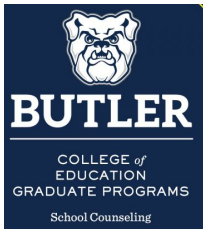
Indiana Gold Star

Counseling Initiative Report



Developed by: Dr. Tom Keller, Dr. Brandie Oliver, and Dr. Nick Abel

Gold Star Evaluation: Final Report

Drs. Tom Keller, Brandie Oliver, & Nick Abel

Butler University

Gold Star Evaluation: Final Report

Overview of Study

In October 2017, the Indiana Department of Education (IDOE) distributed a request for quotes (RFQ) to the CounselorTalk listserv and other channels in order to solicit bids for a vendor to facilitate the evaluation, pilot, and recommendations for updates to the Indiana Gold Star School Counseling initiative. Specifically, the IDOE asked that potential projects "evaluate the impact that Gold Star School Counseling has had on student outcomes and ensure the process:

- is meaningful and impactful;
- positively impacts student outcomes, including Perkins Core Indicators;
- includes an implementation component;
- includes Career and Technical Education (CTE) -specific training; and
- sets criteria for comprehensive school counseling, while allowing schools more flexibility in the development process."

The school counseling faculty at Butler University (Drs. Tom Keller, Brandie Oliver, and Nick Abel) submitted a bid and were awarded a $25,000 contract that was executed in January 2018 to facilitate the following efforts in alignment with the RFQ:

- Gold Star Program Evaluation: In order to evaluate the impact of Gold Star status on a variety of student outcomes, as well as gather the opinions of those who have recently won the award via completion of the Redesigning School Counseling (RSC) program offered by the American School Achievement Institute (ASAI), we undertook both a quantitative and qualitative analysis of the program. The quantitative portion was carried out by researchers at the Ronald C. Fredrickson Center for School Counseling Outcome

Research (CSCORE) at the University of Massachusetts Amherst and consisted of an analysis of school data from over 3,000 Indiana schools in an effort to quantify the impact of Gold Star. The qualitative portion was carried out by the BU faculty who interviewed 13 school counseling stakeholders who had recent experience with Gold Star via the RSC process in order to better understand the program's strengths and areas for improvement.

- Comparison of Approaches to Comprehensive School Counseling Programs (CSCP): To better understand the efficiency and effectiveness of various approaches to developing a CSCP, we set out to follow and understand the efforts of school counselors at the beginning stages of implementing a program using one of three approaches: the American School Counselor Association (ASCA) National Model, the RSC and/or more involved Guiding All Kids (GAK) programs offered by ASAI, and the state of California's Support Personnel Accountability Report Card (SPARC). In the end, 5 schools participated that are pursuing RAMP (Recognized ASCA Model Program), 1 school participated that is going through the Gold Star Renewal process, and after multiple conversations with Dr. Trish Hatch and Ms. Danielle Duarte, it was decided not to include schools from California (more information below).
- Career and Technical Education (CTE) Specific Training: Given the critical links between school counseling and CTE, the IDOE requested in the RFQ that CTE training be offered as part of this project. The first part of this work consisted of a survey distributed to all CTE Directors for school corporations in Indiana to better understand their knowledge of and involvement with Gold Star, as well as their opinions for improving CTE advising done by Indiana school counselors. The remainder of this work

was turned over to and carried out by Dr. Laura Owen, director of the Center for Postsecondary Readiness and Success at American University who did an analysis of CTE tools and information available to Indiana school counselors and used that information, along with her expertise of national resources, to hold a series of webinars for interested school counselors on the topic of CTE training.

- Formation of Recommendations: Using all the information gathered through the efforts above, the authors created a list of recommendations to be considered by the IDOE, Gold Star Advisory Group, and other key stakeholders (legislators, administrators, counselor educators, etc.).

The report that follows provides an in-depth look at what was learned from the tasks above, all of which were carried out over a roughly 11-month period from February 2018 through December 2018. The report is organized as follows:

I. Quantitative Analysis
II. Qualitative Analysis
III. Comparison of Approaches to Comprehensive School Counseling
IV. Survey of CTE Directors
V. Summary of Findings
VI. Recommendations
VII. Appendix A: Full Report on Quantitative Analysis

I. Quantitative Analysis

Evaluators from the Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation (CSCORE) at The University of Massachusetts Amherst conducted a quantitative analysis pertaining to the impact of Gold Star status on selected school outcomes. Variables of interest were at the aggregate level and included percent of overall attendance, college readiness data (i.e. SAT, ACT, Advanced Placement [AP], Dual Credit [DC], PSAT), Career and Technical Education (CTE) participation, the total number of discipline referrals within each school, the number of students receiving discipline referrals, the schools' graduation rates, and the locale type. Additional outcome measures included passing rates on the English Language Arts (ELA) and mathematics portions of the Indiana Statewide Testing for Educational Progress Plus (ISTEP) for grades 3-8 and grades 10. A series of descriptive statistics, t-tests, and multivariate linear regressions were conducted to examine whether there were any statistically significant relationships or predictiveness between school participation in the Gold Star program and these outcome measures. While specific findings are detailed directly below as well as in Appendix A of this report, in short, the evaluators failed to find strong converging evidence that Gold Star is predictive or associates with school outcomes. Specifically, this analysis did not suggest that Gold Star status is predictive of increased graduation rates or math or ELA scores at either the elementary, middle, or high school level or increased graduation rates. Furthermore, there were no significant differences between Gold Star and non-Gold Star schools' free/reduced lunch (FRL) status at the representative sample level.

At a more granular level, the analysis revealed that at the elementary level, Gold Star status was not associated with attendance, discipline referrals, or FRL status. There was also no significant difference between math and ELA passing rates of Gold Star vs. non-Gold Star

schools. There was however, a significant negative association between Gold Star and special education status (i.e. schools with more students enrolled in special education are less likely to have Gold Star).

At the middle school level, there were no significant differences between ELA and math passing rates for Gold Star vs. Non-Gold Star schools. There were also no significant correlations between Gold Star status and attendance, discipline referrals, special education status, or percentage of students receiving FRL.

At the high school level, there were no significant differences between math and ELA passing rates between Gold Star and Non-Gold Star schools. There were also no significant differences between SAT composite scores in Gold Star vs Non-Gold Star schools. While there was not a statistically significant difference between the percentage of African American and white students in Gold Star vs. Non-Gold Star schools at the representative sample level, there was at the full-sample high school level, however. This suggests that at the high school level, the racial make-up of Gold Star schools is different than Non-Gold Star schools with more white students in Gold Star schools than non-Gold Star schools. While the regression models do not suggest that the percentage of students within these groups are predictive of outcomes, it is important to highlight this disparity.

To this point, when including African American students and white students in the regression models (to control for racial make-up given the discrepancy at the all-sample level; albeit not the representative level), the evaluators found that, within the representative level, Gold Star was predictive of ELA scores. As indicated in the report, this result should be interpreted with caution. However, this does indicate that there are several factors that facilitate

or hinder academic outcomes, potentially and likely in addition to the aggregate level data that the evaluators received.

The evaluators also found that at the high school level Gold Star status was related to the number of students enrolled in CTE. At the aggregate level and based upon summative data, Gold Star does not impact the outcome variables that were included in the descriptive statistics, regression models, mean difference analyses, and correlation analyses conducted.

Quantitative Analysis: Summary of Findings

This analysis was conducted to answer three overarching questions. Responses to these questions are indicated.

What is the impact of comprehensive implementation of Gold Star compared to schools that have not implemented Gold Star?

This analysis found minimal differences. At the elementary level, there was a moderate significant negative association between Gold Star and special education status (i.e. schools with more students enrolled in special education are less likely to have Gold Star). At the middle school level, no significant differences were found. At the high school level, when including racial demographics into the regression model, the evaluators found that Gold Star status may predict ELA passing rates. This result is to be taken with caution and may suggest that other factors outside of the variables analyzed in the report, support academic success.

Is there a difference in Perkins Core Indicator scores for at-risk students in schools that implement Gold Star compared to at-risk students in schools that do not implement the program?

The evaluators did not receive Perkins Core Indicator scores. However, a related result suggests that at the high school level there is a positive association between Gold Star status and the number of students enrolled in CTE.

Is a school's level of Gold Star implementation predictive of students' positive outcomes as measured by Perkins Core Indicators, attendance, number of discipline referrals, and state accountability measures?

While the evaluators did not receive Perkins Core indicator scores, Gold Star implementation is not associated with attendance or number of discipline referrals. Only at the high school level was Gold Star status predictive of ELA passing rate. This was when including African American and White student populations in the model. As discussed, in light of not meeting all statistical assumptions, this result may suggest that other factors outside of the variables analyzed in the report, support academic success.

Quantitative Analysis: Limitations

This report does not include analysis of proximal data that might be more closely aligned with Gold Star activities and thus cannot draw any conclusions about other types of outcomes. Also, the evaluators were not able to analyze AP scores as the data were not in a conducive format. Furthermore, there were some schools in the master data set that did not have name labels or Gold Star schools that could not be found in the master data set. Relatedly, there was some missing data in the master dataset, so analyses may have different n's than the overall N reported for the population or sample. In light of these limitations, this report provides aggregate level analyses from a large dataset in considering variables related to Gold Star status.

Quantitative Analysis: Additional Findings

The evaluators gleaned additional results from the regression models. While they are not related to the research questions, they were important to share, and might bring forth valuable information.

Elementary level.

The evaluators found that special education and attendance positively predicted mathematics scores (greater levels of special education and attendance attribute to greater mathematic scores). Specifically, when controlling for all other variables, the percent of math passing scores increase approximately 1% for every percentage point of students enrolled in special education. Also, attendance served as an additional predictor of mathematics scores. For every percent increase of attendances, school in the sample were predicted to have an approximate 9% increase in passing scores. Also, free and reduced lunch brought forth a minimal negative association of mathematics scores (An approximate .3% decrease of math passing scores per percentage of students receiving FRL).

For the ELA model, attendance (when controlling for other variables in the model) was positively predictive of ELA scores. Of note, the high score could be attributed to the high amount of existing variance of attendance percentage. Specifically, greater attendance scores was predictive of greater ELA passing rate (a near 9% increase in ELA passing rate per attendance percentage). There was also a negative association with FRL (An approximate 3% decrease in ELA passing rate per attendance percentage).

Middle school level.

For the math model there was a negative association between free and reduced lunch and mathematics scores. Specifically, when controlling for other variables, there was an approximate

.59% decrease in math passing rate per 1 percent increase of the percentage of students receiving FRL. For ELA, a similar significant result was found for just FRL (An approximate .45% decrease in ELA passing rate per 1% increase of FRL).

High school level.

For mathematics, there was a negative association between free and reduced lunch and math passing scores, suggesting that for every increased percentage of students with free and reduced lunch, there was an approximate .45 percent decrease in math scores. When testing the ELA model, the evaluators found that for FRL there was a negative association suggesting that for every increased percentage of students with free and reduced lunch, there was an approximate .46 percent decrease in ELA passing rate (when controlling for other variables in the model). There was a similar negative association for special education, suggesting that for every increased percentage of students enrolled in special education, there is an approximate 1.2% decrease in ELA passing rate when controlling for other variables in the model.. There was no significant impact of variables within the model focused on the percentage of students graduating.

When the percentage of white students and percentage of African American students' variables were included in the regression analysis, this restructured math, ELA, and graduation rate models. For math, just FRL was negatively associated, wherein for every percentage increase of FRL students, there would be an approximate .6% decrease in math. For ELA, FRL was negatively associated wherein for every percentage increase of students receiving FRL, there is an approximate .7% increase in ELA passing rate. For Special education, for every percentage increase of students enrolled in special education there would be a predicted .006% increase in ELA passing rate.

II. Qualitative Analysis

In addition to examining the impact of Gold Star quantitatively, we felt it was important to use other methods to explore basic issues such as the strengths and challenges of the current RSC model, including the impact of recent changes to the program, perceived need for improvements, and the opinions held by key stakeholders. To do this, we utilized open-ended survey questions, focus groups, and individual interviews to gather qualitative feedback from a variety of individuals who have taken part in RSC training in the recent past (2014 - present). Findings from open-ended survey questions are addressed in other sections of this report (see "Comparison of Approaches to Comprehensive School Counseling" and "Survey of CTE Directors"), while findings from focus groups and individual interviews are discussed below.

Focus Groups and Interviews: Process

Participants were recruited via multiple email invitations sent to the CounselorTalk listserv for Indiana school counselors. A variety of days, times, and formats were offered to facilitate participations from as many individuals as possible. In total, 13 people shared their opinions of the Gold Star award and RSC process during a focus group or individual interview in one of the following locations: the campus of Butler University; a school corporation office; virtually via the Zoom video-conferencing platform; and during a breakout session at the Indiana School Counselor Association annual conference. The sample included school counselors working at each developmental level as well as two district-level employees and one state-level employee. Informed consent was obtained from each participant and all were provided with a gift worth approximately $10.

Regardless of format and group size, each participant was given the opportunity to respond to the following questions:

1. What changes have you measured or noticed in your students or school climate as a result of participating in the Gold Star program?
2. Reflecting on your work with the Gold Star program, how would you describe the process?
3. How could the Gold Star process be strengthened and/or improved?
4. Do you have feedback on the website and tools?
5. Do you have thoughts on the feedback you received and the turnaround time?

Focus Groups and Interviews: Findings

Question 1: What changes have you measured or noticed in your students or school climate as a result of participating in the Gold Star program?

- <u>No participants mentioned measurable changes in student or school outcome data (i.e., testing, discipline, etc.)</u>: While participants pointed out benefits to the counseling department (discussed below), none shared measurable differences in student or school outcome data as a result of undergoing the RSC process and attaining Gold Star. This is surprising given that other paths to CSCP such as the ASCA National Model require counselors to build goals and measure the impact of their program using multiple data points of various types (i.e., process, perception, outcome). One quote from a participant that captures the spirit of this finding is, "Measuring data was so hard. The program uses surveys heavily and we didn't really get the perception data we wanted or would expect."
- <u>Schools used survey results to identify priority areas, but no changes were reported</u>: While the RSC Student Survey was frequently identified as problematic, multiple

participants noted that it helped them identify priorities for their counseling programs. Findings such as high levels of reported student stress or low levels of students intending to attend college provided direction for counselors. Needs assessments and goal setting are key parts of other comprehensive school counseling programs, so this is commendable. That said, no participants noted actual changes in the identified "priority" areas as a direct result of attaining Gold Star status. A quote that captures this finding is, "We found some things from the survey. The biggest thing was 75% of kids felt that stress was the biggest thing impacting their academics. We also noticed boys had a lot more discipline problems than girls. No interventions came directly out of Gold Star to address these things, however."

- Use of time log was helpful for advocacy: Multiple participants mentioned that the required task of logging how counselors spend their time was critical in helping them educate stakeholders on the role of the counselor, advocate for school counseling positions, and negotiate the restructuring or removal of unrelated duties. This in turn freed up counselors to provide more direct service to students. Again, a use of time analysis is part of other CSCPs so this is a strength to retain. A key quote that captures this finding is, "Time coding has been very interesting. District administrators have been very interested in that. People haven't previously thought about how counselors spend their time. Now they're asking questions like, 'Why are we asking counselors to do certain administrative work?'"
- The process helped counselors engage with a variety of stakeholders: Multiple participants indicated that the Gold Star process -- particularly the formation of Advisory Councils -- changed the school environment by helping them engage with a wide variety

of stakeholders and build credibility and buy-in for their school counseling programs. Advisory Councils are also a part of other CSCPs so this is another strength to retain. A key quote that sums up this finding is, "The process helped us really engage staff, parents, and administration. A lot depends on support of administration – buy-in to advisory council, push for classroom time. We were able to get into classrooms to teach standards-based lessons. We also got Advisory time (about 20 minutes per week) for character education lessons delivered by teachers to work towards our priority goals."

Question 2: Reflecting on your work with the Gold Star program, how would you describe the process?

- Overwhelming and time consuming: A common theme was the overwhelming amount of time required to implement all the Gold Star requirements through RSC. One counselor estimated she spent 150 hours on the program in one semester. There seems to be a common understanding among school counselors that attaining Gold Star is extremely challenging and requires a great deal of time. A quote that captures this finding is, "I believe in the process and think you get good information from it, but there's a right way and a wrong way to go about it, and this was the wrong way. It's overwhelming."
- Too rigid and structured: Participants didn't feel the RSC process allowed for customization to the degree they desired. For example, meeting agendas, training materials, survey questions, and lists of possible goals or "focus areas" are provided by ASAI staff who discourage schools from altering the materials. Several participants reported asking if they could delete survey questions, for example, but were told no. Other participants mentioned the length of Advisory Council meeting agendas and expressed a desire to delete large chunks of the PowerPoint presentations. A quote that

sums up this finding is, "Advisory Council meetings were so rigid and structured. I was getting really valuable input from these people but felt I had to shut them down at times to stick with the ASAI structure and get through each task."

- Out of data materials and information: Multiple participants mentioned some of the RSC materials, language, and training practices being a bit out of date and in need of a refresh. A quote that sums this up is, "The materials are outdated. For example, there was a video shown from 20 years ago to our staff -- doesn't jibe with what they tell staff about using updated materials. Even some of the dates on the paperwork say things like 1996."
- "Checking boxes": Multiple participants mentioned that RSC felt like a series of unrelated tasks or an exercise in "checking boxes" rather than a meaningful journey towards a comprehensive program that impacts student outcomes. This is perhaps related to the lack of a "roadmap" mentioned under question 3 below. When participants lack a strong "why" for doing the work and feel they don't understand their destination each task feels burdensome, disconnected, and something to be checked off a list rather than a key component of a CSCP. A quote that captures this finding is, "I felt like I was just checking boxes. It didn't always feel meaningful."

Question 3: How could the Gold Star process be strengthened and/or improved?

- Change the Student Survey: The RSC Student Survey was far and away the largest source of frustration for participants who frequently mentioned their concerns about its length and validity (particularly for elementary populations) and expressed a desire to add, delete, and modify questions in order to make the survey more developmentally appropriate and capture data that is of particular interest to their stakeholders. While most participants appreciated the opportunity to do a needs assessment (a common

component of other CSCPs including the ASCA National Model), the issues they perceived with the survey were mentioned far more frequently. A quote that captures this finding is, "The online survey needs to change. It's not at all an appropriate reading level for 3rd graders. The 2nd grade "tally" survey is very appropriate, but for the older kids, the terminology is not appropriate and way over their heads. The length is far, far too long as well. The data is so valuable, but it would be much better if it were focused and grade-level appropriate."

- Build the "why": As described above, achieving Gold Star via RSC is a large undertaking and not easy. To that end, several participants mentioned the need to build the "why" for going through the process -- not only to keep themselves motivated, but to win buy-in from their fellow counselors and stakeholders. Participants expressed a desire to clearly explain to teachers, administrators, and community members the reasons for pursuing a more comprehensive approach to school counseling as well as the importance of each task required to achieve Gold Star status, but felt unequipped to do so even after going through the RSC process. A quote that sums up this finding is, "There's not enough 'why' to this...the foundation isn't laid and buy-in isn't gathered. Counselors just don't even understand why they're doing it. I had a class in it, so I at least knew the why -- and I believed in the work."
- Provide a roadmap: As mentioned, many participants felt the individual tasks required to achieve Gold Star status felt disconnected from their immediate needs/goals and therefore more arduous and unnecessary. The overarching sentiment among participants was that a "roadmap" of the Gold Star journey from start to finish -- along with the "why" described above -- would allow them to anticipate and prepare for upcoming tasks as well as better

understand and explain to others how each part of the process contributes to their end goals. A quote that captures this finding is, "Other thing is I'd love to have a roadmap. I didn't have a good idea of the entire process. I could see the things that were coming up in the immediate, but not a few weeks down the road (if it's in a different month). For example, something might pop up and I'd only have two weeks to do it. If there was a roadmap, I could know what's coming."

- Modify the Advisory Council materials and expectations: While participants really appreciated the need to form an Advisory Council, the meeting agendas and materials were frequently mentioned as an area for improvement. Not having to create materials completely from scratch was offered as a positive, but multiple participants pointed to the length of the agendas, the expectation of "homework" for council members, and the non-interactive nature of the presentations as being a challenge to winning buy-in from stakeholders. As noted elsewhere in this report, participants desired more leeway to customize these materials for their audience. A quote that speaks to this is, "They need to simplify the advisory council meetings. A two-hour meeting just won't work for us -- I already have enough trouble getting people to my meetings. The discussions are good, but I had to really push hard to get through those meetings and keep people coming back. I had to prep a lot in advance to figure out how I could go quickly."
- Allow for customization: Whether it was the Student Survey, the list of possible focus areas, or the Advisory Council meeting agendas, participants frequently expressed the desire to customize the training materials to increase engagement, win stakeholder buy-in, and more closely align the work with their school's mission, vision, and School Improvement Plan. As noted, some participants reached out to ASAI for permission to

modify materials but were either discouraged or outright barred from doing so. Many participants simply modified presentations and activities on their own without permission, but this is not possible with the survey. This finding is captured in the quote, "A big con is the inability to update/change/customize the data collection tools like the survey especially. We didn't like some of the survey questions and actually went through and decided which to remove...something like, 'I call Rose-Hulman Homework Helpline' which is out of date or, 'I'm on free-reduced lunch.' We were told we can add questions, but not remove, so that was a frustration."

Question 4: Do you have feedback on the website and tools?

- Website is helpful, but can be confusing: Many participants mentioned challenges understanding and navigating the website. They appreciated the opportunity to complete tasks and retrieve information electronically, but multiple participants mentioned the website being expansive and not intuitive to use. One participant mentioned a desire for an in-person training on the website in order to grasp more fully the order in which tasks are to be completed. Another participant mentioned a need for links to be more clearly delineated -- for example, videos to be watched being grouped apart from tasks that need completing/submitting. Multiple participants mentioned the guidance lesson repository not being up to date or helpful which made them hesitant to use those resources or submit their own. A quote that summarizes this finding is, "I did Gold Star the first time on paper and found the website very confusing and challenging. I wish there was more clarity on tasks like differentiate by highlighting things that have to be turned in vs watched vs undone etc. It took me a long time to figure it out."
- Desire for progress monitoring/dashboards: Multiple participants mentioned wanting a

clear and easy way to measure their progress towards Gold Star at a glance. The district-level employees we spoke with were especially keen on a method for tracking each of their schools' progress in one central location. This desire for an overview of the process was reiterated by counselors who again expressed a desire for a vision or "road map" that clearly explains the process from start to finish (including due dates) and updates as tasks are completed.

Question 5: Do you have thoughts on the feedback you received and the turnaround time?

- Addition of staff at ASAI helped tremendously: Those who renewed Gold Star recently mentioned the tremendous improvements in turnaround time on the "grading" of tasks as well as the depth of feedback. Multiple participants also mentioned that the "help desk" tickets are responded to and resolved in a timely manner. This seems like a strength to be retained. A quote that sums this up is, "Debbie gave great feedback this more recent time -- it was a huge improvement over my previous attempts."
- Feedback on "how" is specific, but "why" could be improved: While almost all participants appreciated specific feedback on tasks that had been submitted, several mentioned that the "why" for each task is not always sufficiently addressed, either before submission or in the feedback received. As mentioned above, this lack of "why" can lead to an attitude of "box checking," or simply making changes or completing tasks in a way that will be acceptable to ASAI regardless of how meaningful the work is at the school level. A quote that captures this is, "Sometimes you feel you're trying to fit a square peg into a round hole. ASAI takes time to explain why something doesn't meet a standard, but those answers aren't resonating with staff members. The 'why' on the exact process has never been explained. So why do you need 60 goals, for example?"

III. Comparison of Approaches to Comprehensive School Counseling

To better understand the efficiency and effectiveness of various approaches to develop a comprehensive school counseling program, schools were recruited to participate that were using one of the below approaches:

- ASCA National Model, with the end goal of becoming a Recognized ASCA Model Program (RAMP) awardee
- Redesigning School Counseling (RSC) and/or Guiding All Kids (GAK)
- Support Personnel Accountability Report Card (SPARC) from California

Recruitment and Informed Consent

During the initial phase of recruitment, Dr. Trish Hatch and Ms. Danielle Duarte were contacted from California to assist with identifying schools in California. During our conversations, it was discovered SPARC had changed over the last few years and now solely focused on college and career readiness. Additionally, the "process" was more of a straightforward submission process asking for very specific information rather than an ongoing process. SPARC use templates provided by the California Department of Education's California Career Resource Network, and it is believed the resources available are sufficient to guide the work that is required. It was decided to focus on RAMP and RSC/GAK schools for this part of the evaluation. However, throughout the conversations and information reviewed, much was learned from the SPARC model (more information in the Recommendations Section).

After recruitment procedures, the sample included five schools pursuing RAMP and only one school going through the Gold Star Renewal process. The table below outlines the developmental level of each school as well as if the school is public or private. Each school was awarded $500 for their participation in the study to support their work in developing a

comprehensive school counseling program. All schools received the informed consent electronically and signed prior to participating. Informed consent was also discussed prior to the first phone interview to ensure each participant understood and did not have any questions prior to beginning.

Participating Schools Table.

RAMP or Gold Star	***Developmental Level***	***Public or Private***
Gold Star (Renewal School)	Middle School	Public School
RAMP	Elementary School	Public School
RAMP	Elementary School	Public School
RAMP	Middle School	Public School
RAMP	High School	Public School
RAMP	High School	Private School

Analysis of Process

Initial Phone Interview With Lead School Counselor.

Each school participating had a lead school counselor that was the point of contact for the study. The initial phone interview revealed several themes consistent across all schools and school counselors pursuing RAMP.

- Perceived High Level of Administrator Support: All school counselors discussed how they perceived their administrator was supportive and would be involved in the RAMP process. It appeared in the early conversations that all schools were under the impression that administrative support would be ongoing and that administrators had a basic understanding of the RAMP process.
- Confidence In Ability, Knowledge, and Skills: All school counselors seemed to be confident in their personal knowledge and ability to work through the RAMP process. They expressed feeling knowledgeable of the ASCA National Model, had access to resources, and knew how to seek additional resources if necessary.

- Relief of Timeline—Will Need Time To Implement: During the initial phone conversation, all school counselors were relieved to hear that there was no expectation to be finished with RAMP by the end of the calendar year. All schools expressed they anticipated this process may take them 18 months to complete. It was evident a sense of relief was felt when they heard that only the study was ending, but it was not expected that they were to be finished with RAMP.

The Gold Star Renewal School shared a few similar themes and are discussed below.

- High Level of Administrator Support: Since this school had been through Gold Star previously, the school counselor shared how supportive her school administration team had been and continues to be of the school counseling department.
- Confidence In Ability, Knowledge, and Skills: The school counselor expressed a very high level of confidence in her ability to submit the Gold Star Renewal portfolio because she had taken a significant role in the original application. Due to her past work on the Gold Star application/platform, she believes the renewal will be easier the second time around.

Analysis Of Online Surveys.

Impressions of Schools Pursuing RAMP Table

Question	*Start of RAMP Process*	*As of December 1, 2018*
Please rate the level of administrative support given to you as you pursue the ASCA Model Program (RAMP) program. (1-5)	4.4	3.2 ➢ Decline appeared to be due to lack of dedicated time for RAMP work, level of participation in the process, and level of understanding and/or commitment compared to other programs
What resources do you have	➢ ASCA Model	➢ SCALE website,

available as you work toward RAMP? What resources do you use most as you work toward RAMP?	handbook ➢ Textbook from Master's program ➢ Student Success Skills ➢ ASCA Membership ➢ Course materials from Butler ➢ Colleagues around the country ➢ Internet Resources ➢ Social media groups ➢ Butler intern/assistant ➢ Previous work done for Gold Star renewal	➢ ASCA National Model: A Framework for School Counseling Programs (3rd ed.) ➢ ASCA National Model Implementation Guide ➢ ASCA website ➢ Graduate school class resources ➢ ASCA Implementation Guide Book
Please rate how satisfied you are with your team's progress toward RAMP. (1-5)	N/A	2.6 ➢ Counselors reported some frustration with the progress the team was making and 3 of the 5 appear to be carrying most of the work on their shoulders
What are some barriers or challenges for your team? What would be helpful to overcome these challenges (e.g., resources, funding, designated time, support, etc.)?	N/A	➢ **TIME** (both barrier and also listed to address the challenge) ➢ Only counselor-large caseload (2 of the schools) ➢ Challenge: Full "buy-in" from both fellow colleagues/counselors and administration; verbally supportive but actions do not always support (do not walk the talk or it doesn't seem to be a priority due to other initiatives) ➢ Funding (wanting to purchase EBP)

Impressions of Schools Pursuing Gold Star Renewal Table

Question	*As of November 1, 2018*	*As of December 15, 2018*
Please rate the level of administrative support given to you as you pursue the RSC/Gold Star program. (1-5)	5 ➢ My administrator is very supportive and involved.	5 ➢ My administrator continues to be highly involved.
Please rate how satisfied you are with your team's progress toward RSC/Gold Star program. (1-5)	2.5 ➢ Setting aside time to work on this process has been difficult and the survey data has not been very valuable when trying to set goals.	2 ➢ Time continues to be a struggle.
The RSC/Gold Star platform has helped guide me in the step-by-step Gold Star renewal process. (1-5)	3 ➢ It is not user-friendly and somewhat confusing.	2.5 ➢ I am using past knowledge to help me through the process.
What are some challenges for your team?	➢ The site is hard to navigate but we have used it before	➢ The site does not have a natural flow and is hard to navigate. It also seems some of the information is outdated.
Are there any other items you would like to share regarding the RSC/Gold Star Process that you find helpful or challenging?	➢ The site is challenging for me- and the student survey is way way way too long and not reliable as a result	➢ As shared previously, the survey is not helpful. It would be helpful to set our own goals relevant to our school's needs.

Summary

The RAMP schools had a decline in perception of administrative support from the beginning of the school year to the end of the first semester. When examining the open-ended responses, it appears other administrative priorities took precedent and school counselors began to feel RAMP was no longer a priority to the administrative team. The biggest challenge and barrier for all school counselors was time. Time was not provided to work on RAMP, leaving

many feeling frustrated and somewhat discouraged. All schools were making progress, just reporting slower than anticipated and they had hoped they would be farther along in the process. All schools were dedicated to the RAMP process and eager to keep moving forward. The Gold Star Renewal school continued to have a high level of administrative support, utilizes previous knowledge and experience to overcome any challenges with the RSC site, and shares the same challenge as the RAMP schools that time is the main barrier to completing this process.

IV. Survey of CTE Directors

Given the links between school counseling and college/career readiness, as well as the funding structure for the Gold Star award, IDOE requested that CTE directors in the state of Indiana be surveyed as part of this project in order to explore their perceptions of school counseling and the Gold Star program, including feedback on strengths and recommendations for improvements. In order to gather these opinions, the research team created a survey that included both Likert-type (scaled) and open response questions exploring the following:

- Knowledge of the Gold Star award.
- Perception of the impact of their district's counseling program on CTE participation.
- Perception of the Gold Star award on various CTE outcomes such as participation and Perkins indicators.

The survey was presented to and approved by the state's CTE Board of Directors who approved it for distribution and provided the research team with a list of email addresses for the CTE directors in the state. The survey was inputted into the Qualtrics online survey management system through which all CTE directors were invited to participate via an email. A follow-up invitation was sent approximately three weeks later in order to increase the response rate. Participants who clicked the link and accepted an informed consent statement were allowed to continue to the survey.

Survey of CTE Directors: Results

See the table below for responses to the initial set of "yes" or "no" questions.

	Yes	No	Not Sure
My region has a CTE center.	87.5%	12.5%	0%
Our CTE center has one or more full-time, licensed school	57.9%	42.1%	0%

counselors on site.			
Our CTE center has a "Gold Star" school counseling program as recognized and awarded by the IDOE.	5.3%	79%	15.8%
At least one school that feeds into our CTE center has a "Gold Star" school counseling program as recognized and awarded by the IDOE.	50%	0%	50%

See the table below for responses to the Likert-type scaled questions.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Gold Star school counseling programs positively impact the level of student participation in CTE programs.	0%	22.2%	33.3%	44.4%	0%
Gold Star school counseling programs increase collaboration between schools and CTE centers.	0%	11.1%	44.4%	44.4%	0%
Gold Star school counseling programs increase the ability to measure Perkins core indicators.	0%	33.3%	66.7%	0%	0%
School counselors in my area have an influence on student participation in CTE pathways.	0%	0%	0%	21%	79%
School counselors in my area regularly reach out to CTE directors for updated information.	0%	36.8%	5.3%	36.8%	21.1%
School counselors in my area are knowledgeable about various CTE pathways.	5.3%	26.3%	5.3%	52.6%	10.5%
School counselors at my feeder schools accurately advise students regarding CTE options.	10.5%	15.8%	26.3%	42.1%	5.3%

See below for responses to the open-ended questions.

What information, resources, and/or training do school counselors need to help ensure students have accurate and up-to-date CTE information?

- They need to completely understand the pathways listed on IDOE website. They need training on the criteria to be a concentrator.
- Training on CTE pathways.
- The DOE needs to offer regular training just for counselors. That would impact numbers of students in programs more than CTE centers trying to work with counselors to counsel students regarding CTE options.
- We host a yearly meeting to update and also share information as it comes available. School counselors are forced to push students into AP and other areas with more prominence to the accountability standards. They are not given the direction to make CTE a priority.
- Lots of exposure and training.
- Awareness of opportunities and likely outcomes.
- Time and smaller caseloads and fewer administrative tasks.
- Counselors need to understand the difference between being college and career ready. Just because an individual is college bound does not mean they are career ready. High intellectual students who seek college placement are great, but if they have no other means of skill to work with other than their GPA leaving high school they have no fall back. Skilled job and trades are the future of this fine country as much now as they were in the glorious past. We have to make sure we are not pushing our agenda off to our youth. Just because a counselor went to college and does well doesn't mean it has to be the only option. CTE offerings are still viewed as places for the bottom 60% of students

in a lot of cases. If a student has a solid education is one thing, but if they cannot work and supply an income for themselves if that educational path falls through you have an individual burdened with debt and no way to pay it back.

- Understanding graduation pathways as they relate to programs of study.
- Invite counselors to attend the CTE directors summer conference.
- Counselors need to visit CTE classes so they can see how the class is operated.
- They need time to visit and experience programs so they have a better understanding of programming.
- Need to stop pushing all kids to college.
- Constant, consistent visits and experiences in CTE.
- Need to take a more active role in getting the data. It seems as if counselors are encouraged to stress post-secondary education more so than all post-secondary opportunities. They each have a lot to juggle and keep straight with yearly changes of requirements to pass tests, courses required and options available

How can school counselors help educate parents/families about CTE options?

- Inform them about events such as college fairs. Educate families on financial aid.
- Educate families on pathways and occupations that fit within the pathways.
- Help them understand what approach to take to achieve the end result.
- Be positive and proactive regarding CTE offerings for students.
- Counselors who are understanding of the new graduation pathways diploma requirements will have to make the connection to CTE options.
- Invite local CTE director to participate in open houses, parent nights, and parent teacher conferences.

- Discuss ALL options with ALL students and their families.
- By including all offerings to their students in all materials. We still have schools who do not include CTE offerings at our career center in the course packets.
- Counselors need to value CTE options in addition to collegiate options.
- Talk to parents/students about the modern careers in CTE.
- Show wage and earning potential on all jobs.
- Share all options with all students, particularly what have traditionally been labeled as "college-bound" students.
- This should be one of the primary roles of the counselor to help students understand all their options and how they are not separate but are combined.

Survey of CTE Directors: Summary of Findings

Of the 24 responses, only one indicated their CTE center has been awarded Gold Star status. However, half of the respondents indicated their CTE center has a Gold Star feeder school (while to other half were not sure). Only four directors stated that having a Gold Star feeder school positively impacts student participation in CTE and/or collaboration between counselors and directors. Given these findings, it is evident that even basic awareness of the Gold Star program must be raised among state CTE directors.

Half of the CTE directors who responded indicated their centers had a full-time school counselor. All either strongly agreed or agreed that school counselors influence student participation in CTE pathways. And while respondents typically perceived school counselors working in feeder schools as knowledgeable about CTE pathways, there was some variance in the degree to which directors believe that school counselors accurately advise students on CTE options.

Most of these findings were reinforced by responses to the open-ended questions. CTE directors seem to feel that school counselors need more training on CTE options and should visit centers or CTE-focused classrooms frequently. Many respondents also stressed that school counselors must do a better job presenting all college/career pathways to all students, even those who are typically considered college-bound.

V. Summary of Findings

The findings of this study should be interpreted with caution given its limited scope. As detailed above, issues with the quantitative dataset made it difficult to analyze some of the variables requested by IDOE and may have interfered with other analyses. Furthermore, quantitative findings were contrary to earlier published work on the impact of Gold Star. The authors also had difficulty recruiting the desired number of focus group participants to share their experiences with Gold Star. For a variety of reasons, similar difficulties were encountered with recruiting school counselors currently undertaking the RSC process. Despite these limitations, a preponderance of evidence seems to support the conclusions below.

- Attainment of Gold Star via RSC cannot be directly linked to changes in measurable student outcomes: As noted in the "Quantitative Analysis" section of this report, a thorough investigation of the relationship between Gold Star status and a variety of measurable student outcomes uncovered only a few minimal correlations. Opinions gathered during focus groups and interviews reinforce this finding as no participants responded to Question 1 (which asked directly about changes in student data or school climate) by sharing significant, measurable changes. On the contrary, multiple participants mentioned the perceived lack of focus during RSC on school/student outcome data and related issues such as equity and achievement gaps, measurable goals, accountability, and evidence-based interventions. As noted throughout the report, it seems the vast majority of goals or "priority areas" schools are expected to focus upon during RSC are related to student perception data gathered via the Student Survey. While needs assessments are a common method for setting priorities in other CSCPs, they are typically not the only source of data used for setting goals and measuring the progress of a program.

- Gold Star and RSC have become synonymous: It became abundantly clear during focus groups and interviews that participants equate Gold Star status to completion of RSC. No one mentioned an alternate path to Gold Star, specific tasks required by the IDOE to earn the award (aside from those required by ASAI), or knowledge of how applications are judged. While the intent of Gold Star is to recognize schools that have implemented a comprehensive school counseling program, it has seemingly morphed into recognition of schools that have completed RSC. This is not the fault of ASAI who does market their program as a tool to develop a locally-appropriate counseling program that may meet the criteria for Gold Star, rather than "the" path to Gold Star. That said, a combination of factors have seemingly cemented RSC as Gold Star in the mind of Indiana school counselors including a lack of the following: clarity on Gold Star requirements; knowledge of alternate approaches to CSCP development; and support/training in CSCP, both to build a rationale for the approach and to empower counselors to take incremental steps towards program development.
- School counselors do perceive some benefits to attaining Gold Star status: Despite the difficulties noted above, many school counselors openly praised Gold Star via RSC and perceived benefits. One such benefit was the completion of a use of time log. Although a tedious process, the task seemingly increased the awareness of the principals and other stakeholders regarding appropriate and inappropriate counselor duties. Another benefit of the process appeared to be the impact of the Advisory Council, including buy-in of key community members. Fostering collaboration and communication with stakeholders was perceived as an important aspect of the process in that it helped counselors engage with a wide variety of people and build credibility and buy-in for their school counseling programs.

Given that use of time logs and Advisory Councils are a part of other CSCPs, these are a strength to retain in the Gold Star process.

- Despite positives, clear issues exist with the current RSC process: If RSC remains a pathway to Gold Star, it is clear that participants desire a number of changes. RSC One issue that was reported by most participants was the materials appearing to be outdated, especially the PowerPoint slides that were required to be delivered during Advisory Council meetings. Furthermore, the Student Survey was deemed to be highly problematic in that is contains outdated and developmentally inappropriate questions that resulting in data that is not highly meaningful. In general, the survey and the training process were reported to be too rigid and lacking opportunities for a school/district to customize to local needs. Finally, perhaps the most critical issue is the fact that no participants mentioned measurable changes in student or school outcome data (i.e., testing, discipline, etc.) as a result of participation in RSC -- an aspect of the program that must be addressed.
- Gold Star only partially aligns with RAMP status: Respondents shared a need to clearly align with ASCA's Mindsets and Behaviors, provide flexibility in developing own school goals, utilizing data other than student survey included in RSC system, and ensuring schools implement the plan to show outcome data.
- Desire for training, support, and consultation: Even though several respondents reported the staff in the RSC office were very helpful on the "how" to do certain tasks, they lacked the knowledge on the "why" to do certain tasks. Most respondents stated a need for more training and support, which would include face-to-face opportunities.
- Need to build the "why": To assist with administrative support and/or community support, developing a clear rationale of "why" it is important to develop a comprehensive school

counseling program (CSCP). Developing a one-page informational document outlining the benefits and how a CSCP is connected to student outcomes would help provide the “why” and assist in educating and advocating on behalf of the school counseling profession.

VI. Recommendations

After reviewing our findings, we have provided the below recommendations for your consideration. We welcome a meeting to further discuss any of these recommendations.

- Clear delineation between Gold Star award and RSC: *Indiana Department of Education clearly "rebrands" the Gold Star award so all schools understand this is honor is coming from the IDOE and it is not only associated with RSC.*
- Multiple pathways to Gold Star: *Rubric that focuses on most impactful aspects of CSCP. Reallocation of resources to support diverse forms of training and support. Develop a tiered system where schools can work toward achieving Gold Star--Create roadmap/overview from start to finish.*
- Tiered system of recognition: *Reinforces the roadmap idea, starts with most impactful aspects of the program, provides tangible immediate benefits, extends timelines, etc.*
- Changes to or replacement of the RSC Student Survey: *Shorten the existing survey. Develop a new survey (shorter survey with set number of questions but does give schools some flexibility in questions—for example, 35 of 50 questions are preset and last 15 questions the schools get to select the questions that are most appropriate for that particular school's needs).*
- Data-driven, measurable goals: *Schools develop own goals based on data. Offer "SPARC-like" model (See Appendix B for school examples and template) to help school counselors start with one goal, in one area; counselors could select any of the three domains: academic, social/emotional, & college/career.*
- Accountability: *Awards only given after implementation of plan/portfolio. Schools should be expected to give regular updates on their progress.*

- Build the "why" for CSCP/Gold Star: *Develop a one-page informational document outlining the benefits and how a CSCP is connected to student outcomes. As you gather data and student outcomes connected to CSCP, share these results on school website. By providing this type of information, it provides the "why" and assists in educating and advocating on behalf of the school counseling profession.*
- Initial and ongoing consultation, training, collaboration, and support: *Initial training, consultation "groups" (Virginia model), consultants, regular training opportunities, etc.*
    - *Virginia Model: The Virginia Department of Education (VDOE) AdVAntage cohort is a joint partnership with the Curry School of Education to provide ASCA National Model training to local practitioners and school counseling supervisors. Cohort participants will learn how to effectively design, implement, and evaluate a comprehensive school counseling program, with the goal of applying for The American School Counselor Association (ASCA) Recognized ASCA Model Program (RAMP) and Virginia AdVAntage designation within two years.*
        - *It is our belief replicating the Virginia Model would provide the necessary support and provide the consultation needed to complete the RAMP process (or CSCP process).*
- Align with other school-wide initiatives: *MTSS (Multi-Tiered System of Supports), SIP (School Improvement Plan), etc. Ensure school counselors have knowledge and skills to build CSCP within the working system of MTSS model.*
- Integrate local CTE personnel and programs: *Schools going through the Gold Star process should invite their local CTE Directors to join the Advisory Council. Attention should be paid to efforts to increase communication and collaboration between school*

counselors and CTE Directors, including visits to centers/classroom and invitations to board and/or department meetings. It is also clear that CTE directors wish for school counselors to present a wide variety of CTE options to all students and parents, including those students that are perceived to be college-bound. This requires that school counselors be knowledgeable about the options available to students in the local area and across the state. While much of this information can likely be gained from closer collaboration between counselors and CTE directors, it is suggested that at least minimal education about CTE resources and options be provided as part of the Gold Star process.

Contact Information

Please contact us if there are any questions, for additional information, or to further discuss any of the above recommendations. We are eager to move forward the school counseling profession and hope we can be of future assistance.

Dr. Brandie Oliver
bmoliver@butler.edu
765-426-4596

Dr. Nick Abel
nabel@butler.edu

Dr. Tom Keller
tkeller@butler.edu

VII. Appendix A: Full CSCORE Report on Quantitative Analysis

Executive Summary

Evaluators from the Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation (CSCORE) at The University of Massachusetts Amherst conducted a quantitative analysis pertaining to the impact of Gold Star implementation on selected school outcomes. Variables of interest were at the aggregate level and included percent of overall attendance, college readiness data (i.e. SAT, ACT, Advanced Placement [AP], Dual Credit [DC], PSAT), Career and Technical Education (CTE) participation, the total number of discipline referrals within each school, the number of students receiving discipline referrals, the schools' graduation rates, and the locale type. Additional outcome measures included the English Language Arts (ELA) and mathematics Indiana Statewide Testing for Educational Progress Plus (ISTEP) passing rate data for grades 3-8 and grades 10. A series of descriptive statistics, t-tests, and multivariate linear regressions were conducted to examine whether there were any statistically significant relationships or predictiveness between school participation in the Gold Star program and these outcome measures. Based upon the analyses conducted, school participation in Gold Star was generally not found to correlate with nor be predictive of the selected student outcomes.

Acronym Guide

CSCORE = Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation (at The University of Massachusetts Amherst)

CTE = Career and Technical Education

DC = Dual Credit

ELA = English Language Arts

ELL = English Language Learners

FRL = Free and Reduced Lunch

ISTEP = Indiana Statewide Testing for Educational Progress Plus

Quantitative Analysis

A quantitative analysis was employed to answer the following evaluation questions: (1) *What is the impact of comprehensive implementation of Gold Star compared to schools that have not implemented Gold Star?* (2) *Is there a difference in Perkins Core Indicator scores for at-risk students in schools that implement Gold Star compared to at-risk students in schools that do not implement the program?* (3) *Is a school's level of Gold Star implementation predictive of students' positive outcomes as measured by Perkins Core Indicators, attendance, number of discipline referrals, and state accountability measures?*

The evaluators reviewed relevant data representing demographic and academic indicators for schools within the state of Indiana. These data included: Enrollment total, Percentage of students within various racial/ethnic groups, Percentage of ELL students, Percentage of students receiving free and reduced lunch, percentage of students enrolled in special education, Gold Star school status (and if Gold Star was indicated, the original year of Gold Star status with subsequent renewal year(s)), percent of overall attendance, college readiness data (e.g. SAT, ACT, Advanced Placement [AP scores were excluded as this variable was not in a format conducive for analysis], Dual Credit [DC], PSAT), Career and Technical Education (CTE) participation, the number of discipline referrals, the number of students receiving discipline referrals, graduation rate, and locale. The evaluators also obtained English Language Arts (ELA) and mathematics Indiana Statewide Testing for Educational Progress Plus (ISTEP) passing rate data for grades 3-8 and grades 10 from the Indiana Department of Education (IDOE) website.

The evaluators exported these Excel formatted datasheets into statistics software SPSS Version 25. Data were systematically cleaned and restructured to allow for thorough analysis and then were merged to form one master dataset. Descriptive statistics were run in the dataset for all Gold Star schools within the 2013-2016 date range (n = 58). This most effectively linked with the demographic and academic indicators collected during the 2016-2017 academic year.

Descriptive statistics and analyses were conducted in the school-level data sets (i.e. elementary school, middle school, high school). Similarly, the specified school outcome measures were collected for

the 2016-2017 school year. For coding and data analytical purposes, identification as a Gold Star school was based on school participation in the Gold Star program within the 2013-2016 school years. Subsequently, if a school was deemed as Gold Star before 2013 or in 2017, they were not identified as such for this analysis. These decision rules supported a matched design methodology and analysis. Furthermore, Gold Star schools were coded as such if they upheld standard or generally representative grade ranges. For example, if a Gold Star middle school only had sixth grade (and not seventh and eight) or was a Junior-Senior high school, it was not included as a "Gold Star" school for this analysis.

Sample Analyses

Within the overall sample, there were 2,827 schools with 58 identified as Gold Star (as indicated by inclusion/exclusion criteria above). There were generally similar racial/ethnic, and educational demographics for both school designations (Gold Star; *n* = 58 and Non-Gold Star *n* = 2,885 table 1;). There was a five-percentage difference between free and reduced lunch (FRL) between Gold Star and non-Gold Star schools (43% vs 48% respectively). The evaluators ran an independent sample t-test and found no significant difference. When considering the locale of schools (table 2 and figure 1), it is important to highlight that nearly 25% were in cities, 20% were in rural settings, 20% were in suburbs, and 15% were in towns. Similarly, the locale split for non- Gold Star approximates to 20% in cities, 23% in rural settings, 13% in suburbs, and 11% in towns.

Table 1 *Sample Demographics*

Gold Star *n* = 58 Non Gold Star *n* = 2,827 (analyses may depict different *n*'s depending on data reported)

Race Ethnicity			
	Gold Star	**Non Gold Star**	**Overall**
African American	9.30%	13.72%	12.10%
Asian	3.31%	2.40%	2.30%
Hispanic	10.60%	11.23%	11.50%
Multi-racial	4.30%	4.80%	4.80%
Native American	0.30%	0.40%	0.20%
Native Hawaiian or other pacific Islander	0.20%	0.40%	0.10%
White	73.60%	70.56%	69%

Special Education		
Gold Star	**Non Goldstar**	**Overall**
13.91%	15.60%	14.50%
ELL		
Gold Star	**Non Gold Star**	**Overall**
4%	5.50%	4.50%
FRL		
Gold Star	**Non Gold Star**	**Overall**
43%	48.40%	45.7

Attendance		
Gold Star	**Non Gold Star**	**Overall**
95.60%	95.70%	95.70%

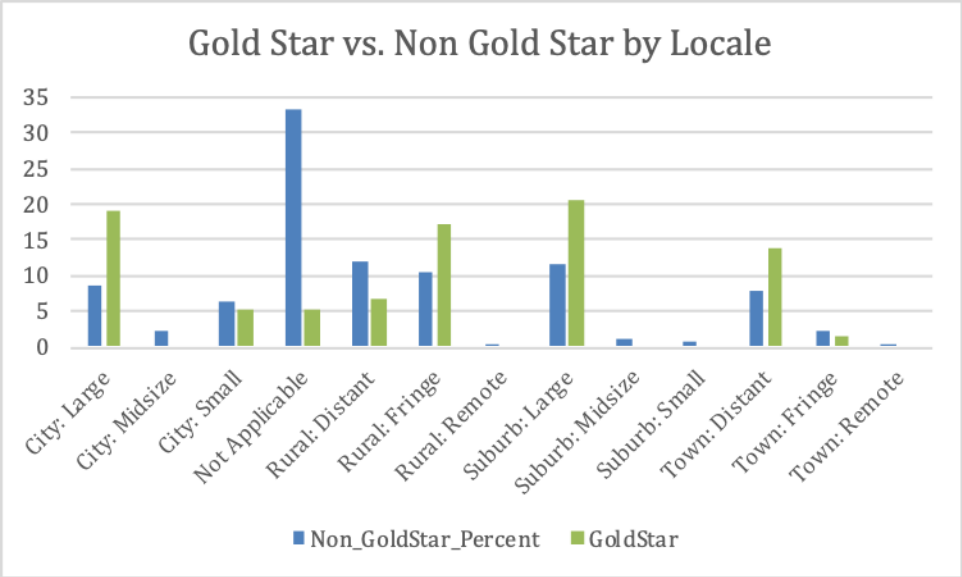
Graduation Rate		
Gold Star	**Non Gold Star**	**Overall**
90.10%	87%	87.20%

Table 2 *Sample Demographics Locale*

Locale		
	Non-Gold Star Percent	Gold Star Percent
City: Large	8.6	19
City: Midsize	2.2	
City: Small	6.3	5.2
Not Applicable	33.2	5.2
Rural: Distant	11.9	6.9
Rural: Fringe	10.4	17.2
Rural: Remote	0.4	
Suburb: Large	11.6	20.70

Suburb: Midsize	1.3	
Suburb: Small	0.9	
Town: Distant	7.7	13.80
Town: Fringe	2.4	1.70
Town: Remote	0.4	

Figure 1 Sample Demographics Locale



School Level Analysis

The evaluators considered the data within three distinct school levels (elementary, middle and high school) as the variables of interest as they are likely to show differential relationships with such divergent grade level groups. Analyzing aggregated scores across the total k-12 grade range might obscure differential outcomes. As noted above, some schools did not fit into these three discrete age group schoolings and thus were excluded from these analyses. The evaluators ran descriptive statistics, t-tests, and multivariate linear regression models. Variables included in the regression models were: Gold Star status, attendance, free and reduced lunch, the percentage of students that receive special education

services, and the average number of discipline referrals. At the high school level, enrollment total was also included in the model for account for any potential discrepancies. Results of Gold Star are presented in this subsequent section of the report. However, in the Additional Findings section, results from other variables are indicated.

Elementary School Level

The evaluators extracted elementary schools (*n* = 969) from the main database to form a sub-database that would allow analysis of this data by school grade level. Gold Star schools within this sub-sample (*n* = 12) were identified and a random sample of 12 elementary schools were also selected to obtain comparison data.

The evaluators first reviewed descriptive statistics between the overall elementary schools (*n* = 969) and the representative sample (*n* = 24 wherein Gold Star Schools *n* = 12 Non-Gold Star schools *n*= 12) to determine that they were representative of their specific groups. Descriptive statistics of both the Gold Star and non-Gold Star elementary schools (table 3) suggest that there are similarities across the demographic indicators. However, of note, schools that did not have Gold Star status scored slightly higher than non-Gold Star schools in math (64.3% vs. 62.4%) and reading (70.9% vs 66.4%), respectively. These differences were not statistically significant. There were marginal differences in the percentage of African American and White students between the overall elementary sample and the representative sample (African American students in the overall sample 11.8%, in the representative sample 13%; White students in the overall sample 71%, in the representative sample 71%). However, the evaluators found that Gold Star elementary schools had a greater representation of African American students (17.52%) than non-Gold Star schools (8.7% representative sample; 11.8% overall sample). There was not a statistically significant difference at the full sample level or the representative sample level between African American and White students in Gold Star vs. non-Gold Star schools.

To consider the statistical relationships between Gold Star schools and the identified measures, the evaluators first ran bivariate correlations to assess associations between Gold Star status and the following variables: attendance, number of discipline referrals, number of students receiving discipline

referrals, free and reduced lunch status, the percentage of students receiving special education, the percent of students per school that passed the math ISTEP, and the percent of students per school that passed the reading ISTEP. A significant negative association was found between Gold Star Status and the percentage of students receiving special education.[1] This suggests that as schools have more students enrolled in special education, they are less likely to subsequently have Gold Star status.

The evaluators also ran a series of multivariate linear regressions to consider what variables in the dataset predict selected academic outcomes. This analysis, which is used throughout this report, considers the predictive value of particular variables on an outcome when controlling for other variables in a model. Specifically, for the elementary level, the evaluators assessed what variables, with a specific interest in Gold Star, were predictive of math[2] and ELA[3] passing rates. Before running this analysis, the evaluators first confirmed that all variables met assumptions of multivariate linear regression.[4] Gold Star status was not a significant predictor of either math or ELA passing rates at the elementary level.

Table 3 *Elementary School Descriptive Analysis*

	Overall elementary schools	Representative sample	Just Gold Star	Not Gold Star
N =	969	24	12	12
Enrollment Demographics				
Percentage of ELL students	6.6%	6.4%	7.7%	4.7%
Percentage of students receiving FRL	51%	49%	50%	48%
Percentage of students enrolled in special education	16.3%	17.8%	12.78%	16.9%

[1] Gold Star Status and Special Education r =-.445, p=.030.
[2] Mathematics model R^2=.854, Adjusted R^2 = .791
[3] ELA model R^2 = .854, Adjusted R^2 = .791
[4] Assumptions included: linear relationship, multivariate normality, no multicollinearity, and homoscedasticity. Gold Star status was coded as a dummy variable (with 0/1 cases) and as such linearity cannot be certain for this variable.

Enrollment total	449	462	500	424
K-5 population	418	443	487	399
6-8 population	16	20	64	13.5
Academic Demographics				
Math ISTEP percentage pass	61.1%	63.4%	62.4%	64.3%
Reading ISTEP percentage pass	65.4%	68.6%	66.4%	70.9%
Attendance percentage	96.2%	96.2%	96.3%	96.1%
Racial/Ethnic Demographics				
African American	11.8%	13%	17.5%	8.7%
Asian	2.5%	2.9%	4.3%	.70%
Hispanic	11.7%	10.9%	11.58%	10.30%
Multiracial	5%	4.8%	4.67%	5.01%
Native American	.4%	.4%	.35%	.36%
Native Hawaiian	.36%	.35%	.24%	.39%
White	71%	71%	65.78%	76.87%

Middle School level

The evaluators extracted middle schools (*n* = 269) from the main database to form a sub-database serving as a representative sample that would facilitate school level analyses. Gold Star schools were included within this sub-sample (*n* = 14) and, following, a random sample of 14 middle schools were selected to obtain comparison data. Before engaging in comparative analyses, the evaluators first reviewed descriptive statistics between the overall middle schools (*n* = 269) and the representative sample (*n* = 28 wherein Gold Star schools *n* = 14 and non-Gold Stat schools *n* = 14).

A comparison of descriptive statistics of middle schools in the representative sample (table 4) indicates that Gold Star schools have higher passing rates than non-Gold Star schools in both math

(53.4% vs. 45.3%) and reading (64% vs 53.9%) respectively, though these differences do not rise to the level of statistical significance. The representative sample had slightly lower math and ELA ISTEP passing rates than the original sample (Math representative sample 49.4% vs original sample 53.4%; ELA representative sample 59% vs. original sample 62.2%). Gold star vs. Non-Gold star differences in math and ELA passing rates for both the overall and representative samples were not statistically significant.

Within the representative sample, Gold Star schools had less African American students (15.3%) than the non-Gold Star schools (21.4%). Also, Gold star schools had more white students (69.2%) than the non-Gold Star group (54%). The differences between the percentage of African American and White students within Gold Star and non-Gold Star groups was not significant for either the overall sample or the representative sample.

In assessing associations between academic and demographic indicators with Gold Star status at the middle school level, the evaluators found no significant correlations. Specifically, the variables assessed were attendance, number of discipline referrals, percentage of students receiving free and reduced lunch, percentage of students receiving special education services, mathematics passing rates, and reading passing rates. A multivariate linear regression was also run to determine predictors for both math and ELA passing rates. Gold Star status was not a significant predictor for passing rates in either ELA or math.

Table 4 *Middle School Descriptive Analysis*

	Overall Middle Schools	Representative sample	Just Gold Star	Not Gold Star representative sample
N =	269	28	14	14
Enrollment Demographics				
Percentage of ELL students	3.5%	4.7%	4.12%	5.1%
Percentage of students receiving FRL	48%	55%	51%	59%

Enrollment total	583	644	697	592
Percentage of students enrolled in special education	16%	17%	19.6%	17.7%
Academic Demographics				
Math ISTEP percentage pass	53.4%	49.4%	53.4%	45.3%
Reading ISTEP percentage pass	62.2%	59%	64%	53.9%
Attendance percentage	96%	96%	96%	96%
Racial/Ethnic Demographics				
African American	12%	18.8%	15.3%	21.4%
Asian	2.4%	3.2%	4%	2.3%
Hispanic	10.2%	14.1%	17%	11.2%
Multiracial	4.5%	4.8%	4%	6%
Native American	.3%	.3%	.4%	.3%
Native Hawaiian	.3%	.3%	.2%	.35%
White	72.9%	61.5%	69.2%	54%

High school level

The evaluators extracted high schools (*n* = 272) from the main database to form a sub-database that would facilitate school level analyses. The evaluators included Gold Star schools that had students in grades 9-12 (*n* = 16) and then selected a random sample of 16 high schools to obtain comparison data. Before engaging in comparative analyses, the evaluators first reviewed descriptive statistics between the overall high schools (*n* = 272), the representative sample (n=32), Gold Star schools within the representative sample (*n* = 16), and non-Gold Star schools within the representative sample (*n* = 16). These descriptive analyses served a two-fold purpose. Firstly, they allowed the evaluators to consider the

representation among the groups to validly run comparisons. Secondly, these analyses provided an overview of the landscape of these groups of high schools. Descriptive statistics and mean difference analyses of high schools (table 5) generally suggest that overall, Gold School stars have greater enrollment (n = 1641) than non-Gold Star schools (Overall sample n = 976; representative sample n = 1,089). There was a statistically significant difference at the overall sample level between enrollment size between Gold Star and Non-Gold Star schools.[5] Also, Gold Star schools had higher math and ELA passing rates (38% and 34.6% respectively) than non-Gold Star schools (62.9% and 57.8% respectively). These passing rate differences were not statistically significant. Furthermore, students in Gold Star schools earned on average higher SAT composite scores than students in non-Gold Star schools (1089 vs 1054). These score differences were not statistically significant.

Overall high schools in Indiana had approximately 12% African American students and approximately 73% white students. Those schools receiving Gold Star had approximately 3% African American students and approximately 82% white students. Those schools that were not identified as Gold Star had approximately 13% African American students and approximately 72% white students. This brought forth a statistically significant difference.[6]

The representative sample similarly had less African American students (approximately 6%) and more white students (approximately 79%). Gold Star schools in the representative sample had on average approximately 3% African American students and approximately 82% white students. Non-Gold Star schools had on average approximately 9% African American students and 76% white students. There was not a statistically significant difference between African American or White students in the Gold Star vs Non Gold Star group at the representative sample level.

The evaluators explored if there were significant correlations between Gold Star status and attendance, average discipline referrals, number of students with discipline referrals, free and reduced

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[5] t= (270)=-3.295 p=.001

[6] Percentage of African American high school students full sample level Gold Star vs. Non-Gold Star: (t (211.505) = 6.747 p = .000) Percentage of high school students full sample level Gold Star vs. Non-Gold Star t(28.087)=-2.813, p=.009)

lunch, special education status, math passing scores, ELA passing scores, number of students taking the PSAT, CTE student count, graduation rate, number of students receiving DC, percent of students earning DC, SAT composite score, percent of people taking the SAT, percent of students taking the ACT, ACT composite score, and the number of students taking the PSAT. The only significant positive correlation was between Gold Star status and increased number of students taking CTE[7]

To consider if Gold Star has a significant impact on academic success, the evaluators ran series of multivariate linear regressions for passing rates in mathematics and English language arts and also the graduation rate percentage. Before doing so, the evaluators confirmed that assumptions were met.[8] Gold Star was not a significant predictor of math, ELA, or graduation rate percentage.

However, in light of the overall sample significant difference, the evaluators ran the same regression models to further include the percentages of African American and White students. It is important to highlight that these two variables were not normally distributed, and as such, results should be interpreted with caution. When these two demographic indicators were included in the regression models, Gold Star status[9] was minimally positively associated for ELA. There was a .69% increase in ELA passing rate per unit of slope increase of Gold Star status. There were no significant predictors of graduation rate.

Table 5 *High School Descriptive Results*

	Overall High Schools	Representative Sample	Gold Star	Non Gold Star
N =	272	32	16	16
Enrollment Demographics				

[7] CTE (R = .361, P = .42).
[8] Assumptions included: linear relationship, multivariate normality, no multicollinearity, and homoscedasticity. Though linearity was confirmed, albeit Gold Star status was coded as a dummy variable (with 0/1 cases) and as such linearity cannot be certain for this variable. There was a threat to multicollinearity in light of the two discipline variables being correlated with each other (number of discipline referrals and number of students receiving referrals) for math.
[9] Gold Star $\beta = .069$, P = .039

Percentage of ELL students	3.7%	2.4%	2%	2.9%
Percentage of students receiving FRL	43%	39%	36%	42%
Enrollment total	1015	1365	1641	1089
Special education percentage	13.9%	13.7%	14.2%	13.2%
Academics Demographics				
Math ISTEP percentage pass	34%	39%	42.2%	35%
Reading ISTEP percentage pass	59%	60.3%	62.9%	57.8%
Attendance percentage	93.6%	94.7%	94.7%	94.7%
Number of students enrolled in CTE	610	769	956	582
Percent of students that took the SAT	61.4%	59.4%	56.8%	62%
Average SAT composite score	1059	1072	1089	1054
Average number of students that took the PSAT	413	497	553	449
Percent of students that took the ACT	32%	30%	35%	26%
ACT composite average	22	23	23	22
Graduation Rate	88%	92%	92%	93%
Average Cohort number of students receiving dual credit	239	318	385	250.56
Average number of students receiving dual credit	136.13	194	235	152.25
Racial/Ethnic Demographics				
African American	12.46%	5.69%	3.13%	8.84%
Asian	2%	3.24%	3.07%	3.41%
Hispanic	9.9%	8.6%	7.9%	9.3%
Multiracial	3.8%	4.07%	4.16%	4%
Native American	.35%	.26%	.25%	.28%
Native Hawaiian	.2%	.14%	.14%	.14%

Native Hawaiian	.21%	.14%	.14%	.14%
White	73%	79%	82%	76%

Interpretations

The evaluators failed to find strong converging evidence that Gold Star is predictive nor associates with school outcomes. This analysis did not suggest that Gold Star schools are predictive of math or ELA scores than non-Gold Star schools at either the elementary, middle, or high school level. At the high school level, the analysis did not suggest that Gold Star schools are predicted of increased graduation rates than non-Gold Star schools. Furthermore, there were no significant differences between Gold Star vs. Non-Gold star schools FRL status at the representative sample level.

At the elementary level, Gold Star schools were not associated with attendance, discipline referrals or FRL status. There was also no significant difference between math and ELA passing rates of Gold Star vs. Non-Gold Star schools. There was however, a significant negative association between Gold Star and special education status (i.e. schools with more students enrolled in special education are less likely to have Gold Star).

At the middle school level, there were no significant differences between ELA and math passing rates for Gold Star vs. Non-Gold Star schools. There were also no significant correlations between Gold Star status and attendance, discipline referrals, special education status, or percentage of students receiving FRL.

At the high school level, there were no significant differences between math and ELA passing rates between Gold Star and Non-Gold Star schools. There were also no significant differences between SAT composite scores in Gold Star vs Non-Gold Star schools. While there was not a statistically significant difference between the percentage of African American and white students in Gold Star vs. Non-Gold Star schools at the representative sample level, there was at the full-sample high school level, however. This suggests that at the high school level, the racial make-up of Gold Star schools is different than Non-Gold Star schools with more white students in Gold Star schools than non-Gold Star schools.

While the regression models do not suggest that the percentage of students within these groups are predictive of outcomes, it is important to highlight this disparity.

To this point, when including African American students and white students in the regression models (to control for racial make-up given the discrepancy at the all-sample level; albeit not the representative level), the evaluators found that, within the representative level, Gold Star was predictive of ELA scores. As indicated in the report, this result should be interpreted with caution. However, this does indicate that there are several factors that facilitate or hinder academic outcomes, potentially and likely in addition to the aggregate level data that the evaluators received.

The evaluators also found that at the high school level Gold Star status was related to the number of students enrolled in CTE. At the aggregate level and based upon summative data, Gold Star does not impact the outcome variables that were included in the descriptive statistics, regression models, mean difference analyses, and correlation analyses conducted.

Summary

This analysis was conducted to answer three overarching questions. Responses to these questions are indicated.

What is the impact of comprehensive implementation of Gold Star compared to schools that have not implemented Gold Star?

This report found minimal differences. At the elementary level, there was a moderate significant negative association between Gold Star and special education status (i.e. schools with more students enrolled in special education are less likely to have Gold Star). At the middle school level, no significant differences were found. At the high school level, when including racial demographics into the regression model, the evaluators found that Gold Star status may predict ELA passing rates. This result is to be taken with caution and may suggest that other factors outside of the variables analyzed in the report, support academic success.

Is there a difference in Perkins Core Indicator scores for at-risk students in schools that implement Gold Star compared to at-risk students in schools that do not implement the program?

The evaluators did not receive Perkins Core Indicator scores. However, a related result suggests that at the high school level there is a positive association between Gold Star status and the number of students enrolled in CTE.

Is a school's level of Gold Star implementation predictive of students' positive outcomes as measured by Perkins Core Indicators, attendance, number of discipline referrals, and state accountability measures?

While the evaluators did not receive Perkins Core indicator scores, Gold Star implementation is not associated with attendance or number of discipline referrals. Only at the high school level was Gold Star status predictive of ELA passing rate. This was when including African American and White student populations in the model. As discussed, in light of not meeting all statistical assumptions, this result may suggest that other factors outside of the variables analyzed in the report, support academic success.

Limitations

This report does not include analysis of proximal data that might be more closely aligned with Gold Star activities and thus cannot draw any conclusions about other types of outcomes. Also, the evaluators were not able to analyze AP scores as the data were not in a conducive format. Furthermore, there were some schools in the master data set that did not have name labels or Gold Star schools that could not be found in the master data set. Relatedly, there was some missing data in the master dataset, so analyses may have different *n*'s than the overall N reported for the population or sample. In light of these limitations, this report provides aggregate level analyses from a large dataset in considering variables related to Gold Star status.

Additional Findings

The evaluators gleaned additional results from the regression models. While they are not related to the research questions, they were important to share, and might bring forth valuable information.

Elementary School Level

The evaluators found that special education[10] and attendance[11] positively predicted mathematics scores (greater levels of special education and attendance attribute to greater mathematic scores). Specifically, when controlling for all other variables, the percent of math passing scores increase approximately 1% for every percentage point of students enrolled in special education. Also, attendance served as an additional predictor of mathematics scores. For every percent increase of attendances, school in the sample were predicted to have an approximate 9% increase in passing scores. Also, free and reduced lunch[12] brought forth a minimal negative association of mathematics scores (An approximate .3% decrease of math passing scores per percentage of students receiving FRL.)

For the ELA model,[13] attendance (when controlling for other variables in the model) was positively predictive of ELA scores. Of note, the high score could be attributed to the high amount of existing variance of attendance percentage.[14] Specifically, greater attendance scores was predictive of greater ELA passing rate (a near 9% increase in ELA passing rate per attendance percentage). There was also a negative association with FRL (An approximate 3% decrease in ELA passing rate per attendance percentage).[15]

Middle School Level

For the math model[16] there was a negative association between free and reduced lunch and mathematics scores.[17] Specifically, when controlling for other variables, there was an approximate .59%

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[10] Special Education β = 1.240, p = .031)
[11] Attendance (β = 16.629, p =.003)
[12] FRL (β =-.286, p = .006).
[13] ELA model R^2 = .854, Adjusted R^2 = .791
[14] Attendance (β = 9.386, p = .014)
[15] FRL (β = -.286, p = .006);
[16] Math model R^2 = .595, Adjusted R^2 = .503
[17] FRL β =-.582, P = .001(there was a .59% decrease in math scores per 1percent increase of FRL while controlling for other variables).

decrease in math passing rate per 1 percent increase of the percentage of students receiving FRL. For ELA,[18]a similar significant result was found for just FRL (An approximate .45% decrease in ELA passing rate per 1% increase of FRL).[19]

High School Level

For mathematics[20], there was a negative association between free and reduced lunch and math passing scores, suggesting that for every increased percentage of students with free and reduced lunch, there was an approximate .45 percent decrease in math scores.[21]When testing the ELA model,[22] the evaluators found that for FRL[23] there was a negative association suggesting that for every increased percentage of students with free and reduced lunch, there was an approximate .46 percent decrease in ELA passing rate (when controlling for other variables in the model). There was a similar negative association for special education[24], suggesting that for every increased percentage of students enrolled in special education, there is an approximate 1.2% decrease in ELA passing rate when controlling for other variables in the model. There was no significant impact of variables within the model focused on the percentage of students graduating.

When the percentage of white students and percentage of African American students' variables were included in the regression analysis, this restructured math[25], ELA[26], and graduation rate[27] models. For math, just FRL was negatively associated, wherein for every percentage increase of FRL students, there would be an approximate .6% decrease in math.[28] For ELA, FRL was negatively associated wherein for every percentage increase of students receiving FRL, there is an approximate .7% increase in ELA

[18] ELA model R^2 = .642, Adjusted R^2=.560
[19] FRL β = -.447, P = .002
[20] Math model R^2 = .705, Adjusted R squared = .634
[21] FRL β = -.445, P = .003
[22] ELA model R^2 = .714, Adjusted R^2, .646
[23] FRL B = -.456, P = .002
[24] Special education β = -1.247, P=.003
[25] Math model R^2 = .755, Adjusted R squared = .657
[26] ELA model R^2 = .714, Adjusted R squared = .646
[27] Graduation rate model R^2 = .280, Adjusted R square = -.008
[28] Math β = -.614, P = .003

passing rate.[29] For Special education,[30] for every percentage increase of students enrolled in special education there would be a predicted .006% increase in ELA passing rate.

[29]ELA $\beta = -.714$, $P = .000$
[30] Special Education $\beta = .006$, $P = .006$

VIII. Appendix B: SPARC School Examples

Potter Junior High School

2016 SPARC

Support Personnel Accountability Report Card

A continuous improvement document sponsored by the California Department of Education

Address: 1743 Reche Road, Fallbrook, CA 92028
Tel: (760) 731-4150 **Website:** http://www.fuesd.k12.ca.us/pjh
Principal: Brian Frost **District:** Fallbrook Union Elementary School District
Grade Levels: 7 & 8 **Enrollment:** 821

Principal's Message

Potter Junior High School, within the Fallbrook Union Elementary School District (FUESD), is a proud *Leader in Me* School committed to providing all students a safe and supportive environment to achieve academic success and develop into well-rounded leaders. Our highly qualified school staff works to challenge students academically to ensure college and career readiness.

This year our school counseling department was distinguished as a Recognized ASCA Model Program, demonstrating their success in implementing a comprehensive, data-driven program aligned with the American School Counselor Association (ASCA) Model. Through prevention and intervention services the school counseling department supports school-wide goals, ensuring students develop academic, college and career readiness, and social/emotional competencies.

The SPARC demonstrates our school's commitment to providing a positive support system to meet our diverse student needs and aligns with our School Site Improvement Plan. Our 2015-2016 focus-for-improvement goals are 1) to become a *Leader in Me* Lighthouse School by continuing to implement Sean Covey's *7 Habits of Highly Effective Teens* school-wide and 2) further support the successful transition of our students to high school, college and beyond. Our support services team works collaboratively to help all our students develop their leadership potential and prepare for the many opportunities in the future.

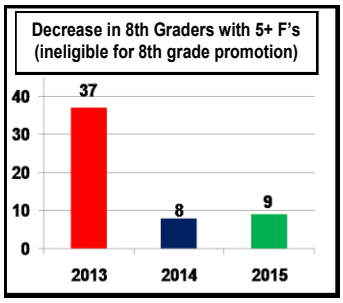
Career and College Readiness Student Outcomes

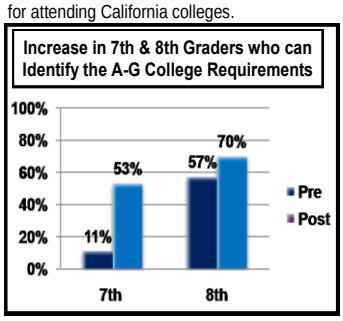
The Potter School Counseling Department uses student outcome data in academic, college and career readiness, and social/emotional domains to evaluate and enhance support services, in alignment with the ASCA National Standards. This information is also used when evaluating the effectiveness of the Support Services Team in the three SPARC outcome categories: Career Readiness, College Readiness, and 21st Century Skills.

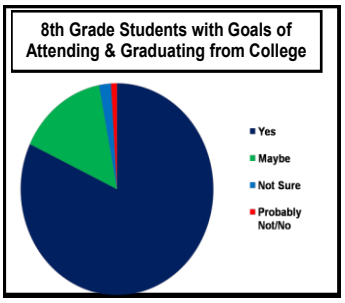
Career Readiness: Academic success aligns with students' ability to reach their college and career goals. The Potter school counselors support students academically through monitoring grades and both providing and connecting students with academic services. One intervention is Lunch Grade Check Workshops, and 84% of students who attended said they were more likely to start completing missing work. Additionally, the number of students who are ineligible to participate in 8th grade promotion based on low grades has decreased significantly since hiring an additional school counselor.

College Readiness: The Potter School Counseling Team focuses on creating a college-going culture on campus through multiple programs and services. Core curriculum school counseling class lessons are presented to all students which emphasize college awareness and planning. All 7th grade students are given the opportunity to visit a local university and additional college trips are coordinated throughout the year. The chart below shows the percentage of 7th and 8th grade students who demonstrate knowledge of the A-G College Requirements necessary for attending California colleges.

21st Century Skills: Every team member of FUESD implements the 7 Habits of Highly Effective People into our school culture to teach critical skills, attitudes, and work habits that can be applied in all academic subject areas, collegiate programs, and contemporary careers. School counselors help ensure that all students have an academic and personal goal through working with students in classrooms, small groups, and individually. When surveyed, 82% of 8th graders reported that attending and graduating from college is one of their goals.







Additional achievements that document our career and college readiness efforts in include:

- The 2015 8th grade promotion rate was 98%
- In January 2016, 97% of 8th graders completed a career interest inventory
- After our 7th grade college trip 99% of 7th grade students have visited at least one college campus
- Currently 84% of our 8th graders know about the CSUSM 4 U! Guaranteed College Admissions Program (compared to 16% as entering 7th grade students)
- By the end of 2016 100% of 8th graders will complete a 4-year high school plan

College & Career Readiness School Site Programs & Community Partnerships

The Potter Support Services Team collaborates with many outside resources and community based organizations to best serve our students and families. These partnerships enhance our students' academic, college and career, and social/emotional development. The following chart highlights many of our school programs and community partnerships that provide valued services to directly help our students to become leaders in a global society.

To learn more about our programs and partnerships or to volunteer your time, please contact Mrs. Elvia Hernandez, Bilingual Counseling Clerk, at (760) 731-4164 or e-mail at EHernandez@fuesd.org.

School Site Programs

21st Century Skills Readiness
- *The Leader in Me* by Stephen Covey
- *7 Habits of Highly Effective Teens* by Sean Covey
- Safe School Ambassadors

College and Career Readiness
- College and Career Day
- Homework & Tutoring Clubs
- Weekly Leadership Class
- California Junior Scholarship Federation (CJSF)

Parent Outreach
- Parent University/Parent Night (workshops)
- English Language Advisory Committee (ELAC)

Student Outreach
- Where Everyone Belongs Day (WEB)
- Student Forums & Congress
- 8th Grade East Coast Trip

Community Partnerships

Student Outreach
- Palomar Family Counseling
- San Diego State University School Counseling Interns
- Encuentros Youth Conference
- Latina Youth Leadership Conference through UCSD
- California State university, San Marcos Service Learning
- Fallbrook Rotary Club
- Department of Migrant Education Services
- University of San Diego Toreros Achievement Club

Parent Support Services
- Cal State University, San Marcos—Early Outreach

After School Programs
- Boys and Girls Club
- Potter Sports Teams

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Student Support Team

The Potter Support Team is guided by a common goal that all students will develop college and career readiness and 21st Century Skills. To support students in reaching this goal, the Potter Team works collaboratively to create, implement, and evaluate their services. Our team strives to provide equitable and effective programs and services in order to meet the varying needs of our students.

Our school counselors play an integral role in the Student Support Team. They actively contribute to the academic achievement, career development, and social/emotional competencies of all students through their comprehensive school counseling program. The Potter school counselors regularly collect and analyze data in order to provide services that prioritize the school's needs and align with our school mission.

All of the members of the Potter Team are highly educated and qualified professionals. Each one possesses valuable and unique experiences that benefit our students. Members of our team are actively involved in many professional organizations including the American School Counselor Association, California Association of School Counselors, Association of California School Administrators, and National Association of School Psychologists.

Certificated Team Members

Position	Academic Degree/Education	Years in Education
Principal	M.S. School Leadership	17
Assistant Principal	M.A. Business	17
School Counselors (2)	M.S./M.A. Counseling	10 combined
School Psychologist (.8 FTE)	M.A. School Psychology	10 years
Speech Therapist (1)	M.S. Communicative Sciences & Disorders & M.A. Education	17

Classified Team Members

Position	Academic Degree/Education	Years in Education
Administrative Secretary (1)	B.A. Liberal Arts	15
Attendance Clerk (1)	Secretarial Certificate	10
Bilingual Clerk (.5 FTE)	B.A. in progress	4
Counseling Clerk (1)	B.A. Spanish	8
Health Care Technician (1)	LVN License, B.A. in progress	6
School Counseling Interns (.8 FTE)	B.A. M.S. Counseling in progress	16 combined

MONROE CLARK MIDDLE SCHOOL

SPARC

Support Personnel Accountability Report Card 2008-2009

Accountability reporting required by the California Department of Education and the Los Angeles County Office of Education

4388 Thorn Street, San Diego, CA 92105
Tel: (619) 563-6801 • Fax: (619) 563-9653 • www.monroeclark.org

District: San Diego Unified School District
Grades: 6th-8th • **Enrollment:** 1,229 • **School Year:** Year-Round • **Principal:** Mr. Thomas Liberto

Principal's Message

Monroe Clark Middle School is dedicated to the development of well-rounded, lifelong learners. To do this requires a commitment to supporting students in multiple areas. For this reason I fully support our Student Support Personnel Team (SSPT). Through the implementation of the National Standards for School Counseling, set forth by the American School Counselor Association (ASCA), our SSPT supports all students in the areas of academic, career, and personal/social growth.

Each member of the SSPT plays a vital role in ensuring that every student has the opportunity to succeed academically in a safe, positive learning environment. Last year the team focused on academic skill-building and decision-making strategies through the use of intentional and classroom guidance curriculums. This year the SSPT is continuing these efforts while also focusing on bullying prevention and 8th grade promotion.

One area of which I am particularly proud is the individual academic reviews, completed by our school counselors, with 7th grade students and their parents. The support of AB1802 funding has allowed our SSPT to connect with a large number of students and their families in order to better design interventions based on their diverse needs. At Monroe Clark we firmly believe that parental involvement and support is crucial to our present and future success. It is just one of many ways in which we develop students who are "high school ready, geared up for college, and prepared for life".

Student Support Personnel Team

The Clark SSPT consists of highly educated and experienced members who are dedicated to promoting student success through collaboration and teamwork. School counselors, collaborating with other members of the SSPT, participate in student study teams, individual education plans, parent/teacher/student conferences, various site staff and committee meetings, 504s, and district meetings. This enables us to create, coordinate, implement, and evaluate a student support program that serves all students in an effective, equitable manner.

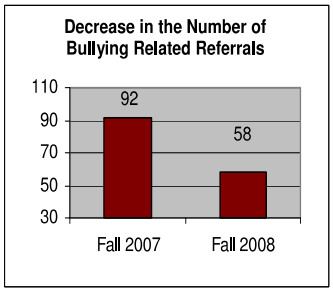
SSPT members possess a wide range of skills and experiences to benefit our students. Certified team members hold appropriate credentials for their positions, in accordance with No Child Left Behind. Members belong to organizations including the American School Counselor Association, National Association of Social Workers, National Association of School Psychologists, and Association of California School Administrators.

TEAM MEMBERS	
School Counselors (6) • MS, PPS, Admin, Teaching	**Principal** • MS, Admin, Teaching
School Psychologist (1.4 fte) • MS, PhD	**Social Workers (2)** • MSW, LCSW
School Nurse • RN, MSN	**Assistant Principals (2)** • Admin, Teaching
High School Readiness Counselor • MS, PPS, PhD, Teaching	**Counseling Interns (3) & Social Worker Interns (2)** • BA, BS
Secretaries & Office Assistants	**School Resource Officer**
Parent Center Director • MA	**Outreach Consultant** • BS
Dean of Students • Admin, MA, Teaching	**Librarian** • Teaching, MLS
Campus Security (3)	**Health Assistant**

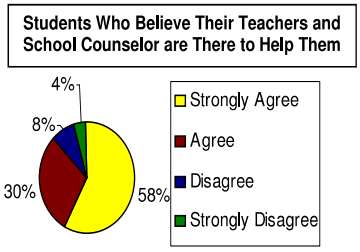
School Climate and Safety

Contributing to the development of a safe school environment is a priority for Clark's SSPT. The SSPT believes that students who feel safe at school have a better chance to succeed. Through designing comprehensive programs that are proactive and preventative in nature, the SSPT works to ensure that students have a secure learning environment to promote personal and educational growth. With this in mind, the SSPT developed programs focused on areas such as decision making, bullying prevention, conflict resolution, and increasing counselor presence in the classroom.

The focus of the SSPT has been to reduce the number of bullying related incidents at Clark, while also increasing student awareness of the dangers of cyberbullying. This has been achieved through the creation and implementation of classroom guidance lessons for our entire student body. Since these programs began there has been a marked decrease in the number of bullying related referrals.

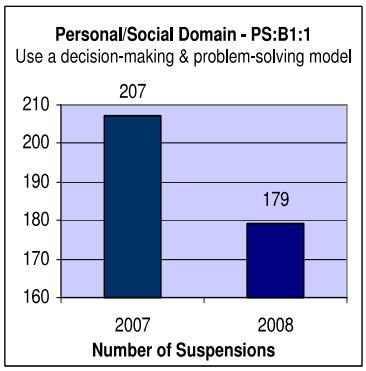


In a move toward improving school climate school counselors, along with other members of the SSPT, have worked to increase their level of visibility throughout the school. This has been accomplished through a number of strategies including intentional and classroom guidance. As a result, 88% of all 8th grade students believe that their counselors and teachers are there to help them.

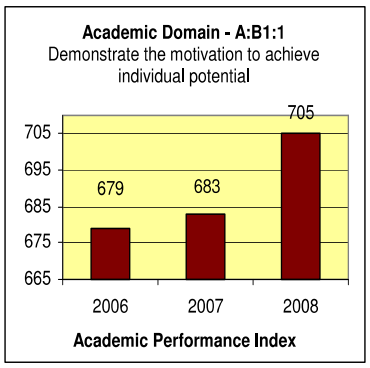


Student Results

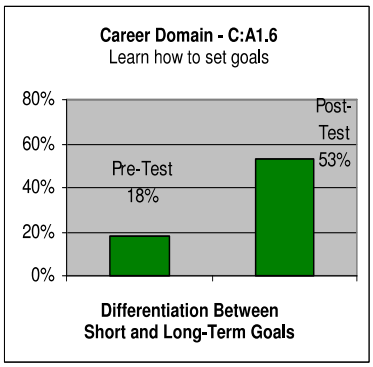
Clark's SSPT understands the importance of collecting and analyzing data to measure shifts in students' knowledge, attitudes, and skills. Through assessing the impact of our programs, the SSPT evaluates student development in academic, career, and personal/social domains (as prescribed by ASCA) and uses the results to modify these programs as needed.



Last year all 6th and 7th grade students received classroom guidance presentations on the S.T.A.R. (Stop, Think, Act, Review) Decision Making Process. This lesson teaches students to consider all their choices and the consequences of each prior to making decisions. In addition to consistent enforcement of school rules, we believe these lessons contributed to the decrease in suspensions.



Clark's API has improved over the last three years due to increased California Standardized Test (CST) scores. In addition to the hard work from teachers and administrators, the school counselors led academic skill-building intentional guidance groups, targeting 8th grade students with one or more F's on their progress reports, positively contributing to these improved scores.



In focusing on career development, school counselors created and delivered lessons on the importance of setting goals. All 7th and 8th graders learned the difference between short and long-term goals and how creating both can positively contribute to achieving future success. Following the lesson the percentage of students who could differentiate between the two more than doubled.

Community Partnerships & Resources

The SSPT believes in collaboration and teamwork with community partners to ensure the well-rounded development of all our students. Community partners are very important to our school and provide a variety of services including academic tutoring, educational opportunities, field trips, counseling, and student health services. One such partner who helps make these things possible is the Price Charities Organization. We are grateful for the support they provide in increasing student success.

We are proud of our Parent Center, which provides a variety of opportunities for parents to be involved. One such opportunity is the Parent Ambassador Program, allowing parents to utilize their academic strengths to provide classroom support for our students and teachers.

Academic: City Heights Educational Collaborative, Advancement Via Individual Determination (AVID), San Diego State University, San Diego Education Association, San Diego City College, Price Charities

Personal/Social Domain: Cornerstone Providence Community Service, Price Charities, DAD's Club, Hoover High School Health Center, San Diego Foundation

Career Domain: Junior Achievement BizTown, College Avenue Compact, Cal-SOAP, Balboa Park Museums, San Diego Zoo, Aquatic Adventures

For volunteer opportunities with our student support services program, please contact Rocio Agiss, Parent Center Director, at ragiss@sandi.net or 619-563-6801 Ext. 2315.

Support Personnel Accountability Report Card Template

School Name _____

Writer _____ Date _____

Reviewer_____ Date _____

Principal's Message (1,287 character limit)

Type your narrative here

Student Outcome Introductory Narrative (474 character limit)

Type your narrative here

Career Readiness Narrative (832 character limit)

Type your narrative here

College Readiness Narrative (832 character limit)

Type your narrative here

21st Century Skills Narrative (832 character limit)

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Programs and Partnerships Narrative (729 character limit)

Type your narrative here

Student Support Team Narrative (1,050 character limit)

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