Data-driven School Counseling
Annotated Bibliography

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The ASCA national model states that a comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students’ needs, achievement and/or related data.

American School Counselor Association. (2009). *The role of the professional school counselor*
Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

Dahir, C., and Stone, C. (Not Dated). *Leaving no school counselor behind*
The No Child Left Behind Act is a clear imperative for school counselors to accept the responsibility to support academic achievement, share the pressures of school accountability, and demonstrate advocacy for every student to experience success. In a climate of school improvement, it has become increasingly important for school counselors to play a proactive role in identifying and responding to the issues, policies, and practices that stratify student opportunity and inhibit access to equitable educational opportunities. By examining their practice and looking carefully at their way of working, school counselors can articulate and communicate how their contributions positively affect student achievement and, thus, share accountability for school improvement with other members of the faculty.

Dahir, C., and Stone, C. (Not Dated). *MEASURE-ing student success: School counselor accountability*
Student achievement and success in rigorous academics are at the heart of every school’s mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. MEASURE enables school counselors to demonstrate how they are accountable for results and contribute to student achievement. MEASURE is a way of using information such as retention rates, test scores, and postsecondary going rates to develop specific strategies for connecting school counseling to the accountability agenda of today’s schools.
**Dahir, C., and Stone, C. (Not Dated).** *Preparing the next generation: Implementing new paradigms for school counseling preservice and practice*

Through intentional efforts, school counseling programs have moved from a service-driven model to a data-driven and competency-based model. The school counseling program is now in a critical position to effectively complement academic rigor with affective development. Taking action also requires aligning the paradigm for practitioners with the preparation of preservice degree candidates.

**Dahir, C., and Stone, C. (2007).** *School counseling at the crossroads of change*

Nationally, comprehensive school counseling programs are promoted as the way of work for the 21st century professional by the American School Counselor Association (ASCA), the 50 state school counseling association affiliates, and by the associations that support and have an interest in the work of school counselors. This publication examines the impact of these national initiatives on the field, and on individual practitioners, asking whether the majority of practitioners have embraced new measures of accountability or have shied away from change, choosing instead to maintain the status quo.

**Dahir, C., and Stone, C. (2009).** *School counselor accountability: A path to social justice and systemic change*

Expectations run high that accountability for student outcomes will continue to drive the education agenda with reauthorization of the Elementary and Secondary Education Act. School counselors have also recognized the imperative to connect their work to school improvement goals. This article discusses action research undertaken by school counselors who used data-informed practice to align counseling programs with the accountability expectations of the No Child Left Behind Act of 2001 and the American School Counselor Association National Model.

**Dolen, J. (2008).** *Accountability for school counselors: Implementing a plan*

This paper discusses the importance of accountability to the school counselor. It reviews specific programs/measures for accountability, and how to implement them successfully into a school guidance program. Advocacy efforts and public relations campaigns for school counselors and stakeholder support are also discussed.

**Eschenauer, R. (2005).** *The transformative individual school counseling model: An accountability model for urban school counselors*

The ethical codes of both the American Counseling Association (1995) and ASCA (1998) address the professional responsibility of counselors to stay abreast of current research and trends in professional counseling. In addition, best practices require that school counselors not only use empirically validated interventions and models, but that they also do their own research to evaluate interventions used in their work. A problem in this regard is that school counselors traditionally have not linked research and practice and have taken a rather negative view of research. This situation must be changed if today’s school counselors are to respond to the accountability mandates to demonstrate through data the effectiveness of their contributions to the school’s mission.

**Gysbers, N. (2003).** *Comprehensive guidance and counseling programs: The evolution of accountability*

This article traces the evolution of accountability from the 1920s to 2003. Attention is given to expressions of concern about the need for accountability as well as recommendations for school counselors about how to be accountable.
An early warning system that uses indicators based on readily accessible data can predict, during students’ first year in high school, whether the students are on the right path toward eventual graduation. The information in this brief and an accompanying tool developed by the National High School Center can help schools and districts to systematically collect early warning indicator data so they can identify students at highest risk of dropout.

This presentation discusses the need for evidence-based practice and evaluating school counseling interventions. It describes common school counselor interventions and examines how instruments can be developed to measure interventions and technology can be used to measure outcomes.

This annotated bibliography compiles school counseling resources related to college and career readiness, creating a college-going culture, educational equity, and school reform.

Many forces have been concurrently converging from within the counseling profession, within educational practice, and from external sources in government that necessitate incorporating accountability into school counseling practice. As critical decisions are being made based on data, it is in every school counselor’s interest to have an arsenal of skills in collecting, manipulating, analyzing, presenting, and evaluating data.

The ASCA National Model indicates that accountability data should be gathered in two broad domains: school counselor performance and program effectiveness. Evaluation of school counselor performance is important because appropriate functioning is foundational for school counseling program activities to have any chance to be successful. Evaluation of the school counseling program is essential because it determines whether the activities are benefiting students. Needs assessment is also emphasized as a third essential domain for school counseling accountability. Needs assessment data are used to determine programmatic goals and objectives, which in turn guide and shape school counselor functioning and performance, and point to the criteria against which the school counseling program is evaluated.

Accountability is tied closely to student success. Career and personal/social goals are linked to academic achievement. Case studies and examples, supported by data, enable counselors to clarify their roles and functions. What do you do? Does it make a difference? Those are questions that can be answered with confidence through studies and reports in which counselors use data to tell about results.
By preventing students from falling through the cracks and ensuring that they receive the appropriate level of attention, instruction, engagement, and support needed to succeed in their classes, educators can give every student the chance to graduate from high school prepared for college, the modern workforce, and life. This brief explores the predictive power of early-warning data, offers examples of current efforts to use such data to guide secondary school interventions across the country, and discusses the policies that can support these efforts.

Professional school counselors' roles support RTI's prevention and early intervention functions. The RTI three-tiered framework aligns with the ASCA National Model: A Framework for School Counseling Programs that identifies responsive services based on the student's level of risk. Data-driven decision making is key in any current counseling program, advocacy, collaboration, and providing for levels of interventions.

The TSCI envisions school counselors as social action agents who identify and remove inequities and other barriers to academic achievement through systemic leadership, advocacy, collaboration, counseling, coordination, assessment, data analysis, and the implementation of evidence based programs that aid in closing the achievement gap. New vision school counselors are challenged to create programs that are academic and systemic-focused and align with schools' academic achievement missions.

The Education Trust. 2005. Gaining traction, gaining ground: How some high schools accelerate learning for struggling students
High-impact schools provide help in a way that keeps students on track with college preparatory requirements. Faculty in high-impact schools take responsibility for ensuring that struggling students get the additional help that they need. High-impact schools have in place early warning systems to identify students who need help before it’s too late. Counselors in high-impact schools are considered members of the academic teams and are responsible for actively monitoring student performance.

The Wallace Foundation. (2006). Aligning student support with achievement goals
Principals can design structures that make counselors major players in improving student achievement, such as deploying them on school leadership teams and pairing them closely with teachers. Principals can ask counselors to make decisions informed by data, in the way that teachers and school leaders do. In fact, counselors can look specifically at student-outcome data that go beyond individual classrooms and encompass the whole school. Principals can also work with counselors to develop strategies that remove students’ barriers to learning, which simultaneously supports the work of both students and teachers.