Model Comprehensive School Counseling Plan

ACCOUNTABILITY

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Panelists

- Dr. Susan Goethe, Paulding County
- Maria Grovner, GaDOE
- Dr. Julie Hartline, Cobb County
- Shellie Marino, Fulton County
- Dr. Robert Rice, Georgia State University
- Dr. Myrel Seigler, GaDOE
- Tonja Simmons, Houston County

Click on panelist's name to send an email to receive additional information about something that may have been shared.
Accountability:

Professional school counselors and the school counseling program demonstrate how students are different as a result of the school counseling program.

School counselors…

- **use data to show the impact** of the school counseling program on student achievement, attendance and behavior.
- analyze program data **to guide future action** and improve future results for all students.
- are **evaluated based on** the performance standards expected of school counselors implementing a comprehensive school counseling program.

School Counseling Pyramid

- Data collected should be specific to school counseling program activities in one or more of the three domains (academic, social/emotional, career).
- Data is not required to be collected on all program activities/services.

Areas for Data Collection:

- Some activities
- Some activities

Specialized Interventions

Individual Consultation

Small Group or Closing the Gap

Core Curriculum (information for all students)

School Strategic Plan (Smith, G (2008))
Main Components of Accountability:

- Results Report
- Assessing Your Program
- School Counselor Performance Standards

Today’s Topics:

- Three Types of Data
- Results Reports
- Program Evaluation
- Counselor Evaluation

Three Types of Data

Process
- Number of students impacted

Perception
- Knowledge, Skills, and/or Attitudes Developed

Outcome
- Achievement
- Attendance
- Behavior
Process Data

Who? Did What? How Many?

Examples
- 7 Fourth grade students participated in an anger management group
- 450 Eighth grade students have completed a career interest inventory
- 100 parents attended the senior college planning parent night meeting

Perception Data

Knowledge Learned Skills Developed Attitude or Perception Changed

Examples
- 95% of 8th grade students could correctly name the 5 core academic subjects.
- 100% of 11th grade students have identified 3 colleges that match their post-secondary plans.
- 76% of 7th graders know how to use a student agenda to organize their homework.
- 96% of 5th graders can name at least 2 test taking strategies for multiple choice questions.
- 88% of 3rd graders believe asking their teacher questions will help them earn better grades.
- 85% of 9th grade students reported they are confident in their ability to pass all of their classes.
Perception Data Planning

How will students demonstrate development of attitude, knowledge and skills targeted in the activity?

- Q & A
- Likert Scale
- Role Play/Observation
- Paper/Pencil
- Online Platform (Kahoot; Poll Everywhere; Survey Monkey; Google Docs)
- Posters/Charts
- Visual Aids
- Work Samples/Artifacts
- Physical Motion
- Manipulatives
- Verbal
- Teacher/Parent Feedback

Possible Perception Data Sources

- Pre/Post Surveys and Assessments
- BRIDGE Law Benchmark Activity Completion
- GA Career Information System (GCIS)
- Career Cruising
- Individual Graduation Plan Completion
Outcome Data

Hard Data

Application of attitudes, knowledge, and skills

Academic, Attendance, Behavior

Examples
- 95% of 7th grade students passed science in the 1st grading period
- 83% of 9th graders earned enough credits to be promoted to the 10th grade.
- 76% of ESOL students passed the Language Arts EOC/GA Milestones test.
- 45% of 8th graders earning a score meets or exceeds on the Math Milestones test.
- 5% of 12th grade students had 5 or more tardies during the fall semester.
- 10% of 5th grade students received 3 or more discipline referrals during recess.

Outcome Data Examples

Achievement
- Standardized Tests (ex. Students scoring within each performance band)
- Failure Rates
- Retention Rates
- Students requiring summer/remedial courses
- College Going Rate
- SAT/ACT exam participation rates
- Students below Grade Level in Reading/Math
- Student enrollment in Accelerated/AP class
- Students served through Special Programs (Special Ed, ESOL, TAG, etc)

Attendance
- Excessive absences (5-8, 9-15, 16+)
- Excessive tardies
- Students referred for school avoidance or skipping class
- Transient/highly mobile students with history of multiple schools
- Students diagnosed with a mental illness
- Students with 10+ Early Check-Outs
- Students with 3+ Health Clinic Visits

Behavior
- In-School Suspension Referrals
- Out-of-School Suspension Referrals
- Total # of Referrals to Administration
- Students Referred to the SST/RTI for Behavior
- Students Referred to Counselor for Behavioral Concerns
- Discipline Referrals by Offense Type (i.e. bullying, peer conflict, disruptive, fighting, substance use, weapons)
Sources for Outcome Data

Where to find it?
- CCRPI Report
- School Improvement Plan
- School Administration
- Statewide Longitudinal Data System (SLDS)
- School Climate Rating
- School/District Data Information System
- Governor’s Office of Student Achievement Website (GOSA)
  http://gosa.georgia.gov/report-card

Results Report

A concise post-activity summary:

- ensures the activity was carried out as planned
- ensures developmentally appropriate materials were used
- documents the activity’s process, perception, and outcome data
- analyzes the activity’s effectiveness
- improves activity or program
- shares the impact of the activity
Results Report

Three Types of Results Reports:

- Core Curriculum
- Small Group
- Closing the Gap

Counseling Core Curriculum Results Report

School:
- Couselor(s):

Program Goal:
- Lessons and Activities Related to Goal:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>Lesson Presented In Which (Class/Subject)</th>
<th>ASCA Standards and Domains(s)</th>
<th>Curriculum and Materials</th>
<th>Start/End Dates</th>
<th>Number of Students Involved and Number of Lessons Delivered</th>
<th>Perception Data (attitudes, skills and knowledge impacted)</th>
<th>Outcome Data (achievement, attendance, or behavior impacted)</th>
<th>Implications: Based upon the data</th>
<th>What have you concluded from the lesson?</th>
<th>What are your future plans?</th>
</tr>
</thead>
</table>

Helpful Questions for Analysis of Results Reports

Were appropriate learning goals identified? Did the curriculum/activities support the goals?

What can be learned from analyzing process data? Did it happen?

What can be learned from analyzing the perception data? Was the goal of knowledge, attitude and skill attainment met?

What can be learned from analyzing the outcome data? What impact did the curriculum have on achievement, attendance or behavior data?

After reviewing the results report, what are the recommendations or implications?

What improvements may be needed for the activity to be more effective?
Assessing Your Program: Demonstrating the Effectiveness of School Counseling Program Over Time

- Were annual Program Goals met?
- If not, was progress made?
- What was the impact on attendance, achievement, behavior and/or school climate?
- What new trends/areas of concern are emerging?

Data Profile Example

Assessing Progress of the Comprehensive Model Program

- What components do not exist?
- What components are you working on?
- What components are in place?
- What are your next steps?
Professional School Counselor Performance Standards

School Counselor Evaluation Process

- Self-Reflection
- ASCA Code of Ethics
- School Counselor Evaluation Instrument (CKES)
- Evaluation conference with administrator
- Identification of areas for professional growth
- Engagement in professional learning opportunities

Accountability Implementation

General Tips & Reminders

- You do not need to collect data on everything.
- It's okay to seek help in finding data.
- Determine your data collection method during the activity planning process.
- Keep the math simple.
- Being data driven doesn't mean everything works.
- Any changes (big or small) are progress.
- Remember: perception data link school counseling activities to outcome data.
- It's okay if the data show your activity/intervention was not successful as long as you learn from the process.
- Share your results with stakeholders.
Templates for documents are available from Counselor Keys Effectiveness System (CKES):

- Results Reports (3 types)
- School Data Profile
- School Counseling Program Assessment
- School Counselor Professional Performance Standards

Click here to access CKES Resources

Webinars in the Model Comprehensive School Counseling Series

- All of the recordings and presentations of the components of a model comprehensive school counseling plan webinars are archived and available by clicking here.
- Stay tuned for information about our 2017 online training of implementing a model comprehensive school counseling program.
• Helping to Improve the School Climate Score for Your School
  Dec. 13, 2016, 1:00 PM
  Register

• High Demand Career Initiative Spotlight: Healthcare Sector
  Dec. 14, 2016, 1:00 PM
  Register

Questions

Answers

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