The OSCAR is a continuous improvement document that shows the effectiveness of your school-counseling program – it demonstrates results. The Oklahoma School Counselor Association (OSCA) committee of Oklahoma school counselors has developed the Oklahoma School Counselor Accountability Report (OSCAR) for Oklahoma.

The OSCAR will help you:
- Evaluate your Counseling Advisory Committee,
- Prepare/analyze results that guide programming for all students in their academic, personal/social, and career goals
- Achieve superior on the Accountability domain (5) of your TLE
- Promote your program to your school administrators, school board, community partners, and businesses and parents/guardians
- Prepare reports for school accreditation, grants, or award recognitions
- Implement the American School Counselor Association (ASCA) National Standards and National Model for School Counseling Programs

If you wish to submit an OSCAR to the Oklahoma School Counselor Association OSCAR committee for professional review and an opportunity to receive an OSCAR award, please follow the directions and requirements delineated in this OSCAR Application Packet.

Applications must be submitted online by the last day of July

APPLICATION REQUIREMENTS
1. You must submit a completed application with your OSCAR

2. Your entire OSCAR must be completed in a font size of 11-12 and no more than 4 pages long.

3. An 8-point type is acceptable for graphs. Please make sure your text is legible for all graphs and narrative sections of the OSCAR. We suggest that you use Arial or Times New Roman font.

4. Each acronym needs to be spelled out the first time it appears in the document.

5. The OSCAR is a public document and should not have typographical or grammatical errors.

6. The complete application must be submitted by the last day of July and submitted online at http://osca.schoolcounselorawards.org/scoy under the tab labeled other awards.

OSCAR GUIDELINES
This section provides additional information on OSCAR development and scoring.

OPERATIONAL DEFINITIONS

The following three definitions of data are taken from: <u>Evidence-Based School Counseling: Making a Difference with Data-Driven Practices</u> by Carey Dimmitt, John Carey & Trish Hatch (2007):

Process Data – Provides evidence that an event occurred. It tells us who received services, activities, or lessons, when they received it, and for how long. Process data explains who, what, when, where and how often (P.41).

Perception Data – Tell us what a student learned. Perception data inform us what a student believes, knows, or can demonstrate as a result of a lesson or activity. When school counselors teach a guidance lesson or hold group-counseling sessions, they are delivering (or aligning with delivery of) the ASCA National Standards and Competencies (Campbell & Dahir, 1997). Standards-based education encourages educators to measure knowledge, attitudes, and skills (Darling-Hammon, 1998). The words *attitude, skills,* and *knowledge* form the acronym ASK, which reminds us to assess what students gained or learned from a lesson or activity (Hatch 2005). Perception data measure whether (a) students' <u>*attitude*</u> or beliefs changed or shifted as a result of an activity or intervention, (b) students learned the <u>*skill*</u> (attained the competency), or (c) students' <u>*knowledge*</u> increased. School counselors can collect ASK data about an activity or intervention to determine if it benefited students (P.41-42).

Results Data – The "hard" data is the outcome data. (P.42). When students' knowledge, attitudes, and skills change, results happen. Results data are the "big ticket" items: test scores, attendance, homework completion, and GPA.

Community Partnerships/Resources – Internal and external agencies and programs bring unique talents and opportunities into your student-support system. Collaboration with community partners may include referrals, monitoring, sharing resources, and supervision.

School Counseling Program – A coordinated comprehensive program that is part of the Advisory Council/student-support system. Credentialed school counselors are responsible for design, implementation, evaluation, and coordination of the Advisory Council.

Advisory Council – Team of site-based licensed or classified personnel, volunteers, or other individuals. They provide a wide range of student support services that impact student academic, career, and personal/social development. This might be called your student support team.

TECHNICAL ASSISTANCE

If you have any questions or concerns with regard to the OSCAR, please feel free to contact: Rebecca Barry rbarry@shawnee.k12.ok.us. Once you have submitted your OSCAR, we publish the name and email of the individual who was responsible for completing the application.; Every school counseling program that meets the demands of the rubric will receive an OSCAR Award.

We encourage you to design your own template that reflects the program at your school.

HOW AND WHEN WE SCORE YOUR OSCAR
OSCAR Awards will be given to schools with scores of 22 or higher with <u>NO</u> score in the "Does Not Meet Expectations" section. The following rubrics contain the 9 domains and the scoring criteria for each.

The OSCAR Components

PRINCIPAL'S COMMENTS
Limit text to one or two short paragraphs. Comments are to be about and directed toward the student support team as opposed to the entire school.

Principal's comments	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Statement of support for implementation of the National and Oklahoma State Standards for School Counseling Programs	Statement of support for the implementation of the National and State Standards exceeds expectations.	Statement of support for the implementation of the National and State Standards meets expectations.	Partial statement of support for the implementation of the National and State Standards minimally meets expectations.	No statement of support for the implementation of the National and State Standards.	
Statement on the vital role of the entire Advisory Council/ Student Support Team in academic success and school safety	Statement on the vital role of the student support personnel team in academic success and school safety exceeds expectations.	Statement on the vital role of the student support personnel team in academic success and school safety meets expectations.	Partial statement on the vital role of the student support personnel team in academic success and school safety minimally meets expectations.	No statement on the vital role of the student support personnel team in academic success and school safety.	
				Sub-Total	
				Divide by # of sections	2
				Total (subtotal / # of sections)	

Here is an example:

Principal's Comments
The School Counseling Advisory Council at Will Rogers Elementary plays a vital role in student success, as we focus on high academic standards, enriching the whole child, strengthening community bonds, and school safety by providing a safe and caring environment. The School Counseling Advisory Council uses the ASCA National Standards

for School Counseling and Oklahoma Accreditation Standard VI to develop and implement Will Rogers comprehensive counseling program. In this report, we are able to show parents and the community how the Advisory Council uses various resources to meet student needs. The Advisory Council encourages and teaches students to become life-long learners, problem solvers, critical thinkers and productive members of the school and extended community. With this in mind, we are proud to present our Oklahoma School Counselor Accountability Report.

- Consider drafting some examples of what your principal could include in the statement especially if he/she is having trouble finding time to do this.

<mark>COUNSELING ADVISORY COUNCIL/STUDENT SUPPORT TEAM</mark>

This section provides information about who you are as a team. It reinforces the themes of collaboration, accountability, professionalism, and open communication with your audience. In addition, you may want to acknowledge some of the school departments or personnel that assist your Advisory Counsel (e.g. English department, a technical support person, parent/guardian or group).

Advisory Counsel	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Chart provides highlights of Student Support Team. (Include grade taught and/or service area i.e. nurse, psychologist, etc.)	Members and service areas listed. Areas of service for members of the committee show comprehensive representation.	Service areas stated for some members. Areas of service for members of the committee are somewhat comprehensive in representation.	Service areas stated for few members. Areas of service for members of the committee are concentrated in its representation.	Few members and no service areas stated.	
Role of school counselor(s) in equitable student support systems	School counselor(s) **design, coordinate, implement, & evaluate** an equitable student support system that serves **all** students.	School counselor(s) assist in designing, coordinating, implementing, & evaluating an equitable student support system that serves **all** students.	**Limited information** provided on the role of school counselor(s) assist in designing, coordinating, implementing, & evaluating an equitable student support system.	**No mention that** school counselor(s) assist in designing, coordinating, implementing, & evaluating an equitable student support system.	
				Sub-Total	

				Divide by # of sections	2
				Total (subtotal / # of sections)	

Here is an example:

School Counseling Advisory Council

Students at Will Rogers Elementary School are served by a comprehensive and cohesive School Counseling Advisory Committee that is dedicated to the implementation of National Standards. The Advisory Council consists of:

1. Jack Scott, Principal
2. Rebecca Barry, Counselor
3. Don Juan, Parent
4. Kat Collins, 1st Gr. Teacher
5. Linda Lindell, 2nd Gr. Teacher
6. Cari Burnes, 3rd G. Teacher
7. Mich Louis, 4th Gr. Teacher
8. Jill Smith, 5th Gr. Teacher
9. Garry Lincoln, Student

Guided by National Standards for School Counseling, Will Rogers Advisory Council is designed, coordinated and implemented by the school counselor. She works closely with the principal, teachers, and students to ensure that all students are served equitably. This program includes:

SCHOOL CLIMATE AND SAFETY

Your graphic representations should look similar in style to the graphs in the Results section and can include results or perception data. Some ideas for the category of school safety are:

- Programs and activities that increase student "connectedness" to school and improve the school climate.
- Programs that teach students' conflict resolution and mediation techniques for solving conflicts.
- Programs and activities that reduce incidents of violence at the school site with an emphasis on prevention and early detection.
- Programs that provide age-appropriate instruction on violence prevention, bullying, dating violence, and interpersonal violence prevention.
- Prevention and response to acts of hate violence, bias-related incidents and discriminatory attitudes.

Keep your graphs simple to read. In this section the relationship between the data presented and the school counseling program should be clearly stated.

School Climate & Safety	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Explanation of relationship of school counseling program	Explanation of relationship of school counseling program to the overall school climate and	Explanation of relationship of school counseling program to the overall school climate and	Explanation of relationship of school counseling program to the overall school climate and	No explanation of relationship of school counseling program to	

|	safety exceeds expectations.	safety meets expectations.	safety minimally meets expectations.	the overall school climate and safety.	
Graphic representations accompanied by a written explanation connecting school counseling program to the results	Two easy to read graphic representations of school climate/safety are accompanied by a clearly written explanation **strongly** connecting the school counseling program to the results.	One or two easy to read graphic representations of school climate/safety are accompanied by a clearly written explanation **connecting** the school counseling program to the results.	One graphic representation of school climate/safety is accompanied by a clearly written explanation **minimally** connecting the school counseling program to the results.	No graphic representation of school climate/safety with no connection to the school counseling program.	
				Sub-Total	
				Divide by # of Sections	2
				Total (subtotal / # of sections)	

Example:

School Climate and Safety

Upon enrolling in the 2013-2014 school year, parents/guardians completed a Strengths and Difficulties Questionnaire. This allowed us to identify a need for small groups in Positive Behavior and Getting Along. Identified students were grouped by grade and assessment scores for both behavioral difficulties and for difficulties getting along with others. Small groups began mid September and ran through mid November. This early intervention combined with our Kelso's Choices and Second Step curriculums have had a significant impact on bullying referrals.
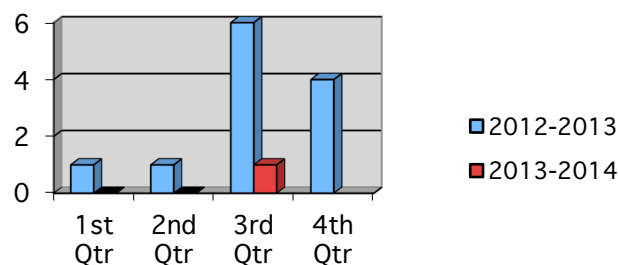
Bullying Referrals

Results are the outcome of what students do, not what adults do. Results are not the number of students seen, the number of meetings, conferences, or classes held or attended, or the number of referrals to other agencies or programs. It is however, the results data that demonstrates impact of your work. Results should reflect the student performance to any domain or program, not just the numbers or percentage of students placed in those programs. (See operational definitions for clarification of different types of data)

Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the National Standards for School Counseling Programs are essential components for this section. You can use Microsoft Excel to plug your data into a variety of graphs or charts. This section should include a minimum of one graphic representation. The relationship between the date presented and the Advisory Council (student support team) should be clearly stated. Keep graphs simple to read.

Student Results	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Statement explaining the importance of student results based on competencies and standards and how they are connected to the school counseling program.	Statement explaining the importance of attaining student results based on competencies and standards that are strongly connected to the school counseling program.	Statement explaining the importance of attaining student results based on competencies and standards that generally connect to the school counseling program.	Statement explaining the importance of attaining student results based on competencies and standards minimally connect to the school counseling program.	No statement on the importance of attaining student results based on competencies and standards with little or no connection to the school counseling program.	
Provide a graph(s) of student results in one of the three domains (career, personal/social, or academic)	Two graphs- utilizing results data.	A graph utilizing results data.	Graph utilizing process or perception data, but no results data.	No graph, or graph unclear.	
				Sub-Total	
				Divide by # of Sections	2
				Total (subtotal / # of sections)	

Example:
Student Results
Will Rogers focuses on results! Data is used to drive our efforts in developing and improving support programs that help the counseling program meet American School Counseling Association (ASCA) National Standards for Academic, Career, and Personal/Social Development. The counselor has been working closely with the TIES (Tailored
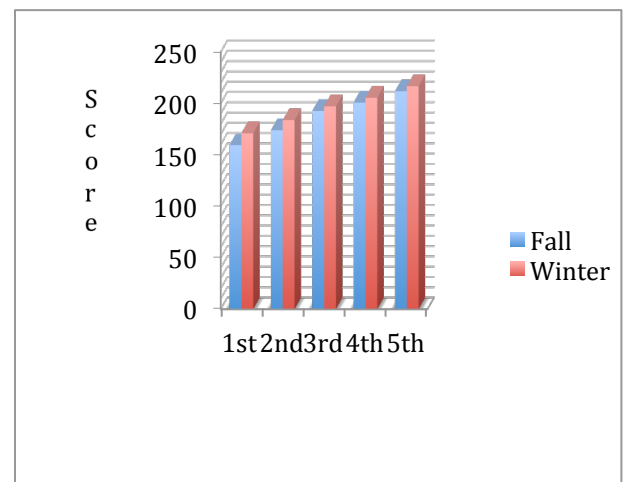
Interventions to Ensure Success) team for the last two years. The purpose is to identify strengths and achievement gaps within all of our students. In support of our TIES initiative, Mrs. Barry was able to obtain funding for a research-based curriculum titled Second Step. The Second Step curriculum has a strong evidence base to increase student learning, motivation, and reduce personal conflicts. The TIES teams at Will Rogers have made great progress this year in improving student performance on our NWEA benchmark exams. Examples of Results Data: attendance, suspensions, career awareness, GPA, FAFSA completion, scholarship applications, college applications, ACT, SAT, ASVAB, course completion, advanced coarse placement, benchmark, state assessments, other assessments STAR, AR, Literacy First, Dibbles…

MAJOR ACCOMPLISHMENTS

Mention any school-wide achievements that might be attributed to your program. Don't forget to mention any honors that your community partners/resources might have achieved; your coordination/collaboration with them should have had some relationship to their success. A very short description of how the student support system is related to achievement is required to make this section complete.
Some examples:

- Boys and Girls Club Outreach Award – Our team provides referrals and technical support to this award-winning program.
- Distinguished School – Our role in the school safety plan was integral to our school's winning this award.
- Redesign of 9th grade orientation program – Our incoming 9th grade class was 90% successful in selection of appropriate coursework upon entrance to high school.
- SAT/ACT increase – Our teamwork effort has helped us increase by 25% the number of students taking these college prep exams.
- Our student support program has received OSCAR awards for the past two years.

Major Achievements	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Relationship between the school counseling program and the achievement is cited	Relationship between the school counseling program and achievement being cited exceeds expectations.	Relationship between the school counseling program and achievement being cited meets expectations.	Relationship between the school counseling program and achievement being cited minimally meets expectations.	No relationship between the school counseling program and the achievement being cited.	
				Sub-Total	
				Divide by # of Sections	1
				Total (subtotal / # of sections)	

Example:

Major Achievements

Our Advisory Council is proud of its achievements this year including:
* Annual can food drive, where 1,037 cans of food were collected and donated to needy families
* Red Ribbon Week and Anti-Bullying Activities
* Volunteer tutoring through St. Gregory's University and individuals in our community
* The counseling department earned $995 in BoxTops for Education. This money will be used to purchase 4th & 5th grade Second Step curriculum, next years Red Ribbon Week and Bully Free campaigns
* STARS donated $326 toward the purchase of our Second Step curriculum

<mark>COMMUNITY PARTNERSHIPS/RESOURCES</mark>

Your student support system coordinates a variety of resources and collaborates with a significant number of community partners/resources. This section asks you to classify all of your partnerships/resources into the academic, career and personal/social domains. These partnerships/resources should reflect an active relationship in funding, organization, monitoring, collaboration, or referrals with your student support system. Remember to spell out acronyms.

Community Partnerships/ Resources	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Explanation of the importance of partnerships and description of how the school counseling program works with them.	Explanation of the importance of partnerships, and clear and convincing description of how the school counseling program works with the partners.	Explanation of the importance of partnerships, and description of how the program works with them.	Explanation of the importance of partnerships, and minimal description of how the counseling program works with them.	No explanation of the importance of partnerships, and no description of the relationship.	
List of partnership/ Resources categorized by domain: Personal/Social, Career, Academic	List of multiple partnerships categorized by domain: Personal/Social, Career, Academic.	List of limited partnerships categorized by domain: Personal/Social, Career, Academic.	List of few partnerships categorized by domain: Personal/Social, Career, Academic.	No list of partnerships in each domain of Personal/Social, Career, Academic.	
				Sub-Total	
				Divide by # of Sections	2
				Total	

				(subtotal / # of sections)	

Example:

Community Partnership/Resources

We have several volunteer organizations that come into our school to aid both teachers and students. Our partnership with our local college's Work Study program has provided us with education students to serve as tutors in the classroom. Kiwanis, provide assistance with our "Food4Kids" program and "Terrific Kids". We are also working closely with behavioral health agency making referrals when necessary and tracking students progress. For more information on how to volunteer your time in our school Contact (Mrs. Barry) at 273-1519 or email at rbarry@shawnee.k12.ok.us

Personal Social: Food4Kids Kiwanis Creoks Big Bro/Sis	Career Kiwanis Big Bro/Sis	Academic: St. Gregory's University Big Bro/Sis

The School Counseling Advisory Council (student support systems) welcomes volunteer participation in making a difference for all students. This section addresses volunteer activity related to the student support system. How can volunteers become involved in your mission? Do you have a central contact in the school counseling office for volunteers who might want to help with school counseling events (college night, freshman orientation day, etc.) or assist in grant writing, website design, translation services or be a guest speaker? Here are some examples for volunteer involvement:

- School Counseling Advisory Council – We have five parent/guardians who meet with us on a quarterly basis to review and support our school-counseling program.
- Career Day/Week – You can join the twenty-five volunteers who volunteer their services for this event.
- School Counseling Office/ Career Center Volunteer – Volunteering a few hours a week makes a big difference in helping us to help our students.

Volunteer/ Parental Involvement	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Volunteer activities related to school counseling program	List of more then two current volunteer activities strongly related to the school counseling program.	List of two current volunteer activities related to the school counseling program.	List of one or two current volunteer activities that may be related to the school counseling program.	List of current volunteer activities are not related to the school counseling program.	
Statement of active	Recruitment to increase	Recruitment for	Recruitment to get	No recruitment	

recruitment to increase involvement in your program	involvement exceeds expectations.	volunteers to get involved meets expectations.	volunteers more involved minimally meets expectations.	to get volunteers more involved.	
Contact persons for becoming involved are clearly evident within they system	Includes a name & email of people to contact about becoming involved.	Includes name and email of a person to contact about becoming involved.	Includes name of a person to contact about becoming involved.	No information on becoming involved.	
				Sub-Total	
				Divide by # of Sections	3
				Total (Subtotal . # of sections)	

Example:

Parent/Guardian Involvement

Counseling Advisory Committee meets 2 times per year and reviews the school counseling program, contact Rebecca Barry at 273-1519; rbarry@shawnee.k12.ok.us

*Parent Teacher Organizatio*n meets quarterly at a minimum to review and recruit parents interested in serving their child's school. Volunteers are always needed for fundraisers and activities provided by the PTO on Fridays. Email wrpto@shawnee.k12.ok.us for more information on how you can be involved.

FOCUS FOR IMPROVEMENT

This section should reflect some of the identified needs from surveys, assessment, community feedback, and evaluation data collected. For example, does your 10th grade counseling program work for all students or is there a group of students who need a different intervention? Has your school safety plan been updated to reflect current realities?

Some Ideas for this section:
- Increase in successful access to post-secondary financial aid opportunities
- Increase in daily attendance of students with health problems
- Increase in grade point average of special education students,
- Implementation of support services for students and families participating in the Gifted and Talented program
- Increase enrollment of minority group in AP programs

Prioritize your areas for improvement and be careful not to commit in writing to more than your team can deliver. **Limit this to no more then three items. Less with greater quality is better than more with poor quality!**

Focus For Improvement	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Statement regarding commitment to improvement	Statement regarding commitment to continuous improvement exceeds expectations	Statement regarding commitment to continuous improvement meets expectations	Statement regarding commitment to continuous improvement minimally meets expectations	No commitment to improvement	
Identification of areas of need based on data collection and prioritization of items.	Strong use of data to identify areas of need and prioritization of areas of improvement exceeds expectations.	Use of data to identify areas of need and prioritization of areas of improvement meets expectations.	Identified areas of need and prioritization of areas of improvement minimally meets expectations.	Minimal identification of needs and/or not prioritized. **More then 3 items are listed.**	
				Sub-Total	
				Divide by # of sections	2
				Total (Subtotal / # of sections)	

Example:

Focus on Improvement

This year Mrs. Barry was able to conduct small group lessons with students. We found a significant need for our small group counseling based on our Strengths & Difficulty questionnaires completed at enrollment by parents and guardians. We will also continue our focus on academic improvement in teaching students Skills For Learning & good study habits/test taking skills. Our series of classroom lessons have addressed skills for learning, conflict resolution and recognizing our own feelings and the feelings of others. We plan to continue our work on building conflict resolution and learning skills throughout the 2014-2015 school year.

==KEEPING YOU INFORMED==

You work hard to provide a host of services and programs to students and families. The purpose of this section is to demonstrate to the school community your commitment to keeping them informed. You may want to consider including data on the number of phone calls made in a typical week, number of hard copies of materials distributed, the number of parents/guardians or students in your email group, or hits you get on your website. Organize this section by the following categories:

- Personal contact-grade level meetings, open house, college and financial aid night, conferences
- Electronic-phone, email, website, fax, marquee

- Print-newsletters, bulletin board, letters, flyers, brochures:

Keeping You Informed	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Methods and media used keep community informed	List of the methods and media used to keep the school and community informed exceeds expectations.	List of the methods and media used to keep the school and community informed meets expectations.	Limited list of the methods and media used to keep the school and community informed minimally meets expectations.	No list of the methods and media used to keep the school community informed is given.	
				Sub-Total	
				Divide by # of Sections	1
				Total (Subtotal / # of sections)	

Example:
Keeping You Informed
The Counseling Advisory Committee at Will Rogers Elementary is committed to open communication with students, parents, teachers, administration, and school board. Below are the various methods we utilize to promote resources at Will Rogers:

Personal Contact	**Electronic**	**Print**
*Open House, conducted at the beginning of each year.	*District website www.shawnee.k12.ok.us	*Wednesday Folders
	*Student/Parent handbook	
*Student/teacher/parent conferences	*E-mail rbarry@shawnee.k12.ok.us	
		*Counseling newsletter
*Individualized Educational Plan (IEP) meetings	*Phone conferences	*Monthly calendar
*504 planning	*Counselor website http://myschooldesk.net	
*Middle school orientation		

Content and Typos/Grammar	3 Exceeds expectations	2 Meets expectations	1 Minimally meets expectations	0 Does not meet expectations	Score
Content	Content has a strong consistent voice and format is exceptionally clear, concise, and significant.	Content has a consistent voice and format is clear, concise, and significant.	Content has a mostly consistent voice and format is partially clear, concise, and significant.	Content with an inconsistent voice and format is awkward and lacking significance.	

Typos/Grammar	No typos/ no grammar problems.	1-2 typo /grammar problems.	3 typo /grammar problems.	4 or more typos /grammar problems.	
				Sub-Total	
				Divide by # of Sections	2
				Total (Subtotal / # of sections)	

Final SCORE
• OSCAR's will be given to schools with scores of 20 or higher with NO score in the Does not meet expectations section.
Grand Total:
Additional Comments: