Creating an Advising Credential for Middle School Counselors

Webinar Presenter: Kirsten Perry
Webinar Date: March 6, 2020
Learning outcomes:

- Explain the importance of middle school advising as it pertains to postsecondary readiness.
- Identify stakeholders to collaborate with to develop and pilot a middle school advising credential.
- Articulate the necessary skills middle school counselors need to effectively advise students and families on postsecondary options and close the achievement gap for black and Hispanic youth.
- Implement a middle school advising credential at the district level.

Overview of School Counseling in Chicago Public Schools

- 738 school counselors:
  466 ES | 272 HS
- School counselor-to-student ratios vary widely across the district (Lowest = 38; Highest = 1564)
  - Elementary: 1:510
  - High School: 1:389
    - 14% 1:250 or less (compliant with ASCA-recommended ratio)
    - 46% 1:251-500
    - 40% 1:501 or more
- Principals hire, supervise, and evaluate school counselors
- ALL CPS school counselors are evaluated under the REACH Framework for School Counselors
- CPS district funds three positions at EVERY school in CPS - a principal, a clerk, and a school counselor. The remainder of staffing needs are decided by the principal on a student-based budget.
- Chicago Teachers Union (CTU) provides contractual language for school counselors to work in alignment with the ASCA framework
- School counselors direct the postsecondary work, with coaches supporting (although not all schools have postsecondary coaches)
- Eight current RAMP schools
- ASCA 2018 & 2019 National School Counselor of the Year
Percentage of Elementary School Counselors Serving as Case Managers

Chicago Public School Student Demographics & Enrollment

Student Demographics

<table>
<thead>
<tr>
<th>Economic Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged Students</td>
<td>76.6%</td>
</tr>
<tr>
<td>Students with IEP</td>
<td>14.1%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

Student Racial Makeup

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>36.6%</td>
</tr>
<tr>
<td>White</td>
<td>12.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.7%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2%</td>
</tr>
<tr>
<td>Not Available</td>
<td>5%</td>
</tr>
</tbody>
</table>

Student Enrollment

- Pre-kindergarten: 4.9% (17,060)
- Kindergarten: 6.7% (24,223)
- Elementary: 59.1% (213,651)
- Secondary: 29.3% (105,887)

Total: 361,314
**Groundbreaking Student Progress**

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman OnTrack Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>2011</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>2012</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>2013</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>2014</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>2015</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>2016</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>2017</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>2018</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Average PSAT 10 Composite Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>896</td>
</tr>
<tr>
<td>2018</td>
<td>903</td>
</tr>
</tbody>
</table>

**Average SAT Composite Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>956</td>
</tr>
<tr>
<td>2018</td>
<td>951</td>
</tr>
</tbody>
</table>

**New Expectations for School Counselors**

While school counselors are now expected to address systemic issues surrounding postsecondary deficiencies...

Only **56%** of school counselors nationwide state that their training adequately prepared them for best practice college and career advising.

Similar results on CPS surveys.
What School Counselors Need to Believe, Know & Be Able to Do

What They Learn in Grad School...*  
- World of work  
- Career theories and models of career development, counseling, and decision-making  
- Strategies, methods, and tools for assessing abilities, values, interests, and personality  
- Life processes  
- Labor market information  
- Interrelationships between work, mental well-being, relationships, and other life roles and factors  
- Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

What ELSE They Need...
- National and local college enrollment, persistence, and degree attainment trends  
- Building a college and career-going culture in a school building and serving as a postsecondary "champion"  
- Match and fit for all postsecondary pathways  
- Creating concrete postsecondary plans with students and families  
- Completing college and high school applications with a Match & Fit Lens  
- Drafting effective SMART goals  
- Working to ensure equity and access/removed systemic barriers  
- Exploring and mitigating personal beliefs about what students should do after high school  
- Advising special populations (i.e. diverse learners, undocumented, underrepresented, mid-tier students)  
- Exploring career options and trends

Middle school attendance is a strong predictor of freshman year success

In 8th grade, a student who misses fewer than two days has a 93 percent chance of being on-track in their freshman year of high school, while a student who misses about two weeks a year in 8th grade has just a 66 percent chance of being on-track.

93% 8th Grade Attendance  
90% 8th Grade Attendance

93% Chance of Being On-Track Freshman Year  
66% Chance of Being On-Track Freshman Year

Source: Allensworth, E. et al. (2014). Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools. Chicago, IL: University of Chicago Consortium on School Research.
Middle school grades are a strong predictor of freshman year success

In 8th grade, a student who misses with a 3.3 GPA has a 95 percent chance of being on-track in their freshman year of high school, while a student with a 2.0 GPA in 8th grade has just a 54 percent chance of being on-track.

Source: Allensworth, E. et al. (2014). Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools. Chicago, IL: University of Chicago Consortium on School Research.


Freshman OnTrack predicts high school graduation

HS Graduation rate includes Option schools diplomas awarded.
Freshman year GPA is also highly predictive of access to selective and very selective colleges

Students’ likelihood of graduating from high school with access to selective or very selective colleges

- Students who were on-track & had >3.0 GPA at the end of freshman year: 0.66
- Students who were on-track & had <3.0 GPA at the end of freshman year: 0.13
- Students who were off-track at the end of freshman year: 0.01

Source: The To&Through Online Tool. See toandthrough.uchicago.edu/tool.

Transition Between 8th and 9th Grade

Failure increases, particularly in non-core cores from 8th to 9th Grade.

More Students Failed Courses in All Subject Areas in Ninth Grade than in Eighth Grade, but the Failure Rate in PE/Health Increased Most (2016-17 Freshman Cohort)

Number of Students with at Least One Semester Failure, by Grade and Subject Area

Students

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>739</td>
<td>1200</td>
</tr>
<tr>
<td>Math</td>
<td>312</td>
<td>1504</td>
</tr>
<tr>
<td>Science</td>
<td>413</td>
<td>1505</td>
</tr>
<tr>
<td>Social Studies</td>
<td>746</td>
<td>1206</td>
</tr>
<tr>
<td>Arts</td>
<td>97</td>
<td>654</td>
</tr>
<tr>
<td>PE/Health</td>
<td>69</td>
<td>1200</td>
</tr>
</tbody>
</table>

Note: For each subject area, students were included only if they received at least one grade in that subject area in eighth grade during school year 2015-16 and at least one grade in that subject area in ninth grade during school year 2016-17. This excludes students who attended a charter school for the duration of either their eighth-grade or ninth-grade school year. For more information, see Appendix A.
CPS Freshman “On-Track” Through an Equity Lens

Freshmen On Track Rates by Race

Year

Percentage


89.1 83.5 95.4 90.7 96.7 95.9 93.6

80 75 90.3 82.4 83.8 83.5 83.5

71.6 68.5 70.6 73.1 76.3 76.9 76.9

62.3 66.5 66.5 68 68 68 68

60

District Asian White Hispanic Black

CPS Early College-Career Enrollment through an Equity Lens

ECCE Credential Comparison

<table>
<thead>
<tr>
<th>Credential</th>
<th>All</th>
<th>AAYM</th>
<th>Latino Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earning ECCE</td>
<td>46.8</td>
<td>45.5</td>
<td>45.5</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>26.1</td>
<td>26.1</td>
<td>26.1</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>12.2</td>
<td>12.2</td>
<td>12.2</td>
</tr>
<tr>
<td>AP Exam (3 or higher)</td>
<td>7.1</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>IB Exam (4 or higher)</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>CTE</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>JROTC</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Seal of Biliteracy</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Turn & Talk:

➔ Do You See Similar Data Trends in Your District?
➔ What Attitudes, Knowledge & Skills Do School Counselors Need in Order to Impact These Metrics?
➔ What Attitudes, Knowledge & Skills Do Students/Families Need in Order to Impact These Metrics?

Curriculum Overview

Workshops:
1. High School Landscape Research
2. HS Types - Match & Fit
3. Student Centered Advising & Tools to Assist You
4. Tiered Postsecondary Interventions
5. Scholarships & Financial Aid
6. Transition & Persistence

- 36 hours of PD across 6 months, eligible to be used toward ISBE licensure
- Highly interactive, with a balance of theory and application
- Comprehensive workbook or textbook for each session (length ranges from 40-270 pages)
- Access to an online repository of resources
- Adult learning theory integrated (e.g. cohort model allows participants to interact regularly and share best practices with one another)
Collaboration Across Chicago

- University of Chicago: Urban Education Institute
- Success Bound
- Hobsons: Naviance
- GoCPS: High School Application
- Daniel Murphy Scholarship Fund
- High Jump
- Career and Technical Education
- EVERFI: Financial Literacy
- Companies that Care

Overview of Session 1

Title: Landscape Research

Participants will be able to:

- Know relevant data pertaining to college and career readiness
- Know how to identify equity gaps using on-track and attendance data
- Identify and evaluate elements of a postsecondary culture
- Develop a “Closing the Gap” action plan that targets outcome metrics for special populations (i.e. black/hispanic males or students with a 2.0-2.9 GPA)
Overview of Session 2
Title: High School Types: Match & Fit

Participants will be able to:

1. Understand best practices in advising for high school applications (i.e. match and fit)
2. Understand their own reactions and biases when advising students and families
3. Understand high school types and programs
4. Understand how to use Naviance to help student explore their postsecondary interests

Chicago’s GoCPS High School Application Process

8th grade students can apply to a variety of high schools based on eligibility criteria. Options can include: selective enrollment schools, military schools, magnet schools, charter schools, International Baccalaureate programs, career and technical education programs, fine and performing arts programs and much more! All students can default to their neighborhood schools.
Naviance: Individual Learning Plans

A Curriculum Guide was Developed to Support Naviance: a Postsecondary Planning Tool for Middle School Students.

★ Aligned Lessons and Suggested Activities with Each Task
★ Each Lesson is Aligned with the American School Counselor Association’s Mindsets & Behaviors
★ Includes a Suggested Calendar for Implementation

Overview of Session 3

Title: Student Centered Advising & Tools to Assist You

Participants will leave this session with the knowledge and tools to effectively help students explore their high school interests and postsecondary pathways.

● Student Centered Advising
● To & Through Tool
● Middle School Success Bound Curriculum
● Chavez High School Planning Tool
● Learn,Plan,Succeed Repository for Postsecondary Pathways
● Spotlight Report for College Match & Fit
Overview of Session 4
Title: Tiered Postsecondary Interventions

Participants will:
1. Reflect on equity and access in the different spheres of influence (i.e. individual, family, school and community influences)
2. Develop plans for tiered post-secondary interventions (i.e. whole school interventions and supporting special populations)
3. Learn Ways to Support Students with Invisible Differences

Overview of Session 5

Participants will be able to:
1. Reflect on the history of race and red-lining as well as reflect on how it impacts student equity and access to postsecondary options
2. Understand the independent high school application process and scholarship programs
3. Know tools for teaching financial literacy to elementary and middle school students
4. Walk away with the knowledge, tools and best practices to effectively advise their students and families on how to make informed decisions for college affordability (i.e. scholarships & financial planning)
Overview of Session 6
Title: Transition & Persistence

Participants will be able to:

1. Know best practices for effective middle to high school transitioning
2. Reflect on staff and parent engagement in regard to postsecondary readiness
3. Know summer opportunities for elementary and middle school students
4. Identify and evaluate elements of a postsecondary culture
5. Reflect on “Closing the Gap” results and next steps
6. Know why it is important to be a postsecondary champion

Years 1 - 3 in Review

<table>
<thead>
<tr>
<th>SY17-18</th>
<th>SY18-19</th>
<th>SY 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot Year: Cohort 1</td>
<td>Second Year: Cohort 2</td>
<td>Year 3: Cohort 3</td>
</tr>
<tr>
<td>25 Participants</td>
<td>46 Participants</td>
<td>162 Participants</td>
</tr>
<tr>
<td>Selected Schools to Participate Based off of Geographic Location and Master Counselor Status</td>
<td>Open Application (Used a Randomizer Tool to Select 50 Schools for Participation)</td>
<td>Open Application (accepted all schools that applied)</td>
</tr>
<tr>
<td>Participation required principals to sign-off</td>
<td>Participation required principals to sign-off</td>
<td>Participation required principals to sign-off</td>
</tr>
<tr>
<td>Sessions Began in September and Ended in February</td>
<td>Sessions Began in September and Ended in March</td>
<td>Sessions Began in September and Will End in April</td>
</tr>
</tbody>
</table>
Overview of Participants

Since the program’s inception in 2017, around 53 middle school counselors from across Chicago have earned the credential. The goal is to credential all Chicago Public Schools middle school counselors at district-managed schools by 2022.

Progress Thus Far

22.4% of Participants Have Completed the Credential

Of school counselors have completed the credential: 11%
Of school counselors are in progress: 38%
Of school counselors have not started the credential: 51%

There has been 241 participants in the credential.
Impact on Students: “On-Track” Metrics

At Week 25 of the School Year Cohort 1 and Cohort 2 are trending above district averages for students “on-track”.

Students “On-Track” is a combined metric averaging students with an attendance rate above 95% and with passing grades of “C” or higher in Reading and Math.

Cohort 2: Impact on Students “On-Track” Metrics

There are 5,454 students impacted by Cohort 2.

At Week 25 of the School Year, Cohort 2 students are trending above district averages for students “on-track” by 5%. This is a 1% increase from last school year.

Students “On-Track” is a combined metric averaging students with an attendance rate above 95% and with passing grades of “C” or higher in Reading and Math.
Impact on High School Applications

There are 1,733 eighth graders in cohort 2.

Students and Families in Chicago use a Web-Based Application System to Apply for High Schools.

This graph shows that students in Cohorts 1 and 2 completed applications at a slightly higher rate than the district average.

School Spotlight

PRITZKER ELEMENTARY
Amanda Szafran, K-8 School Counselor
CEAAC Credentialed in 2018

How is CEAAC being integrated into practice?
- Expanded use of Naviance to include the Success Bound Curriculum
- Taught students about match and fit and how that applies to the GoCPS High School Application process
- Provided staff and parents information on the importance of middle grades attendance and GPA on Freshman year success
- Held parent information sessions on supporting our students in their transition to high school
- Developed programs to support transitioning and promote post-secondary going culture by hosting a Freshman Forum and Senior Sound-off annually

Improved On Track Rates for Middle School Students

<table>
<thead>
<tr>
<th>Week</th>
<th>SY18</th>
<th>SY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td>10</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>15</td>
<td>51%</td>
<td>63%</td>
</tr>
<tr>
<td>20</td>
<td>54%</td>
<td>65%</td>
</tr>
<tr>
<td>25</td>
<td>54%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Feedback Survey Results

36 school counselors completed the feedback survey for cohort 2.

The feedback survey asked school counselors to indicate how prepared they feel on the topics covered during each session using a likert scale of 1-5. One means not prepared and five means very prepared.

School counselors rated “prepared or very prepared” on most of the topics that were covered in each session.
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Qualitative Feedback

★ “Overall, I found these sessions extremely helpful. I have learned about so many resources to aid my future work” ~anonymous school counselor
★ “The sessions provided an opportunity for me to reflect on my practices and empowered me to have conversations with stakeholders around critical needs within my school” ~anonymous school counselor
★ “This was an amazing training experience that every Chicago Public School counselor should have. I learned a lot and feel better prepared now that I am a school counselor only without case management duties” ~anonymous school counselor
CPS 5-Year Vision

Our CEO, Dr. Janice Jackson, has made it a goal to have ALL middle school counselors trained in postsecondary advising as part of the district’s 5-Year vision.

STRATEGIES

Ensure every CPS graduate has a postsecondary plan.

Thousands of young adults in Chicago are out of school and work, and this is especially true of young African American and Latino men. As a district, we have long believed that our obligation to students extends beyond their time in our classrooms. Through our Plan, we are making a bold commitment to ensure every CPS student completes a postsecondary plan prior to graduation. Whether it be a plan to attend college, enlist in the military, enroll in an apprenticeship or job training program, participate in a gap year program, or pursue employment, we are committed to ensuring every student completes high school having been exposed to their full suite of options. 😊

To assist students in meeting this goal, all middle and high school counselors are training for a college and career advising credential. An online career and education planning tool will help students explore career options and allow counselors to track their progress toward completion of a plan. Every sophomore and junior will receive an individualized report twice a year to help them monitor their own progress toward graduation and identify the next steps needed to plan for postsecondary success based on their unique interests and aspirations. As a matter of equity, we are guiding counselors to provide the most intensive planning support to students with GPAs below 3.0 and African American and Latino males, who are underrepresented in higher education.

Feb 27, 2019

News Release:
CPS Graduation Growth Continues to Outpace the Nation! Improved 4x Faster than the National Rate Between 2013 and 2017!
Thank You!

Questions?
Contact: Kirsten Perry
khperry@cps.edu
Twitter: @kerry9777