

OKLAHOMA SCHOOL COUNSELOR ACCOUNTABILITY REPORT

Second Edition



Applications for the 2021-2022 school year and beyond will use this template.

1. VISION AND MISSION STATEMENTS - 6 Points

Vision Statement: The school counseling program vision statement communicates what school counselors hope to see for their students five–15 years in the future.

Mission Statement: The school counseling program mission statement provides the focus and direction to reach the vision. It ensures all students benefit from a school counseling program emphasizing equity, access, success and long-range results.

Include:

- School counseling vision statement
- School counseling mission statement
- School and district vision and/or mission statements if available

1.A School Counseling Vision Statement (earn 1 point if descriptor met)

1.A1 Describes the future world (5–15 years in the future) where best possible student outcomes are achieved

1.B Vision Statement Required Documentation (earn 1 point if descriptors met)

- 1.B1 Includes school vision statement or a statement explaining why it isn't provided
 - 1.B2 Aligns with school vision statement or includes an explanation regarding the lack of alignment
- 1.C School Counseling Mission Statement** (earn 1 point if descriptors met)

1.C School Counseling Mission Statement (earn 1 point if descriptors met)

- 1.C1 Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- 1.C2 Emphasizes equity, access and success for every student
- 1.C3 Emphasizes long-range results for every student

1.D Mission Statement Required Documentation (earn 1 point if descriptors met)

- 1.D1 Includes school mission statement or a statement explaining why it isn't provided
- 1.D2 Aligns with school mission statement or includes an explanation regarding the lack of alignment

1.E Vision Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 1.E1 How the school counseling vision statement was developed
- 1.E2 How the vision statement was influenced by the mindsets standards from the ASCA School Counselor Professional Standards & Competencies
- 1.E3 How the vision statement is communicated to administrators, teachers and stakeholders

1.F Mission Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 1.F1 How the mission statement was developed
- 1.F2 How the school counseling program addresses equity, access and success for every student
- 1.F3 How the school counseling program addresses the long-range results for every student
- 1.F4 How the mission statement is communicated to administrators, teachers and stakeholders

2. ANNUAL STUDENT OUTCOME GOALS - 6 Points

Annual student outcome goals identify the measurable impact on student achievement, attendance or discipline. They guide implementation of school counseling activities and interventions and promote the school counseling program's vision and mission.

Upload the following documents:

- School data summary
- One annual student outcome goal plan per goal statement
- Supporting documentation

2.A School Data Summary (earn 1 point if descriptor met)

2.A1 School data summary template used

2.B Annual Student Outcome Goal Plan(s) (earn 1 point if descriptors met)

2.B1 Annual student outcome goal plan template used

for each goal

2.B2 Selected ASCA Mindsets & Behaviors reflect the priority(ies) identified through the collection of supplemental data

2.B3 Learning objectives/competencies operationalize the selected ASCA Mindsets & Behaviors

2.B4 Pre-/post-assessment items align with the learning objectives/competencies

2.C Annual Student Outcome Goals (data based) (earn 1 point if descriptor met)

2.C1 Each goal addresses a need demonstrated in student achievement, attendance or discipline data

2.D Annual Student Outcome Goals (format) (earn 1 point if descriptor met)

2.D1 Goal statement(s) includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

2.E Supporting Documentation (earn 1 point if descriptor met)

2.E1 School or district data reports used to determine need

2.F Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

2.F1 How the annual student outcome goals were developed

2.F2 How each annual student outcome goal addresses student outcomes or student inequities (i.e. achievement, opportunities, attainment, school improvement goals or school wide issues identified through data)

2.F3 How the supplemental data collected, which identified possible factors contributing to the problems/ issues, is reflected in the goal statements

2.F4 How completing the annual student outcome goal plan template supported goal planning and development (identifying the relevant ASCA Mindsets & Behaviors, student learning objectives/competencies and possible school counseling activities/strategies/ interventions)

3. ANNUAL ADMINISTRATIVE CONFERENCE - 5 Points

The annual administrative conference is a formal discussion between school counselors and the supervising administrator.

Upload the following documents:

- Completed annual administrative conference template for each school counselor
- Completed use-of-time calculator for each school counselor (one from fall and one from spring)
- Supporting documentation

3.A Annual Administrative Conference (earn 1 point if descriptor met)

- 3.A1 Annual administrative conference template used

3.B Annual Administrative Conference (earn 1 point if descriptors met)

- 3.B1 All sections of each annual administrative conference template completed for each member of the school counseling department

3.C Use of Time from Previous School Year Documentation Provided (earn 1 point if descriptors met)

- 3.C1 Use-of-time calculator template used
- 3.C2 Use-of-time calculator (one fall week and one spring week) for each school counselor from previous school year included

3.D Supporting Documentation Provided (earn 1 point if descriptors met)

- 3.D1 Date(s) and minutes of school counseling department meeting(s) to develop annual administrative conference plan (if more than one school counselor on site)
- 3.D2 Date(s) and minutes of school counselor/ administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference

3.E Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 3.E1 How the school counseling department worked together to develop each school counselor's annual administrative conference template
OR
How, as a solo school counselor, support for developing the annual administrative conference template was gathered
- 3.E2 How the school counselor(s) advocated for reaching/maintaining 80% of time in delivery of direct and indirect student services
- 3.E3 How the strategies employed address the barriers to reaching 80% of time for direct and indirect student services

4. CALENDAR - 3 Points

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when and where school counseling activities will be held.

Annual Calendar – The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselor(s).

Upload the following documents:

- Annual calendar

4.A Annual Calendar (earn 1 point if descriptor met)

4.A1 Annual calendar template used

4.B Annual Calendar (earn 1 point if descriptor met)

4.B1 All activities from classroom and group Mindsets & Behaviors action plan, closing-the-gap action plan and school counseling program events are listed on the annual calendar with topics, dates and, if appropriate, time

4.C Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 4.C1 How the annual calendar is developed
- 4.C2 How the annual calendars is shared with administrators, teachers and other stakeholders
- 4.C3 How the annual calendar is adjusted based on situations arising during the school year

5. CLOSING-THE-GAP ACTION PLAN/RESULTS REPORT - 8 Points

The closing-the-gap action plan/results report is goal-driven and includes documentation of a variety of activities and services used to close academic, attendance or discipline discrepancies.

Upload the following documents:

- ASCA Mindsets & Behaviors data results graph
- Outcome data results graph

5.A Closing-the-Gap Action Plan/Results Report (earn 1 point if descriptor met)

- 5.A1 Closing-the-gap action plan/results report template used

5.B Closing-the-Gap Goal Statement (earn 1 point if descriptors met)

- 5.B2 Goal addresses a need demonstrated in student achievement, attendance or discipline data
- 5.B3 Goal statement includes only: end date, target group with multiple descriptors, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model

5.C Closing-the-Gap Action Plan (earn 1 point if descriptors met)

- 5.C1 No more than three ASCA Mindsets & Behaviors selected
- 5.C2 ASCA Mindsets & Behaviors survey items identified and support attainment of the standard
- 5.C3 Direct student services identified and support closing the gap
- 5.C4 Indirect student services identified and support closing the gap

5.D Data Collection Plan (earn 1 point if descriptors met)

- 5.D1 Participation: anticipated number of students identified
- 10.D2 Mindsets & Behaviors: pre-intervention data averages provided
- 10.D3 Outcome: achievement, attendance or discipline baseline data provided

5.E Results Data (earn 1 point if descriptors met)

- 5.E1 Participation: number of students served
- 5.E2 Mindsets & Behaviors: post-intervention data averages provided
- 5.E3 Outcome: final achievement, attendance or discipline data provided
- 5.E4 Outcome: percent change provided
- 10.F Mindsets & Behaviors Data Results Graph(s) (earn 1 point if descriptors met)

5.F1 Graph(s) are clear (includes title, labeled axes & data points) (earn 1 point if descriptors met)

- 5.F2 Graph(s) depict average student responses on ASCA Mindsets & Behaviors data collected before and after interventions
- 5.F3 Graph(s) convey impact on students at a glance

5.G Outcome Data Results Graph(s) (earn 1 point if descriptors met)

- 5.G1 Graph(s) are clear (includes title, labeled axes and data points)
- 5.G2 Graph(s) summarizes outcome baseline and final data
- 5.G3 Graph(s) conveys impact on students at a glance

5.H Reflection (earn 1 point if descriptors met)

Reflect on the following (maximum 250 words per item):

- 5.H1 How the interventions facilitated attainment of identified ASCA Mindsets & Behaviors
- 5.H2 How attainment of the identified ASCA Mindsets & Behaviors promoted positive change in student outcomes
- 5.H3 How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers)