Connecting Data-Driven Goals to Action and Outcomes for Equity

Vivian V. Lee, Ed. D.
Senior Director, Counselor Advocacy
National Office for School Counselor Advocacy
The College Board

CollegeBoard
Advocacy & Policy Center

College and Career Readiness Delivery Plan Massachusetts Department of Elementary and Secondary Education
March 2011

Definition of College and Career Readiness:
Being College and Career ready mean that an individual had the academic, technical/techno logical, and workplace knowledge and skills necessary for success in postsecondary education and economically viable career pathways in a 21srt century economy.

State Goal:
Prepare students to succeed in entry level college credit-bearing courses and for entry level jobs with career opportunities.

CollegeBoard
Advocacy & Policy Center

College and Career Readiness Delivery Plan Massachusetts Department of Elementary and Secondary Education
March 2011

State Strategy:
- Provide additional opportunities for students to
- Participate in quality, upper level high school coursework
- Implement new approaches to assist with
  - completion of high school
  - transition to higher education and the workforce

Target:
- Increase the Graduation Rate – completion in five years to 88.3%
- Increase the Mass Core Completion Rate to 82.5%

CollegeBoard
Advocacy & Policy Center

Updating Plans

YEAR 2			
C&CR GOALS	**PROGRAM/ ACTIVITY/INTERVENTION**	**STRATEGIES TO BUILD SUPPORT AND DISSEMINATE OUTCOME**	**PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS**
for your District	to be implemented to reach your C&CR GOALS	(e.g., school committee presentation, website development, participation on district data team)	(e.g., conferences, onsite trainings, onsite technical assistance)
Goal	**Intervention**	**Strategy**	**Professional Development**
Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:
Start Date: End Date:	Start Date: End Date:	Start Date: End Date:	Start Date: End Date:
COMMENTS:			

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

SCORING RUBRIC FOR MA MODEL IMPLEMENTATION PLANS (YEAR 2)

RTTT PROJECT 4C	Exemplary (E)	Proficient (P)	Needs Improvement (NI)	Insufficient (I)	Score (E, P or NI, I)
Year 2 Goals	Every goal clearly: a.) addresses an achievement gap shown in the data b.) is measurable & c.) is focused on College & Career Readiness (CCR)	At least one goal a.) attempts to address an achievement gap b.) is measurable c.) is focused on CCR	Goals are measurable and/or focused on (CCR) but they do not attempt to address achievement gaps	None of the goals address achievement gaps nor are they measurable or focused on CCR	

Exemplary

Every Goal Clearly:
a) Addresses an achievement gap shown in the data
b) Is measurable
c) Is focused on college and career readiness

CollegeBoard Advocacy & Policy Center

SCORING RUBRIC FOR MA MODEL IMPLEMENTATION PLANS (YEAR 2)

RTTT PROJECT 4C	Exemplary (E)	Proficient (P)	Needs Improvement (NI)	Insufficient (I)	Score (E, P or NI, I)
Year 2 Programs/Activities/ Interventions	Every program, activity and/ or intervention is clearly tied to a goal and demonstrates that school counselors plan to a.) initiate systemic efforts to reach all students w/ a focus on underachieving populations and b.) use data and c.) assume a leadership role	Some programs, activities and/ or interventions are tied to the goals and demonstrate that school counselors plan to a.) initiate systemic efforts to reach all students w/ a focus on underachieving populations or b.) use data or c.) assume a leadership role	It is unclear how programs, activities, or interventions are tied to the goals but the plan demonstrates that school counselors plan to a.) initiate systemic efforts to reach all students w/ a focus on underachieving populations or b.) use data or c.) assume a leadership role	Programs, activities and/ or interventions are not tied to the goals nor do they demonstrate that school counselors plan to a.) initiate systemic efforts to reach all students w/ a focus on underachieving populations or b.) use data or c.) assume a leadership role	

Exemplary

Every program, activity and/or intervention is clearly tied to a goal and demonstrates that school counselors plan to:

a) Initiate systemic efforts to reach all students with a focus on underachieving populations
b) Use data
c) Assume a leadership role

CollegeBoard
Advocacy & Policy Center

SCORING RUBRIC FOR MA MODEL IMPLEMENTATION PLANS (YEAR 2)

RTTT PROJECT 4C	Exemplary (E)	Proficient (P)	Needs Improvement (NI)	Insufficient (I)	Score (E, P or NI, I)
Year 2 Strategies to Build Support	Strategies are clearly designed to build systemic support for the planned program, activities and/or interventions by utilizing 4 or more of the following strategies: ■ presentations to key stakeholders ■ participation on district/school leadership and/or data teams ■ counselor/principal collaboration ■ counselor/teacher collaboration ■ counselor/family collaboration ■ use of technology ■ building community partnerships	Strategies are clearly designed to build support for the P,A,I's by utilizing at least 2 of the following strategies : ■ presentations to key stakeholders ■ participation on district/school leadership and/or data teams ■ counselor/principal collaboration ■ counselor/teacher collaboration ■ counselor/family collaboration ■ use of technology ■ building community partnerships	It is unclear how the strategies will build support for the planned P, A, I's, however, the plan includes at least 1 of the 7 support strategies and describes it in a substantive way.	The strategies are unrelated to the planned P, A, I's, and the plan does not include any of the 7 proposed support strategies.	

Exemplary

Strategies are clearly designed to build systemic support for the planned program, activities and/or interventions by utilizing 4 or more or the following strategies:
a) Presentation to key stakeholders
b) Participation on district/school leadership and/or data teams
c) School counselor/principal collaboration
d) School counselor/teacher collaboration
e) Counselor/family collaboration
f) Use of technology
g) Building community partnerships

CollegeBoard
Advocacy & Policy Center

Making Change for RTTT Outcomes in Massachusetts

Use data to drive goal development, planning and implementing interventions or measurable results that align to Mass. RTTT outcomes.

CollegeBoard
Advocacy & Policy Center

Making Change for RTTT Outcomes

Critical Questions	Points of Action
1. Where do district you stand?	1. Baseline Data
2. Where do you want to go?	2. Goals
3. What will you do?	3. Planning Solutions (Gap Analysis)
4. How will you do it?	4. Work Systemwide
5. What will change?	5. Outcomes
6. How will you maintain the change?	6. Sustainability

CollegeBoard
Advocacy & Policy Center

Collect and Analyze Data to Determine Baseline

- Where do data elements come from?

- What data should be collected?

- How should the data be disaggregated?

- What information will the data reveal?

- How are data elements prioritized?

- Who owns the data?

Mass Data Elements for RTTT for Equity in College and Career Readiness

Mass. Data Elements for RTTT

Increase the number of students who:
- Complete the Mass Common Core
- Graduate

By →

Er
Race
African American
Asian
Hispanic
Native American
White
Native Hawaiian, Pacific Islander
Multi-Race, Non-Hispanic

Looking at data elements by student groups helps identify inequities, develop measurable goals, inform practice and demonstrate accountability.

CollegeBoard
Advocacy & Policy Center

DISTRICT BASELINE C&CR DATA:

a. MassCore Completion Rates 2010:

All	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
59.9%	38.5%	66.7%	44.9%	83.3%	-	-	66.5%	20.0%	44.3%	13.0%

b. Graduation Rates 2010:

All	Female	Male	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
5 Year Graduation Rates:												
77.0%	78.9%	75.1%	76.5%	100.0%	68.9%	-	-	-	80.4%	78.4%	70.4%	58.3%
5 Year Adjusted Graduation Rates:												
80.6%	82.8%	78.3%	81.8%	100.0%	75.6%	-	-	-	81.6%	76.9%	73.6%	60.5%
4 Year Graduation Rates:												
79.1%	82.0%	76.3%	83.3%	100.0%	66.1%	75.0%	-	-	85.4%	56.7%	70.9%	60.7%
4 Year Adjusted Graduation Rates:												
80.9%	83.2%	78.7%	76.9%	100.0%	64.4%	75.0%	-	-	89.6%	47.1%	71.8%	59.2%

c. Other data relevant to your goal:

Plans of High School Graduates (2009-2010)

4-Yr Private College	4-Yr Public College	2-Yr Private College	2-Yr Public College	Postsecondary	Work	Military	Unknown
17	28	3	39	2	4	1	5

Determine the number for each % percentage

Enrollment by Gender (2010-11)

	School	District
Male	633	2,326
Female	598	2,239
Total	1,231	4,565

Enrollment by Race/Ethnicity (2010-11)

Race	#	% of School	% of District	% of State
African American		5.0	4.7	8.2
Asian		3.6	3.0	5.5
Hispanic		34.0	31.5	15.4
Native American		0.1	0.2	0.2
White		53.5	56.9	68.0
Native Hawaiian, Pacific Islander		0.0	0.0	0.1
Multi-Race, Non-Hispanic		4.0	3.7	2.4

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

[OWN THE TURF]
College and Career
Readiness Counseling

1. Determine Baseline Data

DISTRICT BASELINE C&CR DATA:

a. MassCore Completion Rates 2010:

All	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
31.0%	23.2%	37.5%	27.3%	16.7%	-	-	31.9%	-	26.3%	5.6%

b. Graduation Rates 2010:

All	Female	Male	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
▪ 5 Year Graduation Rates:												
80.7%	84.2%	77.1%	81.7%	90.5%	71.8%	69.2%	-	-	79.8%	76.6%	79.5%	62.0%
▪ 5 Year **Adjusted** Graduation Rates:												
86.8%	91.5%	82.0%	86.4%	95.1%	80.4%	87.5%	-	-	84.6%	84.1%	85.4%	61.4%
▪ 4 Year Graduation Rates:												
71.7%	77.0%	66.9%	70.3%	82.2%	70.0%	46.7%	-	-	68.3%	65.3%	69.3%	45.2%
▪ 4 Year **Adjusted** Graduation Rates:												
78.3%	83.9%	73.1%	76.8%	89.3%	81.1%	41.7%	-	-	73.0%	68.6%	74.8%	50.0%

- •What inequities does the data reveal?
- •What are the gaps between student groups?

CollegeBoard
Advocacy & Policy Center

[OWN THE TURF]
College and Career
Readiness Counseling

1. Determine Baseline Data

DISTRICT BASELINE C&CR DATA:

a.   MassCore Completion Rates 2010:

All	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
23.6%	50.0%	-	15.6%	-	-	-	38.2%	-	17.6%	8.3%

b.   Graduation Rates 2010:

All	Female	Male	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
▪ 5 Year Graduation Rates:												
51.0%	55.0%	47.5%	52.4%	-	44.5%	-	-	-	70.3%	34.4%	46.0%	24.5%
▪ 5 Year **Adjusted** Graduation Rates:												
57.6%	60.0%	55.3%	58.8%	-	51.1%	-	-	-	73.8%	40.7%	51.5%	29.1%
▪ 4 Year Graduation Rates:												
52.5%	55.4%	49.8%	61.5%	-	45.7%	-	-	-	73.4%	26.3%	46.9%	18.6%
▪ 4 Year **Adjusted** Graduation Rates:												
56.2%	59.4%	53.2%	72.7%	-	48.3%	-	-	-	76.1%	27.2%	48.9%	21.3%

c.   AP Participation Data 2009:

Juniors/Seniors Enrolled in at least one Advanced Placement Course (All Students)								Total: 66/764		9% AP Enrollment	
Test s	Female	Male	LEP	Low Inc	SPED	Amer/Ind	Asian	Af Am	Hisp	Multi R	White
Taken	69	54	3	33	3	-	3	3	43	-	74

• What inequities does the data reveal?
• What are the gaps between student groups?

CollegeBoard
Advocacy & Policy Center

[OWN THE TURF]
College and Career
Readiness Counseling

1. Determine Baseline Data

DISTRICT BASELINE C&CR DATA:

a.   MassCore Completion Rates 2010:

All	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
31.0%	23.2%	37.5%	27.3%	16.7%	-	-	31.9%	-	26.3%	5.6%

b.   Graduation Rates 2010:

All	Female	Male	AfAm	Asian	Hisp	MR/nHisp	NA	NH	White	LEP	LowInc	SPED
5 Year Graduation Rates:												
80.7%	84.2%	77.1%	81.7%	90.5%	71.8%	69.2%	-	-	79.8%	76.6%	79.5%	62.0%
5 Year Adjusted Graduation Rates:												
86.8%	91.5%	82.0%	86.4%	95.1%	80.4%	87.5%	-	-	84.6%	84.1%	85.4%	61.4%
4 Year Graduation Rates:												
71.7%	77.0%	66.9%	70.3%	82.2%	70.0%	46.7%	-	-	68.3%	65.3%	69.3%	45.2%
4 Year Adjusted Graduation Rates:												
78.3%	83.9%	73.1%	76.8%	89.3%	81.1%	41.7%	-	-	73.0%	68.6%	74.8%	50.0%

c.   Other data relevant to your goal:

69.7% of Class of '09 enrolled in college

- The gap between SPED and non-SPED 29%
- The gap between LEP and non-LEP MHS 35.3%

- What inequities does the data reveal?
- What are the gaps between student groups?

CollegeBoard
Advocacy & Policy Center

[OWN THE TURF]
College and Career
Readiness Counseling

1. Determine Baseline Data – Identify Inequities

100
90
80
70
60
50
40
30
20
10
0
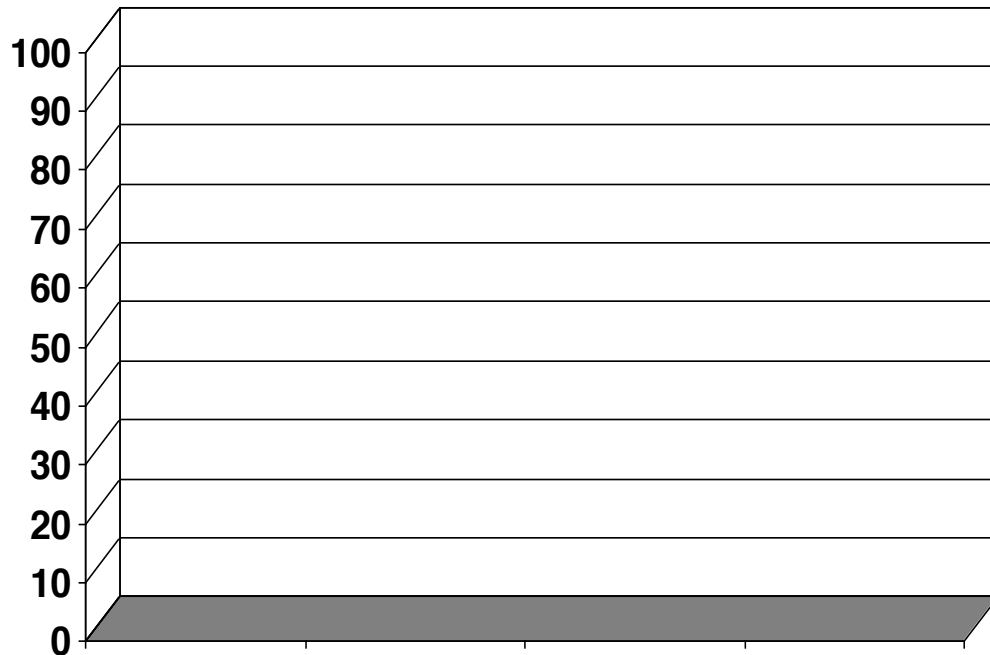
Directions: Choose one data element on Activity #1 Data sheet and chart the data for each student group represented.
Then write at least four data statements that describe your chart.

Student Groups
All Students
African American
Asian
Hispanic
MR/nHisp
NA
NH
White
LEP
Lowinc
SPED

Data Statements - What does the data say?

_____

_____

_____

_____

_____

_____

CollegeBoard
Advocacy & Policy Center

What's in a Goal?

Examples of District Goals		
Increase 5 year graduation rate by 5%	Increase Mass Core Completion rate by 5%	Maintain 5 year graduation rate
Increase 5 of students graduating in 4 years by 2%	Reduce gasp in high school graduation for each low performing subgroup by 5%	15% decrease in students who do not successfully transition to high school and drop out of school before the end of their 9th grade year
Decrease the gap between SPED and non-SPED college-going rate by 2.5%	To develop a mission statement for the Guidance department	All High School students are enrolled in an academic program aligned with the MassCore requirements

CollegeBoard
Advocacy & Policy Center

Updating Plans

YEAR 2			
C&CR GOALS	**PROGRAM/ ACTIVITY/INTERVENTION**	**STRATEGIES TO BUILD SUPPORT AND DISSEMINATE OUTCOME**	**PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS**
for your District	to be implemented to reach your C&CR GOALS	(e.g., school committee presentation, website development, participation on district data team)	(e.g., conferences, onsite trainings, onsite technical assistance)
⭐ **Goal**	⭐ **Intervention**	⭐ **Strategy**	**Professional Development**
5 Point Goal			
Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:
Start Date: End Date:	Start Date: End Date:	Start Date: End Date:	Start Date: End Date:
COMMENTS:			

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Writing a 5 Point Measurable Goal

Generic Goal: <u>Increase</u> the number of <u>students</u> in completing the Mass Core by <u>10%</u> by the end of the <u>2011-12 academic year.</u>

The Parts of a Goal
- Direction – **1**
- Group – **2**
- Data element(s) – **3**
- Expected outcome – **4**
- Date of expected outcome – **5**

Specific Equity-Focused Goals:

▸ Increase the number of **Latino/gender/SES students** completing the **Mass Core** in **High** schools by 10% by the end of the 2011-12 academic year.

▸ Increase the number of **African-American/gender/SES students** in Algebra I in **Middle** schools by 10% the end of the 2011-12 academic year.

How do your district goals translate to your school? Who is most in need?

CollegeBoard
Advocacy & Policy Center

Step 2

[OWN THE TURF]
College and Career
Readiness Counseling

Writing a 5 Point Measurable Goal

Directions: Write a 5 point measurable goal using the data statements on Activity #1 Data Worksheet as a guide.

The Parts of a Goal
- Direction – **1**
- Group – **2**
- Data element(s) – **3**
- Expected outcome – **4**
- Date of expected outcome – **5**

Example

Increase	Latino students	FAFSA Completion rate	by	10%	by	the end of the year.
Direction (1)	Group (2)	Data element (3)		Desired outcome (4)		Date completed (5)

Direction (1)	Group (2)	Data element (3)	by	Desired outcome (4)	by	Date completed (5)

Direction (1)	Group (2)	Data element (3)	by	Desired outcome (4)	by	Date completed (5)

Direction (1)	Group (2)	Data element (3)	by	Desired outcome (4)	by	Date completed (5)

CollegeBoard
Advocacy & Policy Center

Planning Solutions

- Conduct gap analysis that compares current initiatives with identifies need.

- Develop potential interventions for each goal.

- Ensure interventions that respond to the diversity of all student groups, parent/families in the school community.

- Determine the feasibility of interventions – self and staff skill, faculty buy-in and, resources.

- Select and prioritize interventions, identify staff responsibilities, benchmarks, and timelines.

CollegeBoard
Advocacy & Policy Center

What's in an Intervention and Strategy?

Program, Intervention, or Activity	Strategies to Build Support and Disseminate Outcome
Advisory period for completion of career plans	Participate in the ILT
Deliver 3 seminars to students in seventh and eighth grade students on self-awareness	Do a Massachusetts Accountability Report Card (MARC)
Integration of Technology via Website, Facebook, Twitter, and Wikispace	Utilize social media services as a forum to communicate success and outcomes to stakeholders and community members.
100% of Seniors, Juniors & Sophomores identified as at-risk for not graduating (through data) are presented with plans for targeted intervention(s)	50% of the Student Services Team members are affiliated with 1 or more Professional organizations
Implementation of Guidance Curriculum and Projects targeting ALL students including SPED and ELL with Data Tracking and Analysis; development of semester senior seminar, develop plan for Career Fair	Develop College and Career readiness Task force including students, alumni, parents, higher ed, community partners and business leaders
Retained students will be identified, advised, and mentored by graduation coaches; individual relationships and working alliance will be created between retained students and graduation coaches; review data on cohort retention, summer school incentive, and revise plan as needed; review data with graduation coaches and revise intervention strategies as needed	Guidance presentation at faculty meetings 2 times per year

CollegeBoard
Advocacy & Policy Center

Updating Plans

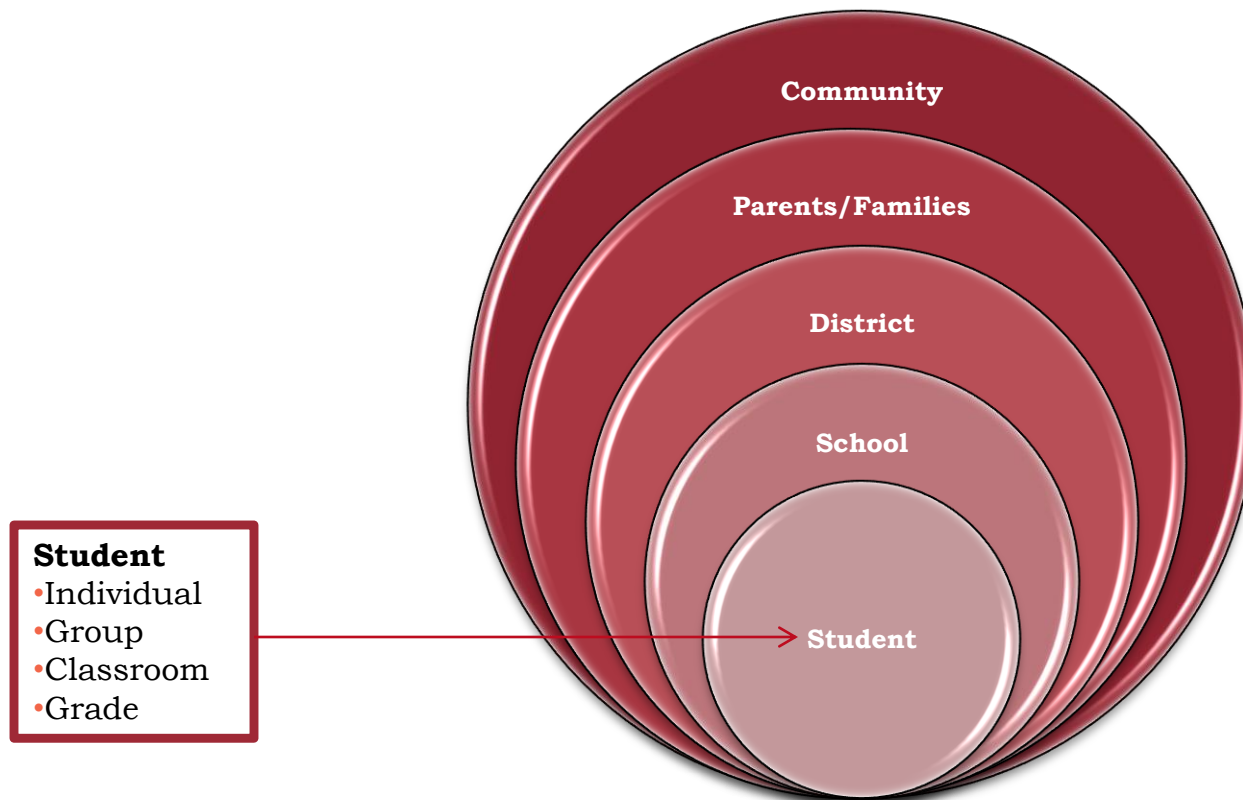| YEAR 2			
C&CR GOALS	**PROGRAM/ ACTIVITY/INTERVENTION**	**STRATEGIES TO BUILD SUPPORT AND DISSEMINATE OUTCOME**	**PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS**
for your District	to be implemented to reach your C&CR GOALS	(e.g., school committee presentation, website development, participation on district data team)	(e.g., conferences, onsite trainings, onsite technical assistance)
⭐ **Goal**	⭐ **Intervention**	⭐ **Strategy**	**Professional Development**
Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:	Person(s) Responsible:
Start Date: End Date:	Start Date: End Date:	Start Date: End Date:	Start Date: End Date:
COMMENTS:			

Systemic ACTION for Goal Attainment

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Work Systemwide

Implement Interventions Systemically

Community

Parents/Families

District

School

Student

Student
•Individual
•Group
•Classroom
•Grade

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Columbus, OH: Pearson Merrill Prentice-Hall.

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Activity #3 Assessing Systemic Perspectives

1

Rank order the level you like working at the most to the level you like working at the least .
1= least – 8=most

- Individual _____
- Group _____
- Classroom _____
- Grade _____
- School _____
- District _____
- Family _____
- Community _____

2

Rank order the level at which you feel most skilled to the level at which you feel least skilled.
1= least – 8=most

- Individual _____
- Group _____
- Classroom _____
- Grade _____
- School _____
- District _____
- Family _____
- Community _____

3

Not including individual and group counseling and classroom; what are the top three most important other levels of intervention that are needed in your school to ensure more equity-focused practice? Check three.

- Individual _____
- Group _____
- Classroom _____
- Grade _____
- School _____
- District _____
- Family _____
- Community _____

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Columbus, OH: Pearson Merrill Prentice-Hall.

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Systemic Interventions

Delivering a consistent message of college and career readiness across the school community!

- **Individual** – Meet with individual students

- **Group** – Conduct group counseling

- **Classroom** – Collaborate with teachers in collaborative classroom instruction

- **Grade-level** – Facilitate grade-level transitions

- **School-wide** – Impact system through policies and procedures

- **District** – Use vertical teams to build a systemic pipeline

- **Parents/Families** – Build social capital to promote empowerment

- **Community** – Create collaborative partnerships

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

CollegeBoard Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Goal:

Systemic Action

- Individual

- Group

- Classroom

- Grade-level

- School-wide

- District

- Parents/Families

- Community

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

NOSCA: National Office for School Counselor Advocacy

Step 4

OWN THE TURF
College and Career
Readiness Counseling

Goal: Equity Focused: Increase Latino students who graduate with Mass Core completion by 10% by the end of the 2011-2012 academic year.

Systemic Action

Individual
•Meet with Latino students who are not on target for Mass Core completion.

Group
•Develop and run 3-4 small groups with Latino students on academic planning, college and career planning and goals, and first generation considerations if applicable.

Classroom
•Present academic planning for postsecondary options in targeted core classrooms with high numbers of students from all groups not on target for Mass Core – focus on Latino students. Focus on study skills, test taking, time management, decision making, critical thinking skills, presenting, listening, research, debate and writing.

Grade-level
•For incoming 9th grade students conduct sessions throughout the year in Language Arts and other common core classes to connect academic planning and college and career readiness. Identify Latino students who need specific assistance and target for additional group work.

•Develop benchmarks for students in each grade level 10-12 to establish a progression of academic planning and college and career exploration and selection for the future.

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

CollegeBoard
Advocacy & Policy Center

Goal: Equity Focused: Increase Latino students who graduate with Mass Core completion by10% by the end of the 2011-2012 academic year.

Systemic Action

•School-wide –
•Use data to identify all Latino students not on target for Mass Core.
•Identify classes with large numbers of students struggling to meet Mass core.
•Provide consult to teachers on classroom messaging for C&CR for all students, especially targeted students and other traditionally underserved populations.
•Work with teachers and administrators to build in academic supports like tutoring and special study sessions for all students and ensure Latino students in rigorous courses for the first time participants.
•Work with administrators to ensure the master schedule provides enough sections of Mass Core courses for all students – especially identified students.
•Provide in-service to teachers on academic planning for college and career readiness and share available resources they can use to integrate information into their curriculum with a specific focus on helping Latino students build academic and post secondary aspirations.
•Establish early warning systems for all students but focus on those struggling to meet Mass Core requirements – be sure Latino students are included.
•Examine data side by side with corresponding policies, practices and procedures to determine impact on equity – for example: how students enter rigorous courses and disaggregate data by student groups.

•District
•Meet with middle school counselors and teachers about academic trajectory needed in middle school to complete the Mass Core requirements. – identify Latino students in academic need – begin early intervention.
• Hold joint meetings with middle school counselors and parents/families of 8th grade students about Mass Core and the supports available in the high school for students.
•Plan collaborative interventions between middle and high school to ensure successful transitions.

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* **(3rd.). Boston: Pearson Merrill Prentice-Hall.**

NOSCA: National Office for School Counselor Advocacy

Step 4

Goal: Equity Focused: Increase Latino students who graduate with Mass Core completion by 10% by the end of the 2011-2012 academic year

Systemic Action

•Parents and Families

•Conduct outreach to parents of identified students and ensure they have all the information that students receive and know how to support their student.

•Provide materials for parents/families in the language spoken in the home.

•Provide opportunities for parents/families to come to the school at different times, hold events in the community where parents/families frequent.

•Help parents/families understand how they can best advocate for their student and the consequences to the future life options of their student by not engaging in the process.

•Provide culturally competent relationship building with parents/families to garner trust and increased engagement.

Community

•Identify community leaders who can provide support for parents/families of students most in need – places of worship, community recreation centers or civic centers.

•Identify mentors form the community who can support both students and parents/families.

•Identify speakers on college and career who can share personal stories of success relevant to both students and parents/families.

•Invite past graduates who are current college students to speak to high school students about taking rigorous courses to increase future life options.

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

CollegeBoard
Advocacy & Policy Center

Step 4

Goal:

Systemic Action

- **Individual**

- **Group**

- **Classroom**

- **Grade-level**

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

CollegeBoard
Advocacy & Policy Center

NOSCA: National Office for School Counselor Advocacy

Activity #4 Systemic Action Worksheet B
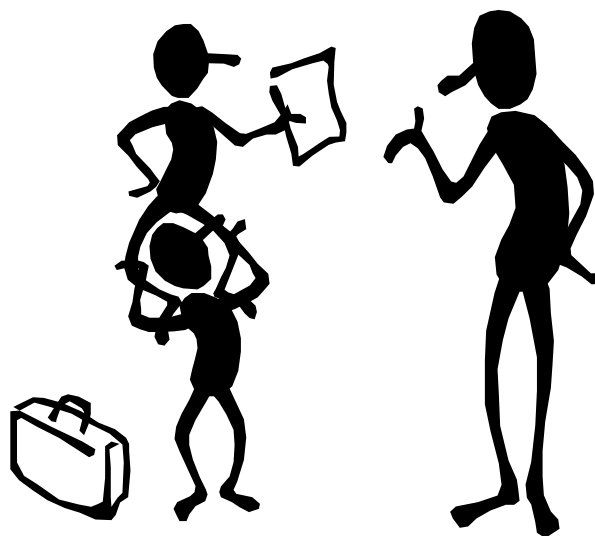
Goal:

Systemic Action

•**School-wide**

•**District**

Source: Lee, V. V. & Goodnough, G. E. (2011). Systemic data-driven school counseling practice and programming for equity. In B. T. Erford (Ed.) *Transforming the school counseling profession* (3rd.). Boston: Pearson Merrill Prentice-Hall.

NOSCA: National Office for School Counselor Advocacy

Goal:

<u>Systemic Action</u>

- **Parents and Families**

- **Community**

NOSCA: National Office for School Counselor Advocacy

Accountability Communicating the Message

CollegeBoard
Advocacy & Policy Center

Accountability Report

1 Baseline Data:
_____
_____
_____

2 Goal Statement:
_____
_____
_____

3

Systemic Interventions	
Individual	
Group	
Classroom	
Grade	
School	
Parents/Family	
District	
Community	

100
90
80
70
60
50
40
30
20
10
0
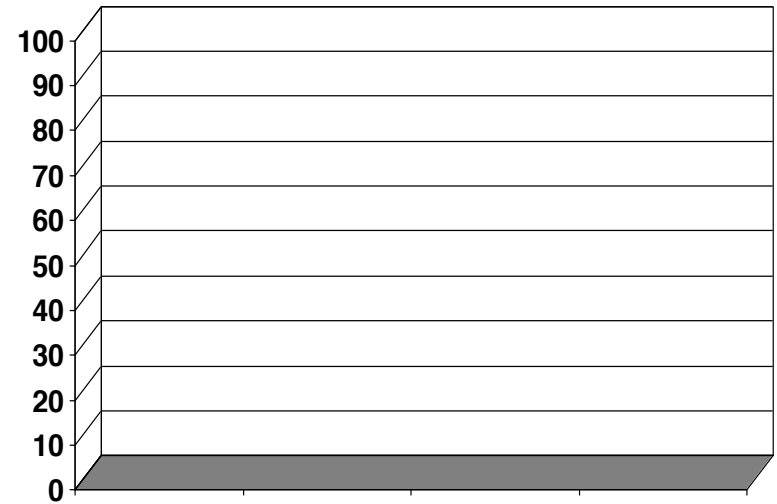
5 Legend

4 Results/Outcome Statement:
_____
_____
_____

CollegeBoard
Advocacy & Policy Center

Source: (Lee & Goodnough, 2011)

NOSCA: National Office for School Counselor Advocacy

Now, there are some who question the scale of our ambitions, who suggest that our system cannot tolerate too many big plans.

Their memories are short, for they have forgotten what this country has already done, what free men and women can achieve when imagination is joined to common purpose and necessity to courage.

President Barack Obama

CollegeBoard
Advocacy & Policy Center