

Oklahoma School Counselor Accountability Report

Third Edition



Applications for the 2022-2023 school year and beyond will use this rubric

OSCA adheres to FERPA guidelines and reminds schools to protect student identity throughout the O.S.C.A.R application. No identifiable student information should be included. Applications with student photos and names may be subject to being deleted. Thank you in advance for reviewing applications for this information prior to submitting them for O.S.C.A.R consideration.

1. VISION AND MISSION STATEMENTS – 6 points

Enter
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 (five–15 years in the future) where best-possible student outcomes are achieved
- A2 Includes school and/or district vision statement or a statement explaining why it isn't provided
- A3 Aligns with school and/or district vision statement or includes an explanation regarding the lack of alignment

1.B Vision Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 1. B Give two examples of how the vision statement was influenced by the seven mindset standards from the ASCA School Counselor Professional Standards & Competencies

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 Includes school and/or district mission statement or a statement explaining why it isn't provided
- 1. C3 Aligns with school and/or district mission statement or includes an explanation regarding the lack of alignment

1. D School Counseling Mission Statement (earn 1 point if descriptor met)

- 1.D1 Emphasizes equity, access and success for every student
- 1. D2 Emphasizes long-range results for every student

1. E Mission Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250):

- 1.E Give two examples of how the school counseling program addresses equity and access for every student

1. F General Reflection (earn 1 point if descriptor met)

Reflect on the following (maximum 250 words):

- 1. F Give three examples of how the vision and mission statements are communicated to stakeholders

2. ANNUAL STUDENT OUTCOME GOALS – 7 points

Upload:

- School data summary
- 2. A School Data Summary (earn 1 point if descriptors met)
 - 2. A1 School data summary template submitted with all sections completed
 - 2.A2 School data summary identifies specific data points that led to the development of goal(s).
- 2. B Systemic Focus (earn 1 point if descriptors met)
 - 2.B1 One or more policies, procedures or practices contributing to inequities identified
 - 2.B2 One or two strategies described that could influence systemic change needed in 2.B1
- 2. C Annual Student Outcome Goals (data-based) (earn 1 point if descriptors met)
 - 2. C1 Limit of two annual student outcome goal plans
 - 2.C2 Each goal addresses a need demonstrated in student achievement, attendance or discipline data prioritized on the school data summary (Q #6)
- 2. D Annual Student Outcome Goals (format) (earn 1 point if descriptor met)
 - 2.D Goal statement(s) includes only: end date, target group with multiple descriptors that establish the criteria for inclusion in the goal, description of specific outcome to be changed, measure of change, baseline and target data in alignment with the ASCA National Model
- 2. E Annual Student Outcome Goal Plan(s) (earn 1 point if descriptors met)
 - 2. E1 No more than two ASCA Student Standards: Mindsets & Behaviors for Student Success identified
 - 2.E2 Selected ASCA Student Standards reflect the priority(ies) identified through the collection of supplemental data
- 2. F Annual Student Outcome Goal Plan(s) (earn 1 point if descriptors met)
 - 2. F1 Each ASCA Student Standard identified is operationalized through one or more measurable learning objectives
 - 2.F2 Pre-/post-assessment items align with the learning objectives
- 2. G Reflection (earn 1 point if descriptor met) Reflect on the following (maximum 250 words):
 - 2. G How each annual student outcome goal plan affects stakeholder perception of the school counseling program and school counselor role?

4. ANNUAL ADMINISTRATIVE CONFERENCE – 5 points

Upload:

- Completed annual administrative conference template for each school counselor
- Completed five-day use-of-time calculators for each school counselor to document previous school year's use-of-time cited on template (one from first semester and one from second semester)
- Supporting documentation for 4.C

4. A ASCA Annual Administrative Conference (earn 1 point if descriptors met)

- 4.A1 Annual administrative conference template completed
- 4.A2 Conference held and template signed by the school counselor and supervising administrator within the first two months of the school year
- 4.A3 All sections of each annual administrative conference template completed for each member of the school counseling department

4. B Use of Time from Previous School Year

Documentation Provided (earn 1 point if descriptors met)

- 4. B1 Five-day use-of-time calculator template used
- 4.B2 Five-day use-of-time calculator (one week from first semester and one week from second semester) for each school counselor from previous school year included
- 4.B3 Classifications of activities align with the ASCA National Model definitions of direct and indirect services, program planning and school support, and non- school-counseling tasks.

4. C Supporting Documentation Provided (earn 1 point if descriptors met)

- 4. C1 Date(s) and minutes of school counseling department meeting(s) to develop annual administrative conference plan (if more than one school counselor on site)
- 4. C2 Date(s) and minutes of school counselors/ administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference

4. D Reflection (earn 1 point if descriptor met)

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

- 4. D Give two or more examples of what you learned from the use-of-time analysis

4. E Reflection (earn 1 point if descriptor met) Reflect on the following (maximum 250 words):

- 4. E How the school counselor(s) advocate(s) for reaching/maintaining 80% of time in delivery of direct and indirect student services

6. ANNUAL CALENDAR – 3 points

Upload:

- Completed annual calendar template

6 A Annual Calendar (earn 1 point if descriptor met)

- 6. A Annual calendar template completed

6. B Annual Calendar (earn 1 point if descriptors met)

- 6.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
- 6.B2 The classification of calendar activities aligns with the ASCA National Model definitions of direct services, indirect services, program planning and school support.

6. C Reflection (earn 1 point if descriptor met) Reflect on the following (maximum 250 words):

- 6. C Give three examples of how the annual calendar is communicated to stakeholders

10. CLOSING-THE-GAP ACTION PLAN/RESULTS REPORT – 9 points

Upload:

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

10. A Closing-the-Gap Goal Statement

(earn 1 point if descriptor met)

- 10. A Goal addresses a gap demonstrated in student achievement, attendance or discipline data.

10. B Closing-the-Gap Goal Statement

(earn 1 point if descriptor met)

- 10. B 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

10. C Closing-the-Gap Action Plan

(earn 1 point if descriptors met)

- 10. C1 Mindsets & Behaviors survey items (pre-/post- assessment) support attainment of the standard(s) selected
- 10.C2 Direct student services identified and support closing the gap (minimum of two)
- 10.C3 Indirect student services identified and support closing the gap (minimum of two)

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

- 10.D1 Participation: anticipated number of students identified
- 10. D2 Mindsets & Behaviors: pre-assessment data provided
- 10.D3 Outcome: details the specific academic, attendance or disciplinary data to be analyzed

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

- 10.E1 Participation: number of students served
- 10.E2 Mindsets & Behaviors: post-assessment data provided
- 10. E3 Outcome: final achievement, attendance or discipline data provided
- 10.E4 Outcome: percent change provided

10. F Mindsets & Behaviors Data Results Bar Graph(s) (earn 1 point if descriptors met)

- 10.F1 Bar graph is clear (includes title, labeled axes and data points)
- 10.F2 Bar graph depicts average student responses for Likert-scale items or depicts percent correct for knowledge-based questions from Mindsets & Behaviors assessments collected before and after interventions
- 10.F3 Bar graph conveys impact on students at a glance with pre-/post-data results represented side by side

10. G Outcome Data Results Bar Graph(s)

(earn 1 point if descriptors met)

- 10. G 1 Bar graph is clear (includes title, labeled axes and data points)
- 10.G 2Bar graph summarizes outcome baseline and final data
- 10.G3 Bar graph conveys impact on students at a glance with results represented side by side

10. H Reflection (earn 1 point if descriptor met) Reflect on the following (maximum 250 words):

- 10.H How did the interventions facilitate the attainment of identified ASCA Student Standards? Give two examples.

10. I Reflection (earn 1 point if descriptor met) Reflect on the following (maximum 250 words):

- 10.I How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified