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| Description: WSCA | **Wisconsin School Counseling Program**  **Accountability Report 2017-2018**  *Rationale, Requirements, & Guidelines* |

**Rationale**

The Wisconsin School Counseling Program Accountability Report is a continuous improvement document that gives a school counseling program an opportunity to demonstrate a commitment to getting results. The Wisconsin School Counseling Program Accountability Report (WSCPAR) has been developed by an advisory group of Wisconsin school counselors for the Wisconsin School Counselor Association (WSCA).

We hope that you will find the WSCPAR useful in:

* presenting a self-evaluation of your school counseling program;
* preparing/analyzing results that guide programming for all students in their academic, social/emotional, and career goals;
* promoting your program to your school administration, school board, community partners and businesses and parents/guardians;
* preparing reports for professional assessment, school accreditation, grants, awards or recognition; and
* implementing the American School Counselor Association (ASCA) Mindsets & Behavior for Student Success and National Model for School Counseling Programs.

If you wish to submit a WSCPAR to the Wisconsin School Counselor Association WSCPAR committee for professional review and award recognition, please follow the directions and requirements delineated in this year’s Wisconsin School Counseling Program Accountability Report Application Packet.

***Deadline for Award consideration: October 15, 2017***

***Note: Data and information reflected on the 2017 WSCPAR should be from the 2016-17 school year.***

**Application Requirements**

1. You must submit a completed scoring rubric with your WSCPAR. Your WSCPAR will not be considered for an award if you do not self-score your WSCPAR and submit one completed scoring rubric with your five (5) color copies of the WSCPAR, one cover letter, and one completed application.
2. Your entire WSCPAR must fit (back and front) on one 8 ½” x 11” OR one 8 ½” x 14”.
3. Only WSCPAR with size 10 or 12 fonts will be considered for an award. An 8 point font is acceptable for your graphs and standards. Please make sure that your text is legible for all graphs and narrative sections of the WSCPAR. 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 WSCPAR is a public document and should not have typographical, grammatical, or mechanical errors. In addition, WSCPAR documents are a formal document and should be written in third person, not first person (i.e., “The school counselor taught three lessons…” not “I taught three lessons…”). WSCPARs with more than two errors will not be considered for formal award status.
6. See Scoring Rubric for required items in the WSCPAR header.
7. **The complete WSCPAR document (pdf), cover letter (pdf), self-scored rubric (pdf), and application (pdf) must be emailed to Todd Hadler at** [**hadlert@manitowocpublicshcools.org**](mailto:hadlert@manitowocpublicshcools.org) **by:**

**5 PM, October 15th**

**Mail (postmarked by October 15th) five (5) color copies of your WSCPAR, a self-scored rubric, and an application form with cover letter to:**

**Todd Hadler, School Counselor or Todd Hadler, School Counselor**

**Monroe Elementary School WSCPAR Coordinator**

**2502 S. 14th Street 3309 Kimberly Circle**

**Manitowoc, WI 54220 Manitowoc, WI 54220**

The cover letter should include an overview of the process engaged by your team to complete the WSCPAR and a distribution plan for your document.

We encourage you to find WSCPAR layout and editorial assistance from the following personnel:

* + District office public relations department
  + Yearbook advisor
  + English department
  + Graphics department
  + Desktop publishing class
  + Graduate interns

All school must meet the criteria listed within this document. WSCPARs that do not follow submission guidelines, are in size 9 font or lower, or missing essential information such as graphs, signatures, or sections will not be reviewed for award consideration. WSCPARs will not be returned for “re-writes” or corrections.

**WSCPAR 2017 Guidelines**

This section provides additional information on WSCPAR development and scoring.

**Resources**

For each section of the WSCPAR, we have identified the following resources:

* + Helpful Hints
  + ASCA National Model (available at http://www.schoolcounselor.org) applications with page numbers from the National Model for School Counseling Programs, Third Edition.

In 2014, the WSCPAR replaced the *Support Personnel Accountability Report Card for Wisconsin* (SPARC-W). The two documents are very similar; however, WSCA has developed a new rubric for the WSCPAR that is more specific to school counseling programs. You can find the award winning SPARC-W documents at [www.wscaweb.org/index.php?module=cms&page=15](http://www.wscaweb.org/index.php?module=cms&page=15) . You will also find many examples of award winning documents from California at [www.sparconline.net/Home/ViewSparcs](http://www.sparconline.net/Home/ViewSparcs) . When reviewing previous award winning SPARC-Ws, please remember that WSCA had developed a NEW SCORING RUBRIC in 2014 and there are *new requirements* for the 2017 Wisconsin School Counseling Program Accountability Report.

**Operational Definitions**

The following three definitions of data are taken from Evidence-Based School Counseling: Making a Difference with Data-Driven Practices 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 give us the who, what, when, where and how often information. (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’ *attitude* or beliefs changed or shifted as a result of an activity or intervention, (b) students learned the *skill* (attained the competency), or (c) students’ *knowledge* increased. School counselors can collect ASK data about an activity or intervention to determine if it benefited students. (p.41-42)
* **Results Data-** are the “hard” data, the application data. Results are the proof that the activity or intervention either has or has not positively influenced the students’ ability to use attitudes, skills, and knowledge to change their behavior. Behavior changes and their results may be measured with two types of data: achievement or achievement-related. (p. 42)

**Graph & Chart Hints**

**Pie Graphs/Charts**

Pie graphs/charts “are useful in illustrating percentages and proportions in relation to each other and to the whole. We recommend that no more than five segments be shown in a single pie graph and that the largest segment (sometimes called a *slice, sector,* or *wedge*) start at 12 o’clock, with the remaining sections following clockwise” (Nicol & Pexman, 2010).

Effective Elements for Pie Graphs/Charts:

* Segment labels are all horizontal.
* Pie segments can easily be distinguished from one another (in color and grayscale).
* There are no more than five segments in a single pie graph.
* A legend is provided that identifies the segments or all segments are labeled.
* Negative numbers are not illustrated.
* Percentages total equal 100.

Nicol, A.A.M. & Pexman, P. M. (2010). *Displaying your findings: A practical guide for creating figures, posters, and presentations, 6th edition.*  American Pyschological Association: Washington, DC

Graph Title

Pie Chart/Graph Example

Largest section starts at 12 o’clock

Hint: Use Excel and start data input with the largest category

Sections Labeled & Includes Percentages

**Bar/Column Graphs**

Bar graphs are useful in presenting or comparing differences between groups or how groups differ over time (Nicol & Pexman, 2010).

Checklist of Effective Elements for Bar Graphs (Nicol & Pexman, 2010):

* Graph has a title.
* Both x and y axes are clearly labeled and are parallel to the axes (if possible).
* The dependent variable is on the vertical (y) axis (unless there is a reason to put it on the y-axis).
* The y-axis/x-axis length ratio is appropriate.
* The highest values on the x-axis and y-axis scales are larger than the highest data values.
* Bars representing different independent variables within the graph can be clearly differentiated from one another in color and gray-scale.
* Bars are the same width.
* Bars are labeled with the value of that data point.

Graph Title

Y-axis Labels

Legend is clearly visible

Value of data-points is visible

X-axis Labels

**Technical Assistance**

If you have any questions or concerns with regard to the WSCPAR, please feel free to contact the WSCPAR Coordinators: Todd Hadler at [hadlert@mpsd.k12.wi.us](mailto:hadlert@mpsd.k12.wi.us) or (920) 663-9316 (work) or (920) 242-3183 (cell) or Pam Sonmor-Wintz at [psonmorwintz@wwusd.org](mailto:psonmorwintz@wwusd.org) or 262-472-8113 (work). Once you have submitted your WSCPAR, we will publish the name, phone number and email of the individual who was responsible for completing the application. This person is responsible for communicating and sharing with other schools that seek technical assistance in developing their WSCPAR. The WSCPAR process involves a network that is non-competitive; every school that meets the demands of the rubric will receive an award.

We encourage you to design your own template that reflects the program at your school and your graphics capabilities. There are plenty of examples from previous SPARC and/or WSCPAR award winners at [www.wscaweb.org/index.php?module=cms&page=15](http://www.wscaweb.org/index.php?module=cms&page=15) and [www.sparconline.net/Home/ViewSparcs](http://www.sparconline.net/Home/ViewSparcs). Please refer to the current year WSCPAR Rubric for current requirements.

**How and When We Score Your WSCPAR**

Program of Promise (PoP) Awards will be awarded to schools with WSCPAR scores of 24 or higher with NO score in the “Does Not Meet Expectations” sections. While the difference between exceeds expectations, meets expectations and minimally meets expectations is subjective, we encourage you to use language that reflects a stronger commitment.

An email will be made to the "Individual Completing Application" acknowledging receipt of your WSCPAR application after both hard and electronic copies have been received. You will be notified by e-mail by **December 1st, 2017** as to the status of your WSCPAR application. No queries will be answered with regard to application status before December 1st, 2017.

The PoP Award winners will be acknowledged during a special ceremony at the 2018 WSCA conference.

***Wisconsin School Counseling Program Accountability Report***

***Components & Rubric***



The document header is the first item a potential reader’s eyes should focus on when one first views a Wisconsin School Counseling Program Accountability Report. Therefore, the document header should include important identifying information. Please refer to the list below and the scoring rubric.

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| In the document header the following items must be included:   * The title of the document “Wisconsin School Counseling Program Accountability Report” * The year “2017” * The following statement: “A continuous improvement document sponsored by the Wisconsin School Counselor Association” * School Name\* * School Address\* * School Phone Number\* * School Website\* * Number of Students Enrolled at the School\* * Grade Levels i.e., K-5, 6-8, or 9 -12\* * Principal’s Name\* * Name(s) of the School Counselor(s)\*   *\*WSCPAR document representing the school counseling program provided by* ***one*** *counselor at multiple schools/buildings, then all school information must be provided for each school/building.* |

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| **Document Header** | **Exceeds Expectations**  **3** | **Meets Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
| **ALL (11) required items are included in the document header** | Document header includes all 11 required Items |  | Document header includes 5 to 10 of the additional items | Document header includes 4 or less of the required items |

Principal’s Comments

This section should include comments from your building principal regarding the impact of the school counseling program on students – How are students different because of the school counseling program? There must be evidence that the goals and results were shared with your building principal. *WSCPAR document representing the school counseling program provided by* ***one*** *counselor at multiple schools/buildings, then the Principal’s Comments can represent one or more of the buildings served. For example, the two (2) specific examples indicating the impact of the school counseling program one could be from one building and the second from another building or both examples could be from one building.*

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| **Principal’s Comments** | **Exceeds Expectations**  **3** | **Meets Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
| **Statement of how students are positively impacted as a result of the school counseling program** | Statement provides two or more specific examples, clearly indicating the impact of the school counseling program on students | Statement provides at least one example which indicates the impact of the school counseling program on students | Statement indicates that school counseling program has an impact on students, but provides no example | Statement makes no mention of how students are impacted by the presence of a school counseling program |

Helpful Hint: In the narrative refer to the first example as example one and the second as example two. This will assist readers to quickly identify the two examples.

Questions for Thought Regarding the Principal’s Comments Section:

* Is your building principal aware of how students are different because of the school counseling program?
* Can your building principal cite specific examples of how the school counseling program activities / initiatives have impacted students (academically, behaviorally, socially, emotionally, or career/educational choices)?
* Do you meet regularly with your building principal to discuss the school counseling program?
* Is your building principal aware of American School Counselor Association Mindsets & Behaviors for Student Success?
* Is your own understanding of the American School Counselor Association Mindsets & Behaviors for Student Success strong enough to explain what they are and how your program uses them to your principal?
* Is your building principal aware of your goals for improvement from last year?
* Do you have results from your goals for improvement from last year that you can share with your principal? Have you shared your results?
* Do you have the kind of relationship with your building principal that you could draft some examples of what he/she could include in the Principal’s Comments section? Or have a conversation to share some suggestions regarding examples you would like included in the Principal’s Comments section?



Your graphic representations should look similar in style to the graphs in the Results section. Data presented in the School Climate and Safety section may be either perception or results data (see operational definitions). Some ideas for the category of school safety are:

• Programs and activities which 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, and

• Prevention and response to acts of hate violence, bias-related incidents and discriminatory attitudes.

Helpful Hints: Keep your graphs simple to read – focus on one concept per graph. Think USA Today! Ensure that graphs are well labeled so readers can easily determine what information is depicted in the graph.

The relationship between the data presented and the school counseling program should be clearly stated.

Your work in this section may be enhanced by reviewing the following National Model application: Delivery System (p.39-44).

**This section must include two (2) examples of school climate and safety**. Data presented in the School Climate and Safety section may be either perception or results data (see operational definitions). *WSCPAR document representing the school counseling program provided by* ***one*** *counselor at multiple schools/buildings may provide School Climate and Safety examples from any of the buildings served by that school counselor.*

| **School Climate and Safety** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
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| **Provide a graph(s) of school climate and safety data** | Graph utilizes student results data representing school climate and safety | Graph utilizes student perception data representing school climate and safety |  | Only process data presented OR Data presented is not related to school climate or safety |
| **Graph clearly labeled, easy-to-read** | Well-designed graphic representation of school climate or safety data that is easy-to-read, clearly labeled with the effective elements of a good graph | Labeled graphic representation of school climate or safety data | Graphic representation of school climate or safety data | No graphic representation of school climate or safety data |
| **Written explanation connecting school counseling program activity to the results pictured in the graph** | A clearly written explanation **strongly** connecting the school counseling program activity to the school climate or safety data in the graph | A clearly written explanation **connecting** the school counseling program activity to the data in the graph | A clearly written explanation **minimally** connecting the school counseling program activity to the data in the graph | No connection to the school counseling program OR no connection to school climate or safety |

Questions for Thought Regarding the School Climate and Safety Section:

* Has your building used any data to identify areas of concern related to student safety?
* Are the teachers in the building being asked to use targeted instruction in the classroom to address attitudes of the students?
* Has the counseling department surveyed the building to discover any real or perceived attitudes by students or faculty regarding feeling unsafe during the school day?
* Does your school conduct a school climate and safety survey? Have you analyzed the results? Are there areas that the school counseling program could address to improve students’ perception of school climate or safety?
* Have you examined your school discipline data? Are there specific areas of concerns – playground, bus, or classroom? Have you disaggregated the data to determine if there is a target group i.e., males, ethnicity/race?
* Attendance data – How many absences does your school have? Are there certain days of the week that absences most frequently occur? Are there specific students or groups of students that are often absent?
* Has your school implemented PBIS? What changes in school climate and safety data has your school observed?



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. Only student outcome results that your school counseling program has demonstrably impacted will be considered for an award. Results should reflect the student performance in 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.)

*WSCPAR document representing the school counseling program provided by* ***one*** *counselor at multiple schools/buildings may provide student results from any building served by that one school counselor.*

Presenting your results in graphic form (pie charts, graphs, etc.) and their relationship to the American School Counselor Association Mindsets & Behaviors for Student Success are essential components for this section. You can use Microsoft Excel to plug your data into a variety of graphs or charts. Three to five data sets including at least three graphic representations of data will make this section complete.

Helpful Hints:

* The relationship between the data presented and the school counseling program should be clearly stated.
* Does your business, math, computer applications departments or service organizations on campus want to crunch numbers for you? Do you have an intern doing a practicum or fieldwork hours at your school who would want to help with your WSCPAR?
* Keep your graphs simple to read – focus on one concept per graph. Think USA Today!
* See Chart & Graphs Hints

Your work in this section may be enhanced by reviewing the following National Model applications: Use of Data (p.49-53), Results Reports (p.59-62), Action Plans (p.55).

Questions for Thought Regarding the Student Results Section:

*Academic*

* Is there an identified academic achievement gap in your building? If so, what is it and who identified it?
* Has your department done any school counseling curriculum related to skills to help students succeed academically? What were the lessons?
* Have you gathered data related to the outcome of the lessons? Did students’ grades improve? Was attendance impacted? Did referrals go down? What was the outcome?

*Social/Emotional*

* Do you run any groups for a target population of students who are struggling? How are these students identified, and do you have a way to follow up to see if they have shown improvement since being involved in the group (e.g. fewer referrals, attendance is improved, GPA has increased)?

*Career*

* Do your students create any artifacts (e.g. portfolio entries, career papers, etc.) that display their understanding of a career standard? Are all students expected to create this?
* Do you have lessons that expose students to career research technology that they can access and use on their own? Do you have a way to measure if they are using it on their own?

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| **Student Results** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
| **List Competency / Core Performance Standard and benchmark/**  **indicator for activities in the Domain** | Activity attached ASCA Mindsets & Behaviors for Student Success or activity attached to Mindsets & Behaviors for Student Success and WCSCM State Competency / Core Performance Standards and benchmarks/  Indicator | Activity only attached to either state or national Competency / Core Performance Standards and benchmarks/  indicator, but not both | List only Competency / Core Performance standard or benchmark/  indicator, but not both | Activity not attached to standards or benchmarks |
| **Provide a graph(s) of student results** | Graph utilizes student results data | Graph utilizes perception data, but no results data | Graph utilizes process data, but no perception or results data | No graph, or graph unclear |
| **Graph clearly labeled, easy-to-read** | Well-designed graphic representation of students’ academic, social/emotional, or career results that is easy-to-read, clearly labeled | Labeled graphic representation of students’ academic, social/emotional, or career results | Graphic representation of students’ academic, social/emotional, or career results | No graphic representation of students’ results OR results presented are not related to students’ results |
| **Written explanation connecting school counseling program activity to the results pictured in the graph** | A clearly written explanation **strongly** connecting the school counseling program activity to students’ results presented in the graph | A clearly written explanation **connecting** the school counseling program activity to the results in the graph | A clearly written explanation **minimally** connecting the school counseling program activity to the results in the graph | No connection to the school counseling program OR No connection to student results |

**Examples of Standards, Competency / Core Performance Standard and Benchmark/Indicators:**

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| **ASCA Mindsets & Behaviors for Student Success** | |
| **Mindset Standard (M)** | M 2 Self-confidence in ability to succeed |
| **Behavior Standards**  **Learning Strategies (LS)**  **Self-Management Skills (SMS)**  **Social Skills (SS)** | B-LS 4 Apply self-motivation and self-direction to learning  B-SMS 3 Demonstrate ability to work independently  B-SS 1 Use effective oral and written communication skills and listening skills |
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Additional information on ASCA’s Mindsets & Behaviors for Student Success can be found on the ASCA website [www.schoolcounselor.org](http://www.schoolcounselor.org).

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| **Wisconsin Comprehensive School Counseling Model** | | |
| **Standard** | | Academic Content Standard A: Students will acquire the attitudes, knowledge and skills that contribute to successful learning in school and across the life span. |
| **Competency / Core Performance Standard** | | (Core Performance Standard)  A.1. Demonstrate an understanding of and responsibility for self as a learner |
| **Indicators/Benchmark** | | (Benchmark)  A.4.1.1 Demonstrate competence and confidence as a learner |
| **Rubric** | **Example:** | |
| **Exceeds Expectations (3):** Activity attached ASCA Mindsets & Behaviors for Student Success or activity attached to Mindsets & Behaviors for Student Success and WCSCM State Competency / Core Performance Standards and benchmarks/  Indicator | ASCA M 2 Self-confidence in ability to succeed B-SMS 3 Demonstrate ability to work independently  Or:  ASCA M 2 Self-confidence in ability to succeed B-SMS 3 Demonstrate ability to work independently  and  WCSCM A.1 Demonstrate an understanding of responsibility for self as a learner A.4.1.1 Demonstrate competence and confidence as a learner. | |
| **Meets Expectations (2):** Activity attached to outdated state or national Competency / Core Performance Standards and benchmarks/indicator, but not both | ASCA M 2 Self-confidence in ability to succeed B-SMS 3 Demonstrate ability to work independently  OR  WCSCM A.1 Demonstrate an understanding of responsibility for self as a learner A.4.1.1 Demonstrate competence and confidence as a learner | |
| **Minimally Meets Expectations (1):**  List only Competency/Core Performance Standard or benchmark/Indicator, but not both | M 2 Self-confidence in ability to succeed  OR  B-SMS 3 Demonstrate ability to work independently  OR  A:A1.1 articulate feelings of competence and confidence as learners  OR  A.4.1.1 Demonstrate competence and confidence as a learner | |



This section should reflect some of the identified needs for Closing the Gap 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

Guideline: Do you have a baseline for the focus area before you identify your commitment to improving performance?

Helpful Hints:

* Prioritize your goals based on data. Create a graph that represents the baseline data and possibly your target goal.
* Write your goals in a single sentence, using the SMART Goal format.
* Don’t commit in writing to more than your team can deliver. There is a limit of two goals.
* Your Student Learning Objectives (SLOs) may translate into School Counseling Program Goals.
* Results from prior years’ School Counseling Program Goals can be reported in the Student Results or School Climate and Safety sections of the WSCPAR document.

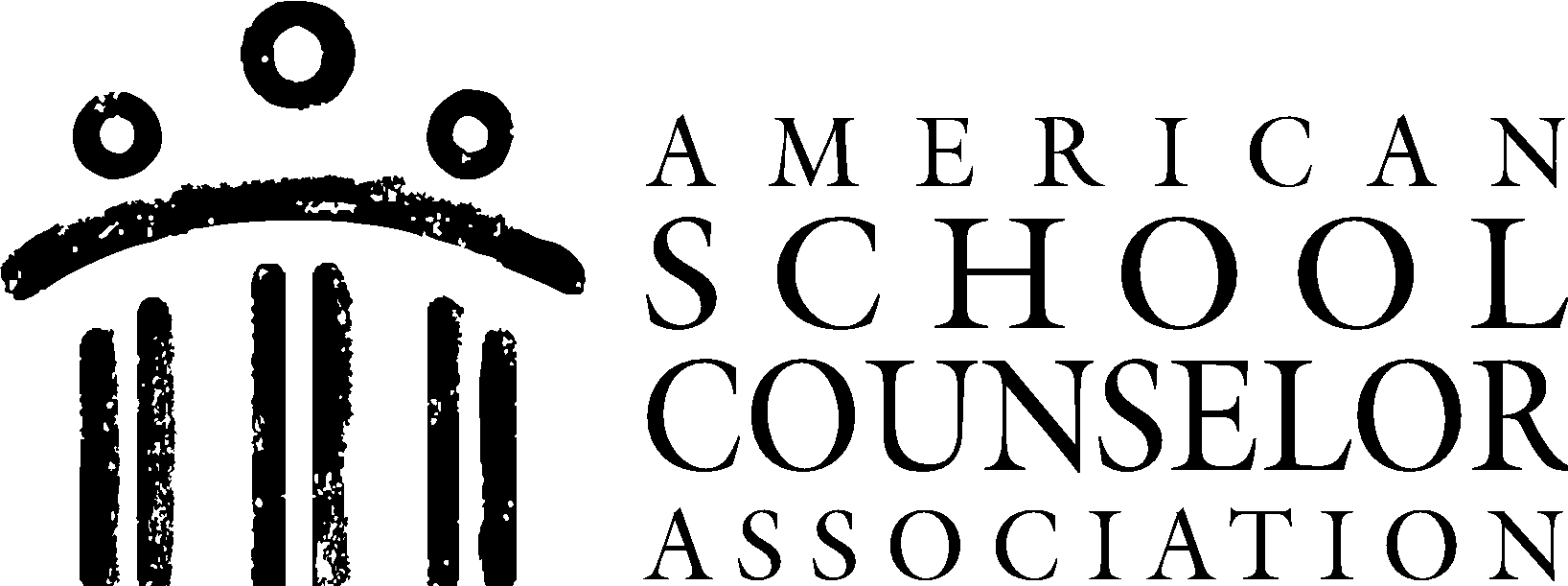
Your work in this section may be enhanced by reviewing the following National Model applications: Program Goals (p.25-28), Advisory Council (p.47), and School Counseling Program Assessment (p.42).

This section must include two (2) School Counseling Program Goals. Program goals must be written in a single sentence using the SMART Goal format. *WSCPAR document representing the school counseling program provided by* ***one*** *counselor at multiple schools/buildings may provide two school counseling program goals from any building served by that one school counselor.*

| **School Counseling Program Goals** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
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| **Program goal is clearly defined using the SMART Goal format (single statement)** | **Program goals utilizing the SMART goal format** | **Goal utilizing the SMART goal format with 4 of the five components present** | **Goal utilizing the SMART goal format with 1-3 of the five components present** | **Goal does not utilize SMART goal format** |
| **Explanation of baseline Closing the Gap data for identification of program goal and prioritization of goal** | **Strong use of baseline Closing the Gap data** to identify program goal and **prioritization** of goal **exceeds expectations** | **Use** of **baseline** Closing the Gap data to identify goal and **prioritization** of goal **meets expectations** | **Use** of data to identify areas of need and prioritization of goal **minimally meets expectations** (priorities implied) | **No** use of data to identify goals; **no** prioritization of goals **or more than 2 goals listed** |
| **Graph included in section for each goal displays the baseline Closing the Gap data (see example)** | Easy-to-read, clearly labeled graphic representation of the baseline data for the goal | Labeled graphic representation of the baseline data for the goal | Agraphic representation of goal | N**o** graphic representation of goal |

**Example of graph showing baseline data:**

The data shown in this graph could easily attach to a goal about reducing the percentage of graduates who are not attending any form of post-secondary education.

ASCA National Model School Counseling Program SMART Goals Worksheet

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| **S**pecific Issue  What is the specific issue based on our school’s data? |  |
| **M**easurable  How will we measure the effectiveness of our interventions? |  |
| **A**ttainable  What outcome would stretch us but is still attainable? |  |
| **R**esults-Oriented  Is the goal reported in results-oriented data (process, perception and outcome)? |  |
| **T**ime Bound  When will our goal be accomplished? |  |

**Based on the information above, write a single goal statement sentence.**

*Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.*

**School Counseling Program Goals**

* Does your department have goals set for this year? What are they?
* How will you measure if they have been satisfactorily accomplished?
* How did you decide on those goals? Did you use data from your building?



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| **Content, Typos, and Grammar** | **Exceeds Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
| **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** | **No** typos | **1** typo | **2** typos | **3** or more typos |
| **Grammar** | **No** grammar problems | **1** grammar problem | **2** grammar problems | **3** or more grammar problems |
| **Mechanics i.e., capitalization, punctuation…** | **No** mechanics problems | **1** mechanics problem | **2** mechanics problems | **3** or more mechanics problems |

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| 8 pt Arial font – acceptable for graphs only  10 pt Arial font – acceptable  12 pt Arial font – acceptable | 8 pt Times Roman font – acceptable for graph only  10 pt Times Roman font - acceptable  12 pt Times Roman font - acceptable |

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| **FINAL SCORE** |  |
| * Program of Promise Awards will be given to schools with scores of 24 or higher with NO score in the Does Not Meet Expectations sections. |  |
| **GRAND TOTAL** |  |
| **Additional Comments (Please print legibly):** |  |