

What School Counselors Need to Know and Be Able to Do About Accountability

*GUIDANCE EXPO
Westchester County Center
Robert Rotunda, Ed.D.,
NYSSCA Past President, Guidance Chair, Stimson MS (ret), NYIT
Adjunct Faculty
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United States Data 2011

National Graduation Rate	68.8%
New Jersey	83.3%
Connecticut	77.7%
Utah	71.1%
Tennessee	65.8%
Massachusetts	77.3%
New York State	73.4%
New York City	61.0%
Florida	62.1%
South Carolina	54.9%

Source EPE 1/11

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New York State Report Card Data: Influencing Factors

Parent Education w/ Post Secondary degree	50.5%
Parent Employment At least 1 parent working F/T	73.3%
Parent Fluent English Speaker	79.0%

What does the data tell us?

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A SNAPSHOT of our NYS 2010 Graduates

All Students	<u>73.4%</u>
American Indian	<u>59%</u>
Black or African American	<u>58%</u>
Hispanic or Latino	<u>57%</u>
Asian /Other Pacific Islanders	<u>83%</u>
White	<u>84%</u>
Multi-racial	<u>69%</u>

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WHAT'S IN AN APPR?

- ▶ Are school counselors assessed using an appropriate instrument?
 - Is it the same form as is used for teachers?
- ▶ Is there a data component?
 - Is it tied to the School Mission?
 - e.g., student achievement
- ▶ Is it specific enough to measure performance?
- ▶ Is it tied to ASCA/NYSSCA Standards?

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Activity

Can you give an example of how you or counselors you are using data to show results?

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When You Look at Your School's Report Card Data

What does the data tell you?

What else do you need to know?

How can the school counseling program impact these important data elements?

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ACCOUNTABILITY is about

- collecting, analyzing and using data to understand current achievement story for students
- providing administrators, boards and community with results that demonstrate school counseling effectiveness
- helping to identify and correct issues that impact student performance
- contributing to closing the gap in student performance
- working as a collaborator and team player

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If it can't be measured....it's not important!

~ Dr. Alan Ingram
Springfield Public Schools

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MEASURE is

an accountability model for school counselors to identify and positively impact the critical data elements that are the important barometers of student success.

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MEASURE stands for:

Mission, Elements, Analyze, Stakeholders-Unite, Results, and Educate

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Mission – Connect to the Mission of School

When school counselors focus their efforts on the mission of school improvement they widen educational opportunities for every student and can positively impact student achievement



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Choosing a DATA ELEMENT

- › Promotion Rate
- › Retention Rate
- › Attendance
- › Test Scores (ELA, Math, Science, etc.)
- › Discipline Incidents

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Elements - Identify Critical Data Elements

Your school's success is measured by results, which are those critical data elements that are important to the internal and external stakeholders.

How are these goals connected to your school's report card?

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Element

What critical data *element* are you trying to impact? (Examples include: grades; test scores; attendance; promotion rates; graduation rates; postsecondary-going rate; enrollment into honors or AP courses, special education; discipline referral data; etc.

What is the *baseline* for the data element? Where do you hope to move it *goal*?

Element:
Baseline:
Goal:

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STEP 3: ANALYZE

Identify the sources of data you want to analyze.

Identify the problem areas.
Look at your baseline to set your goals.

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Analyze the data element. You can use percentages, averages, raw scores, quartiles, or stanines. You can aggregate or disaggregate the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, socio-economic status or in a multitude of ways to look at student groupings.

The Baseline Data revealed:

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Stakeholders—Unite To Take Action

How do we work together to move this data and improve student achievement?

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Step 4: STAKEHOLDERS - UNITE

data element

Beginning Date:

Ending Date:

Stakeholders	Strategies
School Counselor(s)	
Administrators	
Teachers	
Students	
Student Organizations (clubs, teams, etc.)	
Parents	
PTA	
School Psychologists	
Social Workers	
Community Agency Members	
Faith Based Organizations	
Colleges and Universities	
Teacher Assistants	
Other Support Staff (front office, custodial, cafeteria, playground)	
School Leadership Team	
Resources (grants, technology, etc.)	

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Step: 5

Results: then re-analyze and revise your plan at the end of the school year.



We Did It!

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Results: Restate your baseline data. State where your data is now. Did you meet your goal?

Baseline data: _____ Results (data now): _____

Met Goal: Yes ___ No ___

Questions to Consider as you examine results and revise your MEASURE:

1. Which strategies had a positive impact on the data?
2. Which strategies should be replaced, changed, added?
3. Based on what you have learned, how will you revise Step Four "Stakeholders-Unite?"
4. How did your MEASURE contribute to systemic change(s) in your school and/or in your community?

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Sample of Springfield Public Schools MEASURES: 2008-2009

School Name	Lead Counselor(s)	# of students	School Improvement Goal	Results
Forest Park Middle School	Margaret Wynne	890	Increase attendance rate for all students	07-08 08-09 MP1 90.5% 95.0% MP2 89.4% 96.5% MP3 89.6% 94.6% MP4 89.4% 91.2%
Frank H. Freedman Elementary School	Deirdre Stancil	297	Increase attendance rate of Hispanic students by 25%	07-08 08-09 68.2% 92.6% (24.4% increase)
M. Marcus Kiley Middle School	Dawna Jenne, James Goodwin, Nancy Giza	829	Increase by 2% attendance for 7 th & 8 th grade at-risk students	07 -08 08-09 67% 87% (20% increase)
Science Technology Engineering and Math Middle School (STEM)	Tracy Sasanecki	100	Increase math grades (GPA) of 27 at-risk students by 25%	The math grades (GPA) of 7 students were increased. This represents a 25.9% increase.

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The Forrest Park MS Team: June 2009

Improving Attendance: One Quarter at a Time!

Goal: 92%

Increase in attendance is 4.6%

Baseline	MP1	MP2	MP3	MP4
90.8%	95.65%	96.5%	93.4%	95.4%

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Educate Others As To The Results

Our Report Card will show how we all contributed to improving this important data.

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Educate others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success.
Below is an example of a report card.

Principal's Comment: School Counselor(s)'s Comment:	Results
Critical Data Element(s)	
Systemic Changes	
Stakeholders Involved: Counselor(s) Administrator: Teachers: Parents: Students: Colleges and Universities: Business Partners:	Faces behind the Data

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MEASURE-ing Student Success

Critical Data Elements

MEASUREs of success for school counselors mean:

- ▶ Contributing to critical data elements
- ▶ Sharing responsibility for student achievement
- ▶ Connecting to school improvement

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WEB RESOURCES

- ❑ Education Trust (data slides; Achievement in America power point) www.edtrust.org
- ❑ National Center for Educational Statistics <http://nces.ed.gov/> (student's classroom)
- ❑ ASCA www.schoolcounselor.org
- ❑ Tools for School Improvement <http://www.annenberginstitute.org/Tools>
- ❑ Post Secondary Education www.postsecondary.org
- ❑ EZ Analyze <http://www.ezanalyze.com/download/instructions.htm>
- ❑ College Board National Center for School Counselor Advocacy www.collegeboard.org

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