

2019-2020 & 2020-2021 Wisconsin School Counseling Program Accountability Report (WSCPAR) 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 signature form to obtain signatures and attach with completed application form.

Utilize the WSCPAR Handbook as you complete the application form.

Deadline: Submissions MUST be received by 5:00 pm on Monday November 22, 2021 Please submit the following items electronically in pdf format to Stacey Miller/Sarah Flier at data@wscaweb.org:

☐ Completed Application Form including
Signature Page with all required signatures
Completed WSCPAR Self Score Rubric
Wisconsin School Counseling Accountability Report (WSCPAR) Document
Annual Student Outcome Goal Plan Template (2 total – one for each goal)
Signed Annual Administrative conference template (Annual Agreement)

Please note that it is not an expectation that all counseling program components outlined in the Annual Administrative Conference are fully implemented.

, 1								
Individual Completing Application:								
Work Phone:								
School Address:								
City:	State: WI	Zip Code:						
E-Mail:								
School District:								
School Name:								
School Level: □ Elem □ Middle □ Hig	h Number of St	udents:						
School Setting: □Urban □ Suburban	□Rural		CESA Region:					
County:								
School's State Senate Member Name:								
School's State Assembly Member Name:								

Local Newspaper:
Newspaper Website:
Newspaper Mailing Address:
Newspaper Editor Email:
Newspaper Phone:
Counselor Reflection Statement:
1) Explain the process you or your team engaged in to complete the WSCPAR and a distribution plan for your document.
 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.
3) How does the data you shared in your WSCPAR show how your counseling program addressed equity and/or opportunity gaps for students?

As a reminder the following items are required for the WSCPAR application. Please send them electronically in pdf format to Stacey Miller/Sarah Flier at data@wscaweb.org:

Completed Application Form including

Signature Page with all required signatures

Completed WSCPAR Self Score Rubric

Wisconsin School Counseling Accountability Report (WSCPAR) Document

Annual Student Outcome Goal Plan Template (2 total – one for each goal)

Signed Annual Administrative conference template (Annual Agreement)

Please note that it is not an expectation that all counseling program components outlined in the Annual Administrative Conference are fully implemented.

WSCPAR Signature Page

Complete fillable signature page and print to obtain signatures. Attach the signed signature page with completed application.

School Counselor(s) in your school:

School Counselor Name	Position	Signature	
Principal Approval: This Wisconsin School Counseling of the school counseling program was generated by the school counseling program was generated by the school counseling program was generated by the school counseling program are fully implemented. Name of Principal:	n in its design, implementation, on selor (s) at our school.	evaluation, and coordination. T	his document
-			
Principal Email:			
Signature of Principal:		Date:	
Superintendent publication ap This document has been approve Accountability Report (WSCPA implementation, evaluation, and grammatical errors. You have m the DPI Counseling and Student to be shared with state legislate	ed as a public document. This WR) accurately reflects the efforts coordination. This document hay permission to reproduce and p Support website. I give my permission to reproduce and p	of the school counseling prograss been proofread for typograph ost this WSCPAR on the WSC mission for all or any part of	ram in its design, nical and A website and
Name of Superintendent:			
Superintendent Email:			
Superintendent Signature:		Date:	
District Street/Mailing Address:			
City:	State: WI	Zip Code:	

SECTION 1- DOCUMENT HEADER

In the document header the following items must be included:

- School Name*
- School Address*
- School Phone Number*
- School Website*
- Principal's Name*

- Name(s) of the School Counselor(s)*
- Number of Students Enrolled at the School*
- Grade Levels i.e., K-5, 6-8, or 9 -12*
- Student Demographics (% Free or Reduced, English Language Learners, Special Education, Racial breakdown)

- The title of the document "Wisconsin School Counseling Program Accountability Report"
- The following statement: "A continuous improvement document sponsored by the Wisconsin School Counselor Association"
- The year "2019-2020 & 2020-2021"

*A WSCPAR document representing the school counseling program provided by <u>one</u> counselor at multiple schools/buildings must provide all of the above school information for each school /building.

If your district or school has a unique structure, please reach out to the data team for support in completing the document header a minimum of ten business days before the due date.

Document Header	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments	
Document Header	Includes all components of document header - Required, no points awarded (enter n/a in self score area if all components are listed in header) Not all components included in header							
	Document Header TOTAL POINTS (Required, no points awarded, list "n/a" if all components listed in header)							

SECTION 2 - RESULTS REPORT: Data Set #1 (Must contain Outcome Data)

RESULTS REPORT: Data Set #1 (Must contain Outcome Data)

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.

<u>Data Set #1 must include a minimum of one outcome data chart.</u> Additional data can be included but is not required. Note: At least ONE data set MUST be Outcome Data to be awarded Program of Promise

Data Set #1	Exceeds Expectations	Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations	Self	Reviewer	WSCPAR Review
Description	3 Points	2 Points	1 Point	0 Points	Score	Score	Committee Comments
Results Report Title	Description of Activity, Intervention or Prog - 1 point awarded		Did not include Title				
List ASCA Model Domain	Lists ASCA Domain (Career, Social/Emotio - 1 point awarded	nal, or Academic)		Does not list ASCA domain			
Lists ASCA Mindsets &	Lists 1-2 Mindsets and Behaviors			Listed more than 2 M&B Standards			
Behavior Standard	- 1 point awarded			Did not list any ASCA Standards			
Explanation for why	Describes how students were identified	Describes how students were	Describes how students were identified	Does not provide an explanation			
student population	through data (e.g., school profile, school	identified through data (e.g., school	through data (e.g., school data profile,	of how students were identified.			
chosen	improvement plan/goals, disaggregated	data profile, school improvement	school improvement plan/goals,				
Student Need	data reports, etc.)	plan/goals, disaggregated data	disaggregated data reports, etc.)				
	 Provides an explanation of how it 	reports, etc.)					
	addressed student needs (Students with	 Provides an explanation of how it 					
	Office Discipline Referrals lose	addressed student needs (Students					
	instruction time. Students not attending	with Office Discipline Referrals					
	school may feel disconnected, etc.)	lose instruction time. Students not					
	• Explicitly explains academic, behavioral	attending school may feel					
	or attendance discrepancies	disconnected, etc.)					
Written explanation for	Describes how best practice, action research			Does not adequately describe why			
how intervention/ activity	selected the evidence based group curriculum, research that supports activities selected, etc.). Describes how students will be different as a result of participating in this activity.			activity was chosen			
was selected Action Plan		result of participating in this activity.		Does not adequately describe			
De d'alle (Decembre)	- 3 points awarded Includes 4/4 components	T 1 1 2/4	T 1 1 2/4	student impact			
Participation (Process) Data Description	 # of students participating 	Includes 3/4 components • # of students participating	Includes 2/4 components • # of students participating	Includes 0-1/4 components ● # of students participating			
Participation (Process)	• grade level	• grade level	• grade level	• grade level			
Date	• number of lessons/ sessions	• number of lessons/sessions	• number of lessons/sessions	• number of lessons/sessions			
Date	• length of lessons/sessions	• length of lessons/sessions	• length of lessons/sessions	• length of lessons/sessions			
Written explanation	Describes the school counselor or school	Describes the school counselor or	Describes the school counselor or	Does not describe the school			
connecting school	counseling program role in the activity	school counseling program role in	school counseling program role in the	counselor or school counseling			
counseling program	seen in the graph.	the activity seen in the graph.	activity seen in the graph.	program role in the activity seen			
activity to the results	• Thoroughly provides an explanation of	Provides a minimal explanation of	• Provides no explanation of how this	in the graph.			
pictured in the graph	how this data will support the school	how this data will support the	data will support the school	8 1			
School Counselor Role &	counseling program to:	school counseling program to:	counseling program				
Reflection	Deliver interventions/ activities more	 Deliver interventions/ activities 					
	effectively (considering content,	more effectively (considering					
	strategies, time).	content, strategies, time).					
	 Collect data more accurately (asking 	 Collect data more accurately 					
	better questions based on quality	(asking better questions based on					
	content)	quality content)					
	Target ASCA M&B Standards	Target ASCA M&B Standards					
	Make decisions about which	Make decisions about which					
1	interventions/ activities to continue,	interventions/ activities to					
	add or discontinue	continue, add or discontinue					

Data Set #1 Graph	Exceeds Expectations 6 Points	Meets Expectations 4 Points	Minimally Meets Expectations 2 Points	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
Provide a graph(s) representing outcome data.	 Address achievement, attendance and/or behavior Are based on school outcome data with pre and post data provided Clear connection to Mindsets & Behaviors listed Focus attention on equity or opportunity gaps Are unmistakably linked to the school's data and need 	 Address achievement, attendance and/or behavior Are based on school outcome data Clear connection to Mindsets & Behaviors listed 		Only process or perception data presented.			
Graph clearly labeled, easy-to-read	Well-designed graphic 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			
				Data Set #1 TOTAL POINTS (27 Points Possible)			

SECTION 2 - RESULTS REPORT: Data Set #2 (Must contain Mindsets & Behaviors or Outcome Data)

RESULTS REPORT: Data Set #2 (Must contain Mindsets & Behaviors or Outcome Data)

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 Mindsets & Behavior or Outcome data chart. Additional data can be included but is not required.

Data Set #2	Exceeds Expectations	Meets Expectations	Minimally Meets Expectations	Does Not Meet Expectations	Self	Reviewer	WSCPAR Review
Description	3 Points	2 Points	1 Point	0 Points	Score	Score	Committee Comments
Results Report Title	Description of Activity, Intervention or Progr - 1 point awarded	am		Did not include Title			
List ASCA Model Domain	Lists ASCA Domain			Did not list ASCA Domain			
	- 1 point awarded						
Lists ASCA Mindsets &	Lists 1-2 ASCA Mindsets and Behaviors Stan	ndards		Listed more than 2 M&B Standards	3		
Behavior Standard	- 1 point awarded	T		Did not list any M&B Standards			
Explanation for why	Describes how students were identified	Describes how students were	Describes how students were identified	Does not provide an explanation			
student population	through data (e.g., school data profile,	identified through data (e.g., school	through data (e.g., school data profile,	of how students were identified.			
chosen	school improvement plan/goals,	data profile, school improvement	school improvement plan/goals,				
Student Need	disaggregated data reports, etc.)	plan/goals, disaggregated data	disaggregated data reports, etc.)				
	Provides an explanation of how it addressed student needs (Students with	reports, etc.) • Provides an explanation of how it					
	Office Discipline Referrals lose	addressed student needs (Students					
	instruction time when not in the	with Office Discipline Referrals lose					
	classroom, Students not attending school	instruction time when not in the					
	may feel disconnected to school, etc.)	classroom, Students not attending					
	Explicitly explains academic, behavioral	school may feel disconnected to					
	or attendance discrepancies	school, etc.)					
Written explanation for		arch, evidence based, or research informed	activities were selected (i.e. why you	Does not adequately describe why			
how intervention/ activity		ulum, research that supports activities selec		activity was chosen			
was selected Action Plan		as a result of participating in this activity.	,,	Does not adequately describe			
•	- 3 points awarded	are a common promote p		student impact			
Participation (Process)	Includes 4/4 components	Includes 3/4 components	Includes 2/4 components	Includes 0-1/4 components			
Data Description	• # of students participating	• # of students participating	• # of students participating	• # of students participating			
Participation (Process)	• grade level	• grade level	• grade level	• grade level			
Date	• number of lessons/ sessions	 number of lessons/sessions 	• number of lessons/sessions	• number of lessons/sessions			
	• length of lessons/sessions	• length of lessons/sessions	• length of lessons/sessions	 length of lessons/sessions 			
Written explanation	Describes the school counselor or school	Describes the school counselor or	Describes the school counselor or	Does not describe the school			
connecting school	counseling program role in the activity	school counseling program role in	school counseling program role in the	counselor or school counseling			
counseling program	seen in the graph.	the activity seen in the graph.	activity seen in the graph.	program role in the activity seen			
activity to the results	• Thoroughly provides an explanation of	• Provides a minimal explanation of	• Provides no explanation of how this	in the graph.			
pictured in the graph	how this data will support the school	how this data will support the school	data will support the school				
School Counselor Role &	counseling program to:	counseling program to:	counseling program				
Reflection	•Deliver interventions/ activities more	• Deliver interventions/ activities					
	effectively (considering content,	more effectively (considering					
	strategies, time).	content, strategies, time).					
	Collect data more accurately (ask better questions based on content)	Collect data more accurately (ask better questions based on content)					
	Target ASCA M&B Standards	• Target ASCA M&B Standards					
	Nake decisions about which	• Parget ASCA M&B Standards • Make decisions about which					
	interventions/ activities to continue, add	interventions/ activities to continue.					
	or discontinue	add or discontinue					
	or discontinue	add of discontinue					

Data Set #2 Graph	Exceeds Expectations 6 Points	Meets Expectations 4 Points	Minimally Meets Expectations 2 Points	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
Provide a graph(s) representing Outcome and/or Mindsets & Behavior (perception) data. Graph clearly labeled, easy-to-read	Address achievement, attendance and/or discipline Graph illustrates outcome data with pre and post data provided Clear connection to M&B Standard listed Focus on equity/opportunity gap(s) Clearly linked to school's data/ need(s) Well-designed graphic representation of student data that is easy-to-read, clearly labeled with effective elements of a good graph (title, axis labels, data collected, etc.)	Address achievement, attendance and/or discipline Graph illustrates outcome data Clear connection to M&B Standard listed Labeled graphic representation of student results	Address achievement, attendance and/or discipline (behavior) Graph illustrates Mindsets & Behaviors data with pre and post data provided Clear connection to M&B Standard listed Graphic representation of student results.	Only process data presented. Does not meet standards for Outcome and/or Mindsets and Behaviors Data No graphic representation			
	Data Set #2 TOTAL POINTS (27 Points Possible)						

SECTION 2 - RESULTS REPORT: Data Set #3 (Must contain Mindsets & Behaviors or Outcome Data)

RESULTS REPORT: Data Set #3 (Must contain Mindsets & Behaviors or Outcome Data)

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 Mindsets & Behavior or Outcome data chart. Additional data can be included but is not required.

Data Set #3 Description	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
Results Report Title	Description of Activity, Intervention or Progr - 1 point awarded		11 viiit	Did not include Title	Score	Score	Commences
Lists ASCA Model Domain	Lists ASCA Domain - 1 point awarded			Did not list ASCA Domain			
Lists ASCA Mindsets &	Lists 1-2 ASCA Mindsets and Behaviors			Listed more than 2 M&B Standards			
Behavior Standard	- 1 point awarded			Did not list any ASCA Standards			
Explanation for why student population chosen Student Need	 Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.) Provides an explanation of how it addressed student needs (Students with Office Discipline Referrals lose instruction time. Students not attending school feel disconnected to school, etc.) Explicitly explains academic, behavioral or attendance discrepancies 	 Describes how students were identified through data (e.g., school data, school improvement plan/goals, disaggregated data reports, etc.) Provides an explanation of how it addressed student needs (Students with Office Discipline Referrals lose instructional time. Students not attending school feel disconnected to school, etc.) 	Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)	Does not provide an explanation of how students were identified.			
Written explanation for how intervention/ activity was selected Action Plan	Describes how best practice, action reseaselected the evidence based group curric	arch, evidence based, or research informed ulum, research that supports activities select as a result of participating in this activity.		Does not adequately describe why activity was chosen Does not adequately describe student impact			
Participation (Process)	Includes 4/4 components	Includes 3/4 components	Includes 2/4 components	Includes 0-1/4 components			
Data Description	• # of students participating	• # of students participating	• # of students participating	• # of students participating			
Participation (Process)	• grade level	• grade level	• grade level	• grade level			
Date	• number of lessons/ sessions	• number of lessons/sessions	• number of lessons/sessions	• number of lessons/sessions			
	• length of lessons/sessions	• length of lessons/sessions	• length of lessons/sessions	• length of lessons/sessions			
Written explanation connecting school counseling program activity to the results pictured in the graph School Counselor Role & Reflection	 Describes the school counselor or school counseling program role in the activity seen in the graph. Thoroughly provides an explanation of how this data will support the school counseling program to: Deliver interventions/ activities more effectively (considering content, strategies, time). Collect data more accurately (ask better questions based on content) Target ASCA M&B Make decisions about which interventions/ activities to continue, add or discontinue 	 Describes the school counselor or school counseling program role in the activity seen in the graph. Provides a minimal explanation of how this data will support the school counseling program to: Deliver interventions/ activities more effectively (considering content, strategies, time). Collect data more accurately (ask better questions based on content) Target ASCA M&B Make decisions about which interventions/ activities to continue, add or discontinue 	 Describes the school counselor or school counseling program role in the activity seen in the graph. Provides no explanation of how this data will support the school counseling program 	Does not describe the school counselor or school counseling program role in the activity seen in the graph.			

Data Set #3 Graph	Exceeds Expectations 6 Points	Meets Expectations 4 Points	Minimally Meets Expectations 2 Points	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
Provide a graph(s) representing Outcome and/or Mindsets & Behavior (perception) data.	 Address achievement, attendance and/or discipline Graph illustrates outcome data with pre and post data provided Clear connection to M&B Standard listed Focus on equity/opportunity gap(s) Clearly linked to school's data/ need(s) 	 Address achievement, attendance and/or discipline Graph illustrates outcome data Clear connection to Mindsets & Behaviors Standard listed 	Address achievement, attendance and/or discipline Graph illustrates Mindsets & Behaviors data with pre and post data provided Clear connection to Mindsets & Behaviors listed	 Only process data presented. Does not meet standards for Outcome and/or Mindsets and Behaviors Data 			
Graph clearly labeled, easy-to-read	Well-designed graphic representation of student data that is easy-to-read, clearly labeled with 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			
Data Set #3 TOTAL POINTS (27 Points Possible)							

SECTION 3 - ANNUAL STUDENT OUTCOME GOALS

This section must include two (2) Annual Student Outcome Goals 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 Annual Student Outcome Goals from any building served by that one school counselor.

Annual Student Outcome Goal Pannal Student Outcome Goal Instituted National Student Outcome Goal Institute National National National Student Outcome Goal Institute National Nation	view
Two completed Annual Student Outcome Goal Plan attached to application. Annual Student Outcome Goal #1 Address achievement, attendance and/or behavior Are based on school outcome data e. Explains academic, behavioral or attendance and/or behavior Are written in SMART format using outcome data functudang baseline atting polycome, based on the ASCA Mindsets & Behaviors most relevant for this targeted group and goal. List One-two ASCA Mindsets & Behaviors most relevant for this targeted group and goal. List One-two learning objectives/competencies based on the ASCA Mindsets and Behaviors shorted on school's data and enceds (Supplemental Data) Annual Student Outcome Goal #2 (Closing the Gap program goal is clearly defined using the SMART format using outcome data functuding baseline and target) Annual Student Outcome Goal #2 (Closing the Gap rogram goal is clearly defined using the SMART format using outcome data functuding baseline and target) A rew are statement) Two completed Annual Student Outcome Address achievement, attendance and/or behavior Are based on school outcome data functuding baseline and target) A darges achievement, attendance and/or behavior attendance and/or behavior attendance and target) A rew written in SMART format using outcome data functuding baseline and target) A rew written in SMART format using outcome data functuding baseline and target) A rew written in SMART format using outcome data function on equity or opportunity gaps A ddress achievement, attendance and/or behavior or attendance data function on equity or opportunity gaps A rew written in SMART format using outcome data function on equity or opportunity gaps A rew written in SMART format using outcome data function on equity or opportunity gaps A defers achievement, attendance and/or behavior attendance data function on equity or opportunity gaps A defers achievement, attendance and/or behavior or attendance data function on equity or opportunity gaps A defers achievement attendance and/or behavior or attendanc	
Student Outcome Goal Plan Tatached to application. Annual Student Outcome Goal #1 Park and the properties of the	, minicites
Annual Student Outcome Goal #1 Annual Student Outcome Goal #2 An ex written in SMART format using outcome data (including baseline and target) An ex ministakably linked to the school's data & needs (Supplemental Data) I ledmity one-two ASCA Mindsets & Behaviors based on the ASCA Mindsets and Behaviors listed. Possible Activities Strategies/Interventions by School Counselors are listed. Pre-/ Post-Assessment is complete. Annual Student Outcome Goal #2 (Closing the Gap program goal is clearly defined using the SMART Goal format (single statement) Annual Student Outcome Goal #3 (Supplemental Data) Annual Student Outcome Goal #4 (Supplemental Data) Annual Student Outcome Goal #4 (Supplemental Data) Annual Student Outcome Goal #4 (Closing the Gap program goal is clearly defined using the SMART Goal format (single statement) Annual Student Outcome Outcome Goal #4 (Supplemental Data) Annual Student Outcome	
Annual Student Outcome Goal #1 Address achievement, attendance and/or behavior Are based on school outcome data Explains academic, behavioral or attendance discrepancies Are written in SMART format using outcome data (include baseline & target) Are unmistakably linked to the school's data & excess (Supplemental Data) I identify one-two ASCA Mindsets & Behaviors most relevant for this targeted group and goal. List One-two learning objectives/competencies based on the ASCA Mindsets and Behaviors listed. Prev-Post-Assessment is completed. Annual Student Outcome Goal #2 (Closing the Gap program goal is clearly defined using the SMART format using outcome data (including baseline and target) Are written in SMART format using outcome data (including baseline and target) Are written in SMART format using outcome data (including baseline and target) Annual Student Outcome Goal #2 (Closing the Gap program goal is clearly defined using the SMART format using outcome data (including baseline and target) Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Address achievement, attendance and/or behaviors attendance dascrepancies Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Address achievement, attendance and or behaviors attendance dascrepancies Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps Are written in SMART format using outcome data (including baseline and target) Focus attention on equity or opportunity gaps	
Are based on school outcome data	
discrepancies Are written in SMART format using outcome data (include baseline & target) Are unmistakably linked to the school's data & needs (Supplemental Data) Identify one—two ASCA Mindsets & Behaviors most relevant for this targeted group and goal. List One—two learning objectives/competencies based on the ASCA Mindsets and Behaviors listed. Possible Activities' Strategies/Interventions by School Counselors are listed. Pre-/ Post-Assessment is completed. Annual Student Outcome Goal #2 (Closing the Gap Goal): Closing the Gap Forgram goal is clearly defined using the SMART Goal format (single statement) Annual Student Outcome (activities) Annual Student Outcome Goal #2 (Closing the Gap Goal): Closing the Gap Goal): Closing the Gap Goal because of the Asca Assessment is completed. Annual Student Outcome (activities) Pre-/ Post-Assessment is completed. Annual Student Outcome (activities) Annual Student Outcome Goal #2 (Closing the Gap Foreyra magnal is clearly defined using the SMART (activities) Annual Student Outcome (activities) Annual Student Outcome (activities) Annual Student Outcome (activities) Annual Student Outcome Goal #2 (Closing the Gap Foreyra Mark (activities) Annual Student Outcome (activities) Annual Student Out	
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based on the ASCA Mindsets and Behaviors listed. (Supplemental Data)	
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School Counselors are listed. & Behaviors most relevant for this	
● Pre-/ Post-Assessment is completed. targeted group and goal.	
Annual Student Outcome Goals	
TOTAL POINTS	
(13 Points Possible)	

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	a formal document a	and should be written in thir	d person, not first person.

Content, Typos, and Grammar	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
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+ typos, grammar, or mechanics problem			
Application:	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points	Self Score	Reviewer Score	WSCPAR Review Committee Comments
Counselor Reflection Statement:	 Explain the process you or your team engage What implications did you or your team con How does the data you shared in your WSCI gaps for students? -3 points awarded 	Reflection responses not completed on application.					
Signed Annual Administrative Conference ONE per school	Administrator and all counselor(s) signed comple counseling program areas in progress or not curr - Required, no points awarded (enter n/a in self score area if signed Annu	Annual Administrative Conference Form not signed by all counselor(s) and administers or not submitted.					

FINAL SCORE											
WSCPAR Program of Promise Scoring (Maximum score 100)		WSCPAR Categories:	SELF SCORE Category has a score of "0", does not meet expectations (yes/no):	SELF SCORE Total Category Points	WSCPAR Committee Category has a score of "0", does not meet expectations (yes/no):	WSCPAR Committee Total Category Points					
		WSCPAR Header (List n/a in point box if all components are included)									
90-100 No categories that have a Does Not Meet Expectations (0 score)	Program of Promise Award	Data Set #1 Maximum 27 Points									
		Data Set #2 Maximum 27 Points									
90-100 AND one or more Does Not Meet Expectations areas (0 score)	Detailed feedback and opportunity to resubmit for Program of Promise Award	Data Set #3 Maximum 27 Points									
		Annual Student Outcome Goals Maximum 13 Points									
80-89 AND/OR one or more Does Not Meet Expectations areas (0 score)	Detailed feedback and opportunity to resubmit for Program of Promise Award	Format & Application Maximum 6 Points									
79 and below	Eligible for mentoring to apply in Fall 2022.	TOTAL POINTS Maximum 100 Points	SELF SCORE TOTAL:		WSCPAR COMMITTEE SCORE TOTAL:						

COMMITTEE COMMENTS:

IMPORTANT NOTE:

Wisconsin has phased out the Wisconsin Comprehensive School Counseling Program standards and is now using the ASCA Student Standards: Mindsets & Behaviors for Student Success. WSCA has aligned the WSCPAR to reflect the ASCA model more closely while simplifying the submission process.

Please use caution when reviewing previous Program of Promise winners. There are new data requirements, templating, and SMART goal requirements for the 2019-2020 & 2020-2021 Wisconsin School Counseling Program Accountability Report.