

Program Evaluation

School Counseling 2023-24

LEADERSHIP ■ ■ ■

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

The mission of the Platte County R-3 School Counseling Department is to provide our schools with a safe and caring environment and to support all students through collaboration with students, parents, faculty, and community in the areas of academics, personal/social growth, and career development through a comprehensive guidance program.

Current Team Members: Dr. Chad Sayre, **Geoff Heckman**, Marissa Jarnagin, Heather Brown, Sandi Ogden, Kim Schank, Whitney Edman, Amanda Griffin, Julia Burrows, Avery Holsinger, Amy Wazac, Janelle Mather, and Dr. Lori Mann

CSIP Linkages:

A-1- The percentage of students scoring proficient or advanced on the MAP/EOC assessments will annually increase.

C-2- The Platte County School District will provide each student with a relevant education in a safe and caring environment.



CUSTOMER FOCUS ■ ■ ■

- *Who are our customers relative to this program? What are their needs? How were those determined?*
- *What are your focus areas in better serving their needs next year?*

Our customers include students, parents, and staff. Needs are determined by student, parent, and staff feedback, reviewing annual survey data, guidelines from the Missouri Comprehensive Counseling Program (MCCP), parent advisory committees, and collaboration with District elementary and secondary counselors. Services are both systematic and targeted to implement the MCCP as well as provide responsive services to individuals and groups as needed.

Identified Program and Tier 2 Needs:

- Academic performance
- Social and emotional well being (including mental health assessments)
- Educational and career planning
- Large group, small group, and individual counseling
- Individualized Career and Academic Plan (ICAP)
- Student transition (level to level and building to building)
- Career readiness
- Leadership opportunities
- Bullying prevention
- Conflict Management

STRATEGIC PLANNING ■ ■ ■

- *How are our goals developed?*
- *What are our long-term goals?*
- *What are our short-term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
- *How does your budget align to your strategic plan?*

School Counseling Program Goals:

1. School counselors will increase support for curriculum, strategies, and programmatic resources that enhance positive school related experiences.



2. School counselors will increase the number of students who qualify for college and career placement.

Objectives:

- Increase parent perception that they are satisfied with the support they have received from the counselor in their child's school
- 90% of students will maintain or exceed 90% attendance
- Increase 4 year graduation rate
- Increase parent perception that school counselors have helped their child establish-Individualized Career and Academic Plans (ICAP)

CSIP Linkages:

A-1- The percentage of students scoring proficient or advanced on the MAP/EOC assessments will annually increase.

C-2- The Platte County School District will provide each student with a relevant education in a safe and caring environment.

WORKFORCE FOCUS ■ ■ ■

- *How do we determine what our staff needs?*
- *What are we doing to support our staff to achieve our goals?*

Elementary and secondary counselors meet regularly to discuss current issues and receive professional development. School counselors utilize the Missouri Comprehensive School Counseling Program to assist planning and implementing our program.

1. School Counseling Curriculum
 - Social Emotional Development, Academic Development, Career Development
2. Individual Student Planning
 - Assist students in planning, monitoring and managing social/emotional, academic, and career development
3. Responsive Services
 - Intervenes and addresses the immediate needs and concerns of students, parents, and staff
4. Systems of Support
 - Program and schoolwide improvement planning, evaluation, and development to improve counseling services.

Staff Needs:

- Classroom guidance lessons
- Collaborate on Section 504 Plans
- Career and College readiness



- RAMP certification
- Leader in Me
- Bullying prevention programming
- Individual Career and Academic Plan (ICAP)
- Crisis Response training (Mental Health)
- American School Counselor Association professional development certification

PROCESS ■ ■ ■

- *What processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
- *What processes/improvement actions will we focus on this year to improve our processes?*

2023-24 Improvement Actions:

- Continue Professional Development opportunities
 - American School Counseling Association
 - Missouri School Counselors Association
 - Powerschool & EduClimber
 - Missouri Connections
- Developed counseling role in Tier 2B student support
- Alignment to Missouri Comprehensive School Counseling Program
 - Conducted self reflections of building-level program
 - Community Advisory meetings
 - District & Building Audit and Alignment to MO Comprehensive Counseling Model
 - Development of Vision and Mission statements at each building
- Crisis Response and Planning
 - Big 6 Framework for comprehensive safety/crisis prevention, response, and recovery
 - MSCA Crisis Manual



MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

Measures Used to Determine Progress/Success:

- Attendance Data
- Graduate Rate - DESE
- Graduate Analysis - DESE
- Survey Data- Parent and Student
- Post- Graduation Survey
- Saebers
- FastBridge

The counselors have seen an increase in both academic and mental health needs of students. Counselors have been active in identifying students through building care-teams or SST's. Their work has grown not only in the Tier I level support, but both at Tier 2A and Tier 2B with academic, social/emotional, and behavioral support.

RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*



SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Seek continuous improvement of our program ● Collaboration as a team ● Responsive to building needs ● Stakeholder advisory council at PCHS & Siegrist ● MS/HS transition with ICAP ● Positive connections/relationships with students ● PD at MSCA Fall & ASCA Summer Conference ● Growth mindsets of teammates ● Elementary Curriculum ● Parent Engagement ● Use of data 	<ul style="list-style-type: none"> ● Tier 2B & small group interventions ● Counselors in Special or Library rotation ● More time to develop curriculum and implement ● Focus purpose and development of transition between 5th to middle school and 8th to high school ● Misunderstanding of proper role of counselor
Opportunities	Threats
<ul style="list-style-type: none"> ● Continuing to grow collaboration among K-12 counseling curriculum ● Creating a building level School Counseling Advisory team for each building ● State & National Exemplary expectations with a comprehensive program ● Utilization of pre/post assessment data ● Collaboration with all district social workers ● 504 Team Implementation & Collaboration ● Student Success Team Connections ● Administrator Collaboration 	<ul style="list-style-type: none"> ● Ratio of counselor to students ● Placed into administrative roles when shorthanded ● Responsibilities outside of the DESE counseling model/program (ex. 504's, test coordination, specials rotations and scholarships) ● Time given to 504 Coordination ● Time given to Test Coordination ● Used as responsive calls for behavior modification

MSIP 5 District Attendance Rate: The percentage of students with an attendance rate of at least 90%. (90/90 Rule)

DISTRICT ATTENDANCE RATE					
Building	2019-20	2020-21	2021-22	2022-23	2023-24
<i>Compass</i>	89.22%	90.0%	83.4%	83.95%	92.21%
<i>Siegrist</i>	91.41%	95.5%	88.8%	86.21%	93.02%
<i>Pathfinder</i>	88.11%	86.7%	81.4%	83.12%	91.40%
<i>Barry Elm</i>					91.49%
<i>PPMS</i>	86.64%	84.4%	83.0%	84.24%	91.81%
<i>PCMS</i>	87.97%	85.8%	82.0%	86.33%	91.88%
<i>PCHS</i>	84.06%	80.4%	77.0%	82.22%	88.01%
<i>District</i>	87.39%	86.7%	81.6%	84.03%	91.40%



MSIP 5 Four Year Graduation Rate

FOUR-YEAR GRADUATION RATE						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
PCHS	91.5%	91.8%	91.69%	91.64%	91.8%	TBD

Parent Survey Data

Parent Survey: I am satisfied with the support we have received from the counselor at my child's school.		
Year	Number of Respondents	SPI
2023-24	591	345.01
2022-23	1573	370.94
2021-22	1582	365.36
2020-21	1722	357.08
2019-20	1711	372.00
2018-19	1774	377.26

Parent Survey: I am satisfied with the support we have received from the counselor at my child's school.						
Building	2018-19 SPI	2019-20 SPI	2020-21 SPI	2021-22 SPI	2022-23 SPI	2023-24 SPI
Pathfinder	402.48	398.98	383.1	400.0	398.84	338.33
Barry Elm						372.88
Barry/PPMS	366.00	375.68	359.74	368.67	373.00	353.95
PCMS	351.70	364.14	353.58	349.8	360.28	334.35
PCHS	344.24	341.81	327.71	339.69	340.29	321.46
Siegrist	377.78	376.87	378.54	378.8	384.83	378.90
Compass	392.69	386.69	383.88	380.35	384.80	342.05



Parent Survey: The School has helped my child establish educational and college and career plans.

Building	2018-19 SPI	2019-20 SPI	2020-21 SPI	2021-22 SPI	2022-23 SPI	2023-24 SPI
<i>Barry</i>	363.16	347.92	323.9	327.06	332.88	TBD
<i>PCMS</i>	359.86	351.48	329.4	330.37	339.57	TBD
<i>PCHS</i>	361.24	350.00	327.3	332.76	340.61	TBD
<i>District (# respondents)</i>	361.03 (780)	350.22 (838)	328.1 (1007)	330.86 (849)	371.73 (789)	TBD

Student Survey Data

Secondary Student Survey: I have been encouraged to establish career or educational goals at my school. (yes, strongly agree/agree)

2019-20	2020-21	2021-22	2022-23	2023-24
85.8%	84.4%	85.96%	84.35%	75%

Secondary Student Survey: My school has a plan to prevent bullying. (yes, strongly agree/agree)

2019-20	2020-21	2021-22	2022-23	2023-24
80.0%	83.9%	77.21%	75.54	52%

Elementary Student Survey: I know someone will help me if I am bullied at school.

2019-20	2020-21	2021-22	2022-23	2023-24
426.7	430.9	414.14	404.84	-



Elementary Student Survey: If I have a problem, there are adults in this school who will listen and help.

2019-20	2020-21	2021-22	2022-23	2023-24
444.55	451.29	443.47	433.45	425.99

