**Why Use Outcome Data for S.M.A.R.T. Goals?**

*“The only way to show how students are different is through data... No longer can we just know in our hearts that we made a difference to every child we came into contact throughout the day. We now have to demonstrate to stakeholders that students are different as a result of our contact with them.”* (Adapted from [NCDPI](http://schoolcounseling.ncdpi.wikispaces.net/file/view/C.+Data+Literacy+for+School+Counselors.pdf))

When school counselors measure their impact on critical school outcome data, it:

1. maximizes their ability to impact the success of students, because school counseling activities are likely aligned to school-wide goals for improvement (i.e. the school improvement plan).
2. informs your own work - whether what you did actually made a difference.
3. influences how administrators, students, teachers, staff, and other stakeholders recognize the importance of the school counseling work and the need to continue interventions.

The terms “outcome data” and “results data” are often used interchangeably. Outcome data demonstrates that the counseling intervention **resulted in behavior change**, which in turn impacted student academic performance (Hatch, 2013). There are two types of outcome/results data:

[Insert Figure 3.3 here]

**Figure 3.3**

[**What is Outcome Data?**](https://docs.google.com/presentation/d/1Ab8hwMvpo0_sLdg0LL2A_AZD-apgTvKpRL3f0XVO3Sw/edit?usp=sharing)

Basically, any metrics in your school improvement plan are great metrics for school counseling SMART goals. Bottom line, if your school is measured on a particular data metric, school counselors can create SMART goals around that data metric in an effort to improve it.

Sample Secondary SMART Goals:

* Reduce the # of “severe” student misconducts (classifications 4, 5, and 6) by 5% by June [year].
* Increase the college enrollment rate from 62% to 65% by October [year].
* Reduce the percentage of 7th graders with 2 or more Early Warning Indicators to 14% by June [year].
* Improve student attendance from 92% to 93% by the end of the school year.
* By the end of school year [year], the number of 7th grade office referrals will decrease by 2% from 270 referrals last year to 265 referrals this year.
* Increase the Freshman On-Track rate by 3% by June [year].
* Close the gap in college persistence between Latino males and the general population by 5% by January [year].
* By the end of 3rd quarter, 6th graders with 3 or more office referrals for bullying behaviors will reduce their overall referral rate by 10%, when compared to 1st quarter.
* By February [year], increase the FAFSA completion rate by 15%, when compared to last year’s rate.
* Increase the % of African American students earning a 3 or higher on their AP exams by 12%.
* By June [year], increase the percentage of 8th graders on free or reduced lunch earning a “met” on their state math benchmark exam by 8%.
* Reduce the number of 10th graders classified as “truant” earning 2 or more F’s by 15% by June [year].
* Increase the graduation rate of English Language Learners by 3% by June [year].
* By June [year], 95% of the graduating class will have a completed, evidence-based, concrete postsecondary plan upon graduation.