Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: Park Hill School District's Comprehensive School Counseling Program will fully implement the Program Foundation components of the Internal Improvement Review (IIR; as suggested by the Department of Elementary and Secondary Education) over the next three years (2022-2024).

Measure 1:	Full implementation is met when scores within the IIR are between 90 – 100%) 1) Year 1 goal (2022): Scores within the IIR will fall between 70 – 80% 2) Year 2 goal (2023): IIR scores will range between 80 – 90%. 3)Year 3 goal (2024): IIR scores will range between 90 – 100%
Elementary School Results: Elementary counselors implemented the counseling program at the following percentages of fidelity for the years indicated below: 2023 - 93% 2022 - 91% 2021 - 83% 2020 - 95% **Middle School Results:** Middle School counselors implemented the counseling program at the following percentages of fidelity for the years indicated below: 2023 - 93% 2022 - 90% 2021 - 89% 2020 - 95% **High School Results:** High School counselors implemented the counseling program at the following percentages of fidelity for the years indicated below: 2023 - 90% 2022 - 86% 2021 - 73% 2020 - 84%	

Outcome 2: Middle school students will learn about the Individual Career and Academic Plan (ICAP).

Measure 1:	1) 100% of 8th grade students will complete the 9th grade portion of the ICAP by May of 2023. 2) 100% of 7th grade students will participate in a counseling lesson that teaches about the Individual Career and Academic Plan (ICAP) by May of 2023.
2023 - 97% of 7th grade students completed the ICAP lesson and 99% of 8th grade students completed the ICAP. 2022 - 97% of 7th grade students completed the ICAP lesson and 97% of 8th grade students completed the ICAP. 2021 - 96% of 7th grade students completed the ICAP lesson and 96% of 8th grade students completed the ICAP. 2020 - 99% of 7th and 8th grade students completed the ICAP lesson or 9th grade portion by May 2020.	

Outcome 3: High school students will complete an Individual Career and Academic Plan.

Measure 1:	100% of high school students will have completed the Individual Career and Academic Plan (ICAP).
2023 - 93% of high school students completed the ICAP by May 2023. 2022 - 95% of high school students completed the ICAP by May 2022. 2021 - 95% of high school students completed the ICAP by May 2021. 2020 - 99% of high school students have completed an ICAP by May 2020.	

Outcome 4: Counselors contribute to a positive, safe school climate and culture.

Measure 1:	100% of counselors will facilitate a building level process to provide a face-to-face welcoming meeting for all new student enrollments (within two weeks of the student's enrollment).
Elementary School: The following percentage of students received a face-to-face welcoming meeting with a school counselor within two weeks of enrollment in the specified years: 2023 – 99% 2022 – 99% 2021 – 90% 2020 – 98% **Middle School:** The following percentage of students received a face-to-face welcoming meeting with a school counselor within two weeks of enrollment in the specified years: 2023 – 96% 2022 – 95% 2021 – 90% 2020 – 96% **High School:** The following percentage of students received a face-to-face welcoming meeting with a school counselor within two weeks of enrollment in the specified years: 2023 – 100% 2022 – 100% 2021 – 85% 2020 – 100%	

What do key stakeholders (students) consider to be the strengths and OFIs of the program?

Strengths	Overall students expressed that counselors are accessible and show genuine care and concern for students. Students appreciate that counselors are available for resources related to academics, as well as social/emotional needs.
OFIs	Students expressed a need for social-emotional support and more help preparing for life after high school. Some of the feedback indicates that the response times when students request information from counselors is slower than expected and that they want more classroom lessons, both of which are indicative of the rising student to school counselor ratios.

What do the program's staff consider to be the strengths and OFIs of the program?

Strengths	School counselors report they have good collaboration with administrators, teachers, students, and parents/guardians to be able to support the program. Retaining time to be able to implement the four elements of the comprehensive school counseling program (School Counseling Curriculum, Individual Planning, Responsive Services, and System Support) while minimizing Non-Counseling Duties is also reported as a strength. Finally, being able to respond to the needs of students in particular buildings with the flexibility provided in the comprehensive school counseling program is also a strength.
OFIs	School counselors express concern about the rising school counselor-to-student ratios across the district. School counselors also report needing resources to meet the Tier 2 needs of students through the MTSS process.

What do parents consider to be the strengths and OFIs of the program?

Strengths	Parents and guardians report that school counselors are available to support their children when needed, especially in the areas of career/college and social/emotional needs. They report they support how the counseling program makes decisions based on data.
OFIs	Parents and guardians would like for counselors to have more time to meet with students and for classroom lessons. This feedback is in line with that received from other stakeholders consistent with rising student to school counselor ratios.

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 program goals.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

The school counseling program individualizes its services to students based on their needs. School counselors receive training on how to ensure their programs provide access, are inclusive, and create a sense of belonging for the students they serve. The program will focus on how it meets the needs of exceptional learners, including those who qualify for special education and English Language Development.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

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 Plan

N/A

Cost and Funding Source

District Funded

Plan for Evaluation (for upcoming year)

Coordinator Name

Andy Schuerman

Planning Team

Kevin Bland, Renner; Janna Cash, Park Hill HS; Andy Dale, Park Hill South; Beth Dusin, Union Chapel; Cari Gittemeier, Graden; Kara Lane, Walden; Mallory Malone, Plaza; Theresa McHugh, Chinn; Chris Nutt, Park Hill South; Bridgett Sissel, Congress; Jamie Lisi, Park Hill HS; Amanda Shanks, LEAD; Ally Swisher, Lakeview; Andy Schuerman, District Office

Description of the Program

The Park Hill School District believes the Comprehensive School Counseling Program is an essential and integral part of the overall educational process kindergarten through grade twelve. The counseling staff includes certified School Counselors, working in collaboration with our stakeholders who include students, school staff and community members. Park Hill School Counselors, working within the framework of the school counseling program, make major contributions to the primary educational vision, mission, and Comprehensive School Improvement plan of the district, by providing all students with counseling activities and services that facilitate and enhance their academic, career, and social/emotional development. Park Hill School District Counselors respond to the unique needs of individual students, but also provide the full benefits of the program's school counseling activities and services to all students and to their parents/guardians.

Guiding frameworks for the school counseling program include the Missouri counselor standards, as recommended by the Missouri Department of Elementary and Secondary Education, and the American School Counseling Association's (ASCA) national counseling model.

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

Park Hill's counseling program uses various resources to determine the needs of all stakeholders such as data from surveys given to students, parents and staff, input from the Counselor Advisory Council, the district's Comprehensive School Improvement Plan, individual Building School Improvement Plans, state and district-wide assessment results, regularly scheduled counseling meetings and informal assessments conducted within individual buildings.

These services are delivered through, but are not limited to, classroom lessons, individual and small group counseling, consultative services, test coordination, parent nights, in-service for staff, career exploration and development, class scheduling and collaboration with outside agencies.

Key Program Stakeholder Groups

- ☒ Students
- ☒ Parents
- ☒ Staff
- ☒ Administrators
- ☐ Board of Education
- ☐ Taxpayers
- ☐ Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

The counseling program provides support and interventions to promote the overall academic achievement of all Park Hill students.

Outcomes of the Program	**Measures**
Outcome 1: Park Hill School District's Comprehensive School Counseling Program will fully implement the Comprehensive School Counseling Program as measured by the Internal Improvement Review (IIR) (as suggested by the Department of Elementary and Secondary Education).	1) Scores on the Internal Improvement Review will be at least 90% implementation.
Outcome 2: Middle school students will learn about the Individual Career and Academic Plan (ICAP).	1) 100% of 8th grade students will complete the 9th grade portion of the ICAP by May of 2024. 2) 95% of 7th grade students will participate in a counseling lesson that teaches about the Individual Career and Academic Plan (ICAP) by May of 2024.
Outcome 3: High School students will complete the Individual Career and Academic Plan of Study.	1) 100% of high school students will have completed the Individual Career and Academic Plan of Study (inclusive of the career portion of the plan) by May of 2024.
Outcome 4: Counselors contribute to a positive, safe school climate and culture.	1) 95% of counselors will facilitate a building level process to provide a face-to-face welcoming meeting for all new student enrollments (within two weeks of the student's enrollment).

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- 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 outcomes be changed? Any added or removed?

Data Collection Methods

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