Recognized ASCA Model Program

Going for RAMP: Completing the Core Curriculum Results Report

ASCA Webinar
October 24, 2013

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The purpose of this webinar is to learn about how to complete a core curriculum results report as part of the RAMP process.

- Understand how the curriculum results report relates to the other components of the RAMP process.
- Learn about the elements of a RAMP Results Report
- Learn about the necessary requirements to assure a strong score during the RAMP process.
- See an example of an exemplary results report
The ASCA National Model, 3rd ed.
The ASCA National Model
3rd Edition
Welcome!

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators, and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

The question has been posed, "What do school counselors do?" The more important question is, "How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model.
Component of RAMP

- Vision Statement
- Mission Statement
- School Counseling Program Goals
- ASCA Student Standards
- Annual Agreement
- Advisory Council
- Calendars
- School Counseling Core Curriculum Action Plan
- School Counseling Core Curriculum Results Report
- Small-Group Responsive Services
- Closing the Gap Results Report
- Program Evaluation Reflection
School Counseling Program Goals:
The school counseling program goals give focus to the school counseling program. They define how the vision and mission are accomplished and guide the development of curriculum, small group and closing the gap action plans.

- Promote achievement, attendance, behavior/safety
- Are based on school data
- May address academic, career and/or personal/social development
- May address school wide data, policies and practices or address closing the gap issues
- Are SMART: specific, measurable, attainable, results-oriented, time-bound
Examples of SMART Program Goals

- 89% of 11th graders who failed the XYZ High School Graduation test will pass in June 2014.

- Increase attendance rate for 8th grade students from 89% to 92% by June 2014.

- 80% of identified 4th graders will pass the reading and math state achievement test in June 2014.

- Discipline referrals for 9th graders will decrease by 25% by end of third quarter 2014.
School Counseling Core Curriculum Action Plan

- Planning curriculum for the year
  - Who, What, When, Where, Why
- Discuss the lessons delivered and the impact of the lessons.
- Include detailed lesson plans including dates and standards.
- Must use the ASCA Template
- Lessons do not have to be from the same unit or from the same counselor. You can mix and match.
Goal

Lessons and Activities Related to Goal:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>Lesson Will Be Presented In Which Class/Subject</th>
<th>ASCA Domain, Standard and Competency</th>
<th>Curriculum and Materials</th>
<th>Projected Start/End</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
Lesson Plan Template

School Counselor: _____________________________ Date: _____________________________

Activity: _____________________________

Grade(s): _____________________________

ASCA Student Standards (Domain/Standard/Competencies):

Learning Objective(s):
1. _____________________________
2. _____________________________
3. _____________________________

Materials:

Procedure:

Plan for Evaluation: How will each of the following be collected?
- Process Data:
- Perception Data:
- Outcome Data:

Follow Up:
## School Counselor Curriculum Results Report

**Goal**

Lessons and Activities Related to Goal:

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<th>Process Data (Number of students affected)</th>
<th>Perception Data (Surveys or assessment s used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data)</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
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</table>
Components of the Results Report

- Grade
- Lesson topic
- Lessons Were Presented/Class/Subject
- ASCA Domain, Standard & Competency
- Curriculum and Materials
- Start/End Dates
- Process Data (how many students affected)
- Perception Data (survey or assessment)
- Outcome Data (achievement, attendance, behavior)
- Implications
Types of Data

Process
Perception
Outcome
Process Data
What you did for whom?

- Number of participants
- Evidence that event occurred
- How activity was conducted
- Did the program follow the prescribed practice?
Eight fourth-grade students participated in a study skills group that met six times for 45 minutes.

450 ninth-graders completed an individual learning plan.

38 parents attended the middle school orientation meeting.
Perception Data

What do people think they know, believe or can do?

- Attainment of competencies
- Changes in attitudes and beliefs
- Perceived gains in knowledge
Perception Data

What do people think they know, believe or can do?

- 100 percent of sixth-graders can identify three career interests
- 89% of students demonstrate knowledge of promotion/retention criteria
- 92% can identify early warning signs of violence
- 93% of fourth-graders believe fighting is not an appropriate method of solving problems
- 69% of all students report feeling safe at school
- 90% of the parents report benefiting from a presentation on college entrance requirements
## Surveys

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre–Post</td>
<td>Knowledge gained Change in perspective</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>Perception of student or program needs</td>
</tr>
<tr>
<td>Program/Activity Evaluation</td>
<td>Value of intervention or activity</td>
</tr>
<tr>
<td>Opinion Survey</td>
<td>Perceptions of SC program or activities</td>
</tr>
</tbody>
</table>
Outcome Data

- Application data
- Evidence that the intervention or activity has had an impact on students' ability to utilize the knowledge, attitudes, and skills
  1. Attendance
  2. Behavior
  3. Academic achievement
<table>
<thead>
<tr>
<th>Outcome Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>State test data for math increased by 3 points.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance increased from 91 to 94%</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Discipline referrals decreased by 30%</td>
</tr>
</tbody>
</table>
Quiz: Identify the Type of Data

1. 75% of 9th graders completed the career assessment
2. 45% of 7th graders say they are bullied
3. Graduation rate increased by 1% this year
4. 67 fourth graders with low math grades attended the homework club
5. Fifteen identified 10th graders increased their average GPA from 1.6 to 2.1
6. 90% of 3rd graders “agreed” that the study skills group helped them get organized
Answers to the Data Quiz

1. Process data
2. Perception data
3. Outcome data
4. Process data
5. Outcome data
6. Perception data
Basic Ways to Analyze Data

- Use simple statistics – averages and percentages
- Disaggregate – take apart by meaningful wholes
- Aggregate – condense statistics to meaningful representative numbers
- Cross-tabulate – put data into a chart
- Longitudinal data – look at data over time
Working with Percentages

The number over the total = %

If 325 out of 350 students graduate, then 92% is the graduation rate (325/350=92%)

Working with Percent Change

\[ \text{Final \#} \ (b) - \text{beginning \#} \ (a) = \text{change} (c) \]

\[ \frac{\text{change} (c)}{\text{beginning \#} \ (a)} \times 100 = \% \text{ change} \]

\[ \frac{c}{a} = d \times 100 = \% \text{ change} \]

340 graduate 2003; 325 in 2002 (340−325=15)

15/325 X 100 = 4.5% graduation rate increase!
Finding the Percentage of Change (Impact)

Ex. On a pretest the students average score on the 1st question about career choices was 1.4 (on a scale of 1–5). The posttest score was 4.2.

Formula:

\[
\text{final #(b) } - \text{ beginning #(a) } = \text{ change (c)}
\]

\[
\frac{\text{change(c) }}{\text{beginning #(a)}} = (d) \times 100 = \% \text{ of change}
\]

\[
4.2 - 1.4 = 2.8 \quad \frac{2.8}{1.4} = 2 \times 100 = 200\%
\]

In other words students increased their knowledge of career choice by 200%!
Working with Averages

- Sum of the scores divided by the number of participants
- An average is a ratio between two sets of numbers

Examples
- GPAs are averages of grades
- Average number of students per class
- Average daily attendance
When you want to know how the group as a whole
did on a particular activity or question

Ex., 20 students answered a question on
whether they feel safe at school using a 1 to 5
Likert Scale (1–strongly disagree; 2–disagree;
3–unsure; 4–agree; 5–strongly agree)

2 students (1); 3 students (2); 3 students (3);
10 students (4); 2 students (5)

\[2 \times 1 + 3 \times 2 + 3 \times 3 + 10 \times 4 + 2 \times 5 =
67/20(\text{students}) = 3.35 \text{ (just above } 3\text{–unsure)} \]
Example: Computing Averages

12 students respond to one question on a questionnaire (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree)

1 student responds strongly disagree (1) \(1 \times 1 = 1\)
3 students respond disagree (2) \(3 \times 2 = 6\)
5 students respond agree (3) \(5 \times 3 = 15\)
3 students respond strongly agree (4) \(3 \times 4 = 12\)

\[1 + 6 + 15 + 12 = 34\]

\[34 / 12 = 2.8\] or, the average score on this question for all 12 students is closest to ‘agree.’
Using Charts: Bullying Data

<table>
<thead>
<tr>
<th></th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what do when I am bullied</td>
<td>1.9</td>
<td>3.4</td>
</tr>
<tr>
<td>I would tell a teacher if I was bullied</td>
<td>1.4</td>
<td>2.9</td>
</tr>
<tr>
<td>I can resist a bully</td>
<td>2.0</td>
<td>3.8</td>
</tr>
<tr>
<td>I believe an adult can help me</td>
<td>1.7</td>
<td>3.9</td>
</tr>
</tbody>
</table>
Using Charts: Bullying Data

- Know what to do
- Tell teacher
- Can resist a bully
- Believe an adult can help

Pre-test vs. Post Test
School Counseling Core Curriculum: Results Report

Results Report:

- The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement.
- The core curriculum results report analyzes the three lessons highlighted in the School Counseling core Curriculum Action Plan.

RAMP Requirements:

- Results report presents the results of the three classroom guidance curriculum lessons
- Half-page narrative addresses how the results will impact future school counseling activities
School Counselor Curriculum Results Report

Goal: Will exposure to career cluster information increase student enrollment in 8th grade language courses and increase GPA?

Lessons and Activities Related to Goal:

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</thead>
<tbody>
<tr>
<td>7th</td>
<td>Career Clusters</td>
<td>All 7th graders will receive career lessons</td>
<td>C:A1.1 C:A1.3 C:B1.1 C:B1.2 C:B1.3 C:B2.1 C:C1.1</td>
<td>Naviance/Family Connections lessons and website</td>
<td>Nov-Dec</td>
<td>480 7th grade students</td>
<td>1. 89.6% of students identified a career cluster as compared to 66.4% before lessons 2. Enrollment predictions for language class enrollment increased by 15.9%</td>
<td>GPA between 1st and 3rd report cards increased from 2.85 to 3.35</td>
<td>Based on the success of these lessons the number of lessons will be increased and followed by student advisement sessions.</td>
</tr>
</tbody>
</table>
This lesson was designed to expose students to the Naviance/Family Connections website and fulfill the Career Cluster Finder portion of the 7th Grade Academic and Career Plan. The lesson asks: Do students know what a career cluster is? Do students know which career cluster aligns with their skills, abilities, and interests? Are students able to connect their career cluster choices with academic opportunities in high school? Are students willing to choose high school courses based on their career cluster interests?

**Goal:** Will exposure to career clusters increase student enrollment in 8th grade language courses and increase GPA?

**DESIGN**
- Students in the 7th grade completed the Career Cluster Finder task within the Naviance/Family Connections website.
- The cluster finder survey, part of the Academic and Career Plan requirements for 7th grade students, asked a series of questions requiring students to respond according to their current and future interests, skills, and abilities. Students received feedback from the program ranking their top career clusters. After identifying their top three clusters, students explored various careers within the clusters that interested them and learned about the educational requirements, salary expectations, and duties of different positions.
- Students completed pre and post tests to highlight their understanding of this lesson. *Note: Pre/post test respondent numbers vary slightly due to student error when choosing which assessment to take.
- GPA in Nov was compared to GPA in April.

**ASK**

<table>
<thead>
<tr>
<th>Results:</th>
<th>Do you know which career cluster interests you the most?</th>
<th>Do you know one of your top 3 career clusters?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE:</strong></td>
<td><img src="chart1" alt="Pie chart showing results" /></td>
<td><img src="chart2" alt="Pie chart showing results" /></td>
</tr>
<tr>
<td><strong>POST:</strong></td>
<td><img src="chart3" alt="Pie chart showing results" /></td>
<td><img src="chart4" alt="Pie chart showing results" /></td>
</tr>
</tbody>
</table>

Will knowing about career clusters help you choose which classes to take in high school?

**PRE:**

**POST:**

<table>
<thead>
<tr>
<th>How likely are you to choose high school classes based on your career cluster interest?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE:</strong></td>
</tr>
<tr>
<td><strong>POST:</strong></td>
</tr>
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</table>

**TRACK**

**POST TEST DATA:** 96% of students believe knowing about career clusters will help them choose HS classes, and 99% are very or somewhat likely to do so.

**OUTCOME DATA:** Average GPA in core classes improved from 2.85 to 3.25 between Nov and April.

**ANNOUNCE**
- The data shows the lesson was effective in educating students about career clusters and also showed students are likely to use this information in choosing their academic classes in the future.
- Registration for 8th grade occurred approximately one to two months after this lesson was presented. During the registration lessons, students were asked to recall their indicated cluster interests and consider if taking a high school credit math or foreign language course would benefit their long-term goals and interests. Last year (2010-11), 58% of our 8th grade students enrolled in foreign language class for high school credit, and this year 64% of students enrolled. However, enrollment in Algebra or Geometry was down by 2.6%.
- GPA increased in core classes between Nov and April.
- Recommendations for future lessons include continuing to use the two-day lesson block and to provide structured activities for students to complete if they finish the Cluster Finder activity early.
Writing the Narrative

- Provide a summary of the results of the three lessons that are linked to the mission, program goals and student standards

- Describe the results data: exemplary process, perception and outcome data

- Discuss implications from an analysis of the data that will lead to future improvement
Core Curriculum Results Report Checklist

- The analysis of the SC curriculum results report demonstrates effectiveness of the program/activities and informs improvement
- Includes the completed SC core curriculum results report using template
- Narrative summarizes the three classroom lessons, reports exemplary process, perception and outcome data, and implications of the lessons will inform future lessons
Core Curriculum Results Report

Narrative Checklist

- The school counseling core curriculum results report summarizes the three exemplary classroom lessons that are directly linked to the school counseling vision, mission, goals and the ASCA Student Standard competences and indications.
- Exemplary process, perception and outcome data are included.
- Implications of the lessons are insightful and will lead to the delivery of exemplary lessons in the future.
Results Report Resources


- Microsoft Excel Chart Online Training

- *School Counselor Accountability: A MEASURE of student success* (3rd.). Stone & Dahir

Questions?