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.

Individual Completing Application:

Work Phone:

School Address:

City: State: WI   Zip Code:

E-Mail:

School District:

School Name:

School Level: ☐ Elem   ☐ Middle   ☐ High   Number of Students:

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 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.

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

Name of Principal:

Principal Email:

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:

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 **one** 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. ***Data Set #1 must include a minimum of one outcome data chart.*** 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 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 Program **- 1 point awarded**			Did not include Title			
List ASCA Model Domain	Lists ASCA Domain (Career, Social/Emotional, or Academic) **- 1 point awarded**			Does not list ASCA domain			
Lists ASCA Mindsets & Behavior Standard	Lists 1-2 Mindsets and Behaviors **- 1 point awarded**			Listed more than 2 M&B Standards Did not list any ASCA Standards			
Explanation for why student population chosen| Student Need	● Describes how students were identified through data (e.g., school 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 may feel disconnected, etc.) ● Explicitly explains academic, behavioral or attendance discrepancies	● 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 may feel disconnected, 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 research, evidence based, or research informed activities were selected (i.e., why you 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. **- 3 points awarded**			Does not adequately describe why activity was chosen Does not adequately describe student impact			
**Participation (Process) Data Description	Participation (Process) Date**	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 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 *(asking better questions based on quality content)* ● Target ASCA M&B Standards ● 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 *(asking better questions based on quality content)* ● Target ASCA M&B Standards ● 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 #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 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 Program **- 1 point awarded**			Did not include Title			
List **ASCA Model Domain**	Lists ASCA Domain **- 1 point awarded**			Did not list ASCA Domain			
Lists ASCA **Mindsets & Behavior Standard**	Lists 1-2 ASCA Mindsets and Behaviors Standards **- 1 point awarded**			Listed more than 2 M&B Standards Did not list any M&B 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 when not in the classroom, Students not attending school may feel disconnected to school, etc.) ● Explicitly explains academic, behavioral or attendance discrepancies	● 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 when not in the classroom, Students not attending school may 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 research, evidence based, or research informed activities were selected (i.e., why you 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. **- 3 points awarded**			Does not adequately describe why activity was chosen Does not adequately describe student impact			
Participation (Process) Data Description | **Participation (Process) Date**	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 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 Standards ●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 Standards ●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 #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.	• 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 M&B Standard listed	• 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	• 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 #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 Program - 1 point awarded			Did not include Title			
Lists ASCA Model Domain	Lists ASCA Domain - 1 point awarded			Did not list ASCA Domain			
Lists ASCA Mindsets & Behavior Standard	Lists 1-2 ASCA Mindsets and Behaviors - 1 point awarded			Listed more than 2 M&B Standards 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 research, evidence based, or research informed activities were selected (i.e., why you 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. - 3 points awarded			Does not adequately describe why activity was chosen Does not adequately describe student impact			
Participation (Process) Data Description | Participation (Process) Date	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 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 Goals	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
Two completed Annual Student Outcome Goal Plan attached to application.	Two completed Annual Student Outcome Goal forms attached to application **– 1 point awarded**			Annual Student Outcome goal forms not attached or incomplete			
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 & 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.	● 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 *(including baseline and target)* ● Are unmistakably linked to the school's data and needs (Supplemental Data) ● Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal.	Are written in SMART format using outcome data *(including baseline and target)*	Goal was not written in SMART format using outcome data *(including baseline and target)*			
Annual Student Outcome Goal #2 (Closing the Gap Goal): Closing the Gap program goal is clearly defined using the SMART Goal format (single statement)	● Focus attention on equity or opportunity gaps ● 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 *(including baseline and target)* ● Are unmistakably linked to the school's data and 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.	● Focus attention on equity or opportunity gaps ● 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 *(including baseline and target)* ● Are unmistakably linked to the school's data and needs (Supplemental Data) ● Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal.	● Focus attention on equity or opportunity gaps ● Are written in SMART format using outcome data *(including baseline and target)*	● Goal did not focus attention on equity or opportunity gaps. ● Goal was not written in SMART format using outcome data *(including baseline and target)*			
			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 formal document and should be written in third 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 engaged in to complete the WSCPAR and a distribution plan for your document. • What implications did you or your team consider after reviewing the results from your program or interventions? • How does the data you shared in your WSCPAR show how your counseling program addressed equity and/or opportunity 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 completed Annual Administrative Conference Form (with notation of progress towards counseling program areas in progress or not currently in place). **- Required, no points awarded** **(enter n/a in self score area if signed Annual Administrative Conference Form is attached)**			Annual Administrative Conference Form not signed by all counselor(s) and administers or not submitted.			
				Application & Format **TOTAL POINTS** **(6 Points Possible)**			

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.