Developing an Action Plan Based on Action and Research

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Ms. Robyn Lady
Data Session Overview

- Relevant Research in College and Career Readiness
- Sources and Examples of Data
- Action Plan – Accountability Tool
- Accountability Components and Goal Statement
- Building the Action Plan Team
- Case Studies
Using Research and Data Increases Students’ College and Career Readiness and Demonstrates Counselor Impact.

BIG IDEA
Learning Objectives

- Attendees will learn how to:
  - Use Research to guide their college and career counseling practice
  - Discover the components of a data-focused Accountability Tool
  - Write a college-focused Goal statement
  - Mobilize their colleagues to improve student outcomes
  - Enhance their relationship with their Principal/Headmaster
  - Understand data implementation through Case Studies
Counselors are Data Experts

- Think across grade levels
- Develop comprehensive college and career counseling programs
- Provide academic supports to students
- Create standards-based college and career focused lessons and interventions
Counselors are Collaboration Experts

- Work with administrators to ensure equity of school-wide policies
- Schedule and placement in rigorous classes
- Provide remedial support & tutoring
- Identify performance barriers
Counselors as Leaders and Managers: A New Persona

- Solution-focused, data driven
- Counselors are champions and architects of the college and career culture
- Communicate expectations and requirements
- Provide strategies for working with students and their families
- Join forces with faculty and administrators
Data Allows Counselors to Put their Mission and Vision Into Action!
Pipeline Steps Reduce Income Gap

1. Creating aspiration about college and understanding the doors it opens
2. Taking the appropriate curriculum and staying on track
3. Preparing for and taking college entrance exams
4. Applying to college

Question: What does college preparation look like at your school?
College and Career readiness mandates that students have:

- Academic preparation
- Skills Training
- Life-Planning
- Social Support Resources

Differences Between College and Career Preparation
Differences Between College and Career Preparation

- Exploration
- Exposure
- Experience

Career-Related Data Points:

- Courses designed for more popular majors
- Employment forecasts linked to areas of study
- Career paths graduates in certain majors can pursue
- Surveys with majors
- Offer exposure in earlier grades – first-generation students need exposure
College and Career Readiness Indicators

-Dr. David Conley, University of Oregon
College and Career Readiness Skills

--Dr. David Conley, University of Oregon

College and Career Readiness Expert

Hard Skills

• Write a Research Paper
• Understand Non-Fiction
• Understand Algebra
• Conduct Science Experiments
• Second Language

Soft Skills

• Complete a Project independently
• Maintain a prioritized schedule
• Be computer literate
• Show maturity, self-discipline
Value of Research and Data

- Promotes Change
- Builds Credibility
- Aids Strategic Planning
- Links to School Improvement Plan
- Answers the Question: Who’s Missing?
Big Data Question: Who’s Missing?

- Analyze your college-going patterns
- Are all students being served?
- What interventions will have impact?
- How will you measure the impact of your services?
Benchmarks: Why They Matter
Benchmarks: A Definition

• Students are considered college and career ready when their SAT section scores meet or exceed both the Math and the Evidence-Based Reading and Writing benchmarks.
Why Benchmarks Matter: English Scores

- Students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a **75 percent likelihood of earning at least a C** in first-semester, credit-bearing college courses in History, Literature, Social Sciences, or Writing classes.

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade</th>
<th>Evidence-Based Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>12 and 11</td>
<td>480</td>
</tr>
<tr>
<td>PSAT/NMSQT</td>
<td>11</td>
<td>460</td>
</tr>
<tr>
<td>PSAT 10</td>
<td>10</td>
<td>430</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>9</td>
<td>410</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>8</td>
<td>390</td>
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</table>
Why Benchmarks Matter: Math Scores

Students with an SAT Math Section score that meets or exceeds the benchmark have a 75 percent likelihood of earning at least a C in first-semester, credit-bearing college courses in Algebra, Statistics, Pre-calculus, or Calculus.

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade</th>
<th>Math Score</th>
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</thead>
<tbody>
<tr>
<td>SAT</td>
<td>12 and 11</td>
<td>530</td>
</tr>
<tr>
<td>PSAT/NMS QT</td>
<td>11</td>
<td>510</td>
</tr>
<tr>
<td>PSAT 10</td>
<td>10</td>
<td>480</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>9</td>
<td>450</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>8</td>
<td>430</td>
</tr>
</tbody>
</table>
Using Benchmarks – Score Reporting Portal

- Identify and accelerate students who are ahead
- Support students who are behind
- Provide academic interventions
- Link their College Board account with official SAT Practice on Khan Academy to get individualized practice plans
SAT Score Improvements and Official SAT® Practice

Number of points gained from PSAT/NMSQT® to SAT correlated to hours spent practicing

Based on 250,000 students from the Class of 2017

Practice advanced students regardless of gender, race, income, and high school GPA
What Does the Data Say about your School’s Program?

• Does your Data reflect your hard work?
Data: Sources and Examples
Types of Data: Examples

**Achievement Data:**
State test scores, PSAT/NMSQT, AP, SAT, ACT Exams

**Access Data:**
Course Enrollment

**Attainment Data:**
Attendance, drop-out rates, math and reading levels
Student Engagement Measurement Data

Affiliated with Attendance

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.
Access Data: Curriculum – Single Most Important Factor

- The power and intensity of the high school curriculum is the single highest predictor of academic success in college.

Student Achievement: The Goal

Metric Examples

- Progress toward English Proficiency
- Reclassification Rate
- Access to College and Career Information Programs and Events
- State-wide Metrics
- College Prep Courses CTE Course Sequence
- Statewide Assessments
Accountability Tools and Goal Statement
Counselor Accountability Tool Model

Baseline Data:

Impact of Levels of Interventions and School Counselor’s Role

- Individual Level
- Group Level
- Classroom Level
- Grade Level
- School-wide Level
- Family Level
- Community Level

Goal Statement:

Results/Outcome Statement:

Year-end Data/PPT

Adapted from The College Board's National Office of School Counselor Advocacy (2010)
Building a Data-Driven Practice

Step 1: Establish a Goal
Identify Effectiveness and Impact

Step 2:
Highlight what’s useful (and what’s not)
Identify a Critical Data Point

1. Baseline Data:

   Number of Latino students enrolled in college prep coursework is not representative of student population.

Adapted from The College Board's National Office of School Counselor Advocacy (2010)
Write a Goal Statement

Dates, Deadlines, and Measurement

Goal Statement: (5 parts):

1. Increase/decrease
2. Group that is targeted
3. Target category (e.g. time/class)
4. Degree of change (# or %)
5. End date (month/year)

Generic Goal:
Increase the number of Latino students in rigorous courses by 10% by the end of the 2017-18 academic year.

Adapted from The College Board's National Office of School Counselor Advocacy (2010)
Consider Multiple Approaches - Note Collaboration and Interventions

<table>
<thead>
<tr>
<th>Intervention Targets</th>
<th>What is in Place?</th>
<th>What Could Be?</th>
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</thead>
<tbody>
<tr>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
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<tr>
<td>Grade Level</td>
<td></td>
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<tr>
<td>School-Wide</td>
<td></td>
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<tr>
<td>Family</td>
<td></td>
<td></td>
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<tr>
<td>Community</td>
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</table>
Analyze Intervention Results

Results/Outcome Statement:

• Collected data indicates the goal of 50% was not met.

• However, several levels of intervention indicate movement toward 50%.

• Institutionalization of the successful levels will begin to foster systemic policies/practices.

• Revisiting the non-movement levels will occur within 30 days.
Sharing Outcomes is Key

Year-end Strategic Tool
Sharing

Adapted from The College Board’s National Office of School Counselor Advocacy (2010)
Building your School-wide Coalition and Promoting the Work
First Steps in Plan Development

• Involve Administration
• Develop Collaborative Teams
  - Inside
  - Outside
• Deal with Resistance
  - Anticipate
  - Who would benefit?
Assemble Your Team and Involve Faculty

• Practitioners
• Leaders
• Faculty
• Community members
• Parents
• School Board members
Maintaining Your Momentum:

• Developing Strategies
  - Team meetings
  - Shared responsibilities
  - Goal setting

• Evaluating Progress
  - Use the data
  - Consider short and long-term approaches

• Celebrating and Sustaining
  - Presentations
Sustainability: Essential Questions

1. How can we collaborate with colleagues?
2. Who sets the Priorities?
3. Who Keeps us on Track?
4. When do we “Check In”? 
5. How do we communicate our Success?
Measuring Success for your Students

• Share Your Action Plan
• Why this Area?
• Steps to the Goal
• Data Shows
• What Data will you Collect?
• How do you Know if You’ve Succeeded?
Be Bold in Sharing Your Work

- Faculty Meetings
- Administrator Meetings
- School Board Meetings
- PTSA Meetings
- District Headquarters
- Professional Conferences
Sample Presentation Outline

- Demographics background
- Data overview
- Troubling data
- Align troubling data with Principal, School, District and State Priorities - funding
- Intervention summary
- Post-intervention results
- Pre-Post comparison
- Lessons Learned and Next Steps
Case Studies
Action Plan Focus:
**PSAT/NMSQT as a Counseling Tool**
- How One District Expanded College and Career Readiness with the PSAT/NMSQT

<table>
<thead>
<tr>
<th>PSAT/NMSQT Test-Takers</th>
<th>Overall District Increase</th>
<th>Overall Increase Hispanic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT Sophomores</td>
<td>+ 28.5%</td>
<td>+ 59.4%</td>
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<tr>
<td>PSAT/NMSQT Juniors</td>
<td>+ 25.7%</td>
<td>+ 52%</td>
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Increase in AP and PSAT/NMSQTs
Focus on PSAT Leads to Increase in AP Test-Taking - through use of AP Potential and Curriculum expansion

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Year One</th>
<th>Year Two</th>
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<tbody>
<tr>
<td>Advanced Placement Tests</td>
<td>1302</td>
<td>1391</td>
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<tr>
<td>PSAT/NMSQT - Sophomores</td>
<td>847</td>
<td>1088</td>
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<tr>
<td>PSAT/NMSQT - Juniors</td>
<td>1053</td>
<td>1324</td>
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## College Applications Increase

<table>
<thead>
<tr>
<th>College/University</th>
<th>Year One</th>
<th>Year Three</th>
<th>% Increase</th>
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<tbody>
<tr>
<td>Cal State University, East Bay</td>
<td>60</td>
<td>71</td>
<td>+ 18%</td>
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<tr>
<td>Notre Dame de Namur University</td>
<td>22</td>
<td>43</td>
<td>+ 95%</td>
</tr>
<tr>
<td>Santa Clara University</td>
<td>49</td>
<td>114</td>
<td>+ 133%</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>29</td>
<td>68</td>
<td>+ 134%</td>
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Action Plan Case Study: FAFSA/Dream Act Completion

- Lincoln High School
- 60% Free/Reduced Lunch
- Cost of College huge issue

Action Plan Goal:

- Increase FAFSA/Dream Act Completion by 10% by next year
Case Study: FAFSA/Dream Act Completion

- Dream Act Students didn’t want to be “outed”
- Dream Act passage made is possible to say: “Everyone Needs to do this.”
- Counselor involved faculty members, who made FAFSA/Dream Act Completion a homework assignment. Local financial aid officers involved.
- Counselor recruited Deloitte-Touche Accounting, who helped as part of their community service
San Jose Lincoln HS Action Plan Focus: FAFSA/Dream Act Completion

Cost is significant issue in college-going

<table>
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<tr>
<th>FAFSA Submissions</th>
<th>Year One</th>
<th>Year Two</th>
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<tbody>
<tr>
<td>Seniors</td>
<td>33%</td>
<td>62%</td>
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<tr>
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<td>Submitted FAFSA</td>
<td>Submitted FAFSA</td>
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Developing a Data-Focused Practice - Recap

- Collect Data – Analyze the Inequities
- Develop and Prioritize Goals
- Align Goals with Principal, School, District, State
- Develop Interventions
- Implement Interventions for Goals; Set Benchmarks
- Collect Outcome Data; Distribute Results
- Institutionalize Change
Not Incorporating – It’s a New Model of Counselor Leadership –
Presentation Sources

- Alexander, Pallas and Holupka. The Pipeline Steps to College.
- Conley, David. Four Keys to College and Career Readiness, Educational Policy Improvement Center.
- Score Resources for Counselors. The College Board.
- The State of College Admission. NACAC.