



Special School District

Guidance

Paul Bauer, Chair

Board Approved: June 28, 2011



Guidance Standard Program Evaluation

Executive Summary

SSD evaluates its guidance program every two years. This is done for two reasons: (1) to determine whether the program is being implemented in a way to benefit students, and (2) the evaluation is required by The Missouri School Improvement Program (MSIP). The present evaluation includes a review of the SSD Guidance program as related to meeting MSIP Standard 6.9. Based on this review, strengths, opportunities for growth, and recommendations are noted.

Results

Strengths

- Overall, SSD, using guidance counselors, social workers, and transition facilitators, is implementing all components of comprehensive guidance.
- Technical high schools are implementing a new guidance curriculum.
- Guidance advisory committees provide input on how to improve guidance programs.
- Feedback from students, parents, and teachers indicates that all areas of the guidance curriculum are being provided to students.

Opportunities for Growth

- Guidance curriculum for special education schools has not been reviewed and revised as necessary.
- Internal Improvement Review (IIR) results for special education schools showed that several areas of comprehensive guidance are not being fully implemented.
- Members of the special education schools guidance advisory committee stated lack of awareness of services within and outside of the district.

Recommendations

- Review and revise guidance curriculum during the 2011-12 school year.
- During the 2011-12 school year, form a working group of counselors, administrators, social workers, and facilitators to address issues of incomplete implementation identified in the Internal Improvement Review (IIR).
- Continue to work with the guidance advisory committee for the special education schools to build collaboration, coordination, and awareness of services inside and outside of the district.
- During the 2011-12 school year, guidance counselors should collaboratively develop program goals, procedures, and student outcome measures to show the effectiveness of the guidance program.



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Program Being Evaluated: Guidance and Counseling

Program Evaluation Questions: Is guidance an integral part of the instructional program as evidenced by (a) a district-wide guidance program, (b) a K-12 guidance curriculum, (c) an individual planning system for students, (d) responsive student services, and (e) continued improvement activities as required by MSIP Standard 6.9?

I. Program/Service Information

1. Name of Program or Services: Guidance and Counseling

2. Personnel Responsible for Evaluation (list):
Paul Bauer, Director

3. Date of Evaluation (Year/Duration): 2010-2011 School Year

4. Goal/Objective of Program/Services:

The goal of the district guidance program is to support students in their Personal/Social, Academic, and Career Development.

5. Brief description of relationship between program goals, CSIP and MSIP Standards:

The guidance program supports students in academic, personal/social, and career development. Through helping students develop skills in those areas, the guidance program supports accomplishing both objectives of CSIP Goal 1: to annually meet state criteria for Adequate Yearly Progress, and to annually meet state criteria for post-secondary outcomes. The program also supports schools in meeting goals for attendance, discipline, and student behavior.

6. Demographic Description of Program:

Location(s):

All SSD Schools: North Technical High School
South Technical High School
Southview School
Litzsinger School
Ackerman School
Northview High School
Neuwoehner High School
Bridges
Juvenile Detention Center
Lakeside Center



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Number of staff

- 5 Grade level Counselors at the Technical High Schools
- 2 College and Career Counselors (placement) at the Technical High Schools
- 4 Counselors for Special Education Schools
- 15 Social Workers for Special Education Schools and Courts Programs (provide responsive services in addition to social work services and psychological counseling per IEP)
- 2 Full time Transition Facilitator shared by the 3 secondary-level Special Education Schools during the 2010-2011 school year

II. Evaluation Criteria for Programs/Services Offered

- Input from Guidance Advisory Committees
- Time and Task reports from Guidance Counselors
- DESE Internal Improvement Review
- Missouri Guidance Planning Surveys from Parents, Students, and Teachers

III. Description of Stakeholders Engagement in Program Evaluation:

- Paul Bauer, Director of Special Education Schools
- Nancy Richey — Counselor
- Marsha Stephens — Counselor
- Alexandra Farris-Scott Mohammed, Counselor
- Angie Blumenthal, Counselor
- Jeff Chandler — Lead Counselor, North Tech
- Russ Andrews — Lead Counselor, South Tech
- CTE Guidance Advisory Committee
- Special Education Schools Guidance Advisory Committee

IV. Results

District-Wide Guidance Program

The MSIP Process Standards for Guidance include the following:

- 6.9.1 A district wide guidance program has been developed and implemented in every building
- 6.9.2 The K-12 guidance curriculum is in place and is systematically reviewed and revised



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6.9.3 An individual planning system is in place (which includes the necessary forms and procedures) assists all students as they develop educational and career plans

6.9.4 Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, academic, social, and career development.

6.9.5 System support and management activities ensure full implementation and continued improvement of the district's comprehensive guidance program

The district meets each of those standards as follows:

District Wide Guidance Program: DESE has published expectations for the implementation of guidance programs. These expectations list the percentage of time guidance counselors should devote to implementing each component of the program. The program components are:

Guidance Curriculum: The guidance curriculum consists of structured developmental activities presented systematically through classrooms and large groups in grades K-12. The purpose of the curriculum is to facilitate students' optimal growth and development by developing competencies that promote academic, personal/social, and career development.

Individual Planning: Individual planning activities help students plan, monitor, and manage their academic, person/social, and career development. The goal is for students' personal plans to become pathways or guides through which they can use information about themselves to prepare for the future.

Responsive Services: The purpose of this component is to work with students whose personal circumstances, concerns, or problems are threatening to interfere with or are interfering with their academic, career, or personal/social development. Responsive services are provided through individual counseling, small-group counseling, consultation, and referral.

System Support: This component is implemented through activities such as program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation. To measure district implementation of the comprehensive guidance program, district counselors reported their activities in 15-minute periods over five days in each semester of the school year. Those data, along with DESE expectations, follow:



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Elementary Schools Percentage of Time Spent Guidance Program Components

Guidance Component	DESE Suggested Elementary School Percentage	Special Education Elementary School Percentage
Guidance Curriculum	35 - 45	56
Individual Planning	5 - 10	6
Responsive Services	30 - 40	1
System Support	10 - 15	34
Non-Guidance Activities	0	3
Total	100	100

High Schools Percentage of Time Spent Guidance Program Components

Guidance Component	DESE Suggested High School Percentage	Special Education High Schools	Technical High Schools
Guidance Curriculum	15 - 25	24	13
Individual Planning	25 - 35	21	36
Responsive Services	25 - 35	26	18
System Support	15 - 20	17	27
Non-Guidance Activities	0	12	6
Total	100	100	100

The above show that overall, SSD implements each component of its guidance program consistent with DESE’s suggested levels. However, the following points are noteworthy:

1. Social Workers: Each special education elementary school has at least two full-time social workers. These social workers provide individual and group psychological counseling according to students’ IEPs as well as crisis intervention and support to families in need. Because these trained staff are available, guidance counselors have more time available to implement the district’s guidance curriculum and are available to devote a higher percentage of their time to that component. This also accounts for the high percentage of time devoted to system support: this includes preparation and follow-up for implementing the curriculum and consulting with teachers and other staff to discuss students’ overall programs.



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2. Transition Facilitators: In special education high schools, guidance counselors support students in developing their long-range plan. However, the greater amount of support in this process is provided by two full-time transition facilitators assigned to the special education high schools. Thus, students receive support in developing and achieving their post-graduation plans, but the majority of support is not given by guidance counselors.

3. Recruitment: Guidance counselors in technical high schools engage in a higher percentage of system support activities than DESE's suggested level. This is because those counselors engage in many activities with students, parents, and staff devoted to recruitment, assignment, and program planning. Additional services include parent conferences, classroom presentations, technical and academic advisement, and the provision of scholarship and financial aid information are listed.

4. Home Schools: For the most part, responsive services are provided to students in the technical high schools by staff in their home school.

During the spring of 2011, guidance counselors and their principals completed an Internal Improvement Review (IIR). This instrument was created by DESE to assist districts in determining their degree of implementation of their comprehensive guidance program at <http://www.missouricareereducation.org/doc/guideiir/IIR.pdf> The instrument is divided into five parts: Program Overview, Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Based upon the ratings respondents give, a percentage of implementation is determined.

Program Overview

In the area of Program Overview, the two technical high schools received an overall implementation percentage of 90%. The overall percentage for the special education schools was 70%, with a range from 54% to 87%. The lowest rating for the technical high schools was "Action plans have been developed for comprehensive guidance program improvement, based on program evaluation results." The lowest scoring areas for special education schools were (a) "The comprehensive guidance program contains a written evaluation program.", (b) "Action plans have been developed for comprehensive guidance program improvement, based on program evaluation results.", and (c) "Counselors receive regular training on ethical standards outlined by the American School Counselor Association and the American Counseling Association."



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Guidance Curriculum

Guidance counselors in technical high schools implement a guidance curriculum approved by the SSD Board of Education in March 2011. This curriculum includes all required components of a curriculum and addresses all areas of comprehensive guidance. It was prepared with input from the Technical Education Guidance Advisory Committee and was shared with that committee in March 2011. The curriculum guides used by guidance counselors in special education schools meet MSIP's curriculum requirements. However, these guides are in need of revision. It is planned that the guidance curriculum used in special education schools will be reviewed and revised during the 2011-12 school year. In order to help ensure consistency of services, components of the curriculum approved for the technical high schools will be incorporated into the new curriculum where appropriate.

On the IIR, the percentage of implementation of curriculum in technical high schools was 94%. In special education schools, it was 87%. The lowest scoring area in special education schools was "Comprehensive guidance program curriculum effectiveness is evaluated and revised as needed."

In March 2011 SSD distributed the Missouri Guidance Planning Survey to parents, teachers, and students. Including special education schools and technical high schools, 349 students in Grades K -12, 112 parents, and 195 teachers completed and returned a survey. This survey primarily provides information to the district team that will review and revise the guidance curriculum. However, the survey also provides information on current curriculum delivery. According to the survey, all areas of the comprehensive guidance curriculum are currently being taught to students in grades K-12.

Based on the above data sources, it can be concluded that SSD guidance counselors implement the guidance curriculum.

Individual Planning System

The Time and Task data collection noted above showed that guidance counselors in elementary schools devote six percent of their time to individual planning with students. In special education high schools, they devote 21 percent of their time, and in technical high schools they devote 36 percent of their time.

The Individual Planning process in SSD includes group lessons with students through the guidance curriculum and individual meetings with students. Students with IEPs in both the special education schools and the technical high schools have transition plans developed with support from staff. Staff in special education schools also complete a



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transition portfolio containing information about the student, and where appropriate, the student's interests and experience. The student or the student's guardians can then make this information available to potential employers or adult service providers.

In the technical high schools, the IIR indicated 95% implementation of Individual Planning. The special education schools show 65% implementation. Lowest scoring areas were (a) "Individual planning information is systematically disseminated by various means" and "Students and parents/guardians receive appropriate information about requirements at subsequent levels in the student's education."

Responsive Services

Time and Task surveys indicated that the percentage of time guidance counselors in technical high schools devote to responsive services to students was below DESE's suggested percentages. This is in large part because only half-time students attend South County Technical High School: those students typically receive their responsive services in their home school. As a result, guidance counselors at that school completing the Time and Task survey reported a low level of provided them. In special education schools, the percentage of time devoted to responsive services in elementary school was very low, while it was barely within DESE's suggested range. As noted above, this is because the model used in those schools calls for responsive services to be provided by social workers. This was noted in the previous evaluation of the guidance program.

According to the IIR, technical high schools implement this component at the 94% level. Special education schools implement this component at the 52% level. Lowest levels of implementation were reported for (a) "Students who are experiencing problems that might be interfering with their healthy development can readily access professional school counselors", (b) "An up-to-date written list of referral services is available to students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development, (c) "Students, teachers, and parents/guardians are encouraged to make use of identified referral sources as is appropriate.", and (d) "Responsive services activities include referral and follow-up procedures."

System Support

As noted above, counselors in elementary special education schools and technical high schools reported a higher percentage of their time in system support than DESE's suggested ranges. Also as noted above, this is because counselors in the elementary schools spend the largest percentage of their time implementing the curriculum, requiring planning time. In addition, these staff consult with teachers, social workers, and transition facilitators for student planning and services.

As part of the system support component of the guidance program, the Guidance Advisory Committee met in the Spring of 2011. This committee consists of parents, teachers, guidance



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counselors, social workers, administrators, and members of the community. After discussion of the guidance program, this committee identified the following topics for future study:

1. How to track student progress toward graduation when the students move among various schools.
2. Awareness of the guidance program and clarification of roles of various staff (social workers, guidance counselors, facilitators) for staff, students, and parents/guardians
3. Increase awareness of community agencies among staff and parents/guardians.
4. Increase collaboration among all staff within and outside of school working with students.
5. Increasing the amount of guidance counselor time at each school.

An additional component of System Support for technical high schools is the Guidance Advisory Committee. This committee meets each Fall and Spring and review programs at the technical high schools and in the community, student enrollment information, and partnerships with the community. Finally, as noted above, counselors in technical high schools engage in meetings with parents, staff, potential employers, and with district personnel to plan student programs. In addition, they serve a “fair share” of student supervision responsibilities.

Technical high schools reported implementation rate of 95% on the IIR for this area. Special education schools reported an implementation rate of 77%. The lowest-scoring area was “Professional school counseling services are supported by various program management activities.”

V. Summary

Strengths

1. Overall, SSD, using guidance counselors, social workers, and transition facilitators, is implementing all components of comprehensive guidance.
2. Technical high schools are implementing a new guidance curriculum.
3. Guidance advisory committees provide input on how to improve guidance programs.
4. Feedback from students, parents, and teachers indicates that all areas of the guidance curriculum are being provided to students.



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Opportunities for Growth

1. Guidance curriculum for special education schools has not been reviewed and revised as necessary.
2. IIR results for special education schools showed that several areas of comprehensive guidance are not being fully implemented.
3. Members of the special education schools guidance advisory committee stated lack of awareness of services within and outside of the district.

Recommendations

1. Review and revise Special Education guidance curriculum during the 2011-12 school year.
2. During the 2011-12 school year, form a working group of counselors, administrators, social workers, and facilitators to address issues of incomplete implementation identified in the Internal Improvement Review (IIR).
3. Continue to work with the guidance advisory committee for the special education schools to build collaboration, coordination, and awareness of services inside and outside of the district.
4. During the 2011-12 school year, guidance counselors should collaboratively develop program goals, procedures, and student outcome measures to show the effectiveness of the guidance program.

Status of Recommendations from Previous Evaluation

Technical Education Recommendations

1. *Continue to develop lessons and activities in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards with an emphasis on Career Development and Academic Development simply because we provide vocational and technical education.*
2. *Complete and submit new guidance curriculum to the SSD Board for approval no later than fall 2010.*

Status: Both of these recommendations were completed with the approval in March 2011 of the guidance curriculum.



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Special Education Recommendations

1. *Lessons and activities will continue to be developed in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards. The focus will be on preparing our students for adult life as it applies to the level of ability.*

Status: Guidance counselors continue to work with transition facilitators to prepare students for post-secondary outcomes. However, feedback from the guidance advisory committee and staff indicates that collaboration and coordination in this area is an opportunity for growth. This will be addressed during the curriculum review/revision process.

2. *It may be necessary to redefine the role of the guidance counselor in each building to address and/or implement a more traditional program*

Status: Data indicate that guidance counselors are implementing the components of the guidance program at levels that are for the most part consistent with DESE's recommendations. This indicates they are taking a more "traditional" role.

3. *Determine with school principals space to store materials.*

Status: Storage issues have been addressed.