Purpose of the School Counseling Accountability Report

A student support system consists of an integrated set of programs and services that provide a coordinated support network for all students. The school counseling program is an integral part of the student support system.

The CBA Accountability Report is data-authenticated and enables school counselors to demonstrate the substantive impact they are having on student achievement and school improvement. The report is modeled after the Support Personnel Accountability Report Card (SPARC) which was originally developed by the Los Angeles County Board of Education to demonstrate the impact of school counseling programs in California. School counselor associations in other states have also developed SPARC-like accountability report awards programs to honor and promote excellence in school counseling substantiated by data.

Uses of the CBA Accountability Report

The CBA School Counseling Accountability Report is produced annually at the end of each school year. The report is the product of multiple data processes and summarizes the most powerful results achieved by the school counseling program during the school year. As such, the report reflects a data-rich and data-decisive environment that effectively uses data and data-based decision making to support student achievement and well-being. Some uses of the accountability report are to:

− Demonstrate the difference school counselors and the school counseling program make in students' learning and lives.

− Learn and gain experience in data-based decision making.

− Evaluate the efficacy, fidelity and impact of the school counseling program.

− Demonstrate the efficacy of specific strategies, activities and interventions

− Demonstrate alignment with and progress toward the results expected from implementing the school counseling program;

Process and Results (Outcome) Data

School counselors focus on generating process and results (outcome) data. Process data identifies what is being done as part of the school counseling program and for whom it is being done. It does not address how well the activities are being performed, only that they are being performed. For example, process data can show that an anti-bullying program was delivered to all middle school students (e.g., 442 students in three grades) or to a sub-population of high school students (e.g., 58 students in grade 10) selected on the basis of office disciplinary referral (ODR) data.

The "what" is defined as an anti-bullying program. The "who" is defined as the targeted population. Other types of process can be generated, such as the number of lessons delivered and the duration of the program. These data do not indicate the quality of delivering the program or the impact it has on students' behavior and learning outcomes.

The most important data are results (outcome) data as they provide compelling evidence of the difference the school counseling program makes in student lives and the quality of the school. Examples of results data can include objective and measurable student outcomes (e.g., academic achievement, attendance). The CBA Accountability Report relies on results data to communicate the positive impact school counselors are making. For the report to fulfill its purpose, counselors cannot simply rely on process data. The data must demonstrate that changes in knowledge and behavior are occurring in ways that show students are progressing toward or achieving desired results.

Accountability Report Components and Rubric

The CBA Accountability Report consists of six (6) components:

– Principal/Program Leader Message

– Rationale

– School Climate and Safety

– Student Results

– Family and Community Engagement

– Content

Each component is described below, along with sample rubric items for evaluating each component of the accountability report.

Component 1: Principal's/School Leader's Message

The introductory message is typically written by the principal who contextualizes the school counseling program in terms of school-wide goals, key initiatives to which counselors contribute, and the importance of counselors to student success and school quality. The message is not intended to describe school-wide initiatives unless counselors have a significant role in them.

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Must include a statement on the vital role of the school counselor(s) in student academic success and school safety.	
Must include a statement of support for the implementation of a CBA and use of data-based decision-making in addressing students' needs.	
Must provide a statement regarding two (2) school improvement initiatives for the school year in which school counselors have a role. May comment on programs initiated in previous years.	

Component 2: Rationale

The school counseling program is one of many programs offered by a school/district. In order to fulfill the mission and strategic priorities of the school and district, all programs must be forged into a coherent delivery system that maximizes students' potential for learning and success. This requires dialog and collaboration among programs. Use this component to describe the significant collaborations between school counselors and other professionals in the school and district (e.g., teachers, other support staff personnel, administrators and other school leaders).

This section also provides information about how counselors use data-based decision making when designing their annual implementation plans to maximize student results. It reinforces the themes of accountability, professionalism and open communication with your audience.

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Must include the reason for the intervention(s), including the source of the data used and why it was considered important.	
Must describe the intervention(s) briefly and include any other professionals who worked with the school counselor(s) on the intervention.	
Narration or chart providing information on school counselors (and other professionals as appropriate). The chart must include job titles and academic degrees. No names are required.	
A statement that all certified professionals involved in the effort are appropriately credentialed.	

Component 3: School Climate and Safety

A fully implemented school counseling program impacts the climate and perceived safety of the school through the delivery of school counseling curriculum activities taught to whole classes, small groups focused on specific climate and safety issues, and individual interventions.

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Must include a statement regarding the contribution of the school counseling program to school climate and safety.	
Must have one (1) or two (2) graphs, accompanied by an explanation for each, connecting the school counselor(s) activity to the results shown.	

Component 4: Student Results

From a programmatic perspective, results are the planned, measureable outcomes of an effective school counseling program. From a student perspective, results are the knowledge, attitudes and skills acquired and demonstrated by students because of their participation in the school counseling program. Presenting your results in graphic form (e.g., bar charts, graphs) and their relationship to the standards that influence school counseling programs are essential components

for this section. The relationship between the data presented and the school counseling program must be clearly stated. Keep your graphs simple to read. Focus on one concept per graph.

Enlist the help of others in your school to help with the report (e.g., an intern to gather data and crunch numbers, arts/graphics students to help with the reports design and production).

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Must include a statement explaining the importance of the utilization of student results and their relationship to school counseling student standards.	
Must include an explanation of the learning opportunities offered to students and how they are connected to the student standards. Specific CBA standard statements addressed should be noted.	
Must include an explanation of the learning opportunities offered to students and how they relate to specific standards.	
Must include one to three (1–3) graphs accompanied by an explanation connecting the work of the school counselor(s) to the results shown.	

Component 5: Family and Community Engagement

Parent/guardian involvement in their children's educational experience is a vital component of student success. Likewise, support from the community in providing quality educational opportunities for students is a critical component of a successful school counseling program. Data for the report should reflect the results of efforts to further engage parents/guardians in their children's education. Narrative should also describe the results of involvement by community organizations and agencies in contributing to student achievement and the successful implementation of the school counseling program.

School counselors utilize and coordinate a variety of resources, including families of students and community partners/resources. This section asks you to connect how your partnerships/resources have contributed to the school counseling program and school success. These partnerships/resources should reflect an active relationship (e.g., in funding, organization, collaboration, referrals). Volunteer activities should mention students, parents or community members.

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Describe one instance of a partnership between the school counseling department and families including the expected outcomes and the actual results. If these are different, what are the implications for future outreach?	
Describe one instance of a partnership between the school counseling department and community partners, including the expected outcomes and the actual results. If these are different, what are the implications for future outreach?	
Must include a minimum of one (1) current student, parent, or community member volunteer activity that is strongly related to student support services.	

Criteria	Code
Must provide the name, phone number and e-mail of a person to contact about becoming involved in the student support services program.	

Component 6: Content

We encourage you to find layout and editorial assistance from the following personnel: district office public relations department, yearbook advisor, graduate interns, English department, graphics department, desktop publishing class.

Please consult the *APA Publication Manual* and/or look up the following recommended references:

− For help with grammar, punctuation or capitalization, www.grammarbook.com/english_rules.asp

− For APA formatting and style guidelines, http://owl.english.purdue.edu/owl/resource/560/01/

Don't forget to thoroughly spell-check your document after each review!

Remember to spell out acronyms the first time they are used.

Please make sure that fonts are Arial and/or Times New Roman. Font sizes are no smaller than10 and no larger than 12 points. Graph font sizes are no less than eight point on the printed report. Since the graphs and charts are reduced from their original size to fit in the report, the font size in the original graphic should be large enough to ensue it is at least eight point when it is reduced.

Rubric Codes: 1 = Not Present   2 = Somewhat Present   3 = Present

Criteria	Code
Content must have a clear and consistent voice.	
Format must be clear and consistent.	
There must be no more than two (2) typographical or grammatical errors in total.	
Fonts are Arial and/or Times New Roman. Font sizes are no smaller than10 and no larger than 12 points. Graph font sizes are no less than eight point on the printed page.	

Sample CBA Accountability Report

A sample CBA Accountability Report is provided on the next two pages. It is recommended that the report contain color and that the two pages be printed back-to-back on glossy paper. The report is a powerful vehicle for promoting the school counseling program to others and page aesthetic is extremely important.

Jefferson Memorial High School

**Jefferson Memorial High School
333 Jefferson Boulevard
Thomasville, VA 55555-5555
School Phone Number]**

[James Leader, Principal

Principal's Message

It has been an exciting year so far Jefferson Memorial High School (JMHS)! We are working hard to improve the school climate and culture, while increasing rigor and student engagement across classrooms. Our efforts are focused around our three goals: Increase Student Graduation Rate, Improve Ninth grade Retention Rates, and Improve School Climate. We provide a welcoming, supportive environment and have made a commitment to provide the best educational program possible for all students.

Our School Counseling Team (SCT), consisting of five counselors, advocates for all students to achieve academic success in a safe environment that respects diversity, encourages academic achievement and helps students grow intellectually toward career and life goals in a diverse global community Our High School's research-based comprehensive school counseling program is a proactive, data-based decision making model aligned with the American School Counselor Association's *ASCA National Model*. Our SCT works diligently to serve the needs of all students and believes that through collaboration and dedication we can successfully achieve our goals.

Rationale

The school counselors, working closely with the principal, reviewed data on a continuous basis to determine areas of concern in which the school counselors could provide support. Three critical areas were identified: attendance, ninth grade retention and the graduation rate. Interventions were planned and delivered to address the issues.

The attendance intervention included reviewing attendance data daily, targeting chronically absent students. School counselors worked with students and parents/guardians through letters, phone calls and conferences. The second intervention targeted students who were at-risk of not graduating because of insufficient cumulative credits, a problem that could be solved with the school's credit recovery program. The school counselors targeted seniors who could benefit from credit recovery and worked with them to recover enough credits to graduate on time. The ninth-grade counselor and dean focused efforts on making freshmen feel welcomed and respected. The school counselors, principal and dean have Master's Degrees. The attendance officer has a Bachelor's Degree. All are appropriately credentialed for their positions.
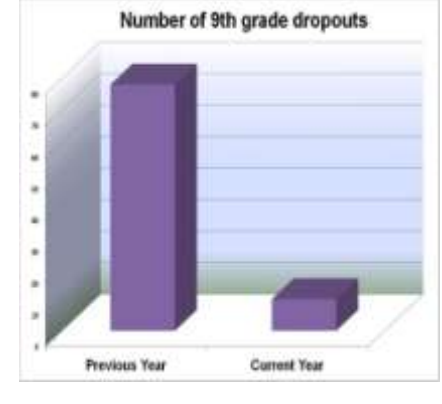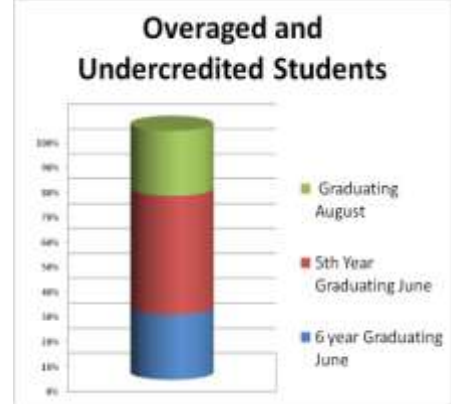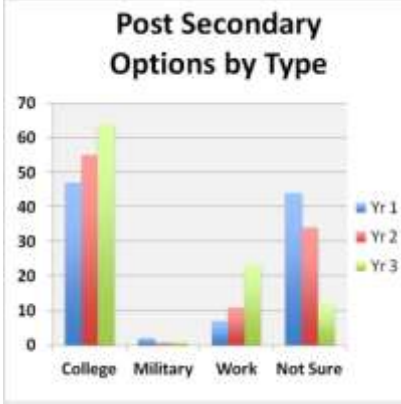
School Climate and Safety
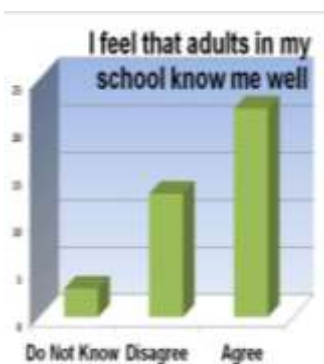
The school counselor approached personalizing the ninth-grade experience by greeting every student at the door by name in the morning and as each left in the afternoon. It was hypothesized that this new practice would help produce a school climate that was more conducive to student learning and would make students feel welcomed and safe and therefore have an incentive to come to school regularly. Survey data supports these hypotheses. In the left chart, most students indicated they felt the adults in their school know them well. The chart to the right shows higher attendance rates for this year over the previous year.

Student Results

Post Secondary Options by Type

Overaged and Undercredited Students
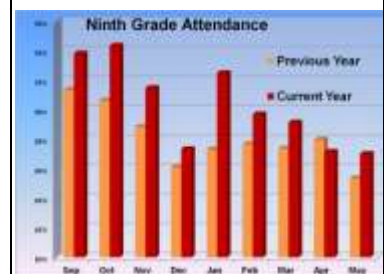
Number of 9th grade dropouts

JMHS is focused on keeping students in school, helping them to meet graduation requirements and preparing them to make informed decisions regarding postsecondary opportunities. Three programs initiated by the counseling team that address these outcomes are displayed in the graphs above. In accordance with the recommendations of the ASCA National Model, relevant data was used to inform counselor practice and program delivery.

The chart at the left indicates that the percentage of seniors accepted to institutions of higher education has increased from 47% to 64% in three years. At the same time, the percentage of seniors choosing to enter the work force has increased from 7% to 23%. Seniors who have not made a choice have decreased from 44% to 12%.

The Leadership Team and School Counselors conducted extensive outreach to disenfranchised students who did not graduate in the expected four-year cycle. The school, with student and parental input, developed an individualized program for each of these students. The middle chart shows that 23 fifth- and sixth-year seniors are scheduled to graduate in June or August. In addition, 26 more students have been identified for this program. All are on track to graduate next year.

The freshman counselor and school dean focused on supporting the success of every ninth-grade student. Their efforts are reflected in the third chart.

Family and Community Engagement

JMHS's school counseling department hosts several open houses during the year, each an opportunity for parents/guardians to obtain information regarding academics, careers, and personal/social goals for their children. The expectation for these evenings is to open lines of communication between the counseling department and parents/guardians, increasing opportunities to build and sustain meaningful relationships with families. The counselors have observed that increasing interaction with parents has a positive impact on their children's learning. They have also learned that without solid support and collaborative relationships, students are not nearly as successful. The counselors reach out to parents about the open houses through the district's website, school website, emails, and electronic phone messages. The results show alignment with their expectations.

The JMHS educational community is interwoven into its surrounding community/neighborhood. The police and fire departments, Department of Public Works, School Food Services and the school collaborate from September to December each year to offer a holiday breakfast to families just before Christmas and to give a gift to each child. This volunteer effort is highly successful as is the food drive in November during which the school community partners with local bank branches and grocery stores to help feed many families for Thanksgiving. These two activities are examples of how various constituencies within the school community come together to improve student and family supports.

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