

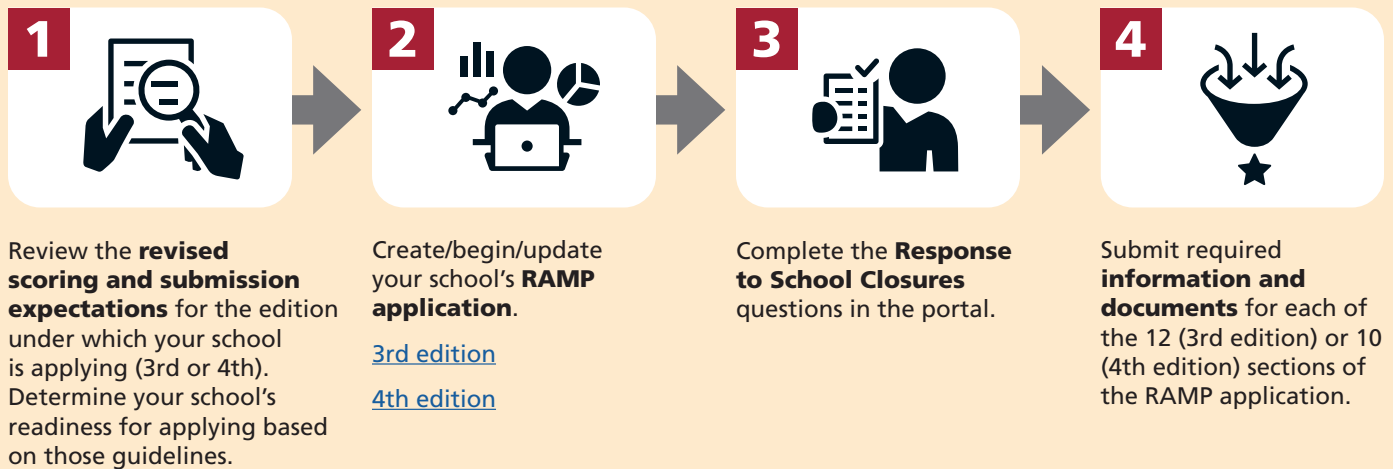


# RAMP Applications submitted in October 2020

(Using 2019–2020 school year data)

To accommodate the RAMP application completion challenges in light of school shutdowns, ASCA has adjusted the submission requirements. Review the documents carefully to ensure you are aware of elements that are unchanged, adjusted and new. These changes apply to the October 2020 RAMP submission window only.

## GENERAL PROCESS



## RESPONSE TO SCHOOL CLOSURES

*The school counselor(s) will submit information about the impact of and response to the school closures due to the pandemic. These questions will not be scored but are designed to elicit greater information around the school counseling program following school closures. The RAMP portal will include a section to respond to the questions below.*

1. Indicate the exact closure date for your school.
2. Did your school/school district provide virtual instruction to students?  
*If your school was able to deliver the school counseling program virtually, please respond to the next questions.*
3. Describe how the school counseling program was integrated into virtual instruction and how it was delivered. (150 word limit)
4. Describe any limitations that affected school counselors' ability to work with students following school closures, such as district policies/restrictions, students' access to technology, etc. (150 word limit)
5. Identify the process (3rd) or participation (4th) data. How many classroom instruction lessons were conducted? How many group sessions were conducted? How many students received individual counseling?
6. Identify the strategies to include students who didn't have technology to connect virtually. (150 word limit)
7. Identify other resources used to reach students (links to services, experiences, webinars, etc.) (250 word limit)
8. Summarize the feedback received from students about activities, lessons, sessions, etc. (250 word limit)
9. Summarize support provided to stakeholders if applicable (staff, parents, administration, community, etc.) (250 word limit)

## RAMP 4TH EDITION CHANGES FOR OCTOBER 2020 SUBMISSIONS

**Section 1: Vision and Mission Statements** No changes in rubric/submission process

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**Section 2: Annual Student Outcome Goals** No changes in rubric/submission process

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**Section 3: Class/Group Mindsets & Behaviors Action Plan** No changes in rubric/submission process

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**Section 4: Annual Administrative Conference** Modifications applied

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**Section 5: Advisory Council** Modifications applied

- Only submit fall minutes
- Only submit documentation for fall meeting

Specific rubric points:

- 5.B4 Spring agenda not required for 2020 submissions
- 5.D Spring minutes not required for 2020 submissions
- 5.E Supporting documentation required for fall only for 2020 submissions
- 5.F Reflection will focus on the fall meeting only for 2020 submissions

*The spring advisory council information can be included for feedback if completed but will not be scored.*

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**Section 6: Calendars (Annual and Weekly)** No changes in rubric/submission process

- Annual Calendar:
    - Submit this document as it existed for the 2019–2020 school year, even though spring months may not have been implemented (depending on school closure date).
    - Indicate the actual data of school closure/distance learning on the annual calendar
  - Weekly Calendar:
    - Each school counselor submits one weekly calendar from the fall/first semester and one weekly calendar from the spring/second semester.
    - The spring/second semester weekly calendar may be from January, February or March, whichever week the school counselors choose within second semester.
    - Please note: These calendars are not required to match or correlate to the five-day use-of-time calculator.
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**Section 7: Lesson Plans** No changes in rubric/submission process

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**Section 8: Classroom Instruction Results Report** Modifications applied

- Total points (7) automatically awarded.
- No submissions required.

*The results may be submitted for feedback if completed but will not be scored.*

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**Section 9: Small-Group Results Report** Modifications applied

- Total points (7) automatically awarded.
- No submissions required.

*The group results may be submitted for feedback if completed but will not be scored.*

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**Section 10: Closing-the-Gap Action Plan/Results Report**      **Modifications applied**

- Parts of section 10 are scored against the rubric, while 4 points are automatically awarded.
- 4 points may be earned if they meet the rubric requirement:
  - A: template used
  - B: Goal statement
  - C: Action plan
  - D: Data collection plan
- 4 points automatically awarded:
  - E: Results data – point automatically awarded
  - F: Mindsets & Behaviors graph – point automatically awarded
  - G: Outcome graph – point automatically awarded
  - H: Reflection – point automatically awarded

*The closing the gap results, graphs and reflection may be submitted for feedback if completed but will not be scored.*

**SUMMARY OF SCORING PROCESS**

	Required Submissions	Allowable Omissions	Scoring
<b>1-Vision &amp; Mission Statements</b>	Standard rubric requirements	None	Standard scoring
<b>2-Annual Student Outcome Goals</b>	Standard rubric requirements	None	Standard scoring
<b>3-Classroom and Group Mindsets &amp; Behaviors Action Plan</b>	Standard rubric requirements	None	Standard scoring
<b>4-Annual Administrative Conference</b>	<ul style="list-style-type: none"> <li>■ Completed annual administrative conference template for each school counselor</li> <li>■ Supporting documentation</li> <li>■ Reflection</li> </ul>	<ul style="list-style-type: none"> <li>■ Use-of-time calculator not required</li> </ul>	Standard scoring, <i>except:</i> <ul style="list-style-type: none"> <li>■ Use-of-time calculator not required</li> </ul>
<b>5-Advisory Council</b>	<ul style="list-style-type: none"> <li>■ Membership (5-A)</li> <li>■ Fall agenda (5-B)</li> <li>■ Fall minutes (5-C)</li> <li>■ Supporting documentation for fall (5-E)</li> <li>■ Reflection (5F)</li> </ul>	<ul style="list-style-type: none"> <li>■ Spring agenda (5-B4)</li> <li>■ Spring minutes (5-D)</li> <li>■ Supporting documentation for spring (5-E)</li> </ul> <p><i>The spring advisory council information can be included for feedback if completed but will not be scored.</i></p>	Standard scoring, <i>except:</i> <ul style="list-style-type: none"> <li>■ 5-B point does use 5-B4</li> <li>■ 5-D point automatically awarded</li> <li>■ 5-E point based on fall documentation</li> </ul>
<b>6 – Calendars</b>	Standard rubric requirements	None	Standard scoring
<b>7- Lesson Plans</b>	Standard rubric requirements	None	Standard scoring

	Required Submissions	Allowable Omissions	Scoring
<b>8-Classroom Instruction Results Report</b>	No submissions required	No submissions required  <i>The results may be submitted for feedback if completed but will not be scored.</i>	7 points automatically awarded
<b>9-Small-Group Results Report</b>	No submissions required	No submissions required  <i>The group results may be submitted for feedback if completed but will not be scored.</i>	7 points automatically awarded
<b>10-Closing-the-Gap Results Report</b>	<ul style="list-style-type: none"> <li>■ Closing-the-gap template (10A)</li> <li>■ Closing-the-gap goal (10B)</li> <li>■ Closing-the-gap action plan (10C)</li> <li>■ Closing-the-gap data collection plan (10D)</li> </ul>	<ul style="list-style-type: none"> <li>■ Closing-the-gap results (10E)</li> <li>■ Mindsets &amp; Behaviors graph (10F)</li> <li>■ Outcome graph (10G)</li> <li>■ Reflection (10H)</li> </ul> <i>The closing the gap results, graphs and reflection may be submitted for feedback if completed but will not be scored.</i>	<ul style="list-style-type: none"> <li>■ 4 of 8 points earned against the rubric and 4 of 8 points automatically awarded</li> <li>■ 4 points earned against rubric requirements of A, B, C and D</li> <li>■ 4 points automatically awarded for E, F, G, H</li> </ul>

**Signature page** – ASCA understands some schools will not be able to obtain all signatures for the advisory council signature page. An incomplete signature page will not preclude the school’s application from being reviewed.



# Recognized ASCA Model Program (RAMP) Scoring Rubric

Applications for 2020 and 2021 may use either the ASCA National Model third edition or the fourth edition templates and will be evaluated on the corresponding rubric. Applications for 2022 and beyond must use the fourth edition templates and will be evaluated based on the fourth edition rubric.

## 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 (five–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.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 schoolwide 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. CLASSROOM AND GROUP MINDSETS & BEHAVIORS ACTION PLAN – 5 points

The classroom and group Mindsets & Behaviors action plan helps school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, driven by specific ASCA Mindsets & Behaviors for Student Success. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct student services in classroom/large-group (LG) and small-group (SG) settings.

### Upload the following document:

- Classroom and group Mindsets & Behaviors action plan

### 3.A Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

3.A1 Classroom and group Mindsets & Behaviors action plan template used

### 3.B Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

3.B1 Classroom lessons identified for all grade levels

### 3.C Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

3.C1 Small groups available for students with identified needs

### 3.D Classroom and Group Mindsets & Behaviors Action Plan (earn 1 point if descriptor met)

3.D1 Identified activities promote attainment of selected ASCA Mindsets & Behaviors

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

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

3.E1 How the selected ASCA Mindsets & Behaviors align with student data

3.E2 How the targeted ASCA Mindsets & Behaviors were prioritized to ensure access for all

## 4. 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

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

4.A1 Annual administrative conference template used

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

- 4.B1 Conference was held and template signed by the school counselor and supervising administrator within the first two months of the school year
- 4.B2 All sections of each annual administrative conference template completed for each member of the school counseling department

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

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

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

- 4.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)
- 4.D2 Date(s) and minutes of school counselor/administrator meeting(s) describing discussions and decisions regarding components of annual administrative conference

### 4.E Reflection (earn 1 point if descriptors met)

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

- 4.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
- 4.E2 How the school counselor(s) advocated for reaching/maintaining 80% of time in delivery of direct and indirect student services
- 4.E3 How the strategies employed address the barriers to reaching 80% of time for direct and indirect student services



## 5. ADVISORY COUNCIL – 6 points

The advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. It is explicitly focused on the school counseling program and gives a voice to stakeholders through dialogue and critique. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

### Upload the following documents:

- Fall and spring advisory council agendas
- Fall and spring advisory council minutes
- Supporting documentation

### 5.A Advisory Council Membership (earn 1 point if descriptors met)

- 5.A1 Advisory council solely focused on the school counseling program
- 5.A2 List of all advisory council members and their stakeholder positions included
- 5.A3 Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate)
- 5.A4 Advisory council includes eight–20 members

### 5.B Advisory Council Agendas (earn 1 point if descriptors met)

- 5.B1 School counseling advisory council agenda template used
- 5.B2 Agendas include time for feedback/discussion/questions
- 5.B3 Fall agenda includes discussion of school data summary, annual student outcome goals and action plans
- 5.B4 Spring agenda includes discussion of results of annual student outcome goals, targeted classroom and small-group results, and closing-the-gap results

### 5.C Fall Advisory Council Minutes (earn 1 point if descriptors met)

- 5.C1 School counseling advisory council minutes template used
- 5.C2 Fall minutes match agendas, using agenda items as outline for minutes
- 5.C3 Fall minutes include summaries of all discussions, including school data summary, annual student outcome goals and action plans
- 5.C4 Fall minutes include specific feedback, suggestions, recommendations from members

### 5.D Spring Advisory Council Minutes (earn 1 point if descriptors met)

- 5.D1 School counseling advisory council minutes template used
- 5.D2 Spring minutes match agendas, using agenda items as outline for minutes
- 5.D3 Spring minutes include summaries of all discussions, including all results of annual student outcome goals, targeted classroom and small-group results, and closing-the-gap results
- 5.D4 Spring minutes include specific feedback, suggestions, recommendations from members

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

- 5.E1 Presentations from all meetings included (PowerPoint, Prezi, video, etc.)

### 5.F Reflection (earn 1 point if descriptors met)

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

- 5.F1 How the advisory council was developed
- 5.F2 How membership is determined each year
- 5.F3 How the advisory council strengthens and improves the school counseling program

## 6. CALENDARS (ANNUAL AND WEEKLY) – 5 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).

**Weekly Calendars** – Each school counselor submits two weekly calendars (one from fall, one from spring) that include all activities, with all student identification removed to protect confidentiality.

### Upload the following documents:

- Annual calendar
- Two weekly calendars (one from fall, one from spring) for each school counselor

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

6.A1 Annual calendar template used

### 6.B Annual Calendar (earn 1 point if descriptor 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.C Weekly Calendars (earn 1 point if descriptors met)

6.C1 Two weeks (spring and fall) for each school counselor included

6.C2 Each entry detailed with intended audience, topic, delivery type (direct, indirect, program planning and school support, and non-school-counseling tasks) and start/stop time

### 6.D Weekly Calendars (earn 1 point if descriptors met)

6.D1 Each calendar calculates time spent in the following four areas: direct student services, indirect student services, program planning and school support, and non-school-counseling tasks

6.D2 Actual percentages on weekly calendars approximate use-of-time plan for current school year on corresponding annual administrative conference template or rationale for lack of approximation

6.D3 The classification of calendar activities aligns with the ASCA National Model definitions of direct and indirect student services, program planning and school support, and non-school-counseling tasks

### 6.E Reflection (earn 1 point if descriptors met)

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

6.E1 How the annual and weekly calendars were developed

6.E2 How the annual and weekly calendars were shared with administrators, teachers and other stakeholders

6.E3 How the annual and weekly calendars were adjusted based on situations arising during the school year

## 7. LESSON PLANS (CLASSROOM AND GROUP) – 5 points

Lesson plans provide details about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the objectives will be measured.

### Upload the following document:

- Mindsets & Behaviors pre-/post-assessments
  - Pre-test - administered before each stand-alone lesson OR before the first lesson/group session
  - Post-test - administered after each stand-alone lesson OR after last lesson of unit/group session

### 7.A Classroom Lesson Plans (earn 1 point if descriptors met)

- 7.A1 Lesson plan template used for three classroom lessons (three stand-alone or three lessons from a unit)
- 7.A2 No more than three ASCA Mindsets & Behaviors selected for individual lessons or for a unit of three lessons
- 7.A3 Lesson plan contains measurable learning objectives
- 7.A4 Learning objectives relate to selected ASCA Mindsets & Behaviors
- 7.A5 Materials selected support attainment of targeted ASCA Mindsets & Behaviors
- 7.A6 Procedure components of lesson plan clearly stated and support attainment of identified ASCA Mindsets & Behaviors
- 7.A7 One Mindsets & Behaviors assessment attached to each of the three stand-alone lessons (for a total of three Mindsets & Behaviors assessments) or one Mindsets & Behaviors assessment attached to unit of three lessons

### 7.B Classroom Lessons Data Collection Plans (earn 1 point if descriptors met)

- 7.B1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.B2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment (a Mindsets & Behavior plan for each of the three stand-alone lessons or a Mindsets & Behaviors plan for a unit of three lessons)
- 7.B3 Mindsets & Behaviors data assessment instrument(s) are designed to measure attainment of identified Mindsets & Behaviors standards
- 7.B4 Outcome data collection plan connected to academic, attendance or disciplinary data (an outcome data plan for each of the three stand-alone lessons or a single outcome data plan for a unit of three lessons)

### 7.C Small-Group Lesson Plans (earn 1 point if descriptors met)

- 7.C1 Lesson plan template used for all small-group sessions
- 7.C2 Small group includes minimum of four sessions and three–12 students
- 7.C3 No more than three ASCA Mindsets & Behaviors selected for the small group
- 7.C4 Plan contains measurable learning objectives
- 7.C5 Learning objectives promote attainment of selected ASCA Mindsets & Behaviors
- 7.C6 Materials selected support attainment of identified ASCA Mindsets & Behaviors
- 7.C7 Procedure components of lesson plan clearly stated and promote attainment of identified ASCA Mindsets & Behaviors
- 7.C8 Mindsets & Behaviors assessment included

### 7.D Small-Group Data Collection Plans (earn 1 point if descriptors met)

- 7.D1 Participation data plan identifies expected number of students who will participate and planned length of lessons
- 7.D2 Mindsets & Behaviors data collection plan utilizes pre-/post-assessment
- 7.D3 Mindsets & Behaviors data assessment designed to measure attainment of targeted student standards
- 7.D4 Outcome data collection plan connected to academic, attendance or disciplinary data

### 7.E Reflection on Classroom and Small-Group Lessons (earn 1 point if descriptors met)

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

- 7.E1 How the selected ASCA Mindsets & Behaviors inform lesson content
- 7.E2 How the selection of strategies/activities used to deliver lessons was determined
- 7.E3 How lesson planning has an impact on students

## 8. CLASSROOM INSTRUCTION RESULTS REPORT – 7 points

The classroom and group Mindsets & Behaviors results report analyzes the three classroom lessons or one unit highlighted in Section 7. Information is inserted from the results report template into the appropriate section in the online application.

### Upload the following documents:

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

### 8.A Classroom Lessons Results Report (earn 1 point if descriptors met)

- 8.A1 Classroom and group Mindsets & Behaviors results report template used

### 8.B Classroom Lessons Participation Data (earn 1 point if descriptors met)

- 8.B1 Number of participants identified
- 8.B2 Length of lessons identified
- 8.B3 Number of lessons identified

### 8.C Classroom Lessons Mindsets & Behavior Data (earn 1 point if descriptors met)

- 8.C1 Pre-intervention data provided
- 8.C2 Post-intervention data provided

### 8.D Classroom Lessons Outcome Data (earn 1 point if descriptors met)

- 8.D1 Baseline data included
- 8.D2 Final data included
- 8.D3 Percent change included

### 8.E Mindsets & Behaviors Data Results Graph(s)

(earn 1 point if descriptors met)

- 8.E1 Graph(s) includes title, labeled axes and data points
- 8.E2 Graph(s) depicts average student responses on ASCA Mindsets & Behaviors data collected before and after lessons/unit
- 8.E3 Graph(s) conveys impact on students at a glance

### 8.F Outcome Data Results Graph(s) (earn 1 point if descriptors met)

- 8.F1 Graph(s) includes title, labeled axes and data points
- 8.F2 Graph(s) summarizes outcome baseline and final data
- 8.F3 Graph(s) conveys impact on students at a glance

### 8.G Reflection (earn 1 point if descriptors met)

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

- 8.G1 How the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
- 8.G2 How mastery of the targeted ASCA Mindsets & Behaviors promoted positive change in student outcomes
- 8.G3 How the lessons/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers)

## 9. SMALL-GROUP RESULTS REPORT – 7 points

The small-group results report is used to organize and report results of group lessons. School counselors analyze the classroom and group Mindsets & Behaviors results report to determine the effectiveness of the small-group activities and inform program improvement.

### Upload the following documents:

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

### 9.A Small-Group Results Report (earn 1 point if descriptor met)

- 9.A1 Classroom and group Mindsets & Behaviors results report template used

### 9.B Small-Group Participation Data (earn 1 point if descriptors met)

- 9.B1 Number of participants identified
- 9.B2 Length of sessions identified
- 9.B3 Number of sessions identified

### 9.C Small-Group Mindsets & Behavior Data (earn 1 point if descriptors met)

- 9.C1 Pre-intervention data provided
- 9.C2 Post-intervention data provided

### 9.D Small-Group Outcome Data (earn 1 point if descriptors met)

- 9.D1 Baseline data included
- 9.D2 Final data included
- 9.D3 Percent change included

### 9.E Mindsets & Behaviors Data Results Graph(s)

(earn 1 point if descriptors met)

- 9.E1 Graph(s) includes title, labeled axes and data points
- 9.E2 Graph(s) depicts average student responses on ASCA Mindsets & Behaviors data collected before and after small-group sessions completed
- 9.E3 Graph(s) conveys impact on students at a glance

### 9.F Outcome Data Results Graph(s) (earn 1 point if descriptors met)

- 9.F1 Graph(s) includes title, labeled axes and data points
- 9.F2 Graph(s) summarizes outcome baseline and final data
- 9.F3 Graph(s) conveys impact on students at a glance

### 9.G Reflection (earn 1 point if descriptors met)

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

- 9.G1 How the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
- 9.G2 How attainment of identified ASCA Mindsets & Behaviors promoted positive change in student outcomes
- 9.G3 How the group could be improved (e.g., consider timing, number of sessions, session length, student access and identified barriers)

## 10. 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

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

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

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

10.B2 Goal addresses a need demonstrated in student achievement, attendance or discipline data

10.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

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

10.C1 No more than three ASCA Mindsets & Behaviors selected

10.C2 ASCA Mindsets & Behaviors survey items identified and support attainment of the standard

10.C3 Direct student services identified and support closing the gap

10.C4 Indirect student services identified and support closing the gap

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

10.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

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

10.E1 Participation: number of students served

10.E2 Mindsets & Behaviors: post-intervention data averages provided

10.E3 Outcome: final achievement, attendance or discipline data provided

10.E4 Outcome: percent change provided

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

10.F1 Graph(s) are clear (includes title, labeled axes and data points)

10.F2 Graph(s) depict average student responses on ASCA Mindsets & Behaviors data collected before and after interventions

10.F3 Graph(s) convey impact on students at a glance

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

10.G1 Graph(s) are clear (includes title, labeled axes and data points)

10.G2 Graph(s) summarizes outcome baseline and final data

10.G3 Graph(s) conveys impact on students at a glance

### 10.H Reflection (earn 1 point if descriptors met)

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

10.H1 How the interventions facilitated attainment of identified ASCA Mindsets & Behaviors

10.H2 How attainment of the identified ASCA Mindsets & Behaviors promoted positive change in student outcomes

10.H3 How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers)