At-a-Glance

The Dallas Independent School District's (Dallas ISD) Department of Counseling Services (DCS) and Psychological and Social Services (PSS) received Title I funding for the 2014-15 school year for additional counseling and psychological social services support. This evaluation reported on counseling services provided to Title I comprehensive high school students (grades 9-12). The extent of psychological and social services provided to students (grades PK-12) experiencing significant social, emotional, or behavioral problems were also reported.

Counseling Services

The district had a total of 180 elementary, 88 middle, and 124 high school counselors during the 2014-15 school year. Title I funds were allocated to pay for 23 additional high school counselors assigned to 22 comprehensive high school campuses (Skyline had 2 counselors). Counselors provided a systematic developmental approach for helping all students acquire the skills necessary for successful academic, career, social and emotional development. Students received guidance lessons in the areas of anti-harassment, anti-victimization, wellness, suicide prevention and career education.

Outcomes

Guidance lessons were presented to a total of 2,036 classrooms. In 2014-15, individual counseling sessions were provided to a total of 7,969 students. Group counseling sessions were conducted (187 sessions) and individual academic planning sessions were provided to 18,836 students.

Counselors were instrumental in helping students with college/career awareness activities. During the 2014-15 school year, 2,539 students participated in college tours and 5,585 students participated in college fairs. A total of 456 career day events were provided.

Advanced Placement/ Dual Credit

As part of the individual academic planning, counselors were responsible for student placement in the Advanced Placement (AP) and Dual Credit (DC) courses. An expected outcome for 2014-15 was to see an increase in the number of students taking more rigorous courses. Comparison data showed that less than half of the comprehensive high schools had increased AP and DC student enrollments compared to similar data in 2013-14.

College Readiness

College readiness is an important part of the Dallas ISD goals as addressed in the Destination 2020 improvement plan. The district’s 2014-15 College Readiness goals included the following:

- 90% of high school seniors will complete an APPLYTEXAS application,
- 60% of high school seniors will take the Scholastic Aptitude Test and/or the American College Test (SAT/ACT),
- 45% of high school seniors will receive scholarships,
- 55% of high school seniors will submit Free Application for Federal Student Aid (FAFSA) applications, and
- 90% of high school seniors will complete the recommended or distinguished graduation plan.

Overall, the data showed that two of the five College Readiness goals were met: applications completed by students to APPLYTEXAS (91%) and seniors who took the SAT/ACT tests (85%).

Psychological Social Services

In the 2014-15 school year, Title I funds were allocated to PSS for three additional psychologists, two social workers, one manager and one coordinator. Psychologists and social workers were responsible for providing students and families with school personnel services and crisis interventions.

As of January 15, 2015, only two social workers had been hired due to a lack of applicants for the three psychologists and manager positions. With approval from the Grants Management office the positions were changed from psychologists to social workers. The three social worker positions were filled after Spring break 2015.

The PSS department has been experiencing issues with data management, reporting, and cost effectiveness. PSS contracted with a vendor, Review 360 in 2009 to collect, manage, and report on their data. The information from the vendor has not met the department’s needs. The new PSS director has been collaborating with the district’s Management Information Systems director to have the PSS historical data from Review 360 transferred into the district’s data systems network for control.
Results

Mental health counseling and crisis response data for a nine year period were reported. The 2014-15 school year showed the greatest number of individuals served for mental health counseling (N=8,160) and crisis response (N=10,798) during the nine year period. This was attributed to the outbreak of an Ebola virus. From October 1, 2014 thru October 24, 2014, the PSS crisis response team (18 members) served a total of 6,976 students and 703 staff at 10 schools.

Table 3: Total Number of Individuals Served Districtwide With Mental Health and Crisis Response Services, 2006-2007 to 2014-2015

<table>
<thead>
<tr>
<th>School Year</th>
<th>N</th>
<th>Mental Health Counseling</th>
<th>Crisis Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>37</td>
<td>3,250</td>
<td>5,332</td>
<td>8,582</td>
</tr>
<tr>
<td>2007-08</td>
<td>41</td>
<td>6,506</td>
<td>5,691</td>
<td>12,197</td>
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<tr>
<td>2008-09</td>
<td>43</td>
<td>6,844</td>
<td>7,824</td>
<td>14,668</td>
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<tr>
<td>2009-10</td>
<td>41</td>
<td>6,059</td>
<td>3,369</td>
<td>9,428</td>
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<tr>
<td>2010-11</td>
<td>41</td>
<td>6,080</td>
<td>3,270</td>
<td>9,350</td>
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<tr>
<td>2011-12</td>
<td>39</td>
<td>5,874</td>
<td>2,806</td>
<td>8,680</td>
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<tr>
<td>2012-13</td>
<td>35</td>
<td>6,474</td>
<td>2,667</td>
<td>9,141</td>
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<tr>
<td>2013-14</td>
<td>40</td>
<td>6,227</td>
<td>3,816</td>
<td>10,043</td>
</tr>
<tr>
<td>2014-15</td>
<td>39.5</td>
<td>8,160</td>
<td>10,798</td>
<td>18,958</td>
</tr>
</tbody>
</table>

Recommendations

Based on the findings from the 2014-15 evaluation, the following recommendations should be considered:

Counseling Services

No recommendations are suggested because the Title I counselor positions have been cut for the 2015-16 school year due to Title I funding issues.

Psychological Social Services

- Ensure that all social worker positions are filled at the beginning of the school year,
- standardize procedures for services provided by the department,
- ensure the accuracy of data collected by establishing a systematic process for data collection, and
- continue collaboration with the MIS department to include PSS data in the district’s data network system.

For more information, see EA15-541-2, which can be found at http://www.dallasisd.org/Page/888