Program Description

**Purpose or Mandate**
Professional School counselors are mandated by MSIP-5, which outlines standards for school counselor ratios based on building student enrollment. SSD’s Comprehensive Guidance and Counseling Program (CGCP) is aligned with the Missouri Comprehensive Guidance and Counseling Program (MCGCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA). SSD Board Policy JHD outlines expectations for student guidance and counseling in the District.

**Summary Description of the Program and What It Is Expected to Accomplish**
The Professional School Counseling program is comprised of School Counselors who work together to deliver a school counseling curriculum and essential responsive services to students attending SSD schools and programs. This program addresses students’ academic, career, and personal/social development. SSD’s School Counseling program develops and implements flexible policies and procedures which meet the Missouri Model Guidance Plan and State MSIP standards, including the standard of Personal, Social, Career and Academic Development.

Counselors are guided by the Missouri Guidance Plan and implement this through small group, classroom and individual instruction. All of the school counselors assist students in developing personal plans of study 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. For students who receive special education services, school counselors collaborate with school social workers, transition facilitators, occupational therapists, physical therapists, and speech language pathologists to deliver related services based on the IEP.

This program is expected to provide daily coping and crisis intervention to students; to help students develop skills for personal and interpersonal success, including post-secondary outcomes; and to promote student social-emotional health and adjustment.

Please consult the Professional School Counseling Program Description for a detailed review of this program’s characteristics and intended outcomes. The Program Description is available through the SSD Department of Evaluation and Research.

**Summary of Goals and Objectives**

**Previous (2012-2014) Cycle Goals and Measurable Objectives**

**Goal 1:** SSD Guidance practices will meet the guidelines established by DESE.

- **Objective 1.1:** Learner outcomes are identified and addressed for all students.
- **Objective 1.2:** The guidance and counseling program is articulated and implemented in K-12.
- **Objective 1.3:** Guidance planning data (needs assessment) are collected on a regular schedule.

**Goal 2:** CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs.
Objective 2.1: Strategy 1.2.1 Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.

Objective 2.2: SSD will meet the “approaching” standard for positive post-secondary placement.

Objective 2.3: SSD will meet the “approaching” standard for graduation for the seven year cohort

Goal 3: Strategy 1.3.1 Provide a safe, equitable, supportive environment for students attending SSD Schools.

Objective 3.1: 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance.

Objective 3.2: Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.

Objective 3.3: Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.

Current (2014-2016) Cycle Goals and Measurable Objectives

Goal 1: SSD School counseling practices will meet the guidelines established by DESE.

Objective 1.1: The school counseling program is articulated and implemented consistent with DESE guidelines per the Internal Improvement Review (IIR).

1.1 Measure: Missouri Comprehensive School Counseling Program (MCSCP) Internal Improvement Review (IIR) (September 2016 revision)
1.1 Target: 67% (average rubric rating of 2 on a 0-3 scale)

Goal 2: Implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.

Objective 2.1: All students grade eight and higher will have a “4-year” transition plan developed.

2.1 Measure: The percent of students in grades eight and higher that have a transition plan developed as of February.
2.1 Target: 100%

Goal 3: School counseling services contribute to a supportive learning environment and foster students’ social, academic and career development.

Objective 3.1: Students will report perceptions of support, safety, and belonging.

3.1a Measure: Percent agreement on Climate survey item, “If a student has a problem, there are teachers who will listen and help.”
3.1a Target: 85%

3.1b Measure: Percent agreement on Climate survey item, “I feel safe at this school.”
3.1b Target: 85%

3.1c Measure: Percent agreement on Climate survey item, “Most students are friendly to each other at this school.”
3.1c Target: 85%

3.1d Measure: Percent agreement on Climate survey item, “Bullying is a problem at this school.”
3.1d Target: < 22% 5

Objective 3.2: Parents will report that students have access to appropriate career planning and social-emotional supports.

3.2a Measure: Percent agreement on Climate survey item, “There is a teacher, counselor, or other staff member whom my child can go for help with a school problem.”
3.2a Target: 85%
3.2b Measure: Percent agreement on Climate survey item, “There is a teacher, counselor, or other staff member to whom my child can go for help with a personal problem.”

3.2b Target: 85%

3.2c Measure: Percent agreement on Climate survey item, “At my child’s school, students get the support they need for academic and career planning.”

3.2c Target: 85%

Objective 3.3: Staff will perceive school counseling services as accessible and beneficial.

3.3a Measure: Percent agreement on Climate survey item, “At my school, there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.”

3.3a Target: 85%

3.3b Measure: Percent agreement on Climate survey item, “At my school, there is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.”

3.3b Target: 85%

3.3c Measure: Percent agreement on Climate survey item, “At my school, students get the support they need for academic and career planning.”

3.3c Target: 85%

Current Cycle Action Plans

Short-term (within the next school year)

- Provide activities to build relationships with partner district Professional School Counselors and the SSD Counselors.
- Use Missouri School Counselor Standards and Quality Indicators to establish baseline for all building counselors.
- Continue to develop partnerships with outside community agencies to assist in supports for students. Identify measures of impact of professional school counselors on students.
- Identify measures to evaluate the effectiveness of the systematic student planning process.

Medium-term (1-2 years)

- Complete, discuss and share Internal Improvement Review (IIR) data with PSC Groups. Create individual building action plans to address opportunities for improvement.
- Develop activities/site visits for students to explore all types of post-secondary options. Deploy data collection process to capture measures of counselor impact on students.
- Deploy data collection process to capture measures to evaluate the effectiveness of the systematic student planning process.

Long-term (3 years and more)

- Establish a plan for Social Workers, Counselors and Transition Facilitators to work together on student post-secondary planning.
- Evaluate the impact of counselors on students.
- Evaluate the effectiveness of the systematic student planning process.

Notes

2. https://dese.mo.gov/college-career-readiness/school-counseling


5. The School Crime Supplement (SCS) to the National Crime Victimization Survey indicated that 20.8% of students ages 12 through 18 reported being bullied at school in 2014-15 (https://nces.ed.gov/pubs2017/2017015.pdf). Note, however, that the SSD student climate survey question regarding bullying asks student whether bullying is a problem in the school, not whether they personally had been bullied, and thus it might be expected that the percentage of agreement will be higher on the SSD survey item (as students who have witnessed but not been personally subjected to bullying could answer in the affirmative).
Professional School Counseling
Special School District

2016-2017 Program Evaluation Report

Coordinator
Wendi Pendergrass, Executive Director of Special Education Schools and Programs

Planning Team
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Evaluator
Matthew Traughber, Evaluation and Research Administrator

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Evaluation Summary

SSD’s school counseling program is aligned with the Missouri Comprehensive School Counseling Program (MCSCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA). The school counseling program is comprised of school counselors who work together to deliver a school counseling curriculum and essential responsive services to students attending SSD schools and programs. This program addresses students’ academic, career, and personal/social development. School counselors provide individual and small group counseling for crisis intervention and personal development along with grade-appropriate classroom instruction to advance each students’ personal/social development, academic, and career skills.

This report reviews program performance data including climate survey results, individual student transition plan completion, and evaluative self-ratings of school counseling implementation elements.

Major Conclusions

- Climate survey results indicate stakeholder satisfaction with the availability and benefit of services of the sort that school counselors (along with other staff) provide.
- One objective of the program is to develop 4-year transition plans for all students in grades eight and above. This objective met, though several gaps in the planning process were identified.
- A DESE-developed, self-rating tool for evaluating the implementation of school counseling services was completed as part of the evaluation. The self-ratings identified a number of implementation strengths, including components related to the counseling curriculum and individual student planning. The self-ratings also revealed a variety of opportunities for improvement with respect to implementation, including: Failure to consistently complete certain DESE-recommended annual evaluative and planning activities; gaps in coordination of the activities of school counselors serving SSD’s separate public schools/programs; and outdated or insufficient program resources (e.g., a school counseling manual) and process documentation. Action plans were developed to address the identified concerns.
**Purpose or Mandate**
Professional school counselors are mandated by MSIP-5, which outlines standards for school counselor ratios based on building student enrollment. SSD’s school counseling program is aligned with the Missouri Comprehensive School Counseling Program (MCSCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA). SSD Board Policy JHD outlines expectations for student guidance and counseling in the District.

The school counseling program supports the following CSIP goals and Process Classification Framework elements:

- **CSIP Objective 1.2** Ensure that all students are ready to participate in college, career or community programs.
- **CSIP Strategy 1.2.1** Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.
- **CSIP Objective 1.3** Ensure student satisfaction and engagement.
- **CSIP Strategy 1.3.1** Provide a safe, equitable, supportive environment for students attending SSD Schools.

- **PCF 13.5** Design and implement counseling services.
- **PCF 13.6** Design and implement social services.

A biennial evaluation of this program is required under Board Policy IM. The previous evaluation report was approved by the Board on 11/11/14.

**What this program does**
The school counseling program is comprised of school counselors who work together to deliver a school counseling curriculum and essential responsive services to students attending SSD schools and programs. This program addresses students’ academic, career, and personal/social development. SSD’s school counseling program develops and implements flexible policies and procedures which meet the Missouri Model Guidance Plan and State MSIP standards, including the standard of Personal, Social, Career and Academic Development.

Counselors are guided by the MCSCP curriculum framework and implement this through small group, classroom and individual instruction. School counselors assist students in developing personal plans of study to assist them in reaching their post-secondary outcomes; they provide daily coping and crisis intervention to students; and they help students develop skills for personal and interpersonal success and deliver services that promote student social-emotional health and adjustment. Counselors provide consultation and training to faculty and parents based on the specific needs of the student population. For students who receive special education services, school counselors collaborate with school social workers, transition facilitators, occupational therapists, physical therapists, and speech language pathologists to deliver related services based on the IEP.

School counselors assigned to SSD special education schools and career technical schools differ to some degree in their role and function. The CTE counselors’ functions parallel that which is typical of school counselors employed at other secondary schools in the region. Alternately, given the staffing supports and student population of SSD separate schools, school counselors in those settings serve a somewhat unique role in comparison to other school counselors. Often there is overlap in the role and duties of school counselors, school social workers, and transition facilitators serving the separate schools.

**How this program works**
This program provides individual and small group counseling for crisis intervention and personal development. Following ASCA and MCSCP standards, grade-appropriate classroom instruction is conducted to advance each student’s personal/social development, academic, and career skills. Starting at grade eight in schools operated by SSD, exploratory career activities are introduced, leading to Personal Plans of Study designed to prepare students for post-secondary success.
**What customers/stakeholders expect**

Stakeholders expect that the professional school counseling program, in coordination with teachers and other support staff, equips students with skills sufficient to (a) achieve lifelong effective learning, (b) make a successful transition from school to a post-school world, and (c) make decisions which are consistent with personal and social survival and growth.

General requirements for school counselors are aligned with ASCA and MCSCP standards. Periodic (three-year) surveys are conducted among SSD students, parents, and staff to determine stakeholder satisfaction and priorities. Frequent collaboration with teachers and administrators provides school counselors with feedback that drives programming and service delivery.

**What were the major accomplishments or benefits of this program?**

The services provided by school counselors reach all students attending SSD schools. School counselors collect anecdotal data following the provision of services that reflects student perceptions that the services are of benefit. Climate survey results suggest perceptions that school counseling services are both available and beneficial. Nearly all students in grades eight and higher have personal plans of study developed with the assistance of school counselors.

**How well did this program fulfill its purpose or mandate?**

☐ Inadequate  ☒ Approaching Satisfactory  ☐ Satisfactory  ☐ Excellent

**What factors made essential contributions (+/-) to this rating?**

Climate survey data, Internal Improvement Review (IIR) (see results that follow)

**What is the general level of customer or stakeholder satisfaction with this program?**

☐ Not at all Satisfied  ☒ Somewhat Satisfied  ☐ Satisfied  ☐ Completely Satisfied

**What factors made essential contributions (+/-) to this rating?**

Climate survey data, IIR (see results that follow)
Evaluation Results

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

Goal 1: SSD school counseling practices will meet the guidelines established by DESE.

Measurable Objective 1.1: The school counseling program is articulated and implemented consistent with DESE guidelines per the Internal Improvement Review (IIR).

Results: DESE describes the Missouri Comprehensive School Counseling Program (MCSCP) IIR as a “school counseling program management tool designed to assess implementation of a school or district’s Comprehensive School Counseling Program.” The IIR self-evaluation was completed with a representative group of school counselors and administrators from both career-technical education (CTE) and special education schools. It was facilitated by the program evaluator. Ratings were generated separately for CTE and the separate schools. The chosen frame for assigning ratings was the work that school counselors perform specifically, even if ratings might have varied were the work of other support personnel such as social workers and transition facilitators considered. The results presented here represent the average of those separate ratings. The IIR includes five sections: Program Foundation, Systems Support, School Counseling Curriculum, Individual Planning, and Responsive Services. Those completing the IIR assign ratings from 0 (indicating limited or no implementation) to 3 (full or strong implementation) for each “element” within a section. In total, the IIR is comprised of 36 distinct elements. DESE suggests those elements with self-ratings of 1 or less as possible action items.

The target established for the IIR was 67% of possible points earned, which equates to an average rubric rating of 2 on a zero to 3 scale (DESE characterizes a score of 2 as “moderate implementation”). SSD’s IIR self-ratings earned 51% of possible implementation points, which falls below the target. The score also falls in the “Needs Improvement” range as recently designated by a DESE school counseling workgroup. A summary of IIR ratings, along with a qualitative review of strengths and opportunities for improvement identified, appear in the tables that follow.

IIR Results

<table>
<thead>
<tr>
<th>IIR Element</th>
<th>Average Rating (out of 3)</th>
<th>Percentage of Implementation Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Foundation</td>
<td>1.6</td>
<td>52%</td>
</tr>
<tr>
<td>Systems Support</td>
<td>0.9</td>
<td>30%</td>
</tr>
<tr>
<td>School Counseling Curriculum</td>
<td>1.7</td>
<td>57%</td>
</tr>
<tr>
<td>Individual Planning</td>
<td>2.1</td>
<td>70%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>1.9</td>
<td>63%</td>
</tr>
<tr>
<td>Complete IIR Results</td>
<td>1.5</td>
<td>51%</td>
</tr>
</tbody>
</table>

Review of School Counseling Program Strengths and Opportunities Identified through the IIR

<table>
<thead>
<tr>
<th>IIR Element</th>
<th>Strengths</th>
<th>Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Foundation</td>
<td>The school counseling program has a designated budget, and opportunities/funding for professional development are available.</td>
<td>The school counseling program manual is outdated (last revised 6-7 years ago) and under-utilized. No digital copy exists.</td>
</tr>
<tr>
<td></td>
<td>Student counselor-to-student ratios fall within Missouri recommended levels.</td>
<td>Lack of explicit alignment between program objectives and the district strategic plan.</td>
</tr>
<tr>
<td></td>
<td>CTE counselors conduct frequent monitoring of student grades and attendance.</td>
<td>The IIR has not been completed consistently on an annual basis.</td>
</tr>
<tr>
<td><strong>Systems Support</strong></td>
<td>CTE counselors hold regularly scheduled meetings.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual CTE advisory meetings provide some input on counseling needs for students attending the technical high schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some data is used (e.g., attendance/grades, 180-day follow-up, surveys of student needs and interests) to assist in determining priorities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lowest ratings were in the area of Systems Support and multiple elements in this section received ratings of zero.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No active school counseling Advisory Council currently exists. The Advisory Council last met approximately 5 years ago.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counselors at separate schools hold no structured meetings as a group during the school year to determine priorities, examine practices, coordinate work plans, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended time task analysis has been conducted inconsistently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School counselors are often not represented on district committees aligned with CSCP objectives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School Counseling Curriculum</strong></th>
<th>A counseling curriculum exists and is implemented. Counselors plan and partner with teachers to implement the curriculum. Counseling curriculum review/revision is scheduled to occur in 2017-18.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual and group lessons are provided. Classroom Learning System data is collected regularly.</td>
</tr>
<tr>
<td></td>
<td>Classroom Learning System data is collected but not used systematically to establish support for service effectiveness or inform improvements to school counseling activities or curricula.</td>
</tr>
<tr>
<td></td>
<td>Individual and group lessons are not implemented in <strong>partnership with teachers</strong> at all times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Individual Planning</strong></th>
<th>The highest IIR self-ratings were received in the area of Individual Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational/career development activities are grade-level appropriate, delivered to all students, and aligned to Grade-Level Expectations (GLEs)</td>
</tr>
<tr>
<td></td>
<td>Counselors use a variety of appraisal tools to help students and families identify strengths</td>
</tr>
<tr>
<td></td>
<td>While secondary to post-secondary transitions are supported, processes and/or activities implemented to support other forms of transition including home-to-school, grade-to-grade, and building-to-building are inconsistent.</td>
</tr>
</tbody>
</table>
|                         | Some lack of clarity exists with respect to the 4-year planning process in the separate schools. For example, how counselors, teachers, and those in other support roles can best coordinate completion of plans; how
and interests for educational/career planning (e.g., interest inventories, interviews, learning styles assessments, etc.)

CTE counselors implement processes and/or activities to support both grade-to-grade and secondary to post-secondary transitions.

4-year planning at CTE meets the criteria set forth in the IIR.

Responsiveness Services

Individual counseling services provided conform to IIR guidelines. Generally individual counseling is provided by SSD social workers rather than school counselors. Student concerns are referred to social workers when deemed to be outside the scope of school counselor practice.

Opportunities for small-group counseling are offered to students in separate schools and North Tech. These take the form of classroom meetings in CTE.

Goal 2: Implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.

Measurable Objective 2.1: All students grade eight and higher will have a “4-year” transition plan developed.

Results: The target set for this objective is 100%, which represents a state-level expectation. Results by school appear in the table below. Though all schools reported 100% performance, anecdotally some confusion exists among the separate schools around which staff members are responsible for the development of the plans along with the optimal method for maintaining these records (currently plans are maintained primarily in physical folders) and the appropriate content of the plans. Elements of individual student planning are discussed in the IIR above as well.

Four-Year Plans

<table>
<thead>
<tr>
<th>School</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuwoehner</td>
<td>100%</td>
</tr>
<tr>
<td>Northview</td>
<td>100%</td>
</tr>
<tr>
<td>Ackerman</td>
<td>100%</td>
</tr>
<tr>
<td>Southview Elementary</td>
<td>100%</td>
</tr>
<tr>
<td>Southview High</td>
<td>100%</td>
</tr>
<tr>
<td>Litzsinger</td>
<td>100%</td>
</tr>
<tr>
<td>Bridges</td>
<td>100%</td>
</tr>
<tr>
<td>North Tech</td>
<td>100%</td>
</tr>
<tr>
<td>South Tech</td>
<td>100%*</td>
</tr>
</tbody>
</table>

Note: South Tech data is an estimate as a finalized dataset was unavailable at the time of the report.
Goal 3: School counseling services contribute to a supportive learning environment and foster students’ social, academic and career development.

Measurable Objective 3.1: Students will report perceptions of support, safety, and belonging.

**Results:** Goal 3 results are based on the yearly SSD School Climate surveys administered to staff, students and parents. With the exception of one reverse-worded bullying-related item, targets for agreement were set at 85%. Results over 3 years are provided. The percentage of student respondents expressing agreement with four climate survey items that are reflective of school counseling services appear in the table below. Over 90% of students agreed with statements indicating perceptions of safety and staff availability to provide support. A slightly higher percentage (26%) of students than the established target rate identified bullying as a problem.7

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Target</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student has a problem, there are teachers who will listen and help.</td>
<td>85%</td>
<td>91.5%</td>
<td>91.5%</td>
<td>91%</td>
</tr>
<tr>
<td>I feel safe in this school.</td>
<td>85%</td>
<td>90.6%</td>
<td>91.3%</td>
<td>92%</td>
</tr>
<tr>
<td>Most students are friendly to each other at this school.*</td>
<td>85%</td>
<td>81.2%</td>
<td>79.2%</td>
<td></td>
</tr>
<tr>
<td>Bullying is a problem at this school.</td>
<td>&lt; 22%</td>
<td>26.8%</td>
<td>26.8%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: District Climate Survey. Results meeting the target are highlighted green while those failing to meet the target are highlighted orange. Overall student N for 2017 was 1,118. 2017 results are preliminary; only percentages rounded to nearest whole number are available. *Item removed from survey in 2017.

Measurable Objective 3.2: Parents will report that students have access to appropriate career planning and social-emotional supports.

**Results:** The 85% agreement target for Objective 3.2 was met. Climate survey results suggest that a high percentage of SSD parents perceive that adequate counseling and academic/career planning supports are available for students.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Target</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a teacher, counselor, or other staff member whom my child can go for help with a school problem.</td>
<td>85%</td>
<td>95.1%</td>
<td>93.9%</td>
<td>93%</td>
</tr>
<tr>
<td>There is a teacher, counselor, or other staff member whom my child can go for help with a personal problem.</td>
<td>85%</td>
<td>93.0%</td>
<td>90.6%</td>
<td>93%</td>
</tr>
<tr>
<td>At my child’s school, students get the support they need for academic and career planning.*</td>
<td>85%</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

Source: District Climate Survey. Respondents are parents of students attending SSD schools. Results meeting the target are highlighted green while those failing to meet the target are highlighted orange. Overall N in 2017 was 289. 2017 results are preliminary; only percentages rounded to nearest whole number are available. *New item in 2017.

Measurable Objective 3.3: Staff will perceive school counseling services as accessible and beneficial.

**Results:** The 85% agreement target was met for Objective 3.3 as well. The vast majority of teachers at SSD schools reported that adequate supports of the type counselors provide exist for students. However a small minority (8%) of teachers did express the opinion that students do not receive sufficient support for academic and career development.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Target</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>At my school, there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.</td>
<td>85%</td>
<td>97.9%</td>
<td>98.6%</td>
<td>99%</td>
</tr>
<tr>
<td>At my school, there is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.</td>
<td>85%</td>
<td>96.4%</td>
<td>97.8%</td>
<td>98%</td>
</tr>
<tr>
<td>At my school, students get the support they need for academic and career planning.</td>
<td>85%</td>
<td>91.0%</td>
<td>90.4%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: District Climate Survey. Respondents are teachers serving SSD schools. Results meeting the target are highlighted green while those failing to meet the target are highlighted orange. Overall N in 2017 was 368. 2017 results are preliminary; only percentages rounded to nearest whole number are available.
Evaluation Results Summary

Strengths and opportunities for improvement

Strengths:

1. Climate survey results have been largely positive and indicate stakeholder perceptions that the services counselors (along with teachers, in many cases) provide are both available and beneficial.

2. All schools met the 100% target for 4-year transition plans.

3. IIR self-ratings indicate:
   - Individual Planning services conform with DESE expectations at a relatively high rate. Educational/career development activities are delivered to all students.
   - School counselors utilize Classroom Learning System principles. CTE counselors conduct frequent monitoring of student grades and attendance.
   - A counseling curriculum exists and is implemented. Individual and group lessons are provided. Individual counseling services provided conform to DESE guidelines. Review of the counseling curriculum is scheduled to occur over the 2017-18 school year.

Opportunities/Weaknesses:

1. Though the target was met, a small minority (8%) of teachers expressed disagreement with statement that students receive needed academic/career planning supports.

2. A number of needs were identified with respect to the 4-year planning process including clarification of roles and responsibilities and refining procedures for the maintenance of these records.

3. IIR self-ratings indicate:
   - Self-evaluation (in the form of the IIR) has not been completed on a consistent basis.
   - No coordinated continuous improvement planning occurs among school counselors as a group.
   - Although counselors collect and review various types of student data, it is unclear whether the DESE-recommended practice of Results Evaluation-Action Research is employed for the purpose of evaluating service effectiveness.
   - No master calendar exists for school counselors.
   - Responsibilities for coordinating the activities of the school counseling program and ensuring MCSCP requirements are met are not clearly delineated.
   - School counselors serving the separate schools hold no regular, structured meetings for the purposes of planning and coordination.
   - No meetings of a school counseling Advisory Council have been held for a number of years.
   - In the separate schools, some role redundancy/lack of clarity appears to exist between school counselors, school social workers, and transition facilitators. Responsibility for various elements of the 4-year planning process is, in some cases, not clearly delineated.
   - The school counseling manual is out of date. No electronic/easily disseminated version of the manual is available.
   - Parent involvement in individual 4-year student planning tends to be incidental rather than deliberate.
How well aligned are the program’s processes with the goals of the program?
IIR results suggest that, in the separate schools, improved alignment between program processes and goals is possible. School counseling services in CTE demonstrate clearer alignment between processes and goals.

Deployment Level of Program Services
☐ Little or no deployment of program services.
☐ The program services are in the early stages of deployment in most areas or schools.
☒ Services are deployed, although some areas or schools are in early stages of deployment.
☒ Services are well deployed, although deployment may vary in some areas or schools.
☐ Services are well deployed, with no significant gaps.
☐ Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program? ☒ Yes ☐ No
*If Yes, describe changes.*

An individual or individuals should be identified to coordinate the school counseling program. This may or may not require a change of resources. See future Action Plans noted in the Forward Planning section of the report.

Should goals be changed, added or removed? ☐ Yes ☒ No
*If Yes, describe changes.*
Evaluation Implications

What are the costs of this program?

Fiscal Year 2017 Budget:

- Salary and Benefits: $783,901.00
- Other Costs: $14,665.00
- Total Costs: $798,566.00

The school counseling program consists of ten professional school counselors (seven whom support CTE and three whom support five special education schools, two school court programs, and one alternative education program), and two secretary/registrar positions serving CTE schools. Other/non-personnel costs include supplies, conventions/seminars, instructional materials, and mileage.

What are the major sources and amounts of Funds?
SSD Budget

How many customers (students) are served by this program?
2367 (DESE-reported FY 2017 enrollment excluding “External Sites”)

What is this program’s annual cost per customer?
$337.37

Estimated Cost Effectiveness

☒ Mandated program; costs cannot be significantly reduced.
☐ Mandated program; costs could be reduced (include in Action Plan, below).
☐ Benefits greatly outweigh costs.
☐ Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
☐ Costs outweigh benefits (include in Action Plan, below).

Explanation
n/a

General Recommendation Resulting from this Evaluation

☐ Continue the program as is. It is meeting or exceeding all expected outcomes.
☒ Continue the program with specific action plans for improvement.
☐ 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.
### Review of Previous Action Plans

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Plan 1</strong></td>
<td>Provide activities to build relationships with partner district Professional School Counselors and the SSD Counselors. (short-term plan)</td>
</tr>
<tr>
<td><strong>Status of Action Plan 1</strong></td>
<td>As opportunities arise, school counselors continue to work on developing relationships with partner district counselors and administration. Example activities/outreach efforts include breakfasts provided by SSD counselors, meetings with counselor representatives at the beginning of each year, building open-houses and tours, etc.</td>
</tr>
</tbody>
</table>

| Action Plan 2 | Use Missouri School Counselor Standards and Quality Indicators to establish baseline for all building counselors. (short-term plan) |
| **Status of Action Plan 2** | In Progress. A plan is being created to streamline the work of counselors, social workers, and transition facilitators in the schools. Tech school counselors preform/use indicators as a measure for implementation of the counseling program in the tech schools. |

| Action Plan 3 | Continue to develop partnerships with outside community agencies to assist in supports for students. Identify measures of impact of professional school counselors on students. (short-term plan) |
| **Status of Action Plan 3** | Schools continue to work with the community to increase agency support and presences in the schools. We have MOU’s with several agencies to support our students and families. |

| Action Plan 4 | Identify measures of impact of professional school counselors on students. (short-term plan) |
| **Status of Action Plan 4** | Counselor impact is examined in the present evaluation through the IIR, climate survey results, and transition planning results. Counselors utilize Classroom Learning System principles to assess the effectiveness of their work. Based on IIR findings, school counselors may benefit from incorporating the principles of “Results Evaluation-Action Research,” an element of strong program implementation per the CSCP framework, into their practices more systematically. Isolating the impact of school counselors on high-level student outcomes is methodologically challenging. |

| Action Plan 5 | Identify measures to evaluate the effectiveness of the systematic student planning process. (short-term plan) |
| **Status of Action Plan 5** | In Process. Measuring implementation of the process each semester is a current goal team focus. The development of plans was assessed as an objective in the current program evaluation. In addition, individual student planning has been prioritized in the recently-completed District strategic plan; outcome measures have been identified and will be monitored yearly. |

<p>| Action Plan 6 | Complete, discuss and share Internal Improvement Review (IIR) data with PSC Groups. Create individual building action plans to address opportunities for improvement. (medium-term plan) |</p>
<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>In process. The IIR was recently revised and the current evaluation provides a baseline for future self-assessments. Results of the current evaluation will be disseminated to stakeholder groups and inform improvement planning.</td>
</tr>
<tr>
<td>7</td>
<td>Develop activities/site visits for students to explore all types of post-secondary options. (medium-term plan)</td>
</tr>
<tr>
<td>8</td>
<td>Site visits are happening for students. College representatives visit schools to present information to students as well.</td>
</tr>
<tr>
<td>9</td>
<td>Deploy data collection process to capture measures of counselor impact on students. (medium-term plan)</td>
</tr>
<tr>
<td>10</td>
<td>See Action Plan 4.</td>
</tr>
<tr>
<td>11</td>
<td>Establish a plan for Social Workers, Counselors and Transition Facilitators to work together on student post-secondary planning. (long-term plan)</td>
</tr>
<tr>
<td>12</td>
<td>A workgroup is in the process of outlining the collaborative roles and responsibilities for each position.</td>
</tr>
<tr>
<td>13</td>
<td>Evaluate the impact of counselors on students. (long-term plan)</td>
</tr>
<tr>
<td>14</td>
<td>See Action Plan 4. Implementation and effectiveness of the school counseling program will continue to be monitored through the program evaluation process.</td>
</tr>
<tr>
<td>15</td>
<td>Evaluate the effectiveness of the systematic student planning process. (long-term plan)</td>
</tr>
<tr>
<td>16</td>
<td>See Action Plan 5.</td>
</tr>
</tbody>
</table>
Forward Planning

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

1. Develop a plan for staffing and/or structural changes necessary to improve program coordination and ensure the program conforms to DESE, MCSC, and Board Policy JHD expectations. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: May 2018

2. Clearly define and delineate the roles of the school counselor, social worker, and transition facilitator in SSD separate schools. Determine whether the current structure of individual counselors serving three different schools remains appropriate or if alternate structures might result in more effective and meaningful service delivery. (Objective 1.1; OFI 2, 3)

   Anticipated Date of Completion: May 2018

3. Update the school counseling program manual and maintain an electronic version in an easily accessible location such as SSD Life. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: May 2018

4. Develop process documentation that clarifies roles and procedures for 4-year planning. Identify a consistent means for storing and cataloging 4-year plans. (Objective 1.1; OFI 2)

   Anticipated Date of Completion: May 2018

5. Create a master calendar for school counseling program activities and requirements. Implement regular coordination/planning meetings for school counselors serving the public separate schools. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: October 2017

6. Assess the need for resumed annual time task analysis sampling among school counselors. If deemed necessary in order to conform to DESE expectations and meet program goals, resume collection and analysis of this data for program planning. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: December 2017

Medium-term (1-2 years)

7. Complete the IIR annually using methodology comparable to that employed as part of the current evaluation to ensure valid year-to-year growth comparisons. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: May 2018/ongoing

8. Initiate yearly continuous improvement planning for the school counseling program consistent with District-wide area and department Plan-Do-Study-Act (PDSA) practices. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: September 2018

9. Explore the need for an active school counseling Advisory Council. If deemed necessary, initiate steps to reintroduce this mechanism of oversight. (Objective 1.1; OFI 3)

   Anticipated Date of Completion: August 2018
Long-term (3 years and more)
None

What are future goals, objectives, measures, and targets that will be used to monitor and evaluate this program?

Goal 1: SSD School counseling practices will meet the guidelines established by DESE.

  Objective 1.1: The school counseling program is articulated and implemented consistent with DESE guidelines per the Internal Improvement Review (IIR).
    1.1 Measure: IIR percent of possible points earned
    1.1 Targets: 80% (equates to the lowest score corresponding to “Mostly Implemented” status per DESE)
    1.1 Monitoring Schedule: Once per year, spring semester

Goal 2: Implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.

  Objective 2.1: All students grade eight and higher will have a “4-year” transition plan developed.
    2.1 Measure: Percent of students that have a 4-year transition plan developed
    2.1 Target: 100%
    2.1 Monitoring Schedule: Twice per year (approximately December and May)

Goal 3: School counseling services contribute to a supportive learning environment and foster students’ social, academic and career development.

  Objective 3.1: Stakeholders will report that students have access to appropriate career planning and social-emotional supports.
    3.1a Measure: Percent agreement on teacher Climate Survey item, “At my school, students get the support they need for academic and career planning.”
    3.1a Target: 90%
    3.1a Monitoring Schedule: Once per year following completion of the Climate Survey
    3.1b Measure: Percent agreement on parent Climate Survey item, “At my child’s school, students get the support they need for academic and career planning.”
    3.1b Target: 90%
    3.1b Monitoring Schedule: Once per year following completion of the Climate Survey

Notes:

2. https://dese.mo.gov/college-career-readiness/school-counseling
5. The IIR was recently updated. A copy of the IIR can be found here: [https://dese.mo.gov/college-career-readiness/school-counseling/evaluation](https://dese.mo.gov/college-career-readiness/school-counseling/evaluation).

6. DESE published guidance around levels of program implementation associated with specific IIR score ranges shortly before the current evaluation report was completed. Qualitative descriptors for each score range are listed below. These guidelines were used to set future performance goals.

- **Full Implementation**: 90% to 100%
- **Mostly Implemented**: 80% to 89%
- **Moderately Implemented**: 70% to 79%
- **Minimally Implemented**: 60% to 69%
- **Needs Improvement**: Below 60%

7. The School Crime Supplement (SCS) to the National Crime Victimization Survey indicated that 20.8% of students ages 12 through 18 reported being bullied at school in 2014-15 ([https://nces.ed.gov/pubs2017/2017015.pdf](https://nces.ed.gov/pubs2017/2017015.pdf)). Note, however, that the SSD student climate survey question regarding bullying asks student whether bullying is a problem in the school, not whether they personally had been bullied, and thus it might be expected that the percentage of agreement will be higher on the SSD survey item (as students who have witnessed but not been personally subjected to bullying could answer in the affirmative).
**Appendix A**  
**IIR Ratings of Zero or One**

<table>
<thead>
<tr>
<th>Element</th>
<th>Section</th>
<th>Avg. Rubric Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program manual is (1) Utilized, (2) Reviewed, and (3) Revised</td>
<td>Program Foundation</td>
<td>1</td>
</tr>
<tr>
<td>The program objectives are aligned with the district and/or school</td>
<td>Program Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Comprehensive School Improvement Plan (CSIP).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program uses an evaluation plan based on the following indicators:</td>
<td>Program Foundation</td>
<td>1</td>
</tr>
<tr>
<td>1. Internal Improvement Review (IIR); 2. Counselor Evaluation (specific to school counselors) Growth Plan; 3. Results Evaluation-Action Research (formerly called PROBE); 4. Analysis of process data; 5. Analysis of perceptual data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program has a calendaring process to document scheduled events/activities/classroom lessons. The calendar is: 1. Aligned with the school calendar; 2. Developed for the school year; 3. Reviewed regularly; 4. Updated annually; 5. Shared with administrators, teachers, staff, parents, and students as appropriate.</td>
<td>Program Foundation</td>
<td>0</td>
</tr>
<tr>
<td>The program has an active SC Advisory Council which includes the following activities: 1. Meets at least 2x/year; 2. Makes program recommendations; 3. Reviews program; 4. Provides advocacy and support for SC program.</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program requires all school counselors have a written Professional Development/Growth (PD/G) Plan aligned with Comprehensive School Counseling Program (CSCP) objectives.</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program expects school counseling representation on committees aligned with the district’s Comprehensive School Counseling Program (CSCP) objectives.</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program expects school counseling representation on committees aligned with the district’s Comprehensive School Counseling Program (CSCP) objectives.</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program requires all school counselors to complete Time on Task Analysis.</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program uses Time on Task Analysis results to verify school counselors spend their time working directly with students (Responsive Services, Individual Student Planning and School Counseling Curriculum)</td>
<td>System Support</td>
<td>0</td>
</tr>
<tr>
<td>The program includes time within the school day for all school counselors to spend on program planning and management.</td>
<td>System Support</td>
<td>0.5</td>
</tr>
<tr>
<td>The program’s written curriculum: 1. Reflects the current Missouri CSCP K-12 GLEs; 2. Is reviewed and updated annually; 3. Is shared with stakeholders.</td>
<td>School Counseling Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>The program uses curriculum assessment data to revise and evaluate curriculum.</td>
<td>School Counseling Curriculum</td>
<td>0</td>
</tr>
<tr>
<td>The program follows established procedures for referral to the school counselor that adheres to the following guidelines: 1. Within the counselor’s scope of practice; 2. Students may be referred by self, parents/guardians, and staff; 3. Includes follow-up.</td>
<td>Responsive Services</td>
<td>1</td>
</tr>
<tr>
<td>The program follows established procedures for student referrals to outside resources that adhere to the following guidelines: 1. Written parent/guardian permission to share information with outside resources; 2. Multiple sources of assistance are provided to the parent/guardian; 3. A method for follow up is established.</td>
<td>Responsive Services</td>
<td>1</td>
</tr>
<tr>
<td>The program has a building/district crisis response team that adheres to the following guidelines: 1. The school counselor is an integral and active member of crisis response team; 2. Responsibilities for each member of the team are clearly defined; 3. Procedures for addressing a crisis are clearly written.</td>
<td>Responsive Services</td>
<td>0</td>
</tr>
</tbody>
</table>