



# Capital High

<https://capital.madison.k12.wi.us>

## 2019 Wisconsin School Counseling Program Accountability Report

**Principal:** Karyn Stocks Glover

**School Counselor:** Marianne Matt

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Enrollment: 130 students (9th-12th grade); 40% African American; 1% Asian; 29% Latinx; 14% Multi-Racial; 16% White; 21% Special Education; 17% English Language Learners; 88% Low Income

### A Continuous Improvement Document Sponsored by the Wisconsin School Counselor Association

## Results Report

### Dual English Credit Attainment Increase for African American & Multiracial Seniors

**ASCA Model Domain:** Academic, Career

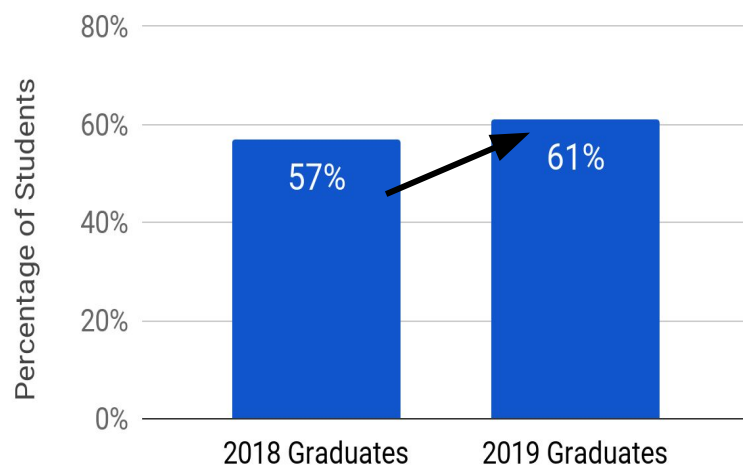
**Mindsets & Behaviors:**

- BLS 8 - Actively engage in challenging coursework
- BSMS 5 - Demonstrate perseverance to achieve long- and short term goals

**Student Need:** According to Community College Daily “Dual enrollment also offers a pathway to college for students in high-poverty areas where youths don’t traditionally pursue higher education. As a result, ‘we [sic] can be that entity that moves our students away from having a zip code define their future’”. In March 2019 the Education Trust put out the report titled Broken Mirrors which states that Wisconsin would need to more than double the number of Black students earning bachelor’s degrees to match state demographics and that Wisconsin has a severe gap (greater than 15% points) with Black graduates less likely to be awarded bachelor’s degrees than their White peers and more likely to receive associate degrees or certificates. In a traditional school setting, many Capital students would not have access to dual credit opportunities as a pathway to college; 88% of our students are low income and 54% of our population is African American and/or Multiracial. All seniors enroll in dual credit classes. In addition “Black Excellence” is part of the Madison School District’s current strategic framework.

**Action Plan:** Seniors engage in two days of testing and exploration at Madison College; in addition students attend Madison College’s Ethnic Youth Career and College Fair whose purpose is to show students that higher education is attainable. Students who identify as African American or Multiracial receive individual counseling around their Accuplacer score in correlation to their dual credit English classes and to their chosen program at Madison College in order to educate and motivate students on the benefit of achieving the dual credit offered. Students are also counseled about their attendance since this is a component of achieving credit in this dual credit class.

African American & Multiracial Students Earning Dual English Credit



**Participation Data:** Thirty 2018 graduates (22 African American, 8 Multiracial); Thirty five 2019 graduates (25 African American, 10 Multiracial); Each graduate in 2019 had 2 or more individual conferences lasting between 5-15 minutes.

**Mindsets and Behaviors Data:** Students reported in the Senior Survey data (graph on following page) that meetings with their school counselor impacted their overall college going mindset which can be interpreted to have impacted student achievement in their Dual Credit English course.

**Outcome Data:** In June of 2018 ten students identified as African American and/or Multiracial earned credit to the rate of 57%. In June of 2019 thirteen students identified as African American and/or Multiracial earned credit to the rate of 61%. This is an increase in Dual Credit English attainment by 4% from June 2018 to June 2019.

**School Counselor Role:** Provided individual academic and college counseling, partnered with teachers and social worker to understand student specific support needs academically and with attendance, and provided Accuplacer testing as checkpoint in fall.

## Financial Aid Knowledge

**ASCA Model Domain:** Academic, Career

**Mindsets & Behaviors:**

- M4 - Understanding that postsecondary education and life-long learning are necessary for long-term career success
- BLS9 - Gather evidence and consider multiple perspectives to make informed decisions

**Student Need:** 52% of Capital High students reported “little to no understanding” of financial aid when asked to rank their financial aid knowledge prior to the presentation. The National College Access Network states that FAFSA completion is so strongly correlated with postsecondary student outcomes and that high school seniors from higher-poverty school districts are less likely to complete the FAFSA.

**Action Plan:** All students participated in a classroom lesson about financial aid and extended their learning through college exploration activities including building a financial aid package specific to self.

**Participation Data:** 110 students grades 9-12, one 20 minute lesson delivered to groups of 15 or less. 17% of 2019 seniors students completed FAFSA.

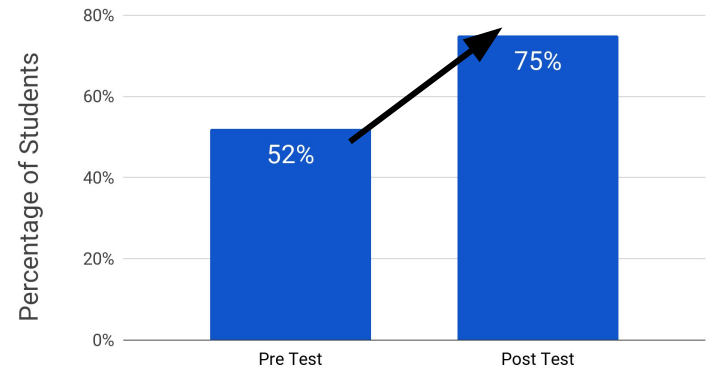
**Mindsets and Behaviors Data:** Students ranked their understanding of the financial aid process on a 5 point likert scale with 1 indicating no knowledge and 5 indicating much knowledge.

Prior to the lesson 52% of students reported a 1 or 2. A post assessment indicated 75% now report an understanding of 4 or 5, a 23% increase.

**Outcome Data:** Postsecondary retention and completion data provided by National Student Clearinghouse.

**School Counselor Role:** Delivered financial aid lessons to twelve advisories and provided lesson extension activities to advisors. Students ineligible to access FAFSA were provided with scholarship resources and alternate counseling.

Students reporting "much knowledge" of Financial Aid



Ranked on a scale: 1=no knowledge; 5=much knowledge

## Immediate Postsecondary Enrollment

**ASCA Model Domain:** Career

**Mindsets & Behaviors:**

- BSS3 - Create relationships with adults that support success
- M4 - Understanding that postsecondary education and lifelong learning are necessary for long term career success

**Student Need:** The National Student Clearinghouse reported a 25 percentage-point gap in college enrollment rates between students from high-poverty and low-poverty public high schools. 88% of Capital High students are low-income, the counseling program aims to close that opportunity gap.

**Action Plan:** To increase college enrollment all 44 seniors were provided with individual counseling (25 minutes), college recruiter access, group and individual application sessions, as well as follow-up support with application materials. According to a recent report by the National Association of College Admissions Counseling (NACAC), “Students who met with a counselor to discuss college admissions or financial aid had odds of attending college that were 3.2 times higher than those who did not meet with a counselor”.

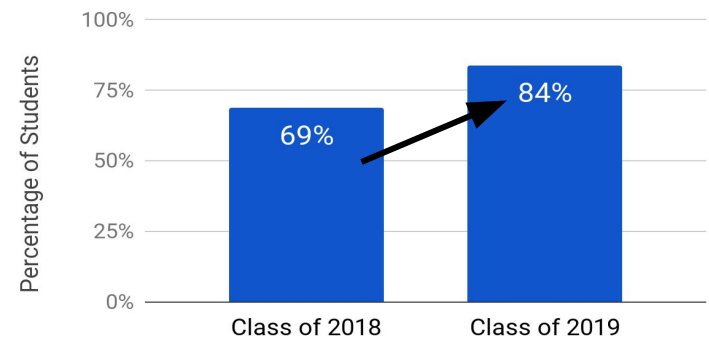
**Participation Data:** A 21% increase in the percentage of Capital High graduates enrolling into a 2- or 4- year college from 2018 (69%) to 2019 (84%). Two 2-hour long application sessions for 44 seniors and 1:1 support for 10 students for 15 minutes each.

**Mindsets and Behaviors Data:** The Senior Survey, given in the spring of each year to all 12th graders (below) indicates that school counselor meetings and presentations about applying to college and the financial aid process were helpful in terms of accessing postsecondary programming.

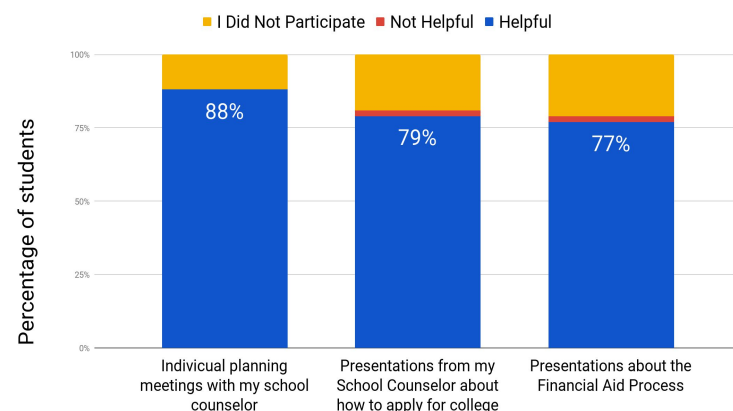
**Outcome Data:** TBD Postsecondary Retention and Completion data provided by National Student Clearinghouse

**School Counselor Role:** Met individually with every senior to discuss postsecondary plans, provide targeted support, etc.

Immediate Postsecondary Enrollment (2 or 4 Year)



Perceived Helpfulness of Postsecondary Programming



## Student Outcome Goals 2019-2020

**Student Program Goal 1:**

By June, 2020 the percentage of African American and Multiracial seniors earning dual credit English (College Reading and Writing Course) will increase college credit attainment by 5% from 61% to 66%.

**Student Program Goal 2:**

By January 2021, the number of students who enroll in Madison College and earn credit will increase by 7% from 33% to 40%.