

**Comprehensive Districtwide Training
&
ASCA National Model Implementation**

Synchronous Session 1
January 29, 2021
Know Your Why
What's Happening Now
School Data Summary & Goal Work

Developed for:
DC Public Schools, DC Charter Schools,
DC Independent/Private Schools

The image shows the cover of the 'ASCA National Model' book, fourth edition. The cover is red and features a stack of three cubes with black and white geometric patterns. The text on the cover includes 'ASCA National Model', 'A Framework for School Counseling Programs', 'FOURTH EDITION', and the ASCA logo with the tagline 'ONE VISION ONE VOICE'.

1



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Executive
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2



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3



An Important Message from ASCA

The professional development materials are to be viewed exclusively by school counselors in DCPS and DC private school and charter school counselors who registered and participated in the training. These materials may not be made available publicly in any way. Rebroadcasting is strictly prohibited.

4



5



Synchronous Session #1 Agenda

9:15	ASCA National Model – Know Your Why What's Happening Now
9:45	Breakout Time
10:05	School Data Summary Goal Statement & Supplemental Data
10:45	Breakout Time
11:30	Homework Assignments ASCA 4 th Edition Portal
11:40	Breakout Time

6



Know Your Why

**ALIGN
WITH
RESEARCH**

1

**ORGANIZE &
MANAGE YOUR
PROGRAM**

2

**ADVOCATE
FOR YOURSELF
AND YOUR
PROFESSION**

3

**COLLABORATE
WITH
LIKE-MINDED
COUNSELORS**

4

7



Why a National Model?

“School counseling is 100-plus years old...the history of school counseling has been fraught with many twists and turns, leaving a trail littered with artifacts of each change of direction.”

Norm Gysbers, Ph.D.

8

ASCA National Model

FOURTH EDITION

1958 National Defense Education Act




ASCA National Model, (4th ed.)



<https://www.schoolcounselor.org/getmedia/52aab9f-39ae-4fd0-8387-1d9c10b9ccb8/History-of-School-Counseling.pdf>

9

GUIDANCE COUNSELORS OR SCHOOL COUNSELORS: HOW THE NAME OF THE PROFESSION INFLUENCES PERCEPTIONS OF COMPETENCE





FOUNDATION OF THE RESEARCH

IN 1990, ASCA issued an official statement calling on the profession to change the title to “school counselor” rather than the previous title of “guidance counselor.”

WHY THE TITLE CHANGE?
The title “guidance counselor” no longer encompassed the broad scope of work that was done by the professionals in the school.

RESEARCH PROCEDURE
Researchers sought to determine if there were significant differences on a measure of perceived competence of school counselors based on job title. About half the participants completed a version of a research survey that used the term “guidance counselor” and half completed a version of a research survey that used the term “school counselor.”





WHAT ARE THE FINDINGS?


Participants who completed the surveys that used the term “guidance counselor” were statistically significantly less likely to believe individuals with that job title were able to perform the 25 tasks on the survey. The results of this study show the following:

THE TITLE MATTERS:

- Using “guidance counselor” versus “school counselor” has an impact on the perceived competence of school counselors.
- School counselors who received the survey using the term “guidance counselor” were statistically significantly more likely to assign lower scores on the survey than their peers who received the version with the term “school counselor.”
- School counselors who saw the term “guidance counselor” used to describe school counselors’ standards and competencies were less likely to believe school counselors were able to perform the tasks of a data-informed comprehensive school counseling program.
- School counselors perceived that guidance counselors are less competent to complete the job roles and tasks described within the ASCA School Counselor Professional Standards & Competencies and CACREP standards.
- School counselors with every level of experience were equally affected by the survey terminology. The years of experience of the school counselor did not affect the perceptions of competence.


Because titles are used to describe the nature of the work of the profession, when the terms “guidance counselor” and “school counselor” are used interchangeably, *when in fact they are not interchangeable*, this results in confusion around the nature of the work completed by school counselors.

When school counselors use “guidance counselor” to describe the work they do, it significantly influences their own perception of the competence of members of their profession in a negative way.



WHAT CAN WE LEARN?

- 1** Advocate to ensure the use of the title “school counselor” in all areas of your work by all educational stakeholders.
- 2** Use your title as a form of social capital to advance the recognition and legitimacy of the profession and to ensure all students receive data-informed comprehensive school counseling programming.
- 3** Adopt the title “school counselor” on all communication media, including business cards, door plaques, and digital communication such as email signatures, social media and websites.



<https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>

10



Align with Research



11



Today 2021!

Empirical Research Studies Support the Value of School
Counseling

- ✓ data-based
- ✓ peer reviewed journals
- ✓ research reports

12




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ASCA National Model





 **Empirical Research Studies
Supporting the Value of
School Counseling**

13




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ASCA National Model Research



- Graduation rates
- Math and reading scores on state tests
- 3rd grade reading proficiency
- ACT/SAT scores
- Students taking rigorous courses
- Attendance



14



ASCA National Model Research

- Suspension rates
- Discipline referrals
- Student reports bullied/teased



15



Students Report ...

Higher grades	Better relationships with their teachers
Feel well-prepared for their future	More satisfaction with their education
A positive school climate	Feeling safer
Easier access to career and college information	Greater awareness of relevance/importance of education for their future



16

ASCA National Model

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Cost Effectiveness of School Counselors Implementing ANM

(Carrell & Hoekstra, 2011)


- School counselors cause economically & statistically significant increase in achievement (especially boys) and reduce misbehavior of boys (20%) and girls (29%)
- A marginal counselor is twice as effective in raising achievement as a marginal teacher hired to reduce class size
- Hiring one additional school counselor is equivalent to raising the quality of every teacher in the school




17



WHAT ARE THE FINDINGS?



- Students' SAT scores were higher at RAMP schools. **Students at RAMP high schools scored 92 points higher on average (8.8% higher than non-RAMP schools).**
- RAMP schools had a higher percentage of high school graduates enrolling in college. **(Average at RAMP high schools: 58%; average at non-RAMP high schools: 45.6%)**
- More high schools students attending RAMP schools scored "career and college ready" on the ACT WorkKeys assessment than students at non-RAMP schools. **(RAMP schools had 11% more students designated as "career and college ready" than non-RAMP schools.)**




WHAT CAN WE LEARN?

Read the full report: www.schoolcounselor.org/effectiveness

SOURCE: ASCA grant-funded research study

DESCRIPTION: To examine the effectiveness of Recognized ASCA Model Programs (RAMP) with particular interest on students' career and college readiness, researchers collected existing data available from the North Carolina Department of Public Instruction. Investigators established a control group of non-RAMP high schools to conduct an analysis of variance with the RAMP high schools in North Carolina. Using the North Carolina Department of Public Instruction's definition for career and college readiness, the measures in this study show the differences in ACT scores, SAT scores, WorkKeys assessment scores and graduates' ability to enroll and be successful in college-level coursework without remediation between the experimental group of RAMP-designated schools and the control group of schools. **The averages of all measures were higher at RAMP schools than non-RAMP schools.**

RESEARCHERS: Shenika Jones, Ph.D.; Jonathan Ricks, Ph.D.; Jeffrey M. Warren, Ph.D.; Gary W. Mauk, Ph.D.; University of North Carolina at Pembroke



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<https://www.schoolcounselor.org/getmedia/05f49ef2-872f-4dd7-b3b5-ce4d60fb7f4/Effectiveness-CCR-RAMP-Report.pdf>

18



Organize & Manage Your Program



19



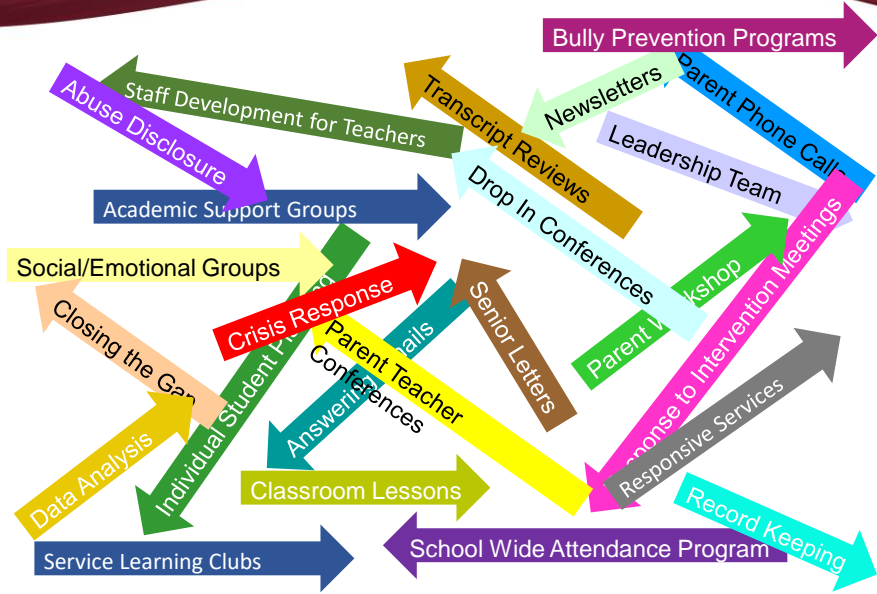
the
HOW of the school counseling program matters

- Organizing around ANM has positive effects
- The longer ANM implemented, the better the educational outcomes
- More strongly organized programs better able to produce positive outcomes

20

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Good Things Happen



21

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More Intentional Things Happen



22



23



what

school counselors choose to do matters

- Career development-focused interventions particularly important
- Improved attendance
- Lower discipline rates
- Increased scores on state achievement tests

24

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Advocate

for Yourself & Your Profession



25

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ADVOCACY TOOLS

- Use-of-Time 5 Day Calculator
- School Counseling Advisory Council
- Annual Administrative Conference
- Annual Calendar
- Action Plans and Results Reports

[National Model Templates](#)

The image displays several overlapping templates from the ASCA National Model. The visible templates include:

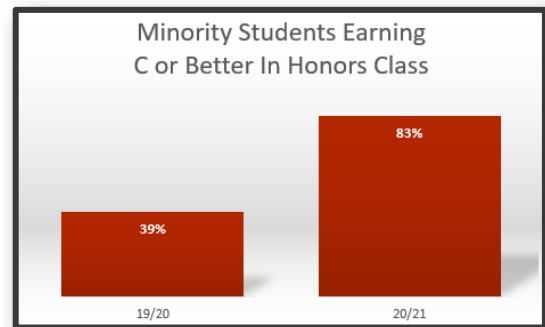
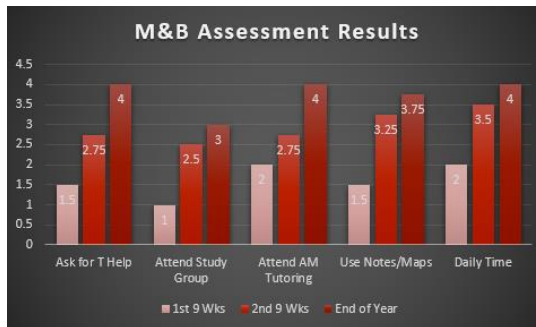
- Use-of-Time Calculator:** A grid for tracking time spent on various tasks, categorized by 'Direct Student Services' and 'Program/Marketing/Management/Assessment'.
- School Counseling Advisory Council Agenda:** A form for defining the school's counseling mission statement, annual student outcome goals, and agenda items.
- Annual Administrative Conference:** A form for identifying priorities after a review of school data.
- Annual Calendar:** A monthly calendar for planning direct and indirect student services activities.
- Closing-the-Gap Action Plan/Results Report:** A detailed report for tracking interventions, data collection, and outcomes for direct and indirect student services.

26



Annual Student Outcome Goal

By June 2021, the percent of minority honors students earning a C or better will increase by 100% from 39.4% (2019-2020) to 79% (2020-2021).



27



Free Infographic Development

venngage.com

<https://piktochart.com>

www.canva.com

<https://infogram.com>

28



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Collaborate

with
Like-Minded
Counselors



29



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ASCA Resources for Members

Connect and Compare

Are you a member of the **ASCA SCENE**, your online professional networking site? If not, you're missing out on a valuable benefit. The SCENE lets you share your experiences with others in the field and, even more importantly, get help with your problems or concerns, advice on new products and programs and much more. With the SCENE, help is as close as your computer or mobile device. You can also access the SCENE library (formerly the online Resource Center) to see sample forms, surveys, lesson plans, parent handouts and more.

30



School Counselor Facebook Groups



Elementary School Counselor Exchange

The Middle School Counselor

For High School Counselors

On the Road to RAMP

31



Be the change...

Reach out to others:

- Professional Learning Communities (PLC)
- Workgroups
- Vertical teaming (elementary, middle and high)
- Chunk it! (small steps)



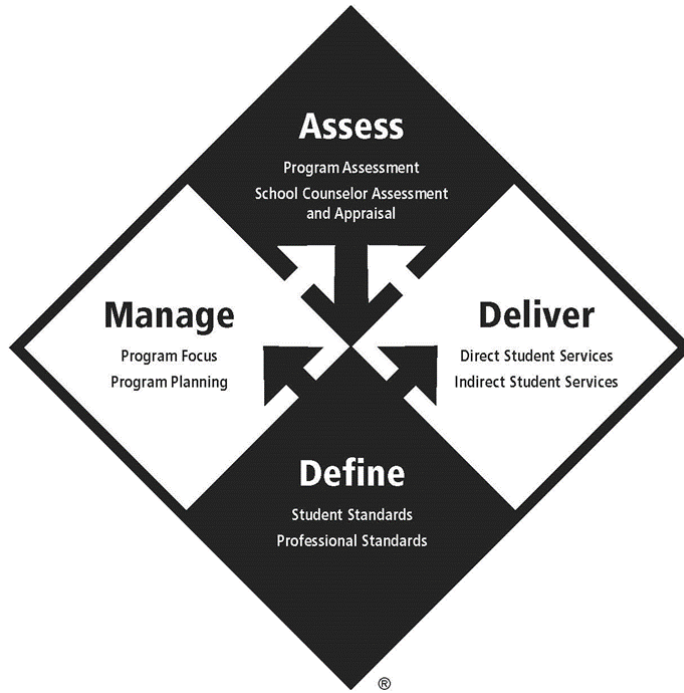
*Real change,
enduring change,
happens one step at a
time.*

RBG

*They always say time
changes things, but you
actually have to change
them yourself.*

Andy Warhol

32



33



WHAT'S HAPPENING NOW!!

34



How much direct positive impact on student achievement for each these?

- A** = Significant, measurable, important impact on student achievement
- B** = Positive impact evident on student achievement
- C** = Some positive impact on student achievement
- D** = Little or no impact on student achievement

37

Complete the “What’s Happening Now Worksheet

Breakout Session

- 1) Code each duty or responsibility identifying its value/importance (1 – 4)
- 2) Code each duty or Responsibility identifying its impact on student achievement (A – D)
- 3) Discuss:
 - Activities coded as 1-A
 - Activities coded as 1-D
 - Activities coded as 4-A

38



School Data Summary

Annual Student Outcome Goal Plan



39

Data Step 1:

School Data Summary
Create your school's data plan by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.)

- Identify who in the building can help you. Who is your data report; who can help you interpret the data?
- Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List three goals:
- Review available school data reports for previous years to identify trends. For example:
 - Is there a subgroup that historically underperforms on standardized achievement benchmarks?
 - Is there a grade level that historically has the most absences?
 - Is there a subgroup that historically receives the majority of discipline referrals?
 - What is working well according to your school data reports?
 - Attendance
 - Behavior
 - Discipline
 - Highlight possible areas of need according to your school data reports.
 - Attendance
 - Behavior
 - Discipline

School Data Summary

- Compare your school's data with district and state data or other comparable data points.
- Identify what else you need to know.
- Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

40



Data Matters

- More than number of contacts

(Dahir & Stone, 2009; Studer et al., 2006)

- Impact on students (Studer, et al., 2006)

- Impact on student achievement

(Dahir & Stone, 2009)

- Connect counselor work to student success

(Bosworth & Walz, 2005; Dimmitt, 2009; Paisley & McMahon, 2001; Whitson, 2002)

- Professional & ethical duty

(ASCA; Carey et al., 2008; Dimmitt, 2009; Studer et al., 2006)

Failure to inform contributes to loss of counseling personnel, counseling programs, and assignment of non-counseling duties

(Studer, et al., 2006)

41



Program Planning: **School Data Summary**

(systematic examination of school achievement, attendance and discipline data)

Knowledgeable and skilled school counselors

- contribute to data discussions and school priorities
- align the school counseling program with the identified priorities

Data-driven School Counselors use data to determine

- what gaps exist
- which students need more support
- which goals the school counseling program is willing to devote resources

42



Prioritize Needs

- Review School Improvement Plan
- Talk with important stakeholders
- Which needs warrant school counselor or school program response



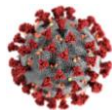
43



Academic data may be the most reliable in a completely virtual setting.

It is the metric that will be consistently used.

Be cautious with attendance and discipline data.



Outcome Data	
ACHIEVEMENT	<p>Considerations for Annual Student Outcome Goals for 2020-2021</p> <p>Achievement can be assessed and measured through data such as:</p> <ul style="list-style-type: none"> ■ Quarter/semester/term grades ■ Credits earned ■ Promotion rates ■ Graduation rates (seniors only) ■ Standardized test scores ■ Reading/math levels (elementary) <p>Some achievement data, such as standardized test scores, may not be available for 2020 and 2021. If data is unavailable, consider using the other types of achievement data listed above as the basis for goals and action plans.</p>
ATTENDANCE	<p>School/district guidelines related to the pandemic may change the way attendance data is viewed and used as schools reopen. In some cases, attendance rates may not be a goal for the school.</p> <p>In virtual settings, schools may have a greater focus on quantifiable engagement rather than seat hours. In face-to-face settings, students may be encouraged to stay home if they or their families believe they may have been exposed to COVID-19 or if they feel they may be sick.</p> <p>Consider using the other types of outcome data, such as achievement data, if attendance in the virtual setting cannot be quantified.</p>
DISCIPLINE	<p>Many students have not had typical developmental student-to-student interactions for a lengthy period of time due to school closures. Some students, particularly those most affected by the pandemic and issues related to racism and bias, may have difficulty readjusting to school expectations for social skills and self-management skills in both virtual and face-to-face settings. Strategies to promote appropriate behavior may need to be revisited in light of recent events.</p> <p>Monitor available discipline data to determine how students are adjusting in both virtual and face-to-face settings. In virtual settings, discipline data may not be collected.</p> <p>Consider using the other types of outcome data, such as achievement data, if discipline in the virtual setting cannot be quantified.</p>

44



Collecting Data – Achievement Examples

- Students Failing Required Standardized Tests
- Students “on the bubble” for Standardized Tests
- Failing 1 Core Class
- Failing 2-3 Core Classes
- Failing More than 3 Core Classes
- Students below Grade Level in Reading/Math
- Students who Fail Algebra 1
- High School Graduation
- Earning Required Credits (not on track for graduation)
- Credit Recovery pass rate
- College Entrance Exams (SAT, ACT, etc.)

45



Collecting Data – Attendance Examples

- Excused vs. unexcused absences
 - Students with 5 – 8 Absences
 - Students with 9 – 15 Absences
 - Students with 16+ Absences
 - Students with 10+ Late Arrivals
 - Students with 10+ Early Check-Outs
 - Students with 3+ Health Clinic Visits
 - Students Identified by teachers as avoiding class
 - Students enrolling after first day of school
- Pay Attention to...
- Attendance of transient/highly mobile students with history of multiple schools
 - Attendance of homeless students
 - Attendance of students in foster care placements
 - Attendance of students diagnosed with a mental illness
 - Check on cohorts as they progress to next grade – who’s missing?


46



Collecting Data – Discipline Examples

- Total Disciplinary Referrals to Administration
- Disciplinary Referrals by Offense Type (fighting, weapons, threats to students, threats to teachers, bullying, peer conflict, substance use, etc.)
- Students with One Official Discipline Referral
- Students with More than One Official Discipline Referral
- Students Referred for In-School Suspension (ISS)
- Students Referred for Out-of-School Suspension (OSS)
- Students Referred for Alternative Placements for Behavior
- Students Referred to the MTSS Team (multi-tiered systems of support) for Behavior
- Students Identified as Special Education (behavior)
- Students Identified by Teachers as Behavior Problems (excluding those with referrals above and/or those screened out by school counselor)

47




ASCA National Model

FOURTH EDITION

School Data Summary

- Question 2
 - Identify School Goals
- Question 6
 - Identify Priorities for School Counseling Program

One Per School



AMERICAN SCHOOL COUNSELOR ASSOCIATION

School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

- ✗ 1. Identify who in the building can help you. Who is your data expert who can help you interpret the data?
2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List those goals:
- ✗ 3. Review available school data reports for previous years to identify trends.

For example:
Is there a subgroup that historically underperforms on standardized achievement benchmarks?
Is there a grade level that historically has the most absences?
Is there a subgroup that historically receives the majority of discipline referrals?

 - What is working well according to your school data reports?
 - Achievement
 - Attendance
 - Discipline
 - Highlight possible areas of need according to your school data reports.
 - Achievement
 - Attendance
 - Discipline
- ✗ 4. Compare your school's data with district and state data or other comparable data points.
- ✗ 5. Identify what else you need to know.
6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.


48




2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List those goals:

- Talk with administrators
- Check documents that identify annual goals set by the school (School Improvement, for example)
- From the goal statements available, select those that:
 - Focus on student outcomes (achievement, attendance, discipline)
 - Supportable by school counseling program


49





School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).



Question 2

- Attendance
 - In bottom third of district
- Achievement
 - EL Test Performance
 - Enrolling in Rigor

1. Identify who in the building can help you. Who is your data expert who can help you interpret the data?
2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?

Attendance – can focus on students with too many absences/tardies/lates

Achievement – can focus on students at risk of failing, those who might be underperforming, students who are not enrolled in rigorous courses, or specific subgroups of students who are not performing as well as other groups (counselor will on specific students within those groups who are performing below expectations)
 - List those goals:

Attendance Goal #3: Best School will increase its average daily attendance of students for the 2020-2021 school year. (last year's ADA was in the bottom third of the schools in this district)

Achievement: Goal #1: Best School will increase the performance on state required testing for students who are identified as English Learners. (currently performing below the district and state averages in this area)

Achievement Goal #3: Best School will increase the number of students pursuing advanced courses in Math, and Science.

50




6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
-------------	-----------------------------------------------------

- Identify focus (achievement, attendance, discipline)
 - EL students underperforming
 - Need/Want to increase #students in rigorous courses
- Get specific
 - Identify a subset of students to target
 - Consider what SC Program can do
- Repeat...

51



Question 6

6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
<p>1. Attendance – percentage of students attending</p> <p>2. Attendance – number of students attending</p>	<p>3. Achievement – EL students underperforming on state required tests</p> <ul style="list-style-type: none"> Class lessons on testing strategies, collaborative meetings scheduled with teachers, EL teachers, and SC, 2 – 5 individual counseling sessions with targeted students, parent workshop for how to support students during testing, parent conferences with targeted students
<p>4. Achievement – Students of color underrepresented in rigorous courses</p>	<ul style="list-style-type: none"> Class lessons on available rigor offered in school & benefits of taking those classes, SC conducts group meetings with students identified as candidates for enrollment in rigor, broaden career lessons/resources and link to available rigor in the building, collaboration between SC and 1 identified teacher per grade level/content area to brainstorm strategies to entice and support students
<p>5. Achievement – Students enrolling but not succeeding in rigorous courses</p>	<ul style="list-style-type: none"> SC provide PD to teachers on building connections/community in rigorous courses, SC referrals to academic support resources, SC work with collaborative group of T (#4) to strengthen supports available to students

52



6. Identify & prioritize data points you will address through your school counseling program.

1. Graduation rate	1. Senior appointments, designing graduation plans, summer school enrollment, monitoring student progress in graduation plans, parent/family meetings.
2. Attendance	2. Family meetings, student meetings, parent phone calls.
3. Attendance	3. Meet with students at the 7 th absence mark, attendance contract.
4. Achievement	4. Provide test/study prep group for PSAT for Juniors. All Juniors can take PSAT for free. Provide School Wide ACT for Juniors in March for free.
5. Achievement	5. Provide college/career planning group for top 100 Juniors including academic resilience and test prep.



Annual Student Outcome Goals

Annual Student Outcome Goal Plan

Academic Year to

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By Targeted Group

will

(increase/decrease something related to achievement, attendance or discipline)

by from Baseline data to Target data

Measure of change

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one-two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B# Mindsets & Behaviors Statement

Based on the selected ASCA Mindsets & Behaviors, write one-two learning objectives/competencies students need to learn.

Student will

Student will

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

	1	2	3	4
	Rarely	Sometimes	Most of the time	Almost All the time

Statement

	Scale
<input type="text"/>	1 2 3 4
<input type="text"/>	1 2 3 4
<input type="text"/>	1 2 3 4
<input type="text"/>	1 2 3 4

Brief answer question:

Brief answer question:

Types of Data

Type of Data	Description	Examples
Participation	<ul style="list-style-type: none"> ■ Number of participants involved ■ Number of activities, lessons or sessions ■ Length of time 	30 students participated in six 45-minute classroom lessons
Mindsets & Behaviors	<ul style="list-style-type: none"> ■ Administered to students and provides self-reported data from students ■ Measures student change in knowledge, attitudes and skills through the lens of the ASCA Mindsets & Behaviors 	<ul style="list-style-type: none"> ■ 88% of fourth-graders have written a goal using the SMART goal format (B-LS 7.) ■ 88% of second-graders can name two techniques to calm down after becoming angry (B-SMS 2.)
Outcome	Impact on student achievement, attendance or discipline	Reading levels Discipline referrals Promotion/graduation rate

55

Which is Achievement Data?

- FAFSA Completion
- Content Area Grades
- Credits Earned
- 4-Year Plans
- Complete Credit Recovery
- Completed Education Plan
- SW Climate & Culture
- Application Submission
- Graduation Rate
- GPA

56



Which is Achievement Data?

A-G Completion

GPA (makes it hard to calculate at end)

Content Area Grades

Credits Earned

Graduation Rate (applies to seniors only)

Complete Credit Recovery

- ~~FAFSA Completion~~
- ~~4-Year Plans~~
- ~~Completed Education Plan~~
- ~~SW Climate & Culture~~
- ~~Application Submission~~

57



Use the hints for what goes in each blank

GoalTemplate

By Final Date – when the intervention is completed, Clearly define the specific group of students with whom you will work. Write it so someone else will know which students are targeted
End Date *Targeted Group*

will Describe the outcome piece that you will be changing. Be specific. Make sure that anyone reading the goal knows exactly what you plan to accomplish with these students.
(increase/decrease something related to achievement, attendance or behavior)

by This is just a number and a percent sign. No words! from Identify current data about students to Identify anticipated final data for students
Measure of change *Baseline data* *Target data*

58



Does it meet ASCA criteria?

Reduce the number of core subject failing grades by 50%.

ASCA Annual Student Outcome Goal requirements:

- Focused on achievement, attendance or discipline data
- Goal statement(s) includes only:
 - end date
 - target group
 - description of specific outcome to be changed
 - measure of change
 - baseline and target data
- Linked to a school need

59



Does it meet ASCA criteria?

Seventh-grade students identified with two or more D/F grades in the first marking period will increase their GPA by 35% by the end of the first semester.

ASCA Annual Student Outcome Goal requirements:

- Focused on achievement, attendance or discipline data
- Goal statement(s) includes only:
 - end date
 - target group
 - description of specific outcome to be changed
 - measure of change
 - baseline and target data
- Linked to a school need

60



Does it meet ASCA criteria?

Improve the self-concept of students through classroom visits and small group counseling.


ASCA Annual Student Outcome Goal requirements:

- Focused on achievement, attendance or discipline data
- Goal statement(s) includes only:
 - end date
 - target group
 - description of specific outcome to be changed
 - measure of change
 - baseline and target data
- Linked to a school need

61



62



Annual Student Outcome Goal Plan

Complete these 3 only!

1. Identify outcome data.
2. Write Goal Statement
3. Collect & Summarize Supplemental Data

School Counselors

Academic Year to

Identify outcome data (achievement, attendance or discipline) that serves as basis for

By ,

End Date Targeted Group

will

(increase/decrease something related to achievement, attendance or discipline)

by from to

Measure of change Baseline data Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:
M&B# Mindsets & Behaviors Statement

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will

Student will

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.


1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question:

Brief answer question:

One Per Counselor



Annual Student Outcome Goal Plan

Academic Year to

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By ,

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will

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M&B# Mindsets & Behaviors Statement

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Student will

Student will

Possible Activities/Strategies/Interventions by School Counselors

X

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question:


Brief answer question:

Do not do:

- Identify mindsets & behaviors
- Learning competencies/objectives
- Strategies
- Pre/post assessment

64

32




Identify Outcome Data

Annual Student Outcome Goal Plan Template
 Academic Year _____ to _____
 Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

 By _____, _____
End Date Targeted Group
 will _____
(increase/decrease something related to achievement, attendance or behavior)
 by _____ % from _____ to _____
Measure of change Baseline data Target data

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Print-out of students with Fs earned on the first progress report indicated that the largest group of students were in grade X and had 1-2 students. There were fewer students with more than F. In consultation with admin, it was agreed to create a goal for the grade level assigned to the counselor that focused on those students with 1-2 Fs. There were 21 students earning a total of 34 Fs. *(Note: Counselors will work with students earning more than 2Fs, but they will not be part of this goal statement, assessment, and analysis.)*



Write Goal Statement

Annual Student Outcome Goal Plan Template
 Academic Year _____ to _____
 Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

 By _____, _____
End Date Targeted Group
 will _____
(increase/decrease something related to achievement, attendance or behavior)

Target data
ors, etc.), to identify

By	May 28, 2021		,	Students in grades X who have 1 – 2 failing grades as of the first progress report (9/15/20)	
	<small>End Date</small>			<small>Targeted Group</small>	
will	Reduce the cumulative number of Fs earned				
	<small>(increase/decrease something related to achievement, attendance or discipline)</small>				
by	38.23%	from	34	to	21
	<small>Measure of change</small>		<small>Baseline data</small>		<small>Target data</small>



Summarize what you learned from your interviews/surveys of stakeholders. Report your findings by stakeholder groups.

Teachers reported:

Parents reported:

Admin reported:

Students reported:

Others:

Annual Student Outcome Goal Plan Template

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By _____, _____

End Date Targeted Group

will _____


(increase/decrease something related to achievement, attendance or behavior)

by _____ % from _____ to _____

Measure of change Baseline data Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Gather & Summarize Supplemental Data



Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

Print-out of students with Fs earned on the first progress report indicated that the largest group of students were in grade X and had 1-2 students. There were fewer students with more than F. In consultation with admin, it was agreed to create a goal for the grade level assigned to the counselor that focused on those students with 1-2 Fs. There were 21 students earning a total of 34 Fs. *(Note: Counselors will work with students earning more than 2Fs, but they will not be part of this goal statement, assessment, and analysis.)*

By May 28, 2021, Students in grades X who have 1 – 2 failing grades as of the first progress report (9/15/20)

End Date Targeted Group

will Reduce the cumulative number of Fs earned

(increase/decrease something related to achievement, attendance or discipline)

by 38.23% from 34 to 21

Measure of change Baseline data Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.


Teachers report that many students are struggling in the virtual settings who had not evidence such problems previously. In addition, teachers were frustrated with their attempts to access and interact with some of the students identified in the target group. Several indicated that they lacked the time and skills needed to get to all the students who needed help and tended to focus only on those who were responsive. The lack of consistent technology, less technology support at home, and unwillingness of students to seek help online were major concerns. Teachers believed many of these students were working in isolation with limited support from peers or adults.

Students reported that they did limited work outside the school day and lacked support/resources to get that work completed and submitted. Many students reported they just didn't see online work as important. They did not know what to do when they didn't understand, so often gave up. They also said that they did seek help from the teacher but did not explain why. There were many complaints about the virtual experience. Technology issues were a common excuse for not doing the work, although some admitted that they used that excuse even when it wasn't true.

Parents who responded to counselor contacts indicated that they tried to help and support but struggled with getting students to do their work. Some mentioned that they expected the school to be responsible and/or the students to be responsible for all of their learning. Others indicated that they did not have the skills/knowledge to provide adequate support. Time available to help their children was a concern mentioned by many.

Administrators indicated that teachers were overwhelmed by caseloads and responsibilities. They believed that students lacked a hopeful perspective of future opportunities which resulted in less effort at school. They also believed students had many home and family responsibilities which made it difficult to focus on schoolwork. Parents were struggling and were not able to support students as much as they might need.

EXAMPLE



EXAMPLE

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Teachers struggle with the grading systems and technology. It is difficult to discern if grades are the best way to determine students are at risk of failing. The number of retakes and corrections allowed skew the results and impact teachers view of content, students, student effort, need to reach mastery. The goal seems to be to get them to pass rather than to master content. In addition, teachers were frustrated with their attempts to get students to do anything extra. Several indicated that they lacked the time and skills needed to get to all the students who needed help and tended to focus only on those who were responsive.

Students completed a survey about their study habits. Students tend to do limited work outside the school day and lack support/resources to get that work completed and submitted. Most did not indicate that they do not ask for help but provided little explanation for why. Follow-up conversations suggested that students see school tasks as something to simply complete and connect little value to each. In addition, many indicated that school just "wasn't for them." They did not see this as important to their futures and seemed to lack hope or vision of possibilities beyond current circumstances. Less than half of the students needing to complete a re-take did. Those who did not reported that they did not believe they had the knowledge/skills to get the necessary score. They conveyed a sense of being overwhelmed and/or lacking confidence.

Parents who responded to counselor contacts indicated that they tried to help and support but struggled with getting students to do their work. Some mentioned that they expected the school to be responsible and/or the students to be responsible for all of their learning. Others indicated that they did not have the skills/knowledge to provide adequate support. Time available to help their children was a concern mentioned by many.

Administrators indicated that teachers were overwhelmed by caseloads and responsibilities. They believed that students lacked a hopeful perspective of future opportunities which resulted in less effort at school. They also believed students had many home and family responsibilities which made it difficult to focus on schoolwork. Parents were struggling and were not able to support students as much as they might need.

Critical to everything that follows in this plan!

Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By _____, _____

End Date Targeted Group

(increase/decrease something related to achievement, attendance or discipline)

will _____

by _____ from _____ to _____

Measure of change Baseline data Target data


Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one-two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:
M&B# _____ Mindsets & Behaviors Statement _____

Based on the selected ASCA Mindsets & Behaviors, write one-two learning objectives/competencies students need to learn.

Student will _____

Student will _____



EXAMPLE

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Students reported that they did limited work outside the school day and lacked support/resources to get that work completed and submitted. Many students reported they just didn't see online work as important. They did not know what to do when they didn't understand, so often gave up. They also said that they did seek help from the teacher but did not explain why. There were many complaints about the virtual experience. Technology issues were a common excuse for not doing the work, although some admitted that they used that excuse even when it wasn't true.

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Annual Student Outcome Goal Plan

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By May 28, 2021, Students in grades X who have 1 – 2 failing grades as of the first progress report (9/15/20)

End Date Targeted Group

will Reduce the cumulative number of Fs earned

(increase/decrease something related to achievement, attendance or discipline)

by 38.23% from 34 to 21

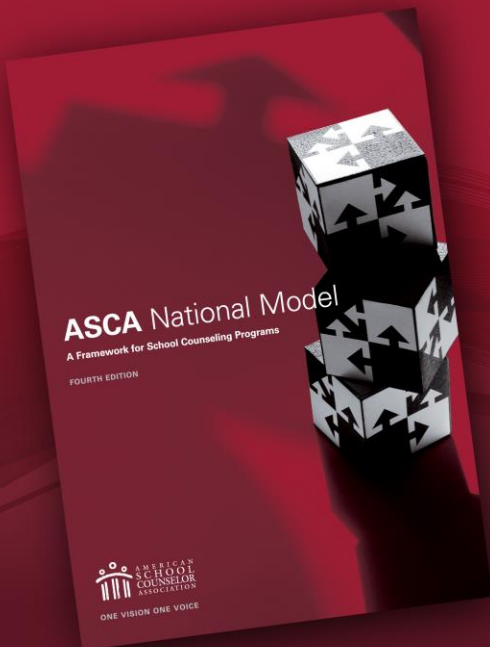
Measure of change Baseline data Target data


Breakout Session

- 1) **Work on School Data Summary**
 - Question 2
 - Question 6
- 2) **Work Annual Student Outcome Goal Plan**
 - Identify Outcome Data
 - Write Goal Statement
 - Plan for collection supplemental data

71

Using the ASCA 4.0 Portal





Recognized ASCA Model Program

Login

Sign In to your account

Login
Forgot password?

Register

You can login to RAMP using your existing ASCA login. If you don't have an ASCA login you can click below to create one now.

Register Now!

72



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Portal website:

<https://ramp4.org>

If you **are** an ASCA Member, enter your ASCA credentials:

 A screenshot of the "Recognized ASCA Model Program" login page. The page has a light blue background. At the top left is a diamond-shaped logo with "RECOGNIZED ASCA MODEL" and "W V A S C A" around it. To the right of the logo is the text "Recognized ASCA Model Program". Below the logo is a white "Login" section with the subtext "Sign in to your account". It contains two input fields: "E-mail Address" and "Password". Below the "Password" field is a blue "Login" button, which is circled in red. To the right of the "Login" button is a link "Forgot password?". To the right of the login section is a blue "Register" section with the subtext "Register". It contains the text: "You can login to RAMP using your existing ASCA login. If you don't have an ASCA login you can click below to create one now." and a blue "Register Now!" button.

73



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

If you **are not** an ASCA Member, select Register Now:

 A screenshot of the "Recognized ASCA Model Program" login page, identical to the one above. However, in this version, the blue "Register Now!" button in the "Register" section is circled in red.

74



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

NOTE!! A new page will open.

STEPS:

1. Complete the registration information requested.
2. When you click Create Account, you will be re-directed to the ASCA Home Page...

 A screenshot of a web form titled "Create an Account" with the ASCA logo at the top. Below the title is the instruction "Enter your information below to create an account." The form contains several fields:

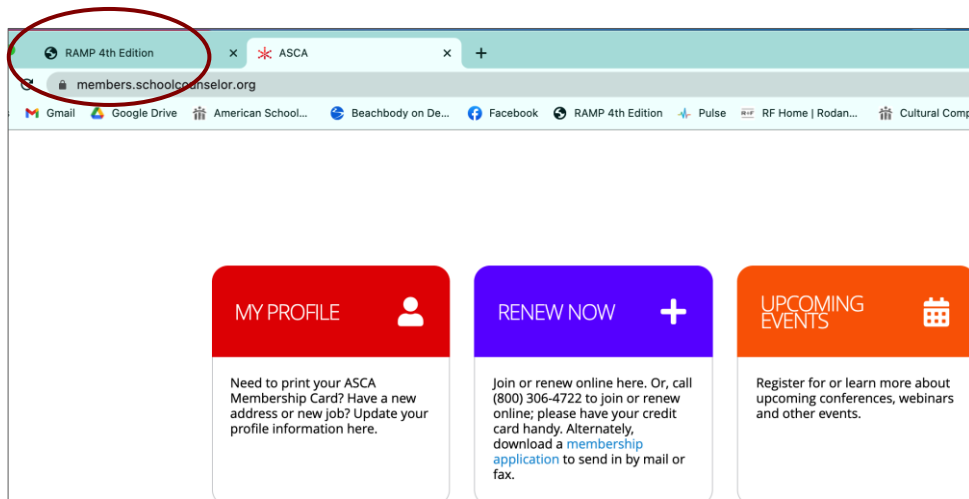
- Prefix: A dropdown menu.
- First Name: A text input field with a red asterisk.
- Middle Name: A text input field.
- Last Name: A text input field with a red asterisk.
- Suffix: A dropdown menu.
- Preferred First Name: A text input field.
- Email Address: A text input field with a red asterisk.
- Password: A text input field with a red asterisk.
- Confirm Password: A text input field with a red asterisk.

 A green "Create Account" button is located at the bottom right of the form.

75



...and you will need to return to the ramp4.org login page:



76



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Log in with the email
and password you
just created:

 A screenshot of the "Recognized ASCA Model Program" login and registration page. The page has a white background with a blue sidebar on the right. The main content area is divided into two sections: "Login" and "Register". The "Login" section includes a "Sign in to your account" heading, an "E-mail Address" input field, a "Password" input field, a "Login" button (circled in red), and a "Forgot password?" link. The "Register" section includes a "Register Now!" button and text explaining that users can login to RAMP using their existing ASCA login or create a new one.

77



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

1. Select Districts/Schools/Universities:

 A screenshot of the "Recognized ASCA Model Program" page. The page has a white background with a blue sidebar on the right. The main content area is divided into two sections: "Please select your district below:" and "Please select your district below:". The "Please select your district below:" section includes a "SELECT DISTRICT:" heading, a "Select District" dropdown menu, and a list of options: "DC Charter Schools", "DC Independent/Private Schools", "DC Public Schools", and "DePaul University". The "Please select your district below:" button is circled in red.

2. Select Your District and Click Continue:

 A screenshot of the "Recognized ASCA Model Program" page. The page has a white background with a blue sidebar on the right. The main content area is divided into two sections: "Please select your district below:" and "Please select your district below:". The "Please select your district below:" section includes a "SELECT DISTRICT:" heading, a "Select District" dropdown menu, and a list of options: "DC Charter Schools", "DC Independent/Private Schools", "DC Public Schools", and "DePaul University".

78



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Create your school by selecting +Create New School:

Select School + Create New School

No Schools exists for this district yet. Please contact your School's creator for an access code or create a new School below.

79



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Enter full name of school.

NAME OF SCHOOL:

Go Back
Create & Continue

80



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Select school year, re-enter your school name and click Create & Continue:

SELECT SCHOOL YEAR: <input type="text" value="Select School Year"/>	PROVIDE A NAME/IDENTIFIER FOR THE APPLICATION: <input type="text"/>
------------------------------------------------------------------------	------------------------------------------------------------------------

81



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Complete the **Contact Information** section.

New	Contact Information	School Information	COVID-19	Vision & Mission Statements	An
Information					

IMPORTANT!! List all school counselors, including yourself.

LIST ALL SCHOOL COUNSELORS AT THIS SCHOOL

Click **SAVE** at the bottom of each page!

82



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

Complete the General Information box under **School Information** and **Save at the bottom of the page:**

 A screenshot of a web form for account creation. At the top, there is a navigation bar with tabs: "Overview", "Contact Information", "School Information" (highlighted in blue), "COVID-19", "Vision & Mission Statements", "Annual Student Outcome Goals", "Classroom Group Mindsets", and "Annual...". Below the navigation bar, the "School Information" section is visible. It contains two questions with "No" dropdown menus: "OUR SCHOOL HAS RECEIVED THE RAMP DESIGNATION PREVIOUSLY:" and "HAVE YOU OR ANOTHER COUNSELOR(S) IN YOUR SCHOOL RECEIVED FORMAL, IN PERSON TRAINING OR COACHING ON THE ASCA NATIONAL MODEL OR RAMP IN THE PAST TWO YEARS:". Below these questions is a blue header for the "GENERAL INFORMATION" section, which includes input fields for "SCHOOL NAME:", "SCHOOL DISTRICT NAME:", "ADDRESS:", and "ADDRESS LINE 2:". A red arrow points to the "School Information" tab in the navigation bar.

83



Inviting Other Counselors to the Account

84



DIRECTIONS FOR THE COUNSELOR CREATING THE ACCOUNT. ONE ACCOUNT PER SCHOOL!

- The person who created the account must **copy and email the unique URL** (found in the blue box) to other counselors for them to have access.
- The unique URL can be found in the blue box at the top of every page in the application:



The submission deadline for the 2019–2020 school year has been extended to October 29, 2020.

You are currently working in District: **Test District**. If you wish to invite someone to this Application, please share with them this URL: <https://ramp4.org/verify/22ea978a-879c-48fe-bd9a-07b6a90f743f>

The person(s) you are sharing with do not require your login information to view the Application. They should utilize their own account. If they do not yet have an account, they can register for one on the Login/Registration page in which they are re-directed to. We prefer that every User/Counselor has their own account—this is a change from the RAMPv3 portal.

EXAMPLE

85



The unique URL will take the invited counselor(s) to a portal home page tied to your school's account:

Recognized ASCA Model Program

You are being granted access to another Application. Please log in with your user credentials below to gain access. If you do not have an account, please click the "Register Now!" button on the right-hand side and create one, then re-visit the URL that was shared with you:
<https://ramp4.org/verify/a96a6097-f003-4131-b872-68ffe15cd3d9>

Login

Sign in to your account

[Forgot password?](#)

Register

You can login to RAMP using your existing ASCA login. If you don't have an ASCA login you can click below to create one now.

86



If the invited counselor **is** an ASCA Member, he/she enters ASCA credentials:

 A screenshot of the "Recognized ASCA Model Program" login page. At the top left is the ASCA logo. The main heading is "Recognized ASCA Model Program". Below this is a yellow box with instructions: "You are being granted access to another Application. Please log in with your user credentials below to gain access. If you do not have an account, please click the 'Register Now!' button on the right-hand side and create one, then re-visit the URL that was shared with you: https://ramp4.org/verify/a96a6097-f003-4131-b872-68ffe15cd3d9." The page is split into two columns. The left column is titled "Login" and contains the text "Sign in to your account", an "E-mail Address" input field, a "Password" input field, a "Login" button (circled in red), and a "Forgot password?" link. The right column is titled "Register" and contains the text "You can login to RAMP using your existing ASCA login. If you don't have an ASCA login you can click below to create one now." and a "Register Now!" button.

87



If the invited counselor **is not** an ASCA Member, he/she selects Register Now:

 A screenshot of the "Recognized ASCA Model Program" login page, identical to the one in slide 87. In this version, the "Register Now!" button in the right-hand "Register" column is circled in red.

88



 A screenshot of a web form titled "Create an Account". The form asks for the following information: Prefix (dropdown), First Name, Middle Name, Last Name, Suffix (dropdown), Preferred First Name, Email Address, Password, and Confirm Password. A green "Create Account" button is at the bottom right.

NOTE!! A new page will open.

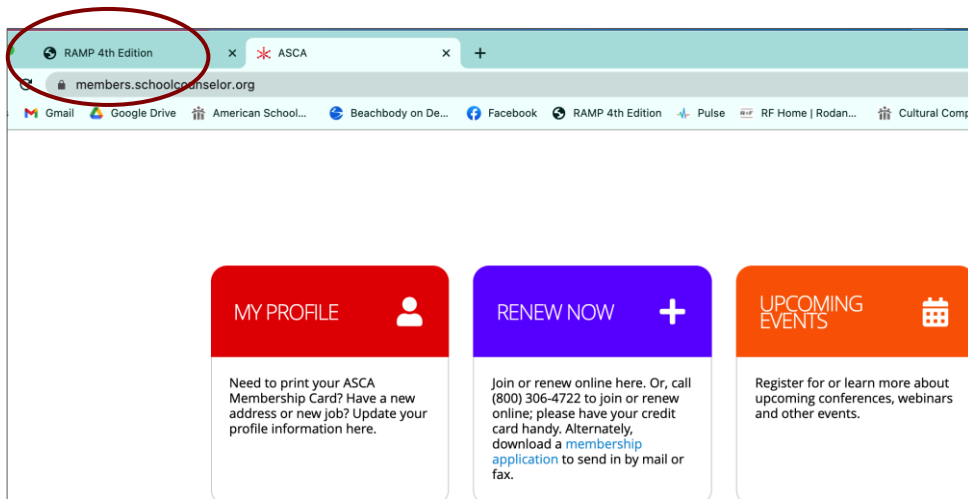
STEPS:

1. Complete the registration information requested.
2. When you click Create Account, you will be re-directed to the ASCA Home Page...

89



...and you will need to return to the ramp4.org login page:



90



Log in with the email and password just created:

 A screenshot of the "Recognized ASCA Model Program" login and registration interface. At the top left is the ASCA logo. The title "Recognized ASCA Model Program" is in bold black text. Below the title is a yellow box with instructions: "You are being granted access to another Application. Please log in with your user credentials below to gain access. If you do not have an account, please click the 'Register Now!' button on the right-hand side and create one, then re-visit the URL that was shared with you: https://ramp4.org/verify/a96a6097-f003-4131-b872-68ffe15cd3d9." Below this is a white "Login" section with fields for "E-mail Address" and "Password", and a blue "Login" button circled in red. To the right is a blue "Register" section with a "Register Now!" button.

91



After logging in, the invited counselor will see the school listed. He/She gains access by clicking on Edit:

Select Application				
If you are unable to see pre-existing applications below, please contact your School's creator for access.				
Id	Name	User	Created On	
1238	Griffith-Shook Test School	Karen Griffith	October 26th, 2020	Edit

92



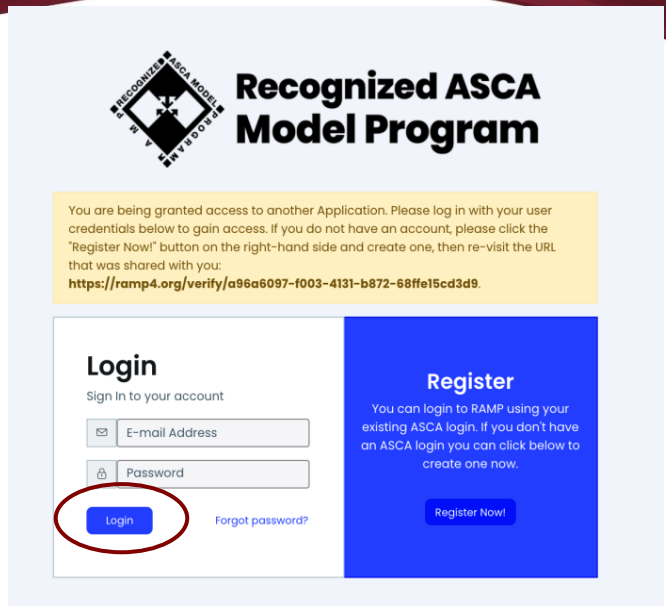
All counselors now have access start add information to the various sections as instructed by your ASCA Trainer!



93



Log in with the email and password just created:



94



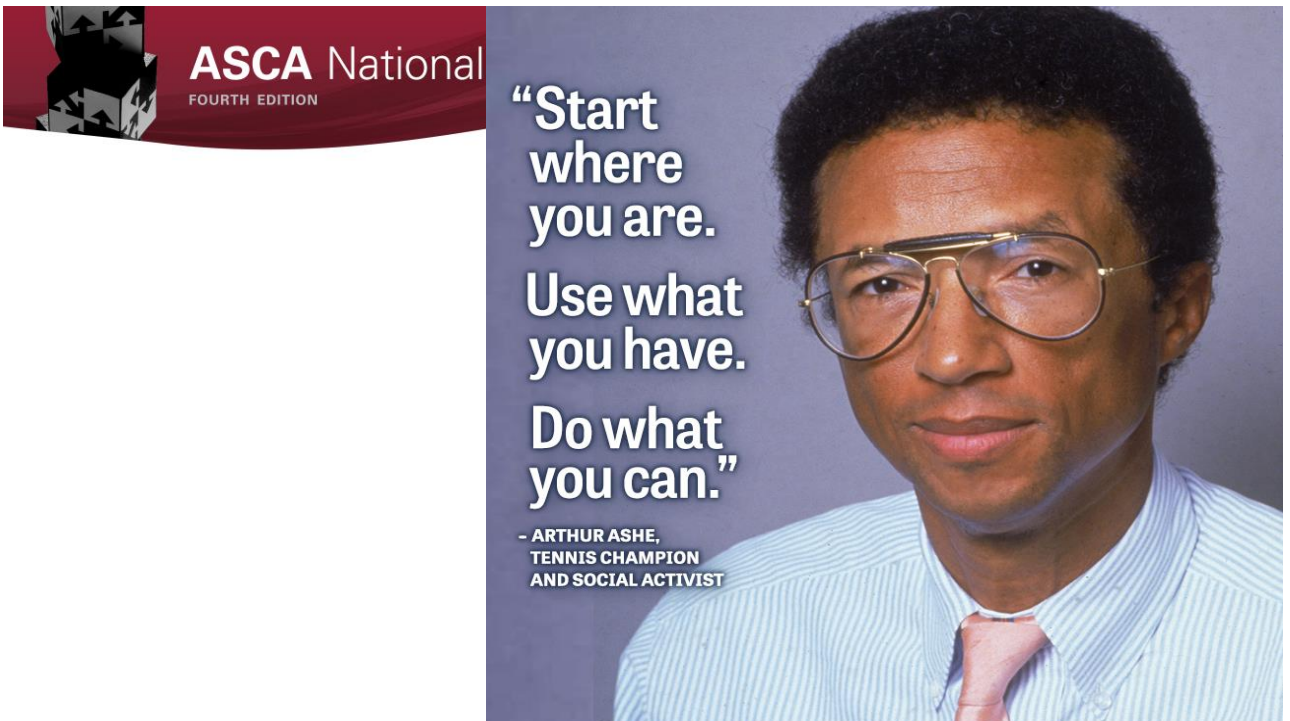
After logging in, the invited counselor will see the school – he/she gains access by clicking on Edit:

Select Application

If you are unable to see pre-existing applications below, please contact your School's creator for access.

id	Name	User	Created On	
1238	Griffith-Shook Test School	Karen Griffith	October 26th, 2020	Edit

95



96



Today....

Begin where you are...



97



98



To start, then... we must know where we are

- Program Assessment
 - Personal reflection of implementation of ASCA NM pieces

This is your baseline!

99

ASCA National Model

School Counseling Program Assessment


ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.		
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from the fall and one from the spring).		
Action Plans		
Classroom and group Mindsets & Behaviors action plan detailing classroom lessons and groups aligned with the ASCA Mindsets & Behaviors completed.		
Closing the gap action plan aligned with the ASCA Mindsets & Behaviors completed.		

School Counseling Program Assessment

One Per School

HOMEWORK


100




ASCA National Model
FOURTH EDITION

School Data Summary

One Per School





School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).


- ✖ 1. Identify who in the building can help you. Who is your data expert who can help you interpret the data?
- ⓧ 2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List those goals:
- ✖ 3. Review available school data reports for previous years to identify trends.

For example:

Is there a subgroup that historically underperforms on standardized achievement benchmarks?
Is there a grade level that historically has the most absences?
Is there a subgroup that historically receives the majority of discipline referrals?

 - What is working well according to your school data reports?
 - Achievement
 - Attendance
 - Discipline
 - Highlight possible areas of need according to your school data reports.
 - Achievement
 - Attendance
 - Discipline
- ✖ 4. Compare your school's data with district and state data or other comparable data points.
- ✖ 5. Identify what else you need to know.
- ⓧ 6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Annual Student Outcome Goal Plan

One Per Counselor

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By _____, _____

End Date Targeted Group

will _____

(increase/decrease something related to achievement, attendance or discipline)

by _____ from _____ to _____

Measure of change Baseline data Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	Mindsets & Behaviors Statement

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will _____	
Student will _____	

Possible Activities/Strategies/Interventions by School Counselors

✖


Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	Sometimes	Most of the time	Almost All the time

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question: _____

Brief answer question: _____





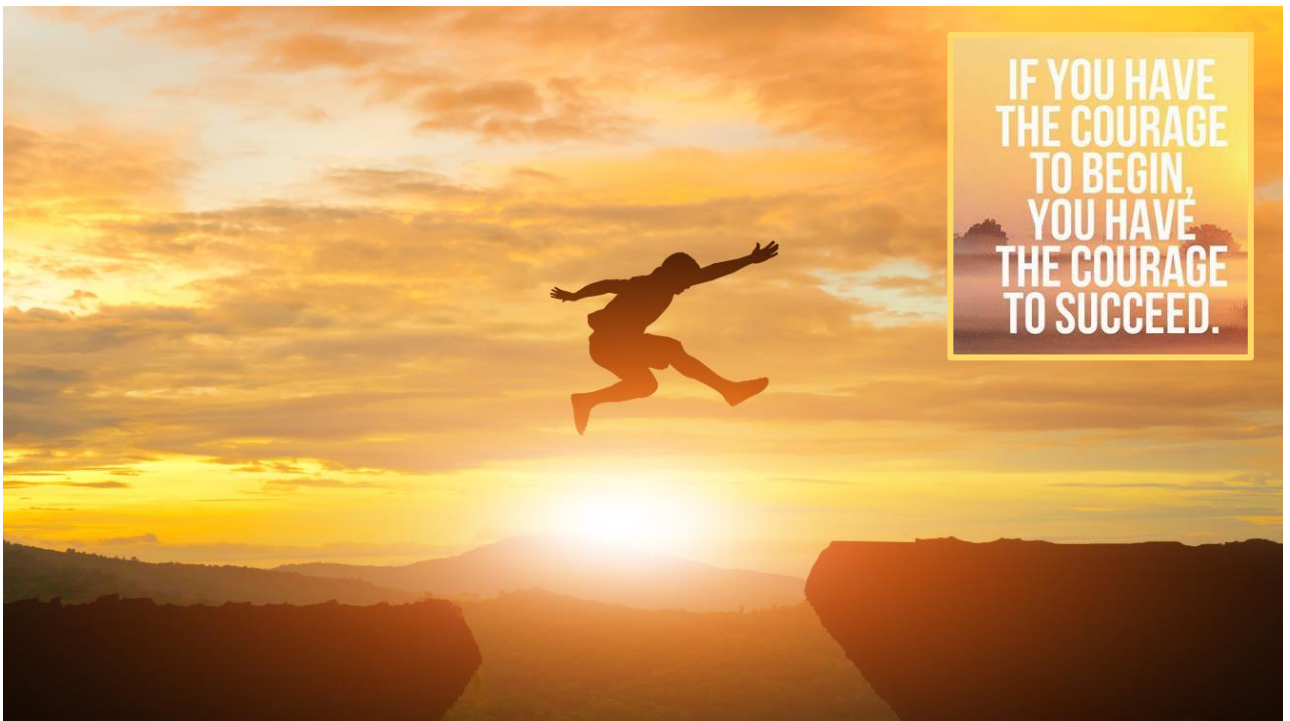
March 4, 2021

Bring completed:

- **School Data Summary** (Questions 2 & 6 only)
- **Annual Student Outcome Goal Worksheet** (goal statement & supplemental data only)

Be sure to watch the next videos prior to March 4, 2021.

103



104



Breakout Session

- 1) Work in the 4th edition Portal to set up school account
- 2) Add school counselor names to school account
- 3) Send invitation link to school counselors who did not create the account.
- 4) *Remember to do your homework!*

105



Thank You!

106