

## Evaluation Criteria Guidance Program – January 2014

### Goal

The guidance curriculum will address the students' needs in the areas of career planning and exploration, knowledge of self and others, educational and career development. Responsive services will be provided, including individual and small group counseling, crisis counseling and referral to appropriate agencies. The high school counselor will work with students to secure college scholarships and financial aid.

### Evaluation

The Board will evaluate the district's guidance program annually to determine if the guidance goal is being met.

### Evaluation Criteria

1. Does the guidance curriculum address career planning and exploration, knowledge of self and others, and educational and career development?

**The Missouri Comprehensive Guidance Curriculum includes career planning and exploration, knowledge of self and others, and educational and career development. It is designed to developmentally match every grade level and includes Grade Level Expectations (GLE's) like each content-specific K-12 subject.**

2. Is the curriculum articulated through all grade levels?

**The curriculum is presented by all counselors throughout the district to each grade level. In the elementary school, counselors are in the classroom three times a day for 30-40 minutes, articulating the curriculum to one classroom per grade level. In the middle school, the counselors meet with each grade level monthly. In the high school, the counselors schedule times with teachers to articulate the curriculum.**

3. Are competencies to be addressed through the guidance curriculum/program identified and prioritized based on current needs assessment data?

**Every five years a needs assessment is given to students and parents. The Holden R-III counselors distributed the needs assessment in the fall of 2011 to certified staff, parents, and students. Results will be used to identify and prioritize the guidance curriculum and program, In addition,**

a yearly assessment is given to teachers, parents, and staff to assess the effectiveness of the comprehensive guidance program at all grade levels.

4. Do counselors spend an appropriate amount of time on curriculum activities?

According to the Time/Task Analysis of DESE's Internal Improvement Review, counselors at each level are within 5-10% of the recommended percentage of time for guidance curriculum activities. Elementary school counselors are averaging 40% of their time on curriculum activities, while the state recommends 35-45%. At the middle school level, 16% of counselor time is spent on the guidance curriculum component of the Missouri Comprehensive Guidance Program. It is recommended that 25-35% of a middle school counselor's time be spent on curriculum. The high school counselors average 9% of their time performing curriculum activities, while the state recommends 15-25%.

5. Do activities and procedures at all levels provide a comprehensive program of career awareness and exploration?

The counselors in the district follow the Missouri Comprehensive Guidance Curriculum, which includes a comprehensive program of career awareness and exploration. The website Missouri Connections, a free career exploration tool, is used often at appropriate educational levels.

6. Beginning in middle school, is there a system in place to provide assistance to students, in collaboration with parents/guardians, to develop educational and career plans?

The Middle School and High School Counselors work together to facilitate the first 4-6 Year Plan of Study in eighth grade, in which students develop their educational and career plans. The counselors and teachers at the high school continue to refine and define those educational and career plans throughout their high school experience.

7. Is educational and vocational information readily available to students?

The High School Counselors have a bulletin board with current information on scholarships, vocational training, and colleges. They present college, military and financial aid information to students and their parents during evening presentations. Scholarship information is also posted on the district website under HS Guidance. In addition, students are introduced to Missouri Connections during their sophomore

year of high school in conjunction with PLAN test results, which includes a career interest inventory.

8. Are individual and small group counseling, crisis counseling, and referral services provided to students?

**According to the Time/Task Analysis portion of the Internal Improvement Review, counselors in our district are dedicating an average of 30% to individual, small group, and crisis counseling at the Elementary level, 50% at the Middle School level, and 30% at the High School level. At the Elementary and Middle school levels, this percentage is slightly higher than the standards set by the Missouri Comprehensive Guidance Program. It is slightly lower than recommended standards at the High School level. The district counselors have developed a resource manual and pamphlet to be given to those students and/or parents in need of referral services.**

9. Is consultation provided to teachers, administrators and parents/guardians regarding the individual student's academic progress and personal and social concerns?

**The outcome of the teacher survey conveys that counselors in our district provide consultation regarding individual student's academic progress and personal and social concerns. Also, past surveys have shown the same is true for parents.**

10. Has the Board adopted a written, district-wide guidance plan?

**The Board has adopted the Missouri Comprehensive Guidance Program as our district-wide guidance plan.**

11. Are students able to obtain appropriate college scholarships and financial aid?

**Local, state, and national scholarships are posted on the high school counseling website under "HS Guidance." In addition, students and parents/guardians are invited to attend an annual Financial Aid Night and FAFSA Workshop. A local scholarship committee selects local scholarship recipients from a pool of senior candidates who have submitted scholarship applications. In 2013-2014, \$196,400 in scholarship money was awarded to 31 graduating seniors.**

12. Does the guidance budget provide for adequate resources to implement the curriculum and programs?

**In the past the budget has been adequate. This year, we have had to forego professional development and some supplies that promote different aspects of the curriculum.**

13. Is there an advisory committee, composed of school and community members, to review the guidance programs' activities?

**Yes. There is Bright Futures Site Council Committees in each building that is composed of school and community members. The Bright Futures Site Council meets monthly in each building.**

14. Is there a follow-up of graduates?

**Yes. Phone calls are made to each student regarding their status after graduation.**

15. Is there an exit procedure of students leaving the district?

**There is an exit procedure of students leaving the district at all levels. At the elementary and middle school levels, parents simply withdraw their child from school and a request for records from the new school is faxed to our school. When the request for records is received, the student is officially dropped from enrollment. At the high school level, students and parents must fill out a "Withdrawal Form" and pay all outstanding fees before transferring out of the district. A request for records from the new school is faxed to our school. When the request is received, the student is officially dropped from enrollment.**

**Additionally, counselors at the high school level meet individually with each senior to continue advising them on after-graduation career/vocational plans. This is done in the fall. Every senior also participates in an exit survey that gives counselors feedback on the effectiveness of the guidance program as well as the students' plans for the future.**

**Review CSIP Objective 1, Strategies 7, 8, & 9 & Objective 2, Strategies 1 & 2:**

Objective 1, Strategy 7: A plan for improving academic achievement will be implemented.

**Response to Intervention strategies are being implemented at all levels to increase academic achievement. Each building has created their own goals for increasing academic achievement and test scores.**

Objective 1, Strategy 8: Improve high school ACT scores.

**An ACT Workshop is administered the Saturday before each ACT test. Students are introduced to each ACT subtest and practice tests and test-taking strategies are provided at the workshops. In order to promote more students taking the ACT, a district-wide ACT Reimbursement Policy has been created.**

Objective 1, Strategy 9: Efforts will be made to increase enrollments in core courses.

**Beginning with the graduating class of 2014, students will be required to take four consecutive years of math in addition to English. Students are encouraged to take additional science and social studies classes as well. In addition, more dual credit courses are being approved each year. Students are also encouraged to participate in elective courses that relate to the career pathway they are seeking after high school.**

Objective 2, Strategy 1: A School to Career program will be implemented.

**Seniors are provided the opportunity to participate in a School to Career program if they meet certain attendance and GPA requirements. They must also have a job and be dually enrolled in or have taken the Occupations course. In addition, seniors may also participate in Internship programs specifically designed around their future career.**

Objective 2, Strategy 2: The number of academically rigorous and dual credit classes will be provided in all core areas.

**Academically rigorous classes and dual credit classes are provided in all core areas. Each year, we strive to add additional rigorous and dual credit courses.**