

Guidance Services K-12 Comparison Study

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Madeira City Schools Planning Commission

Committee:

**Cathy Born
Dave Eberly
Laura Rolfes
Diane Schulteis
Steve Telford, Chair
Kenji Matsudo, Resource
Kevin Wright, Resource**

Guidance Services K-12 Comparison Study

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Guidance Services K-12 Comparison Study

1. Objectives of Study

The purpose of this study was:

- 1) to examine the Guidance Services K-12 at Madeira City Schools; and
- 2) to compare services provided to high school students in the area of college and career counseling by similar benchmark schools.

Background

The Madeira School Board of Education (BOE) requested this study after receiving the results of recent surveys of Madeira graduates. In 2010, the Planning Commission surveyed Classes 2002, 2003, 2004, and 2005; five years previously the Planning Commission surveyed Classes 2001, 2000, 1999, and 1998. Both surveys were designed, in part, to assess whether the Madeira High School (MHS) guidance department was providing assistance commensurate with students' needs in three specific areas: 1) assistance with high school classes and course selection, 2) assistance with college selection and planning, and 3) assistance with career planning.

The results of both surveys were alarming. From the 2010 survey, barely half (52%) felt that the MHS guidance department met their needs with respect to college selection and admissions process. Career planning rated even worse, with only about 27% of the respondents feeling that the assistance from the guidance department was appropriate to meet their needs. Unfortunately, these results reflected a negative trend that was a continuation from the survey completed in 2005.

In May 2010, The Madeira City Schools administered two surveys, one to MHS staff and another to MHS parents which included questions related to the guidance department. When parents were asked whether the guidance department provided "effective support and information for their children," nearly 40% responded that it did not. When asked whether the guidance department provided "support for career and educational decisions," again, nearly 40% responded that it did not. In the staff survey, the question was asked, "Do you feel supported by the guidance department?" 30% of staff indicated that they did not feel supported. While more of the parents and staff appeared to be satisfied than dissatisfied with the guidance services they received, the high level of dissatisfaction is indicative of a need for improvement.

Dissatisfaction with college and career planning services is not limited to MHS – it appears to be a national trend. A March 2010 research study by Public Agenda, "How an Overstretched High School Guidance System Is Undermining Students' College Aspirations" found, as its title suggests, that many guidance departments do not have sufficient time and resources to meet college placement needs. Another report completed in 2009 by the Joyce Ivy Foundation surveyed over 1,500 Ohio counselors on how well the educational and social systems were helping high school students with their post-high school planning. Six hundred and thirty public/private school counselors (representing ~535 high schools) reported that both the quantity and quality of counseling resources are insufficient; as a result, the quality of post-high school planning decisions suffers. (See Appendix I.)

Appropriately, the Planning Commission made the recommendation to “*formulate a study... that evaluates what is the most effective functions of the MHS guidance department that will meet the needs of all the high school students. Benchmark and research with other top performing schools in Ohio. Also, evaluate a few private high schools in the Hamilton County area.*”

2. Methodology

This report was generated by:

- Researching the professional roles of school counselors
 - ⇒ Reviewed [OCA](#), [ASCA](#) and national school counselor roles/tasks
- Researching the functions of the Madeira guidance department
 - ⇒ Interviewed: Kevin Wright, Director of Student Services
Jill Fanning, MHS School Counselor
Kim Homer, MHS School Counselor
Ray Spicher, MHS Principal
Susan Fraley, MMS School Counselor
Chandley Schilderink, MES School Counselor
 - ⇒ Reviewed Madeira City Schools’ guidance department job descriptions. (See Appendices II, III, IV.)
- Researching and comparing the functions of selected school guidance departments
 - ⇒ Developed a questionnaire (See Appendix V.)
 - ⇒ Interviewed the following schools’ guidance departments’ personnel:
Bloomington New Tech HS in Bloomington, IN (a 21st Century Skill HS), CHCA, Indian Hill, Mariemont, Oakwood in Dayton, OH, Seven Hills, Summit Country Day, Sycamore, Walnut Hills, and Wyoming.
 - ⇒ Reviewed all guidance department websites for selected schools (See Appendix VI.)

Schools were chosen based on similarities to Madeira School District (size, culture, and academic performance). (See Appendix VII.) The questionnaire was crafted based upon preliminary interviews conducted with Madeira’s counselors and administration. We learned, after the fact that some questions revealed more than others. Interviews with selected schools’ guidance departments lasted on average from an hour and a half to two hours. All schools were very accepting of the interview and the process. Interview notes can be seen in Appendix XI.

3. Findings and Observations

The Professional Role of a School Counselor

According to the American School Counselor Association (ASCA), professional school counselors help students:

- improve academic achievement
- plan and prepare for productive and fulfilling careers
- develop the personal and social skills they'll need as contributing and responsible members of society.

Professional school counselors are educators trained in school counseling, just as other educators are trained in math, science or English. Most school counselors hold a master's degree or higher, and all are licensed or certified by the state. They develop and implement comprehensive school counseling programs designed to meet the needs of every student. Through these programs, school counselors provide classroom guidance lessons, individual student planning, responsive services and system support.

Classroom guidance lessons help students understand themselves and others. Through classroom guidance, school counselors help students develop peer relationships, effective social skills, decision-making and study skills, effective communications, conflict resolution and coping strategies and more.

Individual student planning helps students set goals, establish academic and career plans, understand their own strengths and weaknesses and prepare for the transition to the next stage of their life.

Responsive services assist students with particular needs, such as adjusting to a new school, coping with grief following a crisis, dealing with substance abuse or other risky behaviors. Responsive services are provided through individual and small-group counseling, peer facilitation, and consultation and referrals to professionals trained in mental health, welfare and other specialties.

System support enhances school climate and relationships among members of the school community. School counselors coordinate parent outreach services, community support services and consultations with other faculty and staff to facilitate collaboration and a greater understanding of students' developmental needs.

Professional school counselors help students at each level meet particular challenges.

Elementary: Early childhood is marked by the formation of attitudes about school, self, peers, social groups and family. Students develop decision-making, communication and life-training skills; character values; as well as feelings of dignity and self-worth.

Middle school/junior high: Early adolescence is an exciting, yet challenging time for students. Transition is the key word. Through the middle school years, children experience rapid physical and psychological changes, characterized by a search for their own unique identity; a need to explore a variety of interests; heavy reliance on friends and peers for comfort, understanding and approval; less reliance on parents and family; extreme sensitivity to comments from others; and high levels of activity coupled with frequent fatigue.

High school: Adolescence is the final transition into adulthood and the world of work.. Students decide who they are, what they do well and what they will do when they graduate from high school. They are searching for a place to belong and need guidance in making concrete decisions. Adolescent years are characterized by evaluation of strengths, skills and abilities; reliance on peer acceptance and feedback; separation from parents and family to explore and define their independence; and plans for the future.

School counselors are advocates who work on behalf of students and their families to ensure that all school programs facilitate the educational process and offer the opportunity for success for every student.” (ASCA, 2003)

Currently, a school counselor is not mandated in an Ohio high school, and when present, a counselor’s role is often a loosely-defined overflow position for the school administrator. In the Madeira City School District, the guidance counselors work from a job description that has not been updated since April 1998. (See Appendices II, III, and IV.)

Student to school counselor ratios have risen in recent years, making it more difficult for counselors to spend enough time with students. (Source: Public Agenda, March 2010) The ASCA recommends that counselors spend 80% of their time in direct contact with students. With only 66% of time spent on counseling activities, Ohio counselors can not meet this standard. In January 2009, Ohio Governor Ted Strickland proposed a 250:1 school counselor ratio in the master plan for the Education Reform and Funding Plan; however, with the current political change in Columbus, this could be sidelined. (Source: Joyce Ivy 2009 Ohio Report)

Madeira's Guidance Department

All Madeira City School counselors were interviewed by the team to thoroughly understand exactly what services they provide. While we were instructed to interview Madeira's elementary and middle school counselors to help understand their roles, it is clear that career and college planning is, understandably, not a primary focus of the guidance department until students reach high school. Therefore, we did not undertake a comparison of other districts' non-high school guidance departments, but provide the following from our interviews with the elementary and middle school for informational purposes.

Elementary School – Grades K-4

The Madeira Elementary School (MES) school counselor, Chandley Schilderink, is new to the District, serving as an interim counselor for the past five months. This position reports to the Building Principal. The ratio of students to counselor is: ~500:1. Current MES program involves more of a mental health perspective with the goals to help students develop healthy perceptions of themselves, to believe in their competence and abilities to learn, along with a focus on developing character traits (e.g. using "word of the month"). Guidance programs are conducted in group settings, and on an individual basis. Career awareness and exploration is developed by teachers. The [guidance webpage](#) was recently added to the MES homepage.

Middle School – Grades 5-8

The Madeira Middle School (MMS) school counselor position became a full-time position in 2007. However, Susan Fraley, (2 years with MMS) splits her time performing duties typically assigned to an Assistant Principal (including discipline in the absence of the Building Principal, testing, developing master schedule, and participates on the intervention team) and also serves as the MMS counselor. (See Appendices IX, X.) The ratio of students to counselor is ~440:1. Current MMS program provides support to students as they transition from elementary school to middle school (new student orientation, registration) and from middle school to high school (develop study and organizational skills) focusing on academic, personal/social, and career development. MMS begins assessing student's interests by using a program known as Kudor in 8th grade as well as introduces the Great Oaks Program. Guidance programs are done in group settings, and on an individual basis. (It was noted during the interview that it is a goal to improve programs offered beyond the school day.) Recently, two programs have been offered on the following topics: bullying, and internet safety. The [guidance webpage](#) can be located on the MMS homepage and contains a basic introduction to the MMS guidance counselor (no photo); however, no information could be found on bullying, Great Oaks, Kudor, or any mentoring programs. It was reported that Ms. Fraley meets with teachers and the principal at a minimum every other week.

High School

The MHS guidance department has two school counselors, Jill Fanning and Kim Homer, and one administrative assistant, Bev McLeod. These positions report to the Building Principal. They serve 485 students in grades 9-12. During the interview, the counselors provided the team with a detailed breakdown of yearly responsibilities. See Appendix VIII. The counselors reported their time was divided as follows: Career Planning (10%); College Planning (20%); Behavioral and Social Counseling (5%); Class Scheduling (35%); IEP Planning/504 Planning (5%); Special Programs (10%); Other Activities (15%). It was noteworthy to the team, that the guidance department reports that they spend more time on class scheduling (35%) than on career/college planning combined (30%). The [guidance webpage](#) can be located on the MHS homepage and contains the names of the guidance department personnel (no photos), forms, monthly newsletters, and basic links to Great Oaks, Kudor, and some general information about college/career testing.

Comparison of Selected Schools' Guidance Departments

The team interviewed ten selected high school's guidance departments (Attachment VII) to compare to MHS using the questionnaire shown in Appendix V as a guideline.

Ratio

As shown in Table 1 on Page 8, of the eleven schools' guidance departments interviewed MHSs' school counselors had among the highest individual caseloads (245:1, students to counselor). Only the guidance counselors at Walnut Hills (342:1), Wyoming (337:1) and Sycamore (251:1) were responsible for more students and those schools' counselors were supported by one or more Assistant Principals. These ratios were calculated simply based on the approximate number of students enrolled divided by the number of certified counselors employed in the department.

Assignment

The method of assignment of students to school counselors varied among between the high schools surveyed. The methods were as follows:

- Students were divided either alphabetically by last name (Madeira, Indian Hill, and Sycamore) or randomly (Seven Hills) and assigned to a guidance counselor for grades 9 through 12.
- Students were assigned to specific counselors by grade (without looping). A common division of guidance services was for counselor(s) to work with 9th and 10th grade students and different counselor(s) would work with 11th and 12th grade students (CHCA, Oakwood, Summit, Wyoming). At Mariemont, two counselors split and advised students in grades 9 through 11 and a third counselor handled the college/career guidance for all students from the middle of grade 11 through grade 12. At Walnut Hills High School, students are assigned to counselors by grade (7, 8-9, 10, 11-12) seeing several different counselors in their high school careers.
- All students were assigned to a single counselor from grades 9-11 (Bloomington New Tech). As a newer high school and one with a smaller enrollment, Bloomington New Tech did not yet have a 12th grade.

Table 1: Comparison of Responses from Interviews of Selected School Guidance Departments

School	# of Students Grades 9-12	# of Counselor	Ratio	Assignments	Other Help	Assist Principal on Staff	Software
CHCA	~398	3	133:1	9-10 – 1 Counselor 230:1 11-12 – 2 Counselors Split by Alpha 207:2	1 Office Coordinator	1	Naviance
Indian Hill	~730	4+	~180:1	9-12 Split by Alpha	1 Guidance Assistant, 1 College/Career Center Coordinator	1	ConnectEDU Formerly used PrepHQ
Madeira	~485	2	~245:1	9-12 Split by Alpha	1 Guidance Assistant	0 1 Dean of Students	Kudor ConnectEDU – not in use. Formerly used PrepHQ
Mariemont	~480	3	160:1	9-11 – 2 Counselor Split by Alpha ~400:2 12 – 1 Counselor 130:1 (Works with 11 th grade in spring)	1 Guidance Assistant	1 NO Asst Superintendent	ConnectEdu Trying to make ConnectEDU work. Collegeboard.org Formerly used PrepHQ
Bloomington New Tech HS, Indiana	202	1+	202:1	9-11 – 1 Counselor (No Senior Class yet)	1 Secretary 1 Business Teacher	0	N/A
Oakwood	~680	3	227:1	9-10 - 1 Counselor 340:1 11-12 - 2 Counselors Split by alpha 340:2	1 Guidance Assistant	0	Naviance
Seven Hills	266	4	67:1	3 College Counselors 1 Guidance Random split - Students stay with counselor thru HS	1 Guidance Assistant	0 1 Dean of Students	Naviance
Summit Country Day	~400	2+	~200:1	9-10 – 1 Counselor 11-12 – 1 Counselor	1 Guidance Assistant, 1 English Teacher	0 1 Director of Admissions	Naviance
Sycamore	1,759	7+	~251:1	9-12 – Split by Alpha 2 Student Asst Counselors – personal/group counseling pull from entire student body	1 Registrar 2 Counseling Secretaries 1 College/Career Center Coordinator	3 1 Dean of Students	Kudor Naviance
Walnut Hills	~1,369 9-12 grade	4++	~342:1	7 – 1 Counselor 423:1 8-9 – 1 Counselor 783:1 10 – 1 Counselor 377:1 11-12 – 2 Counselors Split by Alpha ~600:2	1 Registrar, 1 Testing Coord, 2 College Information Center Staff, 1 Counselor Asst, 1 Counselor Intern	2 9-12 grades	ConnectEDU For 2010-11 Very Problematic Reviewing Naviance for 2011-12
Wyoming	~673	2	~337:1	9-10 - 1 Counselor 11-12 – 1 Counselor	1 Guidance Assistant	1	Formerly used PrepHQ

+ Additional Staff help Counselors with students' college/career planning needs. See "Other"

Guidance department personnel appeared to support the system employed by their particular district to divide students among counselors but recognized advantages and disadvantages to all systems. In one high school, the method of student distribution was dictated by the personalities of the counselors leading them to split the students by grade. In a National Association for College Admission Counseling (NACAC) on-line discussion forum, the question was posed to high school guidance counselors, “How do you divide your students?” Most of respondents answered that they split the students “by alpha” and preferred seeing a student all the way throughout their high school experience. Because no definitive research exists to substantiate superiority of one system of caseload distribution over another, school districts are left to determine the most efficient and effective system of assigning students to counselors independently. In general, the counselors interviewed did not comment that their method of assignment of students was critical to the success or failure of their department.

Other Help

All eleven schools’ guidance offices had assistance in the performance of clerical duties. These duties include, among many, sending student transcripts, letters of recommendation, profiles, etc. to prospective colleges, class scheduling, and assisting with execution of events sponsored by the guidance office. Though the administrative personnel lack the credentials of school counselors, they are reported to play a vital role in the support of all guidance offices.

While all the schools interviewed had an area for students to obtain college/planning materials, three of the eleven guidance departments (Indian Hill, Sycamore, and Walnut Hills) had dedicated staff available in their college/career planning centers to provide personal assistance with test preparation, essay writing, application completion, interview strategies, and financial and scholarship information.

Assistant Principal

Six of the eleven high schools had assistant principals, while five did not. Two high schools without an assistant principal had a Dean of Students. MHS counselors’ perception was that some of their duties should be performed by an Assistant Principal. (See Attachment VII, and VIII.)

Software

Regarding the utilization of computer software programs to manage student college/career information, the guidance departments interviewed used two different programs. One group of schools enthusiastically touted the advantages of the Naviance program (CHCA, Oakwood, Seven Hills, and Summit) while the other group was either fully or partially utilizing the ConnectEDU program (Indian Hill, Mariemont, and Walnut Hills). A representative from Walnut Hills expressed dissatisfaction with ConnectEDU and stated they are likely switch to Naviance in 2011. MHS school counselors have considered ConnectEDU but have had neither the time nor the resources to become fully functional with the program. Wyoming High School guidance counselors are in the process of evaluating programs. Bloomington New Tech High School is not currently using a “packaged” college/career planning software program.

The school counselors interviewed acknowledged the tremendous capabilities of software systems in centralizing the vast amount of information sought out and accumulated by students and parents in the process of college/career planning. Such systems have features that allow students/parents to research colleges, track applications, stay abreast of visits by college representatives, take interest assessments, and much more. Drawbacks to such systems have also been noted. For example, several schools reported having successfully used a program called PrepHQ that recently (summer of 2010) and very suddenly became unavailable (having been acquired by ConnectEDU). Current and historic student data were lost. In order to be effective in college/career planning, school counselors today need to

understand the capabilities, benefits, and shortcomings of computer-assisted college and career guidance systems as well as how to effectively use these systems with students/parents.

Though computer hardware in the guidance offices was not specifically compared among schools, MHS school counselors described the computers available in the guidance office for student use as inadequate. The computers are slow and students find them cumbersome to use. It was observed in several schools that the guidance office college/career centers were well equipped in terms of hardware.

Key Findings from Interviews with Selected School Guidance Departments:

- a. Most, but not all, devote one or more counselors either solely to college planning or have a college-planning specialist.
Madeira does not.
- b. All have, *at minimum*, a mandatory one-hour individual meeting per school year (every year) about college planning/selection. Most do much more than this; some even utilize class time for such sessions.
The MHS guidance department does not require mandatory meetings.
- c. Many expressed appreciation of their Administrations/BOE as having “championed” their work.
The MHS guidance department does not have a “champion” within the District.
- d. Some schools have a systematic approach geared around college counseling – for example, Mariemont has two counselors split grades 9-11 with a third handling college counseling/12th grade.
Madeira does not staff its guidance department with the emphasis on college/career planning.
- e. Many schools, if not most, utilize computer programs/specialized software to facilitate college /career planning, sometimes from middle school onward. None of the comparator schools indicated that they lacked sufficient hardware to support their departments.
MHS counselors do not currently utilize a software program to track students’ college/career planning information. MHS counselors cited a lack of quality and quantity of computers.
- f. Most, if not all, of the counselors we interviewed expressed remarkable enthusiasm about their jobs.
MHS counselors expressed frustration about their jobs.
- g. Most, if not all, of the counselors reported working much longer hours than the typical school day.
MHS counselors varied in their estimates of their working hours.
- h. Many expressed appreciation for outside support (PTA, alumni, school foundation); many cited financial support from these organizations as crucial.
MHS counselors did not report receiving any outside financial or alumni support.
- i. Most emphasized the importance of having their counselors network, not just with college representatives but with other high school counselors, as well.
MHS counselors felt they do not have time or support to pursue networking opportunities or professional development.

- j. Many counselors emphasized the importance of developing relationships (“ins”) with college admission officers.
MHS counselors did not emphasize the importance of developing relationships with college admission officers during our interviews.
- k. Most considered it an important part of their job to devote time to visit/network colleges stating that the on-campus visits were crucial to identifying “best fit” for students.
MHS counselors stated that they would like to visit more colleges/universities if they had more time and support.
- l. Several schools have successfully implemented mentoring programs to ensure student success. (See Appendix XI – Indian Hill, Mariemont, Summit, and Walnut Hills for examples.)
MHS counselors did not report having a program.
- m. All hold after-hours programs for students and parents. Some provide weekend (e.g. Application marathons at CHCA) and summer workshops (e.g. Application Boot Camp at Indian Hill) as well. All indicated that programs were well attended by both parents and students.
MHS counselors stated that they have poor turnout (both students and parents) for their after-hours programs.
- n. Of the eleven schools the average counselor to student ratio was 213:1. All schools whose counselors have a higher-than average caseload are supported by at least one assistant principal.
MHS school department has a higher caseload than average (245:1) without the benefit of an Assistant Principal on staff.

4. Conclusion

Madeira City Schools sets high standards for itself and its students – the mission statement includes the phrase: “a school community where learning is personalized and success is ensured.” Success, in many parents’, students’, and outsiders’ minds is measured by post-graduate achievement. It is with these high standards in mind that we draw the following conclusions.

After interviewing school counselors from ten benchmark high schools, we conclude that all ten guidance departments’ *primary* focus is college/career planning. To its detriment, Madeira does not share this focus. This is reflected by the recent, starkly negative, responses to school counselor-related surveys. Those interviewed touted their ability to place students at a college or career best suited for each individual. Madeira cannot.

Significant gaps exist between Madeira and its benchmark high guidance departments in the areas of staffing, structure, enthusiasm, support from Administration, use of technology, and organization.

It appears to the committee, that the Madeira City School district is not engaged in providing the appropriate support for the guidance department.

Madeira’s problems are not unique, and Madeira’s guidance department and its college/career planning are only lacking when compared to top high schools in the area. Indeed, our review of state

standards and averages with respect to school counseling reflects that Madeira is in line with most objective and statewide data. However, Madeira is recognized, and strives for, excellence in all areas, and the guidance department is an area that must be improved.

5. Recommendations

It is this committee's **primary recommendation** that the Board restructure MHS' guidance department in an effort to meet the needs of the students through focusing on college and career planning by:

:

- Hiring a full time counselor with proven experience in college and career planning or provide an extensive training and development program with measurable detailed goals and objectives so that one of the current department counselors is focused **full-time** on college and career planning.
- Restructuring the department's focus, time, and resources by:
 - a. Creating a "Champion(s)" for college/career planning outside the department (ideally a member of the Board of Education with assistance from Principal, and the Superintendent.) This person's task would be to ensure that a *culture is developed and maintained which understands that the counseling program is an investment in Madeira students*;
 - b. Requiring MHS counselors meet with students individually *at a minimum* once a year beginning in 9th grade to develop/monitor college/career plans.
 - c. Reducing non-guidance duties currently performed by the guidance department to allow school counselors to focus on education/college/career planning;
 - d. Developing a department mission statement which supports the District's mission statement;
 - e. Purchase and utilize a proven college planning software tool such as Naviance and train students and parents in the application and use of this tool.
 - f. Reviewing and updating school counselor's job descriptions;
 - g. Developing and improving the department's website, specifically in career planning areas and on-line resources.

Additionally, this committee, after conducting numerous hours of interviews of counselors from other top high schools, makes the following **secondary recommendations**:

- The MHS guidance department should provide more extra-curricular programs and find innovative ways to attract parents and students to these programs.
- Administration should increase opportunities for professional development for counselors.

- Administration should significantly increase opportunities to enable its counselors to take college visits.
- Should counselors be required to work on the Master Schedule, an extended contract should be provided to cover their time.
- Administration should conduct an annual survey regarding the services provided by the guidance department to garner more timely feedback from the outgoing seniors. (This was a recommendation from the 2010 Survey of Madeira Graduate report).
- The MHS guidance department should continue to critically review its role in the transition between middle school and high school and to encourage communication between the District's schools.
- Recruit alumni to assist counselors in developing a college/career information center and to participate in after-school programs.

Appendix I

Links to Resources Used for Report

- “How an Overstretched High School Guidance System Is Undermining Students’ College Aspirations”,
Public Agenda. March 2010. <http://www.publicagenda.org/files/pdf/can-i-get-a-little-advice-here.pdf>
Click on hyperlink to see report: [Public Agenda Report](#)
- “Converting High School Achievement Into Adult Opportunity: The School Counselor Role and Beyond”
The Joyce Ivy Foundation. 2009.
<http://www.joyceivyfoundation.org/docs/Joyce%20Ivy%20Foundation%202009%20Ohio%20High%20School%20Counselor%20Report.pdf>
Click on hyperlink to see report: [2009 Joyce Ivy Ohio HS Counselor Report](#)
- “Preparing High School Students for Successful Transitions to Postsecondary Education and Employment”
National High School Center, August 2008.
http://www.betterhighschools.org/docs/PreparingHSStudentsforTransition_073108.pdf
Click on hyperlink to see report: [PreparingHSStudentsforTransition](#)

Appendix II

Madeira City School District Job Description Elementary School Counselor

Position Description

Position Title: Counselor, Elementary School
Department: Instruction
Reports To: Principal
Approved By: Madeira Board of Education **Date:** April 27, 1998

SUMMARY: Counsels individuals and provides group educational and career guidance services; also consults with teachers, staff, and parents to enhance effectiveness in helping students; provides support to other school educational programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Follows all board and building policies and procedures.
- Provides support services for students in the areas of academic programs, testing, careers, chemical abuse prevention, school rules and other matters.
- Assesses and counsels students based on observations, referrals, and test results.
- Provides personal counseling for students to help them learn greater self-understanding, acceptance of responsibility, and better decision-making skills.
- Provides group counseling for social and organizational skills development, and for other areas of student and/or parent needs (i.e., coping with grief, divorce, etc.).
- Attends evening conferences/meetings for support groups, test interpretations for parents, new student orientation, etc.
- Coordinates Drug Education Program.
- Monitors attendance & tardiness.
- Collaborates with teacher and principal if necessary to solve social problems.
- Serves on Intervention Assistance (I.A.T.) Team.
- Serves on Individual Education Plan (I.E.P.) or 504 Team as determined by principal.
- Provides activities throughout the year for new students.
- Maintains professional competence through in-service education workshop, university classes, etc.
- Establish and maintain effective working relationship with students, peers, district and community.

SUPERVISORY RESPONSIBILITIES:

Students and assigned volunteers.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION/EXPERIENCE:

M.A. in counseling. Course work in early childhood/elementary education is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS:

Counseling certificate and valid teaching certificate.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general periodicals, professional journals, and governmental regulations. Ability to write reports, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of parents, staff, administrators, and the general public.

Position Title: Counselor, Elementary School

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MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to create and read graphs. Ability to interpret test results to principal, staff, parents, and students.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS & ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan programs based on school objectives and the needs and abilities of students assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit, talk and hear. The employee must occasionally lift and/or move up to twenty-five (25) pounds (i.e., testing materials). The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually within a range of quiet to moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned

Appendix III

Madeira City School District Job Description

Middle School Counselor

Position Description

Position Title: Counselor, Middle School
Department: Instruction
Reports To: Principal
Approved By: Madeira Board of Education **Date:** April 27, 1998

SUMMARY: Counsels individuals and provides group educational and career guidance services: consults with teachers, staff, and parents to enhance effectiveness in helping students; and provides support to other middle school educational programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Follows all board and building policies and procedures.
- Provides support services for students in the areas of academic programs, careers, chemical abuse prevention, testing, school rules and other matters.
- Assesses and counsels students based on observations, referrals, and test results.
- Provides personal counseling for students to help them learn greater self-understanding, acceptance of responsibility and better decision-making skills.
- Provides group counseling for social and organizational skills development and for other areas of student and/or parent needs (i.e., coping with grief, divorce, etc.).
- Administers tests and diagnoses results in areas such as organization, memory skills, aptitude, achievement, and preferences.
- Attends evening conferences and meetings for support groups, test interpretations for parents, new student orientation, etc.
- Serves on Intervention Assistance Team (I.A.T.).
- Serves on Individual Education Plan (I.E.P.) or 504 Team, as determined by principal.
- Coordinates tutors for students needing additional assistance.
- Organizes career education programs.
- Assists principal in placement of students in classes.
- Organizes academic and other student achievement programs.
- Maintains professional competence through in-service education workshop, university classes, etc.
- Establish and maintain effective working relationship with students, peers, district and community.

SUPERVISORY RESPONSIBILITIES:

Students and parent volunteers.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION/EXPERIENCE:

M.A. in counseling. Specific course work related to middle school-aged students is desirable.

CERTIFICATES, LICENSES, REGISTRATIONS:

Counseling certificate and valid teaching certificate.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general periodicals, professional journals, and governmental regulations. Ability to write reports, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of parents, staff, administrators, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to create and read graphs. Ability to interpret test results to principal, staff, parents, and students.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS & ABILITIES:

Ability to define problems, collect data, establish facts, and draw conclusions. Ability to apply knowledge of current research and theory to instructional program; ability to plan programs based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk, and hear. The employee must occasionally lift and/or move up to twenty-five (25) pounds (i.e., testing materials). The employee must be able to attend meetings in the evening and at other locations.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to focus. The position requires the individual to meet multiple demands from several people and to interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually within a range of quiet to moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Appendix IV

Madeira City School District Job Description

High School Counselor

Position Description

Position Title: Counselor, Junior/Senior High School
Department: Instruction
Reports To: Principal
Approved By: Madeira Board of Education **Date:** April 27, 1998

SUMMARY: To provide, as a member of the Guidance department, a comprehensive guidance program for students in grades 7-12 and, specifically, provide activities to meet the needs of his/her assigned case-load; consult with teachers, staff, and parents to enhance his/her effectiveness in helping students; and provide support to other junior/senior high school educational programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Counsels groups or individual students with the development of educational and career plans.
- Counsels small groups and individual students with academic, behavioral, or social problems; supports parent referrals to sever problems to appropriate community resources.
- Consults with teachers, staff and parents regarding meeting the developmental needs of students; participates in parent/student conferences.
- Serves on Intervention Assistance (I.A.T.) Team or Individualized Education Plan (I.E.P.) or 504 Teams, as determined by the principal.
- Evaluates and revises the building counseling program.
- Conducts counseling activities in the classroom in conjunction with administration and teachers.
- Consult with teachers to facilitate the infusion of counseling learning activities into the regular education curricula.
- Responds to crisis situations when appropriate.
- Proctors PSAT , ERB, A.P. exams.
- Interprets student test results.
- Attends orientation , College Night, evening parent meetings and other parent information meetings .
- Assists Principal in student scheduling.
- Maintains accurate student records.
- Assists in college and/or career placement as appropriate.
- Assists with organization of awards programs.
- Maintains professional competence through in-service education workshop, university classes, etc.
- Establish and maintain effective working relationship with students, peers, district and community.

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Appendix V

Survey Questions for Guidance Departments

1. How many guidance counselors are there on staff? How many students do they serve?
2. Do you employ Assistant Principals? Do other employees perform duties typically expected of a guidance counselor?
3. What percentage of the guidance counselors' time is spent in the following areas:
 - Career Planning
 - College Planning
 - Academic Counseling
 - Behavioral & Social Counseling
 - Class Scheduling
 - Supervisory Responsibility
 - IEP Planning/504 Planning
 - Special Programs
 - Other
4. Of the above areas, which area, if any, do you feel your system does particularly well? Which area, if any, needs improvement? Why?
5. What are some activities (if any) you would like to do if you had unlimited time and resources?
6. What are some activities (if any) you do but you feel are not part of your intended job description?
7. How is a particular student assigned a guidance counselor? Does that student stay with the same guidance counselor until graduation?
8. Do you survey students or parents about how your department is doing? What do they say? (Or, if you don't take a formal survey, what do you think they would say?)
9. How much *individual career and college* counseling do you do? Do you meet with each student individually? If so, how frequently?
10. Will you provide us the data about where your graduates are attending college (for example, in last year's class, 25 went to UC, 15 went to Ohio State, etc.)?
11. How many guidance counselors does your district have at the elementary, middle school, and junior high levels? What is the interaction between those folks and the high school counselors, if any? What do those guys do well, and what would you like to see more of from them, if anything?

Appendix VI

Comparison Schools Guidance Department Websites Hyperlinks

School	Weblink
CHCA	www.chca-oh.org
Indian Hill	www.ih.k12.oh.us/hs
Madeira	www.madeiracityschools.org
Mariemont	www.mariemontschools.org/guidance/counsel.htm
Bloomington New Tech HS, Indiana	bloomingtonnewtechhighschool.schools.officelive.com/default.aspx
Oakwood	ohs.oakwood.k12.oh.us/OHS/Guidance.html
Seven Hills	www.7hills.org/podium/default.aspx?t=45917
Summit Country Day	www2.summitcds.org
Sycamore	www.sycamoreschools.org
Walnut Hills	www.walnuthillseagles.com
Wyoming	www.wyomingcityschools.org

Appendix VII

Selected Comparison Schools

School	'08-'09 Graduation Rate	College Bound	ODE Report Card Rating	College Matriculation List (In/Out State)
CHCA	100%		*	
Indian Hill	97.7%	98%	Excellent	171 schools in 29 states, 3 countries
Madeira	100%	83%	Excellent	118 schools last 4 years
Mariemont	97.4%		Excellent with Distinction	118 schools (~24 /94)
New Tech HS	N/A	N/A	*	N/A
Oakwood	97.7%	97.4%	Excellent	131 schools
Seven Hills	100%	100%	*	195 schools from 38 states
Summit Country Day	100%		*	160 schools
Sycamore	97.4%	90.8%	Excellent with Distinction	(48%/30% attendance of 4 yr colleges)
Walnut Hills	96.7%	97%	Excellent	174 schools (24/130) (60%/40% attendance)
Wyoming	98.8%	96%	Excellent with Distinction	(68%/32%)

* Independent schools not subject to Ohio Department of Education evaluation

Appendix VIII

MHS School Counselor Self-Described Tasks

School Counselors: Jill Fanning, Kim Homer
MHS Guidance Counselors Task List – Job Responsibilities
Interviewed October 29, 2010 by Steve Telford
(Comments in Red)

Career Planning-10% - Kim oversees this area

- 1) Trips to Live and Scarlet for career exploration (ongoing-arranging shadowing, visits, processing applications, prepare for Live day)-10th and 11th and 12th grade – 30 to 40 kids are in the Oaks program – Madeira parents view of the Oaks is not positive (it is not preparing for college) (parental misunderstand of the programs offered at the Oaks).
- 2) ASVAB-Test and Interpretation (11th grade)
- 3) Kuder Career Planning System
 - a. 10th grade-Skills Assessment
 - b. 11th/12th grade-Resume
 - c. 12th grade-Super's Values Inventory
 - d. Individual Academic Career Plan** - need more time – do not meet with each kid individually – (use common time?) or after school time
 - e. Ongoing is College Search/Career Search/Job Search/Scholarship Search/Test Prep Information
- 4) Connect.EDU – not a high utilization from students in this area - provide parents training in this area?
 - College Application Tracking System
 - Scholarship Search
 - Test Prep Information
 - College Search
- 5) Choices and Challenges-9th Grade Exploration for At-Risk Students (5 students participated)
- 6) Camp Enterprise-Rotary Club event for 4 Juniors
- 7) College Room-Books and Information on Careers
- 8) Individual Career Planning Meetings** - more time – do not meet with each kid individually – (use common time?) or after school time
- 9) Share career exploration opportunities (current and summer) available to students (internships, summer workshops, etc.)
- 10) Study Island Test Prep

College Planning-20%

- 1) Back to School Nights (9th, 10th, 11th, and 12th Grade) – low attendance – poor student turnout and poor parent involvement
- 2) 11th and 12th grade class visits – 1 ½ days to visit
- 3) Common Application Workshops – poor attendance – 3 to 4 seniors only
- 4) B lunch and CT College Application Workshops – poor attendance - 3 kids each in 3 workshops
- 5) Financial Aid Workshops (Winter) – low turnout – about 15 people
- 6) Individual College Counseling** - more time – do not meet with each kid individually – (use common time?) or after school time
- 7) College Room-Information on Colleges and Financial Aid – poor attendance
- 8) NCAA Clearinghouse assistance

MHS School Counselors Task List – Job Responsibilities

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- 9) College Recommendation Letters
- 10) Attend area breakfasts/lunches/dinners to collect up to date college/university information (presented by colleges/universities) – Ray says that one guidance counselor has to be in the building at all times – restricts ability to be more involved in outside activities.
- 11) Attend Southwest Area Articulation
- 12) Attend area SAT and ACT workshops to gather up to date testing information
- 13) Host college visitors – Bev coordinates this activity
- 14) Scholarship information
- 15) Study Island Test Prep

Academic Counseling-Included in Career/College/Behavioral and Social %

- 1) 9th/10th/12th Grade Team – These activities are mostly done in the spring time
- 2) Individual Conferences with students regarding grades
- 3) Schedule Changes
- 4) OGT Summer School
- 5) Summer School options and counseling
- 6) Assistance finding tutors (both inside and outside of school)
- 7) Arrange and lead student/teacher/parent meetings

Behavioral & Social Counseling-5%

- 1) Individual meetings with students (weekly or monthly or quarterly)
- 2) Referrals to outside agencies/doctors/counselors
- 3) Social skill groups** - need 45 minutes for this class only have 25 minutes
- 4) Help arrange peer mentoring
- 5) Drug/Alcohol Referrals

Class Scheduling-35% - Assistant Principals Job

- 1) Sit in on course additions/deletions discussions
- 2) Create Course Planner Worksheets for grades 9-12
- 3) Create Course Planner for grades 8-11
- 4) Classroom presentations of scheduling information for next year
- 5) Run class counts
- 6) Meet with principal and dept. chairs to discuss numbers of sections
- 7) Create new classes and EMIS coding of new classes in DASL system
- 8) Create master schedule
- 9) Run Scheduler and adjust master schedule
- 10) Balance class numbers
- 11) Individually check each child's schedule to make sure it is complete
- 12) Contact parents and students to fix schedules that do not work
- 13) Place all students in Homeroom/Common Time in DASL
- 14) Run schedules for distribution
- 15) Run class lists for teachers
- 16) Make schedule changes

MHS School Counselors Task List – Job Responsibilities

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Supervisory Responsibility-Included in other items for % - Bev works with team in this area

- 1) Transcripts
- 2) Credits
- 3) Report Cards
- 4) Community Service
- 5) Master Schedule
- 6) Schedules for students
- 7) Scholarship selection committees
- 8) Career Education
- 9) HOBY
- 10) Camp Enterprise
- 11) NCAA Clearinghouse
- 12) Crisis Team
- 13) Signing Day
- 14) Awards Day
- 15) OGT testing
- 16) AP testing
- 17) BYU/online class exam proctoring
- 18) Summer school

IEP Planning/504 Planning-5% - approximately 40 students

- 1) Attend IEP meetings
- 2) Monthly meetings with IEP students
- 3) Assist with initial 504 Plan process – 20 to 30 students (medical issues – ADHD)
- 4) Manage existing 504 Plans
- 5) IAT member

Special Programs-10%

- 1) Transition of 8th to 9th grade – come to high school and shadow and spend a day
- 2) PSAT – September & October
- 3) AP - May
- 4) OGT
- 5) Graduation
- 6) Early Graduation

Other Activities-15%

- 1) BYU exam proctoring
- 2) Academic Leader's meetings
- 3) New Student Registration
- 4) Day of Service
- 5) Mayerson Service Leadership Workshop
- 6) Overature Awards Coordination
- 7) New Student Lunches
- 8) Fall-8th Grade Open House

MHS School Counselors Task List – Job Responsibilities

Page 4 of 4

- 9) Arranging Shadowing Day visits for potential students
- 10) School tours and meetings for potential students/parents
- 11) National Merit Scholarship recommendations
- 12) Run clubs (U4U, Key Club, One on One, GSLEN)
- 13) Attend Awards Luncheons (Kenwood and Madeira Women's Club, Rotary Club, Kiawanis Club, etc.)
- 14) Flexible Credit
- 15) Splunge for 9th grade

Activities we would like to do if we had more time or support

- 1) Individual Career Plan meetings – **more parent events**
- 2) Individual College Counseling meetings
- 3) Hold groups – **better support academic and social issues**
- 4) Attend NACAC conference each year – **need more time and support from Madeira to go every year**
- 5) Visit more colleges/universities - **need more time and support from Madeira to expand this activity**
- 6) Attend the AOCC yearly - **need more time and support from Madeira to go every year**
- 7) Parent Events
- 8) PLAN-add for 9th grade students

Activities that we do but are not within our scope

- 1) EMIS coding and questions – **state regulatory system – assistant principals job.**
- 2) ***Fees-Addition since last meeting**

There is a part time (3 days a week) psychologist dedicated to the high school

Appendix IV

Madeira City School District Job Description

Assistant Principal Jr./Sr. High School

Madeira City School District

Position Description

Position Title: Assistant Principal, Jr./Sr. High School
Department: Building
Reports To: Principal
Approved By: Madeira Board of Education **Date:** April 27, 1998

SUMMARY: Responsible for providing assistance to the Principal in the administration of the total school program.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Serves as administrative head of the school in the absence of the principal.
- Manages building staff, student/teacher conflicts, and building problems.
- Supervises staff attendance and assignment of substitute teachers.
- Assists with coordinating the development of the master teaching schedule.
- Assists principal in staff evaluation.
- Provides general supervision to students. Supervises extra curricular activities.
- Assesses and collects student fees/fines and issues student parking passes.
- Responsible for filing student accident reports.
- Supervises the school/building activities calendar.
- Supervises the daily custodial and maintenance of the building and grounds.
- Serves as the building's student attendance officer and administers a program on student discipline.
- Informs principal of all matters relevant to the operation of the school system in a timely manner.
- Maintains professional competence through in-service education workshop, university classes, etc.
- Establish and maintain effective working relationship with students, peers, district and community.
- Serves as a member of the superintendent's cabinet.

SUPERVISORY RESPONSIBILITIES:

Supervises employees in the Jr./Sr. High School when the principal is absent from the building. Carries out supervisory responsibilities in accordance with the district's policies and applicable laws. Responsibilities include assisting in the interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION/EXPERIENCE:

Masters Degree in Education, minimum five (5) years teaching and/or administrative experience.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Teaching Certificate. Valid Administrative Certificate or license for grade levels assigned to building.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret professional journals, periodicals, financial reports, and legal documents. Ability to write reports and correspondence. Ability to effectively present information and respond to questions from students, parents, and community.

Appendix X

Appropriate/Inappropriate Guidance Counselor Tasks

Research Based

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- counseling students who are tardy or absent
- counseling students who have disciplinary problems
- counseling students as to appropriate school dress
- collaborating with teachers to present guidance curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for better management of study halls
- ensuring that student records are maintained as per state and federal regulations
- assisting the school principal with identifying and resolving student issues, needs and problems
- working with students to provide small- and large group counseling services
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- disaggregated data analysis

Inappropriate Activities for School Counselors

- registration and scheduling of all new students
- coordinating or administering cognitive, aptitude and achievement tests
- responsibility for signing excuses for students who are tardy or absent
- performing disciplinary actions
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising study halls
- clerical record keeping
- assisting with duties in the principal's office
- work with one student at a time in a therapeutic, clinical mode
- preparation of individual education plans, student study teams and school attendance review boards.
- data entry

Source: American School Counselor Association (2005). The ASCA National Model: A Framework for School Counseling Programs, Second Edition. Alexandria, VA: Author

Appendix XI

Interview Responses to Survey Questions

Interview with Bloomington New Tech High School Bloomington, IN December 15, 2010

Madeira Planning Commission Members: Steve Telford and Cathy Born
Bloomington New Tech H.S. Participant: Kerri Gross

Note: Bloomington New Tech High School is located in Bloomington, Indiana and was opened in 2008 , structured to serve 9, 10, 11, 12 grades. Admission to the school is by application. Maximum class size: 100 students/grade. The first year the school was open, it only served 9th graders, the 2nd year, another class was introduced, etc.

Mission Statement: Bloomington New Tech High School will nurture self-directed learners, capable of going beyond traditional content area knowledge and will provide students with the skills and competencies necessary to succeed in a rapidly changing world. Project based learning will engage students in authentic learning experiences in an atmosphere of mutual respect that encourages responsibility to self, school, and the local and global community.

#1	There is one Guidance Counselor and one teacher who assist in college and career planning. There are 202 students – no senior class till next year – only 9 th , 10 th and 11 th this year. Next year will be full 4 grades. School has added a grade per year starting 3 years ago when the school was founded. The maximum class size is limited to 100.
#2	Not at this time – The principal covers both jobs. Yes – there is one teacher who teaches a college and career planning class and assists the kids in doing research for colleges. During this class a 4 year plan is developed that includes a full time line for activities dealing with college planning. The kids start to do research on colleges as part of their curriculum.
#3	<p>-- Career Planning – 20%</p> <p>-- College Planning – 60%</p> <p>-- Academic Counseling – 10%</p> <p>-- Behavioral & Social Counseling – 5%</p> <p>-- Class Scheduling – 5%</p> <p>-- Supervisory Responsibility</p> <p>-- IEP Planning/504 Planning</p> <p>-- Special Programs</p> <p>-- Other</p> <p>This breakdown represents the views of the assigned counselor; however, it should be noted that the Business Teacher/Software Technology Teacher assists also with much of the college and career planning. It is part of the curriculum as it reflects training for 21st century skills. One of the major goals of this program and much of the focus of the school is partnering with local businesses/colleges through out the area and region. <u>Building Relationships with Business in the Community is a priority for the school.</u></p> <p>Because of the structure/nature of the school, career planning/college planning is weaved</p>

	<p>into the every day curriculum. It is a natural fit for developing 21st Century Skills. For example:</p> <ul style="list-style-type: none"> • 9th Grade – Students are clustered by interests, careers goals, college interests. The students then research colleges, work on interest inventories, and identify goals. They develop a four year plan. Personal finance is one of the required classes. Mock interviews are completed to assist students to help find a one day job shadowing opportunities in their area of interest. Mock interviews also help them for while they are “on-the-job.” The school partners with the local Chamber of Commerce and businesses for this program. • 10th Grade – Push academics. Students have an opportunity to begin to take four free college classes at Ivy Tech (a local college that offers associate degrees) or IUPUI earning 21 college credits. Note: HS does not have any AP classes at this time. Distance learning available and is encouraged. • 11th Grade – A college prep class is required this year. Workshops are offered for SAT prep. There is also a large college fair all of the kids attend - ~15 universities came in 2010. There is individual college planning session with all the kids – mandatory. The kids write their own letters of recommendations – which reflects 21st century skills as this reflects what is done in the business world. They are exposed to the military as a career and have evening college nights with panel discussions from college admissions counselors. • 12th Grade – While there is not a current class. The intent is for Seniors to do an internship and again partner with the Chamber of Commerce to find opportunities. A community service component is being developed at this time with the intent to be focused on “service learning” and credit given using a state course #. Students will graduate with an electronic portfolio (they began in 9th grade) showing their progression of work. <p>Indiana state has a 21st century scholars program where the kids can go to a state school free of charge – 40 scholars from New Tech. In 12th grade the kids have the opportunity to obtain full year internships. The kids are exposed to several career clusters dealing with various career areas. The kids explore areas of interest through service learning, internship and community service. The school is very flexible in what they are allowed to offer the kids in this area.</p>
#4	College planning and tapping into the community for real life experience and exposure for the kids. Which area, if any, needs improvement? Career Counseling. Why? Need to tap into the teacher ranks to accomplish more effective career counseling. Not enough time and resources.
#5	Developing more business relationship in the community and having more time and resources to visit colleges. Would like to bring on a counselor (parent led) advisory board. Need social counseling support and additional space in the building.
#6	When asked this question, the counselor answered “None.” However, throughout the interview examples of extra responsibilities above/beyond a typical counselor were mentioned. In part, most of this was due to the newness of the program (only three years old), no assistant principal on staff, and a team approach to creating the 21 st Century School model. This is also demonstrated in the example that a business teacher is assuming some of the career planning/college planning responsibilities.
#7	At this time one counselor gets all the students. May change as the program develops.
#8	Not at this time.
#9	Normally meet with the kids several times a year. Open door policy and the business teachers also assist the kids with college counseling as part of her classes. Yes – 2 to 3 times a year. Again, much help is offered in this area throughout the school year. Part of the kids 21 st century skills are developing through this function.
#10	Have not had a graduating class as of yet. Next year will be their first graduating class.

#11	Bloomington New Tech HS is a specialty high school drawing from other area high schools. Admission to the school is by application. As Bloomington New Tech HS is part of a larger district, the counselor can/does draw upon other resources within the district to help run programs. No formal meetings are scheduled amongst districts instead relying upon calling on an as needed basis.
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Noteworthy Benchmarking Programs at Bloomington New Tech High School

- Partnering with local Chamber of Commerce, and institutions of higher education to provide 21 Century Skill opportunities for students.
- Electronic Portfolio
- Blooming New Tech High School is limited in their language classes. An innovative way of addressing this is purchasing Rosetta Stone (Chinese) to allow the students to study this language. The HS is currently working with Indiana University to find a way to show student's knowledge level and mastership for credit.
- Learning Outcomes – see below: (Source Bloomington New Tech HS Website)

Students at BNTHS are evaluated on the basis of eight learning outcomes. The learning outcomes measure success in traditional content areas as well as 21st Century skills. The learning outcomes and their definitions are listed below.

Professional Work Ethic: Students conduct themselves in professional and respectable manner through active learning, listening and cooperation. Students demonstrate organization skills through time and task management and arrive to class and school on time equipped with necessary materials.

Local and Global Citizenship: Students exhibit community awareness, involvement, and action. Students become proactive in identifying local and global issues for study and participation, and demonstrate their understanding through actions that promote positive effects at the school, local, or larger community.

Collaboration: Students will demonstrate cooperation, leadership, and the ability to compromise. Students are evaluated based on their team cooperation and the development of these skills.

Written Communication: Students recognize and employ the appropriate writing style based upon academic content and audience. This grade reflects the student's ability to adapt to the conventions of various writing genres, as well as demonstrating proficiency in basic writing mechanics such as spelling, grammar, and organization.

Oral Communication: This grade reflects students' ability to present in front of both small and large groups. Key skills include voice projection, pace, composure, eye contact, professional language and vocabulary, and creativity. Students will be active listeners for peer, faculty, special presentations.

Critical Thinking: Students are able to identify and define problems, generate and test hypotheses, perform analyses and research, and draw and evaluate conclusions. Students also apply content knowledge to develop and implement different strategies to solve problems.

Technological Literacy: Students use computers as a tool in learning, research, organization, and communication. They are competent in using basic computer skills, such as keyboarding, file management, program application, graphic design, and general maintenance and troubleshooting.

Numeracy: Students use numbers, measures, number systems, and various mathematical techniques to solve quantitative, qualitative, or spatial problems in a range of contexts. Students also understand and are able to engage in various kinds of data collection and data analysis through graphs, diagrams, charts and tables.

Interview with CHCA
January 6, 2011

#1	<p>Total of 3 counselors: <i>One Counselor: serves 9th (119) & 10th (111) grades</i> <i>She is a licensed counselor who serves any student with psycho/social concerns</i></p> <p><i>Two College counselors serve 11th (114) & 12th (93) grades; split the alphabet between them .</i></p>
#2	<p><i>1 Assistant Principal; No others.</i> <i>They also have an office coordinator that processes applications. They are in their first year of using Naviance so they still are using a paper trail that the office coordinator helps with.</i></p>
#3	<p>-- Career Planning -- College Planning 70% -- Academic Counseling 15% -- Behavioral & Social Counseling -- Class Scheduling depending on time of year; 10%-25% -- Supervisory Responsibility 2% (homeroom) -- IEP Planning/504 Planning NA -- Special Programs 5%</p> <p>I asked specifically about career planning. She stated they are a college prep program so the majority goes onto college. With the strong service program at their school some decide to take a year to continue service after graduation but all applications have been filled and acceptance at a school has been reached and deferred before leaving.</p>
#4	<p><i>Our communication is frequent through a variety of venues: emails; e-newsletters; in-classroom workshops; evening programs We cover pertinent messages appropriate to where they are in the timeline.</i></p> <p><i>In their freshman year, the kids meet in small groups to orient to high school.</i> <i>The school is using a component of Naviance with the sophomores to self assess and think about what they want to pursue in the future.</i> <i>Emails are sent out to students and parents on a need basis, informs families of college visits coming to school.</i></p>
#5	<p><i>We'd like to have a guidance module inserted into the weekly schedule/year-round to provide consistent instruction in career/college planning.</i></p> <p>They would like to have a guidance module on a rotating basis, part of a bell every five to seven days. In this rotation some of the things they would like to do would be fill out questionnaires, look at schools of interests, etc.</p>
#6	<i>Homeroom; chaperoning events; concessions</i>
#7	<i>Explained in #1 – based on grade & alphabet (11th & 12th only)</i>
#8	<p><i>Exit survey upon graduation; strong appreciation for college guidance piece</i> <i>They have used Probate Q in the past but with Naviance, it has computer questionnaires that they can email to seniors and parents.</i></p>
#9	<p><i>Junior Year: evening parent program; classroom workshop; junior meeting with individual families in spring</i> <i>Senior Year: 2 evening parent programs; 2 application marathons; individual students to discuss college lists; additional individual as needed with students (this happens often depending on the student and continues through Dec.)</i> Junior Year: In February the counselors have individual meetings with the families to discuss senior schedules and colleges. They have a few in classroom workshops to stalk with students about the testing procedures and resources to utilize. College reps come to the school to talk with</p>

	<p>families in the fall. The evening fall meeting with families has a good turnout (30%) since it is required for parents of first child going to school.</p> <p>Senior Year: The application marathon is held two Sunday afternoons in the fall. The counselors each take a Sunday to attend. It is an opportunity for the kids to come to the school and get help with filling out the applications. The kids can use any resource they need. Not too many kids attend, maybe 8-10 each session. Each session is held for three hours. The counselors try to have more individual meetings with the students. In the fall they like to go over applications, any questions the students might have. College reps from a public, State, and Christian school come to discuss the atmosphere and what they have to offer during the school year (this year they had Cedarville, Case Western, Miami, OSU, and Vanderbilt). Throughout the year they might have 20-30 schools visit. They have a table set in the commons area during lunch and the reps come in to talk with the students. The office reps call the schools in the fall to set up. They have a professional presenter, Lenny Dave (he also speaks at Sycamore) come to talk with the seniors and parents in a light hearted/humorous way about leaving home and college life and for parents, how to let go. Ambassadors from Xavier University come to also talk about the student life at their campus including dorm life and student workload.</p>
#10	<i>Yes – format? We will send a list with this survey.</i>
#11	

With Additional information Marianne shared with us to pass along:

- The location of the guidance department is in the commons area next to the office in an open area.
- “It’s all about helping the students.”

Counselor Visit Programs

- A few times a year they travel to conferences and campuses. CHCA feels it’s a great way to network and meet the Admission officers so that they can have a better contact when they need to help a student with admission issues.
- Miami and University of Dayton have two day programs for counselors every spring at their campuses. It’s a Sun-Tues and bout 1 ½ days at Miami and two full days at UD. It is a very helpful resource. Most of the expenses are paid for by the colleges.
- National Conference in the Fall.
- Ohio Conference for counselors in April is a great way to network with the Ohio Group and provides more visibility for the high school.
- There are two college groups that they use that evaluate colleges and how they affect the children. They tour and come to Cincinnati. It is a great opportunity for counselors, parents, and students to learn about different schools and what they have to offer. They are: Colleges of Distinction (www.collegesofdistinction.com) and Colleges that Change Lives (www.ctcl.org).
- Marianne Borgmann, from CHCA is willing to be a resource for our department. Before becoming a school college counselor she came from the college side being a rep for Xavier University.

-Senior Resources

- Lenny Dave, presenter, 673-0531. Talks to parents and kids about transiting into college life.
- Go to evening college visits at nearby schools

Visit the College Night Fair at Cincinnati Country Day School in late September. It is organized by CHCA, CCDS, Summit Country Day School, and Seven Hills. They had around 200 colleges and universities represented this year.

**Interview with Indian Hill Guidance Team
December 7, 2010**

#1	4/732. Number of students per counselor is in the neighborhood of 180-190.
#2	<p>Yes, have an assistant principal Josh Kauffman.</p> <p>Support staff member is Esther Hall, who coordinates all testing and is a support resource for college and career counseling.</p>
#3	<p>-- Career Planning **</p> <p>-- College Planning **</p> <p>-- Academic Counseling **</p> <p>-- Behavioral & Social Counseling **</p> <p>-- Class Scheduling **</p> <p>-- Supervisory Responsibility</p> <p>-- IEP Planning/504 Planning</p> <p>-- Special Programs</p> <p>-- Other** Identified Top 5 responsibilities. Not willing or able to delineate percentage of time spent on each because of the seasonal nature of each category.</p>
#4	<p>SPECIAL EVENTS</p> <p>Bridges</p> <p>A program for orientation of transitioning 8th graders/freshman Includes summer portion as well as 2 x 30 minute meetings per week throughout first quarter freshman year and part of second quarter to work on study skills, exam prep, etc. They meet during Multi-Purpose (MP) time (similar to our common time).</p> <ul style="list-style-type: none"> • 80 Trained Student Leaders (TSLs) run the program with guidance and faculty direction • 13 “tribes” exist within the school, randomly assigned <p>Application Boot Camp</p> <ul style="list-style-type: none"> • one week before school starts • Guidance + English teachers (stipend) • Bring in college reps from Kenyon, Miami. Met with 10-20 mins per student to review essay • 39 students participated @ \$50 per • Benefits students and guidance staff: nearly all college applications were completed by Thanksgiving break! • <p>Application Nights</p> <ul style="list-style-type: none"> • 3 hour meetings in Sept, Oct, Nov. • <p>Signing Day</p> <ul style="list-style-type: none"> • All students sign a mock “letter of commitment” and symbolically send it to the college they’ve chosen via a fake mailbox. The student buy or make banners representing their school and hang them in school. <p>College Counseling Philosophy</p> <p>Students are encouraged to select 6 “Top Choices” that represent Best Fit. Discourage applying to schools that you have no intention of attending.</p> <p>Fostering relationships with colleges: Communicate with admissions counselors. Set up as many as 120 colleges to IH campus. Try to take advantage of as many Counselor Fly-Ins as possible (no cost to district). Counselors said that it is important to visit college to really</p>

	understand what it offers.
#5	One counselor commented that the Board supports nearly all of their ideas.
#6	Sit in on all 504/IEP meetings
#7	Assigned according to first letter of last name. Student stays with counselor through all four years of high school.
#8	Yes, each year all students and parents are surveyed using PrepHQ. Results from last year indicated approximately an 80% satisfaction level with Guidance services. Indian Hill parents despite having an excellent guidance department will seek outside help!
#9	Counselors meet with each student every year, at a minimum. All students can initiate meetings on an as-needed basis. Many juniors/seniors avail themselves of meetings with counselors numerous times regarding college selection/application process. Meetings often take place during study hall, lunch, MP time (equivalent to our common time). If parents want to accompany child, meetings are scheduled before and after school.
#10	I will sort through the data, but, interestingly, last year's seniors selected colleges or universities located in 29 states and 3 outside the US.
#11	LR will follow up with IH Guidance

**Interview with Mariemont Guidance Team
December 10, 2010, at 9:00 a.m.**

Madeira Planning Commission Members: Cathy Born (lead) & Laura Rolfes

Mariemont Guidance Team Participants: Jim Renner (HS Principal), Janet Elfers, Amanda Leszczuk, and Ann Arbogast

Mariemont City School District Mission Statement: ...to provide the utmost in quality education for our Scholars of Today by offering enriching opportunities for individual achievement to inspire our Leaders of Tomorrow.

Question	Answer
#1	<p>High School Team: 3 Counselors w/ 1 Guidance Assistant Breakdown: 2 Counselors serve grades 9-11 by alpha (split) and 1 Counselor focuses on Grade 12 only (begins to work with Juniors each spring for transition). The team began working with this “model” 10 years ago, and likened this breakdown to a “private school model” Student/Counselor Ratio: 9-11 grade counselors: ~200 students/counselor 12th Grade Counselor: ~130 students/counselor</p> <ul style="list-style-type: none"> Assists high school students and their parents through the college planning process. Assists students with academic, career, and personal concerns. Acts as the AP coordinator for the high school and coordinate many other projects, such as local scholarships, awards days, parent meetings, etc. <p>Guidance Assistance: Transcripts, Clerical work, etc. Junior High Team: 1 Counselor w/ 1 Guidance Secretary</p>
#2	<p>High School has 1 Assistant Principal; however, it should be noted that there is no Assistant Superintendant at Mariemont.</p>
#3	<p>Time spent in the following areas varies based on season of school year. Counselors had a hard time breaking down into percentages. It was noted that despite whatever the counselors may plan for the day, a student’s need for behavioral/social counseling always takes priority. It was noted that the team spends many hours above/beyond the typical work day to meet students/parents needs. For example:</p> <ul style="list-style-type: none"> 9th/10th Grade Students/Parents have an opportunity to participate in an Early College Planning Night. Topics include: how to best prepare for college, the characteristics colleges look for in applicants, financial aid information, and trends/changes to anticipate in coming years. This program is only two years old. Well attended: ~35% of families attend. Students work with their Kuder on-line individual career plan and OCIS is introduced/explained. Juniors – Counselors host a College Planning Night for parents of Juniors. Topics cover everything needed to know how to proceed through the spring and summer college search process, with tips and facts to begin making decisions. Seniors – Counselors host a College Financial Aid Night with an expert from a local college presenting and answering questions. <p>It’s clear that the team has a passion for what they do, and for working with the students.</p>
#4	<p>The Mariemont team felt that their ability to focus on individuals for three years before passing the juniors onto a specialized counselor was a strength. They get to know the families and help prepare students for beyond Mariemont whether their</p>

	<p>goals are academic or career.</p> <p>As a team here is the breakdown of what is focused on:</p> <ul style="list-style-type: none"> • 9th Graders: Priority is to get to know the students individually, and build a bond. • 10th Graders: Encourage students to 1) take PSAT, 2) try something new this year, 3) to push their comfort level, 4) perform community service that interests the student and 5) begin focus on career area (Career specialists from Live Oaks and MHS/Great Oaks students speak to all sophomores during an English class in December. In January, students can then take a field trip to Great Oaks should they choose. An evening open house is also scheduled following the field trip for Parents to see the facilities and speak with instructors. Deadline for sophomores to apply for a program is January.) • 11th Graders: Encourage students to look at colleges, visit schools, use OCIS tool. Help students understand that the academic rigor gets harder. • 12th Graders: Counselor uses social studies classes to piggyback to disseminate information to students. <p>Website is also an asset to students and families.</p>
#5	This question was not really addressed. Unsure if the presence of the principal provided for a “restrictive” atmosphere. One item that came up in the interview is that depending upon funding, a counseling position may be cut next year.
#6	Sometimes the counselors will fill in as substitute teachers for a class. Note: Counselors do not participate in disciplining a student. It would be counter-productive to their relationship with the student.
#7	Grades 9 – 11 split between two counselors (alpha) and then transferred to Grade 12 counselor for final year (to focus on college/career planning.)
#8	Yes. Seniors take an exit survey. See attached file from Mariemont. It’s part of an online college planning service called PrepHQ, which doesn’t exist any longer. The seniors have done the survey on PrepHQ, which listed all the colleges they applied to and made it easy to get reports. PrepHQ won’t be used this year at Mariemont because it is no longer offered. Grade 12 counselor will be devising another way to get the results.
#9	Counselors meet with every student at least once a year to discuss career/college plans. Generally, information is disseminated in group settings (like in English class or Social Studies) then the counselors follow up individually.
#10	<p>See Attached for details.</p> <p>Breakdown for Class of 2010 Admissions: 24 Colleges In-State; 92 Colleges Out-of-State. Note: Some colleges admitted more than one student from Mariemont. ~93% of students go on to college.</p> <p>Students in the Class of 2010 were offered over \$4.2 million in merit-based scholarships from 70 different sources.</p>
#11	<p>Mariemont Middle School has 1 counselor w/ a Guidance Secretary</p> <p>MMS Activities – In 8th grade students begin a more formal career exploration. Students will navigate an on-line interest inventory through www.kuder.com, and will continue to access their account through high school. Filling out job applications, learning about obtaining a work permit, and interviewing will also be a</p>

	<p>part of the career experience.</p> <p>Another piece of the career exploration will be to visit the vocational school, Live Oaks, one of the four Great Oaks Career Development Campuses. This year (20010-11) the field trip is scheduled during the month of February in the afternoon. Students will receive tours of the campus, and an opportunity to participate in hands-on activities in each of the programs offered. (Source: Mariemont Website)</p> <p>Socially/Emotionally: PTA led programs cover topics such as Bullying; however, some topics are covered in health classes.</p> <p>Mariemont also offers for all 7th/8th grade girls the opportunity to participate in an extra curricular program called: Lady Warriors. The program was started so that girls could talk openly about thoughts and feelings that they were going through. During meetings the girls actively participate in problem solving, analyze situations and reflect on their own choices and behaviors.</p> <p>Lady Warriors provides a forum for girls to talk about issues such as: dating, peer pressure, friends, and school. Students also participate in community service and/or social events as well as organize the Spring Fling the last day of school. (Source: Mariemont Website)</p> <p>The Jr/Sr HS counselors meet 2x/year. In February, the 8th graders meet with the HS counselors BEFORE the open house for the High School. Discuss transcripts, GPA, review course descriptions, and introduce 4 year plan. The open house is an opportunity to meet teachers, tour school. This is very well attended.</p>
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Noteworthy Benchmarking Programs at Mariemont:

- 1) Mariemont 12th Grade Counselor talks to non-college bound kids (those choosing an alternate career path) about long term goals, and points out second chances. Graduates have the opportunity to return to school after graduation to seek help from guidance department. Open door policy. Counselors encourage students while at Mariemont to take at least one class that would help them pursue a higher education. Other alternatives discussed: apprenticeships, military opportunities, “gap year” programs with or without delayed college admission.
- 2) Website: Filled with great information for students/parents. Provides information about topics relating to Scholarships, Testing, Personal Health and Safety, Future Planning, Study Skills, and includes Career Related links such as Kuder, and OCIS – The Ohio Career and College Information System (a national database earmarked for career-related use.) It should be noted that the website does a particularly great job covering alternative career exploration including: information about Military opportunities; and thru the Greak Oaks. Students are showing a greater interest in ROTC opportunities with the economy.
- 3) Having a counselor dedicated to seniors only allows the counselor to specialize in their needs. Current counselor has visited ~ 75 colleges over 10 years. (District does not pay for trips.) Biggest challenge is getting to know students as quickly as possible. One way of doing this is

the Counselor begins working with the Juniors in the spring by “hosting” a Junior Series with Students and Parents. Counselor also meets with each student a minimum of once/year.

- 4) Mariemont staff (i.e. English Teachers) assist with evaluating college essays and help with evaluations.
- 5) Mariemont Counselors participate in/members of OACAC, NACAC and the College Board

Other Services for College Planning at Mariemont High School

(Source: Mariemont School website)

- Evening information meetings for parents of every grade level.
- Email updates for juniors and seniors and their parents (quarterly)
- College Planning and School Counseling Department websites
- Database and paper files of independent and local scholarships
- Individual college planning conferences with parents upon request
- Counselor recommendation written for every qualified student
- Colleges and universities admissions representatives invited to MHS to meet with sophomores, juniors, and seniors.

Senior exit survey questions: Mariemont

1. What will your primary activity be next fall?
 - a. 4 year in state college
 - b. 4 year out of state college
 - c. 2 year in state college
 - d. Full time job
 - e. Not sure
 - f. Technical/vocational school
 - g. Other
2. Where do you want your final transcript sent?
3. What were the key factors in your decision where to attend college?
4. If you were able to repeat your senior year, what would you do differently? (14 options)
5. We're interested in learning how students prepare for the ACT and/or SAT. Please check all that apply. (9 options)
6. How would you have preferred to receive college planning information from your high school counselor? (8 options)
7. How frequently did you access the PrepHQ planning site?
8. IF you used PrepHQ, please tell what features of PrepHQ you liked during the college planning process? (12 options)
9. Were you aware of the PrepHQ sponsors?
10. Did you request info from a PrepHQ sponsor?
11. What websites did you use during your college planning?
12. What "grade" would you give your Mariemont High School experience overall? (10 options, D to A+)
13. Please list all the MERIT scholarship offers you received, even if you didn't accept the offers.
14. Please list your admission decisions you received from every college to which you applied.

**Interview with Oakwood
December 17, 2010**

#1	3/680 (1:170 for jrs+srs.)
#2	No assistant principal. No extraneous duties.
#3	<ul style="list-style-type: none"> ■ Career Planning ■ College Planning: 65-70% ■ Academic Counseling ■ Behavioral & Social Counseling: very few mediation/discipline issues ■ Class Scheduling: 25% ■ Supervisory Responsibility ■ IEP Planning/504 Planning ■ Special Programs
#4	Strength: college counseling-- have relationships with admissions people, have traveled to well over 200 colleges., approx. 70 reps come to school each year. Utilization of Naviance program.
#5	More opportunities to travel to colleges: visits are invaluable because of opportunity to see campuses but mostly to network with other counselors.
#6	No, they have an intervention/prevention center staffed by a specialist.
#7	One counselor handles Grades 9-10, Two handle Grades 11-12 by alpha. Secretary supports handling of apps, transcripts, etc. Personalities of personnel have dictated the distribution of student coverage (counselor who handles 9-10 called "heart with legs") but may change when he retires.
#8	Only one of three counselors actually surveys students for satisfaction with counseling. Would not share data. Principal and Superintendent conduct exit interviews in small groups with seniors each year. Encourage feedback about high school experience which is posted on walls for teachers to see.
#9	Every child, every year meets one-on-one with counselor for a whole class period AT THE MINIMUM.
#10	Provided list of acceptances, not decisions. 98% attend college, 88% attend 4 yr. , 100% of vocational students attend 2 or 4 year college programs.
#11	

- Counselors are paid for 11 extended days of which they take 1/wk in the summer.
 - Counseling goal is for each student to know their academic strengths by graduation.
- Students are encouraged to apply to safety, target, and reach schools (totaling 5-7 applications). All applications are charted for preference and affordability.
- Programs for Parents:
 - 1st wk school: Jr/Sr Parent Meeting (attended by 75-80 parents)
 - 2nd wk school: Fr/So Parent Meeting
 - Nov.: Financial Aid Meeting
 - PSEO Mandatory
 - 8th grade Scheduling Meeting
 - Student Programs (during school day)
 - Career/Technology Day
 - Naviance training
 - Classroom Guidance for College Application Process
 - Clinics: interest inventories, Common App, Quick Start
 - "College Connection": held every year, a dinner with Oakwood grads and representatives from the teaching staff, guidance and the principal to discuss what Oakwood did well (and not) to prepare them for college.
- ASIDE: Oakwood tied for #1 on OGTs despite not utilizing the "delayed start" option

Interview with Seven Hills School
January 4, 2011

#1	Seven Hills has three college counselors and one guidance counselor. Each college counselor serves 25 students in the jr class and senior class.
#2	They have an assistant that does paperwork. They are using Naviance which holds school information.
#3	We decided not to even ask this question. The college counselors work mostly with the college planning. The school does have an Academic Resource Director that works with students that have an IEP. They provide in house tutoring for kids in need of extra help. Seven Hills has three in house tutors that work with the kids during studyhall. The Guidance counselor works with teams of teachers from each grade. This team is the first line of defense with any individual problems. The school also has a committee called, "Pulse Check". Class advisors meet with the head of school weekly to meet issues of a any child whether it be personal, social, academic.
#4	<p>The counselors feel they do a very successful job treating the students as individuals through a program they label, FIT (Finding the right fit for each individual child). It gives the counselors a great opportunity to get to know the kids so they can work with them to find the right college/university for them.</p> <p>When asked if they have an area they would like to improve, there wasn't any. They are very happy and proud of the program they created.</p>
#5	The department has the flexibility to do pretty much anything they want for the students. They each make trips to various campuses throughout the year. They would like the opportunity for the newest member to go more than the other two. They have been provided opportunities throughout their career at Seven Hills to visit many.
#6	The college counselors also teach English and French classes as well as proctor studyhall. They did not state these were not part of their job description.
#7	The counselors conduct random picking of Junior students by tiers: GPA, gender, race, difficult parents. Students stay with same counselor until graduation.
#8	<p>They usually don't do a yearly survey. They do send out a survey/ questionnaire to kids in their senior year when being audited by the state. If they did do a formal survey, they think the students would say that they get to know the counselors very well.</p> <p>They have a send off program for seniors which involves graduates from Seven Hills coming back for an answer and question session regarding issues with roommates, college workloads, dealing with dorm life, etc.</p>
#9	<p>Sophomore- They meet with the parents as a big group in January or February. It is unstructured and split into three groups with basically question and answer regarding college planning, scheduling, anything that comes up. This is well attended and all three counselors are present.</p> <p>Junior- College counseling begins in January. From January through June the counselors meet with the Juniors about 3-4 times. The counselors introduce Naviance to the students and walk them through it, as well as discussing the basic college application process. They have two meetings of the Juniors usually in November and the end of January. The parents come in after spring break for individual meetings to discuss college plans. They prefer this meeting to be without the student.</p> <p>Senior- The counselors meet as many times as each individual student requires. Some only once, others often. They sit with the students and use the common application to work through for help. They work with the students on essay writing showing actual good versus bad examples. Each counselor writes an individual school letter for each student. The kids log on to the Neviance program and the counselors help with the actual essay process.</p>
#10	Hard copy provided at meeting.
#11	Each of the two Lower Schools has one full time counselor.

**Interview with Summit Country Day School Guidance Team
January 6, 2011, at 10:00 a.m.**

Madeira Planning Commission Members: Steve Telford (lead) and Cathy Born
Summit Guidance Team Participants: Dr. Patricia White, Maureen Ferrell

Summit School Mission Statement: The mission of The Summit is to challenge every student, faculty and staff member; to share fully the gifts that have been given to them by God; to grow in grace and wisdom; to develop spiritually, academically, physically, socially and artistically; and to become people of character who value and improve the world they inherit.

Question	Answer
#1	<p>Guidance Team: 2 Counselors, 1 Assistant/Secretary, 1 Teacher (English) and 1 Director of Admissions. 1 Part-time School Psychologist funded by CPS.</p> <p>Breakdown: 1 Counselor assists 11/12 grades with the college process 1 Counselor assists 7-10 grades with personal/academic counseling and testing.</p> <p style="text-align: center;">~400 students for grades 9-12.</p>
#2	<p>No assistant principals on staff. Yes, other staff members help.</p> <ul style="list-style-type: none"> • Summit's Upper School Director, Dr. Pat White, applies her knowledge and experience for working many years as a college counselor to assist student's and her team's needs. (See separate interview notes with Dr. White.) • An English teacher assists students in preparing for testing, and writing college essays. Also serves as faculty advisor for the program, "Senior Search" • Director of Admissions – assist with athlete scholarships, and coaches students individually and in groups with the interviewing process.
#3	<p>Time spent in the following areas varies based on season of school year and upon each counselor.</p> <p>It was noted that the team spends many hours above/beyond the typical work day to develop bond/relationship with students. They go to games, visit work places, and other activities to get to know the students better. This helps with writing letters of reference for college applications. (100% of the students go on to college.)</p> <ul style="list-style-type: none"> • Summer Bootcamp – 3 one-hour sessions (nuts/bolts; topics for essays; college admin officers are invited to help students with interviewing) held one week before school starts. • Sunday Series – 80% attendance rate <ul style="list-style-type: none"> ○ College Reps are invited after the college fair to speak with students/parents. ○ Junior Parent Night ○ Financial Aide Night ○ Safety on Campus (also address fire safety) • College Conferences - 100% attendance. One hour individual meetings are scheduled with both parents/students to begin college application process.

	<p>Students fill out an self-inventory before meeting. It's used as a basis for the meeting.</p> <p>Summit takes great pride in their program, feel they serve the students/parents well, and showed passion for what they do, and for working with the students.</p>
#4	Summit Country Day identified parent involvement as a strength. Their website touts their writing program,
#5	Would like bring in outside help with financial aide from colleges. Also having extended time for AP tests.
#6	Does not deal with any administrative role. It was stressed that the counselor's job is to act as the student's advocate and to serve as a peacekeeper. It was noted that it can often be difficult maintaining the line between friend/business (counselor).
#7	Students are assigned by grade. See answer in #1 for current status. Summit has had several personnel changes in the last few years. This is Maureen's second year in the program. They are down one counselor; position is currently being filled by a full-time English teacher. Not the ideal situation.
#8	<p>Yes. Parents and students are surveyed.</p> <p><u>Subject: College Counseling</u></p> <p>College counseling was rated excellent/very good by 77% of students, significantly higher than control. The counseling office noted that the relatively small size of Summit's graduating classes "allows college counseling to focus on individuals and their very specific interests and goals. The office philosophy has been and continues to be helping students make the best match when it comes to selecting a college or university for their future, and we work very hard to identify the plethora of local, regional, national and even international options which can serve as possible matches."</p> <p>The high rating of Summit's College Counseling also reflects on the faculty and administration at Summit. The counseling office has the backing of the administration, support staff, space, budget and support from faculty.</p>
#9	Summit's culture provides frequent opportunities for counselors to meet. Counselors specifically meet with all parents/students for one hour to talk about college/career goals.
#10	<p>The 88 members of the Class of 2010 were heavily recruited by universities across the country. Most of our seniors applied to and were accepted by multiple high-profile colleges. Here is a brief picture of their key accomplishments and awards:</p> <ul style="list-style-type: none"> • \$13.5 million in merit scholarship offers were made. One student received offers of more than \$360,000 from various colleges. Two brothers received \$185,000 in merit scholarships. • More than 160 institutions of higher education accepted our students' applications, including many public Ivies, private colleges and top-tier private universities.
#11	<p>Summit Country Day School has 1 Counselor for 7/8 graders help them transition into freshman and sophomore year.</p> <ul style="list-style-type: none"> • Middle School students are assigned to formal Advisement groups in which one faculty member becomes their personal advocate and mentor

	<p>each year as they explore character development, study skills and academics. The Advisement process guarantees that no child falls through the cracks. Students know there is one adult in the building devoted to their personal success -- a person they can turn to when they need help. We believe that learning how to ask for help is a key milestone in developing a habit for life-long learning.</p> <ul style="list-style-type: none"> • An on-line Parent Education Series in the form of podcasts are available for families to help students and parents understand how individual students can explore their own needs, abilities and skills in order to maximize the potential to learn. Examples of topics: Internet Safety, Developing Teen Leadership, Emotional Intelligence and Why is it Important?, Literary, etc. Podcasts are archived and available throughout the year. • Parent Series are held throughout the year in the evening for Parents. Powerpoint presentations are placed on-line for parents to access. Topics include: Bullying,
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Noteworthy Benchmarking Programs at Summit Country Day:

- 1) Strong/Superb writing and research paper program. Every student is required to write 5-7 research papers prior to graduation. Their writing program is nationally recognized.
- 2) Digital Student Profile (Naviance) for each student allows faculty to mentor and to enable self discovery and personal commitment to a student's own educational plan.
- 3) Website: Very detailed, filled with great information for students/parents. Provides information relating to Admission, Academics, Parents, Alumni, Giving, and Campus Life. College Numerous Web Links for financial aide, career research, college planning, scholarship, and test preparation.
- 4) Students in the Upper School have access to a team of personal advisers and specialists who help them face the life-changing passage from adolescence to young adult. While the counseling staff at Summit focuses on student issues, educational psychology and college admissions, every teacher and specialist in the building serves as an adviser to a small group of students. As a whole, the collaborative student advocacy team is able to pay close attention to the needs of each individual student while providing expertise for special needs and college search.

The Teacher Advisement Program is the cornerstone of student advocacy. Groups of 10 to 12 freshmen are assigned to one teacher or specialist who leads the group through the entire four-year Upper School experience. These small groups of students become a support system to each other while the advisor takes a personal interest in each child. The advisement team gives Summit students an edge in college. Every student learns how to ask for help, which is an indicator these students are likely to succeed if their studies become difficult.

- 5) Senior Search is a special opportunity outside the classroom in which Upper School students can demonstrate independent study skills by designing their own learning experience. Examples include: student turned photos of the school into a fund-raising coffee-table book "Hidden Faces and Spaces of The Summit." Two seniors waded knee-deep in Michigan waters

to help biologists tag sturgeon while another senior spent three weeks inside Procter & Gamble researching how RFID tags work. Other students at the private Cincinnati Catholic high school have shadowed orthopedic surgeons and Wright-Patterson Air Force Base personnel, taught English to Hispanic immigrants, worked on an Arizona cattle farm, worked at the Lindner Center with children who have psychological disorders, traveled to New York City to intern at Teen Vogue and won the cooperation of some of Cincinnati's highest profile citizens to create a booklet on leadership.

- 6) Summit Counselors participate in/members of OCAC, NACAC. Counselor Ferrell was one of only 100 high school counselors and college representatives invited to attend the 2010 Fitzwilliam's Conference in Ringe, N.H. CareerQuest gave her their "Excellent School Counselor" award in 2009. 35 Years prior experience in the field, was former Chair of the counseling department at Walnut Hills (ranked as one of the top 100 high schools in the country.)
- 7) Summit has a budget of ~\$14,000 for counselors to use for campus visits. The 11/12th grade counselor visited ~20 colleges in 2010. Summit believes that every school should budget for counselors to facilitate relationships. Dr. White views college planning/college admissions as a relationship business. You can't build relationships without going to conferences, or visiting colleges. Some public schools use alumni foundations to help fund these needs.

Standard List of Questions for Guidance Departments – Madeira City Schools Planning
Commission Guidance Study: 2010 - 20111

1. How many guidance counselors are there on staff? How many students do they serve?

Sycamore High School has 7 Comprehensive School Counselors, each with a caseload of approximately 300 students (my role as Counseling Supervisor necessitates a smaller caseload). Our current enrollment is approximately 1759 (this number tends to fluctuate as the year goes by). We also have 2 Student Assistance Counselors who work in the areas of personal and group counseling and draw their caseloads from the entire student body.

2. Do you employ Assistant Principals? Do other employees perform duties typically expected of a guidance counselor?

We have 3 Asst. Principals and a Dean of Students. I hesitate to address the duties part of the question because the 'typical' expectations of a school counselor vary widely from school to school. I'd be happy to talk with you on the phone about this – it might result in a more complete answer.*

3. What percentage of the guidance counselors' time is spent in the following areas:

- Career Planning
- College Planning
- Academic Counseling
- Behavioral & Social Counseling
- Class Scheduling
- Supervisory Responsibility
- IEP Planning/504 Planning
- Special Programs
- Other

I'm not sure that I can accurately define the percentage of time, so please allow me to do a bit of description on each of these.

-Career Planning – This is, honestly, an area that we are working to improve. Our community tends to be very focused on college as an expectation and this sometimes seems like an endpoint – which it is not! We've been trying to find some ways to improve our students' awareness of a wide variety of careers through large assemblies, bringing in 'Career Reps', etc. We'll be experimenting with a Career Fair in the spring and evaluating the effectiveness of this approach. Eventually, we would like to be able to integrate career awareness more into the general curriculum, but this is a challenge – as it is in any high school.

-College Planning – Counselors spend a great deal of time in this area. We meet with every junior and senior individually for 30-60 minutes to start them in the process in 11th grade and help them with the application process in 12th grade. Students typically will often stop in for additional meetings with their counselor as needed (sometimes quite often). Each fall we offer an evening informational meeting for 11th and 12th grade parents. We don't formally offer individual college meetings for parents, but are happy to do this when requested. Counselors

are encouraged to spend time visiting campuses when possible, attending breakfast and lunch events and networking with college admissions colleagues.

-Academic Counseling – Counselors have always been involved with this, which can be an isolated concern to a full blown intervention process. Our model in the past has been more of a reactive one – when a student is struggling, the counselor is often responsible for being a center of communication, calling and running meetings and functioning as a liason between the various shareholders. As we begin to implement Response to Intervention (RtI), we are being much more proactive and mindful about working with students who are at risk early and often.

-Behavioral and Social Counseling – Any of our counselors work with the myriad situations that come up with students from social drama to intense crisis situations and everything in between. The issues that arise are often complex and challenging, so we foster and expect collaboration in the department. The same goes for behavioral issues that arise in the classroom and during the school day. This is also a focus for RtI, particularly with our 9th grade students. Counselors do not directly deal with discipline issues, although we might often sit in on meetings and address concerns afterwards.

Class Scheduling – This is a joint effort with administrators. As supervisor, I am responsible for the completion and publication of our Course Planner. Counselors determine the scheduling calendar in consultation with administration. Along with tech and secretarial support, we take care of the Course Selectors, Recommendation Day and develop the schedule for meeting with each student individually to talk about their course requests, future plans, and take care of the paperwork. An Assistant Principal creates the Master Schedule and develops student schedules. Counselors are then responsible for making changes and adjustments as necessary (actually, this is very time intensive in the fall and the spring).

Supervisory Responsibility – If this means lunch duty, etc. – we do not have assignments of this nature. Counselors are responsible for designated areas during fire drills, tornado drills, lockdowns, etc. We are always willing to step in to assist as needed when possible.

IEP/504 Planning – Counselors are Case Managers for 504 Plans and serve as part of the IEP team for our students.

Testing – We administer and interpret the PSAT each fall. For OGT and AP testing, we serve as proctors during the testing and interpret results for students and families.

Leadership – Counselors at SHS are expected to be involved in our school. We are contributing members of many committees including District Strategic Planning, Building Visioning, Gifted Education, Career Education, etc.

Contributing to the profession – Counselors are encouraged to be involved with additional responsibilities. Several work on the National College Fair annually, some are on Advisory Boards for various colleges. During the school day, we typically will have three Counseling Interns from UC and XU which requires supervision and consultation on a daily basis. This is a significant investment of time and energy, and is well worth the effort.

4. Of the above areas, which area, if any, do you feel your system does particularly well? Which area, if any, needs improvement? Why?

I am pleased with the level of service we offer to our students and families. I hope to further develop our RtI approach for intervention and begin to develop better data records for this important initiative. Over the next few years, I would like to move towards the National Model for Counseling Programs as laid out by the American School Counselor Association. As part of this direction, I hope to get more complete and useful feedback from our shareholders both within and outside the building. At the beginning of this year, I asked our department to be reflective about the various roles and tasks that we routinely perform and ask the questions "Does this improve student learning?" and/or "Does this create future opportunities for students?" Ideally, if an action doesn't meet one or both of those criteria, then I think we need to evaluate whether or not it falls within our practice.

5. What are some activities (if any) you would like to do if you had unlimited time and resources?

I would dramatically increase the time we actually spend in direct contact with students.

I would like to have much more counselor collaboration and articulation in our district from K-12. One desired outcome would be to define the counselor roles on a more district-wide basis.

6. What are some activities (if any) you do, but you feel are not part of your intended job description?

We are fortunate in not having a large amount of activities that are completely out of best practices in our job description (for example – being solely responsible for test administration, developing the master schedule, etc.) As I mentioned, we'll be looking to the ASCA National Model in coming years to sharpen our focus.

7. How is a particular student assigned a guidance counselor? Does that student stay with the same guidance counselor until graduation?

Students are assigned alphabetically to the comprehensive counselors and typically will stay with the counselor throughout high school. This allows the counselor to get to know the student and develop relationships with families over time (and sometimes several students).

8. Do you survey students or parents about how your department is doing? What do they say? (Or, if you don't take a formal survey, what do you think they would say?)

We haven't had a formal survey done recently. I think that, on the whole, the outlook would be generally positive (but that could be wishful thinking). I can say that the actual positive and negative input that comes to me as the Supervisor (which would be from those motivated to make a statement either way) tends to be about 50/50 – which makes me

feel fairly good because I think that the average person is more likely to lodge a complaint than take time to write something positive.

9. How much *individual career and college* counseling do you do? Do you meet with each student individually? If so, how frequently?

Counselors meet with students individually in the 11th grade to plan for college (with career goals also on the agenda). We also meet with 12th grade students to go over the application process. We also see every student individually at least once a year for scheduling.

10. Will you provide us the data about where your graduates are attending college for the last two years (for example, in last year's class, 25 went to UC, 15 went to Ohio State, etc.)?

Please see the SHS Profile for the colleges that are currently being attended by students (this would encompass the past four years. I've pasted the Class of 2010 attendance to the end of this document. (I apologize for the primitive formatting – I don't have a more elegant way to show the data at the moment.)

11. How many guidance counselors does your district have at the elementary, middle school, and junior high levels? What is the interaction between those guidance counselors and the high school counselors, if any? What is the primary role of those counselors, and what would you like to see more of from that position, if anything?

Elementary – 3 counselors at 4 buildings

Intermediate School – 2 counselors

Junior High – 3 counselors

We probably are able to convene K-12 about once a year. The JH counselors and HS counselors work together more frequently – probably collaborating 5-7 times per year formally.

The counselor roles vary greatly from building to building depending on the outlook of the building principal.

Incidentally, we have officially changed the job title from 'Guidance Counselor' to 'School Counselor'. After some investigation, I found that there is no accredited university counseling program in the US that gives a graduate degree in 'Guidance'. The term School Counselor is more descriptive and accurate in relation to the work that we do. I would encourage your consideration of making this (in my opinion as a school counselor and an adjunct professor of counseling at Xavier) appropriate change.

Respectfully submitted,

Vince Rahnfeld
Counseling Supervisor
Sycamore High School

Interview with Walnut Hills Guidance Team

January 7, 2011, at 9:15 a.m.

Madeira Planning Commission Members: Cathy Born (lead) & Steve Telford

Walnut Hills Guidance Team Participants: Tanya Ficklin, Linda Grayman, Carl Grueninger, Lynda Maxwell, Linda Sawan, Mrs. Skagg, Ms. Duke

Walnut Hills School:

STATEMENT OF PHILOSOPHY

Walnut Hills High School, a classical six-year college preparatory high school, is dedicated to the pursuit of academic excellence in a culturally diverse community. Academic ability, a respect for learning, and a will to achieve are tools for the student body and faculty alike. Analytical and creative thinking skills equip students to draw upon the knowledge of the past, to weigh the questions of the present, and to envision the possibilities of the future. Involvement in extra-curricular and co-curricular activities provides additional opportunities for pursuing intellectual, social and athletic goals. We believe that intellectual achievement is intrinsically valuable in a democratic atmosphere of mutual respect, social equality, and personal responsibility.

Walnut Hills' motto is "Sursum ad summum", which is Latin for "Rise to the Highest".

Mission of Guidance Department: To prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians and the community responsible for the learning process.

Question	Answer
#1	<p>Guidance Team: 5 Counselors, 1 Registrar, 1 Testing Coordinator, 2 Individuals in College Info Center, 1 Counselor Assistant/Senior Support Specialist, 1 Psychologist, 1 Intern from Xavier.</p> <p>Serving 2,181 students</p> <p>Breakdown: 1 - 7th Grade Counselor 1 - 8th/9th Grade Counselor 1 - 10th Grade Counselor 2 - 11th/12th Grade Counselors (students split by alpha)</p> <p>Student/Counselor Ratio: 7th Grade counselor: 423 students 8th/9th grade counselor: 783 students 10th Grade counselor: 377 students 11th/12th grade counselors: ~300 students/counselor (~135 seniors/each)</p> <p>Current Team have been working together less than 6 years.</p>
#2	<p>Yes. 3 Assistant Principals for each level. (7th/8th grade, 9th/10th grade, and 11th/12th grade.</p>
#3	<p>Time spent in the following areas varies based on season of school year and upon each counselor. Counselors did not break down into percentages instead expressing that much time is spent at the lower levels focused on Behavioral and social counseling (as well as with new students adjusting to the sudden culture change.) Counselors sit on IEP Planning/504 Planning teams; however, the school psychologist and intervention specialist deal more with this. (~40 students). It was noted that over 100 additional kids could be on 504 plans; however, they have a program called "Plan for Success" to meet the individual student's needs.</p> <p>Academic Counseling is where they spend the majority of their time. "It's a HUGE part of our day." "Higher" level counselors focus more on career/college planning and special programs. (This is also part of the CIC Department.) Counselors stated that they may plan for the day, however, a student's need for behavioral/social</p>

counseling always takes priority.

It was noted that the team spends many hours above/beyond the typical work day to meet students/parents needs. For example:

- 8th Grade: Parents are invited in January on a Tuesday evening to “Draft Your Blueprint” – a program to get parents/students to begin thinking about the next four years and preparing for college. They break the evening into a section for parents and one for kids. Counselors follow-up with students during science classes.
- 9th Grade – CPS pays for all 9th graders to take the PSAT test. The CIC Director hosts an evening to talk about testing, and will go over the PSAT results with parents. Because PSAT results are held until this evening, it is very well attended.
- 10th/11th Grade – CPS pays for the PSAT for all 10th & 11th grade students. CPS pays for all 10th graders to take the ACT PLAN. CPS pays for all 11th grade students to take the ACT in April of their junior year. This was done because the State of Ohio was thinking of replacing the OGT with the ACT and our administration wanted to see how all CPS students would do on the ACT. Also they were interested in getting more students to apply to colleges. If all students took the ACT, the hope was for an increase in college applications and students entering college.
- October College Fair Pot Luck Dinner for 10th/11th Grade Students/Families – sponsored by the PTA group. \$10/dinner. Parents bring the desserts and drinks. Event is held on a Sunday night from 5:30 p.m. – 8:30 p.m. the same evening as the College Fair downtown. Four to five (diverse) colleges are invited to attend the pot-luck to allow parents an opportunity to follow-up with questions.
- 11th Grade – College Information Night generally held in January on a Tuesday night from 7:00 – 8:30 p.m. Counselors hand out folders (see sample) with information regarding starting the process to apply for colleges. Evening is divided into three talks focusing on: financial aide, application process, and college visits. During the meeting, parents sign up for a conference time (45 minutes – 1 hours). In February/March, the counselors meet with those students and parents who signed up before/after school to talk about process. 75-85% of parents attend.
- 12th Grade - Financial Aide Night – An opportunity for parents to come fill out a common application to apply for financial aide. Families have a reserved computer slot in the lab. Generally held from 2:30 p.m. – 6:30 p.m. A College Representative is also invited to speak about grants, financial aide, and answer questions. This is a free event. This is very well attended. ~235 family members attend.
- 12th Grade – Scholarship Day – Around mid-February Seniors come into computer lab and fill out forms for scholarships during class time. Length of time: 1 hour.
- 11th/12th Grade – Walnut Hills has a program in the evening for parents/students to talk about transitioning from High School to College. An outside professional is hired to speak and to answer questions.

The team takes great pride in their program, feel they have serve the students/parents well, and showed passion for what they do, and for working with the students.

#4	The Walnut Hills team identified parent involvement and career planning as strengths. As well as the number of available AP classes offered: 31. They also mentioned their focus on their mission – serving students in the CPS system since 1895. Noting 100 Years of “Tradition of Excellence.” See Walnut Hills’ history on their website. Walnut Hills also offers “Help Nights” for students. They called this a “jewel” in their program. Teachers are required to have one night/week, or an alternate time available (lunch, before/after school) for students to come for help. Students are encouraged that if they can not meet during a time that their subject teacher is available, they can meet with another teacher that specializes in that same topic.
#5	Would like more group counseling opportunities without adversely affecting the student’s courses. Transportation is an issue for many students – cannot arrive early or stay late for guidance.
#6	Lunch Duty. Note: Counselors do not participate in disciplining a student. It would be counter-productive to their relationship with the student.
#7	See answer in #1 for current status. Future Goal for breakdown: 2-3 counselors for 7,8, 9 th grade, and 3 counselors for 10, 11, 12 grade split by alpha. No mention suggested changes of the CIC Department or other support staff.
#8	Yes. Surveyed parents. Received ~ 100 surveys back. Mostly comprised of 7,8,9 graders. High School parents did not typically respond.
#9	Despite the ratio of students/counselor, Walnut Hills takes great pride that they know their students and the efforts they take to get to know them. Specifically, Senior Counselors meet with every student at least once a year to discuss career/college plans. Start with survey students during an English class (where do they want to go? What is their intentions) and distribute Senior Packets during that time then individual meetings are setup with students. The CIC and Senior Counselors work very closely in meeting Senior needs.
#10	See Attached for details. Breakdown for Class of 2010 Admissions: 24 Colleges In-State (ultimately 60% students stayed in-state); 130 Colleges Out-of-State (40% choose to go out-of-state). Note: Some colleges admitted more than one student from Walnut Hills. 97% of students go on to college. With 3% of students pursuing work, travel, or armed services upon graduation. It was noted that “GAP” years are gaining popularity. Students in the Class of 2010 were offered over \$18.2 million in merit-based scholarships/awards.
#11	Walnut Hills is a six year classical college preparatory program offering classes from 7 th – 12 th grade. See answer to Question #1 for breakdown of counselors for the school. The Jr/Sr HS counselors meet every two weeks casually over lunch. Formally, they meet once a month. (You could see the synergy during the interview!) 7/8 Grade Activities – Program begins in the summer with the Orientation program called “A Day in A Life of Walnut Hills Student” for parents/students to come tour the school, learn about curriculum, electives, and clubs. Staff spent over 60 hours (unpaid time) preparing/organizing the program. After school begins, Counselors go into English classes to introduce themselves

	<p>again and let students know they are available for them. “Optioning” is addressed/worked on to help students pick classes. Monthly assemblies are held on topics such as bullying, as well as character traits based on YMCA program.</p> <p>Twice a year, Counselors host a parent meeting for those new to Walnut H.S. First meeting covers: adjusting to the new environment, and expectations for school. Second meeting helps parents help students prep for exams specifically addressing study skills, and has a teacher speak about each discipline and passes out handouts. (Tuesday, Wednesday, Thursday is the best days.) An evaluation form is offered at the end of each session.</p> <p>7th Grade Study Skills is another on-going program. ~90 students participate.</p> <p>Walnut Hills offers for all 7th/8th grade girls a program called: “Girl Talk.” It is organized and run by the Seniors. Meetings are held during lunch time. Girls are split into various teams randomly and meet 1x/month with 2 team leaders (seniors) to discuss various topics specific to their needs. Counselors help oversee this program.</p>
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Noteworthy Benchmarking Programs at Walnut Hills:

- 2) Walnut Hills’ parents are VERY active at the school. PTA plays a large role in supporting after school guidance functions; often coordinating food to have on hand at the event. (This helps draw families to the event.) PTA also organizes many social opportunities to create a support environment for families in the school.
- 3) In 1998, the Parent Board (Walnut Hills High School Association) established the College Info Center with funds raised through the “Support Our School” annual giving campaign. It is still in operation, with two staff members providing support Monday – Thursday from 8:30 – 3:00 p.m. to the students/families. Funding also helps pay for guest speakers, and sponsors the College ‘Scope directory to be included in College Information Night. The CIC also encourages alumni to share their talents and time with students.
The CIC staff and volunteers work with the Counselor’s Office to determine each student’s needs and goals. Concrete, one-on-one help with test preparation, essay writing, application completion and interview strategies is offered. Four computers with internet connection enable students to access college and university web sites.
- 4) School has great mentoring programs in place to ensure a successful experience for students at Walnut Hills. For example: the 7/8th grade “Girl Talk” program, and the 9th grade “Ambassador” mentoring program with 11th/12th graders.
- 5) Walnut Hills historically has utilized the Kuder program; however, it is not longer used by the District. While they found it useful when they had someone overseeing it; the usefulness declined dramatically when person overseeing the program retired. During the interview it was noted that the majority of students don’t use this tool, and for those that do, they often change their minds so it’s very difficult as a counselor to depend upon this as an up-to-date assessment. (i.e. the student logs on once and does not go back.) It does not replace the one-on-one meetings and speaking with the student directly.
- 6) Website: Filled with great information for students/parents. Provides information about topics relating to Academic Information, College Information, FAQ, and numerous Web Links for financial aide, career research, college planning, scholarship, and test preparation.

- 7) Walnut Hill Counselors participate in/members of OACAC, NACAC as well as sit on the boards of OSU, Miami University, and Mt. St. Joe.
- 8) Walnut Hills does not have a budget for campus visits; however, they do receive a reimbursement every 18 months for professional development. Sometimes, they will submit their NACAC conference visits as professional development. Counselors will use vacation opportunities to visit nearby campuses.

Other Services for College Planning at Walnut Hills High School

(Source: WHHS website)

- Evening information meetings for parents of every grade level.
- Email bulletins for juniors and seniors and their parents (monthly)
- College Planning and School Counseling Department websites
- Database and paper files of independent and local scholarships
- Individual college planning conferences with parents
- Counselor recommendation written for every qualified student
- Colleges and universities admissions representatives invited to MHS to meet with sophomores, juniors, and seniors. ~

Interview with Wyoming High School December 10, 2010

We (Steve Telford and Dave Eberly) interviewed Mark Lampe (Counselor 11,12) and Monica Moore (9,10). Lampe has been a counselor for Wyoming High School for 25 years; Moore has been for 10.

Mr. Lampe offered a little background about the Wyoming school district. (He asked what other schools we were interviewing). He said that many perceive Wyoming as an affluent community, but that 7% of the students qualify for free lunches and 15% were minority students. However, he thought that of all the local schools, Madeira and Wyoming seemed to be similar in many ways and agreed they were a good match in most respects.

We spent a little over an hour with them. They were extremely helpful, thoughtful, and candid. Here are their “answers” to our specific questions (we have compiled them, they did not pre-answer the questions) as well as some general “other” observations.

#1	Wyoming has 2 counselors at the high school level; they serve approximately 700 students.
#2	<p>They do have a single Assistant Principal at the high school. They have assistants at each of the other schools, as well (primary, which is K-5, and “middle” which is 5-8).</p> <p>The two high school counselors share a single administrative assistant/secretary devoted to them. No one else does traditional “counseling” tasks save, of course, the district’s psychologists, who are based off-site at the board of education. One full time psychologist is responsible for K-12 and a part-time psychologist works with K-8. The full time psychologist visits the high school “several times” a week.</p>
#3	<p>Lampe and Moore could only generally break down their duties and the time each spent on them, but here is a summary:</p> <p><u>Mark Lampe</u> – is technically responsible for all counseling needs for everyone in 11th and 12th grades, but practically speaking this means that his days are primarily involved with college planning. He devotes 75-80% of his time to college planning or things that are related to college planning (which may include academic counseling as it relates to admissions, etc.) He has been in that role since he started 25 years ago. The rest of his activities are similar to those of Ms. Moore, below. He spends considerable time, also, on college letters of recommendation.</p> <p><u>Monica Moore</u> – is technically responsible for all counseling needs for 9th and 10th grades. She estimated that her time is split equally between “counseling” and “administrative stuff.” The counseling could be further split equally between academic counseling and behavioral/social counseling. The administrative stuff consists of Scarlet Oaks dealings (7 kids are at Scarlet Oaks), running and implementing an on-line program (for way-behind kids academically, currently used by 5 or 6 kids), flex-credit administration (college classes for high school credit, design your own class, etc., involving less than a dozen kids), enrollment, IEP/504 planning, AP, state, PSAT and other proctoring.</p> <p>Additionally, both are in charge of or involved with of scheduling, both for the students and for the teachers, to which they devote 10 solid days before the semester starts and 10 days after the year ends, at minimum. However, this task does not take up too much time during the school year. Also, both spend significant time toward the end of the school year planning an academic awards ceremony.</p> <p>Ms. Moore works typically 8 to 5:30+ and Mr. Lampe works 7:15 to 4:30 or 5.</p>
#4	Neither would claim that they thought there were areas they did well. Mr. Lampe emphasized that they feel stretched a little thin – enrollment at Wyoming is up considerably since he first started (typical class size is now 170; 20 years ago it was about 100) but staffing has not changed during that time. As a result, both stated that there were things

	<p>they neglected more than others.</p> <p>The things they'd like to devote more time to would be career planning, overall academic assessment of individual students, and just having more time to be a presence in the classroom and in the individual student's lives. They would like to try to do a better job de-stigmatizing the Scarlet Oaks program.</p>
#5	No new activities came to mind; they'd devote more time to individual counseling. When pressed, Mr. Lampe thought that more assistance in completing standard financial aid forms would be a service they'd like to be able to provide.
#6	Until recently, they were performing lunch duty and doing the background work on residency disputes, but they are happy to report they no longer do those tasks. Other than that, nothing really.
#7	Each student has Ms. Moore between 9-10 grades and Mr. Lampe in 11-12 grades.
#8	They haven't done a survey in years. Even so, we got the impression they are extremely well liked by the community and doubt there would be much in the way of strong criticism.
#9	Mr. Lampe <i>offers</i> to meet with each family to do college counseling during the student's junior year, but only about half take him up on the offer. Of those that do, some meet with him many times, but most meet with him once.
#10	We obtained a list of schools, but they did not readily have numerical data and we did not want to put them out by having them compile it. The list is attached.
#11	Each of the other schools has a counselor; Ms. Moore interacts well with the 5-8 grade counselor and feels that they have a transition plan in place which works well. There is no real reason to interact with the

OTHER

Mr. Lampe and Ms. Moore were very helpful and curious about our study. It clearly caused them to look at themselves a little more critically.

We were under the impression that Mr. Lampe is very well thought of; Ms. Moore indicated as such a few times in our meeting.

Appendix XII

Comparison Schools' College Matriculations

Comparison Schools
CHCA
Indian Hill
Madeira
Mariemont
New Tech HS
Oakwood
Seven Hills
Summit Country Day
Sycamore
Walnut Hills
Wyoming

See following pages 58-68

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CHRISTIAN ACADEMY

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Academics

Admissions

Athletics

Fine Arts

Spiritual Life

Student Life

Support CHCA

Academics

College and University Acceptances

2007-2010

SoaringStart Preschool

EBL Elementary School

CHCA Middle School

Martha S. Lindner High School

AP Course Offerings

Graduation Requirements

Community Service
Requirements

College and University
Acceptances

High School Winter Term

High School and College
Guidance

Armleder School

Academic Results

Curriculum

*bold denotes matriculation

Anderson University
Arizona State University
Asbury College
Ashland University
Auburn University
Baldwin-Wallace College
Ball State University
Barry University
Baylor University
Bellarmine University
Belmont University
Biola University
Bluffton University
Boston College
Boston University
Bowling Green State University
Butler University
California State University, Fullerton
California State University, Northridge
Calvin College
Campbell University
Campbellsville University
Capital University
Carnegie Mellon University
Case Western Reserve University
Cedarville University
Central Michigan University
Centre College
Cincinnati Christian University
Cincinnati State Technical and Community College
Clemson University
Coastal Carolina University
College of Charleston

Johnson & Wales University
Judson College
Kent State University
Kenyon College
Lee University
Lehigh University
Lewis and Clark College
Liberty University
Lindsey Wilson College
Lipscomb University
Loyola Marymount University
Loyola University Chicago
Lynn University
Macalester College
Marietta College
Marquette University
Marshall University
Massachusetts Institute of Technology
Miami University
Miami University--Middletown
Miami University--Hamilton
Michigan State University
Milligan College
Mississippi State University
Morehead State University
Morehouse College
Mount Union College
Mount Vernon Nazarene University
Murray State University
Muskingum College
New York University
North Carolina State University
Northeastern Ohio Universities
College of Medicine
Northern Arizona University
Northern Kentucky University
Northwestern University
Notre Dame College
Oberlin College

The University of Iowa
The University of North Carolina at Chapel Hill
The University of Tennessee
The University of Tennessee at Chattanooga
Thomas More College
Tiffin University
Transylvania University
Trinity International University
Trinity University
Tulane University
Tusculum College
Tuskegee University
Union University
United States Naval Academy
University of the Cumberlands
University of Arkansas
University of California, Los Angeles
University of California, San Diego
University of Central Florida
University of Charleston
University of Chicago
University of Cincinnati
University of Colorado at Boulder
University of Connecticut
University of Dayton
University of Delaware
University of Denver
University of Florida
University of Georgia
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Indianapolis

Print this Page Email this Page

Simon University	Fairleigh Dickinson University	University of
Davidson College	Pepperdine University	Missouri-Columbia
DePaul University	Princeton University	University of New
DePauw University	Purdue University	Hampshire
Defiance College	Raymond Walters College	University of
Denison University	Rensselaer Polytechnic	Northwestern Ohio
Dominican University of	Institute	University of Notre Dame
California	Rhodes College	University of Pittsburgh
Drexel University	Rider University	University of Richmond
Duke University	Ringling College of Art &	University of St. Andrews
Earlham College	Design	University of San Diego
Eastern Kentucky	Robert Morris College	University of South
University	Rollins College	Carolina
Elmhurst College	Rose-Hulman Institute of	University of South Florida
Elon University	Technology	University of Southern
Embry-Riddle	Saint Louis University	California
Aeronautical University	Salem College	University of Southern
Emory & Henry College	Samford University	Indiana
Emory University	Santa Clara University	University of Southern
Florida Atlantic University	Savannah College of Art and	Mississippi
Florida Institute of	Design	University of Toledo
Technology	Sinclair Community College	University of Utah
Florida International	Southern Methodist University	University of Vermont
University Florida	Spelman College	University of Virginia
Southern College	State University of West	University of
Florida State University	Georgia	Wisconsin-Madison
Fordham University	Stony Brook University-SUNY	Valparaiso University
Franklin B. Olin College	Syracuse University	Vanderbilt University
of Engineering	Tabor College	Villanova University
Full Sail Real World	Taylor University	Virginia Military Institute
Education	Texas Christian University	Virginia Polytechnic
Furman University	The Citadel	Institute and State
Georgetown College	The College of William and	University
Georgia Institute of	Mary	Volunteer State Community
Technology	The College of Wooster	College
Gettysburg College	The George Washington	Wake Forest University
Grace College	University	Walsh University
Grove City College	The Johns Hopkins University	Washington University in
Hampton University	The Ohio State University	St. Louis
Hanover College	The Pennsylvania State	Washington and Lee
Heidelberg College	University- University Park	University
High Point University	The University of Akron	Waynesburg College
Hillsdale College	The University of Alabama	West Virginia University
Hiram College	The University of Arizona	West Virginia Wesleyan
Hope College	The University of Findlay	College
Howard University		Western Kentucky
Huntington College		University
Illinois Institute of		Westmont College
Technology		Wheaton College
Indiana University		Wilmington College
Indiana University of		Wittenberg University
Pennsylvania		Wright State University
Indiana University-Purdue		Xavier University
University Indianapolis		Yale University
Indiana Wesleyan		
University		
Jacksonville University		
James Madison		
University		
John Carroll University		

COLLEGE MATRICULATIONS - CLASSES OF 2008, 2009, 2010

American University
 Amer. Musical & Drama Acad.
 Appalachian State University
 Arizona State University
 Art Institute of Cincinnati
 Ball State University
 Barnard College/Columbia Univ.
 Bellarmine University
 Belmont University
 Bentley College
 Berea College
 Boston College
 Boston Conservatory
 Boston University
 Bowling Green State University
 Brigham Young University
 Butler University
 Capital University
 Carnegie Mellon University
 Case-Western Reserve University
 Centre College
 Chapman University
 Cincinnati Art Academy
 Cincinnati State Technical College
 The Citadel
 Clark University
 Clemson University
 Cleveland Institute of Music
 Colgate University
 College of Charleston
 College of Wooster
 Columbia College Chicago

Columbia University
 Columbus Coll. Art & Design
 Cornell University
 Dartmouth College
 Denison University
 DePaul University
 DePauw University
 Drexel University
 Duke University
 Durham University (UK)
 Eastern Illinois University
 Eastern Kentucky University
 Eastern Michigan University
 Eckerd College
 El Camino College
 Élon College
 Fairmont State University
 Fashion Inst. Design & Merch.
 Florida State University
 Fort Lewis College
 Furman University
 George Washington University
 Georgetown University
 Georgia Institute of Technology
 Grove City College
 Hanover College
 Harvard University
 Indiana State University
 Indiana Technical College
 Indiana University (IN)
 Ivy Technical Community College

Johns Hopkins University
 Kentucky State University
 Lincoln Memorial University
 Loyola Univ. Chicago
 Marietta College
 Massachusetts Inst. Of Technology
 McGill University
 Miami University
 Miami University – Hamilton
 Middlebury College
 Mississippi State University
 Morehouse College
 NEOUCOM
 New York University
 Newcastle University - UK
 Northeastern University
 Northern Kentucky University
 Northwestern University
 Ohio State University
 Ohio State University - Newark
 Ohio University
 Ohio Wesleyan University
 Palm Beach Atlantic University
 Pitzer College
 Purdue University
 Queens University (ON)
 Rhodes College
 Rice University
 Rochester Institute of Technology
 Rollins College
 Rutgers, SUNJ

Saint Louis University
 San Diego State University
 Savannah College of Art & Design
 Shawnee State University
 Sierra Nevada College
 Southern Methodist University
 Spring Hill College
 Stanford University
 Texas Christian University
 Tiffin University
 Trine University
 Trinity College (CT)
 Tulane University
 Tusculum College
 University of Akron
 University of Alabama
 University of Arizona
 University of Central Florida
 University of Cincinnati
 Univ. of Cincinnati Clermont
 Univ. of Colorado at Boulder
 Univ. of Connecticut
 University of Dayton
 University of Denver
 University of Illinois
 Univ. of Indianapolis
 University of Kentucky
 University of Maryland
 University of Miami
 University of Michigan
 University of Mississippi

University of Montana
 University of New Orleans
 University of North Carolina
 University of Northern Iowa
 University of Pennsylvania
 University of Pittsburgh
 University of Redlands
 University of Rochester
 University of San Diego
 University of South Carolina
 University of S. California
 University of Toledo
 University of Utah
 University of Vermont
 University of Virginia
 University of West Florida
 University of Wisconsin
 Urbana University
 Vanderbilt University
 Villanova University
 Wake Forest University
 Wallace State Community Coll.
 Washington University (MO)
 Western State College CO
 Whittier College
 Wilmington College
 Winthrop University
 Wittenberg University
 Wright State University
 Xavier University
 Yale University

COLLEGE ACCEPTANCES 2006-2010 (selected)

Appalachian State	Drexel	Notre Dame College	U of Toledo
Arcadia University	Earlham	Oakland University	U of Vermont
Art Institute of Cincinnati	Eastern Kentucky University	Oberlin	U of Virginia
Art Institute of San Francisco	Elon	Ohio Northern	Urbana
Asbury College	Emory	Ohio State University	US Naval Academy
Auburn University	Florida Atlantic University	Ohio University	Valparaiso
Ball State	Fordham	Ohio Wesleyan	Vanderbilt
Bard College	Georgia Tech	Otterbein	Virginia Tech
Bellarmino	Georgetown University	Penn State	Wagner College
Belmont Abbey College	Good Sam College of Nursing	Portland State	Warren Wilson
Belmont University	Hillsdale College	Purdue	Wash U in St. Louis
Berklee College of Music	Indiana Tech	Raymond Walters-UC	Wellesley College
Bowdoin College	Indiana University-Bloomington	Regis University	W Virginia University
Bowling Green State University	Jacksonville University	Rhodes College	Western Carolina
Brandeis	John Carroll	Ringling College of Art & Design	Wheaton
Brigham Young University	Kent State	Rochester Institute of Technology	William & Mary
Butler University	Lake Erie College	Rose-Hulman	Wilmington College
Carnegie Mellon	Lewis & Clark	Syracuse	Wittenberg University
Case Western Reserve	Loyola	U of Akron	Wofford
Cincinnati State	Maine Maritime Academy	U of Alabama	Wright State
Cinti. Christian University	Manatee Community College	U of CA-Santa Cruz	Xavier
Clemson	Marietta	U of Cincinnati	Yale
Coastal Carolina	Marshall	U of Findlay	
Colorado Mountain College	Maryland Institute of Art	U of Kentucky	
College of Charleston	Miami University	U of Michigan	
College of Mt. St. Joseph	Michigan State	U of Missouri-Rollins	
College of Wooster	Montana State	U of NC at Chapel Hill	
Collins College	Morehead	U of Notre Dame	
Colorado College	Muskingham College	U of Pittsburgh	
Cumberland College	New School University	U of South Carolina	
DePauw	Newberry College	U of Tampa	
DeVry University	Northern Kentucky University	U of Tennessee	

The Mariemont Board of Education

Congratulates the Class of 2010

Four National Merit Finalists * Four National Merit Commended Students

**Named a Blue Ribbon School by the U.S. Department of Education
in 1985, 1989, 2002 and 2005**

Colleges Offering Admissions – Class of 2010

*** One or more students planning to attend**

Alfred University	Hope College	* University of Cincinnati
Arizona State University	* Indiana University	Clermont College
* Auburn University	Indiana Wesleyan University	* University of Cincinnati
* Ball State University	* James Madison University	Raymond Walters
Bellarmine University	Kent State University	University of Colorado at Boulder
Boston College	* Kenyon College	* University of Dayton
* Bowling Green State University	Lehigh University	University of Evansville
Butler University	* Lewis and Clark College	University of Georgia
Capital University	* Loyola University Chicago	University of Illinois
Carnegie Mellon University	Marshall University	* University of Kentucky
Case Western Reserve University	* Maryland Institute College of Art	* University of Louisville
Centre College	* Miami University	* University of Michigan
* Cincinnati State Technical	* Montana State University - Billings	* University of Mississippi
and Community College	New York University	University of Montana
Clemson University	Northeastern University	University of Nebraska
Cleveland Institute of Art	* Northern Kentucky University	* University of North Carolina at
Coastal Carolina University	* Ohio University	Asheville
* Colgate University	* Ohio State University	University of North Carolina at
College of Charleston	* Ohio Wesleyan University	Chapel Hill
College of William and Mary	* Otterbein College	* University of Notre Dame
* College of Wooster	Pennsylvania State University	University of Oregon
* Colorado College	* Purdue University	University of Pennsylvania
Colorado State University	Radford University	University of Richmond
Columbia College – Chicago	* Roanoke College	University of Rochester
Dartmouth College	Rochester Institute of Technology	University of South Carolina
<u>Denison University</u>	Rose-Hulman Institute of	University of Tennessee
DePauw University	Technology	University of Vermont
Dominican University	Saint Lawrence University	* University of Virginia
Duke University	Savannah College of Art and	* Vanderbilt University
Emory University	Design	Villanova University
* Florida State University	Shawnee State University	* Virginia Polytechnic Institute and
Franklin and Marshall College	* Southern Methodist University	State University
Furman University	State University of New York	Wake Forest University
Georgetown University	at Binghamton	* Washington and Lee University
George Washington University	Syracuse University	* Washington College
Gettysburg College	Texas A&M University	Washington University in
* Hanover College	* Thomas More College	Saint Louis
* Heidelberg University	Tiffin University	Wheaton College
* High Point University	Transylvania University	Wilmington College
Hobart and William Smith	Trine University	* Wright State University
Colleges	University of Akron	* Xavier University
* Hocking College	* University of Alabama	* Youngstown State University
Hofstra University	* University of Cincinnati	

Students in the Class of 2010 were offered over \$4.2 million in merit-based scholarships from 70 different sources

REPRESENTATIVE LIST OF COLLEGE ACCEPTANCES : CLASS OF 2010

88.4% pursued an undergraduate degree 9% pursued an associate degree 2.6% employment, military, gap year experience

Allegheny College	Eastern Kentucky University	Oglethorpe University	University of Maryland
American University	Elon University	Ohio University	University of Massachusetts
Arizona State University	Emerson College	Ohio Wesleyan University	X University of Miami X out of state
Baldwin-Wallace College	Emory University	Otterbein College	University of Michigan
Ball State University	Florida State University	Pittsburg State University	University of Notre Dame
Barry University	Fordham University	Purdue University	University of Portland
Bellarmino University	Furman University	Reed College	University of San Francisco
Beloit College	George Mason University	Rhodes College	University of South Carolina
Bennington College	Georgia Southern University	Rochester Institute of Technology	University of South Carolina, Aiken
Blue Grass Community and Technical College	Guilford College	Rose-Hulman Institute of Technology	University of South Florida
Bowling Green State University	Hiram College	Saint Louis University	University of Southern California
Brown University	Hope College	Salisbury University	University of the South
Butler University	Indiana University	Savannah College of Art and Design	University of Toledo
Capital University	Ithaca College	Sinclair Community College	University of Vermont
Carnegie Mellon University	John Carroll University	Syracuse University	University of Virginia
Case Western Reserve University	Johns Hopkins University	Texas A&M University	University of Wisconsin
Central Michigan University	Kalamazoo College	The College of Wooster	Valdosta State University
Clark University	Kent State University	The Ohio State University	Vanderbilt University
Clemson University	Kenyon College	The University of Akron	Wake Forest University
Concordia University	Lawrence University	The University of Alabama	Washington and Lee University
Cornell College	Loyola University Chicago	The University of Arizona	Washington University in St. Louis
Cornerstone University	Lynn University	Transylvania University	Wellesley College
Cornish College of the Arts	Marshall University	Tulane University	West Virginia University
Creighton University	Marymount Manhattan College	United States Air Force Academy	Western Kentucky University
Davidson College	McGill University	University of California, Berkeley	Westminster College
Defiance College	Miami University	University of Central Florida	Wittenberg University
Denison University	Michigan State University	University of Cincinnati	Wofford College
DePaul University	Morehead State University	University of Colorado	Wright State University
DePauw University	Mount Holyoke College	University of Dayton	Xavier University
Drexel University	Muskingum College	University of Houston	
Duquesne University	New York University	University of Kansas	
Earlham College	Northern Michigan University	University of Kentucky	
East Carolina University	Northwestern University	University of Louisville	
		University of Mary Washington	

Five-Year Matriculation List

East Alfred University - 1 American University - 3 Amherst College - 1 Babson College - 1 Bard College - 1 Barnard College - 3 Boston College - 2 Boston University - 5 Brandeis University - 2 Bucknell University - 2 Carnegie Mellon University - 2 Colby College - 2 Columbia University - 2 Cornell University - 1 Dartmouth University - 2 Dickinson College - 1 Drexel University - 1 Fordham University - 1 George Washington University - 6 Georgetown University - 2 Harvard University - 2 Howard University - 1 Johns Hopkins University - 2 Lehigh University - 1 Maryland College Institute of Art - 1 Massachusetts Institute of Technology - 3 Mt. Holyoke College - 1 New York University - 5 Parsons School of Design - 1 Princeton University - 1 University of Pennsylvania - 5 Rensselaer Polytechnic Institute - 1 Sarah Lawrence College - 3 Skidmore College - 4 Smith College - 1 St. John's College (NM) - 1 Swarthmore College - 2 Syracuse University - 3 Trinity College - 3 Tufts University - 12 United States Naval Academy - 2 University of New Hampshire - 1	University of Pennsylvania - 3 University of Pittsburgh - 2 University of Rochester - 2 University of Vermont - 1 Vassar College - 3 Villanova University - 1 Wellesley College - 3 Wesleyan University - 1 Wheaton College - 1 Williams College - 1 Worcester Polytechnic Institute - 2 Yale University - 1 Midwest Beloit College - 1 Bowling Green State University - 1 Butler University - 2 Case Western Reserve University - 7 Columbia College - 2 Denison University - 6 DePaul University - 4 Earlham College - 2 Indiana University - 5 Indiana Wesleyan University - 1 John Carroll University - 1 Kent State University - 2 Kenyon College - 8 Kettering University - 1 Lake Forest College - 2 Lawrence University - 1 Loyola University/Chicago - 2 Macalester College - 2 Marietta College - 1 Miami University - 11 Muhlenberg College - 1 Northeastern Ohio Colleges of Medicine - 1 Northern Kentucky University - 2 Northwestern University - 6 Oberlin College - 2 Ohio University - 9 Ohio Northern University - 1 Ohio State University - 8 Ohio Wesleyan University - 1 Purdue University - 6	Rose-Hulman Institute of Technology - 1 The College of Wooster - 2 School of the Art Institute of Chicago - 1 University of Akron - 1 University of Chicago - 3 University of Cincinnati - 10 University of Cincinnati/CCM - 1 University of Cincinnati/DAAP - 3 University of Dayton - 1 University of Illinois - 3 University of Michigan - 7 University of Notre Dame - 1 University of Oklahoma - 1 Washington University - 6 University of Wisconsin - 1 Wheaton College - 1 Wittenberg University - 7 Xavier University - 1 South Agnes Scott College - 1 Auburn University - 1 Belmont University - 1 Centre College - 6 Clemson University - 1 Coastal Carolina University - 1 College of Charleston - 6 College of William and Mary - 1 Davidson College - 2 Duke University - 5 Elon University - 3 Emory University - 5 Furman University - 1 Georgia Institute of Technology - 4 Grambling State University - 2 Hampton University - 1 High Point University - 1 Lynn University - 1 Rhodes College - 1 Rollins College - 4 Savannah College of Art and Design - 2 Tulane University - 4	University of Alabama - 1 University of Kentucky - 2 University of Miami (FL) - 3 University of Richmond - 6 University of South Carolina - 5 University of the South: Sewanee - 1 University of Tennessee - 1 University of Virginia - 1 Vanderbilt University - 4 Wake Forest University - 5 Washington and Lee University - 1 West Virginia University - 1 Winthrop College - 1 Xavier of Louisiana - 1 West Baylor University - 1 Lewis & Clark College - 1 Occidental College - 2 Pitzer College - 1 Pomona College - 3 Rice University - 2 Southern Methodist University - 2 Stanford University - 3 University of Arizona - 3 University of California/Berkeley - 1 University of California/Santa Barbara - 1 University of Colorado - 1 University of Denver - 2 University of Montana - 1 University of Puget Sound - 2 University of Southern California - 2 University of Texas - 1 Utah State University - 1 Whitman College - 1 Willamette College - 1 International St. Andrew's College (Scotland) - 1 McGill University (Canada) - 1 Smt. N. H. L. Municipal Medical College/Gujarat University (India) - 1
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Curriculum

English English 9 English 10; English 10 Honors English 11; English 11 Honors English 12; AP English Speech Journalism Creative Writing Mathematics Algebra I Geometry; Geometry Honors Algebra II; Algebra II Honors Algebra III/Trigonometry Probability and Statistics Pre-Calculus; Pre-Calculus Honors Calculus; AP Calculus Multivariable Calculus Honors Computer Science Web Design Programming I Programming II AP Computer Science	History Ancient and Medieval Civilizations Europe and the Modern World; AP Modern European History U.S. History and Government; AP U.S. History and Government Race, Class and Identity in America Economics Global Issues: Asia Global Issues: The Non-Asian World War and Peace in the Twentieth Century Honors Seminar in Modern Political Theory Science Biology; Biology Honors Chemistry; Chemistry Honors Physics; Physics Honors Anatomy and Physiology Environmental Science Psychology AP Biology AP Chemistry AP Physics	Chinese Chinese I Chinese II Honors Latin Latin II Honors Latin III Honors Latin IV Honors AP Latin Spanish Spanish IA & IB Spanish I Spanish II; Spanish II Honors Spanish III; Spanish III Honors Spanish IV Spanish V AP Spanish Language AP Spanish Literature French French I French II; French II Honors French III; French III Honors French IV French V AP French Language	Music Concert Chorus Chamber Ensemble Contemporary Ensemble Wind Ensemble Theater Acting I Acting II Performance Group Technical Theater Acting Workshop Directing Visual Arts General Art Drawing Painting Pottery Graphic Design Materials and Design Digital Imaging Time-Based Media AP Survey of Western Art PE & Health Physical Education Health
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COLLEGE MATRICULATIONS FOR THE CLASSES OF 2009, 2008, 2007 AND 2006
(100% OF THE SENIORS HAVE CONSISTENTLY ENROLLED IN COLLEGE)

NORTHEAST

American University
Bates College
Boston College
Boston University
Catholic University
College of the Holy Cross
Columbia University
Cornell University
Dartmouth College
Drexel University
Fordham University
Georgetown University
George Washington University
Harvard University
Holy Family University
Howard University
Johns Hopkins University
Loyola College in Maryland
Mercyhurst College
New York University
Pratt Institute
Pennsylvania State University
Princeton University
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Rutgers University
Susquehanna University
Sweet Briar College
Tufts University
University of Connecticut
University of Maryland
University of Pennsylvania
Villanova University
Webb Institute
Wellesley College
Yale University

SOUTH

Auburn University
Belmont University
Clemson University
Coastal Carolina University
College of Charleston
Columbia College (IL)
Davidson College
Duke University
Elon University
Florida State University
Furman University

Houston Baptist University
Morehead State University
North Carolina School
of the Arts
North Carolina State University
Queens University
Rhodes College
Rice University
Ringling College of Art & Design
Rollins College
Samford University
Savannah College of
Art & Design
Spring Hill College
University of Kentucky
University of North Carolina
University of Richmond
University of South Carolina
University of Virginia
Vanderbilt University
Virginia Tech

MIDWEST

Art Institute of Chicago
Bethany College
Baldwin-Wallace College
Bowling Green State University
Butler University
Case Western Reserve University
Central Michigan University
College of Mount St Joseph
College of Wooster
Denison University
DePaul University
DePauw University
Eastern Michigan University
Grinnell College
Hanover College
Hope College
Indiana University
John Carroll University
Kenyon University
Loyola University Chicago
Marietta College
Miami University
Muskingham College
NEOUCOM
Oberlin College
Ohio State University, The
Ohio University

Ohio Wesleyan University
Otterbein College
Purdue University
Rose-Hulman Institute of
Technology
Saint Louis University
Thomas More College
University of Charleston
University of Chicago
University of Cincinnati
University of Dayton
University of Louisville
University of Michigan
University of Missouri
University of Notre Dame
University of Wisconsin
Washington University
West Virginia University
Wheeling Jesuit University
Wilmington College
Wittenberg University
Xavier University

WEST

Arizona State University
Brigham Young University
Montana State University
OTIS College of Art & Design
Pepperdine University
Reed College
Regis University
Seattle University
St. Olaf College
Southern Methodist University
United States Air Force Academy
University of Colorado
University of Denver
University of Montana
University of San Diego
University of Texas at Austin
University of Tulsa

CANADA

Acadia University
McGill University
University of British Columbia

GREAT BRITAIN

London School of Economics

Representative List of College Attendance

American University
Arizona State University
Auburn University
Ball State University
Barnard College
Bellarmino University
Belmont University
Berklee College of Music
Boston University
Bowling Green State University
Brandeis University
Brigham Young University
Brown University
Butler University
California Polytechnic State University
Capital University
Carleton College
Carnegie-Mellon University
Case Western Reserve University
Central State University
Centre College
Cincinnati State
Clemson University
Colgate University
College of Charleston
College of Mt. Saint Joseph
Cornell University
Dartmouth College
Davidson College
Denison University
DePaul University
DePauw University
Duke University
Duquesne University
East Carolina University
Eastern Kentucky University
Eastern Michigan University

Elon University
Emory University
Fashion Institute of Technology
Florida State University
George Mason University
Georgetown College
Georgia Institute of Technology
Grinnell College
Hampton University
Hanover College
Harvard University
Harvey Mudd College
Hebrew University of Jerusalem
Indiana University
James Madison University
John Carroll University
Johnson and Wales University
Kent State University
Kentucky State University
Kenyon College
Loyola University – Chicago
M.I.T.
Marshall University
Miami University
Michigan State University
Morehead State University
Muskingum College
New York University
North Carolina A&T State
Northeastern University
Northeastern Ohio Universities College
of Medicine (NEOUCOM)
Northern Kentucky University
Northwestern University
Nova Southeastern University
Ohio University
Ohio Wesleyan University

Parsons School of Design
Penn State University
Pitzer College
Princeton University
Purdue University
Reed College
Rochester Institute of Technology
Rose-Hulman Institute of Technology
Rutgers University
Saint Louis University
School of the Art Institute of Chicago
Shawnee State University
Skidmore College
Smith College
Stanford University
The Citadel
The College of Wooster
The George Washington University
The Ohio State University
The University of Akron
The University of Alabama
The University of Arizona
The University of North Carolina
The University of Texas, El Paso
Thomas More College
Transylvania University
Tufts University
Tulane University
United States Air Force Academy
United States Military Academy
University at Buffalo SUNY
University of California at Berkeley
University of Charleston
University of Chicago
University of Cincinnati
University of Colorado at Boulder
University of Dayton

University of Georgia
University of Illinois
University of Kentucky
University of Louisville
University of Maryland
University of Massachusetts
University of Miami
University of Michigan
University of Mississippi
University of Notre Dame
University of Pennsylvania
University of Richmond
University of Rochester
University of South Carolina
University of Southern California
University of Tennessee
University of Toledo
University of Vermont
University of Virginia
University of Wisconsin-Madison
Vanderbilt University
Virginia Polytechnic Institute
Wake Forest University
Warren Wilson College
Washington and Jefferson College
Washington University in St. Louis
Wellesley College
West Virginia University
Williams College
Wilmington College
Wittenberg University
Wright State University
Xavier University
Yale University

**WALNUT HILLS HIGH SCHOOL SALUTES THE 2010 GRADUATES WHO WERE
ACCEPTED BY THE FOLLOWING COLLEGES AND UNIVERSITIES.**

Agnes Scott College	Colorado, Univ. of Boulder	IUPUI	Pace University
Alabama, University of	Columbia College Chicago	John Cabot, Italy	Pennsylvania, University of
Alabama State University	Columbus Col/Art & Design	Johns Hopkins University	Pratt Institute
Akron, University of	Cooper Union	Kalamazoo College	Princeton University
American University	Cornell University	Kent State University	Rensselaer Polytechnic Institute
Appalachian State University	Dayton, University of	Kentucky, University of	Richmond American University/London
Arcadia University	Delaware University of	Kenyon College	Rider University
Art Academy of Cincinnati	Denison University	Knox College	Rochester Institute of Technology
Arizona, University of	DePaul University	Lawrence University	Roger Williams University
Auburn University	DePauw University	Lewis & Clark College	Rose-Hulman Institute of Technology
Baldwin-Wallace College	Drexel University	Louisville, University of	Rutgers University
Ball State University	Duke University	Loyola University/Chicago	Shawnee State University
Barnard College	Earlham College	Macalester College	St. John's College
Barry University	Eastern Kentucky University	Marietta College	St. Louis University
Bellarmine University	Elon University	Marquette University	Smith College
Beloit College	Emerson College	Massachusetts, University of	South Carolina, University of
Berkeley College	Emory University	McGill University	Southern California, University of
Boston College	Evansville, University of	Meredith College	Spelman College
Boston University	Fisk University	Miami University/Oxford	Stanford University
Bowling Green State University	Florida A & M University	Michigan, University of	Syracuse University
Bradley University	Florida State University	Michigan State University	Temple University
Brown University	Fordham University	Morehead State University	Tennessee, University of
Bucknell University	George Mason University	Mount Holyoke College	Tiffin University
Cambridge, England	George Washington University	Muskingum College	Toledo, University of
Carnegie Mellon University	Georgia Institute/Technology	New York University	Tufts University
Case Western Reserve Univ.	Georgetown University	North Carolina A & T	Tulane University
Centre College	Grinnell College	North Carolina Univ./Chapel Hill	Tuskegee University
Chicago, University of	Hampton University	Northeastern University	Vanderbilt University
Cincinnati, University of	Hanover College	Northern Kentucky University	Vassar College
Clark University	Harvard University	Northwestern University	Vermont, University of
Clemson University	Hiram College	Oberlin College	Virginia, University of
Colgate University	Hocking College	Oglethorpe University	Wabash College
College of Mt. St. Joseph	Howard University	Ohio Northern University	Wake Forest University
College of William & Mary	Illinois, University of	Ohio State University	Washington University
College of Wooster	Indiana University	Ohio University	Xavier University
Colorado College	Iowa, University of	Otterbein College	Yale University

Colleges/Universities Attended by
Class of 2006, 2007, 2008, 2009

Akron, Univ. of	Kalamazoo College
Allegheny College	Kent State Univ.
Amherst	Kentucky, Univ.
American University	Kenyon College
American Musical Dramatic Acad.	Maryland, Univ.
Aquinas College	McGill
Arcadia	Miami Univ. (Oxford)
Arizona State	Michigan, Univ.
Arizona Univ.	Michigan State Univ.
Art Academy of Cincinnati	Nazareth College
Art Inst. of Boston	New York University
Asbury	North Carolina-Chapel Hill, Univ.
Ashland	North Carolina State Univ.
Ball State Univ.	Northeastern
Bard	Northern Kentucky Univ.
Belmont Univ.	Northwestern Univ.
Berkeley College of Music	Notre Dame, Univ.
Bluffton	Oberlin College
Boston College	Ohio State Univ.
Boston Univ.	Ohio Univ.
Bowling Green State Univ.	Ohio Wesleyan
Bradley Univ.	Otterbein Univ.
Brown Univ.	Pratt Institute
Butler Univ.	Princeton
Carnegie Mellon Univ.	Pennsylvania, Univ.
Case Western Reserve	Purdue
Central State	Rice
Centre College	Rochester Inst. of Tech.
Charleston, College of	Rose Hulman
Chicago Univ.	Rutgers
Christian Bros. Univ.	St. Johns College
Cincinnati State	St. Louis Univ.
Cincinnati, Univ.	Sarah Lawrence
Clarkson	Savannah College of Art & Design
Clemson	Skidmore
Coastal Carolina	Smith
College of Mount Saint Joseph	South Carolina, Univ.
College of Southern MD	Spelman
College of William & Mary	Stanford Univ.
Colorado College	Swarthmore
Colorado, Univ. (Boulder)	Syracuse Univ.
Columbia College Chicago	Temple
Concordia	Tennessee State
Cornell Univ.	Tennessee Tech.
Culinary Institute of America	Tennessee, Univ.
Dartmouth College	Texas, Univ. of
Davidson College	Toledo, Univ.
Dayton Univ.	Tufts Univ.
Denison	Tulane Univ.
DePaul	Univ. of Alabama
DePauw Univ.	Univ. of California (Berkeley)
Duke Univ.	Univ. of Evansville
E. Kentucky Univ.	Univ. of Hartford
Eckerd College	Univ. of Massachusetts (Lowell)
Elon Univ.	Univ. of Miami (Fla.)
Emory	Univ. of Montana
Eugene Lang Univ.	Univ. of Puget Sound
Ferris State	Univ. of Rochester
Florida A&M	Univ. of San Diego
Florida State Univ.	Univ. of Southern Calif. (USC)
Florida, Univ.	Vanderbilt Univ.
George Washington Univ.	Vermont, Univ.
Georgetown (D.C.)	Villanova
Georgia Tech	Virginia, Univ.
Georgia, Univ.	Wake Forest Univ.
Georgian College (Canada)	Warren Wilson College
Grand Valley State Univ.	Washington Univ.
Hampton	Wesleyan (Conn.)
Hanover College	Western Colorado Univ.
Harvard Univ.	Wheaton College
Hocking College	Wilmington College
Illinois, Univ.	Wisconsin-Madison, Univ.
Indiana Univ.	Wittenberg Univ.
Iowa, Univ.	Wooster, College of
James Madison	Wright State Univ.
Johns Hopkins Univ.	Xavier Univ.
Johnson Bible College	Yale