

# WSCP AR Handbook

2019-2020 & 2020-2021

## Wisconsin School Counseling Program Accountability Report

*A continuous school counseling program improvement document sponsored by the  
Wisconsin School Counselor Association.*



## WSCPAP Handbook Table of Contents

Section Title	Page Number
Welcome & Overview	3
WSCPAP Application Requirements	4
WSCPAP & Data	5-6
Charts & Graphs	7-8
Technical Assistance	9
WSCPAP Program of Promise Scoring & Award Information	9
WSCPAP Document Section 1: Document Header	10
WSCPAP Document Section 2: Results Report	11-16
WSCPAP Document Section 3: Annual Student Outcome Goals	17-19
WSCPAP Document: Application & Format	20
Required WSCPAP Components	21
Sample WSCPAP	22-23

**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 WSCPAP 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.*



## Wisconsin School Counselor Association, Inc.

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Dear School Counselor Colleagues,

For the past 15 years the Wisconsin School Counselor Association (WSCA) has offered Wisconsin school counselors the opportunity to highlight their school counseling program through the Wisconsin School Counseling Program Accountability Report (formerly known as the SPARC-W). This continuous improvement document puts students at the center of the school counseling program and demonstrates the school counselor commitment to getting results.

We hope that you will find the WSCPAR useful in:

- Presenting a self-evaluation of your school counseling program.
- Preparing/analyzing results that guide programming for all students in their academic, social/emotional, and career/post-secondary goals.
- Promoting your program to your school administration, school board, community partners, businesses, and parents/caretakers.
- Preparing reports for professional assessment, school accreditation, grants, awards, or recognition.
- Implementing the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success and the ASCA National Model A Framework for School Counseling Programs (4th edition).

Due to COVID, WSCA did not accept WSCPAR applications in November of 2020. Recognizing the challenges that school counselors faced in collecting data over the past 18 months, data from both the 2019-2020 and/or 2020-2021 school year can be used for WSCPAR's due in November 2022.

The WSCA WSCPAR committee is excited to review application again this fall! The work school counselors are doing on behalf of students is inspiring and we are looking forward to sharing your counseling program stories (WSCPAR) with stakeholders.

**If you would like to have a professional review of your WSCPAR for a Program of Promise recognition, please submit your application packet to the WSCA WSCPAR committee by Monday November 22, 2021, at 5:00pm.** Please make sure to follow the directions and requirements delineated in the WSCPAR application for full consideration.

WSCA is committed to providing supports and resources to school counselors so they can confidently and effectively complete a WSCPAR. You will find answers to many of your questions about the WSCPAR in this new handbook. Also note resources available through our technical assistance page as well as contact us with any questions you may have at [data@wscaweb.org](mailto:data@wscaweb.org).

Sarah Flier & Stacey Miller  
WSCA Data & ASCA Model  
Co-Directors

# Application Packet Requirements

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

- **WSCPAR**
  - The WSCPAR document must fit (back and front) on one 8 ½” x 11” sheet of paper.
- **Annual Administrative Conference Form**
  - Completed Annual Administrative Conference signed by the counselor(s) and administrator.
  - Note, there is not an expectation that all the program components will be completed at the time of application submission.
- **Annual Student Outcome Goal Form**
  - Two Annual Student Outcome Goals are required. A minimum of one goal must be related to closing the gap.
- **Completed Application**
  - Completed application form including signatures.
  - Completed WSCPAR self-scoring rubric.

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 the WSCPAR templates provided on the WSCA website. If you choose to not use the templates provided note the following requirements:

- Only WSCPAR’s 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.
- Arial or Times New Roman font is recommended.
- 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.

We encourage you to find WSCPAR editorial assistance from the following personnel:

- |   |                      |                            |
|---|----------------------|----------------------------|
| • District office public relations department | • Yearbook advisor   | • Desktop publishing class |
|   | • English department | • Graduate intern          |

Questions about the WSCPAR? Contact Sarah Flier & Stacey Miller, WSCA Directors of Data and ASCA Model at [data@wscaweb.org](mailto:data@wscaweb.org).

All required application packet documents must be emailed to Sarah Flier and Stacey Miller at [data@wscaweb.org](mailto:data@wscaweb.org) by:

**Monday, November 22, 2021, 5:00 pm**

*All WSCPAR documents are submitted electronically in pdf format only!*

# WSCPAR & DATA

## ASCA Model & WSCPAR

The WSCPAR document is based on the ASCA national model (4<sup>th</sup> edition) results report. Results report data is collected by the school counseling program to demonstrate how students are different due to their participation in the counseling program, activity, or intervention. Additional components of the ASCA model in the WSCPAR application include Annual Student Outcome Goals and the Annual Administrative Conference.

Implementing a data informed school counseling program is outlined in the ASCA Ethical Standards for School Counselors and the ASCA School Counselor Professional Standards & Competencies. According to the “ASCA National Model: A Framework for School Counseling Programs (4<sup>th</sup> Edition)” Data-informed school counseling includes (p.32):

The school counseling program’s focus and direction are based on student needs as determined through a review of the school’s data. Understanding and using data are essential to ensuring equitable services and that every student receives the benefits of the school counseling program.

A data-informed school counselor consistently reviews school data to reveal trends across grades or years, inequities in student achievement, opportunity, or attainment; and student needs revealed by changes such as school attendance, disciplinary problems and/or academic performance. A data-responsive school counselor further uses data to determine if school counseling program strategies, interventions, and activities are effective and to make decisions about future practice.

## Data Operational Definitions

The WSCPAR gives school counselors a format to share their school counseling program stories using data. All three data types are important to sharing the impact your counseling program has on students. The following three definitions of data are taken from Making Data Work (4<sup>th</sup> edition) by Anita Young, Ph.D. and Carol Kaffenberger, Ph.D. (2018) and the “ASCA National Model: A Framework for School Counseling Programs (4<sup>th</sup> Edition, 2019)”

### Participation Data

A central tenant of the school counseling program is that it is to be delivered to all students. Participation data answers the question, “Who participated in what activities?” (ASCA Model p. 35) This includes the “number of students involved in the program or intervention, the number of sessions and length of sessions” (Making Data Work p. 58).

### Mindsets & Behaviors (Perception) Data

Mindsets & Behaviors data show what progress students have made toward attending the ASCA Mindsets & Behaviors standards and answers the question, “What did students learn through participation in school counseling activities:” (ASCA Model p. 35) Making Data Work (p. 58) defines Mindsets and Behaviors as data describing individuals’ attitudes, knowledge, and skills.

### Outcome Data

Outcome data answers the question, “How did the learning affect students’ achievement, attendance, or discipline? (ASCA Model p. 36). Young and Kaffenberger define outcome data as showing the impact of the intervention on student achievement, attendance, or discipline (p. 59).

At times, data types may not seem clear. ASCA has created data classification examples for Recognized ASCA Model Program applicants to further clarify how to categorize data. Further details can be found on the ASCA website <https://www.schoolcounselor.org/getmedia/4d8cb19a-5e85-4990-a8b8-53dc5e475d1c/4th-Data-Classifications.pdf>.

Level: ES, MS, HS	Data Example	Data Type	Comments
ES	K-1 sight word recognition benchmark assessment	Outcome data	Primary grades (K-1) often use sight word recognition as a benchmark for progress.
ES	Fifth-grade conduct grades, e.g. works independently	Mindsets & Behaviors data	Don't assume all report card data is outcome data
ES, MS, HS	Four 45-minute small groups	Participation data	
ES, MS, HS	List of the number of career matches	Participation data	
ES, MS, HS	Homework completion	Participation data	
ES, MS, HS	Grade-level standardized tests	Outcome data	
ES, MS, HS	Specific instructional time missed when discipline problems result in removal from classroom – time out in another setting, ISS, OSS, time spent waiting on investigation or to become calm.	Outcome data	“Missing instruction” data is often used in elementary settings because not all discipline referrals are recorded in student information database.
ES, MS, HS	Discipline referrals	Outcome data	
ES, MS, HS	Small group attendance	Participation data	
ES, MS, HS	Inappropriate bus behavior referrals	Outcome data	
ES, MS, HS	GPA	Outcome data	
E, MS, HS	Tardies to school or class	Outcome data	
E, MS, HS	Truancy from school or class	Outcome data	
E, MS, HS	Pre-/post-test comparison after lesson or small group	Mindsets & Behaviors data	
E, MS, HS	Retentions in grade	Outcome data	
E, MS, HS	Role playing scenarios using “I” statements	Mindsets & Behaviors data	Role playing can be a strategy to practice a new skill or an assessment when student is asked to demonstrate the skill learned in the lesson.
E, MS, HS	Suicide risk assessment/checklist/ screener/documentation	Participation and Mindsets & Behaviors data	See The School Counselor and Suicide Prevention/ Awareness position statement, as well as section A.9.b. of the ASCA Ethical Standards for School Counselors
HS	Percentage or number of FAFSA completion	Participation data	
HS	Postsecondary enrollment counts	Participation data	Tracking how many apply is not the end result; it's counting how many persist and complete per the National Student Clearinghouse data.
HS	Taking SAT/ACT	Participation data	
HS	ACT/SAT scores	Outcome data	
HS	Skills to complete post-secondary application	Mindsets & Behaviors data	This includes, but is not limited to, navigating the application site, securing all materials/documents needed to complete the application, writing the personal statement, submitting the application.
HS	Completion of four-year high school plan	Mindsets & Behaviors data	

# CHARTS & GRAPHS

When sharing your WSCPAR document with others you will discover that attention is quickly drawn to the charts and graphs. The following resources will help you create strong visual components of your school counseling story in your WSCPAR.

## Graph & Chart Hints

- Make sure your data can be seen
- Focus most on the points your data illustrates
- Share one — and only one — major point from each chart
- Label chart components clearly
- Visually highlight “Aha!” zones
- Write a slide title that reinforces the data’s point
- Present to your audience, not to your data

*Present Your Data Like a Pro. Harvard Business Review. (2020, February 24). <https://hbr.org/2020/02/present-your-data-like-a-pro>.*

## 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:

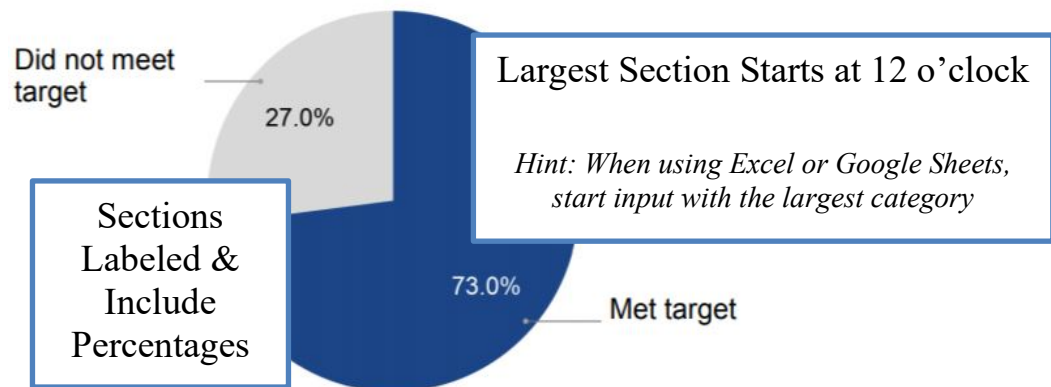
- Segment labels are all horizontal.
- Pie segments can easily be distinguished from one another (in color and grayscale).
- There are no more than five segments in a single pie graph.
- A legend is provided that identifies the segments or all segments are labeled.
- Negative numbers are not illustrated.
- 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 Example

Title

Students Meeting Growth Target in Reading After Growth Mindset Focus



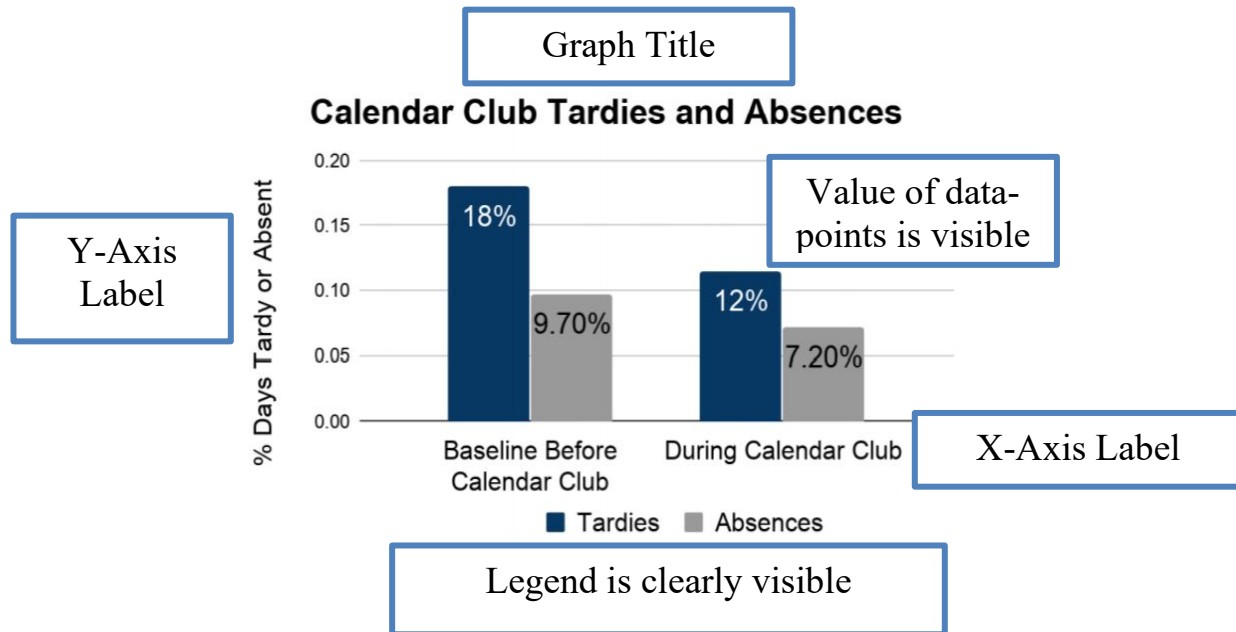
## Bar/Column Graphs

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.

## Bar Graph Example





## Technical Assistance

If you have any questions or concerns about the WSCPAR, please feel free to contact the WSCPAR Directors, Sarah Flier and Stacey Miller at [data@wscaewb.org](mailto:data@wscaewb.org). The WSCPAR process is non-competitive; every school that meets the demands of the rubric will receive an award.

### **WSCA provides extensive technical assistance, coaching and consultation:**

- WSCA ASCA Model Implementation Special Interest Group (SIG), join a network of other counselors implementing the program through
  - Monthly virtual SIG meetings
  - SIG list serv just for ASCA Model Implementation
  - SIG Meet Up at the WSCA annual conference
- WSCPAR & RAMP Preconference Workshop & Conference Sectional Offerings
- Virtual “Drop in” Consultation Dates in October 2021
- On demand quick tip videos and webinars via the WSCA online learning program
- WSCA ASCA Model training throughout the state which includes access to the RAMP portal

## WSCPAR SCORING

### **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 AND no categories that have a Does Not Meet Expectations (0 score)  
Program of Promise Award
- 90-100 AND one or more Does Not Meet Expectations (0 score) areas  
Detailed feedback and opportunity to resubmit for Program of Promise Award
- 80-89 AND/OR one or more Does Not Meet Expectations (0 score) areas  
Detailed feedback and opportunity to resubmit for Program of Promise Award
- 79 and below  
Eligible for mentoring to apply in Fall 2022

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 sent to the "Individual Completing Application" acknowledging receipt of your WSCPAR application after your electronic copies have been received. **You will be notified via email by January 14, 2022, as to the final status of your WSCPAR Program of Promise application.** No queries will be answered with regard to application status before December 15, 2021.

**The PoP Award winners will be acknowledged during National School Counseling Week in February 2022 as well as at the 2022 WSCA Conference.**

# 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 “2019-2020 & 2020-2021”
- 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 (% Free or Reduced, English Language Learners, Special Education, Racial breakdown)
  - This data can be found in the DPI WiseDash Portal or your school Student Information System.
- Principal’s Name\*
- Name(s) of the School Counselor(s)\*

*\*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	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
Document Header	Includes all components of document header - Required, no points awarded			Not all components included in header

## SECTION 2

# RESULTS REPORT

**Results are the outcome of what students do; not what adults do. Results and outcome data 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 on page 3 of this document for clarification of different types of data.) Student outcome data is required for a minimum of one data set in this section to show how your school counseling program has demonstrably impacted students.**

*A 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 Student Standards: Mindsets & Behaviors for Student Success are essential components for this section. You can use Microsoft Excel/Google Sheets to create 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.
- Do 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 simple!

Your work in this section may be enhanced by reviewing the following ASCA National Model (4<sup>th</sup> Edition) templates: Closing the Gap Action Plans/Results Report (p.52-54) and Annual Student Outcome Goal (p.39-45).

Questions to reflect on when completing the student results section:

### Academic

- Is there an identified academic achievement gap in your building? If so, what is it and who does it impact?
- 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 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 improved, GPA 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 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 Student Standards: Mindsets & Behaviors for Student Success

**Category 1: Mindset Standards (MS)** - School counselors encourage the following mindsets for all students.

M 4. Self-confidence in ability to succeed

**Category 2: Behavior Standards (BS)** - School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

**Learning Strategies (LS)**

B-LS 3. Time-management, organizational and study skills

**Behavior Standards: Self-Management Skills (SMS)**

B-SMS 6. Ability to identify and overcome barriers

**Behavior Standards: Social Skills (SS)**

B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

Additional information on ASCA Student Standards: Mindsets & Behaviors for Student Success can be found at [www.schoolcounselor.org](http://www.schoolcounselor.org).

### 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
<b>Results Report Title</b>	Description of Activity, Intervention or Program - <b>1 point awarded</b>			Did not include Title
<b>List ASCA Model Domain</b>	Lists ASCA Domain (Career, Social/Emotional, or Academic) - <b>1 point awarded</b>			Does not list ASCA domain
<b>Lists ASCA Mindsets &amp; Behavior Standard</b>	Lists 1-2 Mindsets and Behaviors - <b>1 point awarded</b>			Did not list any ASCA M&B Standard Listed more than 2 ASCA M&B Standard
<b>Explanation for why student population chosen   Student Need</b>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> <li>Explicitly explains academic, behavioral or attendance discrepancies</li> </ul>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> </ul>	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.
<b>Written explanation for how intervention/ activity was selected   Action Plan</b>	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. - <b>3 points awarded</b>			Does not adequately describe why activity was chosen Does not adequately describe student impact

<b>Participation (Process) Data Description   Participation (Process) Data</b>	Includes 4/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 3/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 2/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 0-1/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>
<b>Written explanation connecting school counseling program activity to the results pictured in the graph &amp; reflection on results   School Counselor Role &amp; Reflection</b>	<ul style="list-style-type: none"> <li>Describe the school counselor or school counseling program role in the activity seen in the graph.</li> <li><b>Thoroughly</b> provides an explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe the school counselor or school counseling program role in the activity seen in the graph.</li> <li>Provides a <b>minimal</b> explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe the school counselor or school counseling program role in the activity seen in the graph.</li> <li><b>No</b> explanation of how this data will support the school counseling program.</li> </ul>	Does not describe the school counselor or school counseling program role in the activity seen in the graph.
<b>Data Set #1 Graph</b>	<b>Exceeds Expectations</b> <b>6</b>	<b>Meets Expectations</b> <b>4</b>	<b>Minimally Meets Expectations</b> <b>2</b>	<b>Does Not Meet Expectations</b> <b>0</b>
<b>Provide a graph(s) representing outcome data.</b>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or behavior</li> <li>Are based on school <b>outcome data</b> with pre and post data provided</li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> <li>Focus attention on equity or opportunity gaps</li> <li>Are unmistakably linked to the school's data and need</li> </ul>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or behavior</li> <li>Are based on school <b>outcome data</b></li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> </ul>		Only process or perception data presented.
<b>Graph clearly labeled, easy-to-read</b>	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

## DATA Set #2

This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered.

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

## RESULTS REPORT

### Data Set #2

Data Set #2 Description	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
<b>Results Report Title</b>	Description of Activity, Intervention or Program - 1 point awarded			Did not include Title
<b>List ASCA Model Domain</b>	Lists ASCA Domain - 1 point awarded			Did not list ASCA Domain
<b>Lists ASCA Mindsets &amp; Behavior Standard</b>	Lists 1-2 ASCA Mindsets and Behaviors - 1 point awarded			Listed more than 2 ASCA M&B Standards Did not list any ASCA M&B Standards
<b>Explanation for why student population chosen  Student Need</b>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> <li>Explicitly explains academic, behavioral or attendance discrepancies</li> </ul>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> </ul>	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.
<b>Written explanation for how intervention/ activity was selected   Action Plan</b>	<ul style="list-style-type: none"> <li>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.).</li> <li>Describes how students will be different as a result of participating in this activity.</li> </ul>			Does not adequately describe why activity was chosen Does not adequately describe student impact
<b>Participation (Process) Data Description   Participation (Process) Date</b>	Includes 4/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/ sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 3/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 2/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 0-1/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>
<b>Written explanation connecting school counseling program activity to the results pictured in the graph   School Counselor Role &amp; Reflection</b>	<ul style="list-style-type: none"> <li>Describes the school counselor or school counseling program role in the activity seen in the graph.</li> <li><b>Thoroughly</b> provides an explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describes the school counselor or school counseling program role in the activity seen in the graph.</li> <li>Provides a <b>minimal</b> explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	Describes the school counselor or school counseling program role in the activity seen in the graph.  Provides <b>no</b> 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	Meets Expectations 4	Minimally Meets Expectations 2	Does Not Meet Expectations 0
<b>Provide a graph(s) representing Outcome and/or Mindsets &amp; Behavior (perception) data.</b>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>outcome data</b> with pre and post data provided</li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> <li>Focus attention on equity or opportunity gaps</li> <li>Are unmistakably linked to the school's data and needs</li> </ul>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>outcome data</b></li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> </ul>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>Mindsets &amp; Behaviors (perception) data</b> with pre and post data provided</li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> </ul>	<ul style="list-style-type: none"> <li>Only process data presented.</li> <li>Does not meet standards for Outcome and/or Mindsets and Behaviors (Perception) Data</li> </ul>
<b>Graph clearly labeled, easy-to-read</b>	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

### DATA Set #3

This section must include an activity or intervention based on one of the following domains: Academic, Career, Social/Emotional. At least 2 out of the 3 domains must be covered in the WSCPAR to be considered.

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

<b>RESULTS REPORT</b>				
<b>Data Set #3</b>				
Data Set #3 Description	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
<b>Results Report Title</b>	Description of Activity, Intervention or Program - 1 point awarded			Did not include Title
<b>Lists ASCA Model Domain</b>	Lists ASCA Domain - 1 point awarded			Did not list ASCA Domain
<b>Lists ASCA Mindsets &amp; Behavior Standard</b>	Lists 1-2 ASCA Mindsets and Behaviors - 1 point awarded			Did not list any ASCA Mindsets and Behaviors Listed more than two ASCA Mindsets & Behaviors
<b>Explanation for why student population chosen  Student Need</b>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> <li>Explicitly explains academic, behavioral or attendance discrepancies</li> </ul>	<ul style="list-style-type: none"> <li>Describes how students were identified through data (e.g., school data profile, school improvement plan/goals, disaggregated data reports, etc.)</li> <li>Provides an explanation of how it addressed student needs (Students with a high number of Office Discipline Referrals may be losing instruction time when out of the classroom to resolve issues, Students not attending school may feel disconnected to the school community, etc.)</li> </ul>	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.

<b>Written explanation for how intervention/ activity was selected   Action Plan</b>	<ul style="list-style-type: none"> <li>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.).</li> <li>Describes how students will be different as a result of participating in this activity.</li> </ul>	Does not adequately describe why activity was chosen Does not adequately describe student impact		
<b>Participation (Process) Data Description   Participation (Process) Date</b>	Includes 4/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/ sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 3/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 2/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>	Includes 0-1/4 components <ul style="list-style-type: none"> <li># of students participating</li> <li>grade level</li> <li>number of lessons/sessions</li> <li>length of lessons/sessions</li> </ul>
<b>Written explanation connecting school counseling program activity to the results pictured in the graph   School Counselor Role &amp; Reflection</b>	<ul style="list-style-type: none"> <li>Describes the school counselor or school counseling program role in the activity seen in the graph.</li> <li><b>Thoroughly</b> provides an explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describes the school counselor or school counseling program role in the activity seen in the graph.</li> <li>Provides a <b>minimal</b> explanation of how this data will support the school counseling program to: <ul style="list-style-type: none"> <li>Deliver interventions/ activities more effectively (<i>considering content, strategies, time</i>).</li> <li>Collect data more accurately (<i>asking better questions based on quality content</i>)</li> <li>Target ASCA Mindsets &amp; Behaviors</li> <li>Make decisions about which interventions/ activities to continue, add or discontinue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describes the school counselor or school counseling program role in the activity seen in the graph.</li> <li>Provides <b>no</b> explanation of how this data will support the school counseling program</li> </ul>	Does not describe the school counselor or school counseling program role in the activity seen in the graph.
<b>Data Set #3 Graph</b>	<b>Exceeds Expectations</b> <b>6</b>	<b>Meets Expectations</b> <b>4</b>	<b>Minimally Meets Expectations</b> <b>2</b>	<b>Does Not Meet Expectations</b> <b>0</b>
<b>Provide a graph(s) representing Outcome and/or Mindsets &amp; Behavior (perception) data.</b>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>outcome data</b> with pre and post data provided</li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> <li>Focus attention on equity or opportunity gaps</li> <li>Are unmistakably linked to the school's data and needs</li> </ul>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>outcome data</b></li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> </ul>	<ul style="list-style-type: none"> <li>Address achievement, attendance and/or discipline (behavior)</li> <li>Graph illustrates <b>Mindsets &amp; Behaviors (perception) data</b> with pre and post data provided</li> <li>Clear connection to Mindsets &amp; Behaviors listed</li> </ul>	<ul style="list-style-type: none"> <li>Only process data presented.</li> <li>Does not meet standards for Outcome and/or Mindsets and Behaviors (Perception) Data</li> </ul>
<b>Graph clearly labeled, easy-to-read</b>	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



## SECTION 3

# ANNUAL STUDENT OUTCOME GOALS (PROGRAM GOALS)

**This section must include two (2) Annual Student Outcome Goals for the 2021-2022 school year. Annual Student Outcome Goals MUST use OUTCOME DATA and be written in a single sentence using the SMART Goal format. One Annual Student Outcome Goal must address closing education opportunity gaps. Each goal must include a completed Annual Student Outcome Goal form.**

This section should reflect some of the identified needs from your data review reflection. What gaps do you notice in student's 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 OUTCOME DATA and 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 (4th edition): Annual Student Outcome Goals (p.41-45) and Use of Data (p.32-40).

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.

School Counseling Program Goals	Exceeds Expectations 6	Meets Expectations 4	Minimally Meets Expectations 2	Does Not Meet Expectations 0
<b>Two completed Annual Student Outcome Goal Plan attached to application.</b>	Two completed Annual Student Outcome Goal forms attached to application – 1 point awarded			Annual Student Outcome goal forms not attached or incomplete
<b>Annual Student Outcome Goal #1</b>	<ul style="list-style-type: none"> <li>● Address achievement, attendance and/or behavior</li> <li>● Are based on school outcome data</li> <li>● Explains academic, behavioral or attendance discrepancies</li> <li>● Are written in SMART format using outcome data (<i>including baseline and target</i>)</li> <li>● Are unmistakably linked to the school’s data and needs (Supplemental Data)</li> <li>● Identify one–two ASCA Mindsets &amp; Behaviors most relevant for this targeted group and goal.</li> <li>● List One–two learning objectives/competencies based on the ASCA Mindsets and Behaviors listed.</li> <li>● Possible Activities/ Strategies/Interventions by School Counselors are listed.</li> <li>● Pre-/ Post-Assessment is completed.</li> </ul>	<ul style="list-style-type: none"> <li>● Address achievement, attendance and/or behavior</li> <li>● Are based on school outcome data</li> <li>● Explains academic, behavioral or attendance discrepancies</li> <li>● Are written in SMART format using outcome data (<i>including baseline and target</i>)</li> <li>● Are unmistakably linked to the school’s data and needs (Supplemental Data)</li> <li>● Identify one–two ASCA Mindsets &amp; Behaviors most relevant for this targeted group and goal.</li> </ul>	Are written in SMART format using outcome data ( <i>including baseline and target</i> )	Goal was not written in SMART format using outcome data ( <i>including baseline and target</i> )

<p><b>Annual Student Outcome Goal #2 (Closing the Gap Goal): Closing the Gap program goal is clearly defined using the SMART Goal format (single statement)</b></p>	<ul style="list-style-type: none"> <li>● Focus attention on equity or opportunity gaps</li> <li>● Address achievement, attendance and/or behavior</li> <li>● Are based on school outcome data</li> <li>● Explains academic, behavioral or attendance discrepancies</li> <li>● Are written in SMART format using outcome data <i>(including baseline and target)</i></li> <li>● Are unmistakably linked to the school's data and needs (Supplemental Data)</li> <li>● Identify one–two ASCA Mindsets &amp; Behaviors most relevant for this targeted group and goal.</li> <li>● List One–two learning objectives/competencies based on the ASCA Mindsets and Behaviors listed.</li> <li>● Possible Activities/ Strategies/Interventions by School Counselors are listed.</li> <li>● Pre-/ Post-Assessment is completed.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus attention on equity or opportunity gaps</li> <li>● Address achievement, attendance and/or behavior</li> <li>● Are based on school outcome data</li> <li>● Explains academic, behavioral or attendance discrepancies</li> <li>● Are written in SMART format using outcome data <i>(including baseline and target)</i></li> <li>● Are unmistakably linked to the school's data and needs (Supplemental Data)</li> <li>● Identify one–two ASCA Mindsets &amp; Behaviors most relevant for this targeted group and goal.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus attention on equity or opportunity gaps</li> <li>● Are written in SMART format using outcome data <i>(including baseline and target)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Goal did not focus attention on equity or opportunity gaps.</li> <li>● Goal was not written in SMART format using outcome data <i>(including baseline and target)</i></li> </ul>
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## 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 to reflect on prior to your Annual Administrative Conference 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
<b>Content, Typos, Grammar, Mechanics i.e., capitalization, punctuation...</b>	<ul style="list-style-type: none"> <li>● Content has a <b>strong</b> consistent voice and format is <b>exceptionally</b> clear, concise, and significant</li> <li>● No typos, grammar, or mechanics problems</li> </ul>	<ul style="list-style-type: none"> <li>● Content has a consistent voice and format is <b>clear, concise, and significant</b></li> <li>● 1 typo, grammar, or mechanics problem</li> </ul>	<ul style="list-style-type: none"> <li>● Content has a <b>mostly</b> consistent voice and format is <b>partially</b> clear, concise, and significant</li> <li>● 2 typos, grammar, or mechanics problem</li> </ul>	<ul style="list-style-type: none"> <li>● Content with an <b>inconsistent</b> voice and format is <b>awkward and lacking significance</b></li> <li>● 3+ typos, grammar, or mechanics problem</li> </ul>
Application:	Exceeds Expectations 3	Meets Expectations 2	Minimally Meets Expectations 1	Does Not Meet Expectations 0
<b>Counselor Reflection Statement:</b>	<ul style="list-style-type: none"> <li>● Explain the process you or your team engaged in to complete the WSCPAR and a distribution plan for your document.</li> <li>● What implications did you or your team consider after reviewing the results from your program or interventions?</li> <li>● How does the data you shared in your WSCPAR show how your counseling program addressed equity and/or opportunity gaps for students?</li> </ul>			Reflection responses not completed on application.
<b>Signed Annual Administrative Conference ONE per school</b>	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).			Annual Administrative Conference Form not signed by all counselor(s) and administrators or not submitted.

# Required WSCPAR Components

Refer to the 2019-2020 | 2020-2021 WSCPAR rubric for specific information on WSCPAR components and scoring. A fillable WSCPAR template is also available on the WSCA website.

## DOCUMENT HEADER

The following items must be included:

- The title of the document “Wisconsin School Counseling Program Accountability Report”
- The year “2019-2020 & 2020-2021”
- 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)
  - This data can be found in the DPI WiseDash Portal or your school Student Information System.
- 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 Mindsets & Behaviors (Perception) 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 Domain:** (Academic, Career, Social/Emotional)

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

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

**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 & Reflection:** (describe the school counselor or school counseling program role in the activity seen in the graph and explanation of how this data will support the school counseling program)

## 2021-2022 ANNUAL STUDENT OUTCOME GOALS (2)

This section must include two (2) Annual Student Outcome Goals for the 2021-2022 school year. These Annual Student Outcome Goals must be written in a single sentence using the SMART Goal format using OUTCOME DATA. A 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. ***One goal must be a closing the gap goal. Each goal must include a completed Annual Student Outcome Goal form.***

## 2019-2020 & 2020-2021

# Wisconsin School Counseling Program Accountability Report

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

Enrollment: 1,232 Students (9<sup>th</sup> – 12<sup>th</sup> 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

#### Supporting Students with Minor Office Referrals

**ASCA Model Domain:** Social/Emotional

**Mindsets & Behaviors Standard:** B-SS 3. Positive relationships with adults to support success | M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

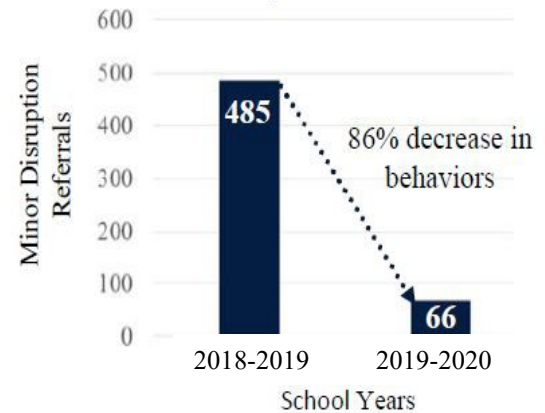
**Student Need(s):** Students with over 20 minor referrals were identified as needing support. Most referrals were for disrespect and non-compliance causing them to miss instructional time as well as disrupting the classroom.

**Action Plan:** A research based solutioned focused group curriculum was utilized with the identified students to help them with goal setting, emotional regulation, communication, and relationship skill development. With increased skills in these areas, they will have more strategies to deal with challenges in the classroom and reduce the number of referrals and increase instructional time in the classroom.

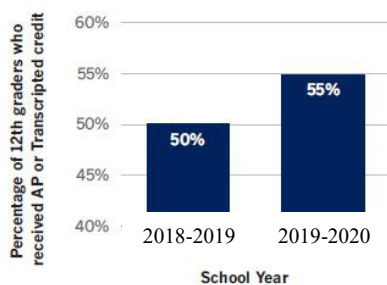
**Participation (Process) Data:** 15 male sophomore students participated in a weekly group eight times for 45 minutes.

**School Counselor Role & Reflection:** All school counselors met individually with potential students about their participation in the group. Two school counselors co-facilitated the weekly group. The group was highly effective in reducing the number of minor behavior referrals. Other positive outcomes included increased attendance and improved homework completion. Students self-reported stronger connections with school staff and feeling more welcomed in the school community. This group will continue in the future with additional incorporation of emotional regulation into lessons.

Disruption Behavior Referrals for Group Members



12<sup>TH</sup> GRADE STUDENTS EARNING TRANSCRIPTED CREDIT OR AP CREDIT



#### Increasing Seniors Earning Dual Credit

**ASCA Model Domain:** Academic

**Mindsets & Behaviors Standard:** B-LS 8. Engagement in challenging coursework

**Student Need(s):** Student enrollment in dual credit courses is increasing, however, successful completion of these credits has not matched enrollment increases. This negatively impacts students' transcripts and self-confidence.

**Action Plan:** Students successful completion of dual credit in high school increases post-secondary success. Counselors developed personalized success plans for each student enrolled in dual credit using current best practice guidance for increasing academic success. Counselors met with students and identified needed areas of support and connected students with tutoring, mentors, guided study halls, peer tutoring and summer programs. With individualized supports to meet the unique needs of students the goal was for them to increase credit attainment for their dual credit course work.

**Participation (Process) Data:** 105 seniors enrolled in dual credit courses, school counselors met with all these seniors a minimum of one time for 30 minutes and created a success plan. 76 students continued monthly check-ins on their plans.

**School Counselor Role & Reflection:** School counselors worked with students to create individual success plans and continued to meet monthly with students needing ongoing support. Students reported they felt more supported in their dual credit courses. While there were gains in credit attainment, there is still work to do in this area. Parents and teachers will be added to success plan conferences next year as well as creating a summer success course for rising seniors.

## RESULTS REPORT

### Increasing Career Readiness

**ASCA Model Domain:** Career

**Mindsets & Behaviors Standard:** M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

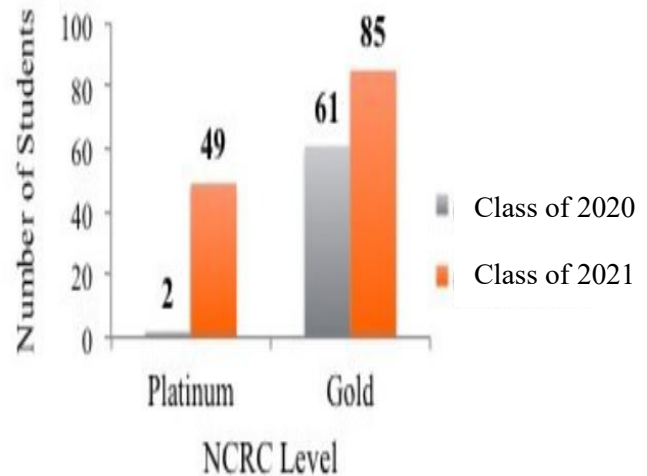
**Student Need(s):** The National Career Readiness Certificate (NCRC) data showed that students were not prepared to enter the workforce. Students were surveyed to find out what may be impacting their achievement in obtaining this certificate. Students reported they did not understand “why” they were working towards the National Career Readiness Certificate (NCRC). Students needed to increase their knowledge and understanding of how the NCRC connected and helped them achieve their post high school plans.

**Action Plan:** Research shows students knowing the “why” increases engagement and participation. Based on this research and since all students work towards the NCRC, classroom lessons were created to help students better understand the connection between NCRC and their post high school plans. This included bringing in industry and business partners to connect the certificate and workforce. The NCRC was also incorporated into Junior conference for individual planning.

**Participation (Process) Data:** 155 Juniors took the NCRC. 155 Juniors attended 2 – 30-minute classroom lessons on Career Readiness and 145 Juniors participated in individual one-hour conferences with school counselors discussing career readiness.

**School Counselor Role & Reflection:** School counselors delivered the career readiness classroom lessons and facilitated junior conferences. Students reported an increased understanding that this certificate can help them post high school which lead to a significant increase in engagement in career readiness activities. Counselors will continue to educate and support student career readiness awareness in the future.

### National Career Readiness Certificate (NCRC) Achievement



## 2021-2022 Annual Student Outcome Goals

### Goal #1

By June 2022, 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%.

### Goal #2

By the end of the 2021-2022 school year, 9th grade male students receiving special education services that missed more than 10+ days of school in 8th grade will decrease the total number of days absent (previous year) by 10% from 126 to 113.