Connecting Data-Driven Goals to Action and Outcomes for Equity

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National Office for School Counselor Advocacy
The College Board
Definition of College and Career Readiness:
Being College and Career ready mean that an individual had the academic, technical/technological, and workplace knowledge and skills necessary for success in postsecondary education and economically viable career pathways in a 21st century economy.

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

## YEAR 2

<table>
<thead>
<tr>
<th>C&amp;CR GOALS for your District</th>
<th>PROGRAM/ACTIVITY/INTERVENTION to be implemented to reach your C&amp;CR GOALS</th>
<th>STRATEGIES TO BUILD SUPPORT AND DISSEMINATE OUTCOME (e.g., school committee presentation, website development, participation on district data team)</th>
<th>PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS (e.g., conferences, onsite trainings, onsite technical assistance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Intervention</td>
<td>Strategy</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

Person(s) Responsible

Start Date: __________  End Date: __________

Comments: ___________________________

NOSCA: National Office for School Counselor Advocacy
### Scoring Rubric for MA Model Implementation Plans (Year 2)

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

**Exemplary**

Every Goal Clearly:
1. Addresses an achievement gap shown in the data
2. Is measurable
3. Is focused on college and career readiness
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
## SCORING RUBRIC FOR MA MODEL IMPLEMENTATION PLANS (YEAR 2)

<table>
<thead>
<tr>
<th>RTTT PROJECT 4C</th>
<th>Exemplary (E)</th>
<th>Proficient (P)</th>
<th>Needs Improvement (NI)</th>
<th>Insufficient (I)</th>
</tr>
</thead>
</table>
| **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:  
  a) Presentation to key stakeholders  
  b) Participation on district/school leadership and/or data teams  
  c) Counselor/principal collaboration  
  d) Counselor/teacher collaboration  
  e) Counselor/family collaboration  
  f) Use of technology  
  g) 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:  
  a) Presentation to key stakeholders  
  b) Participation on district/school leadership and/or data teams  
  c) Counselor/principal collaboration  
  d) Counselor/teacher collaboration  
  e) Counselor/family collaboration  
  f) Use of technology  
  g) 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. |
| Score (E, P, or NI, I)       |                                                                                |                                                                               |                                                                                                        |                                                                                |

### 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
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.
## Making Change for RTTT Outcomes

<table>
<thead>
<tr>
<th>Critical Questions</th>
<th>Points of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where do district you stand?</td>
<td>1. Baseline Data</td>
</tr>
<tr>
<td>2. Where do you want to go?</td>
<td>2. Goals</td>
</tr>
<tr>
<td>3. What will you do?</td>
<td>3. Planning Solutions (Gap Analysis)</td>
</tr>
<tr>
<td>5. What will change?</td>
<td>5. Outcomes</td>
</tr>
<tr>
<td>6. How will you maintain the change?</td>
<td>6. Sustainability</td>
</tr>
</tbody>
</table>

NOSCA: National Office for School Counselor Advocacy
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

Looking at data elements by student groups helps identify inequities, develop measurable goals, inform practice and demonstrate accountability.
Determine the number for each % percentage
**Activity #1 Data Sheet A**

### 1. Determine Baseline Data

#### DISTRICT BASELINE C&CR DATA:

**a. MassCore Completion Rates 2010:**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>AfAm</th>
<th>Asian</th>
<th>Hisp</th>
<th>MR/nHisp</th>
<th>NA</th>
<th>NH</th>
<th>White</th>
<th>LEP</th>
<th>LowInc</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>31.0%</td>
<td>23.2%</td>
<td>37.5%</td>
<td>27.3%</td>
<td>16.7%</td>
<td>-</td>
<td>-</td>
<td>31.9%</td>
<td>26.3%</td>
<td>5.6%</td>
<td></td>
</tr>
</tbody>
</table>

**b. Graduation Rates 2010:**

- **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?**
## 1. Determine Baseline Data

### District Baseline C&CR Data:

#### a. MassCore Completion Rates 2010:

<table>
<thead>
<tr>
<th>All</th>
<th>AfAm</th>
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<th>NA</th>
<th>NH</th>
<th>White</th>
<th>LEP</th>
<th>LowInc</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.6%</td>
<td>50.0%</td>
<td>-</td>
<td>15.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### b. Graduation Rates 2010:

<table>
<thead>
<tr>
<th>All</th>
<th>Female</th>
<th>Male</th>
<th>AfAm</th>
<th>Asian</th>
<th>Hisp</th>
<th>MR/nHisp</th>
<th>NA</th>
<th>NH</th>
<th>White</th>
<th>LEP</th>
<th>LowInc</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.0%</td>
<td>55.0%</td>
<td>47.5%</td>
<td>52.4%</td>
<td>-</td>
<td>44.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>70.3%</td>
<td>34.4%</td>
<td>46.0%</td>
</tr>
<tr>
<td>57.6%</td>
<td>60.0%</td>
<td>55.3%</td>
<td>58.8%</td>
<td>-</td>
<td>51.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73.8%</td>
<td>40.7%</td>
<td>51.5%</td>
</tr>
<tr>
<td>52.5%</td>
<td>55.4%</td>
<td>49.8%</td>
<td>61.5%</td>
<td>-</td>
<td>45.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73.4%</td>
<td>26.3%</td>
<td>46.9%</td>
</tr>
<tr>
<td>56.2%</td>
<td>59.4%</td>
<td>53.2%</td>
<td>72.7%</td>
<td>-</td>
<td>48.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>76.1%</td>
<td>27.2%</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

#### c. AP Participation Data 2009:

<table>
<thead>
<tr>
<th>Juniors/Seniors Enrolled in at least one Advanced Placement Course (All Students)</th>
<th>Total: 66/764</th>
<th>9% AP Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test(s) Taken</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>69</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

---

- What inequities does the data reveal?
- What are the gaps between student groups?
1. Determine Baseline Data

**DISTRICT BASELINE C&CR DATA:**

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<thead>
<tr>
<th>a. MassCore Completion Rates 2010:</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>31.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Graduation Rates 2010:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>5 Year Graduation Rates:</td>
</tr>
<tr>
<td>80.7%</td>
</tr>
<tr>
<td>5 Year Adjusted Graduation Rates:</td>
</tr>
<tr>
<td>86.8%</td>
</tr>
<tr>
<td>4 Year Graduation Rates:</td>
</tr>
<tr>
<td>71.7%</td>
</tr>
<tr>
<td>4 Year Adjusted Graduation Rates:</td>
</tr>
<tr>
<td>78.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Other data relevant to your goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.7% of Class of '09 enrolled in college</td>
</tr>
<tr>
<td>The gap between SPED and non-SPED 29%</td>
</tr>
<tr>
<td>The gap between LEP and non-LEP MHS 35.3%</td>
</tr>
</tbody>
</table>

• What inequities does the data reveal?  
• What are the gaps between student groups?
1. Determine Baseline Data – Identify Inequities

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

**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.

**Data Statements - What does the data say?**

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
## What’s in a Goal?

<table>
<thead>
<tr>
<th>Examples of District Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase 5 year graduation rate by 5%</td>
</tr>
<tr>
<td>Increase 5 of students graduating in 4 years by 2%</td>
</tr>
<tr>
<td>Decrease the gap between SPED and non-SPED college-going rate by 2.5%</td>
</tr>
</tbody>
</table>
## Updating Plans

### YEAR 2

<table>
<thead>
<tr>
<th>C&amp;CR GOALS</th>
<th>PROGRAM/ ACTIVITY/INTERVENTION</th>
<th>STRATEGIES TO BUILD SUPPORT AND DISSEMINATE OUTCOME</th>
<th>PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE NEEDS</th>
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<tbody>
<tr>
<td>for your District</td>
<td>to be implemented to reach your C&amp;CR GOALS</td>
<td>(e.g., school committee presentation, website development, participation on district data team)</td>
<td>(e.g., conferences, onsite trainings, onsite technical assistance)</td>
</tr>
</tbody>
</table>

### Goal

### Intervention

### Strategy

### Professional Development

### 5 Point Goal

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Start Date</th>
<th>End Date</th>
<th>Person(s) Responsible</th>
<th>Start Date</th>
<th>End Date</th>
<th>Person(s) Responsible</th>
<th>Start Date</th>
<th>End Date</th>
<th>Person(s) Responsible</th>
<th>Start Date</th>
<th>End Date</th>
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**NOSCA: National Office for School Counselor Advocacy**
Writing a 5 Point Measurable Goal

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

**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?
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

<table>
<thead>
<tr>
<th>Direction (1)</th>
<th>Group (2)</th>
<th>Data element (3)</th>
<th>Desired outcome (4)</th>
<th>Date completed (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>Latino students</td>
<td>FAFSA Completion rate</td>
<td>by 10%</td>
<td>by the end of the year.</td>
</tr>
</tbody>
</table>

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

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

Step 2
Activity #2 Goal Worksheet
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.
## What’s in an Intervention and Strategy?

<table>
<thead>
<tr>
<th>Program, Intervention, or Activity</th>
<th>Strategies to Build Support and Disseminate Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory period for completion of career plans</td>
<td>Participate in the ILT</td>
</tr>
<tr>
<td>Deliver 3 seminars to students in seventh and eighth grade students on self-awareness</td>
<td>Do a Massachusetts Accountability Report Card (MARC)</td>
</tr>
<tr>
<td>Integration of Technology via Website, Facebook, Twitter, and Wikispace</td>
<td>Utilize social media services as a forum to communicate success and outcomes to stakeholders and community members.</td>
</tr>
<tr>
<td>100% of Seniors, Juniors &amp; Sophomores identified as at-risk for not graduating (through data) are presented with plans for targeted intervention(s)</td>
<td>50% of the Student Services Team members are affiliated with 1 or more Professional organizations</td>
</tr>
<tr>
<td>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</td>
<td>Develop College and Career readiness Task force including students, alumni, parents, higher ed, community partners and business leaders</td>
</tr>
<tr>
<td>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</td>
<td>Guidance presentation at faculty meetings 2 times per year</td>
</tr>
</tbody>
</table>
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#### YEAR 2

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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Intervention</td>
<td>Systemic ACTION for Goal Attainment</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Start Date:</td>
<td>End Date:</td>
<td>Start Date:</td>
<td>End Date:</td>
</tr>
</tbody>
</table>

**NOSCA: National Office for School Counselor Advocacy**
Work Systemwide

Implement Interventions Systemically

### Activity #3 Assessing Systemic Perspectives

<table>
<thead>
<tr>
<th>Rank</th>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1. Rank order the level you like working at the most to the level you like working at the least.**

1 = least  –  8 = most

**2. Rank order the level at which you feel most skilled to the level at which you feel least skilled.**

1 = least  –  8 = most

**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


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

Goal:

**Systemic Action**

- Individual
- Group
- Classroom
- Grade-level
- School-wide
- District
- Parents/Families
- Community

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.


NOSCA: National Office for School Counselor Advocacy
**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

**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.

**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.

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Activity #4 Systemic Action Worksheet A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td></td>
</tr>
</tbody>
</table>

**Systemic Action**

- Individual
- Group
- Classroom
- Grade-level

Goal:

Systemic Action

• School-wide

• District

Activity #4 Systemic Action Worksheet C

Step 4

Goal:

Systemic Action

• Parents and Families

• Community

Accountability
Communicating the Message
Accountability Report

1. Baseline Data:
   _______________________________________
   _______________________________________
   _______________________________________

2. Goal Statement:
   _______________________________________
   _______________________________________
   _______________________________________  

3. Systemic Interventions

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
<th>Classroom</th>
<th>Grade</th>
<th>School</th>
<th>Parents/Family</th>
<th>District</th>
<th>Community</th>
</tr>
</thead>
</table>

4. Results/Outcome Statement:
   _______________________________________
   _______________________________________
   _______________________________________

5. Legend

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