School Counseling Program (K-12):
Comprehensive Evaluation – Academic Component

Comprehensive Evaluation Report
September 2017

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Executive Summary

O n December 20, 2016, the School Board approved the School Counseling Program K-12 Evaluation Readiness Report, including the program goals and objectives, the evaluation plan, and the recommendation concerning the evaluation of the program. The recommended evaluation plan included a comprehensive evaluation of the academic component of the school counseling program during the 2016-2017 school year (Year One), the college and career component in 2017-2018 (Year Two), and the personal and social component in 2018-2019 (Year Three). This evaluation report focused on the academic component is based on the School Board approved plan. The evaluation focused on the operation of the school counseling program as it relates to supporting students academically, characteristics of the students, progress made toward meeting the goals and measurable objectives of the school counseling program's academic component, and stakeholders' perceptions. The evaluation was based on data that were collected through surveys, reviews of documents, and data from the Virginia Beach City Public Schools (VBCPS) data warehouse.

Key Evaluation Findings

Operational Components

Components of Comprehensive School Counseling Program

➤ The design and delivery of the VBCPS school counseling program was based on the American School Counselors Association (ASCA) national model because it "emphasizes a comprehensive and developmental approach."

➤ The VBCPS school counseling program includes counseling services, classroom guidance services, consultation services, and coordination efforts.

➤ According to ASCA, delivery of services to students, both direct and indirect services, should account for 80 percent or more of the school counselors' activities with most time spent in direct service to and contact with students.

➤ Less than one half of the division's school counselors agreed that they had a daily schedule that allowed them adequate time to provide academic counseling to their students (43%), and this percentage declined to a low of 35 percent for high school counselors.

➤ Administrators across the division (89%) were noticeably more positive than school counselors (43%) and teachers (61%) that their school counselors had a daily schedule that allowed them adequate time to provide academic counseling to students. Even at the high school level, 85 percent of administrators agreed.

➤ Across the division, a high percentage of school counselors (88%) and administrators (93%) agreed that teachers and other staff worked cooperatively with school counselors. In addition, 84 percent of teachers agreed that school counselors worked cooperatively with teachers.

➤ Across the division, 59 percent of students and 47 percent of parents agreed that they had enough time with the school counselor to plan their academic and career goals. Student agreement levels varied by school level (70% at the elementary school level and 54% at both middle and high school levels).

School Counselor Responsibilities and Activities Related to Academic Achievement

➤ School counselors were asked to rank various activities based on how much time they spent working in each area. Average rankings by school level showed that academic planning was ranked as one of the areas where the largest amount of time was spent by school counselors at all school levels. Professional learning was ranked as an area where relatively smaller amounts of time were spent.

- On average, elementary school counselors indicated that they spent the most time on students' mental health issues. Middle and high school counselors reported spending the most amount of time on academic planning. As would be expected, high school counselors reported spending more time on college-related processes that were not relevant for other school levels. They also reported spending less time on professional learning relative to other activities.

School Counselors' Rankings of Time Spent on Activities
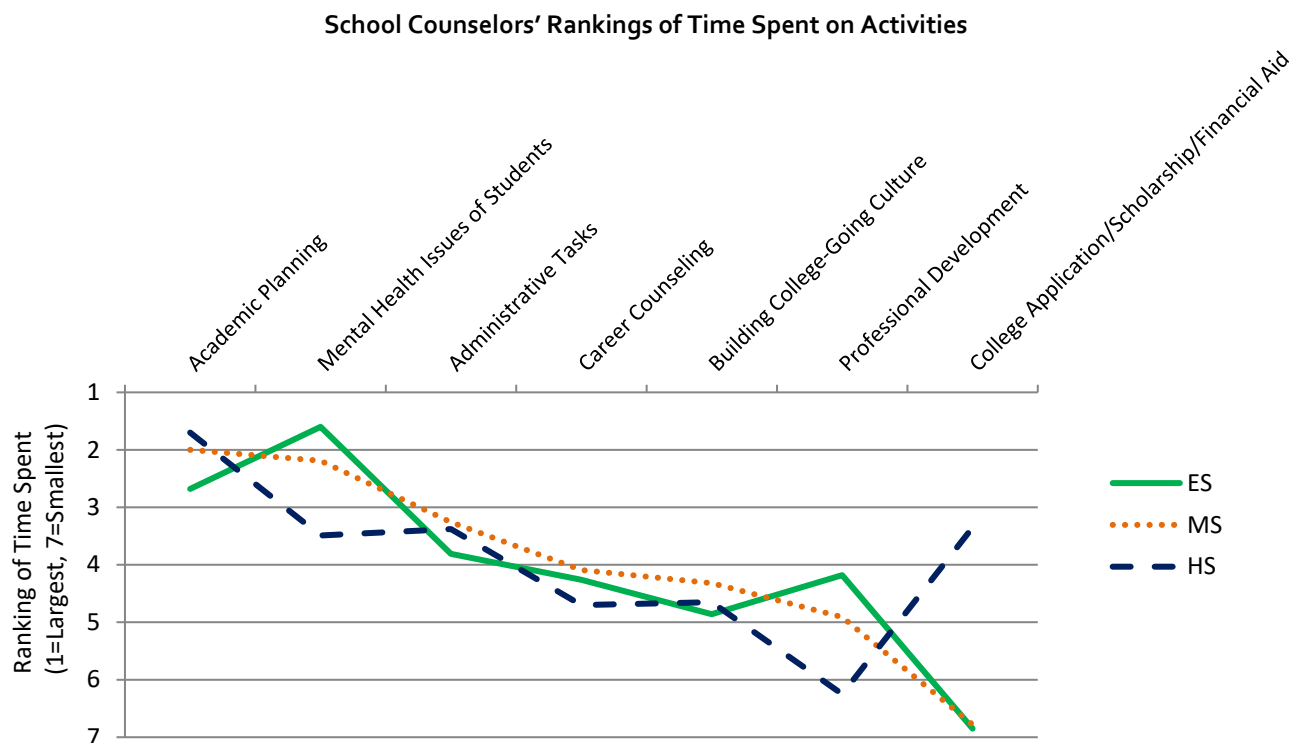
- A high percentage of elementary school counselors reported that school counselors at their site were actively involved to a large extent in the following responsibilities and activities: assisting with the development of 504 plans (98%); assisting with academic incentives, behavior intervention plans, and committees (93%), and helping students understand the transition from elementary to middle school (91%).

- A high percentage of middle school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (97%), assisting with the development of 504 plans (95%), and conducting parent and student conferences focused on academic concerns (95%).

- A high percentage of high school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (94%), certifying records for graduation and communicating to parents and students when students are in jeopardy of graduating (94%), and conducting parent and student conferences focused on academic concerns (92%).

- Regarding involvement with teachers and their classrooms, high school counselors were less likely to report that they worked with teachers to "a large extent" to provide a comprehensive classroom counseling curriculum (29%) compared to elementary (52%) and middle school (43%) counselors. In addition, school counselors at the secondary level were less likely to indicate that they provided class presentations or small-group instruction related to academics compared to elementary school counselors.

- The percentage of school counselors who reported that school counselors were involved "to a large extent" in conducting parent workshops related to various assessments and helping academically struggling students identify resources increased from elementary to middle to high school.

➢ Approximately 5 percent of school counselors at elementary schools, 25 percent at middle schools, and 41 percent at high schools reported that school counselors were involved to "a large extent" with conducting parent workshops related to various assessments.

➢ Across the division, 87 percent of school counselors agreed that expectations related to academic counseling were clearly defined and 77 percent agreed that expectations in academic counseling were reasonable. Elementary school counselors were less likely to agree that expectations were clearly defined (76%), and high school counselors were less likely to agree that they were reasonable (67%) compared to school counselors at other school levels.

➢ Across the division, 72 percent of students agreed that their school counselor was an important resource for them in dealing with academic issues at school, 72 percent agreed that their school counselor provided class presentations and small-group instruction on success in school, 64 percent agreed that their school counselor helped them understand their standardized test scores, and 82 percent agreed that they felt well-informed about different classes and academic options that are available to them. High school students' perceptions were less positive about the role of their school counselor with agreement percentages ranging from 54 to 74 percent.

Student Perceptions Related to School Counselor Responsibilities
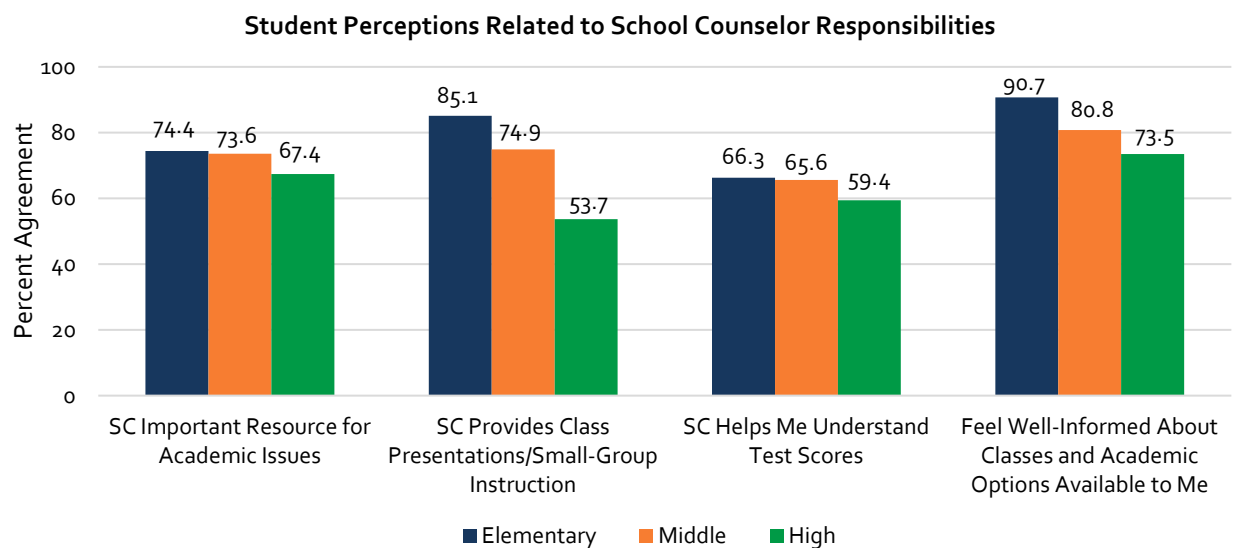
School Counseling Staff Allocations

➢ Based on the total school counselor FTE allocations at each school level in 2016-2017, VBCPS staffed school counseling departments at or above the Virginia Standards of Quality (SOQ) guidelines, but below the ASCA recommendation.

➢ The school division staffed middle school counseling departments at a rate of one school counselor for every 304 students which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 341 students compared to the guideline of 1:350.

Number of Students Per Full-Time Equivalent School Counselors
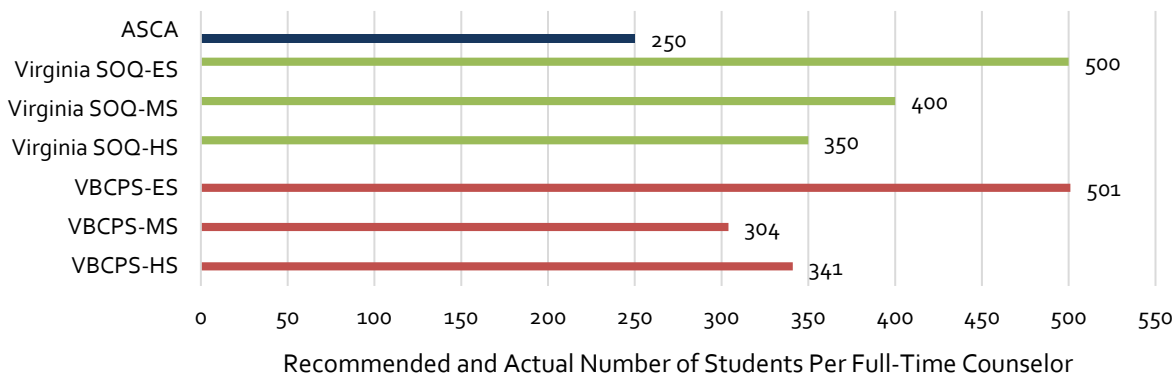
Recommended and Actual Number of Students Per Full-Time Counselor

- ➢ Overall across the division, 47 percent of school counselors, 67 percent of teachers, and 81 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs.

- ➢ Consistent with the quantitative data showing that the school counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree that the allocations provided to the school allowed the program to meet students' needs. High school counselors (31%), teachers (58%), and administrators (68%) were the least likely to agree that the allocations allowed the program to meet students' needs.

Staff Perceptions of School Counselor Allocations Allowing Program to Meet Students' Needs
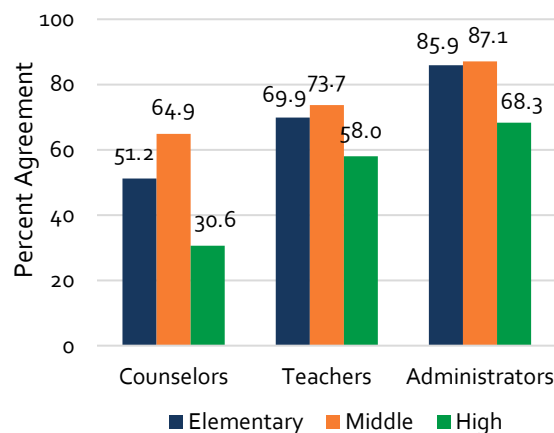
- ➢ Overall across the division, 27 percent of school counselors, 53 percent of teachers, and 67 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students academically.

- ➢ Middle school counselors (39%), teachers (59%), and administrators (77%) were most likely to agree that the caseloads of school counselors allowed them adequate time to counsel students, although all agreement levels were relatively low.

- ➢ High school counselors (12%), teachers (48%), and administrators (50%) were the least likely to agree that the caseloads of school counselors allowed them adequate time to counsel students.

Staff Perceptions of School Counselor Caseloads and Time to Counsel Students
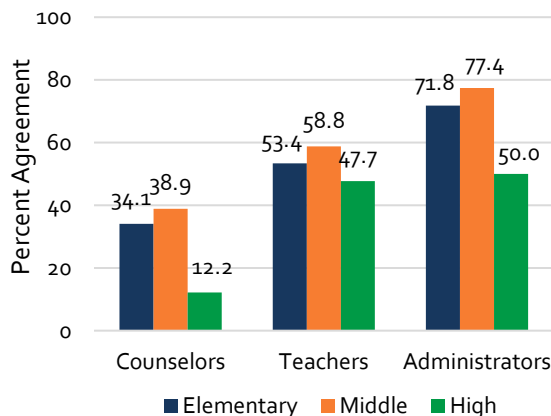
Professional Learning Opportunities

➤ Four mandatory professional learning sessions for all school counselors were offered during 2016-2017, and they focused on instructional technology, using data to support the school counseling program, Positive Behavior Interventions and Supports (PBIS), and being culturally responsive to students' needs. Nearly two dozen additional optional sessions were also offered.

➤ A high percentage (98%) of school counselors across the division reported that they received adequate professional learning opportunities, and results were similar across school levels. Regarding the efficacy of the professional learning, 92 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 93 percent agreed that it allowed them to effectively do their jobs.

School Counselors' Perceptions of Professional Learning
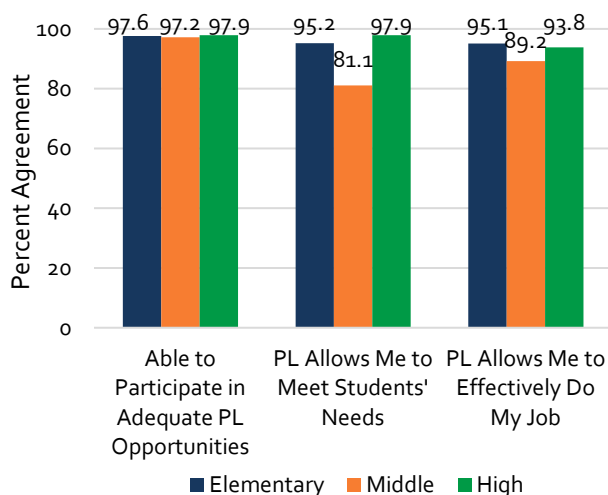
➤ Across the division, 88 percent of administrators agreed that the professional learning allowed school counselors to both meet their students' needs and do their job effectively.

Parent Involvement and Engagement

➤ Parents of high school students were most likely to indicate that they knew who their child's school counselor was (71%) and that they had talked to their child's school counselor during the 2016-2017 school year (53%). Parents at elementary schools and middle schools were less likely to indicate that they knew (48% and 67%, respectively) or talked with their child's school counselor (29% and 45%, respectively).

➤ Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation.

➤ Overall across the division, 58 percent of parents, 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors agreed that the school counselors engaged parents with the goal of helping parents support their child's development.

Student Characteristics

Student Demographic Characteristics

➤ The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2016 data, this included a total of 67,214 students (30,744 in elementary school, 15,679 in middle school, and 20,791 in high school).

Students Working With School Counselors

➤ Of the 13,016 students across the division who responded to the survey item, 92 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 90 percent of middle school students, and 88 percent of high school student reporting that they knew who their school counselor was.

➤ The majority of students met with their school counselor one to four times during the school year (57%). The largest percentage of students at each school level reported meeting with their counselor one to two times during the school year.

Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Never	20.7%	33.0%	13.2%	23.3%
1-2 Times	**22.3%**	**37.8%**	**47.1%**	**35.6%**
3-4 Times	20.5%	18.4%	24.8%	21.0%
5-6 Times	12.4%	3.8%	6.5%	7.4%
7+ Times	24.0%	7.0%	8.4%	12.8%

Progress Toward Meeting Goals and Objectives

Goal #1: Academic Preparation

➢ There were ten specific objectives that were assessed as part of the year-one evaluation focused on the school counseling program's role in supporting students academically.

➢ Elementary (72%) and middle (57%) school administrators were more likely to indicate that counseling-related activities and practices related to achievement focused on all students at their school, while the majority of high school administrators (55%) reported that the services focused on specific students needing assistance.

Objective #1: Setting High Expectations and Taking Challenging Coursework

➢ In 2016-2017, 57 percent of high school students engaged in challenging coursework by enrolling in advanced, dual enrollment, or AP courses, and 56 percent of middle school students enrolled in challenging coursework by enrolling in advanced courses.

➢ Approximately 81 percent of fifth graders agreed that their school counselor helped them set high expectations for their schoolwork.

➢ When asked about their school counselor's role in course selection, 73 to 75 percent of students at each school level agreed that their school counselor helped them take classes that made them think and work hard, with little difference in perceptions between school levels.

Objective #2: Understanding Course Requirements for the High School Diploma

➢ Approximately 82 percent of high school students agreed that their school counselor helped them think about diploma options (e.g., advanced, standard), and 85 percent agreed that their school counselor helped them understand graduation requirements.

➢ The high school student perception data were in line with Virginia on-time graduation rate data showing that relatively high percentages of the seniors graduated on time (91% for 2015-2016).

Objective #3: Understanding the Importance of SOL Assessments

➢ Approximately 84 percent of fifth-grade students, 75 percent of middle school students, and 72 percent of high school students agreed that their school counselor helped them understand the importance of SOL assessments.

Objective #4: Understanding the Connection Between Attendance and Academic Success

➢ Overall across school levels, 14 percent of students reported working with their school counselor on attendance issues in 2016-2017.

➢ Approximately 85 percent of students who worked with their school counselor on attendance agreed that their school counselor helped them understand the importance of attendance, with similar agreement levels across school levels.

Objective #5: Building Relationships With Adults Who Support Students' Academic Success and Building Skills for Success

➢ Overall across school levels, 24 percent of students reported working with their school counselor on issues related to study skills in 2016-2017.

➢ Approximately 70 percent of students who worked with their school counselor on study skills agreed that their school counselor helped them build relationships with adults that support their academic success, and 87 percent agreed that their school counselor helped them learn time management, organization, and study skills.

Objective #6: Developing Oral and Written Communication Skills Along With Listening Skills

➢ Overall across school levels, 21 percent of students reported working with their school counselor on communication or listening issues in 2016-2017.

➢ Approximately 75 percent of students who worked with their school counselor on communication or listening issues agreed that their school counselor helped them develop their ability to communicate (e.g., oral and written), and 77 percent of students agreed that their school counselor helped them develop their ability to listen.

Objective #7: Developing Self-Confidence and a Positive Attitude

➢ Overall across school levels, 25 percent of students reported working with their school counselor on self-confidence or attitude issues in 2016-2017.

➢ At all school levels, high percentages of students who worked with their school counselor on confidence and attitude issues agreed that their school counselor helped them develop self-confidence (84% to 91%) and a positive attitude toward learning (84% to 89%).

Objective #8: Developing Academic Skills

➢ Overall across school levels, 29 percent of students reported working with their school counselor on academic issues in 2016-2017.

➢ Approximately 73 percent of students who worked with their school counselor on academic issues agreed that their school counselor helped them work independently, solve problems, and overcome barriers. Additionally, 70 percent agreed that their school counselor helped them identify resources (both in and out of school) if they were struggling academically.

➢ Although the highest percentage of high school students reported working with their school counselor on academic issues, these students had the least positive perceptions of the school counselor's role in assisting them (65% and 69% agreement on the two survey items).

Objective #9: Providing Opportunities to Explore and Identify Academic, Career, and Social-Emotional Goals

➢ Fifth-grade students were most likely to agree that they had the opportunity to explore goals in each area, while lower percentages of middle and high school students agreed with statements about actually identifying goals.

Student Perceptions of Opportunities to Explore or Identify Goals
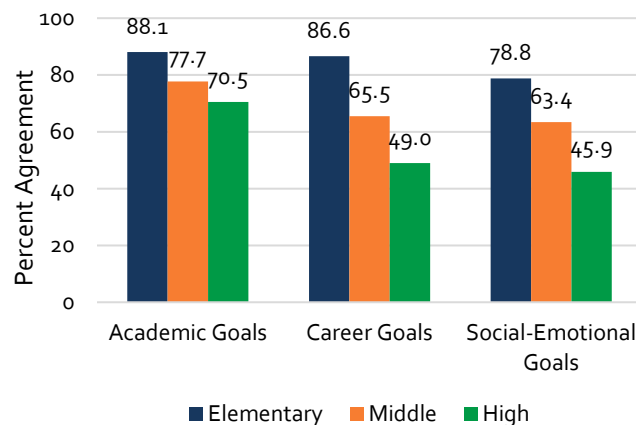
Objective #10: Awareness of Academic and Career Pathways and Identifying Appropriate Coursework

➢ Fifth-grade students were most likely to agree with survey statements related to awareness of academic and career pathways, while results from secondary students were less favorable.

➢ High school students were least likely to agree that their school counselor helped them become aware of different career options (51%), understand the courses aligned to those career interests (57%), understand the transition process from high school to postsecondary options (60%), or identify programs available in high school (68%).

Student Awareness of Academic and Career Pathways
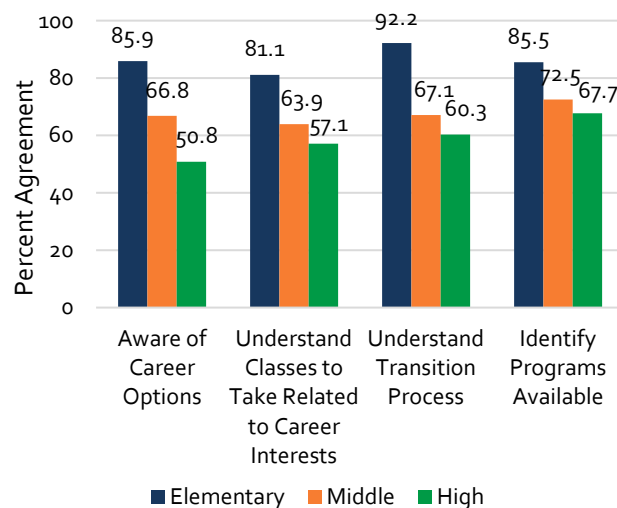
➢ Just over one half of middle school students (56%) and high school students (53%) reported that their school counselor helped them think about colleges they might like to attend. High school students' agreement percentages increased as students progressed through high school.

Stakeholder Perceptions

Overall Perceptions

➢ Students overall had positive perceptions of their school counselors. At least 81 percent of students at all school levels agreed that their school counselor is available if they need him or her.

➢ At least 84 percent of students at all school levels agreed that their school counselor helps them if they have a question or a problem.

➢ At least 90 percent of students at all levels agreed that their school counselor believes all students can succeed, and at least 79 percent of secondary students agreed that their school counselor is an advocate for all students.

➢ While student perceptions were relatively positive at all school levels, the general pattern showed that the least positive perceptions were at the high school level.

➢ Parents' perceptions were less positive than students' perceptions. While a majority of parents agreed with each of the statements, divisionwide agreement levels were relatively low ranging from 54 to 76 percent.

➢ Overall perceptions about the school counselors' accessibility, actions, and beliefs among staff members were very positive. At least 95 percent of school counselors, 85 percent of teachers, and 94 percent of administrators across the division agreed with relevant survey items.

Staff Members' Overall Perceptions About School Counselors at Their School

	Counselors	Teachers	Administrators
Accessible to Students	95.0	87.2	96.6
Accessible to Teachers	97.5	85.3	94.5
Help Students With Questions/Problems	99.2	89.9	98.6
Advocates for All Students	100.0	88.0	93.8
Believe All Students Can Succeed	100.0	94.6	96.6
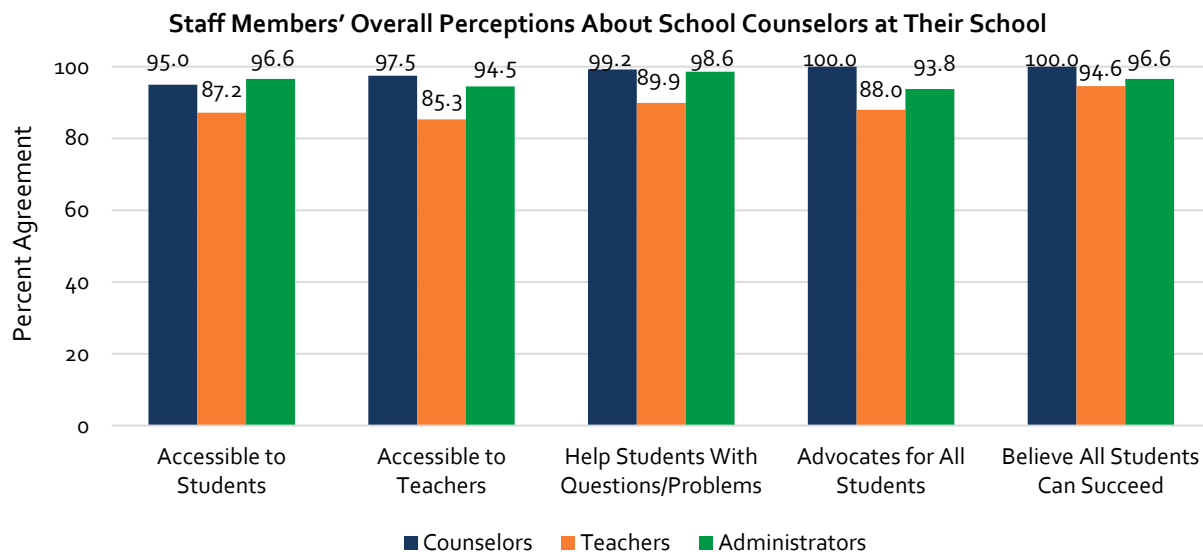
➢ At least 88 percent of school counselors, 81 percent of teachers, and 88 percent of administrators *at each school level* agreed with the survey items noted above.

Overall Satisfaction

➢ When asked to indicate their level of satisfaction with their school's counseling program, 92 percent of fifth graders, 84 percent of middle school students, and 71 percent of high school students indicated that they were satisfied. Divisionwide parent satisfaction levels were the lowest of all groups surveyed (62%).

Overall Satisfaction – Student and Parent
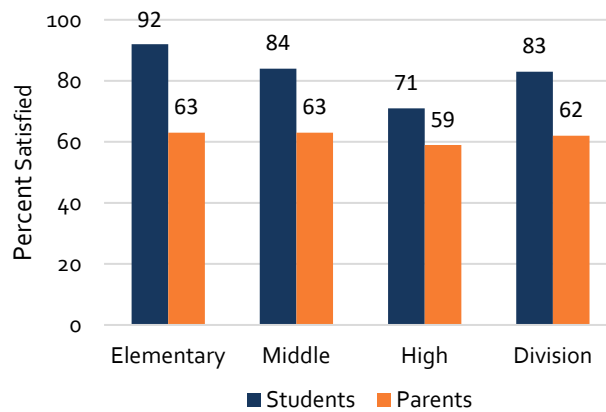
> Staff satisfaction levels were relatively high for all groups surveyed, with the exception of high school teachers. The pattern of results for all staff groups mirrored the pattern of results for students and parents which showed that perceptions of the school counseling program were notably less positive at the high school level.

Overall Satisfaction – Staff
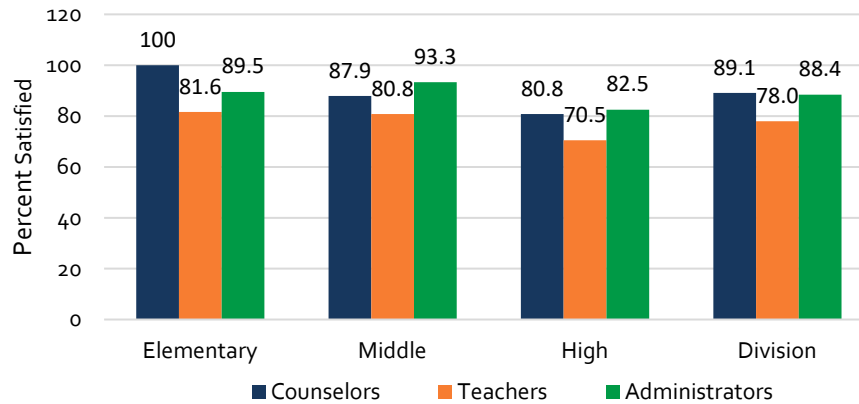
> Overall, 81 percent of the community partners reported being satisfied.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations. 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 towards meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: 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. *(Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)*

Rationale: The second recommendation is to develop a plan to provide additional school counselor allocations at the high school level to ensure that students' needs are met in the academic, as well as the college/career and personal/social development domains. As funding permits, additional allocations could be provided to high schools in 2018-2019. Although VBCPS staffed the school counseling program at both middle and high school levels at higher staffing ratios than the SOQ guidelines, the middle school staffing ratio was 1 school counselor for every 304 students, while the high school staffing ratio was 1 school counselor for every 341 students. The lower high school ratio appears to impact the program to a larger extent which could be due to the responsibilities of the school counselors at the high school level. In addition to the responsibilities that school counselors have at all school levels, high school counselors reported spending significant amounts of time on their responsibility to facilitate the college application, scholarship, and financial aid processes. The impact on the high school program was evident throughout survey data from multiple stakeholder groups showing less positive perceptions of the high school counseling program. Only 31 percent of high school counselors agreed that the allocations at their school allowed the program to meet students' needs, along with 58 percent of high school teachers and 68 percent of high school administrators. Further, only 12 percent of high school counselors, 48 percent of high school teachers, and 50 percent of high school administrators agreed that the caseloads of school counselors allowed them adequate time to counsel students. In addition, 81 percent of high school students agreed that their school counselor was available when they needed them compared to 90 percent of fifth-grade students and 89 percent of middle school students. Although satisfaction levels were relatively high for most stakeholder groups, high school students (71%), parents (59%), school counselors (81%), teachers (71%), and administrators (83%) all had lower percentages of respondents indicating that they were satisfied compared to elementary and middle schools. The lower staffing ratio at high school coupled with college-related responsibilities, along with less favorable perceptions of the high school program, suggest that additional high school allocations could help the program meet its goals at all school levels.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The third recommendation is to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. Two of the program's objectives were that students would have opportunities to identify academic, career, and social-emotional goals and that they would be aware of academic and career pathways. Survey data related to these two objectives showed relatively low agreement rates for secondary students. For example, 78 percent of middle school students agreed that they had an opportunity to identify academic goals, 66 percent agreed they had the opportunity to identify career goals, and 63 percent agreed they had the opportunity to identify social-emotional goals. Agreement percentages for high school students were lower with 71 percent of high school students agreeing that they had an opportunity to identify academic goals and less than one half reporting that they had an opportunity to identify career goals (49%) or social-emotional goals (46%). In addition, for multiple survey items related to students' awareness of academic and career pathways, from 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements, including understanding the transition process from high school to postsecondary options (51% to 68%).

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. *(Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)*

Rationale: The fourth recommendation is to publicize the school counseling program to parents so that parents are aware of the various services and opportunities that are offered for students. Relatively low percentages of parents reported knowing who their child's school counselor was (48% to 71% depending on school level) or talking to their child's school counselor (29% to 53% depending on school level). In addition, parents who commented on the survey about program improvements primarily noted the need for better communication. Survey data from parents at all school levels were not aligned with the perceptions of students and staff members who were all substantially more positive about the school counseling program than parents. Across the division, 58 percent of parents agreed that the school counselors engaged parents with the goal of helping parents support their child's development compared to 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors. Across the division, 62 percent of parents reported being satisfied with the school counseling program compared to 83 percent of students, 89 percent of school counselors, 78 percent of teachers, and 88 percent of administrators. It is possible that because a large percentage of parents did not know or talk to their child's school counselor, that they were not aware of the scope of school counselors' responsibilities or the role the school counselors' play in the students' overall education.

Introduction

Background

The Virginia Beach City Public Schools (VBCPS) comprehensive school counseling program from kindergarten through grade twelve is "an integral part of each school's total educational program designed to promote" [1] the growth of all students in the following areas:

➢ Academic Achievement
➢ College and Career Preparation
➢ Personal and Social Skills

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. An evaluation focused on the college and career component is planned for 2017-2018, and an evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016.

Purpose

This evaluation provides the School Board, Superintendent, and program managers with information about the operation and goals of the school counseling program's academic component. Because the school counseling program operates with local resources, evaluation of the program is required by School Board Policy 6-26. 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' academic preparation; and stakeholders' perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

Program Overview

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

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 academic area shown in bold is the focus of this year's comprehensive evaluation.

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

Area	Example Mindsets	Example Behaviors
Academic	– Self-confidence – Positive attitude	– Time-management, organizational, and study skills – Identify academic, career, and social/emotional goals – Set high standards and engage in challenging coursework – Ability to work independently – Ability to overcome barriers to learning – Use effective communication and listening skills – Create relationships that support success
College/Career	– Linking postsecondary education and life-long learning to long-term career success – Belief in using abilities to achieve high-quality outcomes	– Apply self-motivation and self-direction to learning – Apply media and technology skills – Participate in extracurricular activities – Demonstrate advocacy skills and ability to assert self when necessary
Personal/Social	– Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being – Sense of belonging in the school environment	– Demonstrate effective coping skills – Demonstrate ability to adapt and manage transitions – Create positive relationships with others – Demonstrate empathy – Demonstrate ethical decision-making and social responsibility

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.[5] 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.

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 awareness, and personal and social development.[6] 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.

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

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 first goal is that the school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of options upon completion of high school. This goal includes the following objectives for students: set high standards and engage in challenging coursework; understand diploma course requirements and graduate on time; understand the relevance of Standards of Learning (SOL) assessments for graduation; understand the connection between attendance and academic success; cultivate relationships and skills that support success; develop effective communication skills; develop self-confidence

and a positive attitude toward work and learning; work independently, solve problems, and overcome barriers to success; explore and identify long- and short-term academic, career, and social-emotional goals through the academic and career planning process; and become aware of academic and career pathways and select coursework that is aligned with those pathways.

The first goal and the ten related objectives are the focus of this comprehensive evaluation and will be addressed in the Evaluation Results and Discussion section of this report. Goal #2 will be the focus of the evaluation in 2017-2018, and Goal #3 will be the focus of the evaluation in 2018-2019.

Evaluation Design and Methodology

Evaluation Design

The purpose of the comprehensive evaluation during 2016-2017 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 academic 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.[7] This is the first 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[8] and advocated by the Kellogg Foundation.[9]

The evaluation included mixed-methodologies in order to adequately address each of the evaluation questions, including the goals and objectives. Data collection for academic services occurred during the 2016-2017 school year. Data collection included both quantitative (e.g., student demographics, graduation data, survey ratings) and qualitative data (e.g., open-ended survey questions, time/task analyses, document review). Quantitative data were extracted from the VBCPS data warehouse. Surveys were administered to all stakeholder groups (i.e., building administrators, school counselors, teachers, students, parents, and community partners) to gather perception data.

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 subgroup (i.e., school level).

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 academic component are listed below.

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 academic achievement and what are the school counselors' responsibilities in this area? (2016-2017)[10]
   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?

3. **What progress has been made toward meeting the goals and objectives of the program?**

a. For schools that focus counseling services on schoolwide achievement and attendance, what changes were demonstrated in SOL results and attendance rates?

4. **What were stakeholders' perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, parents, and community partners)?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. 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 and reported on surveys. The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

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

In addition, evaluations of other school divisions' school counseling programs as well as other scholarly literature was reviewed to prepare for this evaluation.

Surveys

The Department of Planning, Innovation, and Accountability invited building administrators, school counselors, teachers, community partners, 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 and 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 15 classes and 196 to 346 students across all grade levels. The size of the student sample at each high school varied from 14 to 17 classes and 296 to 428 students across all grade levels. 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.[11] 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. All schools were represented in the student survey results reported in this evaluation.

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 200 to 445 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 50 elementary school sites, 14 middle school sites, and 12 high school sites.

All building administrators, school counselors, teachers, and community partners received an invitation to complete the stakeholder survey through their email address. Teacher responses were received from all of the division's schools. Administrator responses were received from 51 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. Community partners who responded indicated that they worked with schools at each school level.

The surveys of all stakeholders were conducted online during March 2017. Table 2 provides the division response rates for each survey.

Table 2: Survey Response Rates

Stakeholder Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	234	159	68%
School Counselors	180	135	75%
Teachers	4,385	1,318	30%
Community Partners	125	21	17%
Students	14,967	13,443	90%
Elementary*	5,350	4,343	81%
Middle	4,635	5,208**	100%
High	4,971	3,892	78%
Parents	3,721	395	11%

*Grade 5 only.
**One school surveyed all students rather than only the selected classes.

The surveys consisted mainly of Likert-type items focused on elements of the school counseling program's academic component. The response options were generally on a four-point scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree. Where possible, comparable versions of survey items were included on all survey versions. All surveys also included the same two open-ended questions regarding strengths and possible improvements for the school counseling program's academic component.

Data Analysis

The division student enrollment and demographic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. Research and evaluation staff downloaded survey results for each of the stakeholder surveys from SurveyMonkey. Open-ended comments were analyzed for common themes. Other survey data were analyzed using frequency analyses in SPSS. 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). Survey agreement percentages are based on respondents who either "agreed" or "strongly agreed" with the survey statements. When survey results were disaggregated by school level, the school level was based on respondents' answer 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.

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.[12] 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.[13] Information about each of these four components is described below in Table 3 based on descriptions from ASCA.

Table 3: Components of a 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."[14] Survey results from school counselors suggested that 80 percent of elementary school counselors, 49 percent of middle school counselors, and 43 percent of high school counselors spent most of their time (at least 80%) working directly with students, including working with students on academic matters.

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 indicate 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."[15] Therefore, based on either standard, counseling and interaction with students should be the focus of the school counselors' work.

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic services to students and collaborating with teachers. Survey items addressed academic services because that was the focus of the year-one evaluation. As shown in Table 4, less than one half of the division's school counselors agreed that they had a daily schedule that allowed them adequate time to provide academic counseling to their students, and this percentage declined to a low of 35 percent for high school counselors. A similar pattern was found for perceptions of whether students and parents get enough time with the school counselor to plan goals. A high percentage of

school counselors agreed that teachers and other staff worked cooperatively with school counselors (88%).

Table 4: School Counselor Perceptions About Academic Services and Collaboration

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows me adequate time to provide academic counseling to my students.	53.7%	43.2%	34.7%	43.3%
Students and parents get enough time with school counselors to plan the child's academic and career goals.	61.0%	48.6%	44.9%	51.2%
Teachers and other staff work cooperatively with school counselors.	100%	81.1%	83.7%	88.2%

From 57 to 61 percent of teachers divisionwide agreed that students and parents get enough time with school counselors to plan goals and that school counselors have a daily schedule that allowed adequate time to provide academic counseling (see Table 5). As with school counselors, the agreement rates were lowest at the high school level. In addition, 84 percent of teachers agreed that school counselors worked cooperatively with teachers.

Table 5: Teacher Perceptions About Academic Services and Collaboration

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows them adequate time to provide academic counseling to students.	61.6%	62.6%	57.1%	60.5%
Students and parents get enough time with school counselors to plan the child's academic and career goals.	56.7%	63.5%	53.2%	57.4%
School counselors work cooperatively with teachers.	88.5%	85.4%	76.8%	84.0%

Administrators across the division were noticeably more positive than school counselors and teachers that their school counselors had a daily schedule that allowed them adequate time to provide academic counseling to students (89%) (see Table 6). Even at the high school level, 85 percent of administrators agreed. However, agreement was lower when asked if students and parents get enough time with school counselors to plan (63%) with only one half of high school administrators agreeing with the survey item. In terms of cooperation, 93 percent of administrators across the division agreed that teachers and other staff worked cooperatively with school counselors.

Table 6: Administrator Perceptions

Survey Item	ES	MS	HS	Division
Have a daily schedule that allows them adequate time to provide academic counseling to students.	92.1%	87.1%	84.6%	89.0%
Students and parents get enough time with school counselors to plan child's academic and career goals.	66.7%	71.0%	50.0%	63.1%
Teachers and other staff work cooperatively with school counselors.	96.2%	96.8%	85.0%	93.3%

Students and parents were also asked about whether they or their child, respectively, had enough time with their school counselor to plan their academic and career goals. Overall across the division, 59 percent of students and 47 percent of parents agreed that there was enough time with the school counselor. Agreement percentages by school level are shown in Figure 1.

Figure 1: Student and Parent Perceptions of Having Enough Time With School Counselor to Plan
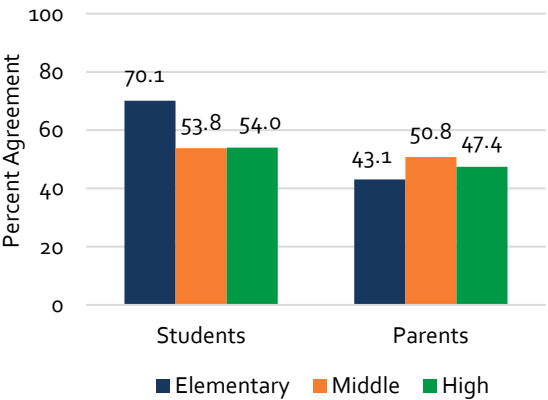
School Counselor Responsibilities and Activities Related to Academic Achievement

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.[16] 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. In fact, ASCA publishes a chart of "appropriate" and "inappropriate" school counseling tasks and suggests that schools should "eliminate or reassign certain inappropriate program tasks if possible, so school counselors can focus on the prevention needs of their programs."[17]

Time Spent and Involvement in School Counseling Responsibilities. As noted previously in the Program Overview, 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 7:[18]

Table 7: Services of the Comprehensive School Counseling Program

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 Figure 2. To some extent, results varied by school level, but academic planning was ranked as one of the areas where the largest amount of time was spent by school counselors at all school levels, and professional learning was ranked as an area where relatively smaller amounts of time were spent. On average, elementary school counselors indicated that they spent the most time on students' mental health issues. Middle and high school counselors reported spending the most amount of time on academic planning. As would be expected, high school counselors reported spending more time on college application, scholarship, and financial aid processes compared to elementary and middle school counselors, and this area was second in terms of the largest amount of time spent. Finally, high school counselors reported spending less time on professional learning compared to elementary and middle school counselors relative to other activities. The category of administrative tasks, including test administration, was ranked near the middle in terms of time spent. 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.[19] Additional data would need to be collected to determine the extent to which the daily activities of school counselors were aligned with the ASCA model as that was not a specific focus of this evaluation.

Figure 2: School Counselors' Rankings of Time Spent on Activities
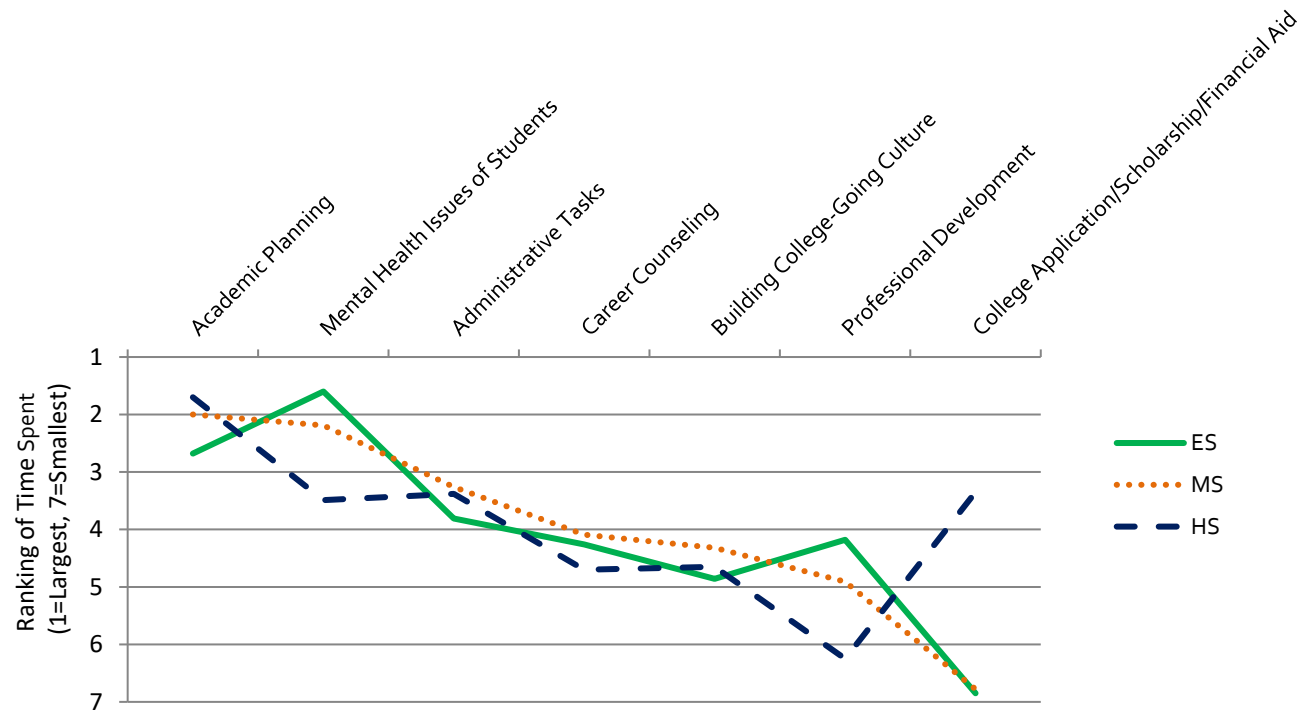
The VBCPS *Essential Counseling Services by Level* document published in July 2015 outlines key school counseling responsibilities specifically in the academic area that are aligned with Virginia standards and ASCA student mindsets and behaviors. The responsibilities are identified by school level and are based on schools' needs. 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 active involvement for each responsibility by school level are shown in Table 8.

Table 8: School Counselor Responsibilities and Activities by School Level

Responsibility/Activity*	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
	%	%	%	%	%	%	%	%	%
Work with teachers to provide comprehensive classroom counseling curriculum (academics)	52.4	43.2	28.6	40.5	48.6	55.1	7.1	8.1	16.3
Provide class presentations related to academics	61.9	43.2	49.0	35.7	51.4	44.9	2.4	5.4	6.1
Provide small-group instruction related to academics	33.3	13.5	22.4	57.1	62.2	51.0	9.5	24.3	26.5
Conduct parent and student conferences on academic concerns	71.4	94.6	91.8	26.2	5.4	8.2	2.4	0.0	0.0
Facilitate students' completion of academic and career plans	76.2	81.1	81.3	16.7	18.9	18.8	7.1	0.0	0.0
Conduct parent workshops related to various assessments	4.9	25.0	40.8	12.2	44.4	40.8	82.9	30.6	18.4
Assist with 504 Plan development	97.6	94.6	87.8	2.4	5.4	10.2	0.0	0.0	2.0
Assist with academic incentives, behavior intervention plans (BIP), and committees	92.9	73.0	55.1	2.4	27.0	42.9	4.8	0.0	2.0
Advise students on academic issues and course selection	73.8	97.3	93.9	16.7	2.7	6.1	9.5	0.0	0.0
Promote and help students identify specialty programs available to them	73.8	81.1	61.2	19.0	18.9	36.7	7.1	0.0	2.0
Certify records for graduation and communicate if students are in jeopardy	7.1	40.5	93.9	4.8	18.9	6.1	88.1	40.5	0.0
Assist with truancy and drop-out prevention plans and reenrollment procedures	21.4	73.0	81.6	28.6	24.3	18.4	50.0	2.7	0.0
Help students understand transition process between school levels	90.5	83.8	71.4	9.5	13.5	26.5	0.0	2.7	2.0
Help students identify resources if they are struggling academically	45.2	75.7	81.6	42.9	24.3	18.4	11.9	0.0	0.0
Help deliver programs to enhance students' academic success	64.3	59.5	63.3	31.0	37.8	36.7	4.8	2.7	0.0
Counsel students with IEPs	42.9	55.6	66.7	42.9	44.4	33.3	14.3	0.0	0.0

*Responsibilities are based on the *VBCPS Essential Counseling Services by Level* document for the Academic area.

Ninety percent (90%) or more of elementary school counselors reported that school counselors at their site were actively involved to a large extent in the following responsibilities and activities: assisting with the development of 504 plans (98%); assisting with academic incentives, behavior intervention plans, and committees (93%), and helping students understand the transition from elementary to middle school (91%). At the middle school level, 90 percent or more of the school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (97%), assisting with the development of 504 plans (95%), and conducting parent and student

conferences focused on academic concerns (95%). Ninety percent (90%) or more of high school counselors reported that school counselors at their site were actively involved to a large extent in advising students on academic issues and course selection (94%), certifying records for graduation and communicating to parents and students when students are in jeopardy of graduating (94%), and conducting parent and student conferences focused on academic concerns (92%).

Regarding involvement with teachers and their classrooms, high school counselors were less likely to report that they worked with teachers to provide a comprehensive classroom counseling curriculum compared to elementary and middle school counselors. In addition, school counselors at the secondary level were less likely to indicate that they provided class presentations or small-group instruction related to academics compared to elementary school counselors.

Results also showed that as the school level increased from elementary to middle to high school, the percentage of school counselors who reported that counselors worked with teachers "to a large extent" to provide a comprehensive classroom counseling curriculum related to academics declined (52% to 29%), with 16 percent of high school counselors reporting that the school counselors at their site were not involved in this activity. Further, the percentage reporting that school counselors at their site were involved to a large extent in assisting with academic incentives, behavior intervention plans, and committees decreased from elementary to high school (93% at elementary school, 73 percent at middle school, and 55% at high school).

However, the percentage of school counselors who reported that counselors were involved "to a large extent" in conducting parent workshops related to various assessments and helping academically struggling students identify resources increased from elementary to middle to high school. Approximately 5 percent of school counselors at elementary schools, 25 percent at middle schools, and 41 percent at high schools reported that school counselors were involved to a large extent with conducting parent workshops. In addition, the percentage reporting no involvement with parent workshops related to assessments declined from 83 percent at elementary schools to 31 percent at middle schools to 18 percent at high schools. High school counselors were more likely to report being involved to a large extent with helping struggling students identify resources (82%) compared to middle school (76%) and elementary school (45%) counselors. Further, 12

percent of elementary school counselors reported no involvement in this responsibility.

Other data showed that approximately one quarter of school counselors at the secondary level reported that counselors at their school were not involved in providing small-group instruction related to academics (24% at middle school and 27% at high school).

In addition to school counselors, teachers and administrators were also asked to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities and activities. The table of results for the division overall can be found in Appendix C and includes results from each staff group. Three findings were noted from the survey data. First, teachers across the division were noticeably more likely than both school counselors and administrators to report that school counselors at their school were *not* actively involved in providing small-group instruction related to academics (46%), working with teachers to provide a comprehensive classroom counseling curriculum related to academics (34%), providing class presentations related to academics (31%), and helping deliver programs to enhance students' academic success (23%). This could have been due to teacher survey respondents themselves not working directly with a school counselor on academic matters. Second, all staff groups were in agreement that school counselors were significantly involved with assisting in the development of 504 plans (93% of counselors, 71% of teachers, and 83% of administrators reported that school counselors were involved to a large extent). Third, school counselors, teachers, and administrators were in agreement that school counselors across the division had the least involvement in conducting parent workshops related to various assessments such as the SOL, PSAT, SAT, and/or ACT assessments. Divisionwide, 43 percent of school counselors, 51 percent of teachers, and 56 percent of administrators indicated that school counselors were *not* actively involved in this responsibility.

Perceptions of School Counselors' Roles. School
counselors, teachers, and administrators were asked several survey items about the role of school counselors. When school counselors across the division were asked about the expectations, 87 percent agreed that expectations related to academic counseling were clearly defined and 77 percent agreed that expectations in academic counseling were reasonable. Elementary school counselors were less likely to agree that expectations were clearly defined (76%) and high school

counselors were less likely to agree that they were reasonable (67%) compared to school counselors at other school levels. Across the division, 82 percent of administrators agreed that expectations for school counselors related to academic counseling were clearly defined and 88 percent of administrators agreed they were reasonable. In a pattern similar to school counselors, elementary school administrators were less likely to agree that expectations were clearly defined (78%) and high school counselors were less likely to agree that they were reasonable (85%) compared to other administrators. Finally, 76 percent of teachers across the division indicated that they clearly understood the overall role of school counselors, with high school teachers demonstrating the lowest agreement at 73 percent. A lower percentage of teachers across the division (67%) agreed that they clearly understood the academic role of school counselors (65% to 72% depending on school level).

Students were also asked to respond to several survey items related to school counselors' areas of responsibility. Across the division, 72 percent of students agreed that their school counselor was an important resource for them in dealing with academic issues at school, 72 percent agreed that their school counselor provided class presentations and small-group instruction on success in school, 64 percent agreed that their school counselor helped them understand their standardized test scores, and 82 percent agreed that they felt well-informed about different classes and academic options that are available to them. Results by school level are shown in Figure 3. High school students' perceptions were less positive about the role of their school counselor with agreement percentages ranging from 54 to 74 percent. High school students' perceptions about class presentations and small-group instruction (54%) aligned with the results from teachers showing that high school counselors were least likely to be involved in these activities.

Figure 3: Student Perceptions Related to School Counselor Responsibilities
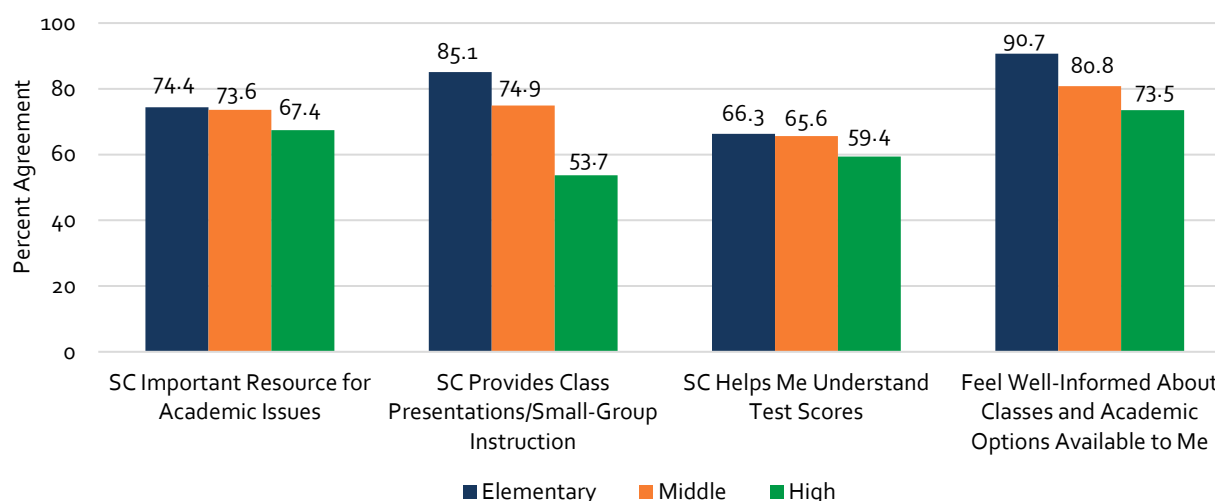
School Counseling Staff Allocations

The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at one counselor for every 250 students in a school,[20] and the Virginia Standards of Quality (SOQ) recommendations vary by school level.[21] The Virginia SOQ indicates that one full-time equivalent (FTE) guidance counselor for every 500 students should be employed at elementary schools, one guidance counselor for every 400 students should be employed at middle schools, and one guidance 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, 1 to 4 school counselor FTE allocations at middle schools, and 3.4 to 5 school counselor FTE allocations at high schools. Appendix D provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level.

Based on the total school counselor FTE allocations at each school level in 2016-2017, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation (see Figure 4). The school division allocated one school counselor for approximately every 501 elementary school students. At middle

schools, VBCPS staffed school counseling departments at a rate of one school counselor for every 304 students which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 341 students compared to the guideline of 1:350. Please note that although the total number of elementary students as of September 30 divided by the number of elementary school counselor FTEs of 61.4 is 501, this is due to data as of a particular snapshot date and rounding. It should not be considered as a statement regarding whether the school division is meeting the SOQ guideline.

Figure 4: Number of Students Per Full-Time Equivalent School Counselors
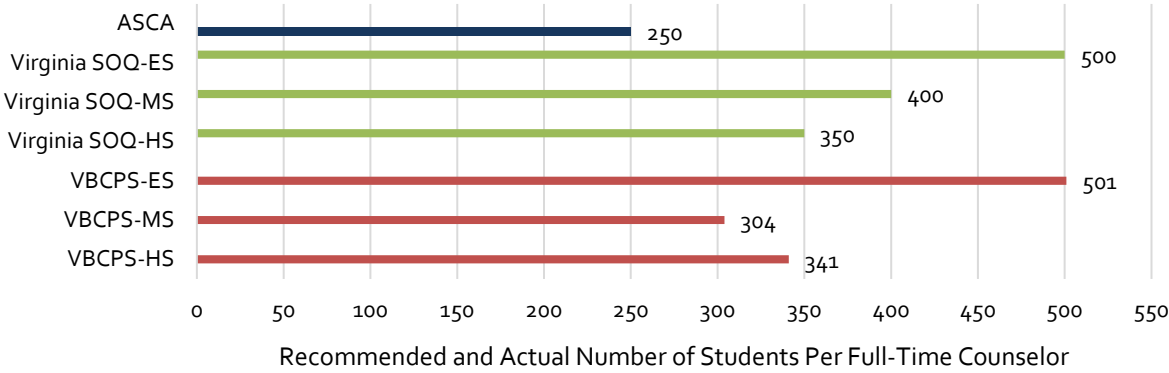
Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations provided allow the school counseling program to meet the students' needs. Overall across the division, 47 percent of school counselors, 67 percent of teachers, and 81 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs. Agreement percentages by school level for each staff group are shown in Figure 5. Consistent with the quantitative data showing that the counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree that the allocations provided to the school allowed the program to meet students' needs. High school counselors (31%), teachers (58%), and administrators (68%) were the least likely to agree that the allocations allowed the program to meet students' needs.

Figure 5: Staff Perceptions of School Counselor Allocations Allowing Program to Meet Students' Needs
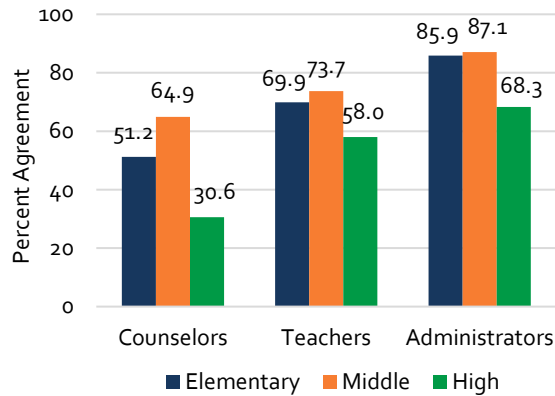
Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students academically. Overall across the division, 27 percent of school counselors, 53 percent of teachers, and 67 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students academically. Agreement percentages by school level for each staff group are shown in Figure 6. Similar to the pattern above and consistent with the quantitative data showing that the counselor staffing ratio was highest at the middle school level, middle school counselors, teachers, and administrators were most likely to agree with the survey item. High school counselors (12%), teachers (48%), and administrators (50%) were the least likely to agree that the caseloads of school counselors allowed them adequate time to counsel students.

Figure 6: Staff Perceptions of School Counselor Caseloads and Time to Counsel Students
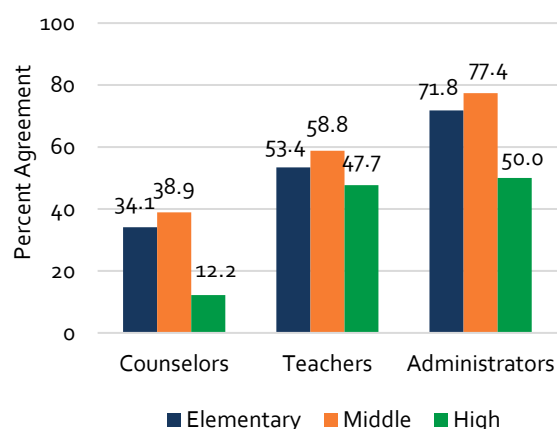
School counselors and administrators were asked whether school counselors had adequate resources to assist students on academic matters (e.g., clerical help, computer access, etc.). Overall across the division, 69 percent of school counselors and 88 percent of administrators agreed that the school counselors had adequate resources. Agreement percentages by school level for each staff group are shown in Figure 7. Perceptions mirrored the pattern noted previously with middle school counselors and administrators showing the highest levels of agreement. High school counselors were least likely to agree that they had adequate resources to assist them (59%).

Figure 7: Staff Perceptions of School Counselors Having Adequate Resources
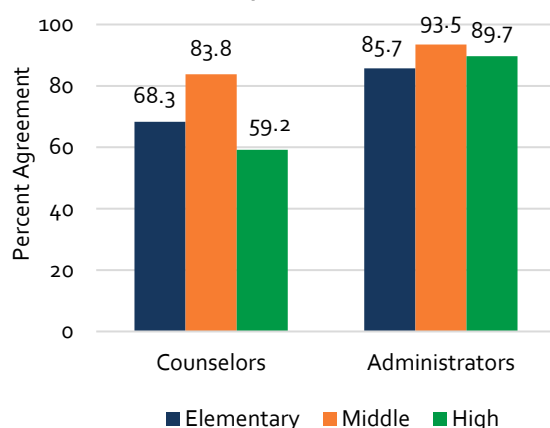
Professional Learning Opportunities

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."[22] 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 were offered for the division's school counselors in 2016-2017, including mandatory sessions and optional sessions. Four mandatory professional learning opportunities for all school counselors focused on the topics listed below.

➢ Instructional Technology for School Counselors*
➢ Using Data to Support School Counseling Programs*
➢ Aligning School Counseling Programs With Positive Behavior Interventions and Supports (PBIS)
➢ Helping School Counselors be Culturally Responsive to Student Needs (Parts I and II)

Approximately two dozen additional optional sessions were offered, covering diverse topics ranging from Parchment training and Section 504 training to supporting students living in poverty and opiate addiction. Topics of the numerous optional sessions are listed below.

➢ Advanced Via Individual Determination (AVID) Summer Institute and follow-up trainings
➢ Parchment Training for High School Counselors*
➢ Counseling Student-Athletes*
➢ Opiate Addiction: Increasing Awareness and Knowledge*
➢ Overview of Pre-K Development
➢ How to Help and Understand a Child Who is Self-Injuring
➢ How to Develop and Implement Learning Plans for Students With Disabilities
➢ How School Counselors Can Use Google Docs to Track Student Visits
➢ Using the Team-Initiated Problem-Solving Model to Examine School Data
➢ How to Use the Time-Elapsed Analysis and Reporting System to Track School Counseling Services
➢ Virginia School Counselor Association (VSCA) Annual Conference
➢ Section 504 Training
➢ What's Trending at the Advanced Technology Center?

- Re-Enrollment Training for School Counselors and Administrators
- Elementary Facilitator Council
- Supporting Students Living in Poverty
- Understanding Student Self-Injury
- Expanding the Capacity of Student Response Teams (SRTs)
- College Board's Annual Southern Regional Forum
- Parchment National Conference
- Virginia School Counselor Association (VSCA) Spring Fling (Mental Health Disorders in Schools)
- Support Gender Diverse and LGBTQ Youth

Professional learning sessions noted with an asterisk (*) were offered as part of the annual summer professional learning which was held on June 23, 2016. Summer professional learning for school counselors for the 2017-2018 school year was scheduled for August 2017.

When asked on the survey about their professional learning, 98 percent of school counselors across the division reported that they received adequate professional learning opportunities, and results were similar across school levels (see Figure 8). Regarding the efficacy of the professional learning, 92 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 93 percent agreed that it allowed them to effectively do their jobs. Results by school level shown in Figure 8 showed that perceptions were positive at all school levels, although a noticeably lower percentage of school counselors at middle schools agreed that the professional learning allowed them to meet their students' needs.

Figure 8: School Counselors Perceptions of Professional Learning
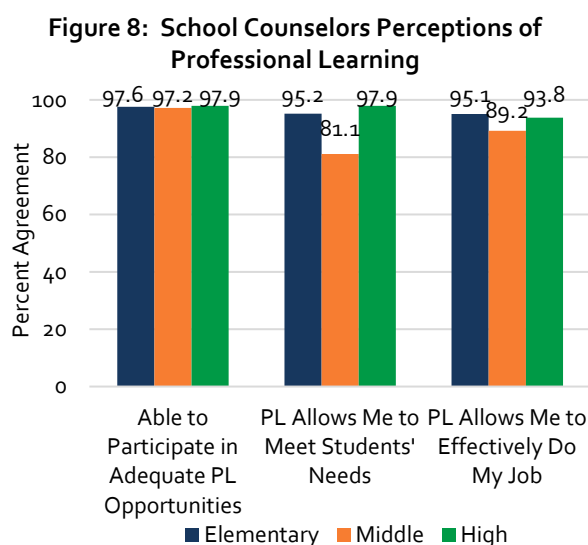
An open-ended survey item asked school counselors the types of professional learning that would help school counselors do their job more effectively. Comments

from middle school counselors were examined to highlight any areas due to their lower agreement levels. Several comments indicated the need for more in-depth training on 504 plans, behavior intervention plans (BIP), and Student Response Teams (SRT). While several school counselors indicated that they did not feel that they should be responsible for 504 plans or SRT duties, they noted that if they were, they needed additional professional learning in those areas. Other topics noted included the following: gender identity, technology and Synergy, conflict management, culture and diversity awareness, time management, mental health, and the ASCA model. In addition, several comments noted the desire to observe other successful school counselors, meet with other school counselors, and plan with other school counselors.

Administrators were also asked their perceptions of the professional learning that their school counselors received. Across the division, 88 percent of administrators agreed that the professional learning allowed school counselors to both meet their students' needs and do their job effectively. As shown in Figure 9 by school level, at least 81 percent of administrators at each level agreed with the survey statements. However, the pattern of responses from administrators was not consistent with school counselors' perceptions. Administrators at middle schools were most likely to agree that the professional learning allowed school counselors to meet students' needs and do their job effectively, but school counselors at middle schools were the least likely to agree with those statements.

Figure 9: Administrators Perceptions of School Counselors' Professional Learning
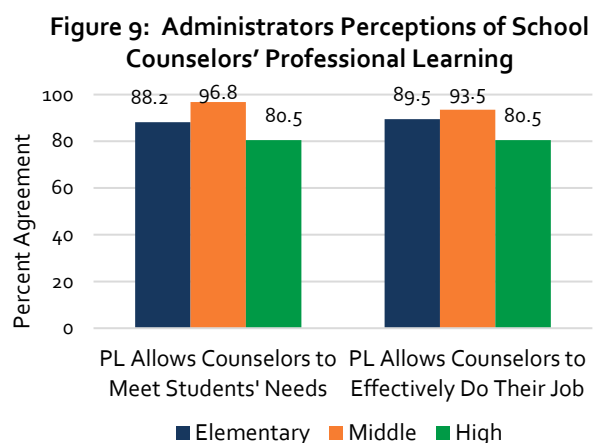
Parent Involvement and Engagement

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…"[23] 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 2016-2017 school year. Results are shown in Figure 10 by school level. Parents of high school students were most likely to indicate that they knew who their child's school counselor was (71%) and that they had talked to their child's school counselor during the 2016-2017 school year (53%). Less than one half of parents at the elementary school level reported knowing who their child's school counselor was and talking with him or her during the school year.

Figure 10: Parents Who Reported They Knew and Talked With Child's School Counselor
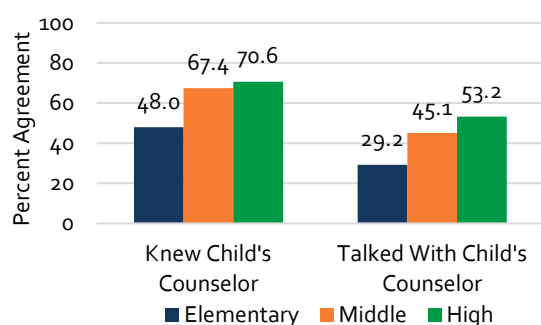
A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child's development. Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents across the division was "academic planning," while school counselors were most likely to select "individual conferences" (see Tables 9 and 10).

Table 9: Ways the School Counseling Program Encouraged Parent Involvement – Parents

Opportunity	ES	MS	HS	Division
Academic Planning	23.6%	**44.3%**	**61.7%**	**42.1%**
Individual Conferences	**31.1%**	26.2%	33.0%	30.7%
Parent Workshops	15.1%	4.9%	13.8%	12.3%
GAC Representation	14.2%	8.2%	6.4%	10.0%
Parent Volunteer Opportunities	10.4%	8.2%	3.2%	7.3%

Table 10: Ways the School Counseling Program Encouraged Parent Involvement – Counselor

Opportunity	ES	MS	HS	Division
Academic Planning	76.1%	81.6%	78.4%	78.5%
Individual Conferences	**89.1%**	**97.4%**	**88.2%**	**91.1%**
Parent Workshops	32.6%	50.0%	52.9%	45.2%
GAC Representation	58.7%	65.8%	52.9%	58.5%
Parent Volunteer Opportunities	41.3%	34.2%	19.6%	31.1%

Parents who attended parent workshops were asked to list the topics that were addressed. Most of the responses indicated that the workshops focused on college application and admission issues and financial aid. Other parents noted that they attended workshops on attention deficit/hyperactivity disorder (ADHD), counselor responsibilities, assessment results, and academy and technical school options.

Parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents. All school counselors at each school level (100%) agreed that school counselors engaged parents with the goal of helping them support their child's development. Overall across the division, 58 percent of parents, 82 percent of teachers, and 91 percent of administrators agreed that the school counselors engaged parents with the goal of helping parents support their child's development. Agreement by school level is shown in Figure 11 for each group. Agreement levels among stakeholders were consistently lower at the high school level.

Figure 11: Perceptions of School Counselors Engaging Parents to Support Child's Education
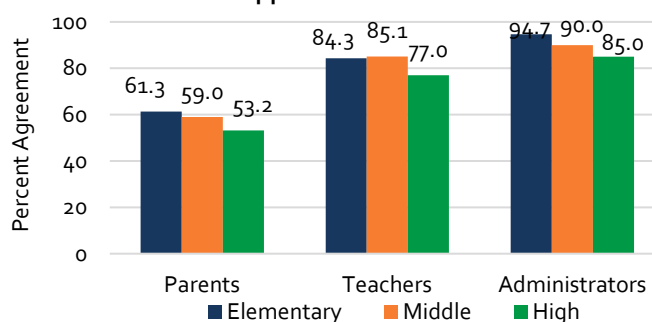
Characteristics of Students

Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2016 data, this included a total of 67,214 students (30,744 in elementary school, 15,679 in middle school, and 20,791 in high school). Table 11 provides the demographic information for 2016-2017 students by school level.

Table 11: Demographic Characteristics of Students Served by the School Counseling Program

Characteristic	Elementary		Middle		High		Division	
Gender	#	%	#	%	#	%	#	%
Female	14,970	48.7	7,732	49.3	10,122	48.7	32,824	48.8
Male	15,774	51.3	7,947	50.7	10,669	51.3	34,390	51.2
Ethnicity								
African American	7,033	22.9	3,793	24.2	5,121	24.6	15,947	23.7
American Indian	62	0.2	40	0.3	52	0.3	154	0.2
Caucasian	14,969	48.7	7,822	49.9	10,604	51.0	33,395	49.7
Hispanic	3,819	12.4	1,585	10.1	2,020	9.7	7,424	11.0
Asian	1,680	5.5	928	5.9	1,339	6.4	3,947	5.9
Hawaiian/Pacific Islander	161	0.5	77	0.5	97	0.5	335	0.5
Multiracial	3,020	9.8	1,434	9.1	1,558	7.5	6,012	8.9
Economically Disadvantaged								
Yes (Free/Reduced Lunch)	13,058	41.1	5,863	36.4	6,848	32.6	25,769	37.4
Special Education								
Yes	2,953	9.6	1,790	11.4	2,142	10.3	6,885	10.2
Limited English Proficiency								
Yes	790	2.6	350	2.2	265	1.3	1,405	2.1
Gifted								
Yes	2,811	9.1	2,674	17.1	3,310	15.9	8,795	13.1
Military Connected								
Yes	6,601	21.5	2,483	15.8	2,076	10.0	11,160	16.6

Note: Based on September 30, 2016 data. Free/reduced lunch data based on November 2016 data.

Students Working With School Counselors

Although the comprehensive school counseling program serves all of 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 them during the school year. Of the 13,016 students across the division who responded to the survey item, 92 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 90 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was. Students were also asked how many times they met with their school counselor during the 2016-2017 school year. Results are shown in Table 12.

As reported by fifth through twelfth graders across the division, the majority of students met with their school counselor one to four times during the school year (57%). The largest percentage of students at each school level reported meeting with their counselor one to two times during the school year. Middle school students were most likely to report that they did not meet with their school counselor during the school year (33%), and high school students were the least likely to report never meeting with their school counselor (13%).

Table 12: Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Never	20.7%	33.0%	13.2%	23.3%
1-2 Times	**22.3%**	**37.8%**	**47.1%**	**35.6%**
3-4 Times	20.5%	18.4%	24.8%	21.0%
5-6 Times	12.4%	3.8%	6.5%	7.4%
7+ Times	24.0%	7.0%	8.4%	12.8%

Progress Toward Meeting Goals and Objectives

The year-one evaluation of the school counseling program assessed the first program goal which focused on the role of the school counseling program in students' academic preparation. The overall goal of the program's academic component was to ensure that students are academically prepared to choose from a variety of options following high school. Ten specific objectives outlined the areas in which the school counseling program supported students' academic preparation. Data from stakeholder surveys were used to assess the extent to which each objective was met.

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 1 focused on the school counseling program's role in helping students set high standards for their schoolwork. Data from the school division's Navigational Markers, which are used to monitor progress on the division's strategic framework, *Compass to 2020*, showed the percentages of secondary students who set high standards by enrolling in challenging coursework. In 2016-2017, 57 percent of high school students engaged in challenging coursework by enrolling in advanced, dual enrollment, or AP courses, and 56 percent of middle school students enrolled in challenging coursework by enrolling in advanced courses.[24] Because courses were not designated as "advanced" in elementary school, survey data from fifth graders were used to assess the objective (see Figure 12). Survey data are also shown for secondary students.

Approximately 81 percent of fifth graders agreed that their school counselor helped them set high expectations for their schoolwork. Lower percentages of secondary students agreed that their school counselor helped them set high expectations (72% for middle school students and 66% for high school students). When asked about their school counselor's role in course selection, 73 to 75 percent of students at each school level agreed that their school counselor helped them take classes that made them think and work hard, with little difference in perceptions between school levels.

Figure 12: Student Perceptions of School Counselors' Role in High Expectations and Challenging Coursework
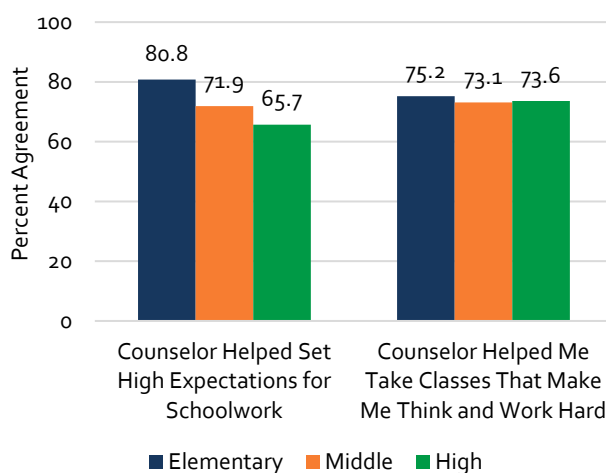
Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 2 focused on the school counseling program's role in helping students understand the course requirements for the high school diploma. Student perception data were used to assess understanding of the diploma requirements, and Virginia on-time graduation rate data were used to assess the percentage of students who graduated. As shown in Figure 13, 82 percent of high school students agreed that their school counselor helped them think about diploma options (e.g., advanced, standard), and 85 percent agreed that their school counselor helped them understand graduation requirements. Agreement levels were somewhat lower on the two survey items for middle school students (73%). At fifth grade, 64 percent of students agreed that their school counselor was helping them think about high school diploma options. Fifth-grade students were not asked about their understanding of graduation requirements.

Figure 13: Student Perceptions of School Counselors' Role in Learning About Diploma Options and Requirements
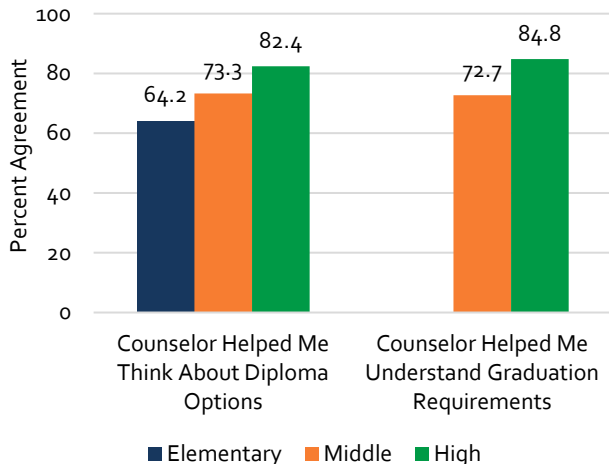
The high school student perception data were in line with Virginia on-time graduation rate data showing that relatively high percentages of the seniors graduated on time (91% for 2015-2016 and 91% based on preliminary figures for 2016-2017).[25]

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

Objective 3 focused on the school counseling program's role in helping students understand the importance of SOL assessments and their role in graduation for secondary students. Approximately 84 percent of fifth-grade students, 75 percent of middle school students, and 72 percent of high school students agreed that their school counselor helped them understand the importance of SOL assessments (see Figure 14). Agreement levels for secondary students were somewhat lower than for elementary students.

Figure 14: Student Perceptions of School Counselors Helping Them Understand Importance of SOL Tests
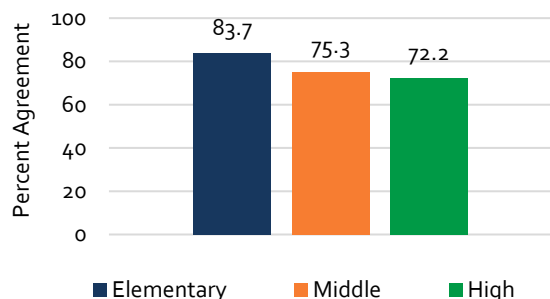
Objective 4: Students will understand the connection between attendance and academic success as measured

by survey responses from students who worked with their counselor in this area.

Objective 4 focused on the school counseling program's role in helping students understand how their attendance was connected with their academic success. This objective was applicable for students who indicated that they specifically worked with their school counselor on attendance issues during 2016-2017. Table 13 shows the percentage of students at each school level who indicated that they worked with their school counselor on attendance issues and the percentage of those students who agreed that their school counselor helped them understand how important attendance was to experiencing success in their classes.

Overall across school levels, 14 percent of students reported working with their school counselor on attendance issues in 2016-2017. Percentages were relatively similar across school levels. Approximately 85 percent of students who worked with their school counselor on attendance agreed that their school counselor helped them understand the importance of attendance, with similar agreement levels across school levels.

Table 13: Perceptions of Students Who Worked With School Counselors on Attendance Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped
Elementary	12.4%	86.3%
Middle	14.3%	83.7%
High	14.5%	84.5%
Total	13.7%	84.7%

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 5 focused on the school counseling program's role in helping students build relationships with adults who supported their academic success and helping students build skills for success. This objective was applicable for students who indicated that they specifically worked with their school counselor on study skills during 2016-2017. Table 14 shows the percentage of students at each school level who indicated that they worked with their school counselor on study skills and the percentage of those students who agreed that their school counselor helped them build relationships and learn skills.

Overall across school levels, 24 percent of students reported working with their school counselor on issues related to study skills in 2016-2017. Greater percentages of fifth-grade students reported working with school counselors on study skills with a decline at middle schools and a further decline at high schools. Approximately 70 percent of students who worked with their school counselor on study skills agreed that their school counselor helped them build relationships with adults that support their academic success, and 87 percent agreed that their school counselor helped them learn time management, organization, and study skills.

Table 14: Perceptions of Students Who Worked With School Counselors on Study Skills

School Level	% Worked With Counselor	% Agreed Counselor Helped Student Get to Know Adults	% Agreed Counselor Helped Student Learn Skills
Elementary	35.8%	66.3%	88.2%
Middle	21.0%	73.1%	87.8%
High	14.0%	76.0%	83.6%
Total	23.6%	70.4%	87.2%

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 6 focused on the school counseling program's role in helping students develop their oral and written communication skills, as well as their listening skills. This objective was applicable for students who indicated that they specifically worked with their school counselor on communication or listening issues during 2016-2017. Table 15 shows the percentage of students at each school level who indicated that they worked with their school counselor on communication or listening issues and the percentage of those students who agreed that their school counselor helped them develop their ability to communicate and their ability to listen.

Overall across school levels, 21 percent of students reported working with their school counselor on communication or listening issues in 2016-2017. Percentages were highest at fifth grade and declined at middle and high schools. Approximately 75 percent of students who worked with their school counselor on communication or listening issues agreed that their school counselor helped them develop their ability to communicate (e.g., oral and written), and 77 percent of students agreed that their school counselor helped them

develop their ability to listen. Agreement levels ranged from 72 to 79 percent for both survey items across school levels, with percentages somewhat lower at the middle school level.

Table 15: Perceptions of Students Who Worked With School Counselors on Communication and Listening

School Level	% Worked With Counselor	% Agreed Counselor Helped With Speaking and Writing	% Agreed Counselor Helped With Listening
Elementary	30.9%	78.0%	79.0%
Middle	21.2%	72.3%	74.6%
High	11.5%	75.2%	78.6%
Total	21.4%	75.4%	77.3%

Teachers and administrators were also asked about the school counseling program's role in developing students' communication and listening skills (see Figure 15). At least 82 percent of elementary school teachers and administrators agreed that school counselors helped students develop their ability to communicate and listen. At least 69 percent of middle school teachers and administrators agreed. Lower percentages of high school teachers (56% to 59%) and high school administrators (75% to 78%) agreed with the statements.

Figure 15: Teacher and Administrator Perceptions of Students' Communication and Listening Skills
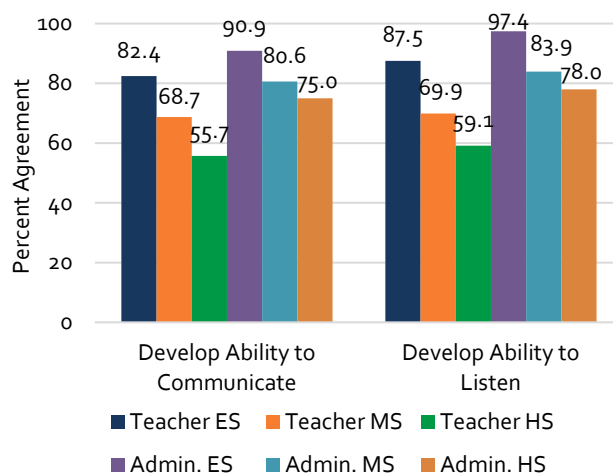
Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 7 focused on the school counseling program's role in helping students develop self-confidence and a

positive attitude. This objective was applicable for students who indicated that they specifically worked with their school counselor on self-confidence or attitude issues during 2016-2017. Table 16 shows the percentage of students at each school level who indicated that they worked with their school counselor on self-confidence or attitude issues and the percentage of those students who agreed that their school counselor helped them develop self-confidence in their ability to succeed and helped them develop a positive attitude toward learning.

Overall across school levels, 25 percent of students reported working with their school counselor on self-confidence or attitude issues in 2016-2017. Percentages were highest for fifth graders followed by middle school students and high school students. At all school levels, high percentages of students who worked with their school counselor on confidence and attitude issues agreed that their school counselor helped them develop self-confidence (84% to 91%) and a positive attitude toward learning (84% to 89%).

Table 16: Perceptions of Students Who Worked With School Counselors on Confidence and Attitude Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped With Confidence	% Agreed Counselor Helped With Attitude
Elementary	37.6%	90.6%	89.2%
Middle	25.1%	84.3%	84.1%
High	11.5%	87.1%	87.4%
Total	25.0%	87.7%	87.0%

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 8 focused on the school counseling program's role in helping students develop academic skills such as learning to work independently, solving problems, and overcoming barriers. This objective was applicable for students who indicated that they specifically worked with their school counselor on academic issues during 2016-2017. Table 17 shows the percentage of students at each school level who indicated that they worked with their school counselor on academic issues and the percentage of those students who agreed that their school counselor helped them work independently, solve problems, and overcome barriers as well as helping students identify resources if they were struggling academically.

Overall across school levels, 29 percent of students reported working with their school counselor on academic issues in 2016-2017. Unlike other areas noted previously, a higher percentage of high school students reported working with their school counselor on academic issues compared to students at other school levels. Approximately 73 percent of students who worked with their school counselor on academic issues agreed that their school counselor helped them work independently, solve problems, and overcome barriers. Additionally, 70 percent agreed that their school counselor helped them identify resources (both in and out of school) if they were struggling academically. Although the highest percentage of high school students reported working with their school counselor on academic issues, these students had the least positive perceptions of the school counselor's role in assisting them (65% and 69% agreement on the two survey items).

Table 17: Perceptions of Students Who Worked With School Counselors on Academic Issues

School Level	% Worked With Counselor	% Agreed Counselor Helped With Academics	% Agreed Counselor Helped Identify Resources
Elementary	25.1%	82.8%	74.1%
Middle	26.2%	75.1%	69.1%
High	36.3%	65.0%	68.9%
Total	28.8%	73.4%	70.4%

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 9 focused on the school counseling program's role in providing elementary students opportunities to *explore* academic, career, and social-emotional goals and providing secondary students opportunities to *identify* those goals. As shown in Figure 16, fifth-grade students were most likely to agree that they had the opportunity to explore academic goals (88%), think about jobs they might like to have as an adult (87%), and explore social-emotional goals such as self-confidence and self-esteem (79%). Lower percentages of middle school and high school students agreed with statements about actually identifying academic, career, and social-emotional goals. Less than one half of high school students agreed that they had an opportunity to identify career goals (49%) or that they had an opportunity to identify social-emotional goals (46%).

Figure 16: Student Perceptions of Opportunities to Explore or Identify Goals

Bar chart showing Percent Agreement by category and school level:

- **Academic Goals:** Elementary 88.1, Middle 77.7, High 70.5
- **Career Goals:** Elementary 86.6, Middle 65.5, High 49.0
- **Social-Emotional Goals:** Elementary 78.8, Middle 63.4, High 45.9

Legend: ■ Elementary ■ Middle ■ High

Figure 17: Student Awareness of Academic and Career Pathways

Bar chart showing Percent Agreement by category and school level:

- **Aware of Career Options:** Elementary 85.9, Middle 66.8, High 50.8
- **Understand Classes to Take Related to Career Interests:** Elementary 81.1, Middle 63.9, High 57.1
- **Understand Transition Process:** Elementary 92.2, Middle 67.1, High 60.3
- **Identify Programs Available:** Elementary 85.5, Middle 72.5, High 67.7

Legend: ■ Elementary ■ Middle ■ High

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.

Objective 10 focused on secondary students' awareness of academic and career pathways and working with their school counselor to identify appropriate coursework aligned with their pathway. Figure 17 provides survey results for several items related to this objective. Although the objective focused on secondary students' perceptions, fifth graders also responded to survey items related to the objective. Fifth-grade students were most likely to agree that their school counselor helped them become aware of different career options (86%) and that they understood the classes that they could take that were related to their career interests (81%). High percentages of fifth graders also agreed that their school counselor helped them understand the transition process from elementary to middle school (92%) and helped them identify programs available to them in middle school (86%).

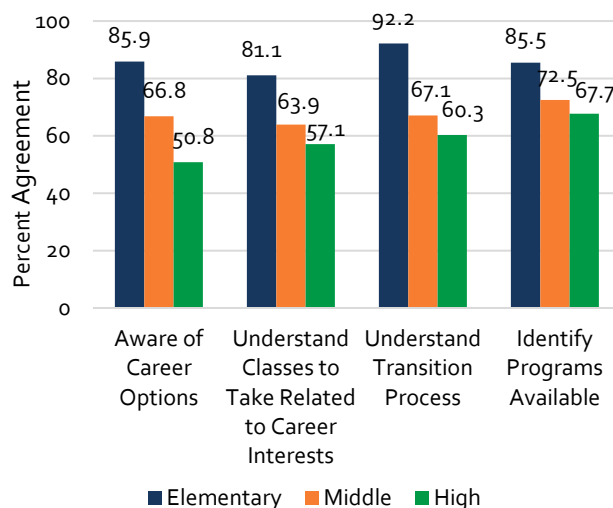Results from middle and high school students were less favorable. From 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements (51% to 68%).

In addition to the survey items noted above, secondary students were asked whether their school counselor helped them think about colleges for their future plans. Just over one half of middle school students (56%) and high school students (53%) reported that their school counselor helped them think about colleges they might like to attend. When high school students' responses were analyzed by their reported grade level, the pattern of results showed higher agreement percentages as students progressed through high school (e.g., 44% of ninth graders agreed, 48% of tenth graders agreed, 53% of eleventh graders agreed, and 68% of twelfth graders agreed).

Figure 18 displays parent survey results related to the objective. Only parents of fifth-grade students are included in the results for elementary school. Parent agreement levels were noticeably lower than students' agreement levels on similar items (45% to 65%), and the pattern of results was reversed for some items. Students' agreement levels showed a consistent decline from elementary to middle school and from middle to high school. However, parents of high school students did not demonstrate a consistent decline compared to parents of students at other school levels.

Figure 18: Parent Awareness of Academic and Career Pathways

Legend: Elementary, Middle, High

Table 19: School Focus of Attendance-Related Counseling Services

School Level	Activities Focus on All Students	Activities Focus on Specific Students Needing Assistance
Elementary	29.7%	70.3%
Middle	43.3%	56.7%
High	47.5%	52.5%
Total	37.5%	62.5%

It was proposed that achievement and attendance data would be examined based on reported school practices. Upon review of the data, however, it was determined that the self-reported data regarding the schools' focus on all students or specific students needing assistance were not reliable for the purposes of categorizing individual schools for analysis purposes. Of the 47 schools that had two or more administrators responding to the survey item asking them whether their academic-related counseling services focused on all students or specific students needing assistance, 53 percent of the schools had responses that were conflicting (e.g., one administrator indicated schoolwide services and another administrator indicated services for specific students needing assistance). Of the 46 schools that had two or more administrators responding to the survey item asking them whether their attendance-related counseling services focused on all students or specific students needing assistance, 52 percent of the schools had responses that were conflicting. Therefore, schoolwide achievement or attendance data were not examined according to self-reported practices.

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 and ability to help them. Results in Table 20 demonstrate that students overall have positive perceptions of their school counselors. At least 81 percent of students at all school levels agreed that their school counselor is available if they need him or her. At least 84 percent of students at all school levels agreed that their school counselor helps them if they have a question or a problem. At least 90 percent of students at all levels agreed that their school counselor believes all students can succeed, and at least 79 percent of secondary students agreed that their school counselor

Schoolwide Activities

For school administrators reporting that they focus their school's counseling services on schoolwide achievement or attendance, an assessment of changes in SOL results and attendance rates was proposed in the evaluation plan. The survey asked administrators to indicate if counseling services focused on schoolwide achievement and attendance or if the counseling services focused on specific groups of students needing assistance. Tables 18 and 19 present the percentages of administrators who noted how their school focuses its services. Elementary school administrators were more likely to indicate that counseling-related activities and practices related to achievement focused on all students, while the majority of high school administrators (55%) reported that the services focused on specific students needing assistance.

Table 18: School Focus of Achievement-Related Counseling Services

School Level	Activities Focus on All Students	Activities Focus on Specific Students Needing Assistance
Elementary	72.4%	27.6%
Middle	56.7%	43.3%
High	44.7%	55.3%
Total	61.8%	38.2%

In contrast, a greater percentage of high school administrators indicated that counseling-related activities and practices related to attendance focused on all students (48%) compared to elementary (30%) and middle school (43%) administrators. However, the majority of administrators at all school levels reported focusing attendance-related activities on specific students needing assistance.

is an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the least positive perceptions were at the high school level. However, one area where there was a noticeable discrepancy in opinions by school level was that school counselors knew the students and understood their goals and challenges. While 80 percent of fifth-grade students agreed, 61 percent of middle school students and 60 percent of high school students agreed.

Table 20: Overall Perceptions – Student Agreement

Survey Item	ES	MS	HS	Division
My school counselor…				
Knows me and understands my goals/challenges	80.4%	60.9%	60.3%	67.0%
Is available if I need him/her	90.1%	88.5%	80.6%	86.6%
Helps me if I have a question/problem	92.7%	88.8%	84.2%	88.6%
Is an advocate for all students	n/a	88.4%	78.8%	84.3%
Believes all students can succeed	97.9%	94.4%	89.6%	94.1%

Results for parents shown in Table 21 demonstrate that parents' perceptions were less positive than students'

perceptions. While a majority of parents agreed with each of the statements, divisionwide agreement levels were relatively low ranging from 54 to 76 percent. Parents of middle school students had the most positive perceptions with 83 percent agreeing that their child's school counselor is available to talk to them if needed and 80 percent of middle school parents agreeing that their child's school counselor believes that all students can succeed. The survey item with the lowest parent agreement levels across all school levels was that the school counselor knows their child and understands his or her goals and challenges (50% to 59%).

Table 21: Overall Perceptions – Parent Agreement

Survey Item	ES	MS	HS	Division
My child's school counselor…				
Knows my child and understands his/her goals/challenges	50.0%	58.7%	54.7%	53.8%
Is available if I need to talk to him/her	66.4%	82.5%	73.1%	72.6%
Helps me if I have a question/problem	62.9%	78.3%	76.6%	71.4%
Is an advocate for all students	70.6%	75.8%	63.8%	69.4%
Believes all students can succeed	73.1%	80.3%	76.7%	76.1%

Overall perceptions about the school counselors' accessibility, actions, and beliefs among staff members were very positive. Figure 19 displays the percentage of school counselors, teachers, and administrators across the division who agreed with the various survey items. At least 95 percent of school counselors, 85 percent of teachers, and 94 percent of administrators agreed that the school counselors at their school were accessible to both students and teachers, they helped students with questions or problems, they were advocates for all students, and they believed that all students could succeed.

Figure 19: Staff Members' Overall Perceptions About School Counselors at Their School
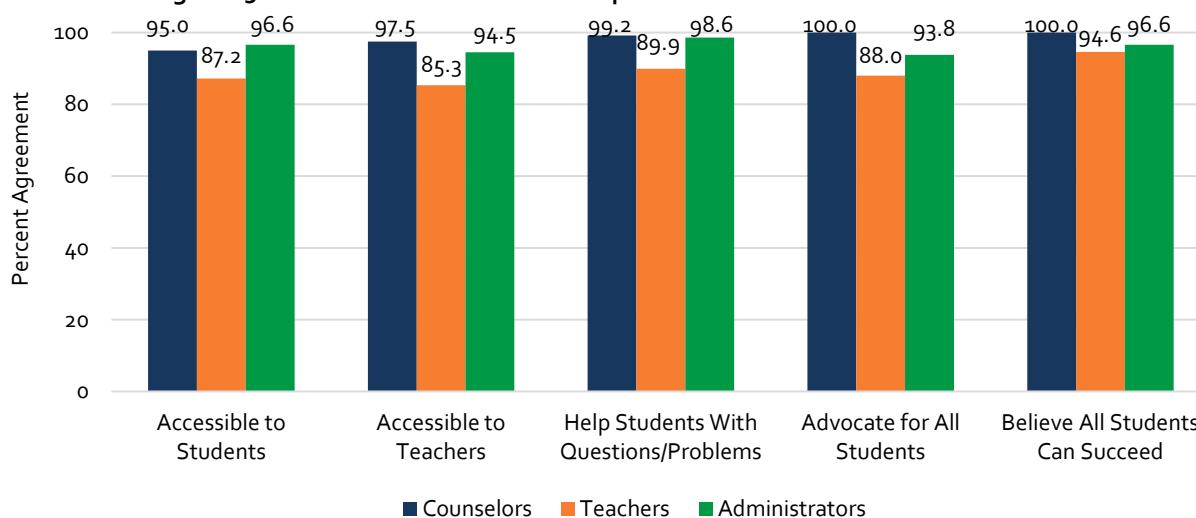
Tables 22 through 24 provide the agreement percentages for the overall perception items by school level for each staff group. School counselors at all school levels demonstrated high agreement rates with the survey items at 88 percent or above (see Table 22). Middle school counselors were somewhat less likely to agree that school counselors were accessible to students compared to school counselors at the elementary and high school levels.

Table 22: Overall Perceptions – Counselor Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school…				
Are accessible to students	100%	87.5%	95.8%	95.0%
Are accessible to teachers	97.4%	96.9%	97.9%	97.5%
Help students if they have a question/problem	100%	97.0%	100%	99.2%
Are advocates for all students	100%	100%	100%	100%
Believe all students can succeed	100%	100%	100%	100%

Teachers at all school levels demonstrated relatively high agreement rates with the survey items at 81 percent or above (see Table 23). The general pattern of results showed that high school teachers were somewhat less likely to agree with the survey items compared to teachers at the elementary and middle school levels.

Table 23: Overall Perceptions – Teacher Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school…				
Are accessible to students	88.1%	89.1%	84.5%	87.2%
Are accessible to teachers	86.4%	85.2%	83.9%	85.3%
Help students if they have a question/problem	91.4%	90.9%	86.8%	89.9%
Are advocates for all students	92.3%	88.7%	81.3%	88.0%
Believe all students can succeed	97.0%	96.7%	89.5%	94.6%

Finally, administrators at all school levels demonstrated high agreement rates with the survey items at 88 percent or above (see Table 24). The general pattern of results mirrored those of teachers with high school administrators slightly less likely to agree with the survey items compared to administrators at the elementary and middle school levels.

Table 24: Overall Perceptions – Administrator Agreement

Survey Item	ES	MS	HS	Division
School counselors at this school…				
Are accessible to students	97.4%	96.7%	95.0%	96.6%
Are accessible to teachers	96.1%	93.3%	92.5%	94.5%
Help students if they have a question/problem	98.7%	100%	97.5%	98.6%
Are advocates for all students	97.4%	93.3%	87.5%	93.8%
Believe all students can succeed	98.7%	100%	90.0%	96.6%

Overall Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. Results for students were positive overall (83%) as shown in Figure 20. Approximately 92 percent of fifth graders were satisfied, and 84 percent of middle school students were satisfied. Reflecting high school students' less positive perceptions on other survey items discussed previously in the report, a lower percentage of high school students were satisfied (71%).

Figure 20: Overall Satisfaction – Student
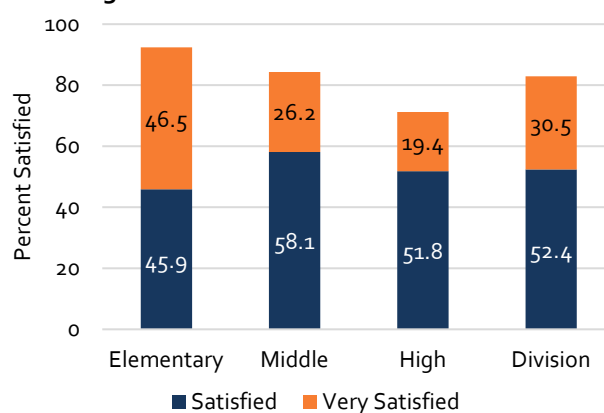
Divisionwide parent satisfaction levels were the lowest of all groups surveyed (62%) (see Figure 21). Results were relatively similar across school levels with 63 percent of parents expressing satisfaction with the school counseling program at elementary and middle schools, and 59 percent expressing satisfaction at high schools.

Figure 21: Overall Satisfaction – Parent
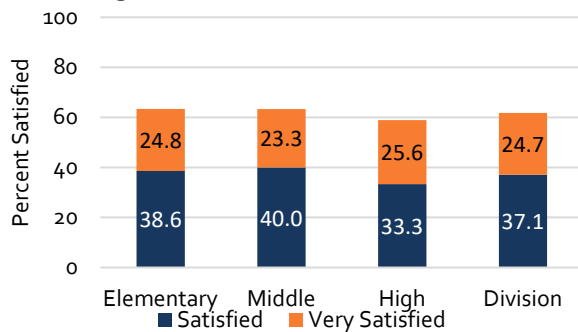
Staff satisfaction levels were relatively high for all groups surveyed and are shown in Table 25 by level. From 81 to 100 percent of school counselors were satisfied with the program depending on school level. At least 80 percent of elementary and middle school teachers were satisfied with the school counseling program, with 71 percent of high school teachers reporting satisfaction. Finally, at least 83 percent of administrators reported being satisfied with the program. The pattern of results for all staff groups mirrored the pattern of results for students and parents which showed that perceptions of the school counseling program were notably less positive at the high school level.

Table 25: Overall Satisfaction – Staff

School Level	% Satisfied	% Very Satisfied	Overall Satisfaction
School Counselors			
Elementary	59.0%	41.0%	100%
Middle	42.4%	45.5%	87.9%
High	57.4%	23.4%	80.8%
Total	53.8%	35.3%	89.1%
Teachers			
Elementary	36.3%	45.3%	81.6%
Middle	47.3%	33.5%	80.8%
High	47.9%	22.6%	70.5%
Total	42.7%	35.3%	78.0%
Administrators			
Elementary	42.1%	47.4%	89.5%
Middle	33.3%	60.0%	93.3%
High	52.5%	30.0%	82.5%
Total	43.2%	45.2%	88.4%

Finally, of the 25 community partners who responded to the school counseling program survey, the majority (52%) were very satisfied with the program and an additional 29 percent were satisfied. Overall, 81 percent of the community partners reported being satisfied.

Program Strengths and Areas for Improvement

An open-ended survey item allowed respondents to provide comments concerning the strengths of the school counseling program. Several general themes emerged from the comments regarding program strengths. Students primarily noted that their school counselors were available when they needed them and that school counselors were willing to help them and talk with them. Students also noted that their school counselors were caring, kind, and encouraging. Parents who commented on the program's strengths also noted the school counselors' availability. Comments from school counselors suggested that they were student centered and committed to meeting the students' academic, emotional, and social needs. In addition, school counselors strived to build strong relationships with students, staff, and parents, and they collaborated and worked as a team. Comments from teachers regarding program strengths suggested that overall, school counselors were accessible and available to the students; they worked to meet the students' needs; they were caring, supportive, and knowledgeable; and they strived to build strong relationships with students, staff, and parents. Administrators also suggested that school counselors were accessible to students, were student advocates, and built strong relationships.

A second open-ended survey item allowed respondents to comment on any needed improvements to the program. Many students indicated that they did not know of any improvements (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). Those students who noted possible improvements indicated that they wanted to spend more time with their school counselor or have their school counselor be more involved, either in the classroom or through individual meetings. Parents who commented about program improvements primarily noted the need for better communication (e.g., with students, with parents, with information regarding programs and resources, and with responding to requests). School counselors' comments indicated the need for additional school counselors and clerical support, smaller caseloads, and a reduction in administrative tasks and/or collateral duties. Teachers' comments overall also suggested that additional school counselors were needed, school counselors needed more time to meet and interact with students, and that demands on school counselors and/or their caseloads should be reduced. Administrators suggested providing additional school counselors and clerical support, reducing demands on school counselors and/or their caseloads, more time with students and teachers, and providing more professional learning.

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 4. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations. 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 towards meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: 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. *(Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)*

Rationale: The second recommendation is to develop a plan to provide additional school counselor allocations at the high school level to ensure that students' needs are met in the academic, as well as the college/career and personal/social development domains. As funding permits, additional allocations could be provided to high schools in 2018-2019. Although VBCPS staffed the school counseling program at both middle and high school levels at higher staffing ratios than the SOQ guidelines, the middle school staffing ratio was 1 school counselor for every 304 students, while the high school staffing ratio was 1 school counselor for every 341 students. The lower high school ratio appears to impact the program to a larger extent which could be due to the responsibilities of the school counselors at the high school level. In addition to the responsibilities that school counselors have at all school levels, high school counselors reported spending significant amounts of time on their responsibility to facilitate the college application, scholarship, and financial aid processes. The impact on the high school program was evident throughout survey data from multiple stakeholder groups showing less positive perceptions of the high school counseling program. Only 31 percent of high school counselors agreed that the allocations at their school allowed the program to meet students' needs, along with 58 percent of high school teachers and 68 percent of high school administrators. Further, only 12 percent of high school counselors, 48 percent of high school teachers, and 50 percent of high school administrators agreed that the caseloads of school counselors allowed them adequate time to counsel students. In addition, 81 percent of high school students agreed that their school counselor was available when they needed them compared to 90 percent of fifth-grade students and 89 percent of middle school students. Although satisfaction levels were relatively high for most stakeholder groups, high school students (71%), parents (59%), school counselors (81%), teachers (71%), and administrators (83%) all had lower percentages of respondents indicating that they were satisfied compared to elementary and middle schools. The lower staffing ratio at high school coupled with college-related responsibilities, along with less favorable perceptions of the high school program, suggest that additional high school allocations could help the program meet its goals at all school levels.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The third recommendation is to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals. Two of the program's objectives were that students would have opportunities to identify academic, career, and social-emotional goals and that they would be aware of academic and career pathways. Survey data related to these two objectives showed relatively low agreement rates for secondary students. For example, 78 percent of middle school students agreed that they had an opportunity to identify academic goals, 66 percent agreed they had the opportunity to identify career goals, and 63 percent agreed they had the opportunity to identify social-emotional

goals. Agreement percentages for high school students were lower with 71 percent of high school students agreeing that they had an opportunity to identify academic goals and less than one half reporting that they had an opportunity to identify career goals (49%) or social-emotional goals (46%). In addition, for multiple survey items related to students' awareness of academic and career pathways, from 64 to 73 percent of middle school students agreed that their school counselor helped them become aware of career options, understand the courses aligned to those career interests, understand the transition process from middle to high school, or identify programs available in high school. Even lower percentages of high school students agreed with similar statements, including understanding the transition process from high school to postsecondary options (51% to 68%).

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered. *(Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)*

Rationale: The fourth recommendation is to publicize the school counseling program to parents so that parents are aware of the various services and opportunities that are offered for students. Relatively low percentages of parents reported knowing who their child's school counselor was (48% to 71% depending on school level) or talking to their child's school counselor (29% to 53% depending on school level). In addition, parents who commented on the survey about program improvements primarily noted the need for better communication. Survey data from parents at all school levels were not aligned with the perceptions of students and staff members who were all substantially more positive about the school counseling program than parents. Across the division, 58 percent of parents agreed that the school counselors engaged parents with the goal of helping parents support their child's development compared to 82 percent of teachers, 91 percent of administrators, and 100 percent of school counselors. Across the division, 62 percent of parents reported being satisfied with the school counseling program compared to 83 percent of students, 89 percent of school counselors, 78 percent of teachers, and 88 percent of administrators. It is possible that because a large percentage of parents did not know or talk to their child's school counselor, that they were not aware of the scope of school counselors' responsibilities or the role the school counselors' play in the students' overall education.

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)	ES	MS	HS	AREA	VA STANDARDS	*STUDENT MINDSETS AND BEHAVIORS
Comprehensive Guidance Curriculum	√	√	√	Academic	Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school.	MINDSETS: √ Self-confidence in ability to succeed √ Positive attitude toward work and learning BEHAVIORS: ✓ 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
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 SST/Special Education Committees	√	√	√			
Academic Advisement and Course Selection	√	√	√			
Referrals to Specialty Middle, Academies 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/Truancy/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	Students will investigate the world of work in order to make informed career decisions.	MINDSETS: √ 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 BEHAVIORS: ✓ Apply self-motivation and self-direction to learning ✓ Apply media and technology skills
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, Gold, Athletics, Organizations)	√	√	√			
Military Recruiter Visits			√			
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			√			

VBCPS Office of Guidance Services and Student Records   *American School Counselor Association Mindsets & Behaviors   July 2015
Questions? Please contact Tracy L. Jackson, Ph.D., NCC, NCSC, ACS, Coordinator - tracy.jackson@vbschools.com

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	Students will investigate the world of work in order to make informed career decisions.	✓ Participate in enrichment and extracurricular activities ✓ Demonstrate advocacy skills and ability to assert self, when necessary
College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP)			√			
College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan)			√			
Schedule and/or Promote College and Career Day/Fair, Career Connections, College Representative Visits, College Night	√	√	√			
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	Students will acquire an understanding of, and respond for, self and others, and the skills to be responsible citizens.	MINDSETS: √ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being √ Sense of belonging in the school environment BEHAVIORS: ✓ Demonstrate effective coping skills when faced with a problem ✓ Demonstrate the ability to balance, school, home and community activities ✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities ✓ Create positive and supportive relationships with other students ✓ Demonstrate empathy ✓ Demonstrate ethical decision-making and social responsibility
Mandated Reporting of Child Abuse/Neglect	√	√	√			
Suicidal Ideation; Self-Mutilation; Identity	√	√	√			
Support Registration of Homeless Families	√	√	√			
Support Pregnant Girls' Continuation of Education		√	√			
Homebound and Hospital Teaching Process	√	√	√			
Crisis Response and Grief and Loss Counseling	√	√	√			
Bullying and Harassment Reporting And Investigation	√	√	√			
Presentations To Building Staff: Bullying and Intimidation	√	√	√			
Consultation with Teachers; Observation of Students with Academic and Behavioral Needs	√	√	√			
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	√	√	√			

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: School Counselor Responsibilities and Activities – Division Perceptions

Task	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
	%	%	%	%	%	%	%	%	%
Work with teachers to provide comprehensive classroom counseling curriculum (academics)	40.6	23.0	40.3	48.4	43.4	45.6	10.9	33.5	14.1
Provide class presentations related to academics	51.6	24.9	40.3	43.8	44.5	51.0	4.7	30.6	8.7
Provide small-group instruction related to academics	23.4	17.5	26.8	56.3	36.6	45.0	20.3	45.9	28.2
Conduct parent and student conferences on academic concerns	85.9	53.8	62.0	13.3	35.3	30.7	0.8	10.9	7.3
Facilitate students' completion of academic and career plans	79.5	32.7	46.0	18.1	43.8	34.0	2.4	23.5	20.0
Conduct parent workshops related to various assessments	24.6	17.1	16.7	32.5	31.7	27.3	42.9	51.1	56.0
Assist with 504 Plan development	93.0	71.0	82.7	6.3	25.9	16.0	0.8	3.1	1.3
Assist with academic incentives, behavior intervention plans (BIP), and committees	72.7	51.4	55.7	25.0	39.7	34.2	2.3	8.9	10.1
Advise students on academic issues and course selection	88.3	48.4	55.0	8.6	34.0	34.2	3.1	17.6	10.7
Promote and help students identify specialty programs available to them	71.1	42.2	47.3	25.8	38.8	40.7	3.1	19.1	12.0
Certify records for graduation and communicate if students are in jeopardy	50.0	37.3	30.9	9.4	26.6	16.1	40.6	36.2	53.0
Assist with truancy and drop-out prevention plans and reenrollment procedures	59.4	31.7	40.9	23.4	38.7	28.9	17.2	29.6	30.2
Help students understand transition process between school levels	81.3	45.7	62.0	17.2	41.6	33.3	1.6	12.7	4.7
Help students identify resources if they are struggling academically	68.0	35.2	43.3	28.1	46.4	42.7	3.9	18.3	14.0
Help deliver programs to enhance students' academic success	62.5	32.6	41.6	35.2	44.7	45.0	2.3	22.7	13.4
Counsel students with IEPs	55.6	38.4	32.7	39.7	40.1	40.1	4.8	21.5	27.2

Note: C=Counselors, T=Teachers, A=Administrators

Appendix D: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2016-2017

ELEMENTARY SCHOOLS	
Alanton	1.2
Arrowhead	1.0
Bayside	1.0
Bettie F. Williams	1.0
Birdneck	1.2
Brookwood	1.4
Centerville	1.4
Christopher Farms	1.2
College Park	1.0
W.T. Cooke	1.0
Corporate Landing	1.0
Creeds	1.0
Diamond Springs	1.0
Fairfield	1.0
Glenwood	1.8
Green Run	1.0
Hermitage	1.2
Holland	1.0
Indian Lakes	1.0
John B. Dey	1.6
Kempsville	1.0
Kempsville Meadows	1.0
King's Grant	1.2
Kingston	1.0
Landstown	1.4
Linkhorn Park	1.2
Luxford	1.0
Lynnhaven	1.0
Malibu	1.0
New Castle	1.0
Newtown	1.4
North Landing	1.0
Ocean Lakes	1.0
Parkway	1.0
Pembroke	1.0
Pembroke Meadows	1.0
Point O'View	1.4
Princess Anne	1.0
Providence	1.0
Red Mill	1.2
Rosemont	1.0
Rosemont Forest	1.0
Salem	1.0
Seatack	1.0

ELEMENTARY SCHOOLS (continued)	
Shelton Park	1.0
Strawbridge	1.2
Tallwood	1.0
Thalia	1.2
Thoroughgood	1.4
Three Oaks	1.4
Trantwood	1.0
White Oaks	1.2
Windsor Oaks	1.0
Windsor Woods	1.0
Woodstock	1.2
TOTAL	**61.4**

Note: There are no department chairs at elementary schools.

MIDDLE SCHOOLS	
Bayside 6	1.5
Bayside	2.0
Brandon	4.0
Corporate Landing	4.0
Great Neck	4.0
Independence	4.0
Kempsville	3.0
Landstown	5.0
Larkspur	5.0
Lynnhaven	3.0
Old Donation	3.0
Plaza	3.0
Princess Anne	4.0
Salem	3.0
Virginia Beach	3.0
TOTAL	**51.5**

HIGH SCHOOLS	
Bayside	5.0
Frank W. Cox	5.0
First Colonial	6.0
Green Run	4.4
Floyd E. Kellam	6.0
Kempsville	4.6
Landstown	6.0
Ocean Lakes	6.0
Princess Anne	5.0
Salem	5.0
Tallwood	6.0
TOTAL	**59.0**

SPECIALTY SCHOOLS	
Green Run Collegiate	1.0
Renaissance Academy	4.0
Student Support Services*	2.0
Tech & Career Ed Center	1.0
TOTAL	**8.0**

Note: Data as of November 7, 2016.
Total counselor FTEs = 179.9
*Military-connected

Endnotes

[1] Source: http://www.vbschools.com/guidance/

[2] Source: http://www.vbschools.com/guidance/

[3] Source: http://www.vbschools.com/guidance/

[4] Source: School Guidance/Counseling Program. Retrieved from http://www.vbschools.com/guidance/

[5] Source: School Guidance/Counseling Program. Retrieved from http://www.vbschools.com/guidance/

[6] While goals and objectives were developed for each area during the evaluation readiness process, modifications to the goals and objectives might be necessary as the proposed multiyear evaluation continues based on potential changes to the program.

[7] 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.

[8] Hanover Research (June 2016). *Research Brief: Evaluating Guidance Programming*.

[9] W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from http://www.wkkf.org/~/media/62EF77BD5792454B807085B1AD044FE7.ashx

[10] Examples of activities include the following: facilitate academic and career planning; facilitate registration process including academic advising and course selection aligned to students' academic and career pathways; lead small-group counseling; offer classroom presentations; consult with students individually; offer parent workshops and informational sessions on SOL, PSAT, SAT and ACT; facilitate transitional orientations; parent conferences; facilitate completion of academic and career plans in grades 5, 7, 8, and 10; refer students to academy programs including Academy Information Night; facilitate re-enrollments and promote drop-out prevention.

[11] Source for sample size calculations: http://www.raosoft.com/samplesize.html

[12] Source: http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf

[13] Source: https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf

[14] Source: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor

[15] Source: http://www.doe.virginia.gov/boe/accreditation/regulations_establishing_soa.pdf (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)

[16] Source: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor

[17] Source: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor and https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf

[18] Source: http://www.vbschools.com/guidance/

[19] Source: https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf

[20] Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf

[21] Source: 2016 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.

[22] Source: https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

[23] Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf

[24] Source: http://www.vbschools.com/compass/2020/ourprogress.asp

[25] Source: http://www.vbschools.com/compass/2020/ourprogress.asp

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