



# School Counseling Program (K-12): Comprehensive Evaluation – Personal and Social Development Component

December 2019

By Allison M. Bock, Ph.D., Program Evaluation Specialist and  
Heidi L. Janicki, Ph.D., Director of Research and Evaluation



Planning, Innovation, and Accountability  
Office of Research and Evaluation  
Virginia Beach City Public Schools

<b>Table of Contents</b>	
<b>Introduction .....</b>	<b>6</b>
Background of Program .....	6
Background and Purpose of Program Evaluations .....	7
<b>Program Goals and Objectives.....</b>	<b>8</b>
<b>Evaluation Design and Methodology .....</b>	<b>8</b>
Evaluation Design and Data Collection .....	8
Surveys .....	9
Evaluation Questions.....	10
<b>Evaluation Results and Discussion .....</b>	<b>11</b>
<b>Operational Components.....</b>	<b>11</b>
Components of Comprehensive School Counseling Program.....	11
Activities Related to Personal and Social Development and School Counselor Responsibilities .....	13
School Counseling Staff Allocations .....	17
Professional Learning Opportunities.....	19
Parent Involvement and Engagement.....	21
<b>Characteristics of Students .....</b>	<b>23</b>
Student Demographic Characteristics.....	23
Students Working With School Counselors.....	24
<b>Progress Toward Meeting Goals and Objectives .....</b>	<b>25</b>
<b>Stakeholder Perceptions.....</b>	<b>30</b>
Overall Perceptions .....	30
Satisfaction .....	31
Program Strengths and Areas for Improvement.....	32
<b>Actions Taken Regarding Year-Two Evaluation Recommendations .....</b>	<b>33</b>
<b>Summary .....</b>	<b>39</b>
<b>Recommendations and Rationale.....</b>	<b>42</b>
<b>Appendices.....</b>	<b>45</b>
Appendix A: VBCPS <i>Essential Counseling Services by Level</i> .....	45
Appendix B: School Counseling Program Goals and Objectives.....	47
Appendix C: Total Staffing Allocations Including Guidance Department Chairs and School Counselors – 2018-2019 .....	50
<b>Endnotes .....</b>	<b>53</b>

## Tables

Table 1: Mindsets and Behaviors Aligned With School Counseling Focus Areas.....	6
Table 2: Survey Response Rates.....	10
Table 3: Components of Comprehensive School Counseling Program.....	11
Table 4: Counselor and Administrator Agreement Regarding School Counselors Spending 80% of Time Directly or Indirectly Counseling Students .....	12
Table 5: School Counselors' Agreement Daily Schedule Allows Adequate Time.....	12
Table 6: Stakeholder Agreement Regarding Students Getting Enough Time to Plan Personal and Social Development Goals.....	13
Table 7: School Counselors' Agreement Collaboration Between Counselors and Teachers .....	13
Table 8: Staff Selected Services Provided by School Counselors .....	14
Table 9: Services Provided by School Counselors .....	14
Table 10: Counselor Rankings of Time Spent in School Counseling Activities .....	15
Table 11: Percentages of School Counselors Indicating Extent of Involvement in Responsibilities .....	15
Table 12: Perceptions Regarding Expectations in Personal and Social Counseling .....	16
Table 13: Teachers' Perceptions Regarding Understanding the Role of School Counselors .....	17
Table 14: Counselor Allocations by School Level .....	18
Table 15: Staff Agreement Regarding Allocations Allowing Program to Meet Students' Needs.....	19
Table 16: Staff Agreement Regarding Caseloads Allow Adequate Time to Counsel Students .....	19
Table 17: Staff Perceptions Regarding Adequate Resources for Personal and Social Development .....	19
Table 18: School Counselor Agreement Regarding Adequate Professional Learning Opportunities .....	21
Table 19: Perceptions Regarding Professional Learning Related to Students' Personal and Social Development .....	21
Table 20: Parent Indicated Knowing and Talking With Their Child's Counselor .....	22
Table 21: Parent Perceptions Regarding Communication With Their Child's Counselor.....	22
Table 22: Counselor Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement .....	22
Table 23: Parent Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement .....	23
Table 24: Perceptions of School Counselor Engaging Parents to Support Children's Development.....	23
Table 25: Student Demographics by School Level .....	24
Table 26: Student Indicated Knowing and Meeting With Their School Counselor .....	24
Table 27: Student Indicated Frequency of Meeting With Their School Counselor.....	25
Table 28: Percentages of Students Who Worked With Their Counselor on Balancing Activities and Agreed Their Counselor Helped Them.....	26
Table 29: Percentages of Students and Parents Who Worked With Their Counselor on Behavior and Agreed Their Counselor Helped Them .....	28
Table 30: Percentages of Students Who Worked With Their Counselor on Coping and Problem Solving and Agreed Their Counselor Helped Them .....	28
Table 31: Percentages of Students Who Worked With Their Counselor on Conflict Resolution and Agreed Their Counselor Helped Them.....	28
Table 32: Percentages of Students Who Agreed They Participated in Community Service Projects .....	30
Table 33: Numbers and Percentages of Students Who Graduated With The Civic Education Seal .....	30

Table 34: Students' Perceptions Regarding Their School Counselor .....	30
Table 35: Parents' Perceptions Regarding Their Child's School Counselor .....	31
Table 36: Agreement Regarding School Counselor Knowing The Student and Understanding The Goals and Challenges .....	31
Table 37: Staff Perceptions Regarding School Counselors.....	31
Table 38: Parent Agreement Regarding Understanding Responsibilities and Role of Counselors .....	36
Table 39: Student Perceptions Regarding Counselor Helping Student With College and Career Preparation ...	36
Table 40: Student Scholarship Awareness for Grade 11 and 12 Students.....	37
Table 41: Student Selected College and Career Related Activities Provided by Counselor.....	37
Table 42: Elementary Stakeholder Perceptions Regarding College and Career Counseling Expectations .....	37
Table 43: Elementary Teachers' Perceptions Regarding Understanding the Role of School Counselors.....	38
Table 44: Percentage of Students Who Indicated Completing Academic and Career Plans With Counselor .....	38
Table 45: Student Percentage Agreement Regarding Counselor Helping Explore or Identify Goals.....	38
Table 46: Student Perceptions Regarding School Counselor Helping Them With Awareness of Academic and Career Pathways .....	39

## Figures

Figure 1: Student Agreement Regarding School Counselors' Responsibilities in Personal and Social Development.....	17
Figure 2: School Counselor Allocations by School Level for 2018-2019 .....	18
Figure 3: Student and Parent Agreement Regarding School Counselor Helping Balance Mental, Social/Emotional, and Physical Well-Being .....	26
Figure 4: Student and Parent Agreement Regarding School Counselor Helping Students Feel a Sense of Belonging.....	27
Figure 5: Student and Parent Agreement Regarding School Counselor Helping Students Manage Transitions and Adapt to Change.....	27
Figure 6: Student and Parent Agreement Regarding School Counselor Helping Students Empathize With Peers .....	29
Figure 7: Student and Parent Agreement Regarding School Counselor Helping Students Cultivate Positive Relationships With Peers .....	29
Figure 8: Student and Parent Satisfaction.....	32
Figure 9: Staff Satisfaction.....	32
Figure 10: Staff Perceptions Regarding How Equipped School Counselors Have Been in Comparison to Previous Year .....	34

# Introduction

## Background of Program

The Virginia Beach City Public Schools comprehensive school counseling program is “an integral part of each school’s total educational program designed to promote”<sup>1</sup> the growth of all students from kindergarten through grade twelve in the following areas:

- Academic Success
- College and Career Readiness
- Personal and Social Development

The design and delivery of the VBCPS school counseling program is based on the American School Counseling Association (ASCA) national model because it “emphasizes a comprehensive and developmental approach” to build a foundation for student learning and academic success.<sup>2</sup> Based on the ASCA framework, the “concepts of student advocacy, leadership, collaboration, and systemic change are infused” throughout the program.<sup>3</sup> The program is “developmentally designed to serve all students” and consists of the following services according to the VBCPS website:<sup>4</sup>

- *Counseling Services* – This component includes assistance to individuals and groups and may include preventive or remedial interventions; crisis intervention; and referrals from students (self), parents, teachers, or others.
- *Classroom Guidance Services* – These services include academic planning, career awareness, decision making, and the development of personal/social skills.
- *Consultation Services* – Consultation may occur with parents, teachers, administrators, and/or community agencies.
- *Coordination Efforts* – This area may include a host of activities, including, but not limited to, the oversight of new student registration, student records, testing, orientation programs, parent workshops, peer facilitation programs, referral to community agencies, military child support (e.g., deployment and transitioning), and college and career information (e.g., SAT/PSAT, financial aid, scholarships, and transcripts).

The VBCPS Essential Counseling Services by Level document (see Appendix A) sets forth the school counseling responsibilities by school level for each area (e.g., academic, college/career, personal/social) along with alignment to the Virginia Standards. The document also aligns each area with the relevant student mindsets and behaviors schools seek to cultivate in students based on the ASCA mindsets and behaviors. Examples of these mindsets and behaviors for each area are shown in Table 1. The personal/social area shown in bold is the focus of the current comprehensive evaluation.

**Table 1: Mindsets and Behaviors Aligned With School Counseling Focus Areas**

Area	Example Mindsets	Example Behaviors
Academic	<ul style="list-style-type: none"><li>– Self-confidence</li><li>– Positive attitude</li></ul>	<ul style="list-style-type: none"><li>– Time-management, organizational, and study skills</li><li>– Identify academic, career, and social/emotional goals</li><li>– Set high standards and engage in challenging coursework</li><li>– Ability to work independently</li><li>– Ability to overcome barriers to learning</li><li>– Use effective communication and listening skills</li><li>– Create relationships that support success</li></ul>

Area	Example Mindsets	Example Behaviors
College/Career	<ul style="list-style-type: none"> <li>– Link postsecondary education and life-long learning to long-term career success</li> <li>– Belief in using abilities to achieve high-quality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>– Apply self-motivation and self-direction to learning</li> <li>– Apply media and technology skills</li> <li>– Participate in extracurricular activities</li> <li>– Demonstrate advocacy skills and ability to assert self when necessary</li> </ul>
Personal/Social	<ul style="list-style-type: none"> <li>– <b>Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being</b></li> <li>– <b>Sense of belonging in the school environment</b></li> </ul>	<ul style="list-style-type: none"> <li>– <b>Demonstrate effective coping skills</b></li> <li>– <b>Demonstrate ability to adapt and manage transitions</b></li> <li>– <b>Create positive relationships with others</b></li> <li>– <b>Demonstrate empathy</b></li> <li>– <b>Demonstrate ethical decision making and social responsibility</b></li> </ul>

Collaboration among stakeholders is an important element of the program and is facilitated by the requirement that all schools have a Guidance Advisory Council. The advisory council's role is to inform all stakeholders about the school counseling program. This body consists of representatives from the school and community, including students, parents, administrators, faculty, businesses, universities, and other local agencies.<sup>5</sup> As the Standards for School Counseling Programs in Virginia Public Schools note:

A comprehensive school counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years and that the school counseling program is one important variable that affects all areas of growth, a well-planned school counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

## Background and Purpose of Program Evaluations

After being selected for evaluation by the Program Evaluation Committee, the School Board approved the school counseling program for an evaluation readiness report on August 18, 2015. During the 2015-2016 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the school counseling program undergo a three-year comprehensive evaluation beginning in 2016-2017 with an examination of the program's academic component, followed by an evaluation focused on the college and career component in 2017-2018 and an evaluation focused on the personal and social component in 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016.

The first-year evaluation was presented to the School Board on September 6, 2017 with the following recommendations: develop a plan to provide additional school counselor allocations at high schools, ensure secondary school students identify goals through the academic and career planning process, and publicize the program to parents. The recommendations were approved by the School Board on September 19, 2017. The second-year evaluation was presented to the School Board on November 27, 2018 with the following recommendations: develop a plan to provide additional staff for 2019-2020; continue to seek additional parent engagement and education strategies; develop alternative methods for publicizing college and career preparation activities and resources to secondary students; review elementary school counselors' expectations regarding college and career responsibilities; and continue to ensure that students are aware of the academic and career planning process. The recommendations were approved by the School Board on December 11, 2018.



This third-year evaluation provides the School Board, Superintendent, and program managers with information about the operation and progress towards meeting the goals of the school counseling program's personal and social component. The comprehensive evaluation focused on the operation of the school counseling program, including the components, school counselor activities and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students' personal and social development; and stakeholders' perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

## Program Goals and Objectives

As part of the evaluation readiness process, program goals and objectives were outlined in collaboration with program managers from the Office of Student Support Services. Measurable goals and objectives were developed based on a review of the VBCPS Essential Counseling Services by Level document, a review of ASCA information, a review of Virginia standards, and a review of individual school goals for the counseling program. A total of 3 goals and 30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. The three goals were focused on students' academic preparation, college and career readiness, and personal and social development. The three overarching goals are shown below, and the specific objectives are included in Appendix B.

**Goal #1:** The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school. (Focus of the evaluation in 2016-2017.)

**Goal #2:** The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions. (Focus of the evaluation in 2017-2018.)

**Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.**

The third goal shown in bold is the focus of the year-three evaluation. This goal included the following objectives for students:

- Demonstrating a healthy balance of mental, social/emotional, and physical well-being,
- Demonstrating the ability to balance school, home, and community activities,
- Feeling a sense of belonging in the school environment,
- Demonstrating the ability to manage transitions and to adapt to changing situations and responsibilities,
- Improving behavior,
- Developing effective coping and problem-solving skills when confronted with challenges,
- Developing conflict resolution skills,
- Developing the ability to empathize and cultivate positive relationships, and
- Demonstrating ethical decision making and social responsibility.

## Evaluation Design and Methodology

### Evaluation Design and Data Collection

The purpose of the comprehensive evaluation during 2018-2019 was to (1) assess how the school counseling program operates in terms of offering services and (2) assess the extent to which outcomes related to the school counseling program's personal and social component are being met. Given the size of the program within the division and the variety of different activities and functions that are part of the school counseling



program, the evaluation did not include an analysis of program costs.<sup>6</sup> This is the third year of a multiyear evaluation focused on three components of the program: academic, college and career, and personal and social. Conducting an evaluation that focuses on each component over a three-year period follows the recommendation cited by Hanover Research<sup>7</sup> and advocated by the Kellogg Foundation.<sup>8</sup> To the greatest extent possible, the evaluation methods utilized in this comprehensive evaluation aligned with information in the literature about best practices in the evaluation of school counseling programs. The design of the evaluation included cross-sectional components where data were examined based on a “snapshot” at one point in time, along with an examination of data based on student group (i.e., school level).

The evaluation included mixed methodologies to adequately address each of the evaluation questions, including the goals and objectives. Qualitative data were collected through meetings with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse where needed and through surveys. The Office of Research and Evaluation used the following data collection methods:

- Conducted meetings with the coordinator of School Counseling Services to gather implementation-related information.
- Collected data from the VBCPS data warehouse related to student demographic characteristics.
- Administered anonymous surveys to stakeholder groups (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, and parents) to gather perception data.
- Reviewed school counseling program documentation.

## Surveys

The Office of Research and Evaluation invited building administrators, school counselors, teachers, students in grades 5 through 12, and their parents to complete surveys regarding their perceptions. Due to the size of the grades 6 through 12 student populations at each school and the number of parents in the division, random sampling was employed for the survey administration.

For each middle school, a random sample of social studies classes was selected for participation in the student survey, and for each high school, a random sample of English classes was selected for participation in the student survey. Depending on the size of the school, the size of the student sample at each middle school varied from 10 to 13 classes and 212 to 360 students across all grade levels. The size of the student sample at each high school varied from 15 to 16 classes and generally included 361 to 412 students across all grade levels. Several smaller sites such as Renaissance Academy and Green Run Collegiate had 213 to 322 students included in the sample. The size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for potential nonresponse given the previous year’s response rates.<sup>9</sup> Following the random selection of the classes for the student survey, demographics of the students in those classes were compared to the demographic characteristics of all the students in the school. Results showed that the demographic characteristics of the students in the selected classes mirrored those of each school’s overall student population.

All students in grade five were surveyed due to the smaller size of the fifth-grade class at each elementary school. Student survey results reported in this evaluation represent students from 50 elementary schools, 16 middle schools, and 13 high schools. A survey reminder was provided to schools if there were no student responses recorded during the last week of administration. Four elementary schools did not administer the student survey in addition to two schools that did not have fifth-grade students at their school.

Parents who received an invitation to complete the survey were randomly selected from all parents of students in kindergarten through grade twelve with email addresses on file. Again, the size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made

for expected nonresponse. Based on the random selection process, from 231 to 455 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 52 elementary school sites, 15 middle school sites, and 12 high school sites. There was no parent representation for four elementary schools, one middle school, and one high school.

All building administrators, school counselors, and teachers received an invitation to complete the stakeholder survey through their email address. Teacher responses were received from all schools. Administrator responses were received from 45 elementary school sites and all middle and high school sites. School counselors were not asked to select their school to assure respondents that their responses were anonymous.

The surveys of all stakeholders were conducted online during a two-week period beginning on March 21, 2019. Table 2 provides the division response rates for each survey.

**Table 2: Survey Response Rates**

Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	240	137	57.1%
School Counselors	195	120	61.5%
Teachers	4,479	1,386	30.9%
Students	14,759	10,629	72.0%
Elementary (Fifth grade)	5,241	3,394	64.8%
Middle	4,828	3,903	80.8%
High	4,690	3,332	71.0%
Parents	4,500	456	10.1%

Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). When survey results were disaggregated by school level, the school level was based on respondents' answers to the first survey item that asked them to indicate their school level. This survey item controlled the skip logic to the appropriate list of schools and relevant survey items for respondents. Open-ended comments were analyzed for common themes.

## Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with school counseling program managers and focused on the operation of the school counseling program including activities and responsibilities of school counselors, staffing, professional learning, and parent engagement. Other evaluation questions address the characteristics of students receiving services, progress toward meeting goals and objectives, and stakeholder perceptions. The evaluation questions for the comprehensive evaluation of the personal and social component were as follows:

1. What are the operational components of the school counseling program?
  - a. What are the components of the comprehensive school counseling program?
  - b. What activities are offered by the school counseling program promoting personal and social development and what are the school counselors' responsibilities in this area?
  - c. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools' needs?
  - d. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors' needs?
  - e. How does the school counseling program involve and engage parents in supporting their child's development?
2. What are the characteristics of students served by the school counseling program?

- a. What are students' demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military-connected, special education, gifted)?
  - b. To what extent do students report working with their school counselor individually and through classroom instruction?
3. What progress has been made toward meeting the goals and objectives of the program?
4. What were stakeholders' perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, and parents)?
5. What actions were taken regarding the year-two evaluation recommendations focused on the college and career component from September 2018?

## Evaluation Results and Discussion

### Operational Components

#### Components of Comprehensive School Counseling Program

A comprehensive school counseling program focuses on all aspects of student learning and involves a collaborative effort with other educators and parents to operate as an integral and essential component of a school's structure and organization.<sup>10</sup> According to the ASCA national model, which provides a framework for school counseling programs, a comprehensive school counseling program consists of four components: foundation, management, delivery, and accountability.<sup>11</sup> Information about each of these four components is described in Table 3 based on descriptions from ASCA.

**Table 3: Components of Comprehensive School Counseling Program**

Component	Description
Foundation	Program focuses on student outcomes by teaching student competencies around three domains: academic, career, and social/emotional development. The program is delivered by school counselors with identified professional competencies.
Management	School counselors incorporate organizational assessments and tools that reflect the school's needs including annual agreements with administrators, advisory councils, use of data, and action plans.
Delivery	School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.
Accountability	School counselors analyze school and program data to determine program's effectiveness and to guide future action.

Source: ASCA National Model: A Framework for School Counseling Programs

According to ASCA, the Delivery component represents 80 percent or more of the activity in the ASCA National Model. Within the Delivery component of the program, school counselors provide direct and indirect student services. Direct student services are based on in-person interactions between the school counselor and students. Direct student services include delivering the school counseling core curriculum that is based on structured lessons to provide students with the developmentally appropriate knowledge, skills, and attitudes. The curriculum is systematically presented by school counselors in collaboration with teachers and is part of the school's overall curriculum. Direct services also include individual student planning to assist students in determining goals and developing future plans. Responsive services are also part of direct services where the school counselor responds to students' immediate needs and concerns through counseling in individual or small-group settings or crisis response. According to ASCA, school counselors should "spend most of their time in direct service to and contact with students."<sup>12</sup> Indirect student services are those services that are provided on behalf of students as a result of school counselors' interactions with others. These services may include referrals for other services and collaboration or consultation with parents or teachers.

While the ASCA model aims for at least 80 percent of school counselors' time spent within the Delivery component, the Virginia Standards of Accreditation for the 2018-2019 school year indicated that the

counseling program “shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students.”<sup>13</sup> Further, moving forward, new legislation that became effective on July 1, 2019 stated that a school counselor is required “to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students” and revised allocation ratios were provided.<sup>14</sup> This adjustment places a priority on time spent working directly with students and further underscores the importance of delivery. These standards emphasize that counseling and interaction with students should be the focus of the school counselors’ work.

In 2018-2019, when school counselors were asked their agreement regarding spending most of their time (at least 80%) working *directly or indirectly* counseling students, 63 percent of elementary school counselors, 69 percent of middle school counselors, and 51 percent of high school counselors agreed (see Table 4). In comparison to the previous year, at the middle school level, there was an increase in the percentage of counselors who agreed they spent most of their time working with students (61% to 69%) but decreases in the percentages of counselors at the elementary (69% to 63%) and high school levels (58% to 51%). These declines and overall low percentages are particularly important because of the recent amendment to the Virginia Standards of Accreditation that 80 percent of a school counselors time should be spent *directly* counseling students.

A slightly higher percentage of administrators at each school level agreed that school counselors spent most of their time (at least 80%) counseling students directly or indirectly, with 71 percent of elementary school administrators, 83 percent of middle school administrators, and 52 percent of high school administrators in agreement. However, there were decreases in agreement percentages at all levels in comparison to the previous year (see Table 4).

**Table 4: Counselor and Administrator Agreement Regarding School Counselors Spending 80% of Time Directly or Indirectly Counseling Students**

Group	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
School Counselors	68.6%	61.3%	57.9%	62.9%	69.2%	51.4%
Administrators	72.7%	89.2%	68.6%	70.7%	82.8%	52.8%

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic, college, and career counseling to students and collaborating with teachers. As shown in Table 5, depending on level, between 42 and 54 percent of school counselors agreed that their daily schedule allowed time to provide counseling to students in personal and social development. Regarding having time in the other counseling areas, in comparison to the year-two evaluation there were increases in or relatively consistent percentages of school counselors at all levels who agreed that their schedule allowed time for academic, college, and career counseling, with the exception of elementary school counselors in the area of college preparation, although the decline was slight (from 27% to 25%).

**Table 5: School Counselors’ Agreement Daily Schedule Allows Adequate Time**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Personal and Social	-	-	-	42.4%	53.8%	50.0%
Academics	39.4%	35.5%	39.5%	48.5%	61.5%	58.8%
College	26.5%	22.6%	44.7%	25.0%	38.5%	50.0%
Career	31.4%	19.4%	31.6%	36.4%	34.6%	32.4%

School counselors, students, and parents were asked specifically about whether students were able to have enough time with school counselors to plan students’ personal and social goals. Low agreement percentages

were found for these groups at all levels. With the exception of elementary students (70% agreement) and middle school parents (61% agreement), agreement percentages regarding students getting enough time to plan personal and social goals ranged from 29 to 53 percent depending on group and level (see Table 6).

**Table 6: Stakeholder Agreement Regarding Students Getting Enough Time to Plan Personal and Social Development Goals**

Group	ES	MS	HS
School Counselors	28.6%	34.6%	31.4%
Students	70.4%	52.4%	52.9%
Parents	43.2%	60.8%	40.9%

Another component of the school counseling program included in the survey involved the collaborative effort with other educators. When asked about staff collaboration, at least 97 percent of school counselors at each level agreed that teachers and other staff worked cooperatively with school counselors (see Table 7). In addition, at least 84 percent of teachers agreed that school counselors worked cooperatively with teachers at all school levels. At least 86 percent of administrators agreed that teachers and other staff worked cooperatively with school counselors. Overall, these agreement percentages improved or remained consistent from the previous year, with the exception of elementary and high school administrators, although the decline was slight at the elementary level (from 99% to 97% at elementary school; from 100% to 86% at high school).

**Table 7: School Counselors' Agreement Collaboration Between Counselors and Teachers**

Group	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
School Counselors	97.1%	96.8%	86.8%	97.1%	100%	100%
Teachers	86.9%	84.7%	78.1%	93.8%	88.0%	83.7%
Administrators	98.5%	94.6%	100%	96.6%	100%	86.1%

### **Activities Related to Personal and Social Development and School Counselor Responsibilities**

According to ASCA's website, the role of the school counselor has changed and "today's school counselors are vital members of the education team" who help all students in the areas of academic achievement, college and career planning and development, and personal/social development.<sup>15</sup> While ASCA states that school counselors should "spend most of their time in direct service to and contact with students," other duties related to "system support" are also a part of school counselors' responsibilities although to a lesser extent. The Office of Student Support Services has provided guidance regarding activities and responsibilities for school counselors in various areas, including personal and social development.

### **Activities and Resources to Promote Personal and Social Development**

School counselors in VBCPS provide numerous services to promote student personal and social development. According to the coordinator of counseling services, school counselors provide students with individual and small-group counseling as well as classroom instruction in this area. School counselors also work with families and community stakeholders more broadly, such as through providing large-group educational sessions for students, families, staff, and stakeholders. To promote student success, school counselors consult with staff and families to provide information and collaborate with staff, students, and families to identify and support the roles of each stakeholder. School counselors should provide a model for identifying strategies that support student achievement that can also be used by families, teachers, other educators, and community organizations as well as coordinate professional learning or workshops through community partnerships. In addition, regarding students who need an action plan in the area of personal and social development, school counselors are expected to use a process to identify the target groups and refer students to community mental health providers as needed.

Counselors, teachers, and administrators were asked to select services that were provided by counselors from a list. Results from the staff groups by level are shown in Table 8. The services that were selected from the list by at least 80 percent of counselors at all levels were individual counseling; consulting with staff and families; collaborating with staff, students, and families to identify and support roles of stakeholders; and referring students to mental health providers. At the elementary school and middle school levels, at least 80 percent of counselors selected providing small-group counseling to students and classroom instruction, while at the high school level, 49 percent of school counselors selected providing small-group counseling and 71 percent of school counselors selected classroom instruction.

**Table 8: Staff Selected Services Provided by School Counselors**

Service	ES	MS	HS
Individual counseling	100%	100%	100%
Small-group counseling	97.1%	80.8%	48.6%
Large-group educational sessions for students, families, staff, and stakeholders	68.6%	76.9%	77.1%
Classroom instruction	100%	100%	71.4%
Consultation with staff and families to provide information that promotes student success	97.1%	96.2%	94.3%
Collaboration with staff, students, and families to identify and support roles of stakeholders	100%	92.3%	91.4%
Coordinate professional learning or workshops via community partnerships	28.6%	38.5%	31.4%
Provide a model for strategies that supports student achievement	54.3%	57.7%	65.7%
Use a process to identify target groups in need of action plans	68.6%	76.9%	77.1%
Refer students to community mental health providers	100%	92.3%	100%

### ***Time Spent and Involvement in School Counseling Responsibilities***

According to the VBCPS Office of Student Support Services, the comprehensive school counseling program serves all students and includes the following services shown in Table 9.<sup>16</sup>

**Table 9: Services Provided by School Counselors**

Service	Examples
Counseling Services	Individual, group, preventative or remedial, crisis intervention, referrals
Classroom Guidance Services	Academic planning, career awareness, decision-making, personal/social development skills
Consultation Services	Parents, teachers, administrators, community agencies
Coordination	Registration of new students, student records, testing program, referrals to community agencies, college and career information, college application process, career preparation, parent workshops, military support

Within these service areas, school counselors potentially focused their skills and resources on seven specific areas including academic planning; administrative tasks (including test administration); building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning.

School counselors were asked on the survey to rank the various activities based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Table 10. At the elementary school and middle school levels, school counselors ranked items similarly, with students' mental health issues accounting for the most time, followed by academic planning. At the high school level, school counselors equally ranked academic planning and students' mental health issues as accounting for most of the time, followed by college applications/scholarships/financial aid processes. The next most time-consuming activity at all school levels was administrative tasks (ranked third at the elementary and middle school levels, fourth at the high school



level). This could include administrative tasks that were related to providing direct or indirect services to students and would be considered “appropriate” based on the ASCA list, but could also include some tasks that ASCA notes are “inappropriate” for school counselors such as coordinating paperwork and data entry of new students, maintaining student records, and keeping clerical records.<sup>17</sup> The overall patterns were consistent with average rankings by level from the previous year. For the past two years, at the division level, school counselors indicated they spent most of their time on the mental health issues of students (average ranking of 1.6 in 2018-2019, 1.9 in 2017-2018), while school counselors indicated they spent most of their time on academic planning in 2016-2017 (see Table 10).

**Table 10: Counselor Rankings of Time Spent in School Counseling Activities**

Responsibility/Activity	2016-2017				2017-2018				2018-2019			
	ES	MS	HS	Division	ES	MS	HS	Division	ES	MS	HS	Division
Mental health issues of students	1.6	2.2	3.5	2.5	1.5	1.4	2.7	1.9	1.2	1.5	1.9	1.6
Academic planning	2.7	2.0	1.7	2.1	3.0	2.3	1.8	2.3	3.1	2.7	1.9	2.5
Administrative tasks	3.8	3.3	3.4	3.5	3.8	3.4	3.5	3.6	3.4	3.0	4.0	3.5
Career counseling	4.3	4.1	4.7	4.4	4.2	4.6	4.9	4.6	4.0	4.1	4.7	4.3
Building college-going culture	4.9	4.3	4.7	4.6	5.0	4.6	5.1	4.9	5.0	4.8	4.8	4.9
Professional development	4.2	4.9	6.3	5.2	4.0	4.5	6.0	4.9	4.7	4.6	6.3	5.3
College application/scholarship financial	6.9	6.8	3.4	5.5	6.9	6.7	3.5	5.6	6.9	6.8	3.9	5.8

Note: Activities were ranked from 1 (most amount of time) to 7 (least amount of time).

In addition to an assessment of general responsibilities, the VBCPS Essential Counseling Services by Level document published in July 2015 outlines specific key school counseling responsibilities in the area of personal and social development. The key responsibilities are aligned with Virginia standards and ASCA student mindsets and behaviors and are identified by school level. The responsibilities noted in this document were used as a basis for a survey item asking school counselors to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities. Response options included “To a Large Extent,” “To Some Extent,” and “Not Involved.” The percentages of school counselors who reported involvement to a large extent or some extent for each responsibility by school level are shown in Table 11. Responsibilities with 80 percent or more of respondents indicating involvement to a large extent were highlighted.

**Table 11: Percentages of School Counselors Indicating Extent of Involvement in Responsibilities**

Responsibility/Activity	Large Extent			Some Extent		
	ES	MS	HS	ES	MS	HS
Provide individual counseling.	88.6%	92.3%	91.4%	11.4%	7.7%	8.6%
Provide small-group counseling.	54.3%	19.2%	22.9%	42.9%	73.1%	45.7%
Mandate report of child abuse/neglect.	94.3%	100%	88.6%	5.7%	0.0%	11.4%
Counsel students on issues related to suicidal ideation and transition back to school.	77.1%	96.2%	85.7%	20.0%	3.8%	14.3%
Counsel students on issues related to self-injury and/or self-mutilation.	65.7%	92.3%	88.6%	34.3%	7.7%	11.4%
Counsel students on identity issues.	37.1%	50.0%	60.0%	51.4%	46.2%	40.0%
Support registration of homeless families.	17.1%	60.0%	48.6%	54.3%	36.0%	42.9%
Support continuing education of young mothers.	5.7%	11.5%	42.9%	14.3%	19.2%	48.6%
Support homebound and hospital teaching process.	20.6%	65.4%	74.3%	50.0%	30.8%	25.7%



Responsibility/Activity	Large Extent			Some Extent		
	ES	MS	HS	ES	MS	HS
Provide crisis response and grief and loss counseling.	80.0%	84.6%	80.0%	20.0%	15.4%	17.1%
Conduct bullying and harassment reporting and investigation.	80.0%	84.6%	45.7%	20.0%	11.5%	51.4%
Present to building staff on bullying and intimidation.	24.2%	42.3%	20.0%	42.4%	34.6%	28.6%
Consult with teachers and conduct observations of students with academic and behavioral needs.	80.0%	76.9%	60.0%	20.0%	19.2%	37.1%
Assist with student recognition.	71.4%	46.2%	65.7%	25.7%	46.2%	22.9%
Provide assistance on deployment-related issues.	51.4%	61.5%	32.4%	42.9%	38.5%	58.8%
Assist with behavior incentive programs.	82.9%	65.4%	31.4%	17.1%	34.6%	34.3%
Assist with mentorship, peer monitoring, and new student programs.	65.7%	73.1%	55.9%	31.4%	26.9%	32.4%
Advisory Council for School Counseling Program.	54.3%	61.5%	42.9%	28.6%	30.8%	28.6%

At least 80 percent of school counselors at all levels indicated they were involved to a large extent with the following responsibilities and activities: providing individual counseling, mandated reporting of child abuse/neglect, and providing crisis response and grief and loss counseling. At the secondary level, at least 80 percent of school counselors indicated they were involved to a large extent with counseling students on issues related to suicidal ideation and transitioning back to school and counseling students on issues related to self-injury and/or self-mutilation. At least 80 percent of elementary school counselors indicated being involved to a large extent with consulting with teachers and conducting observations of students with academic and behavioral needs as well as assisting with behavior incentive programs. At the elementary and middle school levels, at least 80 percent of school counselors indicated they were involved to a large extent with conducting bullying and harassment reporting and investigation. At all levels, less than half of school counselors indicated involvement to a large extent with supporting continuing education of young mothers and making presentations to building staff on bullying and intimidation.

### **Perceptions of School Counselors' Roles**

School counselors, teachers, and administrators were asked several survey items about the role of school counselors, including their perceptions about expectations related to personal and social development counseling. As shown in Table 12, at least 80 percent of elementary and middle school counselors and administrators agreed that expectations in personal and social counseling were clearly defined. At the high school level, 71 percent of school counselors and 62 percent of administrators agreed. Lower agreement percentages were found regarding the expectations being reasonable, especially for school counselors at all levels and high school administrators, with their agreement percentages ranging from 53 percent to 56 percent (see Table 12). Higher agreement percentages were found for elementary (71%) and middle school administrators (79%) regarding the expectations in personal and social counseling being reasonable.

**Table 12: Perceptions Regarding Expectations in Personal and Social Counseling**

Area	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in <b>personal and social</b> counseling are <b>clearly defined</b> .	90.9%	88.5%	70.6%	80.4%	89.3%	61.8%
Expectations in <b>personal and social</b> counseling are <b>reasonable</b> .	54.5%	60.0%	52.9%	71.4%	78.6%	55.9%

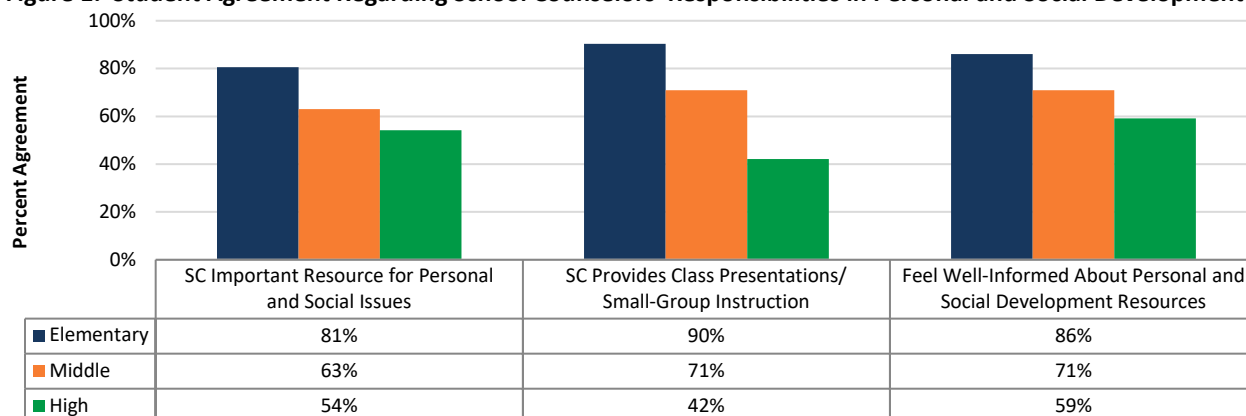
Teachers were asked whether they clearly understood the overall role of school counselors and the school counselor's role in personal and social development. At least 77 percent of teachers at all levels agreed that they understood school counselors' overall role and 91 percent of teachers at the elementary school level agreed that they understood school counselors' role in personal and social development (see Table 13). At the secondary level, 65 percent of middle school teachers and 54 percent of high school teachers agreed that they understood the role of school counselors in personal and social development.

**Table 13: Teachers' Perceptions Regarding Understanding the Role of School Counselors**

Area	ES	MS	HS
Overall role	86.1%	77.1%	81.2%
Role in personal and social development	91.1%	65.4%	54.3%

Students were asked to respond to several survey items related to school counselors' areas of responsibility. In particular, students were asked their agreement regarding their school counselor being an important resource for them in dealing with personal and social issues, their counselor providing class presentations and small-group instruction on personal and social development and feeling informed about the different personal and social development resources available to them. Highest student agreement percentages were found at the elementary school level, with at least 81 percent of elementary students agreeing with these statements (see Figure 1). Middle school student agreement regarding their school counselors in these areas ranged from 63 to 71 percent, while high school student agreement ranged from 42 to 59 percent.

**Figure 1: Student Agreement Regarding School Counselors' Responsibilities in Personal and Social Development**



### School Counseling Staff Allocations

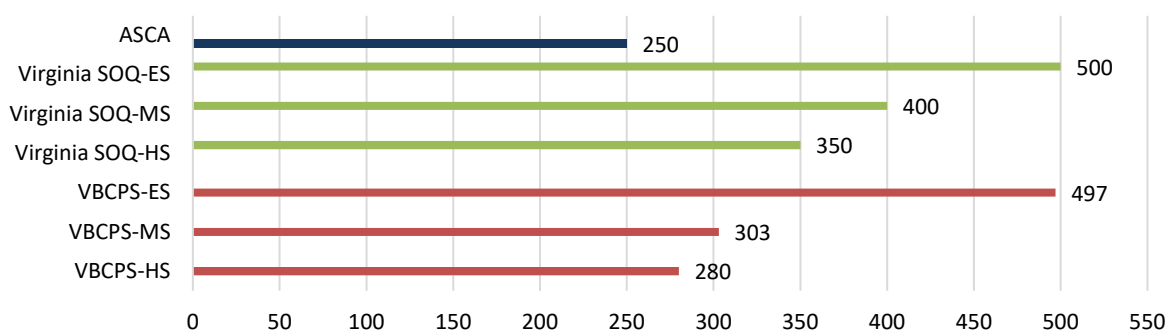
The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at a ratio of one counselor for every 250 students in a school.<sup>18</sup> The Virginia Standards of Quality (SOQ) recommendations vary by school level.<sup>19</sup> For the 2018-2019 school year, the Virginia SOQ indicated that one full-time equivalent (FTE) school counselor for every 500 students should be employed at elementary schools, one school counselor for every 400 students should be employed at middle schools, and one school counselor for every 350 students should be employed at high schools.

Staffing in each Virginia Beach school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 school counselor FTE allocations at elementary schools, 2 to 5 school counselor FTE allocations at middle schools, and 6 to 7 school counselor FTE allocations at high schools. Appendix C provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level for 2018-2019.

Based on the total school counselor FTE allocations at each school level in 2018-2019, the school division allocated one school counselor for approximately every 497 elementary school students. At the middle school

level, VBCPS staffed school counseling departments at a rate of one school counselor for every 303 students, which was a better staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also better at the high school level with one school counselor for every 280 students compared to the guideline of 1:350. In comparison to the recommended staffing ratios provided by ASCA and Virginia SOQ guidelines, VBCPS met SOQ guidelines for staffing school counseling departments, but did not meet the ASCA recommendation (see Figure 2).

**Figure 2: School Counselor Allocations by School Level for 2018-2019**



When comparing the staffing allocations for the 2018-2019 school year to the two previous school years, there was an improvement in the allocation ratio at the high school level (see Table 14). There was an increase in school counseling staffing positions in 2018-2019 at the high school level due to 12 new positions added. Fluctuations at the elementary and middle school levels were likely due to changes in student enrollment.

**Table 14: Counselor Allocations by School Level**

School Level	2017-2018	2018-2019
Elementary	1 to 492	1 to 497
Middle	1 to 293	1 to 303
High	1 to 337	1 to 280

With new legislation effective July 1, 2019, it was recommended that one school counselor be allocated for every 375 students at elementary schools, one school counselor for every 325 students at middle schools, and one school counselor for every 300 students at high schools.<sup>20</sup> Full funding was not provided by the state to ensure these guidelines could be met; therefore, the Appropriation Act Item 136.B.7.g provided revised recommended ratios to be one school counselor for every 455 students at elementary schools, one school counselor for every 370 students at middle schools, and one school counselor for every 325 students at high schools.<sup>21</sup> These are the anticipated Virginia SOQ guidelines public schools and school divisions will use at the end of the 2019-2020 school year to measure success related to staffing allocations. With these revisions, the allocations at the elementary school level will need to be monitored. This legislative act also included adjusting the name of guidance counselors to school counselors, although VBCPS adjusted this wording several years ago.

Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations that were provided allowed the school counseling program to meet the students' needs. Overall, low agreement was found for all staff groups at all school levels, with 61 percent or fewer staff members agreeing (see Table 15). Lowest agreement percentages were found for school counselors, with 17 percent of elementary school counselors, 42 percent of

middle school counselors, and 21 percent of high school counselors agreeing that the allocations allowed the program to meet students' needs. Depending on level, between 57 and 61 percent of teachers agreed, and between 45 and 59 percent of administrators agreed. In comparison to perceptions from the previous school year, there were declines in the agreement percentages at the elementary school level for all staff groups, while there were increases in the agreement percentages at the high school level for all staff groups, although agreement percentages remained low. At the middle school level, the agreement percentages for counselors remained consistent in comparison to the previous year, while the agreement percentages for teachers and administrators declined.

**Table 15: Staff Agreement Regarding Allocations Allowing Program to Meet Students' Needs**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Counselors	35.3%	41.9%	15.8%	17.1%	42.3%	21.2%
Teachers	64.4%	68.6%	53.6%	58.1%	56.9%	61.0%
Administrators	62.5%	70.3%	34.3%	44.8%	58.6%	48.6%

Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students. Consistent with the perceptions on allocations meeting students' needs, low agreement was found for all staff groups at all school levels, with 59 percent or fewer staff members agreeing (see Table 16). Lowest agreement percentages were also for school counselors, with between 9 and 19 percent agreement depending on level (see Table 16). In addition, lowest agreement was found at the elementary school level across all groups. In comparison to perceptions from the previous year, although agreement percentages remained low, there were declines in the agreement percentages at the elementary school and middle school levels for all staff groups, while there were increases in the agreement percentages at the high school level for all staff groups.

**Table 16: Staff Agreement Regarding Caseloads Allow Adequate Time to Counsel Students**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Counselors	17.1%	22.6%	2.6%	8.6%	19.2%	14.3%
Teachers	47.1%	53.3%	41.5%	43.3%	45.4%	44.0%
Administrators	48.4%	64.9%	31.4%	32.8%	58.6%	47.2%

School counselors and administrators were asked whether school counselors had adequate resources to counsel students on matters related to personal and social development. Highest agreement percentages were found at the middle school level, with 84 percent of counselors and 83 percent of administrators agreeing that school counselors had adequate resources for personal and social development (Table 17). Lower agreement percentages were found at the elementary school and high school levels for counselors and administrators, with between 65 and 75 percent agreement depending on level and group.

**Table 17: Staff Perceptions Regarding Adequate Resources for Personal and Social Development**

Group	ES	MS	HS
Counselors	67.6%	84.0%	64.7%
Administrators	75.0%	82.8%	71.4%

### Professional Learning Opportunities

One element of ASCA's model for school counseling programs is professional competencies. According to ASCA, school counselor competencies "outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession."<sup>22</sup> The competencies include knowledge, abilities and skills, and attitudes for each of the four components of the comprehensive school

counseling program (i.e., foundation, management, delivery, accountability). The competencies published by ASCA can be used by school counselors for self-assessment purposes, to identify professional learning needs, and to develop a plan.

A wide variety of professional learning opportunities was offered for the division's school counselors in 2018-2019, including mandatory sessions and optional sessions. Five mandatory professional learning opportunities for all school counselors focused on the topics listed below.<sup>23</sup>

- Mediation Training, Part 2
- Mental Health Services in Virginia Beach\*
- Academic and Career Planning\*
- Synergy Section 504 Refresher and Information Updates
- Section 504 Updates

One mandatory professional learning opportunity was provided to all new school counselors: Synergy Section 504 Platform Usage and Information Updates, and one mandatory session was provided to all Advanced Placement (AP) coordinators: College Board AP Coordinators' Workshop. Listed below are 28 optional sessions that were offered, covering numerous topics. Professional learning sessions noted with an asterisk (\*) were offered as part of the annual summer professional learning that was held in August 2018.

- Ways to Identify and Address Adolescent Substance Abuse\*
- Increasing Mental Health Awareness and Supports through Cameron's Collection and the GALE Virtual Reference Library\*
- How to Navigate Difficult Section 504 Scenarios in VBCPS\*
- All Students Can Go: How School Counselors Can Assist Students With Disabilities Transition to College\*
- Supporting Military Connected Students in VBCPS through Comprehensive School Counseling Programs\*
- Oh, The Opportunities! Office of Technical and Career Education Programs\*
- Anchored4Life Implementation Training for Middle Schools
- Student2Student Refresher
- The Adventure of Understanding Racial and Cultural Differences
- VDOE Advantage Program Cohort
- ATC: New to High School Counseling Meet and Greet
- Supporting Highly Mobile Students in the Secondary Setting
- Dual Enrollment School Counselor Training
- AVID School Counselor Training
- Understanding the Roles of Military Family Life Counselors
- Career and Technical Education Center Program Overview
- Virginia School Counselor Association Annual Conference
- ATC Counselor Breakfast: Pathways in Progress!
- Re-Enrollment Training for Secondary School Counselors
- College Board Updates for Secondary Counselors
- Elementary School Counselor Zone Meetings and Collaboration
- Youth Mental Health First Aid
- Virginia Center for Inclusive Communities: Teachable Moments
- College Board AP2019: Expanding Access to College and Career Readiness Workshop
- VBCPS Bullying Prevention Collaboration
- Trauma Informed Schools Conference
- Responsive Classroom Workshop
- American School Counselor Association National Conference

An open-ended survey item asked school counselors to list the professional learning opportunities that they participated in related to promoting students' personal and social development. Several counselors indicated they attended sessions at the Virginia School Counseling Association (VSCA) or American School Counseling Association (ASCA) conferences. In addition, several counselors mentioned the essential and/or optional professional development sessions, including Mediation training, Mental Health Services in Virginia Beach, Section 504 related training, and Increasing Mental Health Awareness and Supports through Cameron's Collection and the GALE Virtual Resource Library. A few counselors also referenced taking part in training related to PBIS and engaging in a book club or study. An open-ended survey item asked school counselors about the types of professional learning that would help school counselors do their job more effectively. Most comments in response to this question related to students' mental health. Counselors indicated professional learning in the following areas would help do their job more effectively: coping skills; conflict resolution; social skills; strategies in dealing with anxiety, depression, and trauma; and community resources.

On the survey, perceptions about professional learning varied by level with higher agreement percentages at the elementary level (see Table 18). Approximately 94 percent of elementary school counselors agreed that they received adequate professional learning generally and in the area of personal and social development. Relatively high percentages of middle school (89%) and high school counselors (76%) agreed they received adequate professional learning generally, but lower percentages agreed that the professional learning in personal and social development was adequate (69% at middle school, 70% at high school).

**Table 18: School Counselor Agreement Regarding Adequate Professional Learning Opportunities**

Item	ES	MS	HS
Adequate PL opportunities	93.9%	88.5%	75.8%
Adequate PL opportunities in personal and social development	93.9%	69.2%	69.7%

Regarding the efficacy of the professional learning related to students' personal and social development, at least 73 percent of school counselors at all levels agreed that their professional learning allowed them to meet their students' needs and at least 77 percent at all levels agreed that it allowed them to effectively do their jobs (see Table 19). Highest agreement percentages were found at the elementary school level (from 88% to 91%).

**Table 19: Perceptions Regarding Professional Learning Related to Students' Personal and Social Development**

Item	ES	MS	HS
PL allows counselors to meet students' needs	87.9%	73.1%	78.8%
PL allows counselors to effectively do job	90.9%	76.9%	78.1%

## Parent Involvement and Engagement

According to the ASCA position statement on school-family-community partnerships, "school counselors have an essential and unique role in promoting, facilitating, and advocating for collaboration with parent/guardians..."<sup>24</sup> The ASCA position goes further to state that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services.

Parents of students in kindergarten through grade twelve were asked whether they knew who their child's school counselor was and whether they talked with their child's school counselor during the 2018-2019 school year. If parents did not talk with their child's school counselor, they could indicate if they would have liked to talk with their child's school counselor or if they did not need to. As seen in Table 20, 45 percent of elementary school parents, 71 percent of middle school parents, and 78 percent of high school parents knew who their



child's school counselor was. Regarding whether parents talked with their child's school counselor, 25 percent of elementary school parents, 54 percent of middle school parents, and 55 percent of high school parents reported talking with their child's school counselor. In addition, 19 percent of elementary school parents, 15 percent of middle school parents, and 13 percent of high school parents indicated that they would have liked to talk to their child's school counselor but did not. In comparison to the previous school year, there was an increase in high school parents who indicated they talked with their child's school counselor and a decline in middle and high school parents who indicated they would have liked to talk to their child's school counselor, although this was slight at the middle school level. There were slight declines in the percentages of elementary school parents who indicated they knew their child's school counselor (47% to 45%) and who talked with them (31% to 25%), while there was an increase in the percentages of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%).

**Table 20: Parent Indicated Knowing and Talking With Their Child's Counselor**

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Knew counselor	47.3%	68.7%	72.5%	45.1%	70.5%	77.6%
Yes, talked with counselor	31.3%	53.0%	45.0%	24.7%	54.3%	55.2%
No, would have liked to talk with counselor	16.1%	14.5%	22.5%	19.1%	14.9%	12.7%
No, did not need to talk with counselor	52.7%	32.5%	32.5%	56.2%	30.9%	32.1%

When parents were asked about their satisfaction regarding the level of communication with their child's school counselor, 60 percent of middle school parents indicated being satisfied, whereas 54 percent of elementary school parents and 48 percent of high school parents were satisfied (see Table 21). The percentages of parents who were satisfied increased at the secondary level but declined at the elementary school level in comparison to the previous year. Similar patterns were found in regard to parent agreement that their child's school counselor communicated with them about their child's needs, with the highest agreement at the middle school level and the lowest at the high school level, and a notable decline in the agreement percentage at the elementary school level in comparison to the previous year.

**Table 21: Parent Perceptions Regarding Communication With Their Child's Counselor**

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Parents satisfied with communication	64.9%	44.8%	41.1%	54.1%	60.0%	48.3%
School counselor communicated with parents about child's needs	74.1%	51.8%	48.3%	50.0%	64.9%	45.1%

A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child's development. Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents was "academic planning" at the secondary level and "individual conferences" at the elementary school level, while school counselors most often selected "individual conferences" at all levels (see tables 22 and 23).

**Table 22: Counselor Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement**

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Academic Planning	91.4%	80.6%	89.2%	87.9%	76.9%	87.1%
Parent Representation on GAC	77.1%	38.7%	51.4%	48.5%	46.2%	38.7%
Parent Workshops	22.9%	48.4%	54.1%	27.3%	42.3%	48.4%
Individual Conferences	100%	96.8%	100%	<b>97.0%</b>	<b>100%</b>	<b>96.8%</b>



Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Facilitate Parent Volunteer Opportunities	54.3%	25.8%	13.5%	45.5%	34.6%	29.0%

**Table 23: Parent Perceptions Regarding Ways the School Counseling Program Encouraged Parent Involvement**

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Academic Planning	23.1%	35.7%	35.4%	19.2%	<b>47.8%</b>	<b>44.1%</b>
Parent Representation on GAC	13.8%	12.5%	5.1%	8.3%	8.7%	7.8%
Parent Workshops	23.1%	21.4%	13.1%	15.0%	11.6%	13.7%
Individual Conferences	33.8%	32.1%	28.3%	<b>20.8%</b>	26.1%	22.5%
Facilitate Parent Volunteer Opportunities	10.8%	5.4%	3.0%	9.2%	7.2%	3.9%

School counselors were asked to provide additional information about topics addressed during parent workshops. Counselors indicated that workshops focused on areas related to academics (e.g., ACP, PSAT, and AP courses), college information (e.g., financial aid, college night), social-emotional information (e.g., growth mindset, anxiety, depression, bullying), various programs (e.g., AVID, MYP), and transition issues for rising middle and high school students.

Parents who attended parent workshops were asked to list the topics that were addressed. Most parents indicated they did not attend or did not know there were workshops. Of those who indicated they did attend, parent responses indicated that they attended workshops on academic planning (e.g., course selection, graduation requirements), college preparation (SAT preparation, scholarships), and programs (e.g., gifted).

Lastly, parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents to support children's development. All school counselors at the elementary and middle school levels (100%) and 90 percent of high school counselors agreed that school counselors engaged parents with the goal of helping them support their child's development (see Table 24). In addition, at least 83 percent of teachers and administrators, depending on level, agreed that school counselors engaged parents. Lower agreement was found for parents, with 58 percent of elementary school parents, 62 percent of middle school parents, and 44 percent of high school parents agreeing. Consistent with previous patterns with parent perceptions, there was an increase in the agreement percentage at the middle school level but decline in the agreement percentage at the elementary school level in comparison to the previous year.

**Table 24: Perceptions of School Counselor Engaging Parents to Support Children's Development**

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Parents	70.8%	44.6%	49.5%	57.5%	62.3%	43.6%
Counselors	100%	100%	100%	100%	100%	90.3%
Teachers	83.7%	86.4%	79.1%	89.4%	90.2%	82.5%
Administrators	93.1%	89.2%	91.2%	91.1%	93.1%	82.9%

## Characteristics of Students

### Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2018 data, this included a total of 66,578 students (30,331 in elementary school, 15,825 in middle school, and 20,422 in high school). Table 25 provides the demographic information for 2018-2019 students by school level.

Table 25: Student Demographics by School Level

Characteristic	ES		MS		HS		Division	
	#	%	#	%	#	%	#	%
Female	14,619	48.2%	7,821	49.4%	9,923	48.6%	32,363	48.6%
Male	15,712	51.8%	8,004	50.6%	10,499	51.4%	34,215	51.4%
African American	6,771	22.3%	3,797	24.0%	4,998	24.5%	15,566	23.4%
American Indian	56	0.2%	51	0.3%	50	0.2%	157	0.2%
Caucasian	14,576	48.1%	7,486	47.3%	10,195	49.9%	32,257	48.4%
Hispanic	3,790	12.5%	1,922	12.1%	2,019	9.9%	7,731	12.0%
Asian	1,805	6.0%	914	5.8%	1,321	6.5%	4,040	6.1%
Hawaiian/Pacific Islander	160	0.5%	69	0.4%	112	0.5%	341	0.5%
Multiracial	3,173	10.5%	1,586	10.0%	1,727	8.5%	6,486	9.7%
Economically Disadvantaged	13,982	44.3%	6,333	40.0%	7,161	34.7%	27,476	40.1%
Special Education	3,015	9.9%	1,865	11.8%	2,149	10.5%	7,029	10.6%
English Learner	1,036	3.4%	518	3.3%	344	1.7%	1,898	2.9%
Gifted	3,354	11.1%	3,087	19.5%	3,459	16.9%	9,900	14.9%
Military Connected	7,589	25.0%	3,069	19.4%	3,116	15.3%	13,774	20.7%

Note: Based on September 30, 2018 data. Free/reduced lunch data based on November 2018 data.

### Students Working With School Counselors

Although the comprehensive school counseling program serves all the division's students through various activities and programs, several survey items asked students the extent to which they knew their school counselor and met with him or her during the school year. Of the 10,224 students across the division who responded to the survey item, 96 percent indicated that they knew who their school counselor was. Percentages varied slightly by school level with 99 percent of fifth-grade students, 95 percent of middle school students, and 94 percent of high school students reporting that they knew who their school counselor was. These percentages were increases from the previous year. Students were also asked how many times they met with their school counselor as well as how many times they worked with their counselor individually and in a classroom setting during the 2018-2019 school year. Results are shown in Table 26.

The largest percentages of students at the secondary level reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor seven or more times. Consistent with the previous year, in comparison to the other levels, the highest percentage of students who indicated they did not meet with their school counselor was at the middle school level (27%), and the lowest percentage of students who indicated they did not meet with their school counselor was at the high school level (11%). These patterns regarding the frequency of students meeting with their school counselor by level were consistent compared to the previous year.

Table 26: Student Indicated Knowing and Meeting With Their School Counselor

Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
<b>Knew counselor</b>	98.3%	91.2%	88.3%	99.2%	95.1%	94.1%
<b>Met with counselor</b>						
Never	16.6%	27.6%	14.3%	16.5%	26.9%	11.0%
1-2 times	18.5%	<b>38.6%</b>	<b>46.4%</b>	18.1%	<b>39.5%</b>	<b>47.9%</b>
3-4 times	17.7%	21.8%	25.6%	17.1%	21.8%	26.1%
5-6 times	12.0%	4.2%	6.7%	11.2%	4.5%	7.2%
7+ times	<b>35.2%</b>	7.9%	7.0%	<b>37.0%</b>	7.3%	7.9%

Students' responses varied by school level when asked about meeting with school counselors individually and within a classroom setting. The largest percentages of students at elementary and middle school levels indicated never meeting with a school counselor individually, whereas the largest percentage of high school students indicated meeting with their school counselor one to two times individually (see Table 27). In contrast, nearly 83 percent of elementary students indicated they worked with their counselor three or more times in the classroom. The highest percentage of elementary students indicated they worked with their school counselor in the classroom seven or more times. Approximately half of middle school students indicated they have worked with their school counselor in the classroom one or two times, whereas 56 percent of high school students indicated they have never worked with their school counselor in the classroom.

**Table 27: Student Indicated Frequency of Meeting With Their School Counselor**

Met with Counselor	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
<b>Individually</b>						
Never	<b>54.9%</b>	<b>61.8%</b>	34.1%	<b>52.6%</b>	<b>59.2%</b>	27.2%
1-2 times	28.1%	27.9%	<b>43.8%</b>	29.2%	29.5%	<b>47.5%</b>
3-4 times	9.1%	6.7%	14.6%	9.6%	7.1%	15.8%
5-6 times	3.0%	1.3%	3.7%	2.8%	1.5%	4.8%
7+ times	4.9%	2.3%	3.8%	5.9%	2.7%	4.6%
<b>In class</b>						
Never	8.5%	21.0%	<b>50.7%</b>	7.5%	20.3%	<b>56.4%</b>
1-2 times	10.7%	<b>49.5%</b>	40.9%	10.0%	<b>48.4%</b>	35.6%
3-4 times	24.2%	24.6%	6.7%	24.2%	26.6%	6.3%
5-6 times	19.4%	3.1%	0.9%	18.5%	3.1%	0.9%
7+ times	<b>37.2%</b>	1.8%	0.8%	<b>39.8%</b>	1.6%	0.9%

## Progress Toward Meeting Goals and Objectives

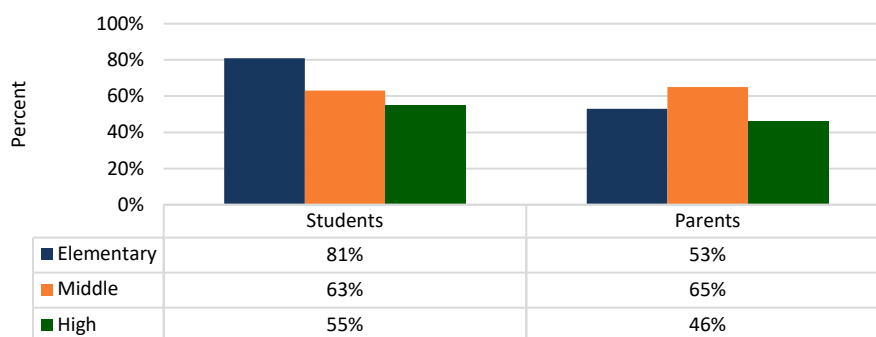
The year-three evaluation of the school counseling program assessed the third program goal, which focused on the role of the school counseling program in students' personal and social development. The overall goal of the program's personal and social component was to ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens. Nine specific objectives outlined the areas in which the school counseling program supported students' personal and social development. Data from stakeholder surveys were used to assess the extent to which each objective was met.

### **Goal 3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.**

**Objective 1:** *Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.*

The first objective focused on the school counseling program's role in helping students demonstrate a healthy balance of mental, social/emotional, and physical well-being. As shown in Figure 3, elementary school students had the highest agreement (81%) that their school counselor helped them demonstrate this healthy balance, while high school students had the lowest agreement percentage (55%). When parents were asked about their child's school counselor helping their child demonstrate a healthy balance of well-being, the highest parent agreement percentage was at the middle school level (65%), while the lowest parent agreement percentage was at the high school level (46%).

**Figure 3: Student and Parent Agreement Regarding School Counselor Helping Balance Mental, Social/Emotional, and Physical Well-Being**



**Objective 2:** *Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.*

The second objective focused on the school counseling program’s role in helping students demonstrate the ability to balance school, home, and community activities. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. The percentages of students who indicated they worked with their school counselor on this balance varied by school level, with almost half of elementary school students (45%) indicating they worked with their school counselor in this area, while slightly more than one-fourth of students at the secondary level indicated they had (see Table 28). Of those students who worked with their school counselor on balancing school, home, and community activities, between 83 and 91 percent of students agreed that their school counselor helped them in this area depending on level.

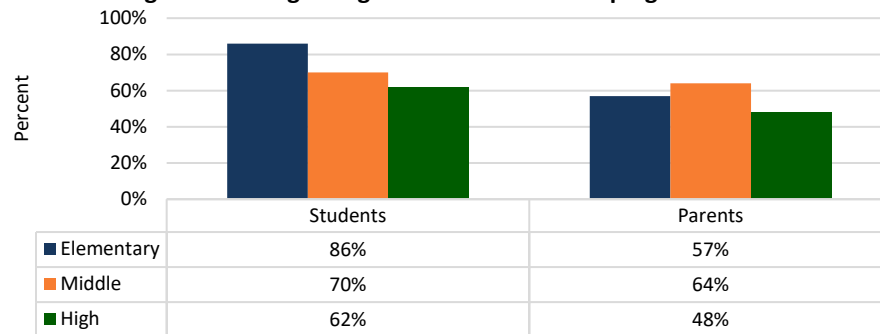
**Table 28: Percentages of Students Who Worked With Their Counselor on Balancing Activities and Agreed Their Counselor Helped Them**

School Level	Worked With Counselor	Agreed Helped
Elementary	44.5%	90.8%
Middle	28.8%	83.3%
High	25.8%	86.6%

**Objective 3:** *Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.*

The third objective focused on the school counseling program’s role in helping students feel a sense of belonging in the school environment. As shown in Figure 4, the highest student agreement percentage regarding their school counselor helping them feel a sense of belonging was at the elementary school level (86%). The lowest student agreement percentage was at the high school level (62%). Parent agreement regarding their child’s school counselor helping their child with a sense of belonging was highest at the middle school level (64%), while lowest agreement was found at the high school level (48%).

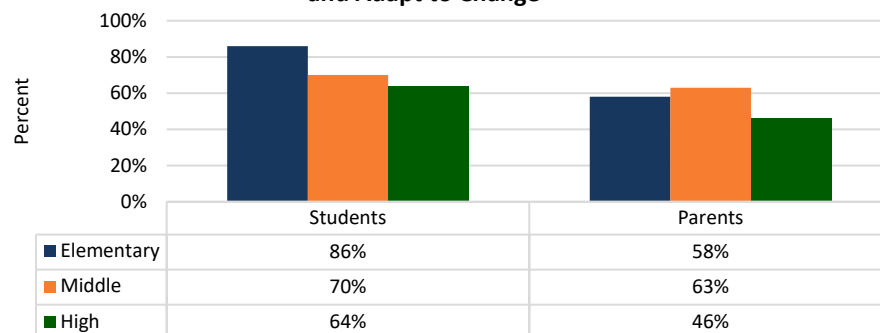
**Figure 4: Student and Parent Agreement Regarding School Counselor Helping Students Feel a Sense of Belonging**



**Objective 4:** *Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.*

The fourth objective focused on the school counseling program’s role in helping students demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities. A similar pattern as other data emerged with the highest student agreement at the elementary school level (86%), while the lowest student agreement was found at the high school level (64%) (see Figure 5). Parent agreement regarding their child’s school counselor helping their child with managing transitions and adapting to change was again highest at the middle school level (63%) and lowest at the high school level (46%).

**Figure 5: Student and Parent Agreement Regarding School Counselor Helping Students Manage Transitions and Adapt to Change**



**Objective 5:** *Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.*

The fifth objective focused on the school counseling program’s role in helping students improve their behavior. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area, such as through mediation or restorative practices, in 2018-2019. At the elementary school level, 40 percent of students indicated they worked with their school counselor on their behavior, while 24 percent of middle school students and 14 percent of high school students indicated they had. Of those students who indicated they worked with their counselor on improving their behavior, between 84 and 91 percent of students agreed that their school counselor helped them depending on level. Compared to student percentages, at each level, higher percentages of parents indicated that their child worked with their school counselor on improving their behavior (44% to 54%) (see Table 29). Of those parents who indicated their child worked with their school counselor on behavior, 75 percent of middle school parents agreed that their child’s counselor helped them, while 52 percent of high school parents and 55 percent of elementary school parents agreed.

**Table 29: Percentages of Students and Parents Who Worked With Their Counselor on Behavior and Agreed Their Counselor Helped Them**

School Level	Student		Parent	
	Worked With Counselor	Agreed Helped With Behavior	Child Worked With Counselor	Agreed Helped With Behavior
Elementary	39.3%	90.7%	44.8%	54.7%
Middle	23.9%	83.6%	54.3%	75.0%
High	14.3%	86.6%	43.9%	52.0%

**Objective 6:** *Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.*

The sixth objective focused on the school counseling program's role in helping students develop effective coping and problem-solving skills when confronted with challenges. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. The percentages of students who indicated they worked with their counselor in this area again varied by school level (see Table 30). Approximately 64 percent of elementary school students indicated their counselor worked with them on coping and problem solving, while 36 percent of middle school students and 22 percent of high school students indicated they had. Of those students who indicated they received help in this area, depending on level, from 80 to 87 percent of students agreed that their counselor helped them with coping and from 85 to 90 percent of students agreed that their counselor helped them with problem solving.

**Table 30: Percentages of Students Who Worked With Their Counselor on Coping and Problem Solving and Agreed Their Counselor Helped Them**

School Level	Worked With Counselor	Agreed Helped With Coping	Agreed Helped With Problem Solving
Elementary	63.9%	86.6%	90.3%
Middle	35.7%	79.8%	84.5%
High	22.1%	86.2%	88.6%

**Objective 7:** *Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).*

The seventh objective focused on the school counseling program's role in helping students develop conflict resolution skills. This objective was applicable for students who indicated that they specifically worked with their school counselor in this area in 2018-2019. Consistent with the pattern found with receiving help in the other areas, the percentages of students who indicated they worked with their counselor on conflict resolution varied by school level (see Table 31). Approximately 63 percent of elementary school students indicated their counselor worked with them on conflict resolution, while 35 percent of middle school students and 19 percent of high school students indicated they had. Of those students who indicated they received help in this area, depending on level, from 87 to 91 percent of students agreed that their counselor helped them with conflict resolution.

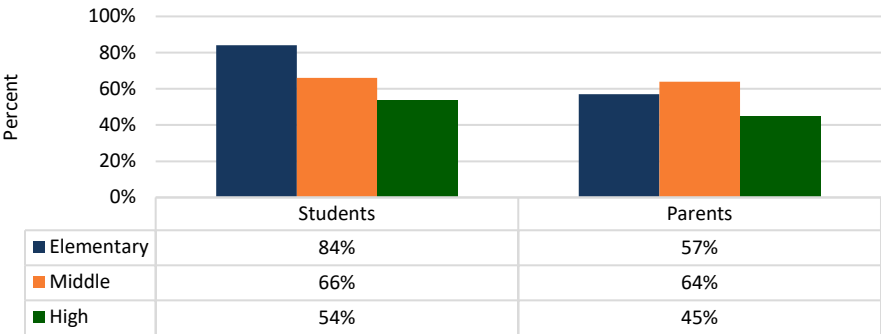
**Table 31: Percentages of Students Who Worked With Their Counselor on Conflict Resolution and Agreed Their Counselor Helped Them**

School Level	Worked With Counselor	Agreed Helped
Elementary	62.7%	91.3%
Middle	34.6%	86.7%
High	18.5%	89.5%

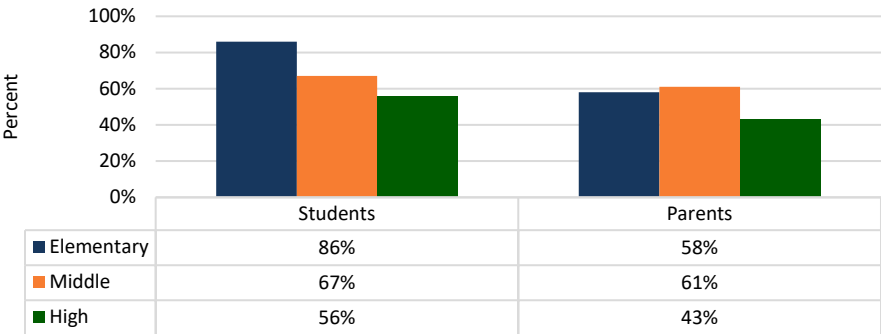
**Objective 8:** Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.

The eighth objective focused on the school counseling program’s role in helping students develop the ability to empathize and cultivate positive relationships with their peers. Similar to previous patterns, highest student agreement percentages were found at the elementary school level regarding their school counselor helping them develop the ability to empathize with their peers (84%) and cultivate positive relationships with their peers (86%) (see figures 6 and 7). Lowest student agreement percentages were found at the high school level regarding empathizing (54%) and cultivating relationships (56%). When parents were asked about their child’s school counselor helping their child with peers, the highest parent agreement percentages were at the middle school level (64% regarding empathizing; 61% regarding cultivating relationships). Lowest parent agreement percentages were at the high school level (45% regarding empathizing; 43% regarding cultivating relationships).

**Figure 6: Student and Parent Agreement Regarding School Counselor Helping Students Empathize With Peers**



**Figure 7: Student and Parent Agreement Regarding School Counselor Helping Students Cultivate Positive Relationships With Peers**



**Objective 9:** Students will demonstrate ethical decision making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.

The ninth objective focused on the school counseling program’s role in helping students demonstrate ethical decision making and social responsibility. This objective was measured by student participation in community service projects and the numbers of students earning the state civics seal. Survey responses showed that 68 percent of elementary school students indicated they had participated in community service projects either as part of school or outside of school (see Table 32 for breakdown). Slightly more than half of the students at the secondary level indicated they had participated in community service projects either as part of school or outside of school (52% at the middle school level, 58% at the high school level).



**Table 32: Percentages of Students Who Agreed They Participated in Community Service Projects**

School Level	Community Service in School	Community Service not in School	Community Service Either in or out of School
Elementary	53.7%	45.9%	67.9%
Middle	27.1%	42.8%	51.9%
High	30.1%	50.3%	58.1%

There were 496 students who graduated from VBCPS in 2018-2019 and earned the Civic Education seal on their diploma. This was 10 percent of all students who graduated with a standard, advanced, or IB diploma (see Table 33). Of the students who graduated with an IB diploma, 83 percent earned the Civic Education seal.

**Table 33: Numbers and Percentages of Students Who Graduated With The Civic Education Seal**

	Standard Diploma	Advanced Diploma	IB Diploma	Total
Civic Education Seal on Diploma	62	342	92	496
Percent of Graduates	3.3%	12.4%	82.9%	10.4%

## Stakeholder Perceptions

### Overall Perceptions

In addition to survey items focused on operational aspects of the program and the goals and objectives of the program, stakeholders also answered general perception questions. Students and parents were asked several general survey items about their school counselor, including the school counselor's availability, ability to help them, and whether they understood the students' goals/challenges. Results in Table 34 demonstrate that students have high agreement percentages overall regarding their school counselors. At least 82 percent of students at all school levels agreed that their school counselor was available if they needed him or her and 85 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. In addition, at least 90 percent of students at all levels agreed that their school counselor believed all students can succeed and at least 79 percent of secondary students agreed that their school counselor was an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the lowest agreement percentages were at the high school level, though there were increases in student high school agreement percentages in comparison to the previous year.

**Table 34: Students' Perceptions Regarding Their School Counselor**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	89.5%	88.4%	77.2%	88.2%	86.4%	81.8%
Helps me if I have a question/problem	93.3%	88.9%	80.9%	91.7%	86.2%	84.8%
Is an advocate for all students	-	87.8%	74.3%	-	85.3%	79.3%
Believes all students can succeed	97.1%	92.9%	87.3%	97.5%	92.4%	89.9%

Results for parents shown in Table 35 demonstrated that parents' agreement percentages were lower than was found for students. Across all items, highest parent agreement was found at the middle school level, with agreement ranging from 80 percent to 90 percent regarding availability or helping if needed, being an advocate, and believing all students can succeed. Lower agreement percentages were found for parents at the elementary and high school levels with agreement ranging from 67 to 79 percent, though high school parent agreement on all items improved from the previous year.

**Table 35: Parents' Perceptions Regarding Their Child's School Counselor**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	69.3%	71.9%	63.0%	77.0%	87.3%	67.3%
Helps me if I have a question/problem	63.0%	63.2%	65.3%	67.3%	81.2%	72.3%
Is an advocate for all students	75.0%	66.7%	60.7%	70.4%	80.0%	70.8%
Believes all students can succeed	80.8%	75.0%	76.1%	74.3%	90.0%	79.1%

In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. While 78 percent of fifth-grade students agreed that school counselors understood them and their personal and social goals and challenges, 53 percent of middle school students and 54 percent of high school students agreed. Parent agreement levels were between 44 to 66 percent depending on the level (see Table 36).

**Table 36: Agreement Regarding School Counselor Knowing The Student and Understanding The Goals and Challenges**

Group	ES	MS	HS
Students	78.2%	52.8%	54.2%
Parents	51.4%	65.8%	44.3%

Among staff, agreement percentages about the school counselors' accessibility, actions, and beliefs were high overall. From 90 to 100 percent of school counselors at each school level agreed that counselors were accessible to students, accessible to teachers, helped students if they had a question/problems, advocated for all students, and believed all students can succeed (see Table 37). In addition, teachers and administrators demonstrated high agreement percentages with at least 85 percent of teachers and 86 percent of administrators at all school levels agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 37). In comparison to the previous year, counselor, teacher, and administrator agreement percentages on these items improved or maintained the same with the exception of high school teachers' agreement that school counselors believe all students can succeed (93% to 91%); elementary and high school administrators' agreement regarding school counselors being accessible to students (98% to 95% for elementary school, 97% to 91% for high school), being accessible to teachers (98% to 93% for elementary school, 100% to 86% for high school), and helping students if they have a question/problem (98% to 95% for elementary school, 100% to 97% for high school); and high school administrators' agreement regarding school counseling being advocates for all students (94% to 89%).

**Table 37: Staff Perceptions Regarding School Counselors**

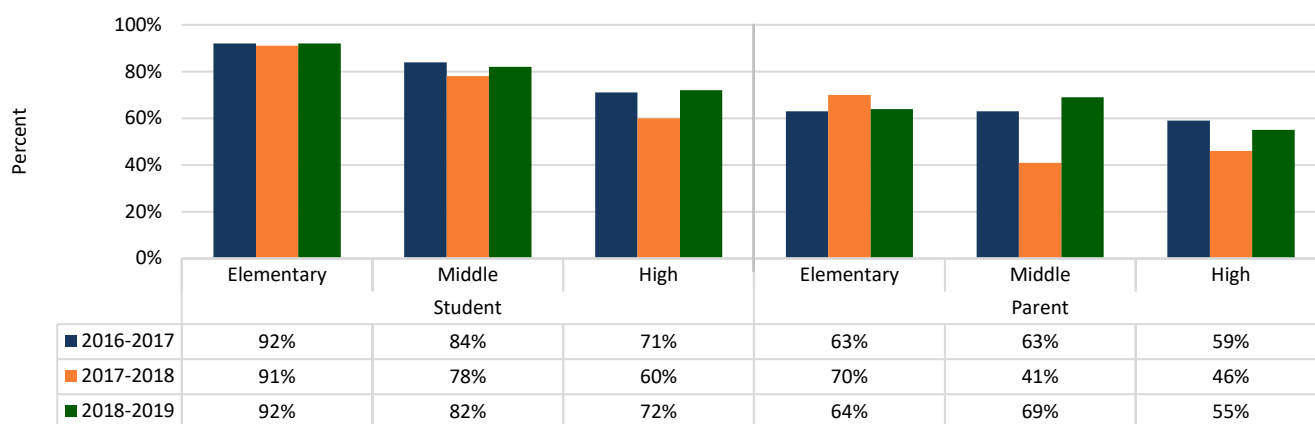
Area	School Counselors			Teachers			Administrators		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students	97.0%	96.0%	90.3%	87.0%	89.6%	85.2%	94.6%	100%	91.2%
Accessible to teachers	100%	100%	93.5%	88.7%	91.2%	88.2%	92.9%	96.6%	85.7%
Help students if they have a question/problem	100%	100%	100%	92.5%	94.2%	91.4%	94.6%	100%	97.1%
Are advocates for all students	100%	100%	100%	95.5%	93.5%	85.5%	96.4%	96.6%	88.6%
Believe all students can succeed	100%	100%	100%	98.3%	96.1%	90.7%	98.2%	100%	97.1%

### Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. In 2018-2019, approximately 92 percent of fifth graders were satisfied, and 82 percent of middle

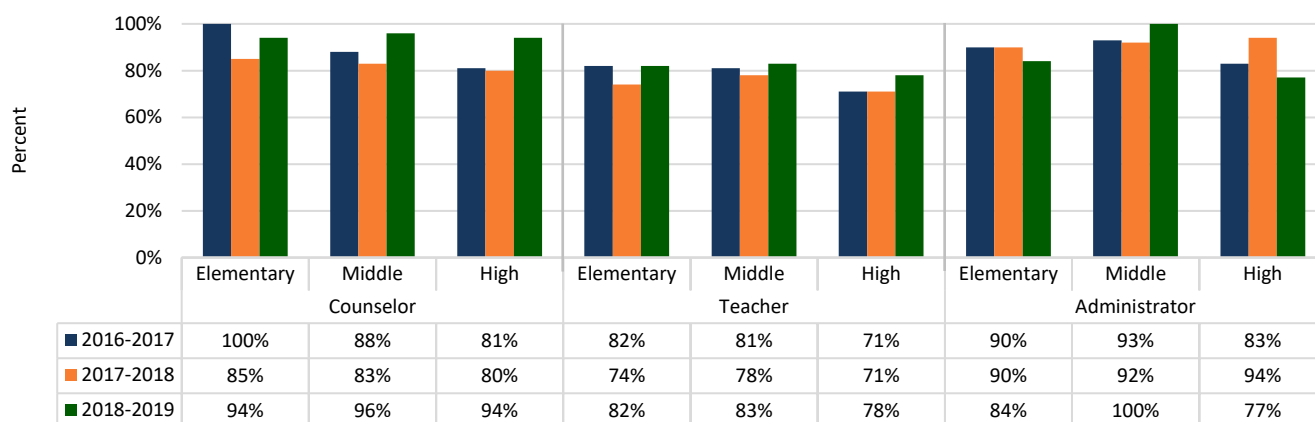
school students were satisfied (see Figure 8). Consistent with the pattern of high school students' perceptions on other survey items, a lower percentage of high school students were satisfied (72%), though this was an improvement from the previous year. Parents' satisfaction was lower than students' satisfaction (see Figure 8). At the elementary level, 64 percent of parents were satisfied, which was a decline from the previous year. At the secondary level, middle school and high school parent satisfaction percentages were 69 and 55 percent. Although these percentages were relatively low, these percentages were improvements from the previous year.

**Figure 8: Student and Parent Satisfaction**



Staff satisfaction levels were relatively high for all groups (see Figure 9). From 94 to 96 percent of school counselors, 78 to 83 percent of teachers, and 77 to 84 percent of administrators were satisfied with the program depending on school level. Overall, highest staff satisfaction for each group was at the middle school level. In comparison to the previous year, there were increases in the percentages of staff who were satisfied with the program at all levels, with the exception of elementary and high school administrators.

**Figure 9: Staff Satisfaction**



## Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about the program's strengths and areas for improvement. Several themes emerged from responses about the strengths of the school counseling program. General themes of the program's strengths across all stakeholders (students, parents, school counselors, administrators, and teachers) focused on traits of school counselors, including being caring, kind, and passionate towards students and their work. For specific stakeholder groups, students

who provided comments about areas of strengths focused on the school counselors' ability to help students as well as that they listened to them and understood them. In response to this open-ended item, several parents indicated that there were not any strengths, either due to mostly having concerns about the program or lack of awareness of the program. Of those parents who indicated strengths, comments focused on the school counselors having been helpful and supportive.

School counselors also indicated that areas of strength included the dedication of school counselors, including their ability to collaborate and work with one another as a team, as well as their availability and accessibility. Additional school counselor comments mentioned school counselors' relationships and rapport with students as well as the student-centered approach the counseling program takes. Administrators also commented that school counselors' hard-working nature and the relationships that counselors have with students and staff were strengths of the program. In addition to comments related to the counselors being caring and hardworking, teachers commented that school counselors were available and accessible to students and staff.

Regarding areas for improvements, across all stakeholder groups, a frequently identified area for improvement included the need for more counselors or support staff due to concerns regarding counselors' caseload and lack of time to work directly with students, especially as it related to providing social-emotional support for students. Overall, many students indicated that they did not know of any areas for improvement (either because none needed to be made, they did not participate in the school counseling program, or they did not know who their school counselor was). Of those students who provided areas for improvement, many students indicated that an improvement would be school counselors having more availability to meet with students, especially individually; and that school counselors should meet with or be more involved with more (or all) students. Additionally, several students indicated that they would like the school counselor to reach out to students more and form a closer relationship. Parents indicated that an area of improvement was primarily communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors (e.g., responses to emails) or having no communication at all.

Several counselors also commented that they spend significant amounts of time doing administrative tasks, such as work related to conducting 504 meetings, or non-school counseling related tasks. Similar concerns were provided by administrators and teachers, including concerns regarding time spent on unnecessary tasks and not enough time for students' social-emotional needs, the need to relieve school counselors' caseload, and additional allocations needed either for school counselors or support staff. Administrators also indicated a need for additional training for school counselors.

## **Actions Taken Regarding Year-Two Evaluation Recommendations**

The final evaluation question focused on the actions taken regarding the recommendations from the year-two evaluation that focused on the program's college and career component. Information to address this evaluation question was provided by the coordinator of school counseling services and the chief officer of communications and community engagement. The first recommendation from the year-two evaluation was to continue the school counseling program with the following five recommendations requiring action:

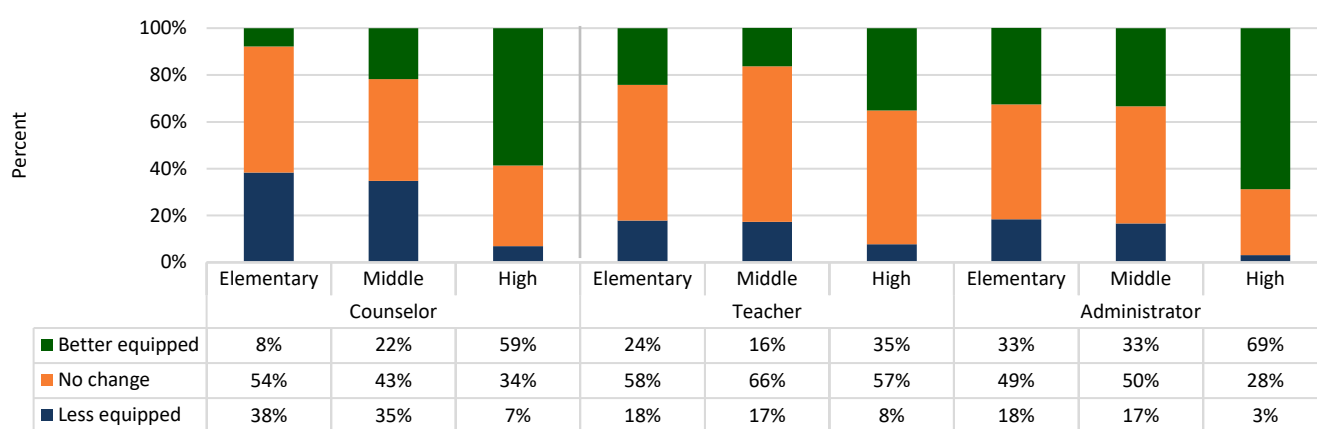
### **Recommendation #2: Develop a plan to provide additional staff for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs.**

Based on results of the 2017-2018 evaluation, the second recommendation focused on providing additional staff to support the school counseling program. It was recommended that a plan be developed to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. The

need for additional staff was confirmed in July 2018 by recommendations from the Blue Ribbon Panel on School Safety and Security, which was a committee that analyzed safety procedures throughout the division.<sup>25</sup> The recommendations included increasing behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs. In addition, new legislation that became effective July 1, 2019 stated that school counselors are required “to spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students.”<sup>26</sup> This further emphasized the importance of school counselors having additional time to meet students’ needs. Throughout the 2018-2019 school year, there were several steps taken regarding developing a plan to provide additional staff for the 2019-2020 school year to support the school counseling program. In November 2018, staff from the Office of Student Support Services continued discussions with Senior Staff regarding the need for additional staff, which resulted in additional behavior intervention specialist positions being allocated for the remainder of the 2018-2019 school year. In addition, according to the Superintendent’s Estimate of Needs for 2019-2020, it was proposed that the budget would include funding for 5 additional psychologists, 5 behavior intervention specialists, and 13 elementary school counselors.<sup>27</sup> Additionally, during the summer of 2019, staff from the Office of Student Support Services met with the Department of School Leadership staff to discuss placements of the new elementary school counselors to ensure that students’ needs would be met.

A similar recommendation regarding allocations was provided in the year-one evaluation, which was to develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students’ needs can be met. Twelve new high school counselor positions were added for the 2018-2019 school year. On the 2018-2019 survey, school counselors, teachers, and administrators were asked how equipped school counselors have been to meet students’ needs given the school counseling program allocations and students’ needs in comparison to the previous year. Across all staff groups, the highest percentages of staff who indicated they were better equipped in comparison to the previous year was at the high school level (see Figure 10). However, in 2018-2019, 38 percent of elementary school counselors and 35 percent of middle school counselors indicated they were less equipped in comparison to the previous year.

**Figure 10: Staff Perceptions Regarding How Equipped School Counselors Have Been in Comparison to Previous Year**



As previously reported, school counselors, teachers, and administrators were also asked to indicate whether the school counselor allocations provided at their school allowed the school counseling program to meet the students’ needs. In 2018-2019, although high school staff agreement percentages regarding this item were low (from 21% to 61% depending on group), in comparison to the 2017-2018 school year, there were increases for each staff group (16% to 21% for counselors, 54% to 61% for teachers, 34% to 49% for administrators). At the other levels, elementary and middle school staff agreement percentages for each staff group declined in

2018-2019 (declines ranging from -6% to -18%), with the exception of middle school counselors, which remained nearly the same (42%).

**Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors.**

The third recommendation focused on continuing to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. In August and September 2018, as part of several open house events, school counseling departments offered information sessions. In addition, from September through February, school counseling departments reviewed their roles at several evening events (e.g., senior and college information nights, rising sixth and ninth grade orientations, and Navigating the Journey). School counselors throughout the division also leveraged school websites and social media to keep families informed and involved. School newsletters, particularly at the middle school level, have also been used by school counselors to communicate information to parents. In addition, from September through March, elementary school counselors conducted daytime events with parent groups to engage them in conversations about their students and ways in which the school counselor could support them. Additionally, during the summer of 2018, the Department of Communications and Community Engagement reorganized and updated the division website to ensure the most searched information can be easily accessible as well as launched the VBSchools mobile application that allows parents to access information more easily. In March 2019, the Department of Communications and Community Engagement attended and publicized employee mediation training through social media and the Kaleidoscope, which provided the general public, including parents, information about school counselors' training in this area.<sup>28</sup> Any events for students related to career planning and counseling were also posted on the Parent Connection Calendar.

As previously reported, parents were asked whether they knew their child's school counselor and whether they talked with them. During 2018-2019, at the middle school and high school levels, the percentages of parents who indicated they knew their child's school counselor increased slightly (69% to 71% at middle school, 73% to 78% at high school), whereas there was a slight decline in the percentage of elementary school parents who indicated they knew their child's school counselor (47% to 45%). Regarding talking with their child's counselor, the percentage of middle school parents who indicated they talked with him or her remained relatively the same from the previous year (53% to 54%), whereas there was an increase in the percentage of high school parents who indicated they talked with their child's school counselor (45% to 55%). There were also declines in the percentages of middle school (33% to 31%) and high school parents (23% to 13%) who indicated they did not talk with their child's school counselor but would have liked to, although this decline was slight at the middle school level. There was a slight decline in the percentage of elementary school parents who indicated they talked with him or her (31% to 25%), while there was a small increase in the percentages of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%).

In addition, parents were asked their agreement regarding having a clear understanding of school counselors' responsibilities as well as the role school counselors play in students' overall education. There were notable increases in the percentages of middle school parents who agreed they had a clear understanding of the responsibilities (48% to 69%) and role of counselors (53% to 73%) (see Table 38). There was less improvement found in the perceptions at the other levels with small increases at the elementary school level regarding both items, and small declines at the high school level.



**Table 38: Parent Agreement Regarding Understanding Responsibilities and Role of Counselors**

Area	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Understood Responsibilities	55.9%	47.6%	62.5%	58.5%	69.1%	61.7%
Understood Role in Education	58.6%	53.0%	66.7%	60.6%	73.4%	65.4%

**Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation.**

The fourth recommendation focused on developing alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the 2018-2019 school year, the school counseling program utilized Schoology, VBCPS's Learning Management System, as an alternative method for communicating with secondary students about college and career options. In particular, school-based school counseling Schoology groups were created, through which resources (e.g., graduation requirements, social and emotional support tips) and event postings (e.g., college representative visits) could be shared with students and students could engage in dialogue with their school counselors (e.g., posting questions regarding the college application process). School counselors also utilized these groups to share resources amongst themselves. In addition, school counselors used targeted student groups to provide equitable access to events and opportunities. The VBSchools mobile application that was launched in August 2018 by the Department of Communications and Community Engagement offered students the ability to view calendars, activities, and resources from the division, including Scholarship Central. In September 2018, a parent connection series titled "Navigating college options for military children" was hosted. In February and May 2019, staff from the Department of Communications and Community Engagement attended and publicized the inaugural Career Signing and College Onsite Acceptance events through social media and The Core.

This recommendation was based on low secondary student agreement percentages in 2017-2018 regarding their school counselor helping them understand career options, participate in enrichment or extracurricular activities, and become aware of scholarship opportunities. In 2018-2019, students were again asked their agreement regarding receiving support and resources in these areas. As shown in Table 39, although agreement percentages regarding receiving support and resources in these areas remained low, there were improvements at both secondary level in the percentages of students who agreed that their school counselor helped them better understand career options (61% to 68% at middle school, 46% to 50% at high school) and helped their awareness of scholarship opportunities (58% to 62% at middle school, 49% to 56% at high school). There were slight declines in the percentages of students who agreed that their school counselor helped them participate in enrichment or extracurricular activities related to their career interests (63% to 59% at middle school, 49% to 48% at high school).

**Table 39: Student Perceptions Regarding Counselor Helping Student With College and Career Preparation**

Survey Item	2017-2018		2018-2019	
	MS	HS	MS	HS
Better understand career options	61.1%	45.8%	67.8%	49.6%
Participate in enrichment or extracurricular activities related to career interests	63.3%	49.4%	59.0%	48.0%
Awareness of scholarship opportunities	57.7%	49.1%	61.6%	56.4%

As shown in Table 40, there were also increases in student agreement percentages when looking exclusively at student awareness of scholarship opportunities at grades 11 and 12 (48% to 53% at grade 11, 65% to 68% at grade 12).



**Table 40: Student Scholarship Awareness for Grade 11 and 12 Students**

Survey Item	2017-2018		2018-2019	
	11 <sup>th</sup> grade	12 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Awareness of scholarship opportunities	48.3%	64.7%	53.4%	68.2%

In addition, in 2017-2018, low percentages of students indicated their counselors provided certain activities related to college and career preparation, such as encouraging enrichment opportunities, holding career fairs and college nights, and facilitating college representative visits. Students were again asked to select activities and resources that were provided by their school counselor in 2018-2019. The percentages of secondary students who selected these activities as having been provided by their counselor either declined or remained relatively consistent in comparison to the previous year at both levels (see Table 41).

**Table 41: Student Selected College and Career Related Activities Provided by Counselor**

Survey Item	2017-2018		2018-2019	
	MS	HS	MS	HS
Encouraging enrichment opportunities	48.8%	31.5%	37.7%	33.6%
Holding career fairs	21.2%	22.7%	14.8%	24.7%
Holding college night	19.3%	20.4%	15.0%	22.3%
Facilitating college representative school visit	19.8%	18.5%	16.3%	19.6%

**Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities.**

The fifth recommendation focused on reviewing, revising as needed, and communicating expectations for elementary school counselors' responsibilities regarding college and career activities. In October 2018, the coordinator of counseling services communicated and reviewed the expectations for elementary school counselors in the form of recommended activities and tasks for the year. In December 2018, the coordinator sought feedback from elementary school counselors to review their needs related to the academic and career planning (ACP) expectations. In January 2019, the coordinator met with elementary school counselor zone leaders to discuss how ACP work and planning was progressing for the school year. Discussions were held, and clarifications were provided where needed, and zone leaders provided further explanations with other school counselors at their January zone meetings.

In 2018-2019, agreement percentages of elementary school counselors and administrators regarding college and career expectations being clearly defined and reasonable were higher than in 2017-2018. The percentages of elementary school counselors and administrators who agreed that college and career counseling expectations were clearly defined and reasonable improved for each item (see Table 42). In particular, elementary school counselor agreement percentages improved from 41 percent to 79 percent regarding college expectations being clearly defined and from 69 percent to 94 percent regarding career expectations being clearly defined. Additionally, elementary school teachers' understanding of the role of school counselors in college and career preparation improved. The percentages of elementary school teachers who agreed that they understood the school counselors' role in college preparation improved from 44 percent to 62 percent and the school counselor's role in career preparation improved from 53 percent to 67 percent (see Table 43).

**Table 42: Elementary Stakeholder Perceptions Regarding College and Career Counseling Expectations**

Area	2017-2018		2018-2019	
	Counselors	Admin	Counselors	Admin
College counseling expectations are clearly defined	41.2%	46.7%	79.4%	66.0%
College counseling expectations are reasonable	50.0%	46.7%	76.5%	56.9%
Career counseling expectations are clearly defined	68.6%	63.6%	94.1%	75.0%
Career counseling expectations are reasonable	74.3%	61.8%	79.4%	63.5%

**Table 43: Elementary Teachers' Perceptions Regarding Understanding the Role of School Counselors**

	2017-2018	2018-2019
Role in college preparation	43.8%	61.9%
Role in career preparation	52.6%	66.9%

**Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans.**

The sixth recommendation focused on continuing to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. Throughout the 2018-2019 school year, there were several steps taken regarding this recommendation, including continuing to implement the ACP scope and sequence, which involves a focus of awareness at the elementary level, exploration at the middle school level, and readiness at the high school level. This was primarily implemented through classroom instruction at the elementary school level and advisory sessions at the secondary level. This was the first year that advisory was implemented at the middle schools. In February 2019, the first On-Site Admissions Night was held, which served as a celebratory, culminating event for the ACP process for many students. In addition, in May 2019, the Career Signing Night was held for the first time to honor students from the Technical and Career Education Center and Advanced Technology Center as students and their future employers signed letters of intent of employment. In March 2019, the coordinator of counseling services met with select administrators, school counselors, and the Department of School Leadership to discuss the ACP scope and sequence, make revisions, and share recommendations for the process.

Students in grades 5, 7 or 8, and 10 were required to complete an academic and career plan with their school counselors that detailed their desired courses. On the 2018-2019 survey, 63 percent of grade 5 students, 45 percent of grade 7 students, 50 percent of grade 8 students, and 34 percent of grade 10 students selected this as an activity their school counselor helped them with (see Table 44). At each grade level, these percentages declined or stayed consistent in comparison to the previous year.

**Table 44: Percentage of Students Who Indicated Completing Academic and Career Plans With Counselor**

	2017-2018				2018-2019			
Survey Item	5 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	5 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade
Completing academic and career plans	66.4%	46.2%	53.4%	40.0%	63.5%	44.5%	49.5%	34.4%

When students were asked more specifically about their counselor helping them explore or identify goals related to academic and career planning, at least 89 percent of elementary school students agreed, whereas between 56 and 77 percent of middle school students and 50 and 68 percent of high school students agreed (see Table 45). Although these percentages at the secondary level were relatively low, there were improvements (between +2% and +5% improvements) in all goal areas in comparison to the previous year.

**Table 45: Student Percentage Agreement Regarding Counselor Helping Explore or Identify Goals**

	2017-2018			2018-2019		
Area	ES	MS	HS	ES	MS	HS
Academic	81.7%	75.3%	63.8%	88.7%	77.0%	67.5%
Career	83.3%	64.3%	45.0%	90.8%	68.9%	50.3%
College	-	52.3%	49.4%	-	56.0%	54.8%

Students were also asked their agreement regarding their school counselor helping with awareness of academic and career pathways. Between 86 and 91 percent of elementary school students agreed that their school counselor helped them become aware of career options, understand classes related to their career interests, understand the transition process to the next level, and become aware of programs available to them (See Table 46). Lower agreement percentages were found at the secondary level, with 66 to 79 percent

of middle school students agreeing and 52 to 68 percent of high school students agreeing with similar items. Again, although these percentages at the secondary level were relatively low, there were improvements in all goal areas in comparison to the previous year.

**Table 46: Student Perceptions Regarding School Counselor Helping Them With Awareness of Academic and Career Pathways**

Survey Item	2017-2018			2018-2019		
	ES	MS	HS	ES	MS	HS
Become aware of career options	85.8%	66.9%	49.3%	91.3%	71.7%	51.8%
Understand classes related to career interests	76.0%	64.4%	54.2%	86.1%	65.5%	57.4%
Understand transition process to next level	87.7%	74.1%	53.4%	93.9%	78.7%	63.3%
Aware of programs available	82.1%	70.1%	63.6%	90.4%	72.9%	67.6%

## Summary

The VBCPS comprehensive school counseling program promotes student growth in the areas of academic success, college and career readiness, and personal and social development. The program is based on the American School Counseling Association (ASCA) national model and is developmentally designed to serve all students. This year-three evaluation focused specifically on support in the area of personal and social development. Two previous evaluations have focused on the areas of academics in 2016-2017 and college and career preparation in 2017-2018.

A major component of the school counseling program involves delivery of services to students, which according to the ASCA model, should represent 80 percent or more of school counselors' time. When school counselors were asked their agreement regarding spending at least 80 percent of their time working *directly or indirectly* counseling students, 63 percent of elementary school counselors, 69 percent of middle school counselors, and 51 percent of high school counselors agreed. Additionally, depending on level, from 42 to 54 percent of school counselors agreed that their daily schedule allowed time to provide counseling to students in personal and social development and 29 to 35 percent of counselors agreed that students have enough time with counselors to plan personal and social development goals.

The school counseling program offers services in counseling, classroom guidance, consultation, and coordination. Within these service areas, school counselors focus their skills on seven primary activities, including academic planning; administrative tasks; building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning. When asked to rank these activities by time spent, school counselors at all levels ranked mental health of students and academic planning as accounting for the most time. When school counselors were asked to select the supports they provided in the area of personal and social development, the majority of counselors at all levels indicated they provided support through individual counseling, consulting with staff and families, and collaborating with staff, students, and families to identify and support roles of stakeholders.

The VBCPS school counseling program has outlined key school counseling responsibilities within the areas of academics, college and career preparation, and personal and social development that are aligned with Virginia standards and the ASCA framework. In 2018-2019, counselors were asked to indicate the extent to which they were involved with each key responsibility within the personal and social development area. At least 80 percent of school counselors at all levels indicated they were involved to a large extent with the following responsibilities and activities: providing individual counseling, mandated reporting of child abuse/neglect, and providing crisis response and grief and loss counseling.

Stakeholders were asked their perceptions of the role of school counselors, including their perceptions about expectations related to personal and social development counseling. Although elementary and middle school counselors and administrators had high agreement percentages that the expectations were clear, lower agreement percentages were found at the high school level, with 71 percent of school counselors and 62 percent of administrators agreeing that expectations were clearly defined. Additionally, secondary teachers had lower agreement percentages regarding having a clear understanding of counselors' role in this area with 65 percent of middle school teachers and 54 percent of high school teachers agreeing.

Recommended staffing allocations are provided by ASCA and the Virginia Standards of Quality guidelines. Based on the total school counselor FTE allocations at each school level in 2018-2019, VBCPS school counselor allocations met the SOQ guidelines, but did not meet the ASCA recommendations. When counselors were asked about their perceptions of whether the allocations that were provided allowed the program to meet the students' needs, between 17 and 42 percent agreed, depending on school level.

Various professional learning opportunities were provided to school counselors throughout the 2018-2019 school year. When asked about these opportunities, at least 76 percent of counselors at each level agreed that they received adequate professional learning opportunities overall. When asked specifically about professional learning in personal and social development, 94 percent of elementary school counselors agreed, while 69 percent of middle school counselors and 70 percent of high school counselors agreed.

Another component of the school counseling program is collaborating with parents. When parents were asked whether they knew their child's school counselor, 45 percent of elementary school parents, 71 percent of middle school parents, and 78 percent of high school parents indicated they did. Regarding whether parents talked with their child's school counselor, 25 percent of elementary school parents, 54 percent of middle school parents, and 55 percent of high school parents reported talking with their child's school counselor. In addition, 19 percent of elementary school parents, 15 percent of middle school parents, and 13 percent of high school parents indicated that they would have liked to talk to their child's school counselor but did not.

The school counseling program is expected to serve all students from kindergarten through grade 12. Almost all students (96%) indicated they knew who their school counselor was. The largest percentages of students at the secondary level reported meeting with their school counselor one to two times during the school year (40% at middle school, 48% at high school), whereas the largest percentage of fifth-grade students reported meeting with their counselor seven or more times (37%). Elementary school and middle school students were more likely to meet with their school counselor in the classroom, while high school students were more likely to meet with their school counselor individually.

The goal for the personal and social component assessed in this year-three evaluation was to ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens. Nine related objectives were evaluated. Elementary students had high agreement percentages regarding their school counselors providing support in this area with between 81 to 86 percent of elementary students agreeing their school counselor helped them demonstrate a healthy balance of mental, social/emotional, and physical well-being; feel a sense of belonging; manage transitions and adapt to change; and empathize and cultivate positive relationships with peers. Lower agreement percentages were found at the secondary level, with 63 to 70 percent of middle school students agreeing and 54 to 64 percent of high school students agreeing with similar items. Students who worked with counselors in specific areas, such as balancing school, home, and community activities; improving behavior; developing coping and problem-solving skills; and developing conflict resolution skills, were also asked their agreement about counselors' support in these areas. At least 80 percent of students at all levels agreed that their school counselor helped them in each of these areas.

Students and parents were asked several general survey items about their school counselor, including the school counselor's availability, ability to help them, and whether they understood the students' goals/challenges. At least 77 percent of students at all school levels agreed that their school counselor was available if they needed him or her and 81 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. In addition, at least 87 percent of students at all levels agreed that their school counselor believed all students can succeed and 74 percent of secondary students agreed that their school counselor was an advocate for all students. Across all items, highest parent agreement was found at the middle school level, with agreement ranging from 80 percent to 90 percent regarding being available, helping if needed, being an advocate, and believing all students can succeed. Lower agreement percentages were found for parents at the elementary and high school levels with agreement ranging from 67 to 79 percent. In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. While 78 percent of fifth-grade students agreed that school counselors understood them and their personal and social goals and challenges, 53 percent of middle school students and 54 percent of high school students agreed. Staff agreement percentages regarding the school counselors' accessibility, actions, and beliefs were high, with 90 to 100 percent agreement.

From 77 to 100 percent of school counselors, teachers, and administrators, depending on level, were satisfied with the school counseling program. Overall, highest staff satisfaction for each group was at the middle school level. For students, satisfaction was highest at the elementary school level (92%), followed by the middle school (82%) and high school levels (72%). For parents, satisfaction was also highest at the middle school level (69%), followed by the elementary school (64%) and high school levels (55%).

Recommendations from the evaluation in 2017-2018 focused on providing additional staff to support the school counseling program to meet students' needs, seeking additional parent engagement and education strategies, publicizing college and career activities and resources for secondary students, reviewing elementary school counselor expectations in college and career preparation, and ensuring student awareness of the academic and career planning process. Throughout the 2018-2019 school year, there were several steps taken regarding these recommendations with some improvements in the area of parent engagement and education strategies as well as publicizing activities and resources to secondary students for college and career. Notable improvements were found in the recommendation area of expectations for elementary school counselors' responsibilities regarding college and career activities.

For the current evaluation, the recommendations based on data collected in 2018-2019 included modifying the personal and social development component of the school counseling program for secondary students, continuing to ensure secondary students are supported through the academic and career planning process, and continuing to implement new strategies for school counselors to involve, engage, and communicate with parents. To monitor progress in these areas and to assess the impact of additional staff allocations and programmatic efforts in 2019-2020, an evaluation update was also recommended.

## Recommendations and Rationale

**Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 5. (Responsible Group: Department of Teaching and Learning)**

**Rationale:** The first recommendation is to continue the school counseling program with modifications noted in recommendations 2 through 5. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

**Recommendation #2: Modify the personal and social development component of the school counseling program for high school students by assessing students' needs in this area and using the information to revisit the expectations and responsibilities of school counselors, along with related professional development opportunities to support school counselors' work. (Responsible Group: Department of Teaching and Learning)**

**Rationale:** The second recommendation is to modify the personal and social development component of the school counseling program for high school students by assessing students' needs in this area and using the information to revisit the expectations and responsibilities of school counselors, along with related professional development opportunities to support school counselors' work. Analysis of high school staff perceptions regarding personal and social counseling expectations showed that 71 percent of high school counselors and 62 percent of high school administrators agreed that expectations in this area were clearly defined, while 53 percent of high school counselors and 56 percent of high school administrators agreed that the expectations were reasonable. In addition, 54 percent of high school teachers agreed that they had a clear understanding of the role of school counselors in students' personal and social development, although 81 percent of high school teachers agreed that they had a clear understanding of the overall role of school counselors. Perceptions related to professional learning in personal and social development were relatively low at the high school level, with 70 percent of high school counselors agreeing that adequate professional learning opportunities were provided in personal and social development, though 76 percent of high school counselors agreed that there were adequate professional learning opportunities overall. High school student agreement percentages regarding receiving support from their school counselor in various areas related to personal and social development were also low. The percentages of high school students who agreed that their counselor was an important resource for personal and social issues, their counselor provided class presentations or small-group instruction in this area, and they felt informed about resources ranged from 42 to 59 percent. In addition, 54 percent of high school students agreed that their counselor knew them and understood their personal and social goals and challenges. Regarding the objectives related to the personal and social development goal, from 54 to 64 percent of high school students agreed that their school counselor helped them with various areas of personal and social development, such as demonstrating a healthy balance, feeling a sense of belonging, managing transitions, and empathizing and cultivating positive relationships with peers.



### **Recommendation #3: Continue to ensure secondary students are supported through the academic and career planning process to develop their academic and career goals and plans. (Responsible Group: Department of Teaching and Learning)**

**Rationale:** The third recommendation is to continue to ensure students are supported through the academic and career planning process to develop their academic and career goals and plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. When surveyed about whether school counselors helped students complete academic and career plans, 63 percent of grade 5 students, 45 percent of grade 7 students, 50 percent of grade 8 students, and 34 percent of grade 10 students selected this as an activity their school counselor helped them with. At each grade level, these percentages declined or stayed consistent with the previous year. When students were asked more specifically about their counselor helping them explore or identify goals related to academic and career planning (i.e., goals in the areas of academics, college, and career), between 56 and 77 percent of middle school students and 50 and 68 percent of high school students agreed. In addition, between 86 and 94 percent of elementary school students agreed that their school counselor helped them become aware of career options, understand classes related to their career interests, understand the transition process to the next level, and become aware of programs available to them. Lower agreement percentages were found at the secondary level, with between 66 and 79 percent of middle school students agreeing and 52 and 68 percent of high school students agreeing with similar items. The percentages of these more specific survey items showed improvement in comparison to the previous year; however, at the secondary level the agreement percentages regarding having received support from their school counselors in these areas related to the academic and career planning process remained relatively low.

### **Recommendation #4: Continue to implement new strategies for school counselors to involve, engage, and communicate with parents. (Responsible Group: Department of Teaching and Learning)**

**Rationale:** The fourth recommendation is to continue to implement new strategies for school counselors to involve, engage, and communicate with parents. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Consistent with findings from the two previous evaluations, parents' agreement percentages related to the school counseling program were lower than other stakeholder groups throughout all areas of the evaluation. For example, satisfaction with the school counseling program was higher for all staff groups (ranging from 77% to 100%) and students (ranging from 72% to 92%) at all levels in comparison to parents at all levels (ranging from 54% to 69%). Although there were patterns of improvement in parent satisfaction at the secondary level in comparison to the previous year, especially at the middle school level (+27%), parent satisfaction remained low at all levels (64% at elementary school, 69% at middle school, 55% at high school). In addition, when parents were asked their agreement regarding school counselors engaging with parents to support child development, 58 percent of elementary school parents, 62 percent of middle school parents, and 44 percent of high school parents agreed. Consistent with patterns elsewhere, in comparison to the previous year, there was an increase in the parent agreement percentage at the middle school level but a decline in the agreement percentage at the elementary school level. In regards to communication with the school counselor, there was an increase in the percentage of elementary school parents who indicated they would have liked to talk with their child's counselor (16% to 19%), while this percentage remained relatively consistent at the middle school level (15%) and declined at the high school level (23% to 13%) in comparison to the previous year. In response to an open-ended survey item about areas of improvement, parents indicated that communication between school counselors and parents was a primary area of improvement. The comments included suggestions for



more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors (e.g., responses to emails) or having no communication at all.

**Recommendation #5: Conduct an evaluation update during 2019-2020 focused on the extent to which additional staffing allocations and programmatic efforts enable the school counseling program to meet students' needs as well as progress related to the year-three evaluation recommendations. (Responsible Group: Office of Planning, Innovation, and Accountability – Office of Research and Evaluation)**

**Rationale:** A final recommendation is to conduct an evaluation update during 2019-2020 focused on the extent to which additional staffing allocations, such as additional elementary school counselors and behavior intervention specialists, and programmatic efforts enable the school counseling program to meet students' needs as well as progress related to the current recommendations. Due to new legislation regarding staff allocations and time spent working directly with students, additional school counselor and mental health-related staff positions (e.g., behavior intervention specialists, psychologists) have been added for the 2019-2020 school year. Therefore, it is recommended to continue to monitor staff, student, and parent perceptions through 2019-2020 regarding the ability for the school counseling program to meet students' needs. In addition, the evaluation update will monitor the progress related to the recommendations, including reassessing and modifying the personal and social development component of the school counseling program for secondary students, continuing to ensure secondary students are supported through the academic and career planning process, and continuing to implement new strategies for school counselors to involve, engage, and communicate with parents. Progress toward the recommendations will be evaluated through school counselor, teacher, administrator, student, and parent perceptions.

# Appendices

## Appendix A: VBCPS Essential Counseling Services by Level

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	VA & VBCPS STANDARDS
	ES	MS	HS		
Comprehensive Guidance Curriculum	✓	✓	✓	Academic	<b>VA Standard</b> Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school.  <b>VBCPS Standards</b> <b>Standard 1:</b> Students will acquire the attitudes, knowledge and skills necessary for effective learning. <b>Standard 2:</b> Students will understand their academic status toward meeting graduation requirements and the preparation necessary to transition to post-secondary options. <b>Standard 3:</b> Students will attain the knowledge and skills necessary to make a successful transition to post-secondary options and skills needed for independent living.
Small Group Guidance – Academic Issues	✓	✓	✓		
Individual Counseling and Parent Conferences around Academic Concerns	✓	✓	✓		
Academic and Career Plans (Grades 5, 7, 8, 10)	✓	✓	✓		
Conduct Parent Workshops (SOL Nights, PSAT, SAT, ACT)	✓	✓	✓		
Develops 504 Plans and Serves as Case Managers (as needed)	✓	✓	✓		
Assists with Academic Incentives, Functional Behavioral Assessments, Behavior Intervention Plans and SRT/Special Education Committees	✓	✓	✓		
Academic Advisement and Course Selection	✓	✓	✓		
Referrals to Specialty Middle, Academics and High School Programs	✓	✓	✓		
Senior Notification – Graduation Plan/Jeopardy Letters			✓		
Certifies Student Records for Graduation; Credit Checks			✓		
Promote Academy Night and MYP & KLMS Programs	✓	✓			
Re-enrollment/Tuancy/Drop Out Prevention	✓	✓	✓		
Matriculation to Middle/High School/College	✓	✓	✓		
Coordination of Transitional Orientation	✓	✓	✓		
Peer Tutoring	✓	✓	✓		
Bolsters Academic Skills – Study, Test and Note Taking, Organization, Time Management, Improvement Programs	✓	✓	✓		
Counseling Students with Individualized Education Plans when Identified	✓	✓	✓		
Support Service Learning Opportunities	✓	✓	✓	College/Career	<b>VA Standard</b> Students will investigate the world of work in order to make informed career decisions.  <b>VBCPS Standards</b> <b>Standard 4:</b> Students will develop the skills necessary to explore self-interests that should influence informed career decisions. <b>Standard 5:</b> Students will develop interpersonal skills and professional standards needed for successful employment. <b>Standard 6:</b> Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.
Conduct Career Interest Inventory (5, 7, 8, 10)	✓	✓	✓		
College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning)	✓	✓	✓		
College and Career Readiness Sessions with Parents	✓	✓	✓		
Student Enrichment (Job Shadowing, Apprenticeships, Student Leadership, Clubs, Colds, Athletics, Organizations)	✓	✓	✓		
Military Recruiter Visits			✓		
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			✓		
					<b>*STUDENT MINDSETS AND BEHAVIORS</b>  <b>MINDSETS:</b> ✓ Self-confidence in ability to succeed ✓ Positive attitude toward work and learning  <b>BEHAVIORS:</b> ✓ Use time-management, organizational and study skills ✓ Identify long- and short-term academic, career and social/emotional goals ✓ Set high standards of quality ✓ Actively engage in challenging coursework ✓ Demonstrate ability to work independently ✓ Demonstrate the ability to overcome barriers to learning ✓ Use effective oral and written communication skills and listening skills ✓ Create relationships with adults that support success
					<b>MINDSETS:</b> ✓ Understanding that postsecondary education and life-long learning are necessary for long-term career success ✓ Belief in using abilities to their fullest to achieve high-quality results and outcomes  <b>BEHAVIORS:</b> ✓ Apply self-motivation and self-direction to learning ✓ Apply media and technology skills

### Appendix A: VBCPS Essential Counseling Services by Level (continued)

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL						
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	COUNSELING STANDARDS	STUDENT MINDSETS AND BEHAVIORS
	ES	MS	HS			
Informs, Encourages and Refers Students to College Preparatory Programs (AVID, Spartan Prep, ACCESS, Gear-Up, Upward Bound)	✓	✓	✓	College/Career	<b>VA Standard</b> Students will investigate the world of work in order to make informed career decisions.	✓ Participate in enrichment and extracurricular activities
College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP)			✓		<b>VBCPS Standards</b> <b>Standard 4:</b> Students will develop the skills necessary to explore self-interests that should influence informed career decisions.	✓ Demonstrate advocacy skills and ability to assert self, when necessary
College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan)			✓		<b>Standard 5:</b> Students will develop interpersonal skills and professional standards needed for successful employment.	
Schedule and/or Promote College and Career Day/Fair, Career Connections, College Representative Visits, College Night	✓	✓	✓		<b>Standard 6:</b> Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.	
Connects Students with Community Programs, Mentoring, Tutoring, Enrichment Activities and Summer Programs (Horizons/Tech Camps)	✓	✓	✓			
Informs Students Regarding Options for Acceleration and Diversified Learning (MYP & KLMS Programs, Virtual Virginia, Concurrent and Dual Enrollment)	✓	✓	✓			
Individual and Small Group Counseling	✓	✓	✓	Personal/Social	<b>VA Standard</b> Students will acquire an understanding of, and respond for, self and others, and the skills to be responsible citizens.	<b>MINDSETS:</b> ✓ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
Mandated Reporting of Child Abuse/Neglect	✓	✓	✓		<b>VBCPS Standards</b> <b>Standard 7:</b> Students will continue to use family, peer, school, and community resources to make decisions and understand consequences of their choices.	✓ Sense of belonging in the school environment
Suicidal Ideation, Self-Mutilation, Identity	✓	✓	✓		<b>Standard 8:</b> Students will continue to acquire the appropriate developmental skills necessary to recognize and respect individual differences, learn effective communication, and demonstrate an understanding of rules, laws, and safety of others.	
Support Registration of Homeless Families	✓	✓	✓		<b>Standard 9:</b> Students will continue to develop appropriate communication and conflict resolution skills with peers and adults to achieve goals.	
Support Pregnant Girls' Continuation of Education	✓	✓	✓			✓ Demonstrate effective coping skills when faced with a problem
Homebound and Hospital Teaching Process	✓	✓	✓			✓ Demonstrate the ability to balance, school, home and community activities
Crisis Response and Grief and Loss Counseling	✓	✓	✓			✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Bullying and Harassment Reporting And Investigation	✓	✓	✓			✓ Create positive and supportive relationships with other students
Presentations To Building Staff: Bullying and Intimidation	✓	✓	✓			✓ Demonstrate empathy
Consultation with Teachers; Observation of Students with Academic and Behavioral Needs	✓	✓	✓			✓ Demonstrate ethical decision-making and social responsibility
Citizen of the Month, Principles of American Citizenship	✓	✓	✓			
Deployment Assistance	✓	✓	✓			
Behavior Incentive Programs	✓	✓	✓			
Mentorship, Peer Mentoring, New Student Programs	✓	✓	✓			
Advisory Council for School Counseling Program	✓	✓	✓			

VBCPS Office of Student Support Services

\*American School Counselor Association Mindsets & Behaviors

Questions? Please contact Robert B. Jamison, Coordinator – [Robert.jamison@vbschools.com](mailto:Robert.jamison@vbschools.com)

October 2016

## **Appendix B: School Counseling Program Goals and Objectives**

**Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.**

Objective 1: Students will set high standards and engage in challenging coursework as measured by advanced course (e.g., dual enrollment, Advanced Placement) enrollment (high schools), advanced coursework (middle schools), and survey data (elementary schools).

Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 3: Students will understand the relevance and importance of the SOL assessments for graduation as measured by student survey responses.

Objective 4: Students will understand the connection between attendance and academic success as measured by survey responses from students who worked with their counselor in this area.

Objective 5: Students will cultivate relationships with adults and skills that support success, including time management, organization, and study skills as measured by survey responses from students who worked with their counselor in these areas.

Objective 6: Students will develop effective oral and written communication and listening skills as measured by survey responses from students who worked with their counselor in this area, as well as teacher and administrator survey responses.

Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 8: Students will demonstrate the ability to work independently, solve problems, and overcome barriers to success as measured by survey responses from students who worked with their counselor in these areas.

Objective 9: Students will have the opportunity to explore (elementary schools) and identify (middle and high schools) long- and short-term academic, career, and social-emotional goals through the academic and career planning process (grades 5, 7-8, and 10) as measured by survey data.

Objective 10: Middle and high school students are aware of academic and career pathways and work with their school counselor to select coursework that is aligned with their pathway as measured by student and parent survey responses.

**Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.**

Objective 1: Students will believe that using their abilities to the fullest extent will allow them to achieve high-quality results as measured by student survey responses.

Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Objective 3: Students will report an improved understanding of career options as measured by student survey responses.

Objective 4: Students and parents will be aware of scholarship opportunities as measured by student and parent survey responses.

Objective 5: Students will apply self-motivation and self-direction to learning as measured by survey responses from students who worked with their counselor in this area.

Objective 6: Students will demonstrate advocacy skills and the ability to assert oneself, when necessary, as measured by student, parent, and teacher survey responses.

Objective 7: Students will apply media and technology skills related to career interests based on their work with school counselors as measured by student survey responses.

Objective 8: Students will participate in enrichment and extracurricular activities related to career exploration and interests as measured by student survey responses.

Objective 9: Students' experiences in VBCPS will allow them to reach their post-high school goals as measured by student and parent survey responses.

Objective 10: Students will understand that life-long learning and postsecondary education are necessary for long-term career success as measured by student survey responses.

Objective 11: Students will enroll in postsecondary education within one year of graduating from high school as measured by National Student Clearinghouse college enrollment data, be accepted into the military as measured by data reported by high schools, or plan to be employed as measured by student survey responses.

**Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.**

Objective 1: Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.

Objective 2: Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.

Objective 3: Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.

Objective 4: Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.

Objective 5: Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.

Objective 6: Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.

Objective 7: Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).

Objective 8: Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.

Objective 9: Students will demonstrate ethical decision making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.

**Appendix C: Total Staffing Allocations Including  
Guidance Department Chairs and School Counselors – 2018-2019**

<b>Elementary Schools</b>	<b>Staffing Allocation</b>
Alanton	1
Arrowhead	1
Bayside	1
Bettie F. Williams	1
Birdneck	1
Brookwood	1.2
Centerville	1.2
Christopher Farms	1.2
College Park	1
W.T. Cooke	1
Corporate Landing	1
Creeds	1
Diamond Springs	1
Fairfield	1
Glenwood	1.8
Green Run	1
Hermitage	1.2
Holland	1
Indian Lakes	1
John B. Dey	1.6
Kempsville	1
Kempsville Meadows	1
King's Grant	1
Kingston	1
Landstown	1.4
Linkhorn Park	1.2
Luxford	1
Lynnhaven	1
Malibu	1
New Castle	1.4
Newtown	1
North Landing	1
Ocean Lakes	1
Old Donation School	1
Parkway	1
Pembroke	1
Pembroke Meadows	1
Point O'View	1.4
Princess Anne	1
Providence	1
Red Mill	1.2
Rosemont	1
Rosemont Forest	1
Salem	1
Seatack	1



Elementary Schools	Staffing Allocation
Shelton Park	1
Strawbridge	1.2
Tallwood	1
Thalia	1.2
Thoroughgood	1.2
Three Oaks	1.4
Trantwood	1
White Oaks	1
Windsor Oaks	1
Windsor Woods	1
Woodstock	1.2
<b>TOTAL</b>	<b>61</b>

Middle Schools	Staffing Allocation
Bayside 6	2
Bayside	3
Brandon	4
Corporate Landing	4
Great Neck	4
Independence	3
Kempsville	3
Landstown	5
Larkspur	5
Lynnhaven	3
Old Donation School	2
Plaza	3
Princess Anne	4
Salem	3
Virginia Beach	3
<b>TOTAL</b>	<b>51</b>

High Schools	Staffing Allocation
Bayside	6
Frank W. Cox	6
First Colonial	6.4
Green Run	6
Floyd E. Kellam	7
Kempsville	6
Landstown	7
Ocean Lakes	7
Princess Anne	6
Salem	6
Tallwood	7
<b>TOTAL</b>	<b>70.4</b>

Specialty Schools	Staffing Allocation
Advanced Technology Center	1
Green Run Collegiate	1
Renaissance Academy	4
Student Support Services*	2
Tech & Career Ed Center	1
<b>TOTAL</b>	<b>9</b>

Note: Data as of July 3, 2019.

Total counselor FTEs = 191.4

\*Military-connected

## Endnotes

- <sup>1</sup> Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>2</sup> Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>3</sup> Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>4</sup> Source: School Guidance/Counseling Program. Retrieved from <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>5</sup> Source: School Guidance/Counseling Program. Retrieved from <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>6</sup> Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, a separate cost analysis of the school counseling program would need to be conducted as a separate project at a later date if necessary.
- <sup>7</sup> Hanover Research (June 2016). Research Brief: Evaluating Guidance Programming.
- <sup>8</sup> W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from <http://www.wkkf.org/~media/62EF77BD5792454B807085B1AD044FE7.ashx>
- <sup>9</sup> Source for sample size calculations: <http://www.raosoft.com/samplesize.html>
- <sup>10</sup> Source: [http://www.doe.virginia.gov/support/school\\_counseling/counselingstandards.pdf](http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf)
- <sup>11</sup> Source: <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>
- <sup>12</sup> Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>
- <sup>13</sup> Source: [http://www.doe.virginia.gov/administrators/superintendents\\_memos/2006/inf180.html](http://www.doe.virginia.gov/administrators/superintendents_memos/2006/inf180.html) (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)
- <sup>14</sup> Source: Superintendent's Memo #136-19. June 14, 2019.
- <sup>15</sup> Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>
- <sup>16</sup> Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- <sup>17</sup> Source: <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>
- <sup>18</sup> Source: [https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_SupportStaff.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf)
- <sup>19</sup> Source: 2017 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.
- <sup>20</sup> Source: Superintendent's Memo #136-19. June 14, 2019.
- <sup>21</sup> Source: <https://budget.lis.virginia.gov/item/2019/1/HB1700/Chapter/1/136>
- <sup>22</sup> Source: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- <sup>23</sup> Source: R. Jamison, Personal communication, May 3, 2018.
- <sup>24</sup> Source: [https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Partnerships.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf)
- <sup>25</sup> [http://www2.vbschools.com/press\\_releases/prfy19/002.html](http://www2.vbschools.com/press_releases/prfy19/002.html)
- <sup>26</sup> Source: Superintendent's Memo #136-19. June 14, 2019.
- <sup>27</sup> Source: <https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=1708699>
- <sup>28</sup> Source: VBSchools Facebook March 16 post – link to VBCPSBlogs.com VBCPS employees hone mediation skills – Kaleidoscope.

Aaron C. Spence, Ed.D., Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability.  
For further information, please call (757) 263-1199.

**Notice of Non-Discrimination Policy**

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 4-6.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Office of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone (757) 263-1109 (voice); fax (757) 263-1131; 263-1240 (TDD) or email her at [maryann.morrill@vbschools.com](mailto:maryann.morrill@vbschools.com).

vbschools.com  
your virtual link to Hampton Roads' largest school system



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

December 2019