



**CollegeBoard**

Advocacy & Policy Center

2012 National Survey of School Counselors

# **True North: Charting the Course to College and Career Readiness**

# The College Board's National Survey of School Counselors

- Launched by Advocacy & Policy Center's National Office for School Counselor Advocacy (NOSCA)
- Supported by The Kresge Foundation
- Annual Survey, 2 yrs out (2011, 2012)

# Rationale for Survey

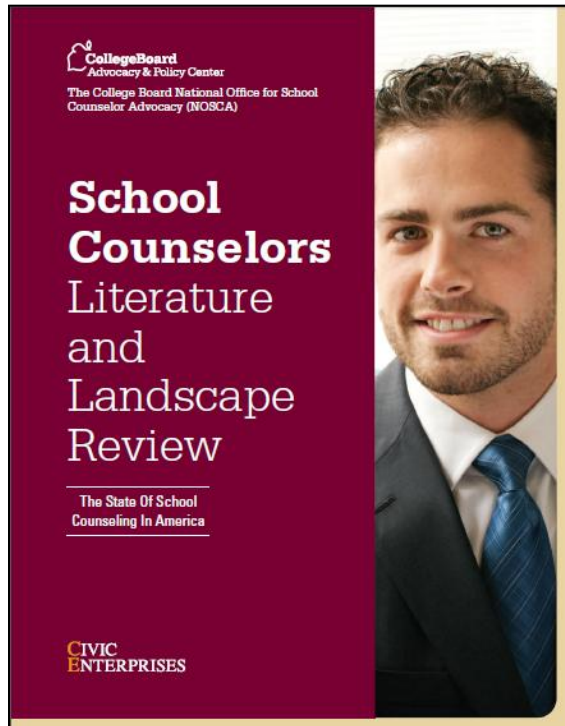
- National, state & local push for increasing student achievement and college & career readiness;
- Absence of school counselor presence in education reform efforts;
- No mechanism for capturing the voices of a national representative group of school counselors; &
- Need for national transmission of the voices of school counselors to a wide range of influential organizations, policy-makers, education leaders and practitioners.

# Intended Use of the Survey Results

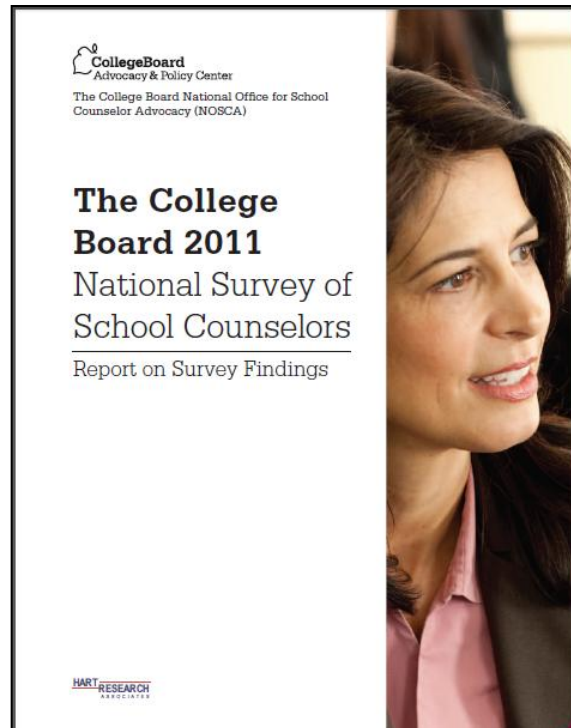
- To inform policy/policy makers of the type of legislation needed to guide school counselor training & practice standards (Pre-service & PD).
- To influence the standards and expectation of performance outcomes, for program completion; guide LEA's in hiring; establish linkages to education reform.
- Establish a national baseline that professional organizations, foundations & researchers can draw upon to monitor changes and growth.

# 2011 Survey Reports

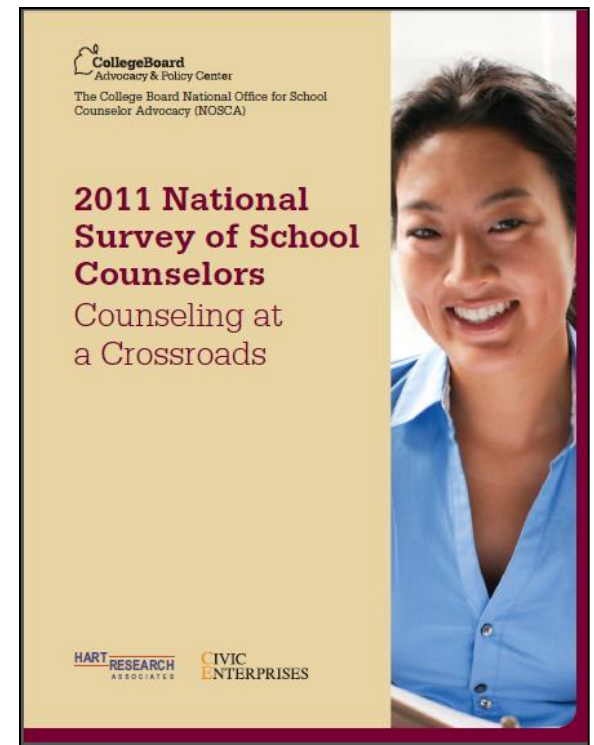
## Literature Review



## Technical Report

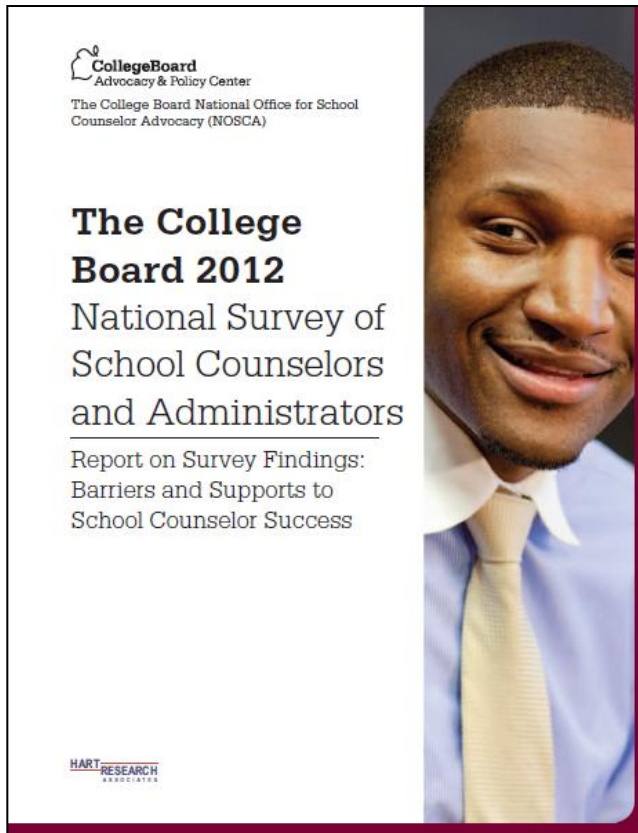


## Narrative Report

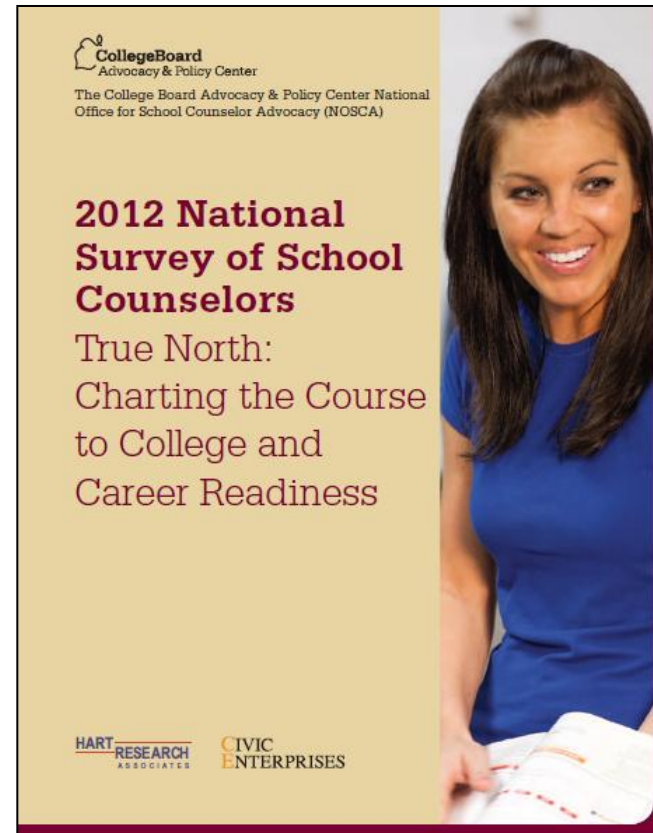


# 2012 Survey Reports

## Technical Report



## Narrative Report



# 2012 Counselors Survey Guiding Vision

- In the 2011 “Counselors at a Crossroads” survey, counselors endorse a common goal: the College and Career Readiness Agenda is called “Utopia ISD” in 2012 focus groups.
- The Eight Components of College and Career Readiness are endorsed as the road forward.
- So the question for 2012 becomes: What are the roadblocks?

## “Utopia ISD”



## School They Work in Now



## Potential Roadblocks:

- Counselor commitment
- Administration support
- Resources
- Knowledge and training
- Effectiveness, Accountability...

# 2012 National Survey of School Counselors

## *Removing Roadblocks for Progress*

### **Add New Voices**

- The 2012 focus groups include the perspectives of School Administrators.
- The 2012 survey includes School Administrators.

### **Build on, Explore, and Expand on 2011 Key Finding**

- Training – Explore what counselors mean when only 16% say they feel very well trained for their jobs, and additionally a deeper dive on training.
- Equality and Equity – Understand intriguing 2011 finding and how counselors balance students with differing needs.
- Accountability and Effectiveness – Explore the areas for which counselors are willing to be held accountable and any relationship to the areas in which they believe they could be effective if they had full support.



# Methodology

## School counselors

- Online survey among 2,890 school counselors contacted through e-mail and postcard invitations
  - 2,084 high school counselors
  - 806 middle school counselors
- Survey fielded May 1 to June 18, 2012
- The sample was weighted to proper proportions by state for a representative national sample. The sample was then weighted to match known measures of counselor population based on the MDR file, NCES data, and other surveys of students and teachers.

## Administrators

- Online survey among 439 school administrators, including principals, vice principals, and assistant principals
- Survey fielded May 17 to June 5, 2012
- The sample was weighted to match known measures of the administrator population based on the MDR file, NCES data, as well as the school characteristics of the counselors' sample.

# Efficacy

Training

Accountability

Aligned Resources

# Efficacy

## Key Findings

**2011:** Counselors have high expectations, but reality in their schools falls far short of their hopes.

**2012:** Counselors' and administrators' views are strikingly similar on ideals and opportunities. They share a belief in counselors' ability to help boost student success.

# Counselors and Administrators Share Vision of Education System

This is a very good fit\* with my own view: ■ Counselors (2011) ■ Administrators

**To ensure that all students, regardless of background, have equal access to a high-quality education**



**To ensure that all students complete the 12th grade ready to succeed in college and careers**



**To ensure that all students earn a high school diploma**



**To maintain an orderly environment where motivated students are able to learn**



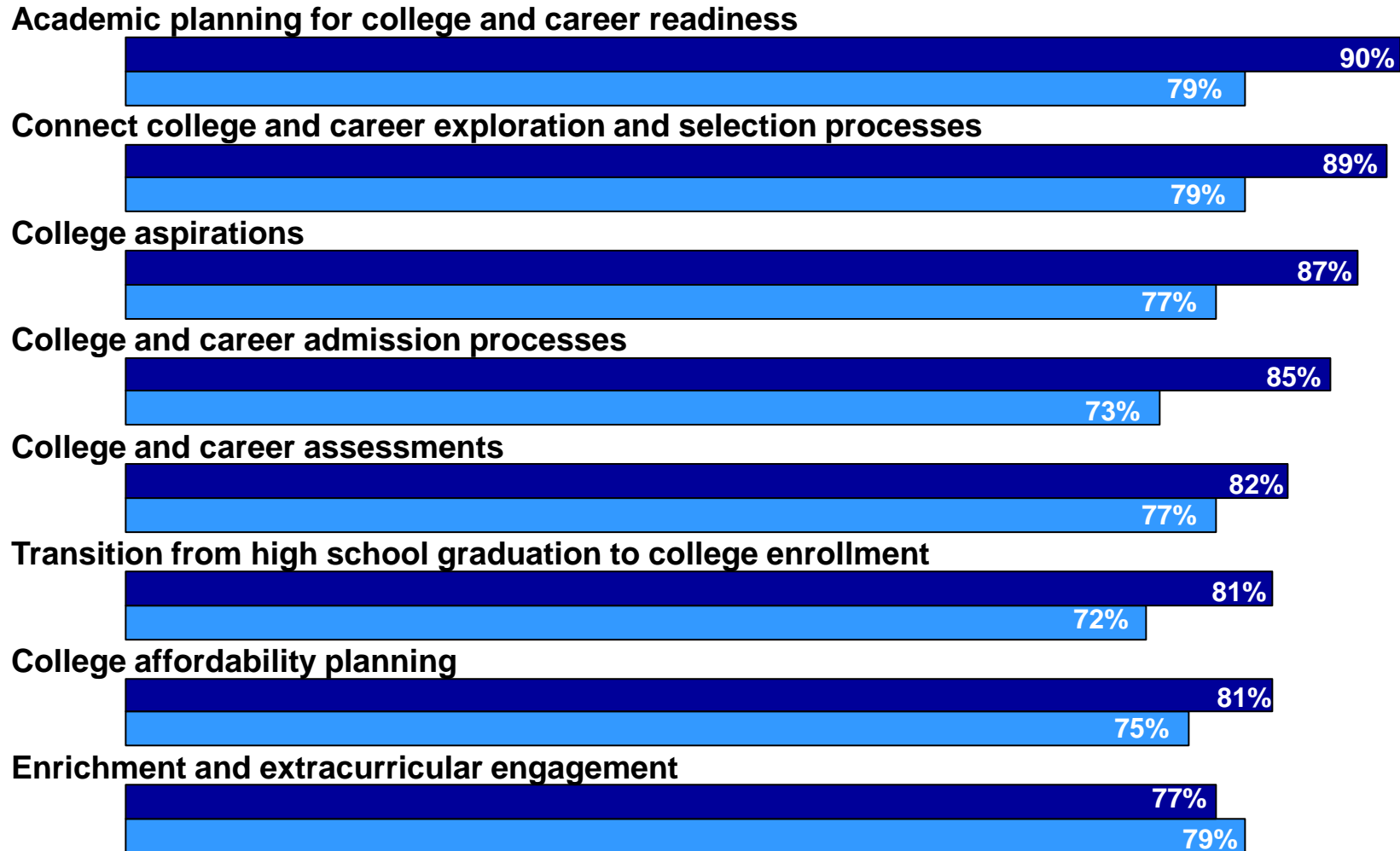
**To achieve continued improvement on state and national tests of student learning and knowledge**



\*8-10 ratings on zero-to-ten scale: 10 = perfectly fits my view of what the mission of an ideal school system should be

# Counselors and Administrators Agree on Path to Achieve School Goals = Eight Components

I am very committed to/strongly support my counselors\* doing this: ■ Counselors (2011) ■ Administrators



\*8-10 ratings on zero-to-ten scale: 10 = completely committed to/completely support my counselors doing this to ensure all graduate college/career ready

# Counselors See Potential to Improve Student-Outcome Measures

*High school counselors who believe counseling staff at their school can be very effective\* at improving each measure*

Completion of college prep sequence of courses



College application rates



Students gaining access to advanced classes/tests



Transcript audits of graduation readiness



High school graduation rates



\*8-10 ratings on zero-to-ten scale: 10 = counseling staff at my school could be extremely effective

# High School Administrators More Likely to Say They Take Advantage of Counselors' Abilities

My school takes advantage of counselors' abilities in this area\*: ■ HS Counselors (2011) ■ HS Administrators

**Establish a relationship of trust with students and be another adult to talk to in situations of conflict**

**Gap**



8

**Work proactively as student advocates to create pathways to support students' postsecondary goals.**



12

**Trained to deal with whole student and address all issues that can affect students' ability to learn**



17

**Focus on students' long term plans and help connect their goals to their coursework**



14

**Align their work with the school's goals for closing the achievement gap in rigorous coursework**



18

\*8-10 ratings on zero-to-ten scale: 10 = My school takes full advantage of this unique role and special contribution

**Efficacy**

# **Training**

**Accountability**

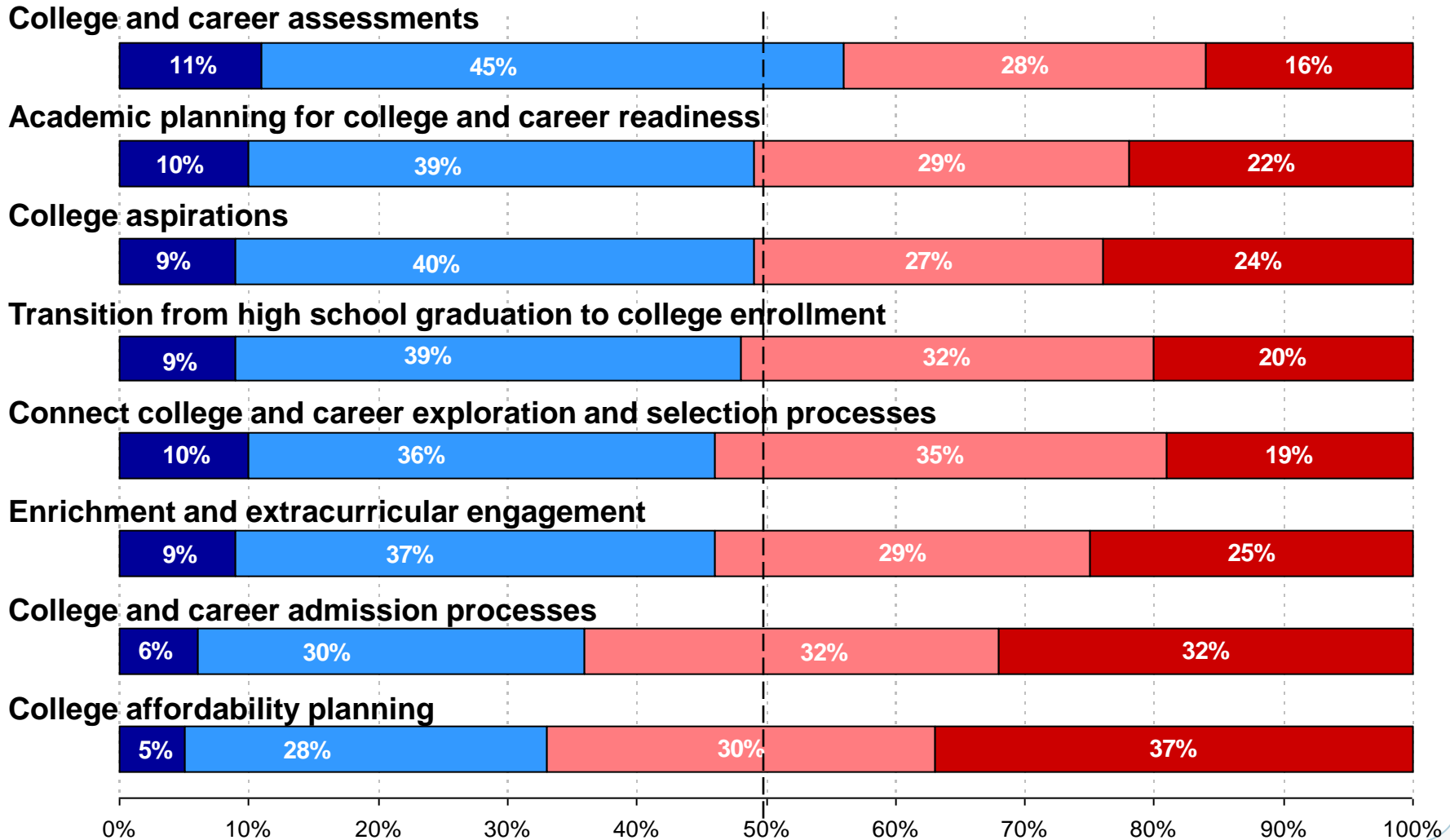
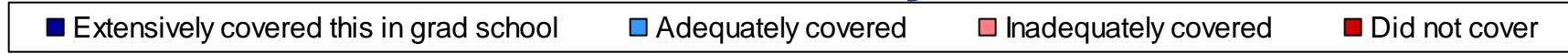
**Aligned Resources**



# Training Key Findings

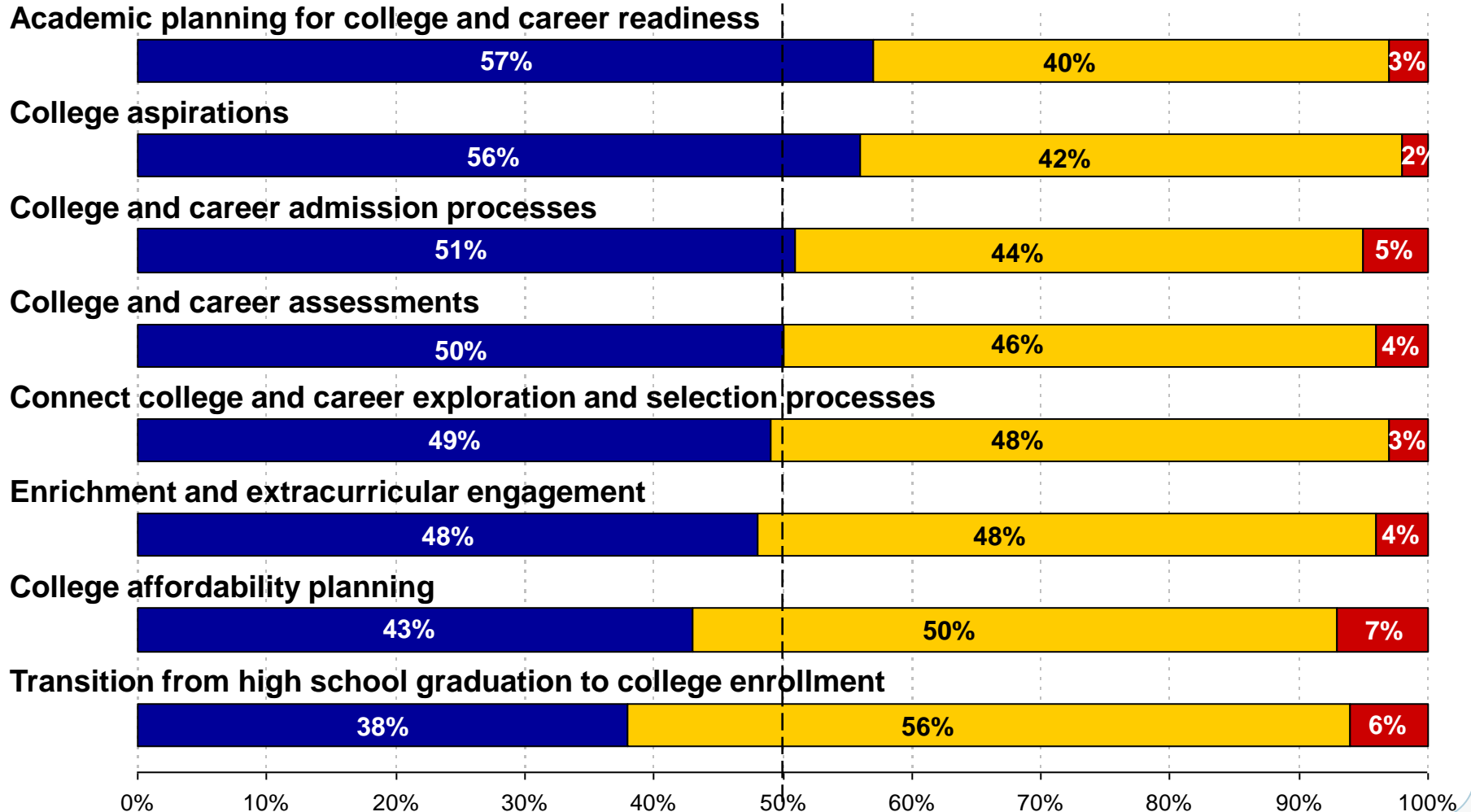
- 2011:** Counselors are highly educated, yet 28% believe their training did not prepare them well for their job.
- 2012:** There is a significant correlation between counselors' in-service/pre-service training and student outcomes, though the direction of causality is unclear.

# Graduate Schools Not Making College and Career Readiness a Priority



# Many Counselors Feel They Need Additional Training on Components

■ I have sufficient knowledge/need no further training
 ■ I have some knowledge/need some additional training
 ■ I have little or no knowledge/need extensive training



**Efficacy**

**Training**

**Accountability**

**Aligned Resources**

# Accountability Key Findings

**2011:** Majorities of counselors support certain accountability measures and incentives for counselors to meet the 12th-grade college and career-ready goal.

**2012:** Counselors and administrators agree on some measures of accountability; current accountability systems are inconsistently implemented.

# Administrators and Counselors Agree on Certain Accountability Measures

*Proportions who think it is fair to be held accountable\* for each measure*

	<u>High School</u>		<u>Middle School</u>		
	Coun- selors	Adminis- trators		Coun- selors	Adminis- trators
Transcript audits of graduation readiness	60%	82%	Middle school completion rates	46%	62%
College application rates	57%	74%	Promotion from grade to grade	38%	59%
High school graduation rates	52%	75%			

\* 6-10 ratings on zero-to-ten scale: 10 = it is completely fair to use this measure/changes in this measure assess counselors

# Accountability Systems Inconsistent

*High school counselors saying they are held accountable for these outcomes*

Student Outcome Measurements		Non-Student Outcome Measurements	
<b>High school graduation rates</b>	<b>52%</b>	<b>School counseling program development</b>	<b>74%</b>
Dropout rates	39%	<b>Administrative/clerical tasks</b>	<b>69%</b>
College acceptance rates	39%	<b>Coordinating tests</b>	<b>60%</b>
College application rates	39%	Scheduling IEP and 504 meetings	35%
Student access to advanced classes/tests: AP, IB, Honors, etc.	38%	Creating the master schedule	33%
Completion of college prep sequence of courses	38%	Attendance checking and verification	23%
Transcript audits of graduation readiness	36%	Disciplinary actions	13%
State test scores	29%	Substitute teaching	8%
FAFSA completion rates	16%	Writing IEPs	3%
Graduate employment rates	11%	Other measurements	26%

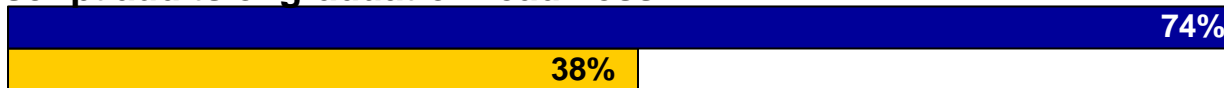
20% of high school counselors say their school doesn't have a system of accountability.

# Self-Efficacy Correlates with Support for Accountability Measures

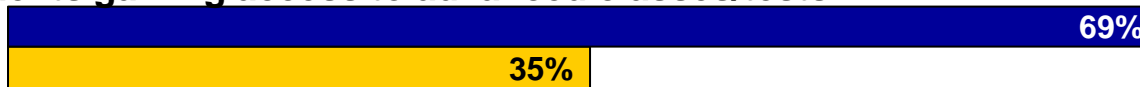
*For each measure, proportions who think it is fair to be held accountable (6-10\*) by whether they think they can be effective on the measure*

- HS counselors who think they can be very effective on this measure (8-10\*)
- HS counselors who do not think they can be effective on this measure (0-7\*)

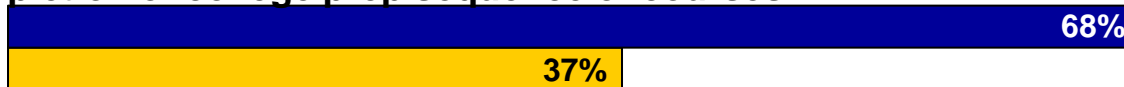
## Transcript audits of graduation readiness



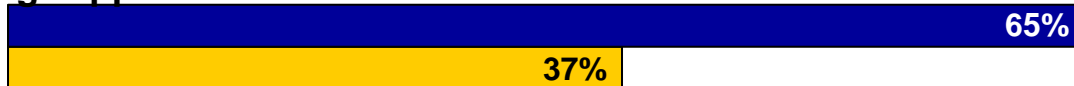
## Students gaining access to advanced classes/tests



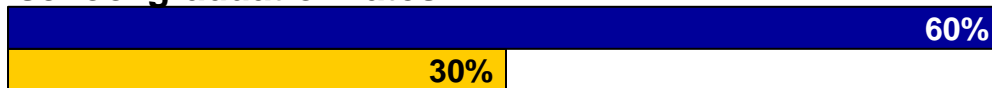
## Completion of college prep sequence of courses



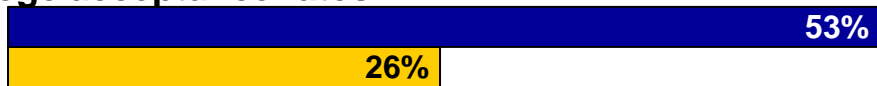
## College application rates



## High school graduation rates



## College acceptance rates



## FAFSA completion



\* Ratings on zero-to-ten scales: 10 = I can be extremely effective/it is completely fair



**Efficacy**

**Training**

**Accountability**

**Aligned Resources**

# Aligned Resources

## Key Findings

**2011:** Student need is on the rise and schools are facing continued budget cuts. Counselors say they don't have the support and resources to be successful.

**2012:** Resources are the strongest predictor of counselors' success. Counselors cannot do their work in isolation.

# Little Collaboration with In-School, Out-of-School Partners

*Counselors saying each statement is true\* regarding the eight components*

**I know how to apply these interventions in ways that keep students' parents and families actively involved.**



**The teachers in my school support these types of interventions.**



**I intentionally collaborate with governmental, community and nonprofit organizations, and businesses to match their programs and services to support these types of interventions.**

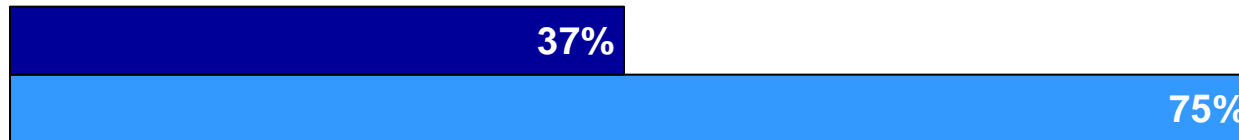


\*8-10 ratings on zero-to-ten scale: 10 = statement is completely true

# Counselors Underutilized in Common Core State Standards

This statement is true\*: ■ Counselors ■ Administrators

**I am knowledgeable about the common core state standards and how they will affect students and school counseling**



**School counselors should receive training about the common core state standards**



**I have received training about the common core state standards**



**I would like to receive further training about the common core state standards**



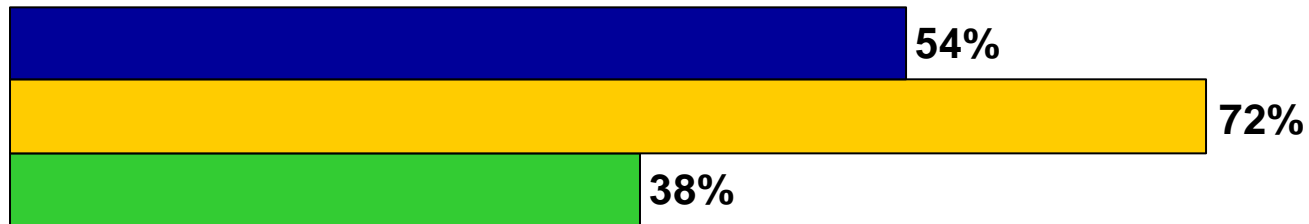
\*8-10 ratings on zero-to-ten scale: 10 = statement is completely true

# Counselors Could Help Combat “Summer Melt”

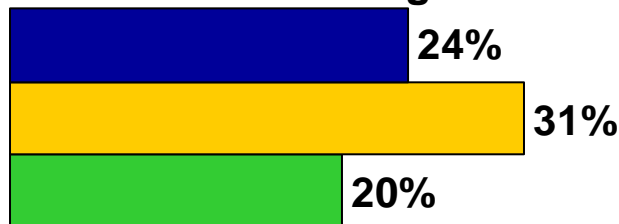
*Counselors saying each statement is true,\* by proportion of high/low-income students (based on proportions on free/reduced-price lunch)*

■ All high school counselors   ■ High school counselors with mostly low-income students   ■ High school counselors with mostly higher-income students

**I believe it is important to assist seniors throughout the summer after they graduate to provide them with resources and support in order to aid their transition to college**



**My school assists seniors throughout the summer after they graduate to provide them with resources and support in order to aid their transition to college**



\*6-10 ratings on zero-to-ten scale: 10 = statement is completely true

# Conclusion

## School counselors are ready to lead.

99% say that they should exercise leadership in advocating for students' access to rigorous academic preparation, as well as for other college and career readiness counseling, *even if others in the school do not see counselors in this leadership role.*

## Administrators support them.

98% agree that school counselors should exercise leadership in advocating for students.

## How do we get there?

Clear mission

Appropriate training

Accountability that encourages student outcomes

Aligned resources

# Paths Forward

- **Act Now** through existing training and tools for college and career readiness.
- Enroll counselors in **Common Core** implementation.
- Provide counselors, teachers, and administrators **Pre-service and In-service Training** that aligns counselors' work to students' college and career readiness outcomes.
- Align counselor **Accountability** measures with student, school, and district goals.
- Accelerate **FAFSA** completion for students.
- Support **Collaboration** among counselors, teachers, and community groups.

# Launch Event & Sustaining Activities

- **Oct. 25, 2012; 10 – 11 AM, EDT**

**Official Launch Event:** *Unpacking the Findings from the 2012 National Survey of School Counselor*

- Live stream Webcast at CB Forum Featuring Representatives from Civic Enterprises, NASSP and NOSCA

- **Nov. 14, 2012; 1 – 2 PM, EDT**

**Webinar:** *School Counselor Survey 2012: Counselors and Principals Weigh in on Critical Issues*

- **Ongoing Sustaining Activities**

Media Exclusives, including Social Media Events

- interviews, quotes, blogs, op-eds, tweets, Facebook inclusions, newsletters, counselor communications, etc.



# Questions & Suggestions

For additional information, questions and/or concerns, please contact The College Board's National Office for School Counselor Advocacy (NOSCA) via email at [nosca@collegeboard.org](mailto:nosca@collegeboard.org).

