SECTION 1: DOCUMENT HEADER

In the document header the following items must be included:

- The title of the document "Wisconsin School Counseling Program Accountability Report"
- The year "2019-2020 & 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)*

Document Header	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points
Document Header	Includes all components of document header - Required, no points awarded			Not all components included in header

SECTION 2: RESULTS REPORT

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
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			Did not list any M&B Standard More than 2 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 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.) • 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 a high number of Office Discipline Referrals lose time out of 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) Data**	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 & reflection on results	School Counselor Role & Reflection**	● Describe 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 Mindsets & Behaviors ● Make decisions about which interventions/ activities to continue, add or discontinue	● Describe 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 Mindsets & Behaviors ● Make decisions about which interventions/ activities to continue, add or discontinue	● Describe the school counselor or school counseling program role in the activity seen in the graph. ● **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**
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 ● 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 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

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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 Points**	**Meets Expectations** **2 Points**	**Minimally Meets xpectations** **1 Point**	**Does Not Meet Expectations** **0 Points**
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 **-** 1 point awarded			Did not list any M&B Standards More than 2 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 a high number of Office Discipline Referrals lose time out of 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 a high number of Office Discipline Referrals lose time out of 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.			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 Mindsets & Behaviors
	    • 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 Mindsets & Behaviors
		    • 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
Provide a graph(s) representing Outcome and/or Mindsets & Behavior (perception) data.	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **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 needs	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **outcome data** • Clear connection to Mindsets & Behaviors listed	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **Mindsets & Behaviors (perception) 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 (Perception) Data
Graph clearly labeled, easy-to-read	Well-designed graphic representation of student data that is easy-to-read, clearly labeled with the effective elements of a good graph (title, axis labels, data collected, etc.)	Labeled graphic representation of student results	Graphic representation of student results.	No graphic representation

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.

RESULTS REPORT Data Set #3				
Data Set #3 Description	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points
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			Did not list any M&B Standards More than two 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 a high number of Office Discipline Referrals lose time out of 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 a high number of Office Discipline Referrals lose time out of 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.			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 Mindsets & Behaviors
	  • 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 Mindsets & Behaviors
		  • 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**
Provide a graph(s) representing Outcome and/or Mindsets & Behavior (perception) data.	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **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 needs	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **outcome data** • Clear connection to Mindsets & Behaviors listed	• Address achievement, attendance and/or discipline (behavior) • Graph illustrates **Mindsets & Behaviors (perception) 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 (Perception) Data
Graph clearly labeled, easy-to-read	Well-designed graphic representation of student data that is easy-to-read, clearly labeled with the effective elements of a good graph (title, axis labels, data collected, etc.)	Labeled graphic representation of student results	Graphic representation of student results.	No graphic representation

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
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 *(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.	● 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)*

APPLICATION & FORMAT

Content, Typos, and Grammar	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Minimally Meets Expectations 1 Point	Does Not Meet Expectations 0 Points
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
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?			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).			Annual Administrative Conference Form not signed by all counselor(s) and administers or not submitted.