



# Guidance Program: Separate and Technical Schools

Special School District 2012-2013 Program Evaluation Plan

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**Description of the Program (2011-2012)**

The Comprehensive Guidance and Counseling Program (CGCP) is comprised of guidance counselors, social workers and transition facilitators working together to provide psychological counseling in individual and group settings, provide crisis interventions and to work with students to explore and plan for post school outcomes.

**Description of How the Program's Services are Developed and Delivered**

Special School District Guidance Counselors develop and implement policies and procedures which meet the Missouri Model Guidance Plan and State MSIP standards and include personal, social, career and academic development. Counselors implement the Missouri Model Guidance Plan through small groups and classroom and individual instruction. All of the school counselors assist students in developing personal plans to assist them in reaching their post secondary outcomes. They provide consultation and training to faculty and parents based on the specific needs of our student population. All guidance counselors evaluate their effectiveness of service delivery by completing time and task analysis several times a year, guidance needs assessment, and the Internal Improvement Review (IIR).

**Key Program Stakeholder Groups**

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| <input checked="" type="checkbox"/> Students<br><input checked="" type="checkbox"/> Parents<br><input checked="" type="checkbox"/> Staff<br><input type="checkbox"/> Administrators | <input type="checkbox"/> Board of Education<br><input type="checkbox"/> Taxpayers<br><input type="checkbox"/> Other (Specify.) |
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**Student and/or Stakeholder Needs Addressed by the Program**

The program meets the personal/social, academic and career development needs of students in our separate and technical schools.

**Overall Goals of the Program**

**Expected Measurable Outcomes**

Goal 1: A district-wide comprehensive guidance and counseling program (CGCP) has been implemented and is an integral part of the District's educational program.	1a. The CGCP is addressed in the district's CSIP goals. 1b. Learner outcomes are identified and addressed K-12. 1c. The Comprehensive Evaluation Plan assesses the impact of the CGCP using the Internal Improvement Review (IIR). 1d. The CGCP manual includes 100% of the required components.
Goal 2: The guidance and counseling curriculum, based on current standards and GLE's, is	2a. The guidance and counseling program is articulated and implemented in K-12.

<p>implemented in K-12.</p>	<p>2b. The guidance and counseling curriculum is systematically reviewed and revised according to the district's curriculum review calendar.</p> <p>2c. Modifications to the guidance and counseling curriculum are made continuously, based upon guidance planning (needs assessment) data obtained from students, parents, and teachers.</p> <p>2d. Guidance planning data (needs assessment) are collected on a regular schedule.</p> <p>2e. Counselors in the school/district use the written guidance curriculum in promoting academic, personal/social and career development.</p> <p>2f. Instructional activities and resources to help implement the guidance curriculum are provided.</p> <p>2g. Administrators monitor the implementation of the guidance curriculum.</p>
<p>Goal 3: An individual planning system is in place.</p>	<p>3a. There is a systematic process in place that assists students in the developing their Personal Plan of Study.</p> <p>3b. The individual student planning system includes assessment, advisement activities, assistance in pursuing post-secondary educational and/or career training, collaboration with parents and is initiated no later than grade eight with review and revision annually</p> <p>3c. The necessary forms and procedures for the individual planning process are provided.</p>
<p>Goal 4: All students have access to responsive services.</p>	<p>4a. 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance.</p> <p>4b. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.</p> <p>4c. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.</p>
<p>Goal 5: System support and management activities ensure full implementation and continued improvement of the District's Comprehensive Guidance and Counseling Program.</p>	<p>5a. The school's/district's comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement.</p> <p>5b. Counselors/Social Workers are involved in the development and implementation of district/building crisis plans.</p> <p>5c. Counselor time is utilized to the fullest extent possible for program implementation activities as determined and documented by the time and task analysis.</p> <p>5d. Guidance and Counseling personnel participate in professional and staff development activities.</p>

	5e. Guidance and Counseling personnel interact with other people and programs in the school and with community business, agencies and institutions.
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**Evaluation Questions**

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

**Data Collection Methods**

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)

# Guidance Program: Separate and Technical Schools

2012-2013 Program Evaluation Report

Special School District



## Evaluation Results

What is the status of the program's progress toward achieving the goals?

Goal 1: A district-wide comprehensive guidance and counseling program (CGCP) has been implemented and is an integral part of the District's educational program.

Measurable Objective 1:	1a. The CGCP is addressed in the district's CSIP goals. 1b. Learner outcomes are identified and addressed K-12. 1c. The Comprehensive Evaluation Plan assesses the impact of the CGCP using the Internal Improvement Review (IIR). 1d. The CGCP manual includes 100% of the required components.
Results	1a. Not Met. The current CSIP plan does not mention the CGCP. However, several of the main components of the CGCP are included in the CSIP plan. 1b. Met. Learner outcomes are identified and addressed in the guidance curriculum. 1c. Met. Staff use the IIR to assess impact of the guidance plan. 1d. Met. The required components are all in the guidance plan.

Goal 2: The guidance and counseling curriculum, based on current standards and GLE's, is implemented in K-12.

Measurable Objective 1:	2a. The guidance and counseling program is articulated and implemented in K-12. 2b. The guidance and counseling curriculum is systematically reviewed and revised according to the district's curriculum review calendar. 2c. Modifications to the guidance and counseling curriculum are made continuously, based upon guidance planning (needs assessment) data obtained from students, parents, and teachers. 2d. Guidance planning data (needs assessment) are collected on a regular schedule. 2e. Counselors in the school/district use the written guidance curriculum in promoting academic, personal/social and career development. 2f. Instructional activities and resources to help implement the guidance curriculum are provided. 2g. Administrators monitor the implementation of the guidance curriculum.
Results:	2a. Met. The guidance and counseling program is implemented in all grades. 2b. Met. Guidance is included in our normal curriculum review process. 2c. Met. Modifications are made based on needs assessment data. 2d. Not Met. Needs assessment is not yet systematic or collected on a regular schedule. 2e. Met. Staff use the guidance curriculum to promote development.

	<p>2f. Met. Instructional activities and resources are provided.</p> <p>2g. Met. Administrators monitor the guidance curriculum. However, a more systematic approach is needed.</p>
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Goal 3: An individual planning system is in place.

Measurable Objective 1:	<p>3a. There is a systematic process in place that assists students in developing their Personal Plan of Study.</p> <p>3b. The individual student planning system includes assessment, advisement activities, assistance in pursuing post-secondary educational and/or career training, collaboration with parents and is initiated no later than grade eight with review and revision annually.</p> <p>3c. The necessary forms and procedures for the individual planning process are provided.</p>
Results:	<p>3a. Met. Process is in place, but it could be more systematic.</p> <p>3b. Met. Student planning system includes all of the required components.</p> <p>3c. Met. All forms and procedures are provided.</p>

Goal 4: All students have access to responsive services.

Measurable Objective 1:	<p>4a. 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance.</p> <p>4b. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.</p> <p>4c. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.</p>
Results:	<p>4a. Met. The process exceeds expectations with multiple layers of identification of student need in place.</p> <p>4b. Met. Staff provide multiple layers of support.</p> <p>4c. Met. Detailed crisis management plans are implemented at each school.</p>

Goal 5: System support and management activities ensure full implementation and continued improvement of the District's Comprehensive Guidance and Counseling Program.

Measurable Objective 1:	<p>5a. The district's Comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement.</p> <p>5b. Counselors/Social Workers are involved in the development and implementation of district/building crisis plans.</p> <p>5c. Counselor time is utilized to the fullest extent possible for program implementation activities as determined and documented by the time and task analysis.</p> <p>5d. Guidance and Counseling personnel participate in professional and</p>
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	<p>staff development activities.</p> <p>5e. Guidance and Counseling personnel interact with other people and programs in the school and with community business, agencies and institutions.</p>
Results:	<p>5a. Met. The guidance plan is reviewed through program evaluation biennially.</p> <p>5b. Met. Counselors and social workers are involved in development of crisis plans.</p> <p>5c. Met. Time and task analyses are completed and time adjustments are made.</p> <p>5d. Met. All Guidance and Counseling personnel participate in development through professional conferences.</p> <p>5e. Met. Counseling and Guidance personnel interact through college visits, career nights and other agencies involved with post-secondary placement.</p>

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

<p>Strengths</p> <ul style="list-style-type: none"> <li>• <i>Counselors, guidance personnel and social workers implement a team approach to identify students in need and address their needs.</i></li> <li>• <i>Each school has detailed plans for crisis intervention.</i></li> <li>• <i>Counselors work closely with classroom teachers.</i></li> <li>• <i>Counselors complete time and task analysis ten times per year to adjust to changing student needs.</i></li> </ul>
<p>Opportunities/Weaknesses</p> <ul style="list-style-type: none"> <li>• <i>Needs assessment should be more systematic.</i></li> <li>• <i>Guidance reporting to principals should be more systematic and on a regular basis.</i></li> <li>• <i>Guidance counselors, social workers and transition facilitators overlap, but are not systematically integrated.</i></li> <li>• <i>Comprehensive Guidance and Counseling Program (CGCP) is not included in SSD CSIP plan, even though several components are included.</i></li> </ul>

How well aligned are the program's priorities and processes with the goals of the program?

The program's priorities and processes are well aligned with the goals of the program.

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should priorities be changed to put more focus on achieving the goals?

Yes  No

Should goals be changed, added or removed?

Yes  No

## Evaluation Implications

### General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

### Action Plans

1. Design a needs assessment instrument and reporting schedule to guide continuous adjustment to meet student needs.
2. Establish standard reporting instrument and a regular schedule to report guidance activities to principals.
3. Bring counselors, guidance staff and transition facilitators together to meet and develop a comprehensive plan for addressing student needs.
4. Identify measures to determine student social, emotional and vocational needs that will affect post-secondary outcomes.
5. Recommend that CGCP be explicitly included in Student Achievement section of CSIP plan.

### Status of Recommendations from Previous Report

1. Review and revise Special Education guidance curriculum during the 2011-12 school year.

*The Special Education guidance curriculum was revised during the 2011-2012 school year and received Board approval in June Of 2012.*

2. During the 2011-12 school year, form a working group of counselors, administrators, social workers, and facilitators to address issues of incomplete implementation identified in the Internal Improvement Review (IIR).

*The Director of separate schools formed this committee during the 2012-2013 school year. The committee developed the mission of the group using the Internal Improvement Review to guide their work. They will continue to meet during the 2013-2014 school year. One focus of the group will be to develop a process flow chart for the guidance plan that defines specific roles and responsibilities.*

3. Continue to work with the guidance advisory committee for the special education schools to build collaboration, coordination, and awareness of services inside and outside of the district.

*This group combined with the technical school advisory committee. They met twice this year.*  
Board Approved: 5/28/2013

4. During the 2011-12 school year, guidance counselors should collaboratively develop program goals, procedures, and student outcome measures to show the effectiveness of the guidance program.

*A collaborative group of counselors, social workers and transition facilitators will meet to coordinate a comprehensive approach to student needs and will establish goals and measures to evaluate improvement.*

**Cost and Funding Source**

The costs of the program are included in the budget.