



Wisconsin School Counseling Program Accountability Report 2019-2020

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 (WSCPARG) 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 WSCPARG useful in:

- presenting a self-evaluation of your school counseling program;
- preparing/analyzing results that guide programming for all students in their academic, personal/social, 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 the ASCA National Model A Framework for School Counseling Programs.

If you wish to submit a WSCPARG to the Wisconsin School Counselor Association WSCPARG 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:
Monday, November 11, 2019 5:00 pm***

Note: Data and information reflected on the 2019-2020 WSCPARG should be from the 2018-2019 school year.

Application Requirements

The following must be included (in pdf files) for your application to be considered complete and forwarded for Program of Promise Review:

- WSCPAR: must fit (back and front) on one 8 ½” x 11”
- Annual Agreement/Annual Administrative Conference Template:
 - (signed by counselor(s) and administrator)
- SMART Goal Planning Template:
 - Two Required: Minimum One Closing the Gap
- Completed Application:
 - New this year! The cover letter and WSCPAR self scoring rubric are now included in the application

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.

Applicants are encouraged to use one of the WSCPAR templates provided on the WSCA website. If you choose to not use the templates provided note the following requirements:

- 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.
- All components and prompts in the WSCPAR template must be used in the WSCPAR.
- Each acronym needs to be spelled out the first time it appears in the document.

All required documents must be emailed to Stacey Miller at data@wscaweb.org by:

Monday, November 11, 2019 5:00 pm

New this year! All WSCPAR documents are submitted electronically only!

Questions about the WSPAR?

**Contact Stacey Miller, WSCA Director of Data
Token Springs Elementary, Sun Prairie
data@wscaweb.org
(608) 834-5112**

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.

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

WSCPAR 2019 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.

Wisconsin has phased out the Wisconsin Comprehensive School Counseling Program standards and is now using the ASCA Mindsets and Behaviors for Students Success. WSCA is aligning the WSCPAR to more closely reflect the ASCA model while simplifying the submission process. *Please use caution when reviewing previous SPARC-W and WSCPAR - Program of Promise winners. There are new data requirements, templating and SMART goal requirements for the 2019 Wisconsin School Counseling Program Accountability Report.*

Operational Definitions

The following three definitions of data are taken from Making Data Work (fourth edition) by Anita Young, Ph.D. and Carol Kaffenberger, Ph.D. (2018):

- **Process Data-** is the number of students identified or the number of participants in an intervention (*who, what, when, where*). (p. 37)
- **Perception Data-** is data collected to evaluate change in a students' knowledge, attitudes and skills from the ASCA Mindsets & Behaviors to understand what participants think they know or understand or to gain their perspective on an issue; or to evaluate perceived learning before and after an intervention. Perception data is usually collected by using a survey, a focus group or an interview. (p. 37)
- **Outcome Data-** may be categorized as attendance, behavior or achievement data. (p. 37)

Note there have been changes to the terms and definitions of data in the ASCA National Model (4th edition) released in July 2019. The WSCPAR will begin transitioning to the new terms and definitions for the 2020 WSCPAR.

▪ Graph & Chart Hints

Pie Graphs/Charts

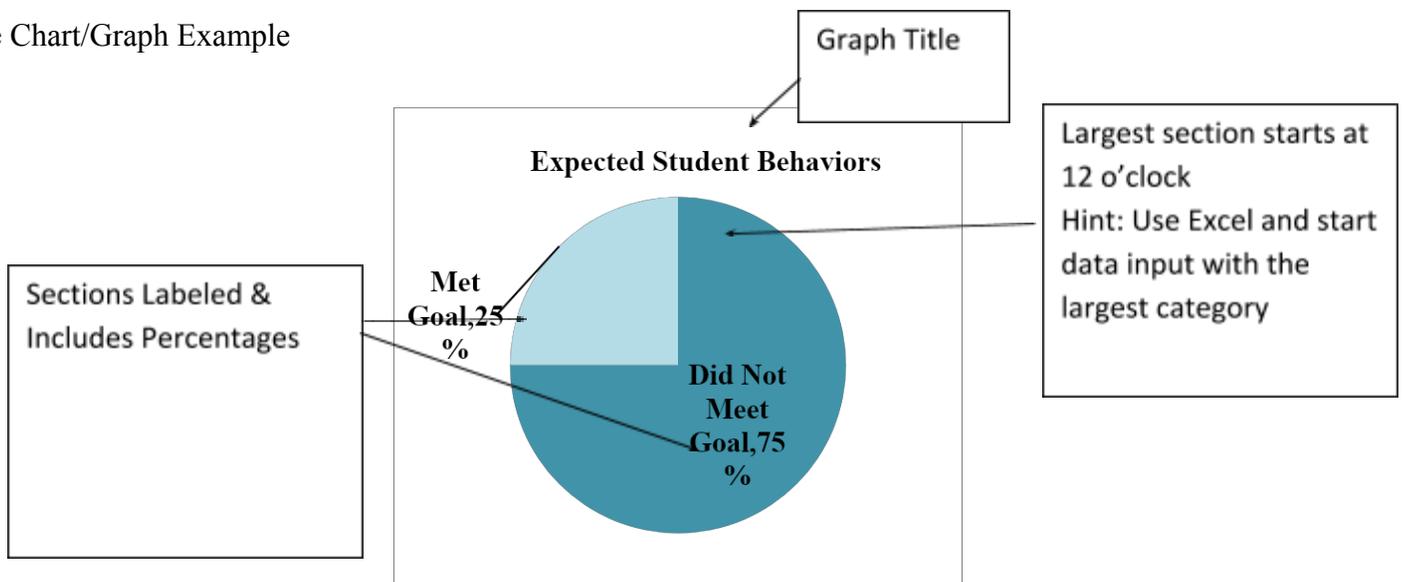
Pie graphs/charts “are useful in illustrating percentages and proportions in relation to each other and to the whole. We recommend that no more than five segments be shown in a single pie graph and that the largest segment (sometimes called a *slice*, *sector*, or *wedge*) start at 12 o’clock, with the 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 Psychological Association: Washington, DC

Pie Chart/Graph Example

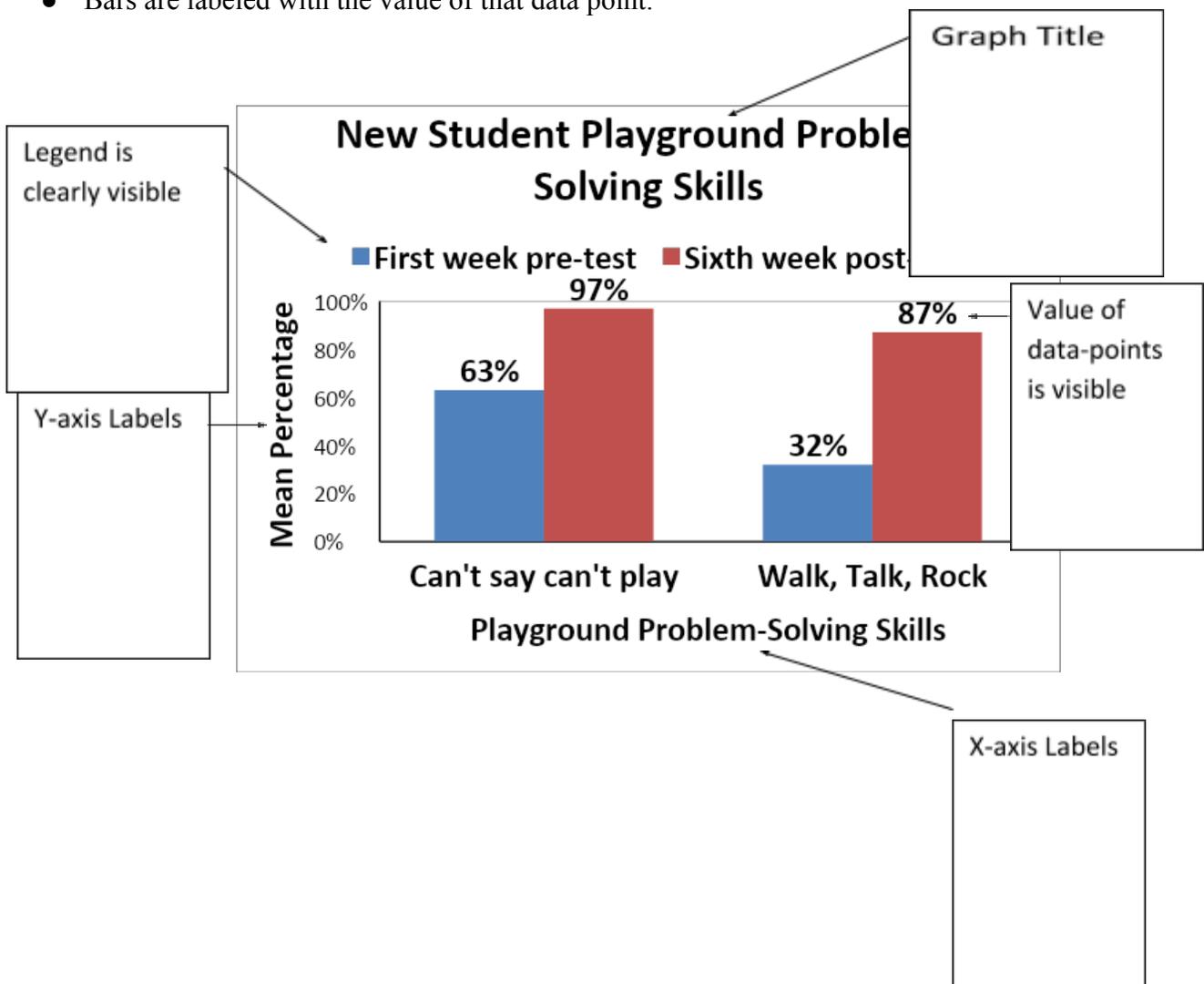


Bar/Column Graphs

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.



Technical Assistance

If you have any questions or concerns with regard to the WSCPAR, please feel free to contact the WSCPAR Director, Stacey Miller at data@wscaewb.org or 608-834-5112. 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.

How and When We Score Your WSCPAR

Program of Promise (PoP) Awards will be awarded to schools with the following WSCPAR scores (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.

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 your electronic copies have been received. You will be notified by e-mail by **December 1st, 2019** as to the status of your WSCPAR application. No queries will be answered with regard to application status before December 1st, 2019.

The PoP Award winners will be acknowledged during a special ceremony at the 2020 WSCA conference.

Wisconsin School Counseling Program Accountability Report Components & Rubric

SECTION 1 DOCUMENT HEADER

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.

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)*

WSCPAP 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
ALL (11) required items are included in the document header	N/A, Required, no points awarded			Not all components included in header

SECTION 2 STUDENT RESULTS REPORT

Results are the outcome of what students do, **not** what adults do. Results are not the number of students seen, number of meetings, conferences, or classes held, or the number of referrals to other agencies or programs (See operational definitions for clarification of different types of data.) Only student outcome results 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/percentage of students placed in those programs.

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 ASCA Mindsets & Behaviors are essential components for this section. You can use Microsoft Excel or Google Sheets to plug your data into a variety of graphs or charts.

This section must include interventions/activities based on two out of three of the following domains: Academic, Career, Social/Emotional.

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!

Your work in this section may be enhanced by reviewing the following ASCA National Model (3rd edition) applications: School Data Profile (p.48-51), Program Results (p.101-105), Action Plans (p.53-55).

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 targeted individual conferencing or short term counseling? Did students' grades improve? Was attendance impacted? Did behavior 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 behavior referrals, attendance is improved, GPA has increased)?

Career

- Do your students have the opportunity to demonstrate, role play, illustrate a skill, give an example or solve a problem that display their understanding of a career standard? Do you collect information on your students' own level of knowledge (survey), recount facts, define, describe or list to display their understanding of the career standards?
- 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?

Examples of ASCA Mindsets & Behaviors for Student Success Standards	
Mindset Standard (MS)	M 2 Self-confidence in ability to succeed
Behavior Standards: Learning Strategies (LS)	B-LS 4 Apply self-motivation and self-direction to learning
Behavior Standards: Self-Management Skills (SMS)	B-SMS 3 Demonstrate ability to work independently
Behavior Standards: Social Skills (SS)	B-SS 1 Use effective oral and written communication skills and listening skills

Additional information on ASCA's Mindsets & Behaviors for Student Success can be found on the ASCA website www.schoolcounselor.org.

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 WSPAR 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
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 thorough 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 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.
Data Set #1 Graph	Exceeds Expectations 6	Meets Expectations 4	Minimally Meets Expectations 2	Does Not Meet Expectations 0
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.

DATA Set #2 & #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 #2 must include a minimum of one Perception (ASCA Model 4th Edition: Mindsets & Behavior Data) or Student Outcome data chart.*** Additional data can be included but is not required.

Data Set Intervention/Program Description	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
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	Activity strongly attached to 1-2 ASCA Mindsets & Behaviors	Activity moderately attached to 1-2 ASCA Mindsets & Behaviors	Activity minimally attached to 1-2 ASCA Mindsets & Behaviors	Activity not attached to ASCA Mindsets and Behaviors for Student

(maximum of 2), including domain	for Student Success indicators and domain.	for Student Success indicators and domain.	for Student Success indicators and domain.	Success indicators and domain.
Process (Participation Data) Description	Includes 4/4 components <ul style="list-style-type: none"> · # of students participating · grade level · number of lessons/sessions · length of lessons/sessions 	Includes 3/4 components <ul style="list-style-type: none"> · # of students participating · grade level · number of lessons/sessions · length of lessons/sessions 	Includes 2/4 components <ul style="list-style-type: none"> · # of students participating · grade level · number of lessons/sessions · length of lessons/sessions 	Includes 0-1/4 components <ul style="list-style-type: none"> · # 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 thorough 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 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.
Data Set Graph	Exceeds Expectations 6	Meets Expectations 4	Minimally Meets Expectations 2	Does Not Meet Expectations 0
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 Graph illustrates student outcome data on academic, attendance or behavior (discipline).	Graph illustrates perception data.	Graph does not illustrate perception or outcome data.
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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. ***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.***

This section should reflect some of the identified needs from your data profile reflection. What gaps do you notice in students ability to fully engage in your school community when reviewing your school improvement plan, DPI school report cards and academic, attendance and discipline needs.

Some ideas for this section:

- Select a school counseling activity that specifically targets an academic, attendance or behavioral discrepancy
- Identify academic gaps by subgroup (race, ethnicity, sex, grade, ELL, etc.)
 - Examples could include:
 - Students not meeting expected test scores or academic benchmarks
 - Students failing core-content courses
 - Students not on track for graduation
- Identify attendance needs by subgroup or category (specified number of absences, early check-out or late arrival)
 - Examples could include:
 - Students who have demonstrated a pattern over time of excessive absences
 - Students within a particular subgroup that miss more days than other groups
 - A specific class or period during which higher absences are noted
- Identify behavioral discrepancies by subgroups or offenses (peer conflict, bullying, aggression, site or time of offense, etc.)
 - Examples could include:
 - Students with two or more official discipline offenses recorded during the first term
 - Students with one or more discipline offenses recorded within a specific category (peer-on-peer conflict, aggressive behavior, disruptive behavior, etc.)
 - Students with three or more behavior referrals for behavior problems
- 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:

- Write your goals in a single sentence, using the SMART Goal format.
- Don't commit in writing to more than your team can deliver.
- Your Student Learning Objectives (SLOs) may translate into Student Program Goals.
- Results from prior years' School Counseling Program Goals can be reported in the Student Results sections of the WSCPAR document.
- Identify your baseline data and how you want students to be different.

Your work in this section may be enhanced by reviewing the following ASCA National Model application (3rd edition): Program Goals (p.25-28), Use of Data (p.48-49), and School Data Profile & Program Results Data (p. 50-53).

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
<i>Two completed SMART Goal Planning Template for Developing a School Counseling Program Goal forms attached to application.</i>			<i>Two completed SMART Goal Planning Template for Developing a School Counseling Program Goal forms attached to application</i>
Program Goal #1: Program goal is clearly defined using the SMART Goal format (single statement)	<i>Program goals utilizes all components of the SMART goal format including baseline data and measure of change</i> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Results-oriented • Time-bound 	<i>Program goals utilizes all components of the SMART goal format including baseline data</i> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Results-oriented • Time-bound 	<i>Program goal utilizes 4 out of 5 components of the SMART goal format including baseline data</i> <ul style="list-style-type: none"> • 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)	<i>Program goals utilizes all components of the SMART goal format including baseline data and measure of change</i> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Results-oriented • Time-bound 	<i>Program goals utilizes all components of the SMART goal format including baseline data</i> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Results-oriented • Time-bound 	<i>Program goal utilizes 4 out of 5 components of the SMART goal format including baseline data</i> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Results-oriented • Time-bound

<i>Explanation of baseline Closing the Gap data for identification of program goal and prioritization of goal</i>	<i>Strong use of baseline Closing the Gap data to identify program goal and prioritization of goal exceeds expectations</i>	<i>Use of baseline Closing the Gap data to identify goal and prioritization of goal meets expectations</i>	<i>Use of data to identify areas of need and prioritization of goal minimally meets expectations (priorities implied)</i>
<i>Program goals are tied to school data</i>	<i>Program goals are strongly tied to school's data</i>	<i>Program goals are fairly tied to school data.</i>	<i>Program goals are loosely tied to school data.</i>

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.

Questions for Thought Regarding the Annual Agreement meeting with your principal:

- 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, or career/educational choices)?
- Do you meet regularly with your building principal to discuss the school counseling program?
- Is your building principal aware of the ASCA Mindsets and Behaviors?
- Is your own understanding of the school counseling standards 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?

Content, Typos, and Grammar	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
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
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 administrators or not submitted.

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.	WSCP PAR Categories:	Category has a score of "0", does not meet expectations (yes/no):	Total Category Points	
	WSCP PAR 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):			

Required WSCPAR Components

Refer to the 2019 WSCPAR rubric for specific information on WSCPAR components and scoring. A fillable WSCPAR template will be available on the WSCA website by October 1, 2019.

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)*

RESULTS REPORT (3 Data Sets)

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. Data Set #2 & #3 must include a minimum of one Perception (Mindsets & Behavior) or Outcome data chart.** Additional data can be included but is not required.

For each data set include the following prompts (information in this area MUST connect to the graph for each data set):

Results Report Title: (make sure this links to the title of your graph -very briefly describe activity, intervention or program)

ASCA Model Doman: (Academic, Career, Social/Emotional)

Mindsets & Behaviors Standard: (maximum of two – make sure they are linked to the data in your chart)

Student Need(s): (why did you chose this intervention, activity, program for these students, describe your pressing concern)

Counseling Program Action Plan: (describe why you chose the intervention, program, group, lesson to meet your students needs and how you wanted it to impact your students)

Participation (Process) Data: (# of students participating, grade level, number of lessons/sessions, length of lessons/sessions)

School Counselor Role: (describe the role that school counselors had in implementing the action plan)

2019-2020 STUDENT PROGRAM GOALS (2)

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.***

2019 Wisconsin School Counseling Program Accountability Report

School Counselors| Sonny Miller, Elio Smith, Aine Jones, Summer Johnson

Enrollment: 1,200 Students (9th – 12th Grade) | 22% FRL | 15% ELL | 12% EEN
63% White|12% African American|15% Latino|8% Asian|2% Native American

A continuous improvement document sponsored by the Wisconsin School Counselor Association

RESULTS REPORT

Results Report Narrative Prompts

Results Report Title: Make sure this links to the title of your graph, very briefly describe the activity, intervention or program

ASCA Model Doman: Enter - Academic, Career, or Social/Emotional

Mindsets & Behaviors Standard: List a maximum of two, make sure they are linked to the data in your chart

Student Need(s): Explain why you chose this intervention, activity, program for these students, describe your pressing concern

Action Plan: Describe why you chose this activity to meet your students needs and how you wanted it to impact your students

Participation (Process) Data: # of students participating, grade level, number of lessons/sessions, length of lessons/sessions

School Counselor Role: Describe the role that school counselor(s) had in implementing the action plan

Chart Example

Disruption Behavior Referrals for Group Members

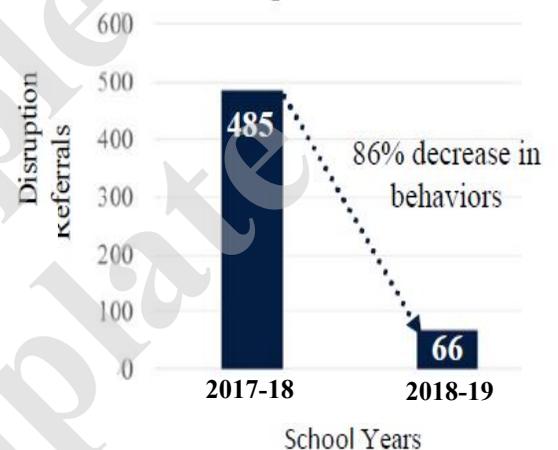
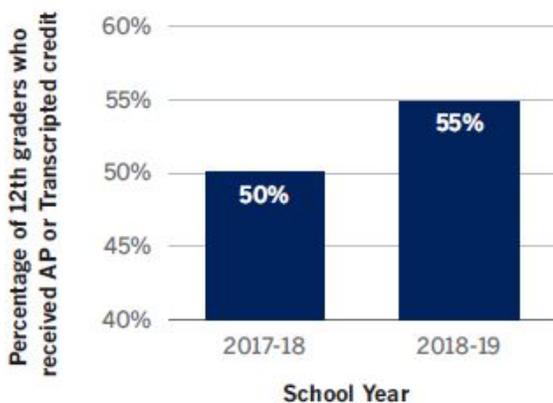


Chart Example

12TH GRADE STUDENTS EARNING TRANSCRIPTED CREDIT OR AP CREDIT



Results Report Narrative Prompts

Results Report Title: Make sure this links to the title of your graph, very briefly describe the activity, intervention or program

ASCA Model Doman: Enter - Academic, Career, or Social/Emotional

Mindsets & Behaviors Standard: List a maximum of two, make sure they are linked to the data in your chart

Student Need(s): Explain why you chose this intervention, activity, program for these students, describe your pressing concern

Action Plan: Describe why you chose this activity to meet your students needs and how you wanted it to impact your students

Participation (Process) Data: # of students participating, grade level, number of lessons/sessions, length of lessons/sessions

School Counselor Role: Describe the role that school counselor(s) had in implementing the action plan

Results Report Narrative Prompts

Results Report Title: Make sure this links to the title of your graph, very briefly describe the activity, intervention or program

ASCA Model Domain: Enter - Academic, Career, or Social/Emotional

Mindsets & Behaviors Standard: List a maximum of two, make sure they are linked to the data in your chart

Student Need(s): Explain why you chose this intervention, activity, program for these students, describe your pressing concern

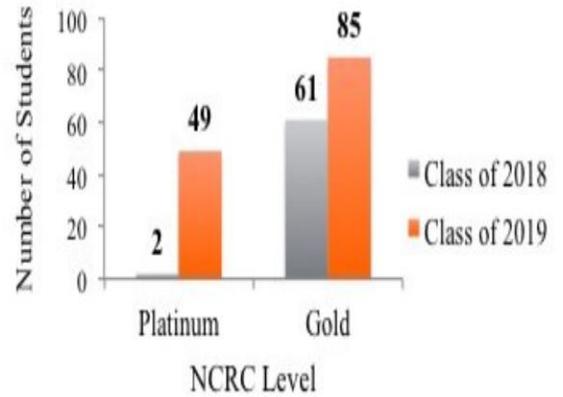
Action Plan: Describe why you chose this activity to meet your students needs and how you wanted it to impact your students

Participation (Process) Data: # of students participating, grade level, number of lessons/sessions, length of lessons/sessions

School Counselor Role: Describe the role that school counselor(s) had in implementing the action plan

Chart Example

National Career Readiness Certificate (NCRC) Achievement



2019-2020 STUDENT PROGRAM GOALS

Program goals must be written in a single sentence using the SMART Goal format. SMART goal examples below.

Student Program Goal #1

Example - Goals

By the end of the 2019-2020 school year, identified 9th grade male students will decrease the total number of absences (previous year) by 10% from 126 to 113.

Student Program Goal #2

By June 2020, the percent of students enrolled in AP classes passing the AP exam with a score of 3 or higher will increase by 6% from 85% (previous year) to 90%.