



School Counseling Program K-12: *Evaluation Readiness Report*

By Brian K. Matney, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Evaluation Readiness Report
December 2016



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

Table of Contents

Executive Summary	4
Results of the Evaluation Readiness Process	4
Recommendations and Rationale.....	5
Background	7
Program Description and Purpose	7
Literature Review	8
Selection and Approval of Program for Evaluation	9
Overview of Current Program Goals and Objectives.....	10
Process for Developing Revised Goals and Objectives	10
Revised Goals and Objectives.....	12
Baseline Data	13
Evaluation Plan and Recommendation	14
Scope and Rationale of Proposed Evaluation	14
Proposed Evaluation Method	15
Evaluation Design and Questions	16
Results of the Evaluation Readiness Process	19
Recommendations and Rationale.....	21
Appendices.....	22
Appendix A: VBCPS <i>Essential Counseling Services by Level</i>	22
Appendix B: Total Staffing Allocations Including Guidance Department Chairs and School Counselors.....	24
Endnotes	27

Tables

1	Mindsets and Behaviors Aligned With School Counseling Focus Areas	8
2	Demographic Characteristics of Students Served by the School Counseling Program.....	14
3	Data Collection Process for Program Objectives – Goal 1.....	17
4	Data Collection Process for Program Objectives – Goal 2.....	18
5	Data Collection Process for Program Objectives – Goal 3.....	19

Executive Summary

The purpose of this Evaluation Readiness Report is to comply with School Board Policy 6-26, adopted by the School Board of the City of Virginia Beach on September 5, 2007. According to the policy, “Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually.” On August 18, 2015, the School Board approved the 2015-2016 Program Evaluation Schedule in which the comprehensive K-12 school counseling program was recommended for an Evaluation Readiness Report. Based on School Board Policy 6-26, for programs scheduled for an Evaluation Readiness Report, the Department of Planning, Innovation, and Accountability (PIA) will “assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes.” According to the policy, an Evaluation Readiness Report focusing on the outcomes of this process and recommendations regarding continued evaluation of the program will be presented to the Superintendent and School Board.

Results of the Evaluation Readiness Process

- The school counseling program leadership team and staff from PIA’s Office of Research and Evaluation met to discuss the evaluation readiness process, the development of measurable goals and objectives, and the development of a multiyear evaluation plan.
- Measurable goals and objectives were developed based on a review of the Virginia Beach City Public Schools (VBCPS) *Essential Counseling Services by Level* document, a review of ASCA information, a review of Virginia standards, a review of individual school goals for the counseling program, and input from the central office school counseling program managers.
- Goals focused on the three primary service areas including academic, college and career, and personal and social development.
- 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 educational, training, and employment options upon completion of secondary school (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).
- Specific objectives related to the first goal include the following 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 second goal is that the school counseling program will ensure that students will investigate the world of work in order to make informed career decisions (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).

- Specific objectives related to the second goal include the following for students: believe that using their abilities to the fullest extent will allow them to achieve high-quality results; become aware of academic and career pathways and program options in middle and high school; understand career options; become aware of scholarship opportunities; develop self-motivation and self-direction in their learning; demonstrate advocacy skills and the ability to assert oneself; apply media and technology skills related to career interests; participate in extracurricular activities related to career interests; ensure students' experiences in VBCPS allow them to reach their post-high school goals; understand that life-long learning and postsecondary education are necessary for long-term career success; and participate in postsecondary education, the military, or work after high school.
- The third goal is that the school counseling program will ensure that students acquire an understanding of self and others, as well as the skills to be responsible citizens (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).
- Specific objectives related to the third goal include the following for students: demonstrate a healthy balance of mental, social/emotional, and physical well-being; develop the ability to balance school, home, and community activities; experience a sense of belonging in the school environment; develop the ability to manage transitions and adapt to changing situations; improve behavior; develop coping skills; develop conflict resolutions skills; develop the ability to empathize and cultivate positive relationships with their peers; and demonstrate ethical decision-making and social responsibility.
- The evaluation plan includes an evaluation question focused on the operation of the school counseling program including activities and responsibilities of 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.
- Given the breadth of services that are part of the comprehensive school counseling program from kindergarten through grade twelve, a three-year evaluation process was proposed.

Recommendations and Rationale

Recommendation #1: Conduct a comprehensive evaluation of the Academic component of the comprehensive school counseling program in 2016-2017 with a report provided to the School Board during fall 2017. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the Academic component of the K-12 school counseling program be conducted during 2016-2017 to focus on the multiple activities and responsibilities of school counselors in this area. Conducting an evaluation that focuses on each of the three aspects of the program over a three-year period aligns with the recommendation cited by Hanover Research in its brief on evaluation practices for school counseling programs and is advocated by the Kellogg Foundation. The comprehensive evaluation will examine the operation of the program as it relates to supporting students academically along with providing data for goals and objectives for the program's Academic component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated. Having completed the evaluation readiness process, which resulted in the development and refinement of specific goals and objectives, a comprehensive evaluation is now recommended.

Recommendation #2: Conduct a comprehensive evaluation of the College and Career component of the comprehensive school counseling program in 2017-2018 with a report provided to the School Board during fall 2018. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the College and Career component of the K-12 school counseling program be conducted during 2017-2018 to focus on the multiple activities and responsibilities of school counselors in this area. The comprehensive evaluation will examine the operation of the program as it relates to supporting students' investigation and awareness of college and career opportunities along with providing data for goals and objectives for the program's College and Career component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated.

Recommendation #3: Conduct a comprehensive evaluation of the Personal and Social component of the comprehensive school counseling program in 2018-2019 with a report provided to the School Board during fall 2019. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the Personal and Social component of the K-12 school counseling program be conducted during 2018-2019 to focus on the multiple activities and responsibilities of school counselors in this area. The comprehensive evaluation will examine the operation of the program as it relates to supporting students' personal and social development along with providing data for goals and objectives for the program's Personal and Social component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated.

Background

Program Description and Purpose

The Virginia Beach City Public Schools comprehensive school counseling program is adapted from the American School Counselors Association (ASCA) K-12 national model¹ and is based on standards established by the Virginia Department of Education pursuant to the Standards of Quality (see *Standards for School Counseling Programs in Virginia Public Schools*, 2004; 8VAC20-620-10 of the Code of Virginia). As noted on the school division's internet website, the VBCPS comprehensive school counseling program from kindergarten through grade twelve is "an integral part of each school's total educational program designed to promote"² the growth of all students in the following areas:

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

As set forth in the Virginia standards, academic achievement is described as assisting students in the acquisition of "the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school." College and career preparation is described under the Virginia standards as equipping students "to investigate the world of work in order to make informed career decisions." Personal and social skills are described as assisting students in the acquisition of an understanding of self and others, and the skills to be responsible citizens.

The American School Counselors Association (ASCA) model was chosen as the basis for the design and delivery of the division's school counseling program because it "emphasizes a comprehensive and developmental approach." Building a foundation for "student learning and academic success," the ASCA model "infuses concepts of student advocacy, leadership, collaboration, and systemic change." The program is "developmentally designed to serve all students"

and consists of the following components or services:³

- *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 transition), 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.

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

Area	Example Mindsets	Example Behaviors
Academic	<ul style="list-style-type: none"> ➤ Self-confidence ➤ Positive attitude 	<ul style="list-style-type: none"> ➤ Time-management, organizational, and study skills ➤ Engaging in challenging coursework ➤ Ability to work independently ➤ Ability to overcome barriers ➤ Use of effective communication and listening skills
College/Career	<ul style="list-style-type: none"> ➤ Linking postsecondary education and life-long learning to long-term career success ➤ Belief in using abilities to achieve high-quality outcomes 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being ➤ Sense of belonging in the school environment 	<ul style="list-style-type: none"> ➤ 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

All schools are required to have a Guidance Advisory Council 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.⁴

Staffing in each school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 full-time equivalent (FTE) school counselor allocations at elementary schools, 1 to 4 FTE school counselor allocations at middle schools, and 3.4 to 5 FTE school counselor allocations at high schools. Appendix B provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school.

In summation, 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.

Literature Review

To provide an overall context and to review the most current work in the area of comprehensive school counseling programs, a review of the literature was conducted by the Office of Research and Evaluation in preparation for this Evaluation Readiness Report. Those studies found that, given the difficulty in isolating the school counseling variable in schools (which often simultaneously incorporates a multitude of interventions designed to develop the whole child), much of the research over the past two decades has been, and continues to be, of a correlational or quasi-experimental nature. However, an increasing number of more sophisticated studies utilizing randomized control

trials are corroborating the efficacy of school counseling interventions. With the growth of the accountability movement, there has been an expanding body of academic literature which supports a connection between comprehensive school counseling programs and important student outcomes desired by educators and parents. Such outcomes range from enhanced academic performance and college attendance to personal and social growth.

Studies suggesting the overall effectiveness of school counseling are demonstrated in the work of Whiston and Quinby (2009), who conducted a meta-analysis of school counseling outcome research involving 16,296 students, 117 studies, and 153 interventions and found an overall effect size of .30.⁵ These researchers report “quite large” effect sizes in the areas of problem-solving, increased career knowledge, and discipline. Smaller, yet significant, effect sizes were found on academic achievement. Lapan, Gysbers and Petroski (2001) reported in a study of 22,601 pupils, after controlling for socioeconomic status and enrollment size, that those attending middle schools with more fully implemented comprehensive programs earned higher grades, felt education was more relevant to their futures, and had fewer problems described as interpersonal.⁶

A positive impact of school counseling programs on academic achievement was also manifested in studies conducted by Brigman and Campbell (2003)⁷ and Webb, Brigman, and Campbell (2005).⁸ When the Student Success Skills school counseling curriculum focusing on cognitive, social, and self-management skills was delivered to elementary and middle school students, they secured significantly higher math and reading scores on state tests. Similarly, Sink and Stroh (2003) found that in a study involving 5,618 elementary students, they performed better on national tests of academic knowledge and on state tests of academic achievement when they attended a school with a comprehensive developmental school counseling program.⁹

A 2013 randomized control trial conducted by Hoxby and Turner demonstrated that school counseling intervention had a statistically significant

impact on college application and acceptance rates to selective institutions by 3,000 high-achieving, low-income students.¹⁰ Avery, Howell, and Page (2014), as reported in a College Board research brief, also suggested school counseling program effectiveness in promoting college readiness.¹¹ According to these researchers, “the academic literature provides fairly strong consensus that counseling and support during various stages of the college application process can have meaningful effects on the postsecondary choices of high school students, especially those from low income families.”

Personal and social growth is also demonstrated in the research promulgated by Warner et al. (2016).¹² Utilizing a randomized control trial, these authors found that the delivery of Skills for Academic and Social Success (SASS) by properly trained school counselors led to significant reductions in anxiety among students with social anxiety disorder.

Selection and Approval of Program for Evaluation

The division’s school counseling program for all school levels was selected and approved for the 2015-2016 Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually....On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division’s strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;

5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

On June 1, 2015, members of the Program Evaluation Committee reviewed and ranked a list of existing educational programs based on the criteria noted above. Rankings were compiled and shared with the committee at the meeting, and programs recommended for evaluation were determined. The division's school counseling program, which is designed to promote the academic, career, and personal/social development of all students, was recommended for inclusion on the Program Evaluation Schedule primarily due to the scale and cost of the program and because of its potential to have a large, positive impact on VBCPS reaching its goals. It was determined that the school counseling program would be scheduled for an Evaluation Readiness Report in order to define measurable goals and objectives and develop an evaluation plan. The proposed Program Evaluation Schedule was shared with the Superintendent and Senior Staff on June 22, 2015 and was presented to the School Board on August 4, 2015. The School Board approved the 2015-2016 Program Evaluation Schedule on August 18, 2015, and the schedule was shared with all school principals on August 20, 2015.

Overview of Current Program Goals and Objectives

According to the school counseling program webpage on the school division's public website, the current program goals are based on overarching principles for the development of counseling programs noted below:

- Understanding the school environment
- School success skills
- Career awareness and educational planning
- Understanding self and others
- Understanding attitudes and behaviors
- Decision-making and problem-solving
- Interpersonal and communication skills
- Community pride and involvement

While progress toward the attainment of general program goals and objectives may look different at the various levels (e.g., elementary, middle, and high), the counseling services identified by the Commonwealth of Virginia and ASCA as essential components (e.g., academic achievement, college and career preparation, and personal and social development) serve as a guide for the development of individual school goals. As recommended by ASCA, goals crafted at the school level are set forth in an annual written agreement that is signed and approved by the principal and counseling department, including the chairperson at the secondary levels. They are submitted annually to the Office of Student Support Services during the month of October.

The next section of this report describes the process for developing revised goals and objectives for the program that are specific and measurable. In revising the goals and objectives, the focus was on including the key concepts of the existing broad goals, including the elements of the mindsets and behaviors noted in the VBCPS *Essential Counseling Services by Level* document, and aligning them with concepts addressed by individual school goals.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board...." The process to complete an Evaluation Readiness Report began during the 2015-2016 school year with a review of existing documentation about the school counseling program (history, purpose, and available goals) by program evaluators from the Office of Research and Evaluation. In addition, ASCA literature and other evaluations of school counseling programs were reviewed.

A meeting was held on June 2, 2016 with the school counseling services leadership team and

Office of Research and Evaluation evaluators. The focus of the meeting was to discuss the purposes of the program and to discuss general goals and specific objectives that would be realized if the program were successful. At this meeting, it was clarified that the evaluation would focus on the school counseling program rather than the function of guidance services as a whole. The VBCPS *Essential Counseling Services* document was reviewed with a focus on the mindsets and behaviors that were listed. The proposed scope of the evaluation was discussed, including the proposed timeline for the evaluation of the three school counseling program areas focused on academic, college and career, and personal and social development. It was decided that the creation of a separate Program Evaluation Readiness Committee was not necessary as much of the work that would have been conducted by the committee could be derived from available documents and the goals reported annually to the Office of Student Support Services by the schools. To avoid duplication of efforts, it was decided that the Office of Research and Evaluation would work collaboratively with the school counseling program leadership team to utilize the existing information to develop goals and measurable objectives for the proposed three-year comprehensive evaluation.

After individual school goals were submitted to the Office of Student Support Services in October 2016, a qualitative review of the goals was conducted by staff in the Office of Research and Evaluation. Goals from 26 elementary schools, 7 middle schools, and 7 high schools were available for review as of October 14. The school counseling program goals, tied to the individual schools' annual Plan for Continuous Improvement (PCI) and the school division's *Compass to 2020* strategic plan, are submitted to the Office of Student Support Services and posted to the school division's SharePoint site each fall during the month of October. The Office of Student Support Services granted the Office of Research and Evaluation access to this information, and the analysis involved reviewing the goals and categorizing the goals that were measurable into one of the three essential counseling services areas with the best fit. Within the academic arena,

schools set forth measurable goals related to the following:

- Increasing on-time graduation rates (this was a predominant goal with multiple high schools submitting measurable goals emphasizing this student outcome)
- Improving attendance rates
- Enhancing academic achievement, including improved grades
- Increasing the number of students graduating with honors
- Increasing enrollment in advanced coursework, including Advanced Placement classes
- Increasing the number of eighth-grade students applying to high school academy programs
- Enhancing literacy skills
- Improving Standards of Learning (SOL) test performance
- Enhancing problem-solving abilities

Goals set forth by schools related to college and career preparation for students included:

- Increasing the percentage of students applying to at least one postsecondary school option, including four-year colleges, two-year colleges, and technical schools
- Enhancing elementary school students' understanding of middle school through the completion of the Middle School Readiness rubric
- Improving understanding of career options through the completion of at least one online career interest inventory

Goals crafted by schools related to the personal and social development of students included:

- Decreasing number of disciplinary referrals
- Enhancing conflict resolution skills
- Enhancing coping skills
- Improving citizenship skills
- Heightening bullying awareness and prevention

A second meeting was held on November 9, 2016 with the school counseling program leadership team and Office of Research and Evaluation evaluators to review the school counseling program's goals and objectives and obtain any additional feedback relevant to the measures as well

as the evaluation process. Evaluation questions and measurable goals and objectives were discussed and agreed upon.

Revised Goals and Objectives

As a result of the evaluation readiness process, 3 goals and 30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. These were focused on students' academic success, college and career preparedness, and personal/social development.¹³

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.

Baseline Data

The school division's comprehensive school counseling program serves all 67,214 students in the division from kindergarten through grade twelve (30,744 in K-5; 15,679 in grades 6 through 8; and 20,791 in grades 9 through 12). Table 2 provides the demographic information for 2016-2017 students by school level.

Table 2: Demographic Characteristics of Students Served by the School Counseling Program

Characteristic	Elementary		Middle		High	
Gender	#	%	#	%	#	%
Female	14,970	48.7	7,732	49.3	10,122	48.7
Male	15,774	51.3	7,947	50.7	10,669	51.3
Ethnicity	#	%	#	%	#	%
African American	7,033	22.9	3,793	24.2	5,121	24.6
American Indian	62	0.2	40	0.3	52	0.3
Caucasian	14,969	48.7	7,822	49.9	10,604	51.0
Hispanic	3,819	12.4	1,585	10.1	2,020	9.7
Asian	1,680	5.5	928	5.9	1,339	6.4
Hawaiian/Pacific Islander	161	0.5	77	0.5	97	0.5
Multiracial	3,020	9.8	1,434	9.1	1,558	7.5
Economically Disadvantaged	#	%	#	%	#	%
Yes (Free/Reduced Lunch)	12,999	41.0	6,306	31.2	5,816	36.1
Identified Special Education	#	%	#	%	#	%
Yes	2,953	9.6	1,790	11.4	2,142	10.3
Identified Limited English Proficiency	#	%	#	%	#	%
Yes	790	2.6	350	2.2	265	1.3
Identified Gifted	#	%	#	%	#	%
Yes	2,811	9.1	2,674	17.1	3,310	15.9
Military Connected	#	%	#	%	#	%
Yes	6,601	21.5	2,483	15.8	2,076	10.0

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

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and “will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation.” In accordance with this policy, a multiyear comprehensive evaluation is recommended, and the proposed plan of action for the evaluation of the school counseling program is described below.

Scope and Rationale of Proposed Evaluation

The scope of the school counseling program evaluation will include the academic, college and

career, and personal and social focus areas across the division from kindergarten through grade twelve. The evaluation will address the components and the operation of the program in each of these focus areas as well as student outcomes in these areas. The first purpose of the evaluation will be to gather information to inform program development and improvement. The second purpose of the evaluation is to determine the effectiveness of the school counseling program for students.

Due to the scope of the evaluation, the Office of Research and Evaluation recommends that a multiyear comprehensive evaluation be completed over a period of three years. The proposed evaluation plan includes the following:

1. Comprehensive evaluation of the school counseling program’s academic services during the 2016-2017 school year.

2. Comprehensive evaluation of the school counseling program's college and career services during the 2017-2018 school year.
3. Comprehensive evaluation of the school counseling program's personal and social development services during the 2018-2019 school year.

Conducting an evaluation that focuses on each of the three focus areas of the program over a three-year period follows the recommendation cited by Hanover Research¹⁴ and advocated by the Kellogg Foundation. When a school counseling program has "multiple program types, project types, or initiatives," Kellogg recommends conducting a "cluster evaluation which allows an organization to aggregate the evaluation results of multiple program types to generate a holistic assessment of the entire system/program of activities." Further, "by aggregating data from thematic clusters of program activities, the evaluation may better support high-level decision-making. In addition, the cluster evaluation may reveal a need to evaluate a single program in further detail, or may serve as the basis for a macro-evaluation of the entire program."¹⁵

Each comprehensive evaluation will assess how the school counseling program operates in terms of offering services and the extent to which the program is meeting its goals and objectives. The comprehensive evaluation will provide information on the areas noted below.

1. Operation including activities and staff responsibilities, staffing, professional learning, and parent engagement
 - Rationale: It is standard practice within an evaluation framework to examine issues related to operation in order to assess functioning.
2. Characteristics of students receiving services in the program
 - Rationale: Although all students are served in the school counseling program, data will also be collected regarding students' participation in specific school counseling

activities and their perceptions of the impact of those activities.

3. Progress toward meeting goals and objectives
 - Rationale: Progress made toward meeting the outcome-related goals and objectives will be assessed to determine the extent to which the program is effective.
4. Stakeholder perceptions
 - Rationale: Assessing administrator, school counselor, teacher, student, parent and community partner perceptions of the school counseling program will identify strengths of the program and potential areas for improvement.

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 plan does not currently include an analysis of costs of the program. Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, it is recommended that a separate cost analysis of the school counseling program be conducted as a separate project at a later date if requested.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, a research brief was requested from Hanover Research on best practices in evaluating school counseling programs.¹⁶ The brief served as a resource for planning the evaluation. The proposed evaluation will include mixed-methodologies in order to adequately address each of the evaluation questions, including the goals and objectives. Data collection for academic services will occur during the 2016-2017 school year, data collection for the college and career services will occur during the 2017-2018 school year, and data collection for the personal and social development services will occur during the 2018-2019 school year. Data collection will include both quantitative (e.g., student demographics, graduation rates, survey ratings) and qualitative data (e.g., open-ended survey questions, time/task analyses, document review). The

majority of quantitative data will be extracted from the VBCPS data warehouse. Surveys will also be administered to all stakeholder groups (i.e., building administrators, counselors, teachers, students, parents, and community partners) to gather perception data. Guidelines and recommendations from the ASCA will be reviewed and noted in relation to VBCPS practices where appropriate.

Evaluation Design and Questions

To the greatest extent possible, the evaluation methods that are proposed are aligned with information in the literature about best practices in the evaluation of school counseling programs. The design of the evaluation will primarily include cross-sectional components where data are examined based on a given point in time. Cross-sectional designs provide a “snapshot” at one point in time, but allow for examination of data based on subgroup. Within cross-sectional designs, subgroups may be based on the amount or type of intervention received (International Program for Development Evaluation Training [IPDET], no date).¹⁷ According to Harrell et al. (n.d.), cross-sectional designs can be used to estimate relationships “between outcomes and differences in the duration, type, and intensity of services received, yielding conclusions about plausible links between outcomes and services...” (p. 10).¹⁸ This type of design will allow for an examination of whether students who receive certain services are more likely to attain outcomes related to those services (i.e., student-level results). In addition, it will allow for an examination of whether schools that spend more time providing a service have students who are more likely to attain specified outcomes related to those services (i.e., school-level results).

The proposed evaluation questions that will be addressed in the comprehensive evaluations each year are shown below.

1. What are the operational components of the school counseling program?
 - a. What are the components of the comprehensive guidance curriculum?
 - b. What programs and activities are offered by the school counseling program promoting academic achievement and what are the school counselors’ responsibilities in this area? (2016-2017)¹⁹
- c. What programs and activities are offered by the school counseling program promoting college and career readiness and what are the school counselors’ responsibilities in this area? (2017-2018)²⁰
- d. What programs and activities are offered by the school counseling program promoting students’ personal and social growth and what are the school counselors’ responsibilities in this area? (2018-2019)²¹
- e. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools’ needs?
- f. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors’ needs?
- g. 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. What school counseling activities do students report being most prevalent in their school?
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, attendance, and behavior (e.g., Positive Behavioral Interventions and Supports [PBIS], mediation, restorative practices), what changes were demonstrated in SOL results and retention rates, attendance rates, and discipline rates, respectively?
4. What were stakeholders’ perceptions of the school counseling program (i.e., building administrators, counselors, teachers, students in grades 5 through 12, parents, and community partners).

Tables 3 through 5 outline the process of collecting data to address evaluation question 3 noted above. For reference, the goals and objectives can be found on pages 12 and 13.

Table 3: Data Collection Process for Program Objectives – Goal 1

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.			
Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding high school and middle school enrollment in advanced coursework.	Percentage of students who enroll in advanced coursework.	VBCPS Data Warehouse
Goal 1 Objective 2	Data regarding on-time high school graduation and students' understanding of diploma course requirements.	Percentage of students who graduate on time; percentage of respondents agreeing.	Virginia Department of Education On-Time Graduation Data File, Survey
Goal 1 Objective 3	Data regarding students' understanding of the importance of SOL assessments.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 4	Data regarding students' perceptions that the counseling program accentuated the connection between attendance and academic success.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 5	Data regarding students' perceptions that the counseling program helped with relationships and skills for success.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 6	Data regarding students', teachers, and administrators' perceptions that the counseling program helped develop communication and listening skills.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 7	Data regarding students' perceptions that the counseling program helped develop self-confidence and positive attitude toward work and learning.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 8	Data regarding students' perceptions that the counseling program helped develop ability to work independently, solve problems, and overcome barriers.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 9	Data regarding student involvement in the academic and career planning process.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 10	Data regarding middle and high school students' and parents' awareness of academic and career pathways and selection of coursework aligned with their pathway.	Percentage of respondents agreeing.	Survey

Table 4: Data Collection Process for Program Objectives – Goal 2

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

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 2 Objective 1	Data regarding students' perceptions that the counseling program helped them understand the connection between effort and results.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding students' and parents' perceptions that the counseling program helped in their awareness of pathways and middle and high school program options.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding students' perceptions that the counseling program helped promote a better understanding of career options.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 4	Data regarding students' and parents' perceptions that the counseling program helped make them aware of scholarship opportunities.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 5	Data regarding students', parents', and teachers' perceptions that the counseling program helped promote self-motivation and self-direction in learning.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 6	Data regarding students', parents', and teachers' perceptions that the counseling program promoted self-advocacy skills.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 7	Data regarding students' perceptions that the counseling program promoted media and technology skills related to career interests.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 8	Data regarding students' participation in extracurricular and enrichment activities related to career interests.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 9	Data regarding students' and parents' perceptions that their school experiences will allow them to reach post-high school goals.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 10	Data regarding students' perceptions that the counseling program helped them understand the connection between life-long learning and postsecondary education to career success.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 11	Data regarding college enrollment, military commitments, and employment.	Percentage of students who enroll in college by 2- or 4-year institution, join the military, or report plans to work.	National Student Clearinghouse Data File, Office of Student Support Services, Survey

Table 5: Data Collection Process for Program Objectives – Goal 3

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.

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 3 Objective 1	Data regarding students' and parents' perceptions that the counseling program helped foster balance and well-being.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 2	Data regarding students' perceptions that the counseling program helped them balance school, home, and community activities.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 3	Data regarding students' and parents' perceptions that the counseling program fostered a sense of belonging in school.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 4	Data regarding students' and parents' perceptions that the counseling program helped students manage transitions and change.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 5	Data regarding students' and parents' perceptions of student behavior.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 6	Data regarding students' perceptions that the counseling program helped them develop coping and problem-solving skills.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 7	Data regarding students' perceptions that the counseling program helped them develop conflict resolution skills.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 8	Data regarding students' and parents' perceptions that the counseling program helped students empathize and develop relationships with peers.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 9	Data regarding ethical decision-making and social responsibility.	Data regarding students completing community service projects and earning the state civics seal on their diplomas.	Survey, VBCPS Data Warehouse

Results of the Evaluation Readiness Process

- The school counseling program leadership team and staff from PIA's Office of Research and Evaluation met to discuss the evaluation readiness process, the development of measurable goals and objectives, and the development of a multiyear evaluation plan.
- 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, a review of individual school goals for the counseling program, and input from the central office school counseling program managers.
- Goals focused on the three primary service areas including academic, college and career, and personal and social development.

- 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 educational, training, and employment options upon completion of secondary school (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).
- Specific objectives related to the first goal include the following 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 second goal is that the school counseling program will ensure that students will investigate the world of work in order to make informed career decisions (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).
- Specific objectives related to the second goal include the following for students: believe that using their abilities to the fullest extent will allow them to achieve high-quality results; become aware of academic and career pathways and program options in middle and high school; understand career options; become aware of scholarship opportunities; develop self-motivation and self-direction in their learning; demonstrate advocacy skills and the ability to assert oneself; apply media and technology skills related to career interests; participate in extracurricular activities related to career interests; ensure students' experiences in VBCPS allow them to reach their post-high school goals; understand that life-long learning and postsecondary education are necessary for long-term career success; and participate in postsecondary education, the military, or work after high school.
- The third goal is that the school counseling program will ensure that students acquire an understanding of self and others, as well as the skills to be responsible citizens (Code of Virginia 8VAC20-620-10; *Standards for School Counseling Programs in Virginia Public Schools*, 2004; VBCPS *Essential Counseling Services by Level*).
- Specific objectives related to the third goal include the following for students: demonstrate a healthy balance of mental, social/emotional, and physical well-being; develop the ability to balance school, home, and community activities; experience a sense of belonging in the school environment; develop the ability to manage transitions and adapt to changing situations; improve behavior; develop coping skills; develop conflict resolutions skills; develop the ability to empathize and cultivate positive relationships with their peers; and demonstrate ethical decision-making and social responsibility.
- The evaluation plan includes an evaluation question focused on the operation of the school counseling program including activities and responsibilities of 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.
- Given the breadth of services that are part of the comprehensive school counseling program from kindergarten through grade twelve, a three-year evaluation process was proposed.

Recommendations and Rationale

Recommendation #1: Conduct a comprehensive evaluation of the Academic component of the comprehensive school counseling program in 2016-2017 with a report provided to the School Board during fall 2017. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the Academic component of the K-12 school counseling program be conducted during 2016-2017 to focus on the multiple activities and responsibilities of school counselors in this area. Conducting an evaluation that focuses on each of the three aspects of the program over a three-year period aligns with the recommendation cited by Hanover Research in its brief on evaluation practices for school counseling programs and is advocated by the Kellogg Foundation. The comprehensive evaluation will examine the operation of the program as it relates to supporting students academically along with providing data for goals and objectives for the program's Academic component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated. Having completed the evaluation readiness process, which resulted in the development and refinement of specific goals and objectives, a comprehensive evaluation is now recommended.

Recommendation #2: Conduct a comprehensive evaluation of the College and Career component of the comprehensive school counseling program in 2017-2018 with a report provided to the School Board during fall 2018. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the College and Career component of the K-12 school counseling program be conducted during 2017-2018 to focus on the multiple activities and responsibilities of school counselors in this area. The comprehensive evaluation will examine the operation of the program as it relates to supporting students' investigation and awareness of college and career opportunities along with providing data for goals and objectives for the program's College and Career component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated.

Recommendation #3: Conduct a comprehensive evaluation of the Personal and Social component of the comprehensive school counseling program in 2018-2019 with a report provided to the School Board during fall 2019. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: It is proposed that a comprehensive evaluation of the Personal and Social component of the K-12 school counseling program be conducted during 2018-2019 to focus on the multiple activities and responsibilities of school counselors in this area. The comprehensive evaluation will examine the operation of the program as it relates to supporting students' personal and social development along with providing data for goals and objectives for the program's Personal and Social component. Relationships between the types of activities, the extent to which they are implemented, and outcomes will be investigated.

Appendices

Appendix A: VBCPS Essential Counseling Services by Level

VIRGINIA BEACH CITY PUBLIC SCHOOLS* – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	VA STANDARDS
	ES	MS	HS		*STUDENT MINDSETS AND BEHAVIORS
Comprehensive Guidance Curriculum	✓	✓	✓	Academic	<p>Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school.</p> <p>MINDSETS:</p> <ul style="list-style-type: none"> ✓ Self-confidence in ability to succeed ✓ Positive attitude toward work and learning <p>BEHAVIORS:</p> <ul style="list-style-type: none"> ✓ 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/Tuancy/Drop Out Prevention	✓	✓	✓		
Matriculation to Middle/High School/College	✓	✓	✓		
Coordination of Transitional Orientation	✓	✓	✓		
Peer Tutoring	✓	✓	✓		
Bolsters Academic Skills –Study, Test and Note Taking, Organization, Time Management, Improvement Programs	✓	✓	✓		
Counseling Students with Individualized Education Plans when Identified	✓	✓	✓		
Support Service Learning Opportunities	✓	✓	✓	College/Career	<p>Students will investigate the world of work in order to make informed career decisions.</p> <p>MINDSETS:</p> <ul style="list-style-type: none"> ✓ 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 <p>BEHAVIORS:</p> <ul style="list-style-type: none"> ✓ 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, Gd, Athletics, Organizations)	✓	✓	✓		
Military Recruiter Visits			✓		
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			✓		

VBCPS Office of Guidance Services and Student Records

Questions? Please contact Tracy L. Jackson, Ph.D., NCC, NCSC, ACS, Coordinator - tracy.jackson@vbschools.com

*American School Counselor Association Mindsets & Behaviors

July 2015

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	COUNSELING STANDARDS
	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	✓	✓	✓		

VBCPS Office of Guidance Services and Student Records

Questions? Please contact Tracy L. Jackson, Ph.D., NCC, NCSC, ACS, Coordinator - tracy.jackson@vbschools.com

*American School Counselor Association Mindsets & Behaviors

July 2015

Appendix B: Total Staffing Allocations Including Guidance Department Chairs and School Counselors

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

**Appendix B: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors (continued)**

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

Appendix B: Total Staffing Allocations Including Guidance Department Chairs and School Counselors

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 ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association <http://www.schoolcounselor.org/asca-nationalmodel/media/anm-templates/anmexecsumm.pdf>
- ² Source: School Guidance/Counseling Program. Retrieved from <http://www.vbschools.com/guidance/>
- ³ Source: School Guidance/Counseling Program. Retrieved from <http://www.vbschools.com/guidance/>
- ⁴ Source: School Guidance/Counseling Program. Retrieved from <http://www.vbschools.com/guidance/>
- ⁵ Susan C. Whiston and Robert F. Quinby, "Review of School Counseling Outcome Research," *Psychology in the Schools* 46(3), 267-272, as cited by American Counseling Association, Center for School Counseling Outcome Research and Evaluation, University of Massachusetts-Amherst.
- ⁶ Richard T. Lapan, Norman C. Gysbers and Gregory F. Petroski (2001) "Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs," *Journal of Counseling and Development*, 79, 320-330, as cited by American Counseling Association, Center for School Counseling Outcome Research and Evaluation, University of Massachusetts-Amherst.
- ⁷ Greg A. Brigman and Chari Campbell (2003) "Helping Students Improve Academic Achievement and School Success Behavior," *Professional School Counseling*, 7, 91-98.
- ⁸ Linda D. Webb, Greg A. Brigman and Chari Campbell (2005) "Linking School Counselors and Student Success: A Replication of the Student Success Skills Approach Targeting the Academic and Social Competencies of Students," *Professional School Counseling*, 8, 407-413, as cited by American Counseling Association, Center for School Counseling Outcome Research and Evaluation, University of Massachusetts-Amherst.
- ⁹ Christopher A. Sink and Heather R. Stroh (2003) "Raising Achievement Test Scores of Early Elementary Students through Comprehensive School Counseling Programs," *Professional School Counseling*, 6(5), 350-364, as cited by American Counseling Association, Center for School Counseling Outcome Research and Evaluation, University of Massachusetts-Amherst.
- ¹⁰ Caroline Hoxby and Sarah Turner (2013) "Expanding College Opportunities for High-Achieving, Low Income Students," a discussion paper distributed by the Stanford Institute for Economic Policy Research, No. 12-014.
- ¹¹ Christopher Avery, Jessica S. Howell and Lindsey Page (2014) "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes," cited in College Board Research Brief, October 2014.
- ¹² Carrie M. Warner, Daniela Colognori, Chad Brice, Kathleen Herzig, Laura Mufson, Chelsea Lynch, . . . Rachel Klein (2016) "Can School Counselors Deliver Cognitive-Behavioral Treatment for Social Anxiety Disorder? A Randomized Control Trial," *The Journal of Child Psychology and Psychiatry*, 57 (11), 1229-1238, as cited in https://www.researchgate.net/publication/299381138_Can_school_counselors_deliver_cognitive-behavioral_treatment_for_social_anxiety_effectively_A_randomized_controlled_trial
- ¹³ 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.
- ¹⁴ Hanover Research (June 2016). *Research Brief: Evaluating Guidance Programming*.
- ¹⁵ W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from <http://www.wkcf.org/~media/62EF77BD5792454B807085B1AD044FE7.ashx>
- ¹⁶ Hanover Research (June 2016). *Research Brief: Evaluating Guidance Programming*.
- ¹⁷ International Program for Development Evaluation Training (IPDET). (n.d.). *Module 6: Descriptive, normative, and impact evaluation designs*. Retrieved from http://dme4peace.org/sites/default/files/Mo6_PP.pdf
- ¹⁸ Adele Harrell, Martha Burt, Harry Hatry, Shelli Rossman, Jeffrey Roth, and William Sabol, (n.d.). *Evaluation strategies for human services programs: A guide for policymakers and providers*. (The Urban Institute, Washington, D.C.) Retrieved from https://www.bja.gov/evaluation/guide/documents/evaluation_strategies.html
- ¹⁹ 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.
- ²⁰ Examples of activities include the following: promote college and career awareness, exploration and selection through classroom instruction, schoolwide activities, and individual academic and career planning; conduct career

interest inventories in grades 5, 7, 8, and 10; promote student enrichment through job shadowing, apprenticeships, and similar opportunities; support college admissions through application and scholarship assistance including letters of recommendation; facilitate college admissions and military recruiter visits; refer students to college preparatory programs such as AVID and Spartan Prep; assist with college and career testing information and interpretation including SAT and ASVAB; promote College Nights and Career Days; offer college affordability, financial aid and planning programs.

²¹ Examples of activities include the following: engage in individual and small-group counseling; present to staff and parents to include topics such as bullying/harassment prevention; reporting of suspected bases of child abuse to Child Protective Services; referral to community agencies as necessary; support of homebound students and military-connected students; offer crisis response and grief/loss counseling; consult with classroom teachers and conduct observations of students with academic and behavioral needs; consult with advisory council; facilitate new student programs through orientation and mentorship; promote school division's Principles of American citizenship program; and participate in division initiatives such as Positive Behavioral Interventions and Supports (PBIS), Mandt System, Student Response Teams (SRT), and restorative practices.



2512 George Mason Drive
Virginia Beach, VA 23456
www.vbschools.com
Phone: 757-263-1199
Fax: 757-263-1131

©Copyright 2016. All rights reserved.

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

Produced by the Department of Planning, Innovation, and
Accountability.
For further information, please call (757) 263-1075.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

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

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1199 (voice); fax 263-1131; 263-1240 (TDD) or email Mary Ann Morrill at maryann.morrill@vbschools.com.

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



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