***2019***

***Wisconsin School Counseling Program Accountability Report Application Form***

***Please do not alter this application by deleting sections or adding your own wording.***

***Please note this is a fillable form and responses should be typed. Print form and then obtain signatures.***

***Deadline: Submissions MUST be received by 5:00 pm on Monday November 11, 2019***

**Please submit the following items electronically in pdf format to Stacey Miller at** [**data@wscaweb.org**](mailto:data@wscaweb.org) **:**

*Application Form (with all appropriate signatures), new in 2019 application includes self-score rubric*

*Wisconsin School Counseling Accountability Report (WSCPAR)*

*Signed Annual Agreement/Annual Administrative conference template*

*SMART Goal Planning Template (2 total – one for each Goal)*

School District: Click here to enter text.

School Site: Click here to enter text.

School Level:  Elem Middle  High Number of Students: Click here to enter text.

School Setting: Urban  Suburban Rural

County: Click here to enter text.

School's State Senate Member Name: Click here to enter text.

School's State Assembly Member Name: Click here to enter text.

Individual Completing Application: Click here to enter text. Work Phone: Click here to enter text.

School/Work Address: Click here to enter text.

City: Click here to enter text. State: WI Zip Code: Click here to enter text.

E-Mail: Click here to enter text.

**School Counselors in your school**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Signature** |
| Click here to enter text. | Click here to enter text. |  |
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| Click here to enter text. | Click here to enter text. |  |
| Click here to enter text. | Click here to enter text. |  |

**Local Newspaper:** Click here to enter text. **Newspaper Website:** Click here to enter text.

**Newspaper Mailing Address:** Click here to enter text.

**Newspaper Editor Email:** Click here to enter text. **Newspaper Phone:** Click here to enter text.

**Counselor Reflection Statement:**

1. **Explain the process engaged by your team to complete the WSCPAR and a distribution plan for your document:**

Click here to enter text

**2) What implications did you or your team consider after reviewing the results from your program or interventions?**

**■** Implications explain how data results will help:

● Deliver lessons more effectively (considering content, strategies, time).

● Collect data more accurately (asking better questions based on quality content).

● Target ASCA Mindsets & Behaviors.

● Make decisions about which lessons to continue, add or discontinue.

Click here to enter text

**Principal Approval:**

This Wisconsin School Counseling Program Accountability Report (WSCPAR) accurately reflects the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document was generated by the school counselor (s) at our school.

Name of Principal: Click here to enter text. Principal Email: Click here to enter text

Signature of Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Superintendent publication approval:**

This document has been approved as a public document. This Wisconsin School Counseling Program Accountability Report (WSCPAR) accurately reflects the efforts of the school counseling program in its design, implementation, evaluation, and coordination. This document has been proofread for typographical and grammatical errors. You have my permission to reproduce and post this WSCPAR on the WSCA website and the DPI Counseling and Student Support website. **I give my permission for all or any part of this application to be shared with state legislators and others interested in reviewing our WSCPAR.**

Name of Superintendent: Click here to enter text. Superintendent Email: Click here to enter text.

Superintendent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Street/Mailing Address: Click here to enter text.

City: Click here to enter text. State: WI Zip Code: Click here to enter text.

**Please submit the following items electronically in pdf format to Stacey Miller at** [**data@wscaweb.org**](mailto:data@wscaweb.org) **:**

*Application Form (with all appropriate signatures), new in 2019 application includes self-score rubric*

*Wisconsin School Counseling Accountability Report (WSCPAR)*

*Signed Annual Agreement/Annual Administrative conference template*

*SMART Goal Planning Template (2 total – one for each Goal)*

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

***Components & Rubric***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SECTION 1**  **DOCUMENT HEADER** | | | | | | | | |
| In the document header the following items must be included:   * The title of the document “Wisconsin School Counseling Program Accountability Report” * The year “2019” * 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\* * Student Demographics ( % FR, ELL, Special Ed, Racial breakdown) * 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.* | | | | | | | |
| **Document Header** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** | |
| **Includes all components of document header** | N/A, Required, no points awarded | | | | Not all components included in header |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | | **Total Header**  **(List n/a if all components are included or a 0 if not)** |  |

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| **SECTION 2**  **RESULTS REPORT** |

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 (See operational definitions for clarification of different types of data.) This section must include interventions/activities based on two out of three of the following domains: Academic, Career, Social/Emotional.

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| **RESULTS REPORT**  **Data Set #1** | | | | | |
| This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered. ***Data Set #1 must include a minimum of one outcome data chart.*** Additional data can be included but is not required. | | | | | |
| **Data Set #1 Intervention/Program Description** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Includes Results Report Title (Description of Activity, Intervention or Program)** | N/A, Required, no points awarded | | | Did not include Title |  |
| **Lists ASCA Mindsets & Behavior Standard (maximum of 2), including domain** | Activity **strongly** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **moderately** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **minimally** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **not** attached to ASCA Mindsets and Behaviors for Student Success indicators and domain. |  |
| **Process (Participation) Data Description** | Includes 4/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 3/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 2/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 0-1/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions |  |
| **Written explanation for intervention/ activity** | **Strongly** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Moderately** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Minimally** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | Does not describe intervention/activity and why it was chosen (e.g. best practice, action research, evidence based, research informed) to have the greatest impact on identified students. |  |
| **Explanation for why student population chosen** | Provides a **thorough** explanation of how the students were identified and how it addressed student needs **using data.** | Provides a t**horough** explanation of how the students were identified and how it addressed student needs. | Provides an explanation of how the students were identified and how it addressed student needs. | Does not provide an explanation of how students were identified and how it addressed student needs. |  |
| **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 data in the graph. | A clearly written explanation **moderately** connectingthe 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. |  |
| **Data Set #1**  **Graph** | **Exceeds**  **Expectations**  **6** | **Meets**  **Expectations**  **4** | **Minimally Meets Expectations**  **2** | **Does Not Meet Expectations**  **0** | **Score** |
| **Graph clearly labeled, easy-to-read** | Well-designed graphic representation of student outcome data that is easy-to-read, clearly labeled with the effective elements of a good graph (title, axis labels, data collected, etc.) | Labeled graphic representation of student results. | Graphic representation of student results. | No graphic representation |  |
| **Provide a graph(s) representing outcome data.** | Graph **strongly** illustrates student outcome data on academic, attendance or behavior. | Graph **clearly** illustrates student outcome data on academic, attendance or behavior. |  | Only process or perception data presented. |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | **Total Data Set #1**  **(Add scores)** |  |
| **DATA Set #2** | | | | | | |

This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered. ***Data Set #2 must include a minimum of one Perception (Mindsets & Behavior) or Outcome data chart.*** Additional data can be included but is not required.

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| **RESULTS REPORT**  **Data Set #2** | | | | | |
| **Data Set #2 Intervention/Program Description** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Includes Results Report Title (Description of Activity, Intervention or Program)** | N/A, Required, no points awarded | | | Did not include Title |  |
| **Lists ASCA Mindsets & Behavior Standard (maximum of 2), including domain** | Activity **strongly** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **moderately** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **minimally** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **not** attached to ASCA Mindsets and Behaviors for Student Success indicators and domain. |  |
| **Process (Participation Data) Description** | Includes 4/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 3/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 2/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 0-1/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions |  |
| **Written explanation for intervention/ activity** | **Strongly** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Moderately** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Minimally** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | Does not describe intervention/activity and why it was chosen (e.g. best practice, action research, evidence based, research informed) to have the greatest impact on identified students. |  |
| **Explanation for why student population chosen** | Provides a **thorough** explanation of how the students were identified and how it addressed student needs **using data.** | Provides a t**horough** explanation of how the students were identified and how it addressed student needs. | Provides an explanation of how the students were identified and how it addressed student needs. | Does not provide an explanation of how students were identified and how it addressed student needs. |  |
| **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 data in the graph. | A clearly written explanation **moderately** connectingthe 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. |  |
| **Data Set #2**  **Graph** | **Exceeds**  **Expectations**  **6** | **Meets**  **Expectations**  **4** | **Minimally Meets Expectations**  **2** | **Does Not Meet Expectations**  **0** | **Score** |
| **Graph clearly labeled, easy-to-read** | Well-designed graphic representation of student data that is easy-to-read, clearly labeled with the effective elements of a good graph (title, axis labels, data collected, etc.) | Labeled graphic representation of student results | Graphic representation of student results. | No graphic representation |  |
| **Provide a graph(s) representing outcome or perception data.** | Graph **strongly** illustrates student outcome data on academic, attendance or behavior (discipline). | Graph **strongly** illustrates perception data.  OR  Graphillustrates student outcome data on academic, attendance or behavior (discipline). | Graph illustrates perception data. | Graph does not illustrate perception or outcome data. |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | **Total Data Set #2**  **(Add scores)** |  |
| **DATA Set #3** | | | | | | |

This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered. ***Data Set #3 must include a minimum of one Perception (Mindsets & Behavior) or Outcome data chart.*** Additional data can be included but is not required.

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| **RESULTS REPORT**  **Data Set #3** | | | | | |
| **Data Set #3 Intervention/Program Description** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Includes Results Report Title (Description of Activity, Intervention or Program)** | N/A, Required, no points awarded | | | Did not include Title |  |
| **Lists ASCA Mindsets & Behavior Standard (maximum of 2), including domain** | Activity **strongly** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **moderately** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **minimally** attached to 1-2 ASCA Mindsets & Behaviors for Student Success indicators and domain. | Activity **not** attached to ASCA Mindsets and Behaviors for Student Success indicators and domain. |  |
| **Process (Participation Data) Description** | Includes 4/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 3/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 2/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions | Includes 0-1/4 components   * # of students participating * grade level * number of lessons/sessions * length of lessons/sessions |  |
| **Written explanation for intervention/ activity** | **Strongly** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Moderately** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | **Minimally** describes intervention/activity and  why it was chosen  (e.g. best practice, action research, evidence based,  research informed) to have the greatest impact on identified students. | Does not describe intervention/activity and why it was chosen (e.g. best practice, action research, evidence based, research informed) to have the greatest impact on identified students. |  |
| **Explanation for why student population chosen** | Provides a **thorough** explanation of how the students were identified and how it addressed student needs **using data.** | Provides a t**horough** explanation of how the students were identified and how it addressed student needs. | Provides an explanation of how the students were identified and how it addressed student needs. | Does not provide an explanation of how students were identified and how it addressed student needs. |  |
| **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 data in the graph. | A clearly written explanation **moderately** connectingthe 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. |  |
| **Data Set #3**  **Graph** | **Exceeds**  **Expectations**  **6** | **Meets**  **Expectations**  **4** | **Minimally Meets Expectations**  **2** | **Does Not Meet Expectations**  **0** | **Score** |
| **Graph clearly labeled, easy-to-read** | Well-designed graphic representation of student data that is easy-to-read, clearly labeled with the effective elements of a good graph (title, axis labels, data collected, etc.) | Labeled graphic representation of student results | Graphic representation of student results. | No graphic representation |  |
| **Provide a graph(s) representing outcome or perception data.** | Graph **strongly** illustrates student outcome data on academic, attendance or behavior (discipline). | Graph **strongly** illustrates perception data.  OR  Graphillustrates student outcome data on academic, attendance or behavior (discipline). | Graph illustrates perception data. | Graph does not illustrate perception or outcome data. |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | **Total Data Set #3**  **(Add scores)** |  |

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| **Section #3: PROGRAM GOALS** (4th Edition: Annual Student Outcome Goals) |

This section must include two (2) School Counseling Program Goals (4th Edition: Annual Student Outcome Goals) for the 2019-2020 school year. 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.***One goal must be a closing the gap program goal.******Each goal must include a completed SMART Goal Planning Template for Developing a School Counseling Program Goal form.***

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| **School Counseling Program Goals** | **Exceeds**  **Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Two completed SMART Goal Planning Template for Developing a School Counseling Program Goal forms attached to application.** |  |  | Two completed SMART Goal Planning Template for Developing a School Counseling Program Goal forms attached to application | SMART goal forms not attached or incomplete |  |
| **Program Goal #1:**  **Program goal is clearly defined using the SMART Goal format (single statement)** | Program goals utilizes all components of the SMART goal format including baseline data and measure of change   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goals utilizes all components of the SMART goal format including baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goal utilizes 4 out of 5 components of the SMART goal format including baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goal utilizes 3 or fewer components of the SMART goal format or does not include baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound |  |
| **Program Goal #2 (Closing the Gap Goal): Closing the Gap program goal is clearly defined using the SMART Goal format (single statement)** | Program goals utilizes all components of the SMART goal format including baseline data and measure of change   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goals utilizes all components of the SMART goal format including baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goal utilizes 4 out of 5 components of the SMART goal format including baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound | Program goal utilizes 3 or fewer components of the SMART goal format or does not include baseline data   * Specific * Measurable * Attainable * Results-oriented * Time-bound |  |
| **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** |  |
| **Program goals are tied to school data** | Program goals are strongly tied to school’s data | Program goals are fairly tied to school data. | Program goals are loosely tied to school data. | Program goals are not tied to school data. |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | **Total Program Goals**  **(Add scores)** |  |
| **Application & Format** | | | | | | |

The WSCPAR is a public document to be used by counselors to promote your program to your school administration, school board, community partners and businesses and parents/guardians; prepare reports for professional assessment, school accreditation, grants, awards or recognition; 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.

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| --- | --- | --- | --- | --- | --- |
| **Content, Typos, and Grammar** | **Exceeds Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Content, Typos, Grammar, Mechanics i.e., capitalization, punctuation…** | Content has a **strong** consistent voice and format is **exceptionally** clear, concise, and significant  **No** typos, grammar or mechanics problems | Content has a consistent voice and format is **clear, concise and significant**  **1** typo, grammar or mechanics problem | Content has a **mostly** consistent voice and format is **partially** clear, concise, and significant  **2** typos grammar or mechanics problem | Content with an **inconsistent** voice and format is **awkward and lacking significance**  **3** or more typos grammar or mechanics problem |  |
| **Application:** | **Exceeds Expectations**  **3** | **Meets**  **Expectations**  **2** | **Minimally Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** | **Score** |
| **Reflection & Implication Response:** Explain how data results will help guide future counseling program changes |  |  |  | No Reflection and implication response completed on application. |  |
| **Signed Annual Agreement** (4th Edition: Annual Administrative Conference) ONE per school | Administrator and all counselor(s) signed completed annual agreement (with notation of progress towards counseling program areas in progress or not currently in place). |  | Administrator and all counselor(s) signed annual agreement. A minimum of two program goals are listed on signed agreement. | Annual agreement not signed by all counselor(s) and administers or not submitted. |  |
| Comments: | | | **Any Categories with a score of “0”, does not meet expectations:** | **Total Format & Application**  **(Add scores)** |  |

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| **FINAL SCORE** | | | |
| **Program of Promise Scoring (maximum score 100):**  90-100 (no categories that do not meet expectations- “0”)  Program of Promise Award  90-100 (one or more does not meet expectations areas- “0”)  Detailed feedback and opportunity to resubmit for Program of Promise Award.  80-89  Detailed feedback and opportunity to resubmit for Program of Promise Award.  79 and below  Eligible for mentoring to apply in 2020-2021. | WSCPAR Categories: | **Category has a score of “0”, does not meet expectations (yes/no):** | **Total Category Points** |
| WSCPAR Header  (List n/a in point box if all components are included) |  |  |
| Data Set #1  Maximum 27 Points |  |  |
| Data Set #2  Maximum 27 Points |  |  |
| Data Set #3  Maximum 27 Points |  |  |
| Program Goals  Maximum 13 Points |  |  |
| Format & Application  Maximum 6 Points |  |  |
| **TOTAL POINTS**  Maximum 100 Points | |  |
| **Additional Comments (Please print legibly):** | | | |