**TEACH ME HOW TO WSCPAR**

WSCA Sectional

***Data-Data-Data…***

*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):*

* *These definitions are also included on the WSCPAR Rationale-Requirements-Guidelines packet (pg. 3)*

**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** - tells us what a student learned. Perception data informs 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 measures whether (a) students attitudes 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)

**Outcome Data** - is 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)

***Results/Outcome Data***

**The "So What" data**

**The Hard data**

**Application data**

**Proof data**

**Not what adults do**

**Not number of students seen**

Not number of conferences

|  |  |
| --- | --- |
| **Achievement** | **Achievement-Related** |
| *The Big Ticket items* | *Factors impacting achievement* |
| \*Standardized test results | \*Discipline referrals & suspensions |
| \*Retention rates | \*Attendance rates |
| \*SAT/ACT scores | \*Course enrollment patterns |
| \*Dropout rates | \*Homework completion rates |
| \*Completion of college prep | \*Parent involvement |

**WSCPAR deadlines & Reminders:**

**1) Utilize data from previous school year**

**2) Deadline for submission - mid Oct. (check the WSCA website)**

**3) Connect ASCA Mindsets & Behaviors with academic, career, and social-emotional domains**

**Helpful Links/Resources**

**WSCPAR resource page on the WSCA website:**

 <http://www.wscaweb.org/WSCPAR>

* Stroll down and find “WSCPAR Rationale-Requirements-Guidelines” for helpful step by step directions on how to plan, prepare, and create a successful WSCPAR

**Resource link to the ASCA Mindsets & Behaviors for Student Success: (***needed for the Student Results section):*<http://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Step by Step Tips for WSCPAR Beginners:**

1. Go to WSCA website ([www.wscaweb.org](http://www.wscaweb.org/))

2. Click the WSCPAR link under the "Awards and Scholarships" tab at the top of page

3. Print out WSCPAR Rationale-Requirements-Guidelines - walk through this document step by step

4. Complete the document/header first (check off each bullet point ensuring you have all required parts)

5. Communicate with your principal on the programs/efforts you are doing/putting in place throughout

 the year - but save the “Principal’s Comments” section for last

6. Brainstorm programs, groups, lessons, etc. you have implemented & delivered (or plan to deliver) to

 meet students needs during the school year. Write these examples down to help you plan.

*Examples:*

* Small Groups and/or SAIG
* Peer Helper Program
* Peer Mediation
* Mentoring Program
* CICO
* Specific lesson/curriculum delivered to students

7. Brainstorm methods of data collection you can develop and deliver, as well as data collected and

 accessible to you in your school. Write these examples down.

*Examples:*

**Perception Data** *(attitude, skills, and knowledge gained/learned from our students from a lesson, unit, group, or activity we implemented)*

* School-wide climate survey (given in Fall and in Spring)
* Pre-Post Test/Surveys (small groups, delivering lessons, etc.)

**Outcome Data** *(students’ ability to use attitudes, skills, and knowledge gained to change their behavior - PROOF OF BEHAVIOR CHANGE)*

* Office Discipline Referrals
* Suspensions
* Attendance Reports
* CICO progress
* Homework completion rates
* Standardized tests

8. TIME TO MATCH UP YOUR EFFORTS *(activities, program, lessons, groups)* WITH THE RIGHT DATA

 COLLECTION METHOD:

*School climate section (2 examples) and student results section (academic, social/emotional, career - 3 total examples, 1 for each domain)*

*Example Outline:*

**School Climate & Safety:** Started up a Peer Helper Program

* Data: School Climate survey (compare results from Fall to Spring) *- perception*
* Data: ODRs (decrease in 1st grade Odrs from previous year to current year) *-outcome*

**School Climate & Safety:** Social Skills/Self-Regulation Group (targeted group of students)

* Data: ODRs (the desired outcome is a decrease in these specific student’s ODR’s) *-outcome*

**Academic Domain:** Organization and Study Skills Group (targeted group of students)

* Data: Homework completion (time-frame ex: pre-group/post-group; Q1 to Q2) *-outcome*

**Social/Emotional Domain:** Self-Regulation Curriculum delivered to a targeted grade level

* Data: Pre-post test/surveys (desired outcome - increase in student knowledge & skills) *-perception*
* Data: ODRs (desired outcome - decrease in ODRs in this grade level - knowledge & skills transferred into behavior change) *-outcome*

**Career Domain:** Career Event at the Technical College for 6th grade students

* Data: Pre-post test/survey *-perception*

9. Create the data collection pieces needed (if they do not already exist - ex: pre-post test/survey)

10. Begin collecting data that is available to you to make your life easier (to prevent from having to collect it

 all at the very end)

**IMPORTANT THINGS TO REMEMBER:**

* The relationship between the data presented and the school counseling program should be **clearly stated** *(ex: if there was a decrease in ODRs how did the school counseling program efforts help to create this behavior change)*
* A great way to start this process is to pinpoint the academic and behavioral concerns present in your school and create a list of interventions or things that you (the school counseling program) could implement to help create a positive change in behaviors.