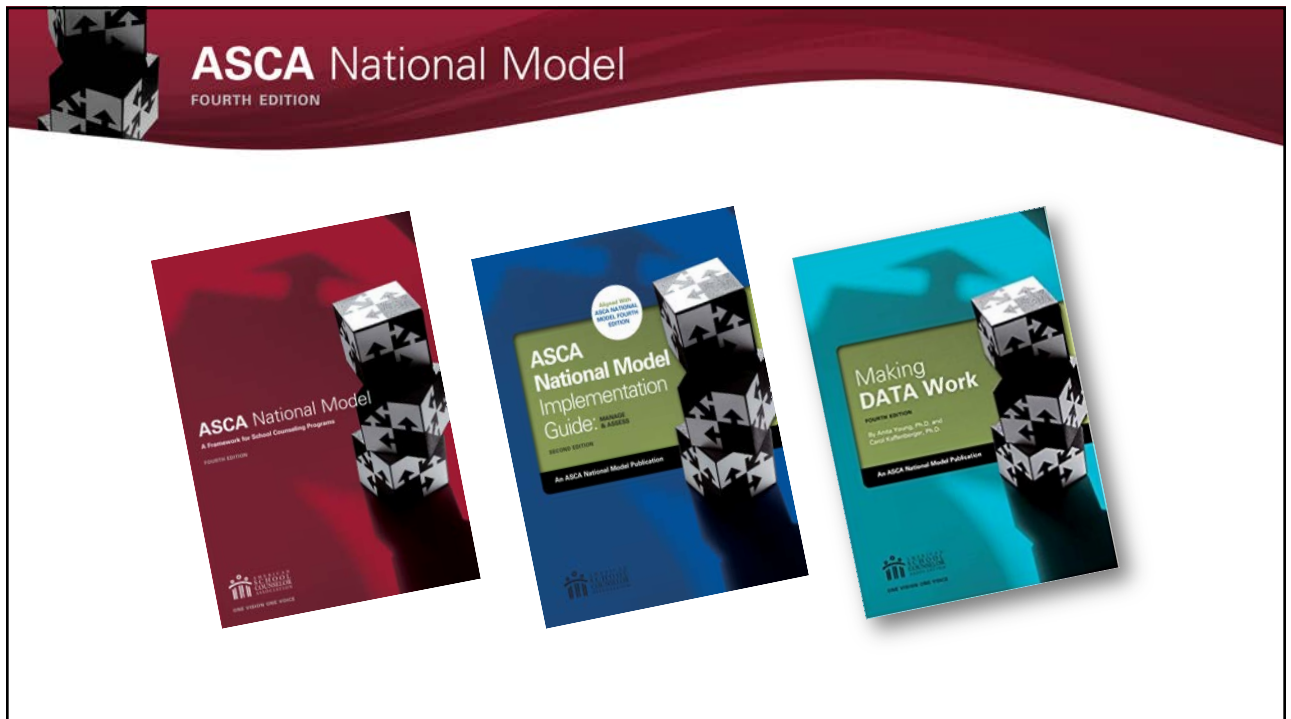


ASCA National Model, 4th Edition

Results Reports

1



ASCA National Model


FOURTH EDITION

ASCA National Model
A Framework for School Counseling Programs
FOURTH EDITION

ASCA National Model
Implementation Guide:
MAKING IT HAPPEN
SECOND EDITION
An ASCA National Model Publication

Making
DATA Work
FOURTH EDITION
By Anne Young, Ph.D. and
Candace Wagner, Ph.D.
An ASCA National Model Publication

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ASCA National Model
FOURTH EDITION

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3

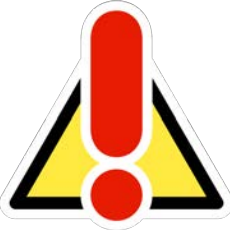


ASCA National Model
FOURTH EDITION

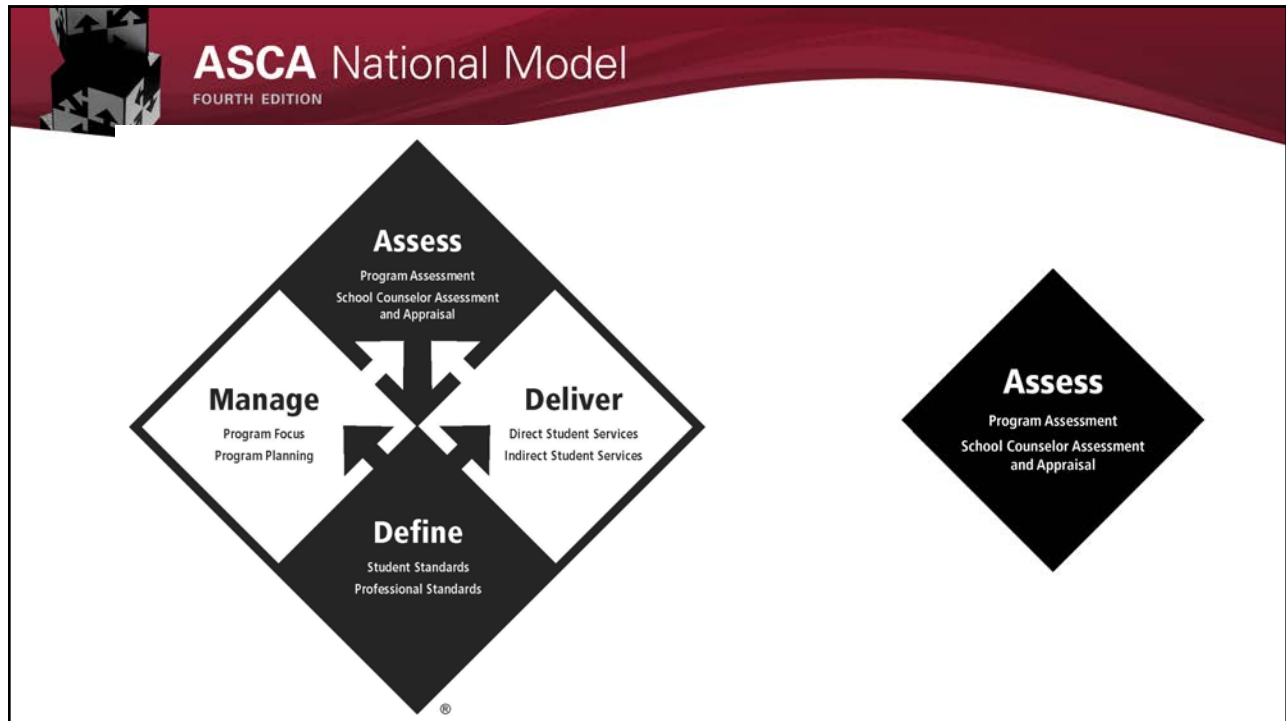
A Word about ASCA Templates

[ASCA Templates](#)

- Always check ASCA website for the most current editions of the various ASCA templates
- Note which templates are required



4




5

ASCA National Model
FOURTH EDITION

Annual Results Reports:

- Document instruction
- Analyze and explain participation, Mindsets & Behaviors, and outcome data
- Share impact of activities and services
- Inform improvement for future activities and interventions
- Support advocacy for systemic change

6




ASCA National Model
FOURTH EDITION

Two Templates for 3 Types of Results Reports

- **Classroom and Small Group Results Report**
- **Closing-the-Gap** Action Plan/**Results Report**

7




ASCA National Model
FOURTH EDITION

Classroom and Small Group Results Report

How Often?

- Select the classroom and small group activities to assess.
- For data collection and assessment each school year, select at least
 - 3 classroom lessons and
 - 1 small group (minimum of 4 sessions)
- Over time, you will assess all classroom lessons and small groups.

8



ASCA National Model

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Lesson Plan

School Counselor: _____

Lesson Plan Title: _____

Single Classroom Lesson
 Unit of Classroom Lessons: Lesson ____ of ____
 Small Group Session Lessons: Lesson ____ of ____

Target Audience: _____

Evidence Base:

Best Practice (commonly used and believed to be of high quality)
 Action Research (individual investigates own practice to improve content)
 Research-Informed (a review of research provides foundation for content)
 Evidence-Based (highest level of evidence, results published in peer-reviewed journals)

ASCA Student Standards Targeted:	Student Learning Objectives
Identify one - two student standards relevant for this targeted group and goal: (Best practice = select one)	For each of the selected standards, select one-two learning objectives (describe specific data point to compare)
M&B# _____	Student Learning Objectives will: _____
M&B# _____	Student(s) will: _____
M&B# _____	Student(s) will: _____

Materials: _____

Describe how you will:

Introduce Lesson: _____

Topic/Focus: _____

Communicate the lesson objective: _____

Teach Content: _____

Practice Content: _____

Summarize/Close: _____

Data Collection Plan - For multiple lessons in a unit, complete this section only once for the unit

Participation Data Plan:

Anticipated number of students:	_____
Planned length of lesson(s):	_____

Follow-Up Plans


Explain your plan for students who missed the lesson: _____

Explain your plan for students who did not demonstrate mastery on the pre/post assessment of student standards (M&B)/student learning objectives: _____

Start with your Lesson Plans

Classroom and Small Group Results Reports

9



ASCA National Model

FOURTH EDITION

Classroom and Small Group Results Report

School Name: _____

Results Report for: _____

Unit of Classroom Lessons
 Single Classroom Lesson
 Small Group

Grade Level: _____

Topic: _____

Targeted ASCA Student Standards	M&B#	M&B Statement:
One - two mindsets or behaviors per lesson	_____	_____
_____	_____	_____

ASCA Student Standards Pre/Post Assessment Items: Two per mindset and behavior

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

DATA RESULTS


Participation Data	Number of students	_____
	Length of lessons/sessions	_____
	Number of lessons/sessions	_____
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievements, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change: _____	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

Classroom Results

Identify Type of Classroom Lesson(s)


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5



Classroom Results


Copy & paste these sections from Lesson Plans



Classroom and Small Group Results Report


School Name		
Results Report for:		
<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group		
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>One - two mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards Pre/Post Assessment Items	M&B#	M&B Statement:
<i>Two per mindset and behavior</i>		
1. 2. 3. 4. 5. 6.		
DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

11



Classroom Results


Add Your Results Data



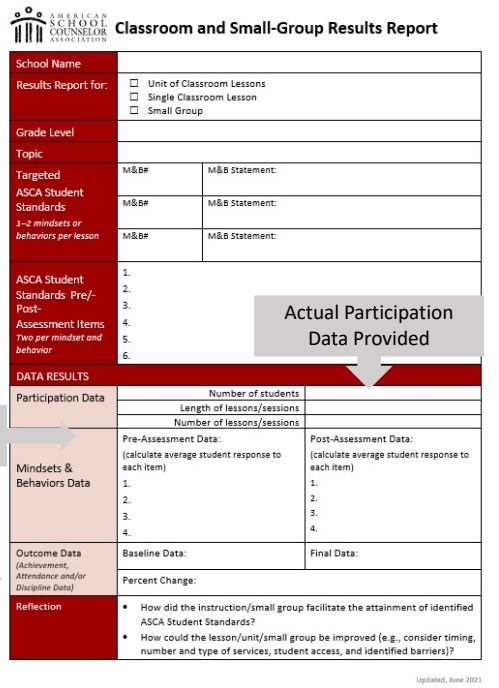
Classroom and Small-Group Results Report

School Name		
Results Report for:		
<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group		
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>1-2 mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards Pre-/Post-Assessment Items	M&B#	M&B Statement:
<i>Two per mindset and behavior</i>		
1. 2. 3. 4. 5. 6.		
DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

12



Classroom Results




Actual Participation Data Provided

Average Student Responses Reported for Pre and Post Assessment Results

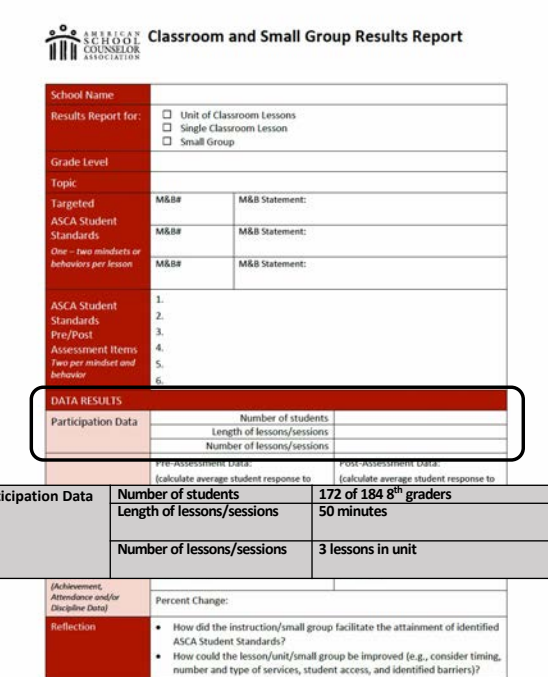
Baseline and Final Outcome Data Reported

13



Classroom Results


Participation Data



Actual Participation Data Provided

Participation Data	Number of students	172 of 184 8 th graders
	Length of lessons/sessions	50 minutes
	Number of lessons/sessions	3 lessons in unit

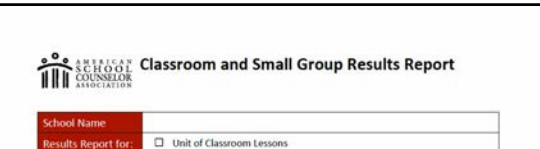
14



Classroom Results

Mindsets & Behaviors Data

Calculating Likert Scale Averages
Making Data Work, 4th edition



Classroom and Small Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted	M&B#	M&B Statement:


Mindsets & Behaviors Data	Pre-Assessment Data:	Post-Assessment Data:
	1. 2.0	1. 4.0
	2. 1.75	2. 3.25
	3. 1.5	3. 3.5
	4. 1.5	4. 3.0
5. 2.5	5. 3.0	

Targeted ASCA Student Standards	M&B#	M&B Statement:
One - two mindsets or behaviors per lesson	M&B#	M&B Statement:

Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	

Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	
------------	---	--


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Classroom Results

Outcome Data

<https://www.percentage-change-calculator.com/>



Classroom and Small Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
One - two mindsets or behaviors per lesson	M&B#	M&B Statement:

Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data: 58% of students passing Algebra 1 as of end of first 9 weeks Final Data: 86% of students passing Algebra 1 at end of second 9 weeks Percent Change: 48.28% improvement	
---	---	--


Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	

Mindsets & Behaviors Data	Pre-Assessment Data:	Post-Assessment Data:
	(calculate average student response to each item)	
	1.	1.
	2.	2.
	3.	3.
4.	4.	

Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	

Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	
------------	---	--

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Classroom Results


Reflection

AMERICAN COUNSELOR ASSOCIATION		
Classroom and Small Group Results Report		
School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>One – two mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards Pre/Post	M&B#	M&B Statement:
Assessment Items	1. 2. 3. 4. 5. 6.	
<i>Two per mindset and behavior</i>		
DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1. 2.	1. 2.

Reflection

- How did the instruction/small group facilitate the attainment of identified ASCA Student Standards?
- How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)?

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Classroom Results

EXAMPLE


AMERICAN COUNSELOR ASSOCIATION		
Classroom and Small Group Results Report		
School Name		
Results Report for:	<input checked="" type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>One – two mindsets or behaviors per lesson</i>	B-LS 8	Actively engage in challenging coursework
ASCA Student Standards Pre/Post	M&B#	M&B Statement:
Assessment Items	B-SS 3	Create relationships with adults that support success
<i>Two per mindset and behavior</i>	M&B#	M&B Statement:
	1. I know when I need to ask for help. 2. I know an adult who can help me with Algebra 3. I ask questions during class every day. 4. I schedule time outside of class to study 5. I turn in my homework.	
DATA RESULTS		
Participation Data	Number of students	172 of 184 8 th graders
	Length of lessons/sessions	50 minutes
	Number of lessons/sessions	3 lessons in a unit
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1. 2.0	1. 4.0
	2. 1.75	2. 3.25
	3. 1.5	3. 3.5
	4. 1.5	4. 3.0
	5. 2.5	5. 3.0
Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i>	Baseline Data: 53% of students passing Algebra 1 as of end of 1 st 9 weeks	Final Data: 86% of students passing Algebra 1 as of end of 2 nd 9 weeks
	Percent Change: 62.3%	

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Small Group Results

Identify
as a Small Group



Small Group Results


Copy & paste
these sections
from Lesson Plans



Classroom and Small Group Results Report


School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>One - two mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards Pre/Post Assessment Items	M&B#	M&B Statement:
<i>Two per mindset and behavior</i>	1.	2.
	3.	4.
	5.	6.
	6.	
DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

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Small Group Results

Copy & paste
these sections
from Lesson Plans



Small Group Results


Copy & paste
these sections
from Lesson Plans



Classroom and Small Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
<i>One - two mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards Pre/Post Assessment Items	M&B#	M&B Statement:
<i>Two per mindset and behavior</i>	1.	2.
	3.	4.
	5.	6.
	6.	
DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

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Small Group Results

Add Your Data

Average Student Responses Reported for Pre and Post Results

Baseline and Final Outcome Data Reported



Classroom and Small-Group Results Report


School Name	
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group
Grade Level	
Topic	
Targeted ASCA Student Standards	M&B: M&B Statement:
1-2 mindsets or behaviors per/lesson	M&B: M&B Statement:
ASCA Student Standards Pre-/Post-Assessment Items	M&B: M&B Statement:
Two per mindset and behavior	1. 2. 3. 4. 5. 6.

Actual Participation Data Provided

DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	


Updated, June 2021

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Small Group Results

Participation Data




Classroom and Small Group Results Report

School Name	
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group
Grade Level	
Topic	

Participation Data	# of students participating	8 students 7 in all 10 group sessions 1 in 9 of 10 group sessions
	Length of lessons/sessions	40 minutes
	# of lessons/sessions	10 group sessions

DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item)	Post-Assessment Data: (calculate average student response to each item)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	


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Small Group Results

Mindsets & Behaviors Data

Calculating Likert Scale Averages
Making Data Work, 4th edition



Classroom and Small Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
One - two mindsets or behaviors per lesson	M&B#	M&B Statement:
ASCA Student	1.	

Mindsets & Behaviors Data	Pre-Assessment Data: 1. 2.0 2. 1.75 3. 1.5 4. 1.5 5. 2.5	Post-Assessment Data: 1. 4.0 2. 3.25 3. 3.5 4. 3.0 5. 3.0
--------------------------------------	--	---

Participation Data	Number of students	
Mindsets & Behaviors Data	Length of lessons/sessions	
Outcome Data (Achievement, Attendance and/or Discipline Data)	Number of lessons/sessions	
Reflection	Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4. Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.	
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
Reflection	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	


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Small Group Results

Outcome Data


<https://www.percentage-change-calculator.com/>


Classroom and Small Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards	M&B#	M&B Statement:
One - two mindsets or behaviors per lesson	M&B#	M&B Statement:
ASCA Student	1.	


Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data: 128 cumulative absences (8 students missed a cumulative 128 days of school last year) Final Data: 14 cumulative absences (8 students missed a cumulative 14 days of school this year) Percent Change: 89% decrease in students' total absences	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.	Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.
Outcome Data (Achievement, Attendance and/or Discipline Data)	Baseline Data:	Final Data:
Reflection	Percent Change:	
Reflection	<ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	

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Small Group Results


EXAMPLE



Classroom and Small Group Results Report


School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Small Group	
Grade Level	5 th grade (students who missed 10 or more days of school previous year)	
Topic	Goal Setting	
Targeted ASCA Student Standards	M&B# 8-LS 7	M&B Statement: Identify long- and short-term academic, career and social/emotional goals
<i>One – two mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
ASCA Student Standards	1. I ask and answer questions in class. 2. I know the classroom expectations of each of my teachers. 3. I have set a goal to improve my attendance 4. I have a step-by-step plan to improve my attendance.	
Pre/Post Assessment Items	Two per mindset and behavior	
DATA RESULTS		
Participation Data	Number of students	8 students 7 in all 10 small group sessions 1 in 9 of 10 group sessions
	Length of lessons/sessions	40 minutes
	Number of lessons/sessions	10 group sessions
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item) 1. 2.0 2. 1.75 3. 1.5 4. 1.5	Post-Assessment Data: (calculate average student response to each item) 1. 4.0 2. 3.25 3. 3.5 4. 3.0
	Outcome Data (Achievement, Attendance and/or Discipline Data) Baseline Data: 128 cumulative absences (8 students missed a cumulative 128 days of school last year)	Final Data: 14 cumulative absences 8 students missed a cumulative 14 days of this year)
Percent Change: 89%		

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Closing-the-Gap Action Plan/ Results Report


The Closing-the-Gap **Action Plan** was created using the Annual Student Outcome Goal Plan worksheet as a guide



Closing-the-Gap Action Plan/Results Report

School Name		
Annual Student Outcome Goal		
ASCA Student Standards (Limit of two standards)	1. 2.	
Mindsets & Behaviors Pre/Post Assessment Statements	1. 2. 3. 4.	
Interventions that Support Achieving the Annual Student Outcome Goal		
Describe Direct Student Services (minimum of 2)	Describe Indirect Student Services (minimum of 2)	
1.	1.	
2.	2.	
3.	3.	
Systemic Focus		
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.		
List 1 – 2 strategies that could influence systemic change related to this goal.		
Baseline Data		Results Data
Participation Data Plan	Participation Results Data	
Anticipated	Actual	
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results	
<i>Pre-Assessment Data</i> (calculate the average student response for each item)	<i>Post-Assessment Data</i> (calculate the average student response for each item)	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
Outcome Data Plan		Outcome Data Results
Baseline Data:		Final Data:
Percent Change:		

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FOURTH EDITION


Closing-the-Gap Action Plan/ Results Report

RESULTS REPORT SECTIONS:

- Participation Data: report how many, how often, how much
- M&B Data: report average student response per question
- Outcome Data: report achievement, attendance, or discipline data collected
- Reflections: response improves practice

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<i>Pre-Assessment Data</i> <small>(calculate the average student response for each item)</small>	<i>Post-Assessment Data</i> <small>(calculate the average student response for each item)</small>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>
	<i>Percent Change:</i>
Reflection	
<ul style="list-style-type: none"> • How did the interventions facilitate the attainment of identified ASCA Student Standards? • How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)? 	

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Closing-the-Gap Action Plan/Results Report

School Name		
Annual Student Outcome Goal	By December 18, 2021, 9 th grade students who failed 2 or more classes for second semester last year (2019-2020) will reduce the number of Fs. Earned by 81% from 32 cumulative Fs accrued (2019-2020) to 6 cumulative Fs accrued (2020-2021)	
ASCA Student Standards (Limit of two standards)		
	1. B-LS 7: Identify long- and short-term academic, career, and social/emotional goals 2. B-LS 3: Use time-management, organizational and study skills	
Mindsets & Behaviors Pre/Post Assessment Statements	1. I know how to set an academic goal for the semester 2. I can create a plan to reach my academic goal 3. I ask and answer questions in class 4. I set aside time outside of class each day to review/complete assignments	
Interventions that Support Achieving the Annual Student Outcome Goal		
Describe Direct Student Services (minimum of 2)	Describe Indirect Student Services (minimum of 2)	
1. 2 classroom lessons conducted: academic risk-taking and the value of mistakes 2. 10 small group sessions on academic attitudes, knowledge, and skills 3. bi-weekly individual sessions with students to discuss goal progress	1. Consultation and collaboration with teachers on goal setting work with students 2. Parent conferences first week of semester and at mid-semester 3. Parent workshop 9/20/2020: <i>How to Support Learning</i> (parents of targeted students contacted with specific invitation)	
Systemic Focus		
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.		
A large percentage of the Algebra 1 grade is completion of work. If students do not complete the work in class, they are allowed to take it home. Many students do not complete the work once they leave class, OR they complete it but do not return it. This negatively impacts their grades.		
List 1 – 2 strategies that could influence systemic change related to this goal.		
<ul style="list-style-type: none"> • Review of grading policy with teachers and administration. • Consultation with teachers about how this practice is impacting final student grades. 		

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
14 9 th grade students identified in data for inclusion in CTG activities. Initial contact with students & parents during pre-planning to explain interventions and obtain consent.	13 of the 14 originally targeted students agreed to participate in the interventions. One of the 13 students transferred to a new school during the 3 rd week of the semester. 12 students completed all interventions. Students met with counselors bi-weekly and participated in a small group for 10-40-minute sessions. All targeted students present for the 2 classroom lessons. Parent of 10 of the students attended the parent workshop.
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<i>Pre-Assessment Data</i> <small>(calculate the average student response for each item)</small>	
1. 2.0 2. 1.0 3. 1.0 4. 1.5	1. 3.7 2. 4.0 3. 3.5 4. 4.0
Outcome Data Plan	Outcome Data Results
<i>Baseline Data: 32 cumulative Fs</i> 28 cumulative Fs*	<i>Final Data: 2 cumulative Fs</i>
<i>*Initial 14 students had accrued 32 Fs last semester of 2019-20.</i> <i>One student refused participation and one transferred to a new school.</i> Remaining students had accrued 28 Fs.	<i>Percent Change: 92.86%</i>
Reflection	
<ul style="list-style-type: none"> • How did the interventions facilitate the attainment of identified ASCA Student Standards? • How could the interventions be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? 	


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Analyze and Employ Action Plans and Results

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Analyze Results

Use Reflections section to

- determine what worked, what didn't, what you would change.
- guide you in explaining your results and how you will use this information to improve services for your students.

Classroom and Small Group Results Report	Closing-the-Gap Action Plan/Results Report
<ul style="list-style-type: none"> • How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? • How could the lessons/units/small groups be improved) e.g. consider timing, number and types of services, student access, and identified barriers)? 	<ul style="list-style-type: none"> • How did the interventions facilitate the attainment of identified ASCA Student Standards? • How could the interventions be improved (e.g. consider timing, number and types of services, student access, and identified barriers)?

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Employ Results – Why?

- Demonstrate alignment with school’s academic mission
- Show how students benefit from a school counseling program
- Educate stakeholders on program’s impact on achievement, attendance, discipline
- Communicate breadth and depth of school counseling program
- Raise awareness of components of ASCA National Model implementation

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Employ Results – How?

- Use templates to organize and share your results
- Use charts and graphs to summarize data
- Explain how data results will help improve future practice
- Share a one-page document summarizing topics addressed through individual, small group, classroom and large group

Making Data Work
4th edition

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Employ Results – Where?

- Websites
- Presentations to stakeholders
- Infographics
- One page handout

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- Understand how to use the two results reports templates
- Copy and paste items from action plans, as appropriate
- Use templates to organize your data results
- Document all 3 types of data results
- Summaries of group results tend to demonstrate impact more effectively than graphing individual student results
- Use the results to hone interventions and improve programs

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