


National Counselor Survey

College Board Advocacy & Policy Center
National Office of School Counselor Advocacy

Destination Equity
April 14, 2012





CollegeBoard

Advocacy & Policy Center

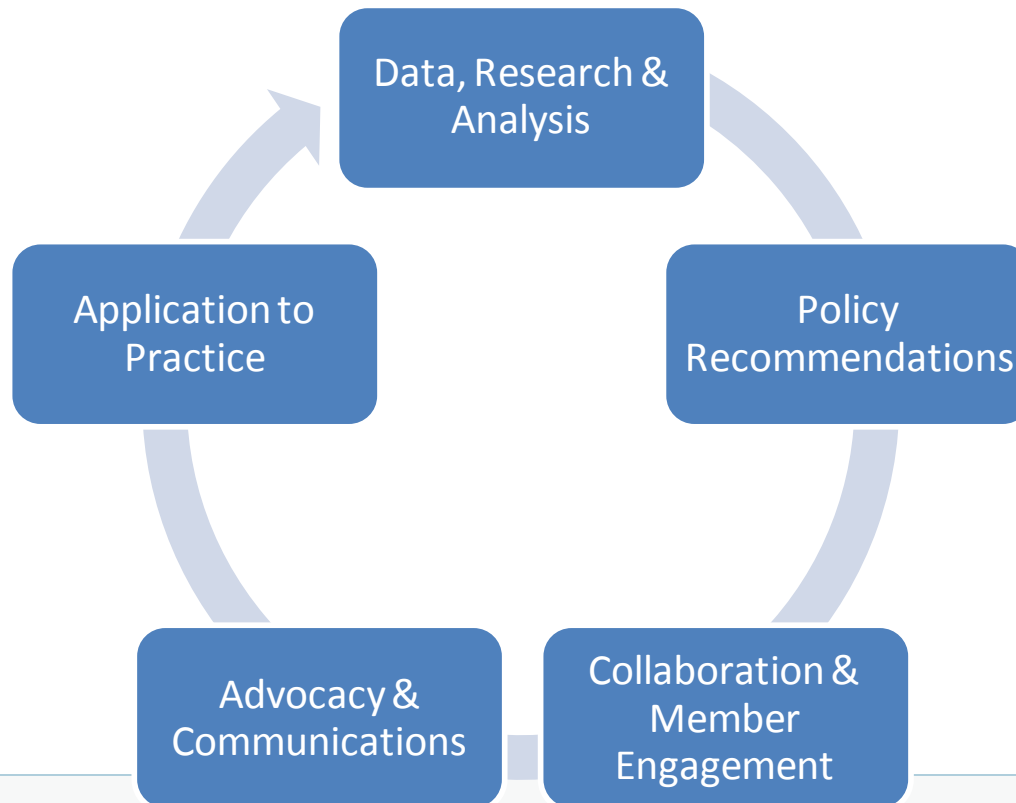
The College Board Advocacy & Policy Center is a trusted resource for information, data, education policy analysis and research and is instrumental in helping to increase the proportion of Americans who earn a college degree and are prepared to succeed in the 21st century.

- Special focus on underserved populations, especially low-income students, students of color, and first-generation college students.
- First-rate policy research capability and robust advocacy agenda to drive change in policy and practices that support college success

How We Work: Model for Success

**Identify most pressing issues, directly related to the College Board mission,
where we can make a difference**

Each area is supported by a portfolio of projects that are national in scope, grounded in policy research and data analysis, with potential to change policy and practice.



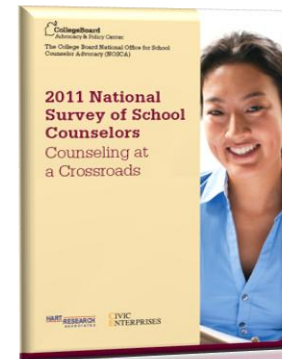
Items for Discussion Today

- 2011 National Survey of School Counselors
Counseling at a Crossroads: Overview and Key Findings
- *Accelerating Achievement: School Counseling for Low Income Students Key Findings*
- 2012 Second National Survey of School Counselors

2011 National Survey of School Counselors

Counseling at a Crossroads

- Explored opinions and perspectives about roles, responsibilities, professional relationships, practices and priorities for the future.
- Focused on college readiness, leadership, and equity.
- Online survey of 5,308 counselors
 - 1,327 middle school counselors
 - 3,981 high school counselors
- Survey dates: April 19 – June 6, 2011
- Nationally representative sample
- Partnered with Civic Enterprises and Hart Research



2011 National Survey of School Counselors

Counseling at a Crossroads

Key Finding: Mission

Ideal: For 8 in 10 counselors a top mission of schools *should be* to ensure all students complete 12th grade ready to succeed in college and careers

Real: 30 percent of all school counselors and 19 percent in high poverty schools see this as their school's mission *in reality*.

2011 National Survey of School Counselors

Counseling at a Crossroads

Key Finding: Mission

Ideal: Nine in 10 counselors say the mission of schools *should be* that all students, regardless of background, have equal access to a high-quality education

Real: 38 percent of all counselors and 32 percent in high poverty schools see this as *reality*.

2011 National Survey of School Counselors

Counseling at a Crossroads

Key Findings: Leadership

- 93 percent support a strategic approach to promote college and career readiness by 12th grade.

However, more than one in three of all counselors (35 percent) and 43 percent in lower-income schools *do not think they have the support and resources* to be successful at this mission.

- Nearly every counselor (99 percent) agrees they should exercise leadership in advocating for students' access to rigorous academic preparation, and for college and career readiness counseling, even if others do not see counselors in this leadership role.

2011 National Survey of School Counselors

Counseling at a Crossroads

Key Finding: Training

Although the majority of counselors have a master's degree and important work experience, only 16 percent feel very well trained for their jobs.

Nearly three in 10 (28 percent) believe their training did *not* prepare them well for their job

More than half (56 percent) feel only somewhat well trained.

The majority of counselors have sought out additional training in targeted areas to promote student achievement

2011 National Survey of School Counselors

Counseling at a Crossroads

Key Finding: Admissions Process

More than seven in 10 counselors (73 percent) rate College and Career Admissions Processes as very important;

Only 30 percent say their school is successful in this area

2011 National Survey of School Counselors

Counseling at a Crossroads

Key Finding: Accountability

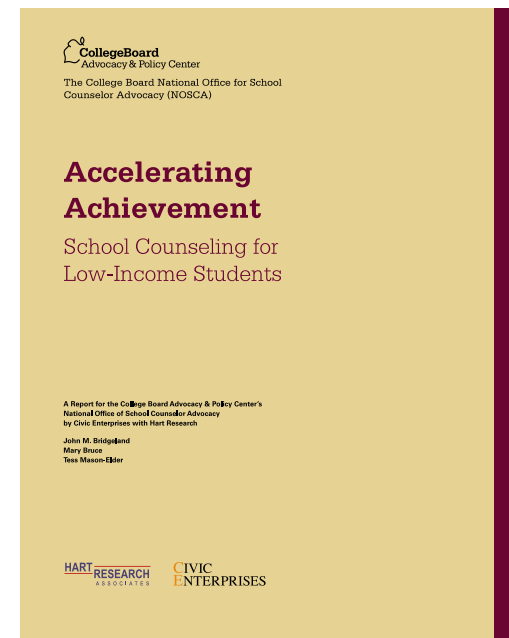
Majority of high school counselors endorse 5 of 16 accountability measures as fair and appropriate in assessing counselor effectiveness, including:

- Transcript audits of graduation readiness (62%)
- Completion of college prep course sequence (61%)
- Students' gaining access to advanced classes/tests (60%)
- High school graduation rates (57%)
- College application rates (57%)

Accelerating Achievement : School Counseling for Low Income Students

Accelerating Achievement: School Counseling for Low Income Students

- Analysis conducted for US Department of Education and the White House
 - Briefing on April 11
- Focus on counselors in schools serving high percentages of students from low-income backgrounds
- 6 key findings
- Case study on Dallas Independent School District

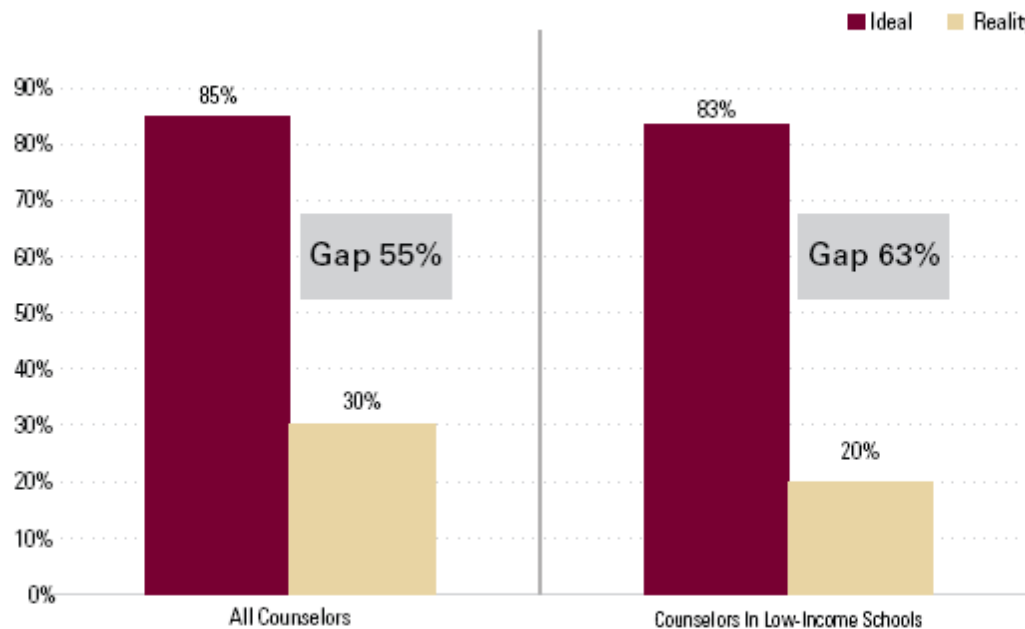


Accelerating Achievement : *School Counseling for Low Income Students* **Findings**

- There are many similarities between the perspectives of counselors in low-income schools and their peers at other schools.
- The key difference is the **degree** to which these counselors want to support students in succeeding in college and careers and see others as supporting these efforts.

Counselors in Low-Income Schools See Greater Gaps in the Mission of Success in College and Careers in Their Schools

Figure 1: Counselors in Low-Income Schools See Greater Gaps in the Mission of Success in College and Careers *in Their Schools*



Counselors rating "To ensure all students complete the 12th grade ready to succeed in college and careers" as a "9" or "10" for their school system's mission statement in the ideal and in reality.

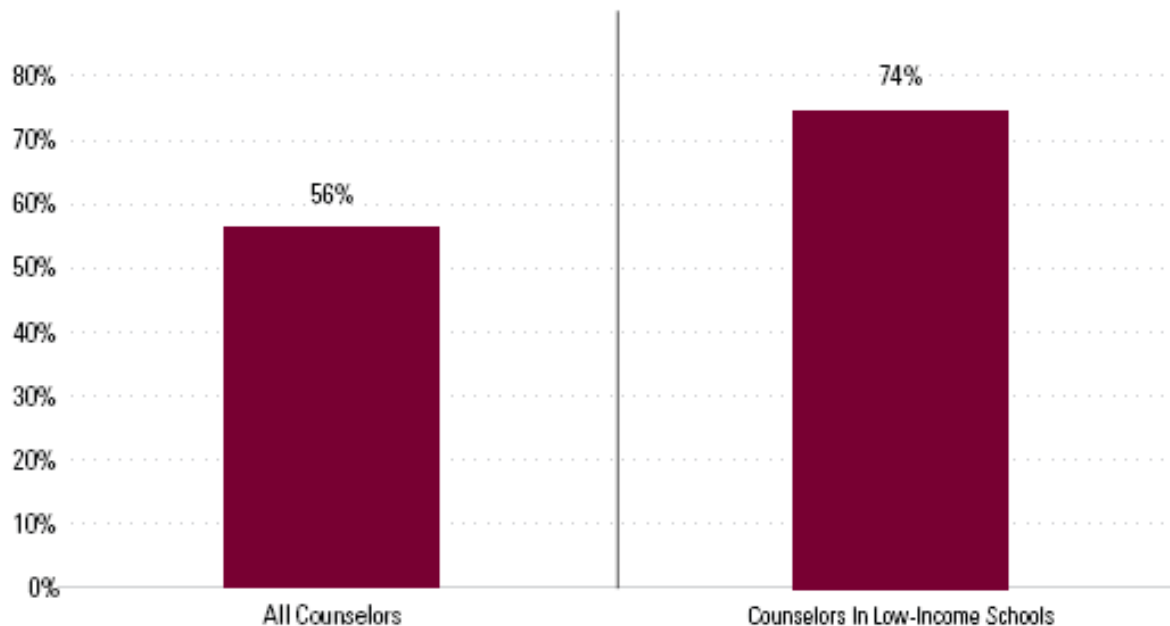
Accelerating Achievement : School Counseling for Low Income Students

Key Findings

Counselors in low-income schools are more likely to want to spend additional time building a college- and career-ready culture and supporting specific measures to ensure their students' success.

Counselors in Low-Income Schools Are More Likely to Want to Spend Time Building a College-Going Culture

Figure 2: Counselors in Low-Income Schools Are More Likely to Want to Spend Time Building a College-Going Culture



Proportion of counselors who say they would spend more time on building a college-going culture to improve student success.

Accelerating Achievement : School Counseling for Low Income Students

Key Findings

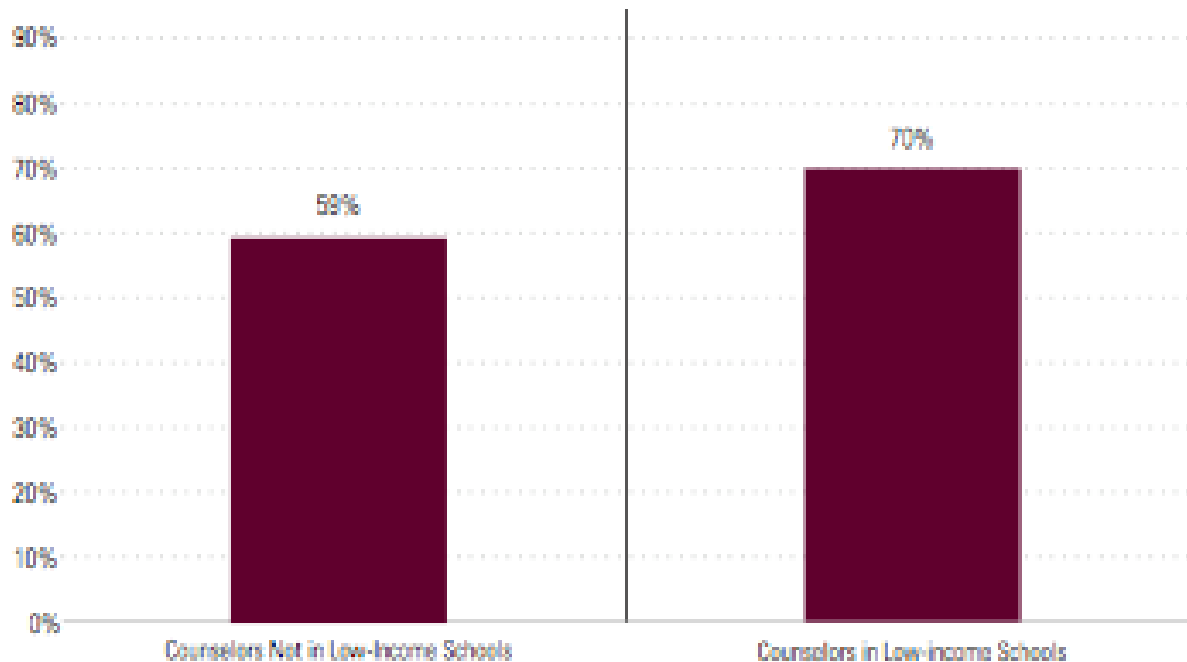
Counselors in low-income schools are equally willing to support a college- and career-ready agenda, but less likely to feel supported and prepared in their work to promote college and career readiness.

	All Counselors	Low Income	Low Income, Urban	Low Income, Rural
Committed to NOSCA Eight Components	93%	94%	95%	90%
Administration Support and Resources to Be Successful” in College and Career Ready Agenda	27%	21%	19%	28%

Accelerating Achievement : School Counseling for Low Income Students

Key Findings

Counselors in low-income schools are more likely to support accountability measures of counselor effectiveness.



Counselors who “strongly” or “somewhat” support proposals to “create measures of accountability and incentives for counselors.”

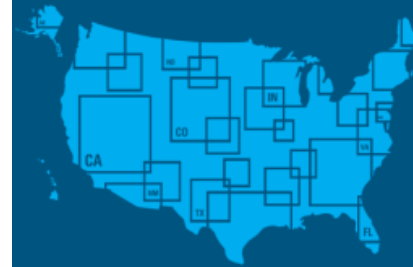
Accelerating Achievement : ***School Counseling for Low Income Students*** **Key Findings**

Counselors in low-income schools are similar to other school counselors in support for exercising leadership as advocates for rigorous academic preparation and college and career readiness counseling.

- Nearly every counselor (99 percent) agrees, *even if others in the school do not see counselors in this leadership role.*
- Counselors in low-income schools: 79 percent strongly agree.

Counselor Survey and Advocacy

Washington DC Briefing



ESEA recommendations



State Capitals Campaign, Austin, Texas



Department of Education Briefing

Collaboration

2012 National Survey of School Counselors

Additional Questions for:

- Eight Components
- Building a College Going Culture

New information on:

- Efficacy
- Training
- Accountability for College and Career Readiness
- Common Core State Standards

New Sample Subjects:

- Superintendents, Administrators and Principals

Q&A

- How can this work be used to advance student achievement and the counseling profession?
- Do you know of proven programs, promising practices, or strong policies we should be highlighting?

