

SCHOOL COUNSELOR CORPS GRANT PROGRAM 2013-14 SCHOOL-LEVEL END OF YEAR REPORTING SURVEY

Directions

School Counselor Corps Grant Program (SCCGP) grantees are asked to complete the following end of year reporting survey. The results of the survey will be entered by CDE staff into a new data collection system called, Student Engagement and Evaluation Systems (SEES).

Due date: Tuesday, July 15, 2014

Submit completed reports via email to: Misti Ruthven, Ruthven_m@cde.state.co.us and Paula Gumina, Gumina_p@cde.state.co.us

Special notes:

- The reporting period is July 1, 2013 through June 30, 2014. Please only report on activities provided during this time period.
- Descriptions to assist in completing the survey can be found throughout the survey.
- Please do not use student names in this report

Questions on the evaluation survey can be directed to: Mist Ruthven, Ruthven_m@cde.state.co.us

Program Outline

School Counselor Corps Grant Program (SCCGP) Funded Counselor(s)

Name: Chad Elder

District and/or School Name: Adams 12 Five Star Schools / Thornton High School

Title: Counselor

Email: Chad.D.Elder@adams12.org

Phone: 720-972-4880

Hire Date: September 19th, 2011

Please cut and paste for additional funded counselors.

Have staff changes been made at your school using SCCGP funds during the 2013-14 year? **No staff changes were made.**

If so, please explain:

School Goals

- List each school program goal and indicate if goal was reached. (These should reflect the SMART goals established during the 2012-13 academic year).

Smart Goal 1: By May 2014 we will increase the graduation rate by doing specific targeted intervention with all grade levels through implementing the Signs of Suicide (SOS) curriculum and counselor suicide interventions. Goal was reached.

Smart Goal 2: We will increase the percentage of students on track to graduate at Thornton High by the end of the 2013-2014 school year as measured by number of courses passes and total number of credits earned each semester. Goal was reached.

Smart Goal 3: We will increase the percentage of students who apply to college by the end of the 2013-2014 school year as measured by the number of senior students who submit applications to college. Goal was reached.

- Provide a brief narrative explaining how your goal was reached or not reached. (no more than 5 sentences)

Smart Goal 1: The Signs of Suicide (SOS) curriculum and counseling suicide interventions were extremely important this year. The SOS curriculum was given to each grade level in the school. This school year THS counseling staff performed 81 suicide interventions. Suicide intervention given for this school year increased by 13 percent compared to last year. This year we had 13 seniors who went through the SOS curriculum and had a suicide intervention performed and 9 of those students stayed on track and graduated this year, 2 transferred to a different school and did not earn enough credit to graduate this school year. 68 out of 81 students stayed on track to graduate in four years.

Smart Goal 2: At the start of the 2013-2014 school year Thornton High School had 140 junior students who are not on track to graduate. By the end of the school year 11 students made up enough credit to graduate on time and 25 other students made up enough credit to be back on track to graduate in 4 years.

Smart Goal 3: This goal was reached by having collaboration in the counseling department to get students to focus on college activities during large classroom sessions and having individual meeting with students walking through the college application process step by step. Lastly we partnered with the Excel pre-collegiate program that came into the school to help students with everything college.

School Year	Number Application Sent to Colleges
2011-2012	507
2012-2013	675
2013-2014	679

School Year	Number of Students who Submitted Application
2011-2012	158 out of 347
2012-2013	231 out of 331
2013-2014	300 out of 379

- How were these data collected and/or verified.

The data was collected by the use of two systems Naviance and Infinite Campus. Naviance was use by the counselors to send student transcripts to colleges that they applied to. Naviance was also use to collect student data and the end of the year survey.

- Please mark the one outcome this goal is most directly related.

- **Please mark the one outcome to which this goal is most directly related.**

- Academic Counseling

- •Improvement in Student Academic Achievement
- • Completion of Courses for College Credit (e.g., CTE, Concurrent Enrollment, ASCENT, , AP, IB)
- • **Getting / staying on track for graduation**
- • ICAP completion
- Creating a college-going culture
- Increased number of students applying to college
- • Increased college enrollments
- • Increased number of students completing FAFSA
- • Decreased college academic remediation
- • Increase Attendance
- • Increase School Engagement
- • Improved capacity for parents to support student learning
- • Improved capacity for parents to access resources
- • Implemented Comprehensive School Counseling Programs (e.g., ASCA National Model)
- • Improve retention and reduce number of drop-outs
- • Increase School/District Performance
- • Middle School to High School Transitions
- High School to Postsecondary Transitions (Summer Melt)
- • Other:

ASCA Implementation

Please rate each statement below in terms of the degree to which it is currently implemented in your school's School Counseling program. Highlight your response using the following Rating Scale:

1 = Not Present; 2 = Development in Progress; 3 = Partly Implemented; 4 = Fully Implemented

- | | | | | |
|---|---|----------|----------|----------|
| 1. A written mission statement exists and is used as a foundation by all counselors. | 1 | 2 | 3 | 4 |
| 2. Services are organized so that all students are well served and have access to them. | 1 | 2 | 3 | 4 |
| 3. The program operates from a plan for closing the achievement gap for minority and lower income students. | 1 | 2 | 3 | 4 |
| 4. The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development. | 1 | 2 | 3 | 4 |
| 5. Needs Assessments are completed regularly and guide program planning. | 1 | 2 | 3 | 4 |
| 6. All students receive classroom guidance lessons designed to promote academic, social/personal, and career development. | 1 | 2 | 3 | 4 |
| 7. The program ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement. | 1 | 2 | 3 | 4 |
| 8. The program has an effective referral and follow-up system for handling student crises. | 1 | 2 | 3 | 4 |
| 9. School counselors use student performance data to decide how to meet student needs. | 1 | 2 | 3 | 4 |
| 10. School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps. | 1 | 2 | 3 | 4 |
| 11. School counselor job descriptions match actual duties. | 1 | 2 | 3 | 4 |
| 12. School counselors spend at least 80% of their time in activities that directly benefit students. | 1 | 2 | 3 | 4 |
| 13. The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards. | 1 | 2 | 3 | 4 |
| 14. An annual review is conducted to get information for improving next year's programs. | 1 | 2 | 3 | 4 |

15. School counselors use computer software to access student data	1	2	3	4
16. School counselors use computer software to analyze student data	1	2	3	4
17. School counselors use computer software to use data for school improvement	1	2	3	4
18. The school counseling program has the resources to allow counselors to complete appropriate professional development activities.	1	2	3	4
19. School counseling priorities are represented on curriculum and education committees.	1	2	3	4
20. School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement.	1	2	3	4

School Counselor Grant Information

Please answer the following questions as they relate to your school.

Note: for middle schools, enter N/A if data does not apply.

- Number of counselor hired under the grant by school = 1
- Number of counselors in your school before the grant = 5
- Counselor-to-student ratio for the 2013-14 academic year for secondary grades =
Without a Counselor Corp Counselor – 358:5 With a Counselor Corp. Counselor
298:6
- Number of sent college applications = 679
- Number of submitted scholarship applications = 53
- Total received scholarship dollar amount = 1,268,038.00
- Number of seniors accepted into postsecondary institutions = 300
- Number of students in remedial coursework = 310
- Number of student internships = 12
- Please provide an overview of how these data were collected (3 to 4 sentences)

The data was collected by the use of two systems Naviance and Infinite Campus. Naviance was use by the counselors to send student transcripts to colleges that they applied to. Naviance was also use to collect student data and the end of the year survey.

- Total number of students enrolled in pre-collegiate preparation programs = *Excel Pre-Collegiate Program 235 and CU Denver Pre-Collegiate 20 Total = 255*
 - Primary type(s) of pre-collegiate program(s) in which enrolled in district/BOCES (Gear-UP, AVID, TRiO, CY4C, etc.) = *Our school works with Excel pre-collegiate program through Metropolitan State college of Denver*
- Number and type of CTE courses available by cluster. = **41 Classes**

Business, Marketing, and Public Administration

- Business Law
- Intro to Business
- Marketing
- Business Technology
- Accounting Business Management
- Food and Beverage Management
- ACE II
- ACE-WES III
- ACE-WES II
- ACE-WES I

Agriculture, Natural Resources & Energy

None

STEM, Arts, Design & Information Technology

- Computer Applications
- Graphic Design I
- Graphic Design II
- Web Design
- PLTW Aerospace Engineering
- PLTW Principles of Engineering
- PLTW Intro to Engineering
- Applied Tech I
- CAD I
- Multi Media
- Video Production

Hospitality, Human Services and Education

- Teacher Cadet I
- Teacher Cadet II

Health Science, Criminal Justice & Public Safety

- MED Sciences II / CNA
- MED Sciences II /EMT Basic
- Medical Sciences I

Skilled Trades and Technical Assistance

- Food Skills
- Relationships
- Teen Parenting
- Catering
- Independent Living
- Pro Start
- Child/Adolescent Development
- Auto Tech I
- Auto Tech II
- Carpentry I
- Home Improvement & Repair
- Power Sports & Equipment Tech
- Welding I
- Welding II

- Unduplicated number of students enrolled in CTE = *1127*
- Unduplicated number of students participating in college visits =

Going on a College to visit to Metropolitan State University of Denver 78 students

College Visits attended = 110

College Day/Night Fair = 456

- If applicable, list the colleges that were visited as part of the SCCGP

Colleges	Students attended
University of Colorado at Colorado Springs	12
Colorado State University	7
University of Wyoming	2
Fort Hays State University	1
University of Colorado at Boulder	19
Saint Mary's College	1
Adams State University	2
University of Colorado at Denver	24
Western State Colorado University	2
Colorado State University Pueblo	4

University of Nebraska at Lincoln	6
The Art Institute of Colorado	12
University of Colorado at Colorado Springs	1
University of Wyoming	1
Johnson & Wales University	9
Colorado Mesa University	5
Savannah College of Art and Design	1
Redstone College	1
Total Students attended	110

College Day/Night Fair	356 Seniors and 100 Juniors attended
Adams State University	Metropolitan State University of Denver
Aims Community College	New Mexico Highlands University
Arapahoe Community College	New Mexico State University
Arizona State University	Northeastern Junior College
Bethany College	Oklahoma State University
Black Hills State University	Otero Junior College
Casper College	Ottawa University
Chadron State College	Red Rocks Community College
Colby Community College	Regis University
College in Colorado	Saint Louis University
Colorado Christian University	South Dakota School of Mines and Technology
Colorado Mesa University	Trinidad State Junior College
Colorado Mountain College	Trinidad State Junior College
Colorado Northwestern Community College	University of Alabama
Colorado School of Mines	University of Arizona
Colorado State University	University of Colorado Boulder
Colorado State University - Pueblo	University of Colorado Colorado Springs
Colorado Women's College	University of Colorado Denver
Community College of Denver	University of Denver
Emily Griffith Technical College	University of Nebraska-Lincoln
Fort Hays State University	University of Northern Colorado
Fort Lewis College	University of Wyoming
Front Range Community College	West Texas A&M University
Hastings College	Western Nebraska Community College
Johnson & Wales University	Western State Colorado University
Lake Forest College	William Jewell College
McPherson College	

- Average score by school for PLAN, if applicable **N/A**

- Average score by school for EXPLORE, if applicable N/A

Program Data

- Outline special programming, interventions and efforts by school or district/BOCES made possible by SCCGP. Please highlight what has not already been captured through goals narrative.

The SCCGP allowed for a number of programs and interventions to become a part of Thornton High School...

- Day/Night College Fair

Thornton High School hosted a college fair that had 53 colleges represented. This was an awesome experience for all seniors and juniors to attend and talk to colleges all across the nation.

- Senior Night

Again this year we implemented the schools second ever Senior Night. Senior Night allowed for seniors and their parents to come to the school to get information about what students need to do for their senior year. Also parents were given the opportunity to sign a certificate saying that they are committed to helping their son/daughter graduate high school.

- Accepted T-shirts

Some of the SCCGP funds were used to purchase Accepted T-shirts. Seniors were given an Accepted t-shirt when they were accepted into a college, technical school or the military. This idea was used to inspire a college going culture within the school.

- Success Highways Program

Along with funds from the CGP grant we implemented the Success Highways program from Scholars Centric for all 9th graders. Success Highways measure students' academic resiliency aptitude in the six areas that are scientifically linked to academic success. Success Highways program is predictor of academic performance, providing teachers and staff with invaluable insight into aggregate and individual resiliency needs and progress.

- 8th Grade open house

The transition from middle to high school can be very hard for some students and getting these student connected to the school is key. This year we revamped our 8th grade open house that allowed for our incoming 9th graders to tour the school, meet teachers, see all the elective classes that they can take, meet coaches of each sports, see and sign up for the

different clubs that THS offers, and lastly they get a Class of 2018 Thornton High School T-shirt.

- “Commit to Graduate”

“Commit to Graduate” is a campaign to get students to make a commitment to themselves, to their family and peers that they are going to graduate high school. Each class signed a poster making their commitment and the posters were hung up in the school.