

# Burlington High School

Eric Burling, Principal  
400 McCanna Parkway  
Burlington, WI 53105  
(262) 763-0200  
www.basd.k12.wi.us/bhs

## 2018 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

School Counselors: Chris Bornhuetter Jennifer Reuchlen Karl Richter Laura Stutzman

Grade Levels: 9-12

Enrollment: 1135



### Principal's Comments

Burlington High School has an amazing team of counselors who are passionate about the School Counseling Program (SCP). Every day, I observe them assisting our students in becoming "College and Career" graduates. Through the professional collaboration among school counselors, teaching staff, and administration, Burlington High School maintains a professional learning environment that produces students who are ready for life's endeavors after high school.

An excellent example of our SCP impact is our students' ability to identify supporting adults which helps to build a positive school culture and climate. Not all students enter Burlington High School with the same skills, both soft and academic, to be successful. The increase occurred because our SCP, through the comprehensive school counseling model, utilized freshman Academic and Career Planning (ACP) conferences to meet individually with each student and parent. During the in-depth meeting, counselors provided information regarding adult resources available for support, and students used the discussion to identify their "go to" sources for assistance. Results of a pre- and post-test showed an increase of 18% in students that can identify supportive adults.

Another success of our SCP focused on decreasing the number of failed courses for our credit deficient sophomores. Obviously, these students struggled as freshmen, and the counselors collaborated with teaching staff and administration to implement a number of interventions. The school counselors connected their students to After School Study Support, initiated and monitored online credit recovery, planned parent and administrative team meetings, and when applicable made referrals for alternative programming. These interventions coupled with the school counselors' consistent efforts to build relationships through 1:1 meetings to process variables impacting social and emotional well-being led to success for our credit deficient sophomores. Failed semester classes for these students decreased from 4.7 at the beginning of the year to 2.05 at the end. In many cases, these students became back on track for meeting graduation requirements.

Our culture of college and career awareness and healthy decision making for ALL students is the direct result of the value that is placed on the Wisconsin Comprehensive School Counseling Model (WCSCM) standards and the American School Counselor Association (ASCA) national standards. I look forward to seeing our SCP team's progress towards this year's goals of improving the academic success of our transient students and our attendance rate of our at-risk freshmen. I highly endorse my SCP and team of school counselors as they continue to work with our number one clients, the students of Burlington High School.



### School Climate and Safety

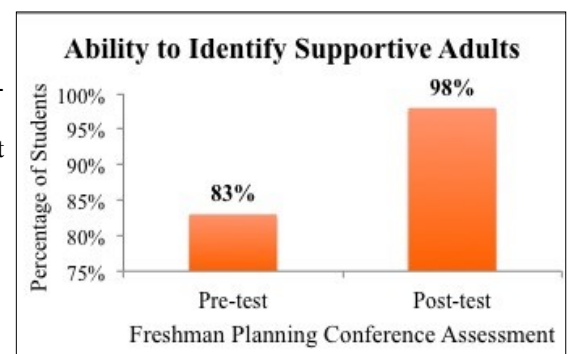
The SCP plays a vital role in helping establish and maintain a positive school environment and directly impacts school climate and safety. School counselors communicate regularly with administration about issues that may impact the school environment.

The SCP team regularly implements programs and activities, which increase student connectedness to school. According to the Search Institute 40 Developmental Assets for Youth, "the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society" (Search Institute. Discovering What Kids Need at <http://www.search-institute.org/research/developmental-assets>). Supportive adult relationships and a caring, encouraging school environment are essential to students' success in school and the post-secondary society. During individual Academic and Career Planning (ACP) conferences with freshmen and parents, the school counselors provide information regarding numerous adult resources available to provide support, and students are challenged with the task of identifying their "go-to" sources of help in the classroom, in extracurricular activities, at work, and at home. Results of our freshman Academic and Career Planning Conference pre- and post-test

Chart 2



Chart 1



reflect an 18% increase in the number of students who agree that they are able to identify "three adults that can help me" (Chart 1).

In addition, Freshman Decision Making (FDM) curriculum is delivered by the school counselors to all 9th grade students to foster healthy decision-making skills and provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention. Through a classroom lesson on harassment, the school counselors instructed students on the definition of harassment and the school reporting procedure. As a result of the harassment lesson, there was a 5% increase in the number of students who strongly agreed/agreed that "I know to whom I report when I feel harassed" (Chart 2).



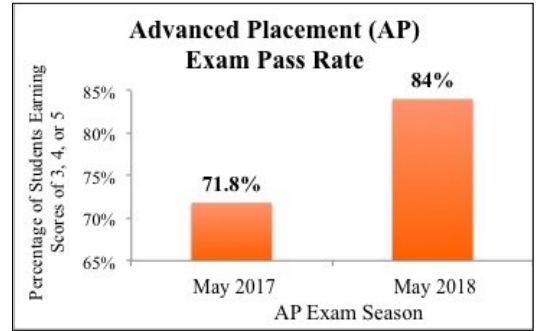
## Student Results

Data is an essential component in how the SCP team develops, improves, and evaluates student results. Specific standards for student achievement are taken from the ASCA Mindsets & Behaviors for Student Success and from the WCSCM. The SCP ensures that students show improvement in the academic, career, and social/emotional domains.

**Academic:** ASCA M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions. WCSCM B.2 Apply knowledge in establishing and achieving academic goals. B.12.2.3 Demonstrate the ability to establish challenging academic goals in high school.

School counselors conduct annual Academic Career Planning (ACP) conferences with each student to devise goals based on postsecondary pathways, develop and review four-year plans, and allow for discussion of AP courses and verification of course prerequisites. Added to each conference agenda last year, school counselors and students explored the College Board's "Credit Search Policy" to see which post-secondary institutions accept AP exams for credits, which specific courses may be fulfilled at respective colleges based on AP exam results, and whether those courses relate to their anticipated area of study by then exploring the college's website and academic programs. Students are better able to make informed decisions as to which AP exams are most beneficial to take related to future goals, with greater motivation to prepare for exams. In addition, counseling staff collaborated with administration to move AP testing from the high school to another district building last year, which resulted in a far quieter and more conducive testing environment. As a result, the percentage of students earning a 3, 4, or 5 on AP exams increased to 84% from 71.8% the previous year, an increase of 17% (Chart 1).

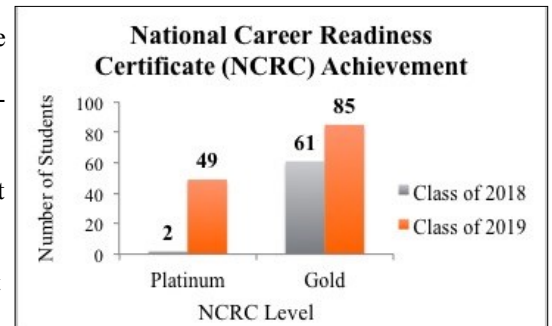
Chart 1



**Career:** ASCA M 4 Understanding that postsecondary education and life-long learning are necessary for long-term career success. B-LS 7 Identify long- and short-term academic, career and social/emotional goals. WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals. H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

The school population has historically been well-informed on the ACT with Writing but far less on the ACT WorkKeys, prompting school counselors to add greater emphasis on this in the Junior ACP conference. With their school counselor, students explored the ACT WorkKeys website, reviewed sample questions for each of the three sub-tests, learned about the score range, and learned of their ability to earn National Career Readiness Certificates (NCRC) based on WorkKeys score results. Last year, school counselors moved the conferences to late fall, well in advance of the state ACT with Writing and WorkKeys test dates in February in order to maximize students' opportunity for test preparation options shared in the conference. As a result, the number of students earning the highest NCRC level, Platinum, increased from 2 for the Class of 2018 to 49 for the Class of 2019, an increase of 2,350%, while the number of students earning the next highest level, Gold, respectively increased from 61 to 85, an increase of 35% (Chart 2).

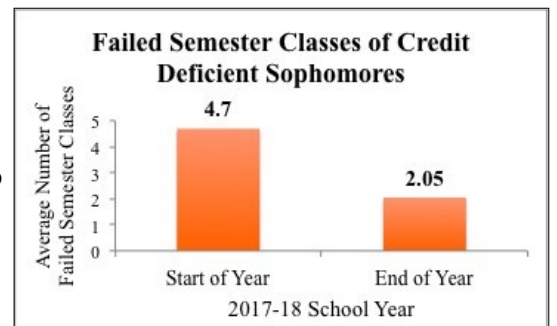
Chart 2



**Social/Emotional:** ASCA M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-SS 3 Create relationships with adults that support success. WCSCM E.1 Apply self-knowledge in the decision making or goal setting process. E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal.

School counselors identified a population of credit deficient sophomores, based on their having failed two or more semester classes their freshman year. On average, this group failed 4.7 semester classes. School counselors implemented a number of interventions for the identified students, including connecting them to After School Study Support, initiating and monitoring progress on online credit recovery courses, planning parent and administrative team meetings, and making referrals to alternative programming when applicable. In addition, school counselors met with the identified students on a consistent basis to build relationships, engage them in the school environment, and help remove barriers to their success. While academic skills were discussed, the major emphasis of the 1:1 meetings focused on processing variables impacting the students' social and emotional well-being. After a year of utilizing these interventions, school counselors were able to decrease the average number of failed classes per credit deficient sophomore from 4.7 to 2.05 (Chart 3).

Chart 3



## School Counseling Program Goals

The BHS school counselors are strongly committed to using data to continuously improve the School Counseling Program to best meet the needs of students and families while implementing ASCA and WCSCM standards.

**Program Goal One:** By the end of the 2018-19 school year, the attendance rate for the at-risk 9th grade student population will increase to 95%.

**Explanation of Baseline Closing the Gap Data:** The overall attendance rate for 9th grade students in the 2018-19 school year is currently 96.8%. When looking at data from the Dropout Early Warning System (DEWS), our at-risk 9th grade students had a current attendance rate of 91.9% (Chart 1).

Chart 1

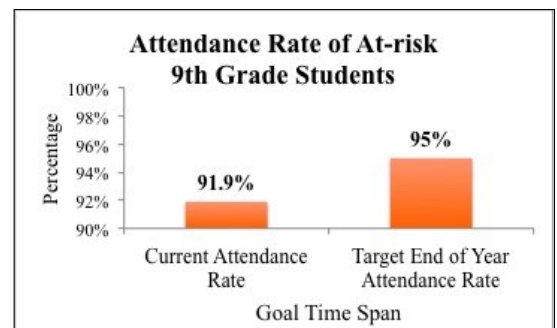
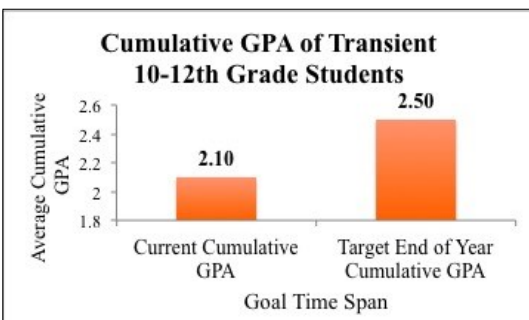


Chart 2



**Program Goal Two:** By the end of the 2018-19 school year, the average cumulative GPA of the transient student population in grades 10-12 will increase to an average of 2.50.

**Explanation of Baseline Closing the Gap Data:** The average cumulative GPA for all 10-12th grade students is 2.98; whereas, the average cumulative GPA for the transient population of 10-12th grade students is 2.10 (Chart 2).

**Action Plan:** Throughout the 2018-19 school year, school counselors will target each identified group of students through Individual Planning Conferences, individual check-ins, and small groups. School Counselors will use these activities to help identified students plan, monitor, and manage their own learning as well as to enhance their academic, career, and social/emotional development.