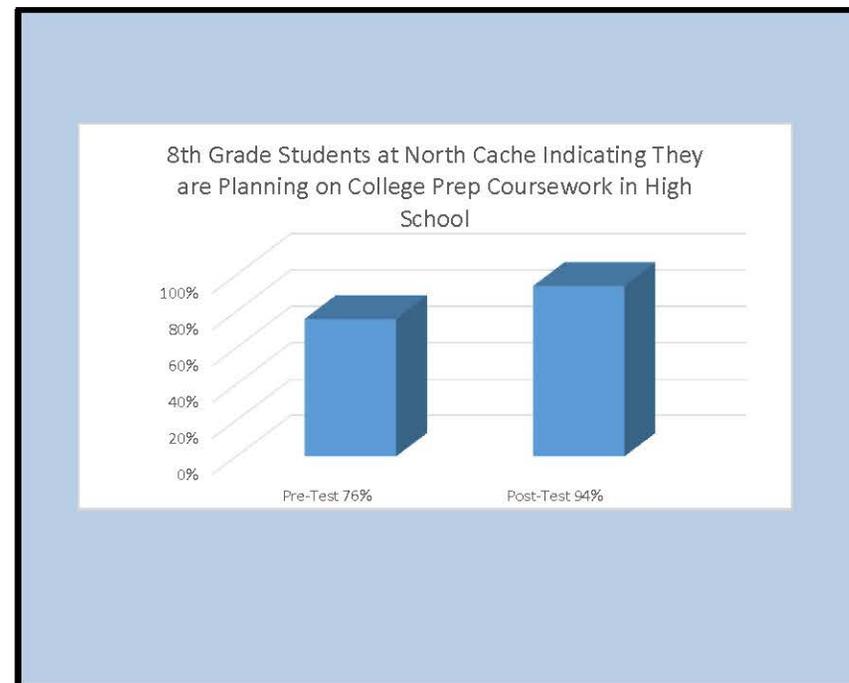
Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

On the ACT Explore test taken in September 2014, 76% of 8th grade students at North Cache indicated they were planning on taking courses in high school to prepare them for success in college.

### Goal Statement:

Increase by 15% the percentage of 8th grade students by May 2015 who indicate they will take high school courses that will prepare them for success in post high school education.



### Legend

### Systemic Interventions

<b>Individual</b>	Multiple times throughout the year, counselors met individually with students academically at risk to discuss ways to improve performance and make course recommendations.
<b>Student Group</b>	Counselors met with all 8th grade students in scheduled group Plan for College and Career Readiness meetings. Students were given instruction about high school graduation requirements and suggested courses to prepare for post-secondary education. All 8th grade students completed a four-year plan including the courses they plan to take in high school.
<b>Classroom</b>	In the fall, all 8th grade students received information from counselors on high school coursework necessary for success in post-secondary education during a lesson in the Career Center.
<b>Grade</b>	Volunteers did presentations in October 2014 in 8th grade classes about the Utah Scholars curriculum. In February 2015, all 8th grade students were given information during a preregistration presentation by counselors about high school graduation requirements and suggested coursework for success in post-secondary education.
<b>School</b>	
<b>Parents/Families</b>	Parents were invited to attend the 8th grade scheduled group Plan for College and Career Readiness meetings. Parents and students received instruction about high school graduation requirements and suggested courses to prepare for post-secondary education.
<b>District</b>	
<b>Community</b>	

### Results/Outcome Statement

The percentage of 8th grade students at North Cache who indicated they will take recommended coursework in high school to prepare for success in post-secondary education increased from 76% to 94%.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Jordan School District

School: Elk Ridge Middle School

Does this project support your school improvement plan? **yes**

### Area of Focus:

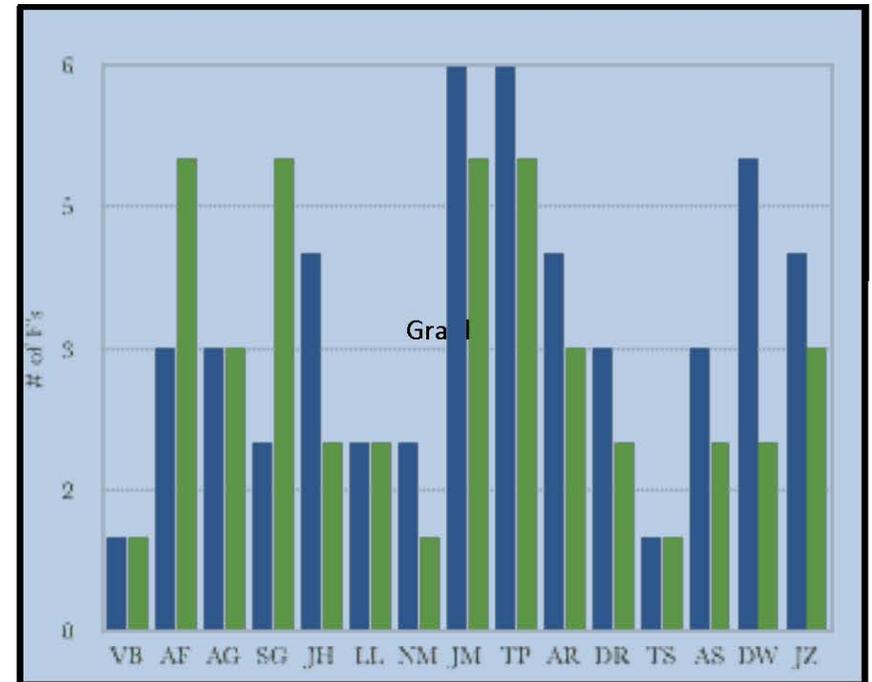
Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

15 of our 9th grade students received 3 or more failing grades at the end of the 1st semester.

### Goal Statement:

Through our "Mission I'm Possible" group, we will decrease the number of 9th grade students, in our MIP group, with 3 or more failing grade counts by 25% by the end of 3rd quarter.



### Legend

■ Term 2

■ Term 3

### Systemic Interventions

<b>Individual</b>	Counselors will teach weekly lessons on study skills, time management, commitment, being College and Career ready and hosting after school study sessions. Meet individually with students to work on issues. Positive rewards for small achievements will be used as motivators.
<b>Student Group</b>	Counselors will have group members participate in team/trust building activities. They will be paired with other team members and will encourage and help each other with schoolwork.
<b>Classroom</b>	Each week Counselors will email the teachers of the group members who have increased their class grade percentage, so the teachers can be a part of the positive affirmations. Teachers will also be encouraged to offer extra help to group members before and after school.
<b>Grade</b>	The entire 9th grade will be monitored monthly to identify at risk students.
<b>School</b>	Counselors will teach skills and track progress of entire school and give interventions as needed.
<b>Parents/Families</b>	Parents will be notified of their students progress through weekly emails from Counselors. Parents will be encouraged to give support at home. Counselors will call parents if there are any concerns.
<b>District</b>	
<b>Community</b>	Counselors will make business community members aware of the group and their goals and ask them to offer incentive rewards.

### Results/Outcome Statement

Overall, the majority of students who attended the group improved their grades. 7 out of 15 students, or 46.7% decreased the number of failing grades between 2nd and 3rd quarter. We decreased the percentage of students with 3 or more failing grades by 20%, falling just short of our goal.

# CCGP Accountability and Data Project Report

## School Counselors - *Creating Pathways to Student Success*

School District/Charter: Davis County School District

School: Farmington Junior High

Does this project support your school improvement plan? **Yes**

### Area of Focus:

Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

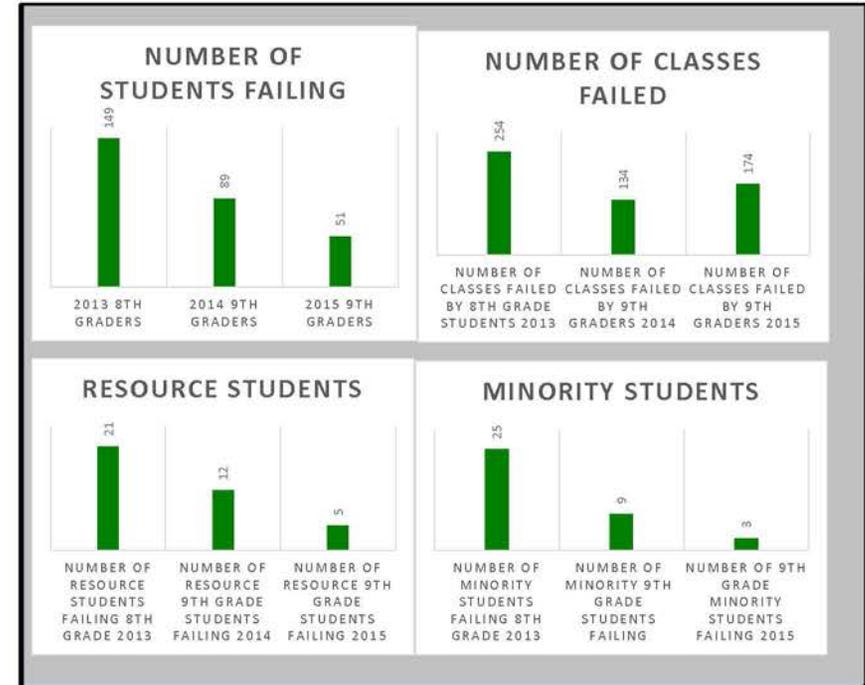
Last years Data project was used for baseline data. Data was collected for 8th grade students in 2013. Last year we compared the same students from 8th grade to 9th grade in classes failed. This year we looked at 2014 9th graders compared to 2015 9th graders.

### Goal Statement:

To reduce the number of all ninth grade students going onto the high school credit deficient to less than 10%.  
The number of 9th grade students failing needs to drop by 5%.  
This will be done by: increased student coaching, teachers aware of students at risk of failing, continuation of SRC (advisory).

### Systemic Interventions

<b>Individual</b>	Counselor coaching of at risk students.
<b>Student Group</b>	SRC small groups on study skills and taking tests.
<b>Classroom</b>	Teachers had a list of students who were at risk of failing.
<b>Grade</b>	9th grade students, grade level team meetings were also held
<b>School</b>	SRC - Study, remediate, collaborate time twice a week.
<b>Parents/Families</b>	Communication with parents on student performance.
<b>District</b>	
<b>Community</b>	Parent volunteer mentor used during SRC time.



### Legend

### Results/Outcome Statement

The number of students who failed dropped 43% from 2014 to 2015, however the number of classes failed increased by 30%. The number of resource students who failed decreased by 58% as well as the number of minority students decreased by 66%.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Weber School District

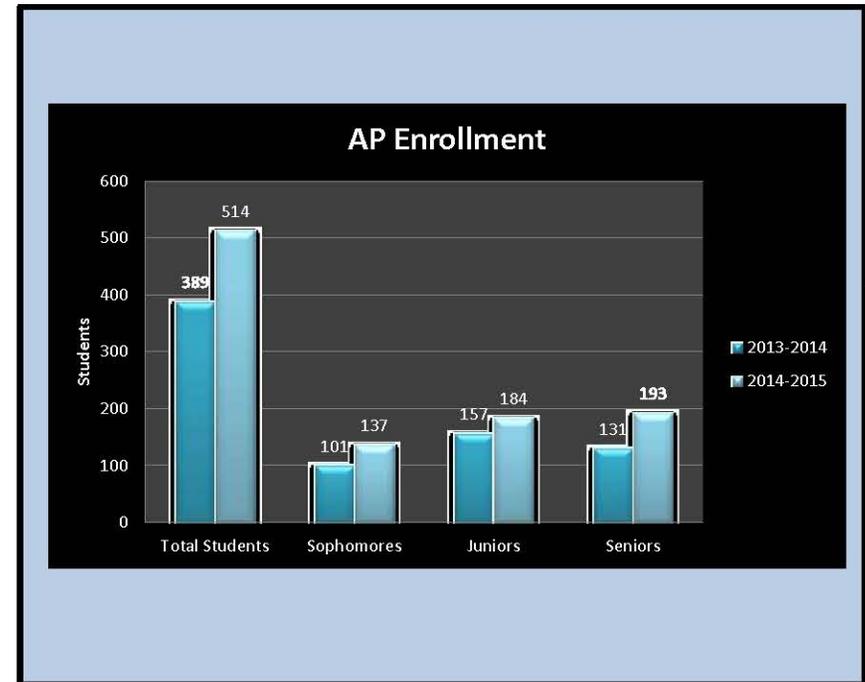
School: Fremont High School

Does this project support your school improvement plan? **yes**

**Area of Focus:**  
 Dropout/Graduation    College and Career Ready    Attendance    School Climate

**Baseline Data:**  
 21% of Fremont's student population are enrolled in AP Courses. Most students enrolled in AP coursework only take one AP class per school year.

**Goal Statement:**  
 Increase the overall student AP Enrollment from 21% to 30% for the 2014-2015 school year.



**Legend**

### Systemic Interventions

<b>Individual</b>	Met with 'AP Potential' Students to discuss course options and PLAN Test scores which indicated the likelihood of passing an AP test with a 50% chance of earning a 3+ score.
<b>Student Group</b>	
<b>Classroom</b>	AP Teachers provided publications promoting AP and CE coursework to prepare for college.
<b>Grade</b>	
<b>School</b>	The counselors collaborated with administration and AP teachers to determine a systematic approach to promoting the AP courses throughout the school.
<b>Parents/Families</b>	Letters were sent to the parents of students identified as "AP Potentials" from the PLAN Test, recommending AP coursework in the following school year.
<b>District</b>	Collaborated with junior high counselors and administration on the promotion of AP Courses. Participated in district-level AP Conference by presenting statistical information and data gathering practices to identifying students that would be successful in an AP Class.
<b>Community</b>	Used the school website to provide information on "College & Career Ready" coursework. Sponsored a workshop for parents and students to learn more about college readiness while attending Fremont.

**Results/Outcome Statement**  
 The overall student enrollment in AP Courses increased from 21% to 27%, as well as more students enrolled in two or more AP classes than previous years.

**CCGP Accountability and Data Project Report**  
 School Counselors – *Creating Pathways to Student Success*

**Charter: Itineris Early College High School**

**School: Itineris Early College High School**

Does this project supports the school’s School Improvement Plan: **Yes**

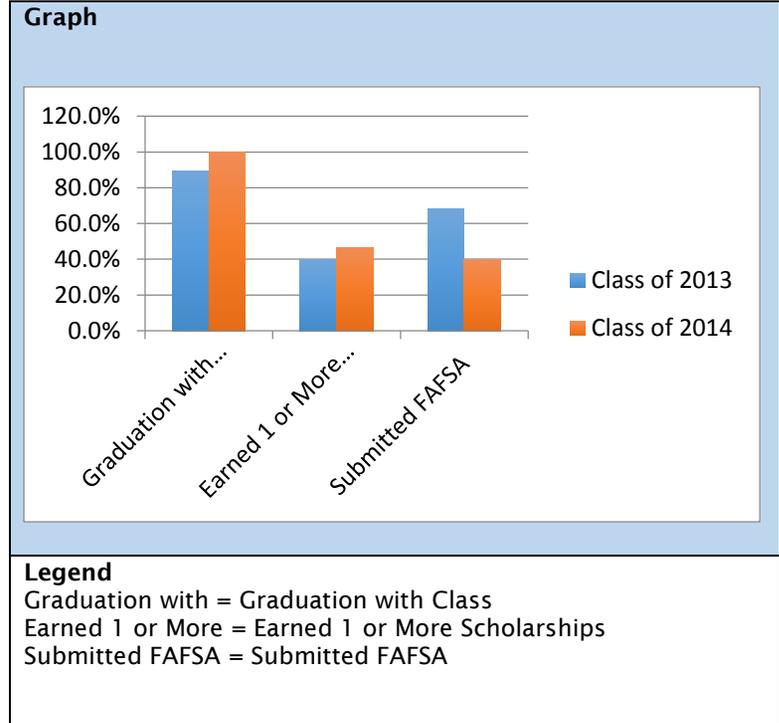
*(taken from NOSCA Training Fall 2012. Vivian Lee)*

**Area of Focus:**  
**Dropout/Graduation and College and Career Ready**  
**Baseline Data:** The overall student achievement data for the Class of 2013 (as gathered through the SOAR Report and our internal senior exit survey) looked very positive. However, we did find some areas for improvement in terms of equity with our Latino seniors. 89.3% graduated with their class (on time) in 2013. 40% received at least one scholarship and 68% self-reported that they had submitted the FAFSA application. We hope to improve outcomes in these three indicators.

**Goal Statement:** Increase the college and career readiness of 12<sup>th</sup> grade Latino students by: (1) increasing the percentage of students graduating on-time and with their class to 100%; (2) enhancing access to higher education by increasing the percentage of students receiving one or more scholarships by 10%; (3) providing additional access to higher education by increasing the percentage of students submitting the FAFSA by 10%.

**Systemic Interventions**

<b>Individual</b>	Each Latino senior met individually with his or her counselor for their CCR planning meeting and at least 3 additional times during the year to discuss high school graduation progress and/or makeup, scholarships, financial aid, & other concerns.
<b>Group</b>	Each student in this group received emails or personal contacts concerning scholarships for which they were eligible.
<b>Classroom</b>	All students were given instruction, class time, and assistance in their student advisory course to locate and complete scholarship applications. This was a graded assignment.
<b>Grade</b>	Specific information concerning Latino and minority scholarship were provided in a scholarship seminar presented by counselors to all students.
<b>School</b>	A Financial Aid Night was held on January 9 <sup>th</sup> . All students and parents were invited.
<b>Parents/Family</b>	Parents/guardians were sent email notifications of scholarships available to their students. All families received a flash drive with detailed information about the financial aid process, including expanded resources in Spanish.
<b>District</b>	
<b>Community</b>	



**Results/Outcome Statement:** Results were mixed. We did reach our goal of 100% Latino students graduating from high school with their class (on time). In some cases this took a great deal of effort and much more time and student/parental contact than anticipated. The percentage of students receiving at least one scholarship also improved, but only by 6.7% instead of the 10% we had set as a goal. Finally, the percentage of students submitting the FAFSA actually dropped by 28%. While an additional 20% of current seniors indicated that they had not yet completed the FAFSA but planned to, this still represents a significant decrease. One additional positive outcome – an 18.7% increase in the number of Latino students listing guidance as one the most helpful aspects of the school.

# CCGP Accountability and Data Project Report

## School Counselors - *Creating Pathways to Student Success*

**School District/Charter:** Davis School District

**School:** Legacy Junior High School

**Does this project support your school improvement plan?**  Y

### Area of Focus:

Dropout/Graduation 
  College and Career Ready 
  Attendance 
  School Climate

### Baseline Data:

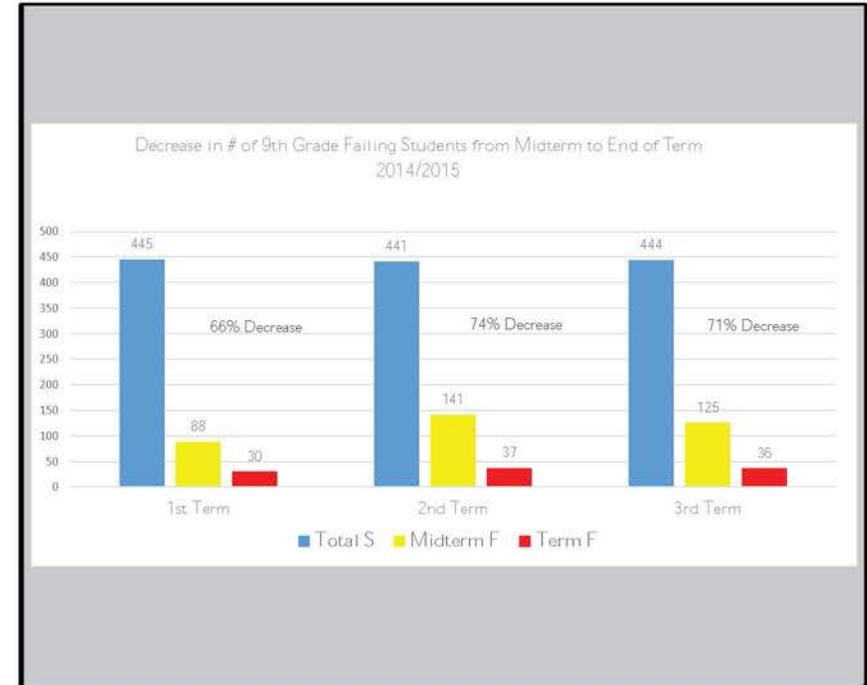
Number of 9th grade students failing core classes at midterm and end of term for 1st, 2nd, and 3rd terms.

### Goal Statement:

Reduce the number of 9th grade students with failing grades in a core class by 50% at end of 1st, 2nd, and 3rd terms.

### Systemic Interventions

<b>Individual</b>	Meet individually with 9th grade students to come up with a personalized plan to pass their classes such as turning in missing assignments, retake low scoring tests, talk with teachers for help when needed.
<b>Student Group</b>	
<b>Classroom</b>	
<b>Grade</b>	9th Grade Students
<b>School</b>	
<b>Parents/Families</b>	
<b>District</b>	
<b>Community</b>	



### Legend

### Results/Outcome Statement

By meeting with individual students to come up with a personalized plan, reduce the number of 9th grade students with a failing grade by 50% from mid term to end of term. Share results of project with administration, school community council, and teachers in staff meeting. Information will be used to assist students in gaining greater support and resources while at school such as 504, IEP, Title VII tutor for AI/AN students etc. Results of project -- number of 9th grade students failing a core class. For 1st term 88 students had a failing grade at midterm. Number of students failing at end of 1st term was 30. This showed a decrease of 66%. Second midterm, 141 students had a failing grade. This dropped to 37 students by the end of 2nd term, which results in a 74% decrease. The number of failing students at 3rd midterm was 125 students. At the end of 3rd term, this number dropped to 36 students, which is a 71% decrease.

# CCGP Accountability and Data Project Report

## School Counselors - *Creating Pathways to Student Success*

School District/Charter: Davis School District

School: Millcreek Junior High

Does this project support your school improvement plan? **Yes**

### Area of Focus:

Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

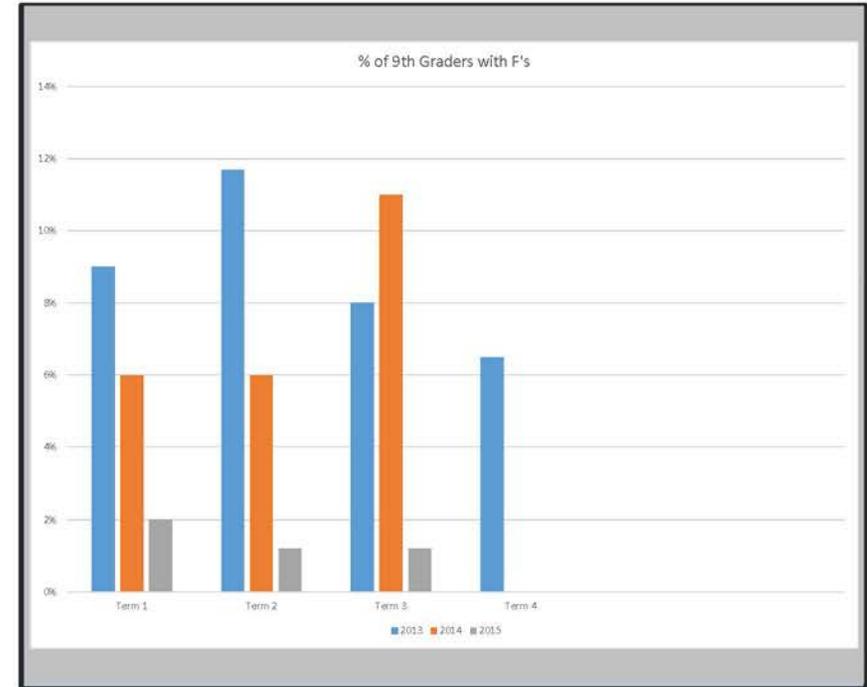
	Term 1	Term 2	Term 3	Term 4
In 2012 -13 we had the following percentages of students failing each term:	9%	11.7%	8%	
In 2013 - 14 we had the following percentages of students failing each term:	6%	6%	11%	

### Goal Statement:

Our goal is to continue to reduce the % of students receiving failing grades or lacking in credits as they move to the high school.

### Systemic Interventions

<b>Individual</b>	We print out missing work and failing grade reports on a weekly basis. We divide up the students with our administration and meet with students to encourage them to set goals and succeed.
<b>Student Group</b>	Students work in small groups during Lunch and at RAP to complete homework. Math tutors are available during our RAP time in the library.
<b>Classroom</b>	We created 2 small credit recovery classes for students to remediate F's or make up credits they are missing.
<b>Grade</b>	We are targeting our 9th graders.
<b>School</b>	Our teachers work with individual students to ensure they succeed in their classes.
<b>Parents/Families</b>	Parents are informed about grade and credit concerns via email, phone and parent meetings. Students and families are referred to our LCMT if they continue to struggle academically.
<b>District</b>	The district purchased Grad point and allowed Junior high schools to use it for credit recovery.
<b>Community</b>	Our community council funded our credit recovery class.



### Legend

### Results/Outcome Statement

This year our percentage of failing students for each term was 2% or lower for each term.

We did have 6 (2.5%) students who enrolled throughout the year that came in lacking credits. These students each have a plan to make up credits, but they are not there yet.

We feel our school has made significant progress helping students leave Junior High on track for graduation.

## CCGP Accountability and Data Project Report

### School Counselors - *Creating Pathways to Student Success*

Iron County School District

Parowan High School 2013-14

Does this project support your school improvement plan? **YES - Student Performance**

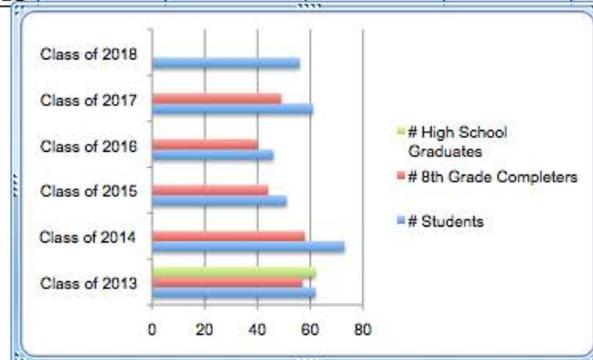
**Area of Focus:**  
**\*Dropout/Graduation** College and Career Ready Attendance School Climate  
**Baseline Data:** 8th Grade (middle school) completion is critical to high school completion. The same students who don't complete their credits in 7th & 8th grade struggle 9th - 12th (grading, log entry data). With proper interventions and advocacy, we believe 100% of these students can graduate.

**Goal Statement:** Increase students' graduation rates, for those who didn't complete 8th grade requirements, to 100% by the end of each graduation year.

#### Systemic Interventions

Individual	ZAP program, one-on-one meetings with tracker/advocate, graduation tracking by counselor and individual meetings, conferences with principal and incentives for goal completion.
Student Group	Guidance Curriculum, 4 year planning with Counselor, UtahFutures activities
Classroom	Teachers will advocate, encourage, and provide classroom interventions and accommodations, CCR TEAMS Grade Checks
Grade	9th - 12th Grade Level PLCs, Identification and interventions, IER
School	Involvement in extracurricular activities to encourage and support
Parents/Families	Parent contacts, conferences, notifications, remediation instructions and support
District	\$40 F-Remediation Policy and resources; Professional Development for instructors/counselors.
Community	Provide CWS & WBL opportunities to students to further engage them and focus them on CCR Goals.

<b>PHS 8th - 12th Grade Tracking</b>					
8th Grade Year	# Students	# 8th Grade Completers	% 8th Grade Completion	% High School Graduates	12th Grad Year
2008 - 2009	62	57	92%	100%	2012-13
2009 - 2010	73	58	79%		2013-14
2010 - 2011	51	44	86%		2014-15
2011 - 2012	46	40	87%		2015-16
2012 - 2013	61	49	80%		2016-17
2013 - 2014	56				2017-18
2014 - 2015					2018-19



**Results/Outcome Statement:** Due to multiple layers of advocacy included in the systemic interventions, we met our goal that 100% of the students, who didn't achieve 8th grade completion, met graduation requirements in 2013. Outcomes will be measured and monitored yearly.

## CCGP Accountability and Data Project Report School Counselors - *Creating Pathways to Student Success*

School District/Charter: Duchesne School District

School: Union High School

Does this project support your school improvement plan? **yes**

### Area of Focus:

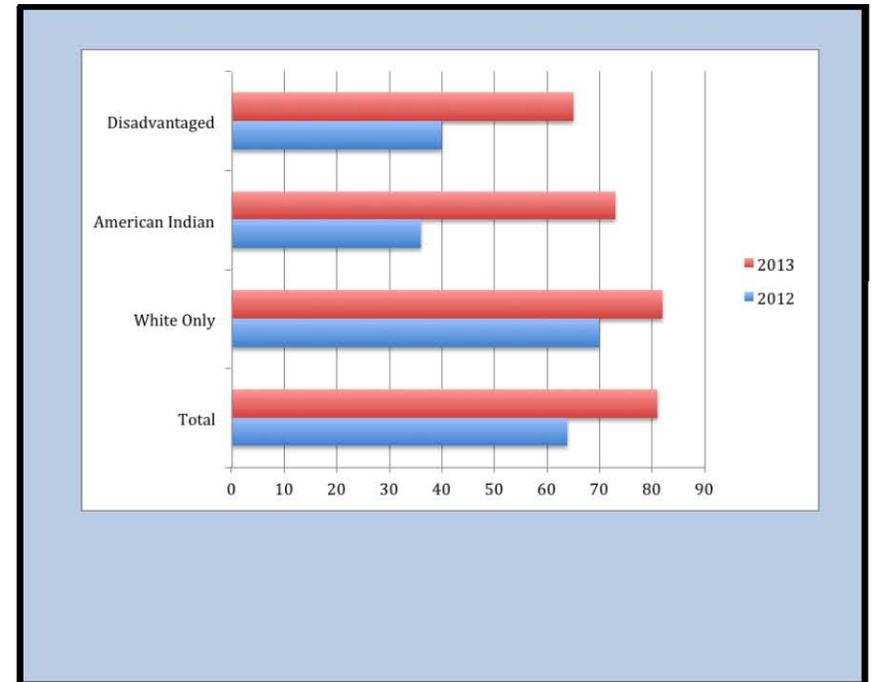
Dropout/Graduation    College and Career Ready    Attendance    School Climate

### Baseline Data:

Increase graduation rates in order to ensure all students are college and career ready.

### Goal Statement:

Historically UHS has had a disparity in graduation rates among White students compared to economically disadvantaged students and American Indian students. Counselors at UHS hope to increase graduation rates in both subgroups by at least 10% from 2012 to 2013. Additionally, graduation rates will increase in subgroups by another 10% in 2014.



Graduation Rates by Subgroup  
2012 and 2013

### Systemic Interventions

<b>Individual</b>	Individual "Senior Success" meetings held in September/October. CCR meetings held in March.
<b>Student Group</b>	Work closely with JOM tutors as well as credit recovery staff.
<b>Classroom</b>	ACT prep, PLAN prep, and Edgenuity (credit recovery) activities.
<b>Grade</b>	Focus on "Senior Success" planning meeting and work to get parents involved.
<b>School</b>	Help design and implement a school-wide PBIS program "enCOURAGE CAREcter"
<b>Parents/Families</b>	Increase communication home. Phone calls and letters home in September and January for seniors.
<b>District</b>	Work with other counselors in PLC to target special populations and ensure successful transition of 9th grade.
<b>Community</b>	enCOURAGE CAREcter program publicized and positive articles in newspaper

### Results/Outcome Statement

Through school wide efforts, graduation rates school-wide increased significantly. It is hoped that in 2014, this positive trend will continue.