Achievement Gap Plan Planner

Closing the gap: draft each part in ASCA's fifth edition order

Goal metric = achievement data (grades, benchmarks, tests, promotion, graduation). Attendance and discipline = contributing factors.

School counselor _____ School _____ School year _____

1. School counseling program data priority

Copy the checked data point from the data priorities template _____

2. Achievement gap goal

1. End date _____
2. Descriptor 1 _____
Descriptor 2 _____
Descriptor 3 (if needed) _____
3. Metric to decrease/increase _____
4. Baseline to projected final _____
5. Goal: 1 to 4, nothing else _____

Check: one descriptor is an achievement metric · metric in 3 matches the goal · numbers, not percents · no strategies in the goal

3. Contributing factors: talk to every student, then partners

Attendance data (or NA) _____
Discipline data (or NA) _____
Students (required for RAMP) _____
Family _____
Teacher(s) _____
School counselor(s) _____
Administrator _____
Systemic barriers (or NA) _____
Factors you will address _____

4. Behavior standards, learning objectives ("Students will...") and pre/post items

Behavior standard	Learning objective	Pre/post item (L = Likert, K = knowledge)

5. Strategies: at least two direct and two indirect for RAMP

Direct 1
Instr · A&A · Couns
Small group · Individual
_____

Direct 2
Instr · A&A · Couns
Small group · Individual
_____

Direct 3
Instr · A&A · Couns
Small group · Individual
_____

Indirect 1
Referral · Consult · Collab
_____

Indirect 2
Referral · Consult · Collab
_____

Indirect 3
Referral · Consult · Collab
_____

A drafting tool. For RAMP, use ASCA's fifth edition Achievement Gap Plan and Data Report template, unaltered.

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FILLED EXAMPLE · fictional school, counselor and students · Maple Hollow Elementary, 2028 to 2029

School counselor	School	School year
J. Rivera	Maple Hollow Elementary (K to 5)	2028 to 2029

1. School counseling program data priority

Copy the checked data point from the data priorities template	15 current fourth-grade students scored well below benchmark on the spring 2028 reading screener and earned a 1 (beginning) in reading on the first trimester 2028 to 2029 report card.

2. Achievement gap goal

1. End date	End of the 2028 to 2029 school year
2. Descriptor 1	Fourth-grade students
Descriptor 2	Earned a 1 in reading on the first trimester report card (achievement metric)
Descriptor 3 (if needed)	Scored well below benchmark on the spring 2028 reading screener (achievement metric)
3. Metric to decrease/increase	Decrease the number of 1s in reading on the trimester report card
4. Baseline to projected final	From 15 1s to seven 1s
5. Goal: 1 to 4, nothing else	By the end of the 2028 to 2029 school year, fourth-grade students who earned a 1 in reading on the first trimester report card and scored well below benchmark on the spring 2028 reading screener will decrease the number of 1s in reading from 15 to seven.

Check: one descriptor is an achievement metric · metric in 3 matches the goal · numbers, not percents · no strategies in the goal

3. Contributing factors: talk to every student, then partners

Attendance data (or NA)	141 cumulative absences in 2027 to 2028; 6 of the 15 missed 10% or more of school days
Discipline data (or NA)	NA (no office referrals in 2027 to 2028 or trimester 1)
Students (required for RAMP)	Reading is "too hard" or "boring"; 11 of 15 skip words they do not know; 9 do not read at home; several do not want classmates to hear them read
Family	Want to help, unsure how; 6 families prefer Spanish, reading reports come home in English only
Teacher(s)	Avoid independent reading, give up on long passages; 5 often miss the start of intervention
School counselor(s)	Low confidence and avoidance, no reading goals; at least 3 worry about reading aloud
Administrator	Intervention starts 7:50 a.m.; the Route 6 bus often arrives after 8:00 (5 of the 15 ride it)
Systemic barriers (or NA)	(1) Intervention scheduled before a regularly late bus arrives. (2) Reading progress reports and the reading log only in English.
Factors you will address	Attendance data, including late arrival

4. Behavior standards, learning objectives ("Students will...") and pre/post items

Behavior standard	Learning objective	Pre/post item (L = Likert, K = knowledge)
B-LS 4. Self-motivation and self-direction for learning	Students will set a weekly reading goal and track progress toward it.	"I set a goal for my reading each week." (L, 1 to 4)
	Students will name strategies to use when a word or sentence is hard.	"List two things you can do when you get stuck on a word." (K)
B-SMS 5. Perseverance to achieve long- and short-term goals	Students will keep working on a reading task for a set time when it is hard.	"I keep reading even when the words get hard." (L, 1 to 4)
	Students will plan one step that helps them get to school on time and ready to learn.	"Name one thing you can do the night before so you get to school on time." (K)

5. Strategies: at least two direct and two indirect for RAMP

Direct 1 Instr · A&A · Couns Small group · Individual	Instruction, small group: "Reading Strong," 6 weekly 30 min sessions, groups of 7 and 8, Thu 1/11 to 2/15/2029, enrichment block: goals, stuck-word strategies, keep-going plan
Direct 2 Instr · A&A · Couns Small group · Individual	Appraisal and advisement, individual: 10 min data conference after the winter screener and the trimester 2 report card; show results, set the next goal
Direct 3 Instr · A&A · Couns Small group · Individual	Counseling, individual: short-term counseling, 4 sessions each, for 3 students whose worry about reading aloud keeps them from trying
Indirect 1 Referral · Consult · Collab	Collaboration: data meeting with 3 grade 4 teachers and the reading interventionist, 12/12/2028 then first Tuesday Feb to May; shared tasks
Indirect 2 Referral · Consult · Collab	Consultation: January conferences with all 15 families, family liaison and Spanish interpreter: reading log, 15 minutes of reading together in any language
Indirect 3 Referral · Consult · Collab	Referral: 6 students with chronic absence to the attendance team; interested families to the public library's free homework help

A drafting tool. For RAMP, use ASCA's fifth edition Achievement Gap Plan and Data Report template, unaltered.

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Achievement Gap Data Report

Fill in the data organizer first, then build graphs that match it

Participation (RAMP 2.14)

Students at beginning of plan	Students at end of plan	Why the number changed (if it did)

If students left, adjust the baseline to the students still in the plan and mark it with an asterisk (*).

ASCA Student Standards data: average (Likert) or percent correct (knowledge) per item

Item (same wording, order and scoring pre and post)	L or K	Pre	Post	Change
1.				
2.				
3.				
4.				

Likert: add all responses, divide by the number of students. Knowledge: students correct / students assessed x 100. Use the same students pre and post.

Achievement data and percent change (RAMP 2.24 to 2.26)

Baseline (as in the goal)	Adjusted baseline*	Projected final	Actual final

Percent change = (final _____ - baseline _____) / baseline _____ x 100 = _____ %

A negative result is a decrease. Report the counts next to the percent, e.g. "from 14 to 6, a 57.1% decrease."

Contributing factors, baseline and final (when applicable; use same-length windows)

Factor	Baseline (window and number)	Final (window and number)	% change
Attendance			
Discipline			

Graph checklist (life-readiness graph 2.15 to 2.18, academic success graph 2.19 to 2.21)

- [ ] Bar chart, primary title from the template
- [ ] Y-axis label (define the Likert scale)
- [ ] Data point label on every bar
- [ ] Aggregate data only, no student bars
- [ ] Likert and knowledge items on separate graphs
- [ ] Subtitle: which students, which data
- [ ] X-axis label: what is compared, and when
- [ ] Pre and post (or baseline and final) side by side
- [ ] Numbers match the data organizer
- [ ] Standards on the graph match the plan

Reflections: write what you learned, what you did, what you will change

Systemic focus: which school practice made the gap worse, what you did about it with whom, and what changed

Plan improvement: timing, number and type of strategies, culturally sustaining practice, student access, barriers

RAMP Section 2 checks (fifth edition rubric item numbers)

- [ ] 2.1 to 2.4 Data priorities: goals, data points, numbers, checkbox
- [ ] 2.6 Matches a checked data point
- [ ] 2.8 Two contributing factors incl. students
- [ ] 2.12 Two or more direct strategies
- [ ] 2.22 to 2.23 Results for every item
- [ ] ASCA fifth edition templates, unaltered, PDF
- [ ] 2.5 Goal data priority is achievement data
- [ ] 2.7 End date, descriptors, metric, numbers only
- [ ] 2.9 to 2.11 Standards, objectives, items aligned
- [ ] 2.13 Two or more indirect strategies
- [ ] Different small group for Section 6
- [ ] No student names anywhere

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