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Paving the Road to College: How School Counselors Help Students Succeed

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PAVING THE ROAD TO
COLLEGE:
HOW SCHOOL COUNSELORS HELP
STUDENTS SUCCEED

Richard Lapan, Ph.D. and Karen Harrington, M.Ed.

Center for School Counseling Outcome Research

School of Education

University of Massachusetts Amherst

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Center for School Counseling Outcome Research
School of Education
Hills South,
University of Massachusetts, Amherst
Amherst MA, 01003
Phone: 413-549-7221
FAX: 413-545-1523

www.umass.edu/schoolcounseling
outcome-research@educ.umass.edu

John Carey, Director

Carey Dimmitt, Associate Director

Karen Harrington, Senior Research Fellow

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TABLE OF CONTENTS

<i>Executive Summary: Hope and Opportunity</i>	5
<i>Chapter 1: Introduction and Overview</i>	14
<i>Chapter 2: Methods</i>	26
<i>Chapter 3: Are High School Counselors Preparing Students to Be College-Ready?</i>	34
<i>Chapter 4: Beyond Fair Share: School Counselors Overloaded with Non-Guidance Tasks</i>	55
<i>Chapter 5: Strategic Alliance: Principals and Counselors Working Together to Improve Student Outcomes</i>	71
<i>Summary and Recommendations</i>	89
<i>Appendices</i>	98
<i>References</i>	104

EXECUTIVE SUMMARY: HOPE AND OPPORTUNITY

This report is a message of hope and opportunity. Chicago Public Schools (CPS) students want to create lives in young adulthood that are personally meaningful, satisfying, and financially successful. In 2005, 83% of CPS seniors indicated that they would like to earn a college degree; however far too few of these students who aspired to college actually attained that goal. CPS has the opportunity and the means to help many more young people to realize their dreams. One possible approach to help bridge this gap between students' aspirations and achievement involves using an often underutilized resource in public schools: the professional school counselor.

This evaluation study explores the reform role of CPS school counselors in promoting students' academic achievement, college readiness, and transition from 8th grade into high school. In addition, this report identifies particular actions that CPS can undertake to better utilize and support school counselor professionals, specifically in regard to enhanced collaboration between principals and school counselors and the carrying out of non-counseling tasks. This is a first attempt to examine the benefits to CPS students when school counselors implement key components of a comprehensive school counseling program. A comprehensive school counseling program focuses on what all students should know, understand, and be able to do within the academic, personal/social and career domains in order

to develop into successful and satisfied members of our society. The school counseling curriculum, individual student planning, responsive services and system support are the vehicles through which this is accomplished. As in any research study, there are limitations and we point these out throughout this report. While it is necessary to be cautious when interpreting findings from any single study, the results replicate and extend many findings from studies conducted both in Chicago and across the United States – that students demonstrate more positive outcomes when professional school counselors are empowered to use their skills to work directly with students.

FOUR KEY FINDINGS ARE REPORTED IN THIS STUDY:

1. CPS HIGH SCHOOL COUNSELORS PLAY AN IMPORTANT ROLE IN PROMOTING STUDENT ACADEMIC ACHIEVEMENT.

Lower-performing CPS high schools (i.e., schools with lower test scores, fewer students enrolled in Advanced Placement courses, and fewer seniors applying to multiple colleges) are learning environments where school counselors are: (a) inundated with Non-Guidance tasks (e.g., photocopying, mailing deficiency notices, serving as testing coordinators, substitute teaching, and administering discipline); and (b) much less likely to provide students educational, career planning, and college counseling services. Data obtained from both CPS school counselors and high school principals support this claim.

2. CPS HIGH SCHOOL COUNSELORS IMPACT HOW STUDENTS PLAN, PREPARE, SEARCH, APPLY AND ENROLL IN COLLEGE.

CPS high schools where school counselors are more likely to provide career and college planning services and are less likely to be overburdened with Non-Guidance tasks tend to be learning environments where students have better attendance, higher graduation rates, lower dropout rates, and higher enrollments in Advanced Placement courses. In the spring of their senior year, students in these schools are more likely to say that they have been accepted to the college they plan to attend in the fall; will continue their education after high school; and are more certain of what they want to do after graduating from high school.

3. CPS HIGH SCHOOL COUNSELORS PLAY A VITAL ROLE IN HELPING 8TH GRADE STUDENTS SUCCESSFULLY TRANSITION INTO HIGH SCHOOL.

CPS high school seniors are much more likely to apply to multiple colleges if they attend schools where school counselors more fully implement the 12 Touch Program. This program promotes a college-going climate in each high school by making sure that 8th graders develop a personal relationship with their high school counselor. CPS school counselors create a working alliance with each student to help each young person feel that they belong and are wanted in their high schools. Counselors hold face-to-face meetings with students and their parents/guardians, run summer enrollment meetings for the student and their families, and provide each 9th grader an Advisory Support Period that lasts for at least 10 weeks. School counselors help students transition to high school by helping them to plan four years of high school coursework, orienting them to postsecondary college options, and holding the expectation that students will attend college after graduating from high school and supporting them in that process. For every three additional

counselor “touches”, we found a 6% increase in seniors who applied to three or more colleges. Prior research has shown applying to multiple colleges to be an important outcome marker of postsecondary success for CPS students.

4. AN IMPLEMENTATION GAP EXISTS ACROSS CPS HIGH SCHOOLS IN THE ORGANIZATION AND DELIVERY OF A COMPREHENSIVE GUIDANCE PROGRAM, THUS ADVANTAGING SOME STUDENTS AND DISADVANTAGING OTHERS.

While several issues need to be taken into account to better understand why there is an implementation gap in carrying out best practice comprehensive school counseling services across CPS high schools, two factors are identified in this report. First, CPS high school principals and their school counselors experience some role confusion and lack of agreement on the essential work tasks counselors should perform. This finding is not unique to CPS and has been reported in several prior studies in a variety of locations across the United States. Significant benefits to students were found when principals and school counselors work together more closely and collaborate to implement the educational, career planning, and college counseling component of the best practice comprehensive model now adopted by the CPS.

Second, CPS school counselors are overburdened by Non-Guidance tasks (i.e., clerical and administrative duties). CPS counselors perform a greater number of these tasks (e.g., hall duty and substitute teaching) than has been reported by school counselors in previous studies. Also related to this implementation gap, our study discovered that as the percentage of students receiving free or reduced lunch increases across CPS high schools it is very likely that school counselors will be

performing additional and very time consuming Non-Guidance tasks in those schools. Further, school counselors in *General* high schools appear to carry out substantially more Non-Guidance tasks than counselors in *Selective Enrollment* high schools.

RECOMMENDATIONS

Six major recommendations follow from the results of this evaluation study. It is very likely that across CPS high schools, students would substantially benefit if each recommendation were fully carried out. The six recommendations are described below.

1. CLOSE THE IMPLEMENTATION GAP IN THE ORGANIZATION AND DELIVERY OF A COMPREHENSIVE GUIDANCE PROGRAM

Far too many high schools are not implementing the best practice comprehensive counseling model that has already been adopted by the Chicago Public Schools. Students in these schools do not benefit from the full range of support and assistance that a professional school counselor implementing this model can provide to them. This inequity across CPS high schools should come to an end. This report has detailed some of the advantages for students and schools when counselors perform key components of a comprehensive counseling program. When this happens, much is possible. The costs to CPS students for not closing this gap in terms of academic achievement, college readiness, and transition support are enormous.

2. GET PRINCIPALS TO SUPPORT IMPLEMENTATION

Confusion between principals and school counselors about counselor work roles and tasks occurs across the United States. It should not be surprising then that this confusion is evident in the CPS. Principals need to be supported to help their school counselors carry out the critical mission and key components of the comprehensive counseling program that the CPS has adopted. In particular, each CPS principal should make sure that their school counselors are fully carrying out the Individual Planning component (i.e., educational, career planning, and college counseling) of this comprehensive program. Joint professional development opportunities for principals and schools counselors would help school leaders to create and implement strategies for ensuring that all CPS high school students benefit from these services.

3. ESTABLISH A WORKING ALLIANCE WITH EACH 8TH GRADER

Every CPS 8th grader should have the advantage of developing a working alliance with the professional who will be their high school counselor. As students transition into 9th grade, they need to feel that they are wanted, known, and that they belong in their high school. School counselors can provide the emotional and instrumental support for each of their students where personally meaningful and self-defined goals can be created and pursued. In the context of their relationships with students, CPS high school counselors should start the college readiness and planning process early in 9th Grade. Fully implementing the 12 Touch Program

across all CPS high schools would be one effective strategy to increase the working alliances between CPS students and their school counselors.

4. REDUCE NON-GUIDANCE TASKS

CPS high school counselors are inundated with clerical and low-level administrative tasks. Counselors need the time to counsel, especially if they are trying to meet the individualized needs of several hundred students on their caseloads. CPS principals can play a pivotal role in helping their school counselors to reach a fair-share balance between tasks central to the implementation of a comprehensive program and duties that take them in a direction less helpful to students.

5. ENHANCE INDIVIDUAL PLANNING SKILLS OF SCHOOL COUNSELORS FOR A GLOBAL, 21ST CENTURY ECONOMY

Educational, career planning and college counseling services are a central part of the CPS comprehensive school counseling program. CPS school counselors need to understand how the new global economy continues to rapidly change the world of work and demand that CPS students obtain 21st century skills needed to successfully compete in tomorrow's workforce. In addition to helping students complete college and financial aid applications on time, counselors need to be well versed in all of the postsecondary options available. Counselors must be ready to assist students in choosing colleges that maximize their talents and open personally-valued futures to them. Professional development opportunities focusing on educational, career planning, and college readiness counseling in the 21st century economy would be extremely useful in helping CPS counselors to enhance their Individual Planning

skills. Involving principals, teachers, and parents in these efforts could lead each CPS high school to embrace Individual Planning as a hallmark and point of pride for what they provide to every student.

6. INCREASE PARENT INVOLVEMENT

CPS school counselors need to implement strategies that increase the involvement of parents and guardians. Providing strong educational, career, and college planning helps counselors to create alliances with students and their families. The 12 Touch Program begins this connection to each student's family as the student transitions to high school. Other strategies for continuing and promoting this contact across the four years of high school are needed. In other states (e.g., Utah and Washington), parents are encouraged to attend student-led advisory meetings where educational, career, and college planning takes place. Strategies such as this could be adapted across the CPS and enhanced through the implementation of a comprehensive counseling program.

CONCLUSION: HOPE AND OPPORTUNITY

This research study sheds some light on how CPS school counselors can help all CPS students create meaningful, satisfying, and productive futures. The Chicago Public Schools district has a great opportunity to make real progress towards the realization of this dream. Implementing a data-driven comprehensive counseling model helps to systematically support student achievement, and adds accountability to the work of school counselors to measure the effectiveness of their actions. This evaluation study identified specific actions that can be taken to empower school counselors to help CPS high school students. We explore possible benefits to CPS

students when key components of a comprehensive counseling program are implemented and school counselors form strong alliances with students and their families. It is very possible that the Chicago Public Schools can make great progress towards implementing a comprehensive counseling program that serves all CPS students. This is a message of hope and opportunity.

CHAPTER 1: INTRODUCTION AND OVERVIEW

High school students want to create lives in young adulthood that are personally meaningful, satisfying, and financially successful. To accomplish this goal, youth in the United States must negotiate a gauntlet of challenges that would rob them of futures filled with purpose, productivity, and more complete utilization of their talents and abilities. Academic underachievement, insidious drop-out rates, violence, drug abuse, bullying, eating disorders, and depression are notable heavy hitters in a lineup well honed to hammer hope and limit success for far too many of our children.

Dramatic increases in educational aspirations stand firmly against challenges that would curtail student achievement. For example, in 2005 approximately 83% of Chicago Public High Schools seniors wanted to earn a bachelor's degree. In particular, large increases in college aspirations for minority and low-income students are evident. Unfortunately, research has clearly shown that far too many Chicago High Schools students do not engage in effective college exploration, search, application, and enrollment behaviors. These deficits adversely affect college-going outcomes for students across all racial lines, socioeconomic circumstances, and levels of ability.

To better help all students overcome these challenges, the Chicago Public Schools has attempted over the past several years to revitalize and enhance the work of their school counselors. This major reform initiative has attempted to adopt and adapt a best practices model (i.e., the American School Counselor Association National Model, 2003) that emphasizes the development and implementation of a comprehensive school counseling program. A best practice, comprehensive school counseling program attempts to transform the work of school counselors from an ancillary support service to an organized program central to the academic mission and success of each school.

In a comprehensive school counseling program model, school counselor work duties and time are allocated across four major areas. First, professional school counselors provide all students effective educational, career planning and college counseling services (Individual Planning). Second, counselors work with teachers and conduct guidance lessons in classrooms on topics such as college planning, conflict mediation, and violence prevention (Guidance Curriculum). Third, counselors work with students experiencing problems that interfere with their school success in small group formats, individually, or in consultation with parents, teachers, and administrators (Responsive Services). And finally, counselors conduct data-based evaluations of the effectiveness of their efforts, manage their programs, and establish partnerships with key community stakeholders (Systems Support).

PURPOSE AND DESIGN OF STUDY

The purpose of the present study was to examine the extent to which comprehensive school counseling programs are being implemented in CPS high schools and to explore relationships between the work of school counselors and key markers of student academic achievement and postsecondary success. As evidenced by several Chicago High Schools receiving the RAMP Award (Recognized ASCA Model Program) at the 2008 national conference of the American School Counselor Association, implementation of comprehensive school counseling programs are successfully underway in several CPS high schools. Changes in the work tasks and roles carried out by CPS school counselors have been taking place for the past several years.

The present study is a first attempt to answer complex and critical student outcome questions. In this report, we assess whether having school counselors implement key components of a comprehensive program (e.g., Individual Planning services – educational, career planning, and college counseling) is related to better outcomes for students (e.g., improved PSAT Composite test scores). Existing data regularly collected by CPS is used as important markers of student success and readiness to transition into postsecondary settings (e.g., the percentage of students enrolled in Advanced Placement classes and the percentage of seniors applying to three or more colleges).

The unit of analysis for this study is the school building. Every public high school in Chicago was invited to participate. Both the counselor responsible for the implementation of the comprehensive program in their school and the school

principal were asked to complete *The Principal and School Counselor Survey*. The survey assessed the extent to which school counselors had carried out critical components of a comprehensive program in their school building during the 2005-2006 school year (see Appendix A). Building-level data on key markers of student academic achievement and postsecondary success were gathered from archival records collected and maintained by the CPS for the 2005-2006 school year. Survey responses were then correlated to student outcome data.

BACKGROUND CONTEXT

Three recent studies are briefly reviewed to provide a context for this report. The first study identifies the challenges faced by CPS students as they engage in the college search, application, and enrollment process (the Chicago Study). The second study describes effective practices school counselors in award-winning schools are using to promote college success for low income and underrepresented students (the College Board Study). And finally, the third study summarizes the benefits to students across the state of Missouri when comprehensive school counseling programs are more fully implemented (the Missouri Study). These three studies guided the design and analyses used in the present study.

THE CHICAGO STUDY

Prior research has raised significant concerns that the very high levels of aspirations to attend college expressed by Chicago Public Schools students are not being realized. Roderick, Nagaoka, Coca, and Moeller (2008) detailed how far too many CPS students who aspire to earn a four-year college degree engage in detrimental

college search, application, and entry behaviors. Like descending rungs in a ladder, students are being lost at key action points (e.g., planning, application, acceptance, and enrollment). For example, only 59% of high school graduates who had once said that they hoped to graduate from a four-year college actually applied to a four-year college (Roderick et al., 2008). This damaging sequence of failing to act to realize college aspirations was found across students of all ability levels, with some of the academically strongest students either not applying to college or entering less selective colleges than they were qualified to attend.

Roderick et al. identified four major areas in need of improvement that would singly and in combination promote greater college going rates for CPS students. Each of these areas emphasized the critical importance of teachers and counselors personally connecting to students and effectively discussing and supporting the attainment of college aspirations in ways that do not lead students to limit their postsecondary choices. The four factors associated with encouraging successful college-going behavior are:

1. *Creating a strong college-going culture in each high school.* This was by far the most important factor in opening college doors to students.

Schools that were more successful in helping students realize their college aspirations provided learning environments where educational professionals actively and intentionally supported, expected, pushed, and made sure that students were ready to go to college. Latino/a students particularly benefited from this type of support.

2. *Assisting students and their families with managing the high costs of college.*
This included helping students to secure financial aid by filing a FAFSA application on time.
3. *Encouraging students to apply to multiple colleges.* This action led to increases in four-year college acceptance rates. Applying to more than one college was a particularly important strategy for students with more marginal academic records.
4. *Helping students to enroll in a college that matched their level of qualifications.*
Advising students to enroll in a college that matched their level of qualifications was found to be another factor affecting the process of planning, applying, and entering college. While true across all students, many of the most academically qualified CPS seniors were choosing paths far below their qualifications.

THE COLLEGE BOARD STUDY

Recently, the College Board's National Office for School Counselor Advocacy (NOSCA) sponsored a research study to examine the role of school counselors in schools that had won the prestigious *Inspiration Award*. This study was conducted by the Center for School Counseling Outcome Research (Militello, Carey, Dimmitt, and Schweid, 2006). The College Board honors *Inspiration Award* schools for their demonstrated ability to broaden access to college for underrepresented students despite economic, social, and cultural challenges that could limit their academic achievement. Each Inspiration school has at least 40% of their student body

qualified to receive free or reduced lunch. The College Board honors these schools for providing the support and rigorous curriculum needed for students to become motivated, determined, and eager learners.

Results from the College Board Study document how school counselors in Inspiration schools play an integral role in promoting college attainment for their students. Inspiration schools illustrate that when school counselors are more fully incorporated into the central academic mission of their schools, they can play an important role as part of a team of teachers and administrators. This leadership team sets high expectations school-wide and provides the support students need to succeed. Militello et. al., (2006) identified 10 effective strategies school counselors in Inspiration Award schools use to make a substantial impact on student success and college attainment.

THE 10 IDENTIFIED STRATEGIES OF SCHOOL COUNSELORS IN INSPIRATION SCHOOLS:

PRACTICING EFFECTIVE PROGRAM MANAGEMENT –

School counselors are an important part of the school’s leadership team. They collaborate and use their specialized skills to help all students.

ESTABLISHING AN ACHIEVEMENT-ORIENTED SCHOOL CLIMATE

School counselors work to set high expectations for all students by such practices as having open enrollment for Advanced Placement courses and requiring students to complete a college application.

PROVIDING ACADEMIC AND FINANCIAL OUTREACH PROGRAMS FOR PARENTS

School counselors work to increase parent involvement by holding programs in the evening and conducting workshops in multiple languages. These programs often help parents with the college process by providing assistance in filling out FAFSA forms and in completing college applications with their children.

OFFERING COLLEGE-FOCUSED INTERVENTIONS FOR LOW-INCOME STUDENTS

School counselors begin early to encourage all students, but especially low-income students, to prepare for college by completing college applications and personal statements and by establishing college placement centers for ongoing assistance.

PARTNERING WITH COLLEGES AND THE COMMUNITY

School counselors develop effective community and college partnerships to help all students.

SHARING SCHOOL LEADERSHIP

School counselors work collaboratively as part of a leadership team of administrators, teachers, and parents, and share responsibility and power with their professional colleagues such as their school principal.

PROVIDING SYSTEMIC, MULTILEVEL COUNSELING INTERVENTIONS

School counselors understand student behavior and development from a systemic perspective. They work with school leaders to create the right conditions in their schools to promote student success.

USING DATA TO SUPPORT STUDENT ACHIEVEMENT

School counselors use data from their schools to enhance opportunities for all students, e.g., to identify potential students for Advanced Placement courses and to engage needed support mechanisms.

CONTRIBUTING TO THE DEVELOPMENT OF SCHOOL POLICIES AND PRACTICES

School counselors make significant contributions to the development and implementation of school policies that promote student success.

HELPING COUNSELORS TO COUNSEL

School counselors are not inundated with clerical and administrative tasks. They have the time to work directly with students and improve the effectiveness of their interventions and programs.

THE MISSOURI STUDY

Lapan, Gysbers, and Kayson (2006) conducted a statewide study on the implementation of the Missouri Comprehensive Guidance Program (MCGP). Development and implementation of the MCGP began in the mid-1980s (Gysbers & Henderson, 2008) and has since been adopted and recommended by the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, and all of the school counseling licensure training programs in Missouri. The MCGP was one of the major organizing frameworks used to create the ASCA National Model. Because the CPS counseling program is in turn based on this National Model, the Missouri and Chicago public schools share a common theoretical orientation to comprehensive guidance programs. The survey and

research methodology used in the Missouri study served as the basis for the present study.

Lapan et al. reported five major findings from their statewide study.

1. When Missouri high school counselors more fully implement a comprehensive program, students have slightly higher test scores, better attendance, increased graduation rates, and fewer disciplinary problems.
2. When Missouri middle and junior high school counselors more fully implement a comprehensive program, students have better attendance and far fewer disciplinary problems. Reduction in disciplinary incidents was very notable. These disciplinary incidents included suspensions and expulsions from school for major violations of appropriate student conduct. Replicating prior research in Missouri, these findings suggested that school counselors can play an important role in helping students to both feel and be safe and secure in school (Lapan, Gysbers, & Petroski, 2001).
3. Principal and administrator data also suggested that when school counselors implement a comprehensive guidance program students had better attendance and fewer discipline problems. These results were found across a sample of 141 elementary, middle/junior, and high school principals.
4. School counselors were carrying out a wide range of work tasks (i.e., Non-Guidance tasks) that were not related to the objectives of a comprehensive program. High school counselors especially were spending significant

- portions of their time performing clerical and low-level administrative tasks that pulled counselors away from engaging with students in ways that lead to better student outcomes.
5. The level of implementation of a comprehensive program was much lower in schools with larger minority student enrollments. Students in these schools received significantly less Individual Planning (i.e., career planning and college counseling) services from their school counselors. Students in these schools also received significantly less Responsive Services (i.e., individual, group, and crisis counseling) assistance from their school counselors. However, if counselors were more fully implementing a comprehensive program in high schools with high minority student enrollment, students were more likely to take the ACT test, graduate from high school, and be attending a four-year college one year after graduating from high school.

LIMITATIONS

The present study is a first attempt to examine the role of CPS school counselors in working with their professional colleagues to promote student academic achievement and postsecondary success. Building-level data is used to explore these relationships (e.g., the percentage of students applying to three or more colleges and an overall rating of the extent to which college and career planning services were being implemented in each school building). As such, findings should be interpreted cautiously and need to be corroborated and elaborated upon by future research studies. For example, using building-level data

resulted in small sample sizes for some analyses and the need to be conservative when interpreting results. However, findings from this study are supported by results from prior research conducted in several different states as well as the conclusions from the Chicago Study, the College Board Study, and the Missouri Study.

CONCLUSION

Everyone in the school community must work toward ensuring that students fulfill their aspirations. Research studies have identified specific actions that school counselors can take to positively impact student outcomes. Enabling school counselors to implement a best practice, comprehensive school counseling program will support students in realizing their dreams. This study explores the relationships between the work of school counselors and key markers of student academic achievement and postsecondary success.

CHAPTER 2: METHODS

SAMPLE

Every public high school in Chicago was invited to participate in this study. Eighty-three schools completed the survey in whole or in part. The breakdown of types of high schools included in our analyses was: 54 *General*; 5 *Selective Enrollment*; 4 *Military*; 6 *Magnet*; 9 *Career Academies*; and 5 *Special Education*. A total of 164 high school counselors and 39 high school principals completed the *Principal and Counselor Survey* (Lapan & Carey, 2007).

The sample was representative of the diverse types of CPS high schools. Unfortunately, the small number of principals completing the survey limited the range of analyses on how CPS high school principals perceive the impact of school counselors' work on student development. However, as will be elaborated on later in this report, data collected from principals mostly corroborated and extended findings obtained from data collected from school counselors. Descriptive statistics (e.g., percentages, means, and standard deviations) are used to report results from principals.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM VARIABLES

This University of Massachusetts Amherst's Institutional Review Board fully approved this study for conducting research with human subjects. School counselors and principals completed an electronic version of the *Principal and Counselor Survey*. The survey questions consisted of both Likert scale and dichotomous items to assess activities delivered by school counselors in each high school during the 2005-2006

school year. Survey items were developed in consultation with school counseling leaders from the Chicago Public Schools. The survey took counselors and principals approximately 20 to 30 minutes to complete. Responses from counselors and principals were automatically entered into an Excel spreadsheet. This spreadsheet was then uploaded into SPSS (2007) for analysis. Researchers did not hand enter, transcribe, or review any data before examining results from SPSS data analysis output.

Major analyses of the *Principal and Counselor Survey* focused on three critical variables: Non-Guidance tasks, Individual Planning, and the 12 Touch Program. The decision to focus on these variables was made for two reasons. First, the primary objective of this study was to understand how professional school counselors could better assist all students in succeeding in high school and in taking the necessary steps to gain entrance to postsecondary education and training. We hypothesized that the degree to which school counselors are delivering Individual Planning services and the 12 Touch program and the amount of time spent in performing Non-Guidance tasks directly impacts whether school counselors are successful in these areas. Secondly, given the relatively small sample size (i.e., 83 high schools, some with missing data) we decided to maintain a conservative ratio of at least 10 schools for every variable in our major analyses (i.e., canonical correlation and multiple regressions). Every effort was made not to exploit chance findings in this data set by conducting multiple and excessive analyses.

NON-GUIDANCE TASKS

Previous research has found that school counselors spend a great deal of time carrying out tasks that pull them away from direct engagement with students. For example, in a statewide study in Missouri, Lapan, Gysbers, and Kayson (2006) found

that high school counselors spent a large part of their work day engaged in clerical and administrative tasks, severely curtailing the amount of time available for counselors to work closely with students. While all educational professionals must do their fair share of such tasks to help the school run smoothly, information from multiple sources suggest that school counselors are being asked to carry out a wide range of duties that clearly fall outside the goals and strategies of a comprehensive school counseling program.

Seventeen items in the *Principal and School Counselor Survey* assessed the extent to which CPS high school counselors were carrying out Non-Guidance tasks. Both counselors and principals were asked to identify which of these 17 tasks had been assigned to school counselors in their school building during the 2005-2006 school year. These tasks included: coordinating the school testing program; conducting individual testing for special education and gifted programs; serving as coordinator/manager of 504 plans; coordinating and monitoring school assemblies; performing hall duty; supervising the lunchroom; supervising the discipline room; acting as principal for the day; administering discipline; supervising bus loading; supervising the restrooms; substitute teaching; collecting and mailing progress reports/deficiency notices; maintaining students' permanent records; photocopying transcripts; developing/updating student handbooks and course guides; and copying/mailing new student enrollment records. Based on school counselor ratings, the Mean for the number of Non-Guidance tasks performed across all schools was 5.29 (Standard Deviation= 2.43).

INDIVIDUAL PLANNING

As noted earlier in this report, Individual Planning is one of four primary components of a comprehensive school counseling program. The American School Counselor Association (ASCA, 2005) recommends that professional school counselors

spend approximately 25% to 35% of their time helping all students to effectively explore and plan for their educational and career futures. Counselors are expected to deliver Individual Planning by working with students one-on-one, in small groups, and in classroom settings. The ASCA National Standards (2005) outlines three broad objectives to guide Individual Planning. First, counselors need to assist all students in developing the skills needed to explore the world of work in relation to the development of self-understanding and the ability to make informed decisions. Second, students need to develop and use strategies to successfully reach their career goals. And third, all students need to understand the relationships among education, postsecondary training, and the world of work.

The *Principal and Counselor Survey* contained 10 items related to the Individual Planning component of school counselors' work. Based on school counselor ratings, factor analytic results supported a single factor across all 10 items with very high internal consistency (Coefficient Alpha = .95). Factor loadings ranged from a low of .75 to a high of .94. The Mean across all schools was 3.53 (Standard Deviation = .88).

Counselors and principals were asked to rate the accuracy of each item in relation to the stem "In my school building during the 2005-2006 school year." The four top loading items on the Individual Planning factor were:

1. School counselors helped all students to create schedules that reflected their individual abilities, interests, and future goals.
2. School counselors provided effective college counseling services to all students.
3. School counselors implemented and assisted students in developing effective career and educational plans.

4. The education and career planning process helped students create meaningful college and career plans.

These four items have clear face validity in relation to the Individual Planning domain. In addition, these items focus attention on the critical educational planning and college counseling services that professional school counselors should provide to all students through the implementation of a comprehensive school counseling program.

12 TOUCH PROGRAM

The 12 Touch Program is a menu of transition practices designed to intentionally connect freshman to high school. The program aims to better integrate entering ninth graders into their high schools by promoting the development of relationships and a student's sense of belonging and connection to their school. By supporting students as they make the sometimes challenging transition to high school and in trying to personalize the experience for each student, school counselors positively shape the climate in their school. Each "touch" is intentionally designed to engage students and counselors in interactions that promote intimacy and support. The focus of many of these activities is on creating a college-going culture in every CPS high school.

Fifteen survey items were developed to assess the extent to which CPS high school counselors were carrying out the "12 Touch Program." These survey items included: made significant progress in getting to know the aspirations, strengths, weaknesses, interests, and level of academic progress of each ninth grader; provided an Information Session to all ninth graders, during their eighth grade year, to help them better understand what high school would be like; held a face-to-face Enrollment Meeting with each entering ninth grader and their parents/guardians; provided each

ninth grader with a Tag Day experience in which students visited the high school and sat in on one or two classes; established a personal relationship with each ninth grader that helped students to feel that they are known, wanted, and belong to their high school; held a Pre-orientation Curriculum Night for all entering ninth graders in which the department chairs presented overviews of the ninth grade curriculum; developed a Personal Learning Plan for each ninth grade student; conducted an effective 3-day Orientation in June for all entering ninth graders; ran a Summer Meeting for parents/guardians of all entering ninth graders; established mentoring relationships between each entering ninth grader and an upperclassman who acted as a Big Brother or Big Sister; ran the Step Up, Jump Start, or Gear Up program for all ninth graders; provided each ninth grader an Orientation and Study Skills Training Day in August in which students followed their schedules and met with their teachers; held a Welcome Activity (e.g., ice cream social or barbeque) in September for all entering ninth graders; ran a Parent Night and check in for all entering ninth graders by the end of the third week of school; and provided each entering ninth grader an Advisory Support Period that lasted at least 10 weeks. Counselors and principals were asked to identify which of these 15 services school counselors provided to 9th graders in their school building during the 2005-2006 school year. Based on school counselor ratings, the Mean across all schools was 7.39 (Standard Deviation = 2.72).

STUDENT DATA

Student data regularly collected by CPS was used as outcome data in this study. Using school building level archival data protected the privacy and confidentiality of individual CPS students. This data provided a means to assess how each CPS high school was doing promoting student academic achievement and preparing young people

for postsecondary education and training. To match the comprehensive school counseling program ratings, CPS data was collected for the 2005-2006 school year. Each student measure used is briefly described below.

- Free or reduced lunch - The percentage of students receiving free or reduced lunch in each CPS high school.
- Attendance - CPS attendance percentages reported for each high school.
- PSAE Test Scores - The percentage of students in each building who met or exceeded proficiency scores on the PSAE Mathematics, English, and Composite tests.
- Advanced Placement Enrollment - The percentage of students who enrolled in Advanced Placement courses.
- Advanced Placement Scores - The percentage of students who scored three or better on Advanced Placement tests.
- Dropout - The percentage of students who dropped out of each CPS high school.
- Applying to Multiple Colleges - The percentage of seniors who reported on the CPS Senior Exit Survey that they had already applied to three or more colleges.
- Accepted to College - The percentage of seniors who reported on the CPS Senior Exit Survey that they had already been accepted to the college they planned to attend in the fall.
- Continuing Education - The percentage of seniors who reported on the CPS Senior Exit Survey that they would be continuing their education in the fall.

- Sure of Next Steps After High School - Ratings on the CPS Senior Exit Survey of how sure each senior was of what they would be doing after graduating from high school.

CHAPTER 3: ARE HIGH SCHOOL COUNSELORS PREPARING STUDENTS TO BE COLLEGE-READY?

An overwhelming number of Chicago Public Schools students report that they want to pursue postsecondary education. However, these very high levels of educational aspirations are often not being realized. Roderick et al. (2008) detail how far too many CPS students who aspire to earn a four-year college degree do not achieve this goal because of ineffectual college search, application, and entry behaviors. As pointed out in Chapter 1, CPS students are being lost at key action points such as planning, application, acceptance, and enrollment. For example, only 59% of high school seniors who once said they hoped to graduate from a four-year college actually *applied* to a four-year college (Roderick et al., 2008). This gap between aspirations and attainment was found across students of all ability levels, with some of the academically strongest students either not applying to any colleges or entering less selective colleges than they were actually qualified to attend.

Roderick et al. (2008) identified four major areas that could be improved to promote greater college-going rates for CPS students. First, each CPS high school should create a strong college-going culture. Second, students and their parents need assistance in managing the high costs of going to college (e.g., completing a FAFSA application as early as possible in the senior year). Third, seniors need to apply to multiple colleges. And fourth, CPS seniors need the kind of advisement that

leads them to enroll in colleges that match their qualifications. These four points are discussed more fully in Chapter 1 of this report.

ARE CPS HIGH SCHOOL COUNSELORS HELPING STUDENTS TO BECOME COLLEGE-READY?

Our research analysis adopted a three-step process to begin to answer this critical and complex question. First, it was important to take a broad look at high schools that are doing a better job preparing students to be college-ready and then examine possible relationships with work tasks being performed by high school counselors in those more effective schools. To do this, a canonical correlation was computed to explore the relationships between a set of school-level outcomes that estimate how successful each school is in preparing students to become college-ready and a set of school-level variables that measure work duties performed by school counselors. We considered whether each of these duties would help, hurt, or not affect students' college-readiness. Second, following this broad approach to college-readiness outcomes, a more theory-driven set of multivariate analyses were computed. Three hierarchical multiple regression analyses controlled for socioeconomic differences between high schools and estimated the impact of the work school counselors undertake to help students become college-ready. And third, post-hoc analyses further explored relationships between the work of school counselors and school-level markers of student achievement and readiness to make successful postsecondary transitions. Survey ratings made by school counselors were used in this three-step process.

THE BROAD VIEW: CANONICAL CORRELATION

High schools that more effectively prepare students to be college-ready will (at the very least) help students to achieve academically, take rigorous courses that have high expectations for learners, and support students in the college search and application process. In our data set, three school-building-level outcome measures were used to estimate the extent to which each school helped to prepare students for college: (a) the percentage of students in each school building who met or exceeded proficiency on PSAE Composite scores for the 2005-2006 school year; (b) the percentage of students in each school building who enrolled in Advanced Placement courses for the 2005-2006 school year; and (c) the percentage of seniors in each school building who applied to three or more colleges for the 2005-2006 school year.

Comprehensive school counseling programs in Chicago are designed to focus school counselor efforts on promoting success in three different domains: academic achievement, educational and career development, and social/emotional development. Our data set explored three school-building-level variables related to school counselors' work tasks that potentially impact a high school's ability to prepare students for postsecondary educational training. These work tasks are: (a) the number of Non-Guidance work tasks performed by school counselors in each school building; (b) the level of Individual Planning services provided to all students; and (c) the extent to which school counselors implement the 12 Touch Program in each school building.

Each of these school counseling variables has the potential to play a meaningful role in helping students to become college-ready. For example, if counselors' time is overtaken with Non-Guidance tasks, it is unlikely that they will be able to develop the personal connections with students that help them effectively engage in the college search, application, and enrollment process. Further, if counselors are not providing Individual Planning services, students may be less likely to apply to multiple colleges or enroll in rigorous high school courses that match their college aspirations. And finally, if counselors are not implementing the 12 Touch Program they may be much less likely to create an effective college-going culture and a school climate that helps all students to feel that they belong and are connected to their school.

Canonical correlation is a statistical procedure that enables us to correlate two sets of variables and estimate what proportion of variance they share in common. In our study, the first set of variables is the three measures of school counselor work tasks (i.e., Non-Guidance tasks, Individual Planning services, and implementation of the 12 Touch Program). The second set of variables is the three measures of how effective each school is in preparing students to be college-ready (i.e., percent of students that met or exceeded proficiency on their PSAE Composite score, the percent of students enrolled in Advanced Placement courses, and the percent of students who applied to three or more colleges).

Canonical correlation analysis begins by computing a canonical variate for each set of variables. Each canonical variate represents the best linear combination

of variables within each set such that the relationship between the two sets of variables is maximized. Essentially, a variable is created to represent an entire set of variables; using the resulting canonical variates, we can compute the correlation between them (i.e., compute the canonical correlation) to determine the relationship between the two sets. We can compute as many pairs of canonical variates (and thus as many canonical correlations) as there are variables in the smaller set. By testing each canonical correlation for statistical significance, we can then determine how many dimensions are needed to account for the overall relationship between the two sets.

One canonical correlation between these two sets of variables was statistically significant ($R = .543, p < .05$), suggesting that only one dimension is needed to account for the relationship between the two sets of variables.

Correlations between other canonical variates that did not reach statistical significance (at the $p < .05$ level) are not reported. Table 3.1 reports the relative contribution of each variable to the canonical variate for Set 1 (our three school counseling variables) and the canonical variate for Set 2 (our three school-level college-readiness preparation variables) whose correlation was significant.

The coefficients reported in Table 3.1 indicate that the canonical variate for Set 1 is defined primarily by Non-Guidance tasks and secondarily by Individual Planning. That is, values of this variate are influenced both by Non-Guidance tasks and Individual Planning. Further, larger values of this variate indicate that school counselors are performing many Non-Guidance tasks (e.g., testing and clerical work)

and at the same time are providing fewer Individual Planning services to students. The 12 Touch Program did not make a significant contribution to this variate. Thus, this linear combination of variables may be described as the performance of more Non-Guidance tasks and providing fewer Individual Planning services to students.

TABLE 3.1 CANONICAL CORRELATION BETWEEN SCHOOL COUNSELING AND INDICATORS OF STUDENTS' READINESS FOR COLLEGE

CANONICAL LOADINGS FOR SCHOOL COUNSELING VARIABLES (SET 1)	
Non-Guidance Tasks	.916
Individual Planning	-.348
12 Touch Program	.047
CANONICAL LOADINGS FOR STUDENTS' READINESS FOR COLLEGE (SET 2)	
PSAE Composite Test Scores	-.954
Enrollment in Advanced Placement Courses	-.719
Applied to Three or More Colleges	-.035
Canonical Correlation	.543 (p<.05)

Note. Variance explained: The canonical variate formed by Set 1 (School Counseling) Variables explained 14% of the variance in the Set 2 (Readiness for College) variables.

The coefficients reported in Table 3.1 indicate that the canonical variate for Set 2 is defined mostly by PSAE Composite test scores and secondarily by the percentage of students enrolling in Advanced Placement courses. So values of this variate are more influenced by both PSAE Composite scores and the percentage of students enrolling in Advanced Placement courses. Applying to three or more colleges did not make a significant contribution to this variate. We would understand the negative relationship of PSAE test scores (i.e., -.954 loading) and of enrollment in Advanced Placement courses (i.e., -.719 loading) with the canonical variate for Set 2 to represent a lack of academic achievement.

Students in low-achieving high schools are less likely to meet or exceed proficiency on the PSAE Composite test than are their peers in high-achieving schools. In addition, students in the low-achieving schools have lower enrollments in Advanced Placement courses compared to students in academically higher-achieving schools. School counselors in low-achieving schools are more likely to spend time carrying out Non-Guidance tasks and are less likely to provide Individual Planning services to students. In low-achieving high schools, counselors are more likely to oversee testing, perform hall duty, administer discipline, and photocopy transcripts. These same counselors are also less likely to work with students to create schedules that reflect a student's abilities, interests, and future goals. In addition, counselors in underperforming schools are not providing college counseling services in a manner similar to the support provided by counselors to students in higher achieving schools.

As stated above, the canonical correlation between the low academic achieving school variate (Set 2) and school counselors carrying out more Non-Guidance tasks while providing less Individual Planning services variate (Set 1) was statistically significant ($R = .543, p < .05$). The canonical variate formed by Set 1 (school counselor) variables explained 14.0% of the variance of the entire set of school achievement variables. Therefore, the work activities carried out by school counselors made a statistically significant difference in predicting whether high schools were effectively preparing students to be college-ready. When school counselors perform higher numbers of Non-Guidance tasks, their high schools have lower test scores and fewer students enrolled in Advanced Placement courses. When school counselors provide less Individual Planning services to students, their high schools have lower test scores and fewer students enrolled in Advanced Placement courses.

VALUE-ADDED: HIERARCHICAL MULTIPLE REGRESSIONS

Findings from the canonical analysis are correlational in nature and no causal argument is implied. The canonical correlation analysis simply highlights that school counselor work duties and student academic achievement covary. The next step in our analysis was to test in an a priori fashion the value-added impact of selected aspects of school counselors' work on a high school's effectiveness in preparing students to be college-ready. To accomplish this, the influence of powerful factors that could explain or confound interpretation of this relationship would first need to be removed and controlled.

A plausible alternative explanation for the results found in the canonical correlation analysis could be that socioeconomic differences among high schools created the gaps in student achievement and college-readiness. That is, the statistical relationship between students' college preparation and school counselor work tasks might only be a by-product of the more pervasive underlying influence of socioeconomic differences among students. In this scenario, if the impact of socioeconomic differences is accounted for, the relationship between school counselor work tasks and a high school's effectiveness in preparing students to be college-ready would no longer be statistically significant. To test this hypothesis, the percentage of students receiving free or reduced lunch was entered on the first step of each of the three multiple regression analyses reported below. Before estimating the possible value-added contribution of counselor work tasks on students' college-readiness, the potentially enormous influence of socioeconomic differences (SES) among high schools was removed.

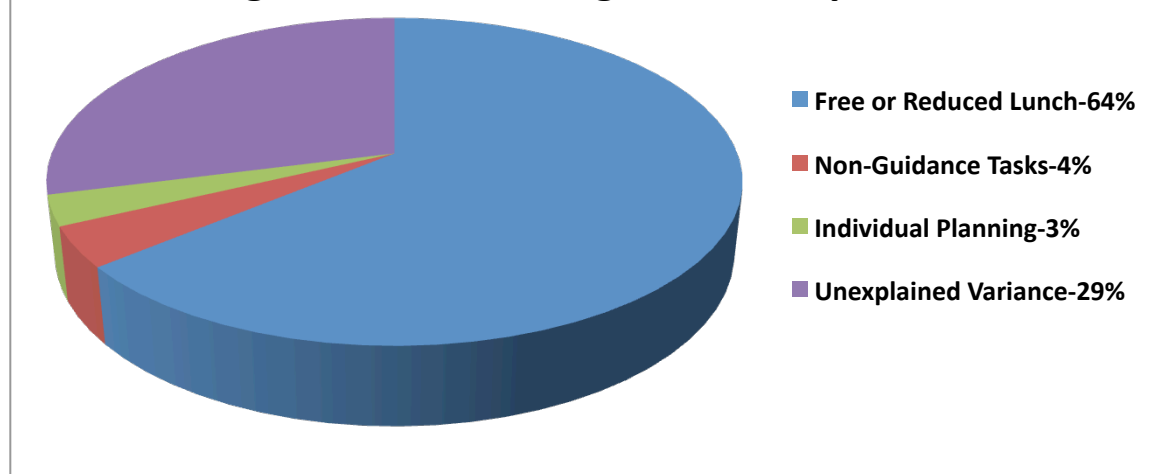
Three hierarchical multiple regression analyses were computed to test whether each of the independent predictors (i.e., the three school counselor variables) explained unique variance in the dependent measures (i.e., the three variables related to a school's effectiveness in preparing students to be college-ready). For each regression, the percentage of students receiving free or reduced lunch (a commonly used indicator of SES) was entered on the first step. Non-Guidance tasks, Individual Planning, and the 12 Touch Program were then entered in this order on subsequent steps in the regression analysis. This allowed us to test

for a possible value-added contribution for each school counselor predictor of college readiness. So in this way, we can test whether the contribution of any predictor above and beyond the contribution of all previously entered predictors was of statistical and/or practical significance.

PREDICTING PSAE COMPOSITE TEST SCORES

Figure 3.1 is a pie chart that reports the percentage of variance in PSAE Composite test scores explained by our independent predictors. Only those variables that were found to have a statistically significant relationship with PSAE scores are included. As expected, SES differences accounted for very large differences among schools (*R Square Change* = .641, *F* = 96.23, *p* < .001). The standardized Beta coefficient for SES was -.713. This means that as the percentage of students receiving free or reduced lunch increases across CPS high schools, the percentage of students scoring “Meet or Exceeds Proficiency” levels on the PSAE Composite test dramatically decreases. For every standard deviation increase in SES, there is an approximately 13% decrease in students who meet or exceed proficiency on the PSAE Composite test.

Figure 3.1 Predicting PSAE Composite Scores



After removing effects related to socioeconomic differences among schools, Non-Guidance tasks still predicted college-readiness preparation (*R Square Change* = .044, *F Change* = 7.32, $p < .01$). The standardized Beta coefficient for Non-Guidance tasks was -.244. This means that as school counselors perform more Non-Guidance tasks, the percentage of students meeting or exceeding proficiency levels on the PSAE Composite test drops. This finding supports the canonical correlation analysis. We can now state with more precision that in this data set, for every two additional Non-Guidance tasks performed by school counselors there was an approximately 4% decrease in “Meeting or Exceeding Proficiency” scores on the PSAE Composite test.

After removing effects related to both SES differences among schools and Non-Guidance tasks, it was found that Individual Planning also predicted college-readiness preparation (*R Square Change* = .033, *F Change* = 6.026, $p < .02$). The standardized Beta coefficient for Individual Planning was .20. This means that as

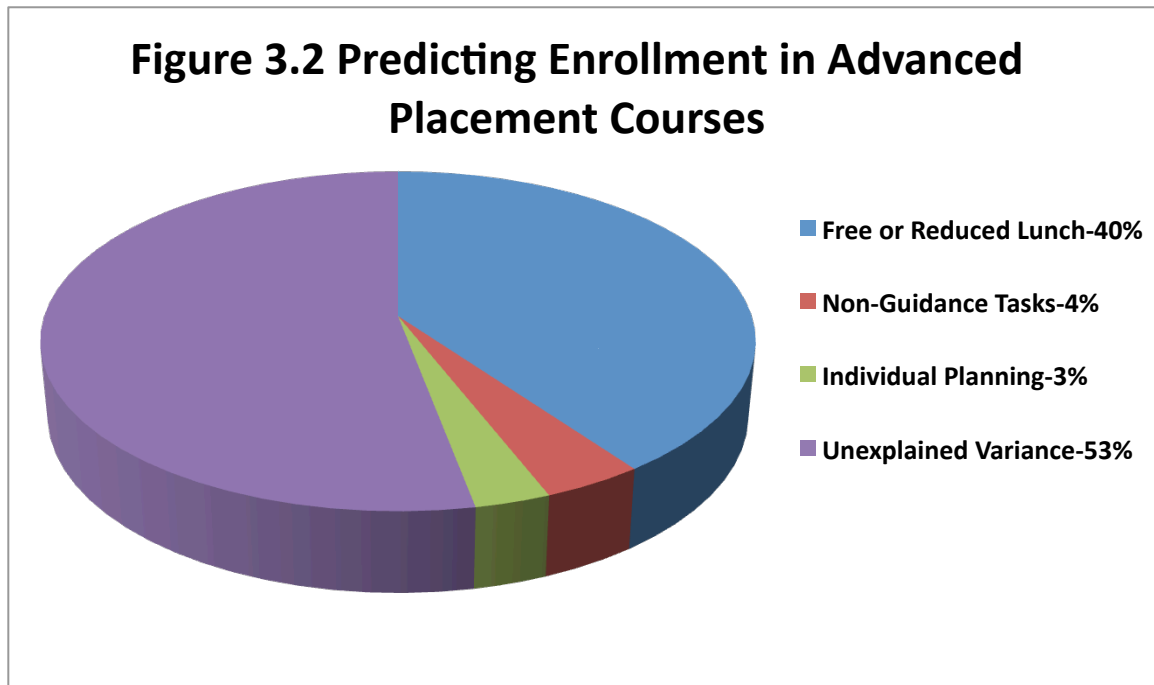
school counselors provide more Individual Planning services, the percentage of students meeting or exceeding proficiency on the PSAE Composite test increases. This finding also supports the canonical correlation analysis. We can now say with more precision that for every standard deviation increase in Individual Planning services provided to students there is an approximately 4% increase in students scoring “Meeting or Exceeding Proficiency” on the PSAE Composite test.

Non-Guidance tasks and Individual Planning had value-added impact on PSAE scores over and above the enormous influence of socioeconomic differences. However, these effects were in opposite directions. The more counselors performed Non-Guidance tasks, the lower the PSAE test scores reported. Conversely, the more counselors engaged students in Individual Planning services, the better the PSAE test scores became. Together, Non-Guidance tasks and Individual Planning explained an additional 7% to 8% of the variance in PSAE Composite test scores over and above the sizable proportion of the variance accounted for by socioeconomic differences.

PREDICTING ENROLLMENT IN ADVANCED PLACEMENT COURSES

Figure 3.2 is a pie chart that reports the percentage of variance in enrollment in Advanced Placement courses explained by our independent predictors. Only those variables found to be statistically or practically significant predictors are included. As expected, socioeconomic status accounted for very large differences among schools (*R Square Change* = .404, *F* = 32.55, *p* < .001). The standardized Beta coefficient for SES was -.564. This means that as the percentage

of students receiving free or reduced lunch increases across schools, the percentage of students enrolling in Advanced Placement courses dramatically decreases. For every standard deviation increase in SES, there is an approximately 4% decrease in students enrolled in Advanced Placement courses.



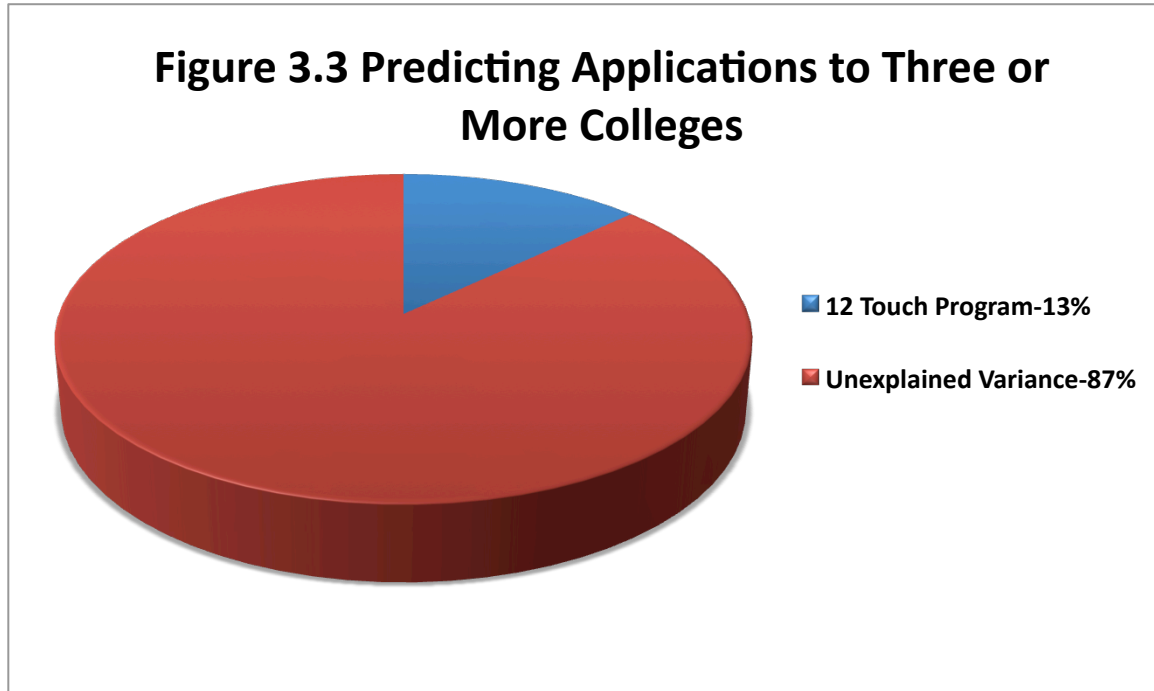
After removing the effects related to SES differences among schools, Non-Guidance tasks also predicted enrollment in Advanced Placement courses (*R Square Change* = .043, *F Change* = 3.66, *p* = .06). The standardized Beta coefficient for Non-Guidance tasks was -.215. This means that as school counselors perform more Non-Guidance tasks, the percentage of students enrolled in Advanced Placement courses goes down. For every two additional Non-Guidance tasks performed by school counselors there is approximately a 3% decrease in students enrolled in Advanced Placement courses.

Non-Guidance tasks was the only meaningful school counselor predictor of enrollment in Advanced Placement courses. Neither Individual Planning Services nor the 12 Touch Program were meaningfully related to Advanced Placement enrollment. While the p -value for Non-Guidance tasks was .06 and did not reach the $p < .05$ level, we identified it as a practically significant predictor for two reasons. First, the zero order correlation between Non-Guidance tasks and enrollment in Advanced Placement courses was statistically significant ($r = -.41, p = .002$). As school counselors perform additional Non-Guidance tasks, students in these schools are less likely to enroll in Advanced Placement courses. Further, the small sample size (complete data for these particular variables was available for only 54 high schools) on which the regression coefficients were calculated made it much more difficult to detect statistical significance than if data were available for all CPS high schools. In a larger sample of CPS high schools, we would expect this relationship to be both statistically and practically meaningful at the $p < .05$ level.

PREDICTING APPLICATION TO THREE OR MORE COLLEGES

Figure 3.3 is a pie chart that reports the variance in the percentage of high school seniors who applied to three or more colleges that can be explained by our independent predictors. Only those variables that were found to be statistically significant predictors are included. Unexpectedly, SES differences among schools did *not* account for any reduction in the percentage of high school seniors who had applied to three or more colleges ($R\text{ Square Change} = 0.009, F = 0.505, p = .480$). This means that as the percentage of students receiving free and reduced lunch increases

across schools, there is no increase or decrease in the percentage of students who had applied to three or more colleges.



The 12 Touch Program was the only statistically significant predictor of high school seniors applying to three or more colleges. After removing the effects related to school differences in SES, performance of Non-Guidance tasks, and implementation of Individual Planning services, the 12 Touch Program was found to be a very strong predictor of whether high school seniors had applied to three or more colleges (*R Square Change* = .132, *F Change* = 7.746, *p* = .008). The standardized Beta coefficient for the 12 Touch Program was .401. By itself (controlling for the other three predictors), the 12 Touch Program explained an additional 13% of the variance in high school seniors who reported applying to three or more colleges. That is to say, for every additional three “touches”

performed by a school counselor there was approximately a 6% increase in high school seniors applying to three or more colleges.

The 12 Touch Program is designed to create personal relationships between school counselors and students that will help young people to feel that they belong and are connected to their high school. As part of this program, school counselors assist students in developing 4-year educational plans and begin to talk to them about attending college when students enter high school as 9th graders. As suggested previously, the elements of the 12 Touch Program work to create more effective college-going cultures in each high school.

In addition, there was clearly a strong relationship between the 12 Touch Program and Individual Planning. The 12 Touch Program focuses counselor work on providing educational and career planning activities to students. This relationship is born out by the statistically significant zero order correlation between the 12 Touch Program and Individual Planning services across the CPS high schools included in this regression ($r = .365, p < .004$). It is important to note that neither the 12 Touch Program nor Individual Planning services are correlated with SES. This means that the benefits of both the 12 Touch Program and Individual Planning services are being delivered to CPS students regardless of between school differences in the percentage of students receiving free or reduced lunch.

FURTHER CONNECTIONS: POST-HOC ANALYSES

In the findings discussed so far, we were very conservative in our multivariate analyses so as not to exploit chance associations and inadvertently commit a Type 1 error. However, an examination of the correlations between Non-Guidance tasks and additional student outcome measures may shed light on a related network of benefits to students when a school counselor's time is not dominated by tasks such as photocopying, testing, and mailing progress reports and deficiency notices. For example, high schools where counselors perform more Non-Guidance tasks tend to have higher rates of students dropping out of school ($r = .302, p < .04$) and fewer students graduating from high school ($r = -.356, p < .02$). In high schools where counselors carry out large numbers of Non-Guidance tasks, seniors report that they are less likely to enroll in college ($r = -.351, p < .02$) or continue their education after high school ($r = -.321, p < .02$). In addition, graduating seniors in these schools indicated that they are much less likely to attend a four-year college ($r = -.376, p < .001$) and that it is more probable that they will enter a two-year college ($r = .350, p < .001$).

Further, the 12 Touch Program was found to be a strong predictor of CPS seniors who had applied to multiple colleges. A post hoc examination of the specific items on the 12 Touch Program survey revealed that this relationship was primarily due to four items, each having a statistically significant correlation with this student outcome measure ($p < .05$). Seniors were far more likely to apply to three or more colleges if their school counselors: a) ran a summer meeting for entering 9th

Graders' parents/guardians ($r = .413$); b) held face to face enrollment meetings with each entering 9th Grader and their parents/guardians ($r = .321$); c) established personal relationships with each 9th Grader to help them feel that they belong, are known, and wanted in their high school ($r = .307$); and d) provided each 9th grader an advisory support period that lasted at least 10 weeks ($r = .26$). More complete implementation and enhancement of the 12 Touch Program could focus on these four counselor activities.

LIMITATIONS

Caution should be used when interpreting these results. This study is a first step towards understanding how CPS school counselors can facilitate student growth and development and impact student outcomes when they are able to implement a comprehensive counseling program. Findings need to be replicated and extended through additional quantitative and qualitative studies. We have tried to be very conservative in calculating and interpreting correlations and multivariate analyses. Establishing causality between counseling predictors and student outcomes is well beyond the scope of this one study. Because of the small sample size, the decision was made to limit the number of independent and dependent variables. For example, the canonical analysis included only six variables and therefore kept the ratio of variable-to-subject (i.e., school building) approximately 1-to-10. In addition, interactions between predictor variables in the multiple regression analyses were not estimated (e.g., the relationship between Individual Planning and the 12 Touch Program).

The conservative approach taken was a safeguard against hypothesis-driven decision-making errors. With any research, there is the possibility of committing Type 1 and Type 2 errors. A Type 1 error would occur if we wrongly claimed that there are significant relationships between counseling variables and student outcomes. We guarded against making such false positive statements by limiting our analyses and not exploiting chance factors in this one data set. A Type 2 error could occur if we concluded that there are no significant relationships between counseling variables and student outcomes when in fact such connections do exist. It is important to note that with our small sample size we would be more likely to make such false negative errors. That is to say, we might wrongly conclude that no significant relationships exist between counseling variables and student outcomes when substantial relationships do in fact exist. Studies with larger sample sizes have a greater ability to detect statistical significance. This study found meaningful relationships with a research design that had less Power to actually find such effects.

CONCLUSIONS

When school counselors implement the central components of a comprehensive guidance program and are not inundated with work tasks that take them away from delivering the core mission of such a program, students are being better prepared for postsecondary education and training. The work of school counselors makes a substantial valued-added contribution to college-readiness in ways identified as critical in prior CPS research. For example, in lower academically achieving schools,

(i.e., schools that have lower PSAE Composite test scores and fewer students enrolled in Advanced Placement courses) school counselors are less likely to be implementing key components of a comprehensive program. Instead, these school counselors are carrying out an excessive number of Non-Guidance tasks and are less likely to provide Individual Planning services to students. Even after removing the profound influence of socioeconomic differences among CPS high schools, a number of value-added effects were found including: (a) schools with higher PSAE Composite test scores tended to have school counselors carrying out fewer Non-Guidance tasks and providing more Individual Planning services to students; (b) schools with higher rates of students enrolled in Advanced Placement courses tended to have school counselors who were carrying out fewer Non-Guidance tasks; and (c) schools with higher rates of seniors applying to three or more colleges tended to have school counselors who were more fully implementing the 12 Touch Program. Between-school socioeconomic differences did not predict the percentage of seniors applying to three or more colleges. The only significant predictor of application to multiple colleges was the 12 Touch Program which explained a robust 13% of the variance in this important student outcome measure. Post-hoc analyses indicated that in schools where counselor time was encumbered with Non-Guidance duties, students were more likely to drop out of school, not graduate from high school and were less likely to attend a four-year college.

School counselors can play a meaningful role in helping CPS students become college ready. By working with teachers and principals as part of each school's

leadership team, school counselors can make an important contribution to students' academic achievement and successful postsecondary transition. We say this not to diminish the critical roles played by teachers, principals, and other educational professionals. However, when school counselors implement key components of the comprehensive program now adopted by the CPS value is added to the school's learning environment and students benefit.

CHAPTER 4: BEYOND FAIR SHARE – SCHOOL COUNSELORS OVERLOADED WITH NON-GUIDANCE TASKS

This chapter explores in greater detail the involvement of CPS school counselors in Non-Guidance tasks. The previous chapter identified the significant negative relationship between counselors carrying out such duties and students' college-readiness preparation. In this chapter, we will provide a better understanding of the extent to which the work of CPS school counselors is not aligned with the expectations of a comprehensive school counseling program. While we recognize that in order for schools to operate successfully all educational professionals must make a fair share contribution to performing tasks not related to their training or professional development, we wanted to determine if CPS school counselors spend a disproportionate amount of their time engaged in such duties and the impact such practice has on student outcomes.

We have organized this chapter into four sections. First, we briefly summarize the findings from a statewide study in Missouri that examined high school counselor performance of Non-Guidance tasks. Second, we report on the data collected from CPS school counselors and principals about Non-Guidance tasks in CPS high schools. Third, we discuss the relationship between Non-Guidance tasks and socioeconomic differences in CPS high schools. And lastly, we describe differences in the duties performed by school counselors across the major subtypes of CPS high schools.

STATEWIDE STUDY IN MISSOURI

Lapan, Gysbers, and Kayson (2006) conducted a statewide study in Missouri on the implementation of the Missouri Comprehensive Guidance Program (MCGP). Development and implementation of the MCGP began in the mid-1980s (Gysbers & Henderson, 2008) and it has since been adopted and recommended by the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, and all of the school counseling licensure training programs in Missouri. The MCGP was one of the major organizing frameworks used to develop the ASCA National Model. Because the CPS counseling program is in turn based on this National Model, the Missouri and Chicago public schools share a common theoretical orientation to comprehensive guidance programs.

The survey used in the Missouri study served as the foundation for the *School Counselor and Principal Survey* developed for the CPS study. The Missouri study included 17 Non-Guidance task items that school counselors, counselor educators, and state officials agreed ran counter to the overall goals and strategies of the MCGP. In consultation with CPS guidance leaders, these same items, with minor word changes, were adopted for use in the present study. Hence school counselors and principals in the Chicago Public Schools answered the same questions about Non-Guidance tasks as did school counselors and principals in the Missouri study. Using the same set of questions allows for a comparison between the two groups and an opportunity for this study to benefit from and build on the findings reported in the Missouri study

In the Missouri study, discrepancies were found between school counselors and principals in their perceptions of both the number and nature of Non-Guidance tasks school counselors carried out. Missouri high school counselors reported that they managed class schedule changes, coordinated the testing program, handled transcripts, balanced class loads, built the master schedule, maintained students' permanent records, developed and updated student handbooks and course guides, and copied and mailed new student enrollment records. Lapan et al. (2006) expressed concern that in spending significant portions of their time performing administrative and clerical tasks, high school counselors were not using the full range of their skills and expertise and did not have adequate time to provide career and college planning, deliver guidance curriculum, or offer individual and group counseling to all students.

Missouri high school principals reported a very different picture about school counselors' involvement in Non-Guidance tasks. Of the 17 Non-Guidance survey items, principals indicated that school counselors were only performing six of these tasks with great frequency. School counselors, however, reported that they were regularly engaged in 11 of the 17 tasks. For example, 74% of Missouri high school counselors reported that they coordinated the testing program in their schools whereas only 42% of principals reported that school counselors were involved in this task. High school principals suggested that their school counselors spent only 10% of their day carrying out Non-Guidance tasks; school counselors estimated that 13% to 14% of their work time was devoted to these duties.

In contrast to the very different perceptions regarding the performance of Non-Guidance tasks, school counselors and principals had markedly similar views about counselors' roles in delivering the three other components of a comprehensive guidance program (Lapan et al. 2006). Principals and counselors agreed on the percentage of time that school counselors devoted to Guidance Curriculum, Individual Planning, and Responsive Services. Correlations and regression analyses on both principal and school counselor data generally found similar positive relationships between the comprehensive program work of school counselors and the resulting benefits to students. Findings related to the agreement between principals and school counselors and connections to better outcomes for students are more fully discussed in Chapter 1 of this report.

Differences in perception between school counselors and principals about Non-Guidance tasks and time is not unique to Missouri public schools. As discussed below, a similar picture emerged in the CPS data. This issue is a vitally important one. How administrators perceive the role of school counselors in their buildings and the amount of time these professionals spend engaged in administrative and clerical tasks has significant impact on student success and academic achievement.

CPS SCHOOL COUNSELOR AND PRINCIPAL DATA

The Chicago school counselors and principals who completed the *School Counselor and Principal Survey* were asked to indicate which of 17 Non-Guidance tasks school counselors carried out during the 2005-2006 school year. To avoid

against any negative connotation, these items were simply presented as “assigned responsibilities” that may have been given to school counselors in their building. Figures 4.1 and 4.2 show the Non-Guidance tasks that at least 20% of responding school counselors indicated they were performing in their buildings.

Ten of the 17 Non-Guidance task items were endorsed by at least 20% of CPS high school counselors in our sample. Visual inspection of these 10 items suggests that they fall into two distinct categories that have been previously identified in the professional school counseling literature. Five of the task items represented a “coordination and clerical category” of duties; the remaining five have been described as an “other duties as assigned category” (Gysbers & Henderson, 2008). We feel that all 10 items need to be fully considered and have organized them into two Figures for discussion sake only.

Figure 4.1 reports the *coordination and clerical duties* carried out by CPS high school counselors. At least 20% of counselors responding to this survey indicated that these tasks had been performed by counselors at their school. School counselors and principals tended to agree about whether school counselors were performing these coordination and clerical duties tasks. For example, approximately 88% of school counselors indicated that they coordinated the testing program in their school buildings; 85% of principals also said that counselors were doing this work. 66% of counselors indicated that they were photocopying transcripts, and approximately 65% of the principals reported the same. The only task in this category for which principals and school counselors significantly

disagreed was the coordination and monitoring of school assemblies. While 58% of counselors said they were responsible for this task, only 40% of principals indicated that their counselors were responsible for school assemblies.

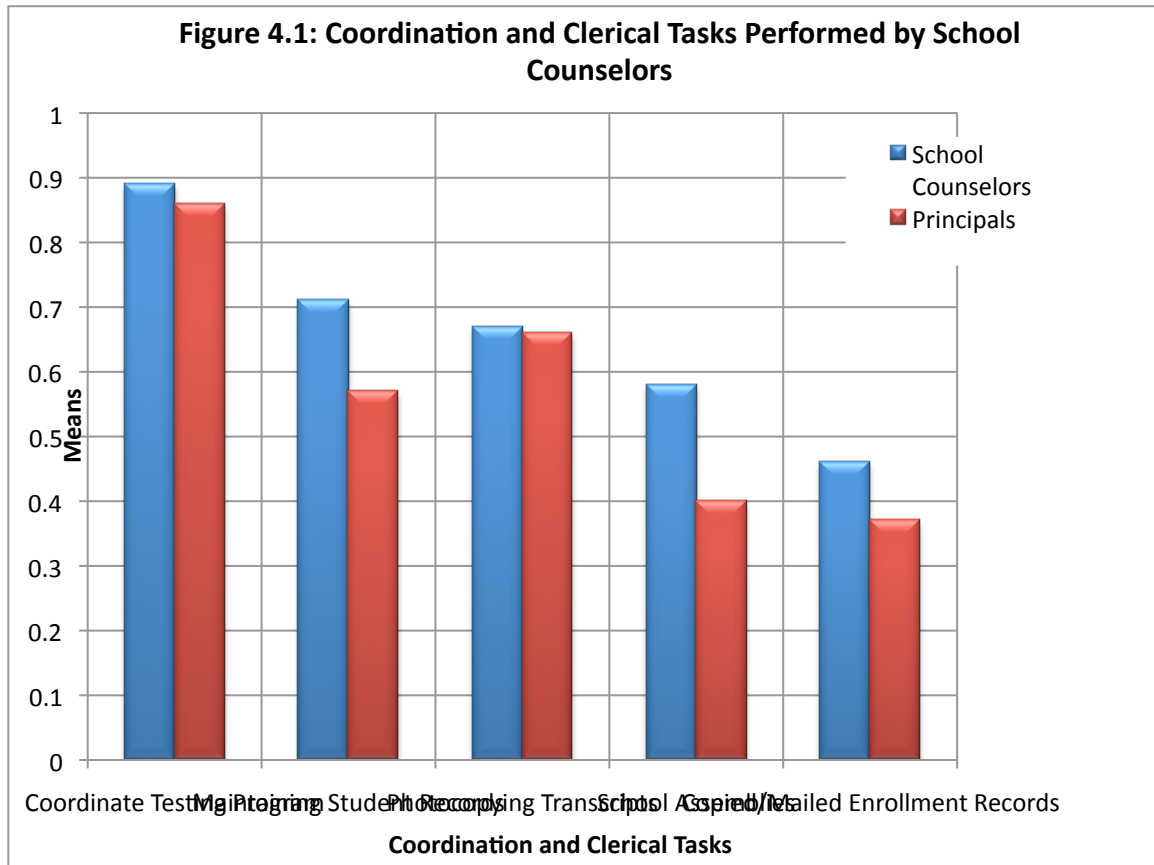
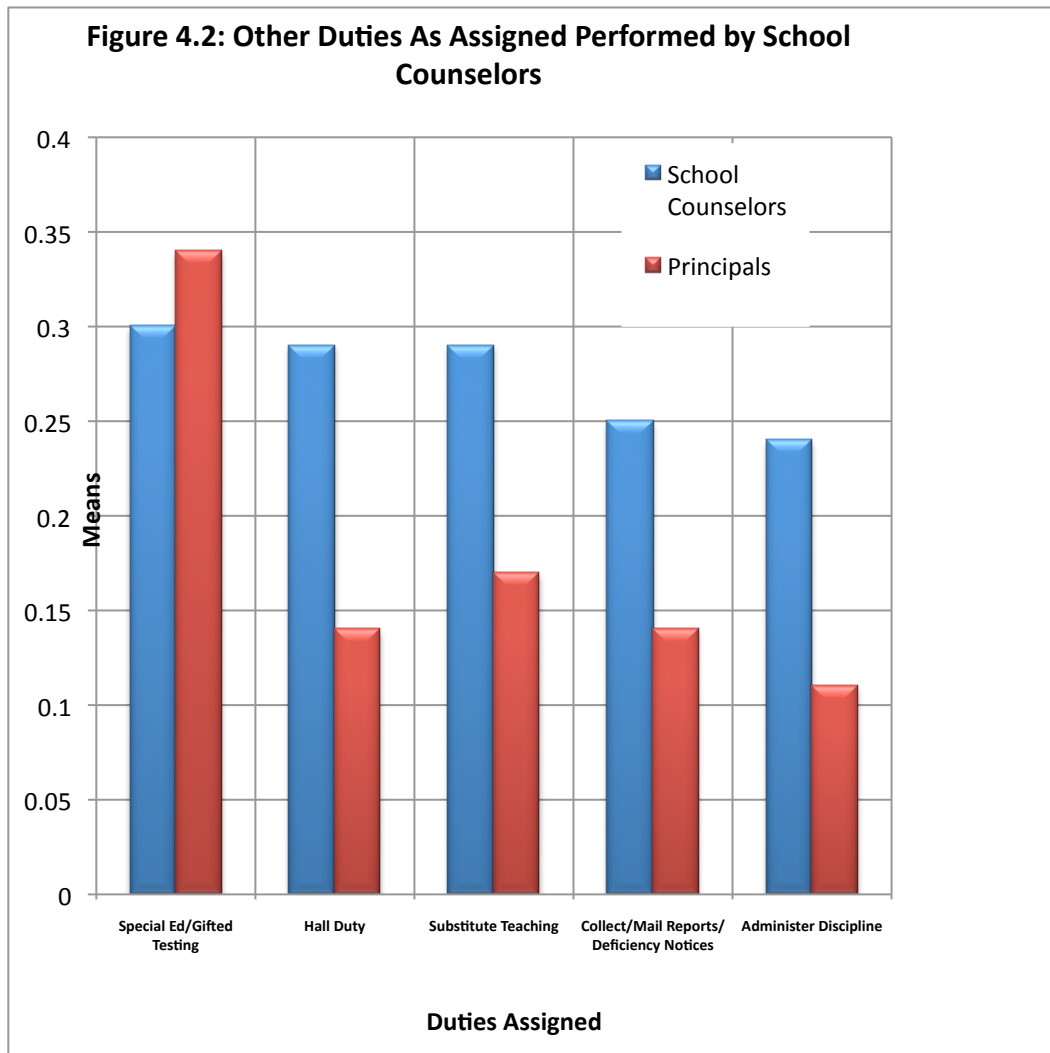


Figure 4.2 reports the *other duties as assigned* tasks carried out by CPS high school counselors. At least 20% of responding school counselors indicated that counselors at their school were performing these tasks. However, unlike the *coordination and clerical duties* reported in Figure 4.1, school counselors and principals tended to disagree on these items. For example, while approximately 28% of counselors said that counselors performed hall duty, only 14% of principals said counselors carried out this task. Also, 28% of counselors reported substitute

teaching, whereas only 17% of the principals indicated that school counselors did so. Twenty-five percent of the counselors indicated that counselors collected and mailed progress reports and deficiency notices versus only 14% of principals.

Twenty-four percent of counselors reported administering discipline, however only 11% of principals reported that counselors were involved in this task. Conversely, 34% of principals reported that counselors conducted individual testing for Special Education and Gifted Programs compared to a 30% endorsement from school counselors.



The 10 Non-Guidance task items reported in Figures 4.1 and 4.2 provide insight into the differences between duties performed by school counselors in Missouri as compared to those in the CPS. First, although counselors in both Missouri and Chicago reported that they frequently performed four of these ten task items, there were marked differences in endorsement rates for these items. For example, counselors in Chicago are more likely to coordinate their school’s testing program (74% of school counselors and 42% of Missouri principals versus 88% of

CPS counselors and 85% of principals). Counselors in Chicago are also more likely to be responsible for maintaining students' permanent records (52% of school counselors and less than 30% of Missouri principals versus 71% of Chicago counselors and 56% of CPS principals). In addition, counselors in Chicago are much more likely to copy and mail new student enrollment records (31% of Missouri counselors and less than 30% of principals versus 46% of CPS counselors and 37% of Chicago principals).

Second, as illustrated in Figures 4.1 and 4.2, CPS school counselors reported that they frequently performed such Non-Guidance tasks as photocopying transcripts, coordinating and managing school assemblies, providing hall duty and supervision, being called on to be a substitute teacher, copying and mailing deficiency notices, and administering discipline. In contrast, none of these six duties were identified in the Missouri study as being work tasks frequently carried out by school counselors.

NON-GUIDANCE TASKS AND SOCIOECONOMIC DIFFERENCES AMONG SCHOOLS

Results from multiple regression analyses suggest two important issues concerning Non-Guidance tasks. First, Non-Guidance tasks are significant predictors of both PSAT Composite test scores and also of the percentage of students enrolled in Advanced Placement courses. And second, the extent to which school counselors perform Non-Guidance tasks is strongly related to the percentage of students receiving free or reduced lunch in CPS high schools. This relationship can be clearly

seen from the significant zero order correlation between Non-Guidance tasks and percentage of students on free or reduced lunch ($r = .326, p < .008$). As the number of students receiving free or reduced lunch increases, school counselors are more likely to carry out additional Non-Guidance tasks. In addition, Non-Guidance tasks have a negative impact over and above their relationship to SES. This can be seen in the significant partial correlation between Non-Guidance tasks and PSAT Composite Test scores ($r = -.244, p = .004$). As PSAT Composite test scores go down, the number of Non-Guidance tasks performed by school counselors goes up. It is important to note that when counselors perform additional Non-Guidance tasks, college readiness is lower, *and this relationship holds true regardless of the socioeconomic status of the students in a school.*

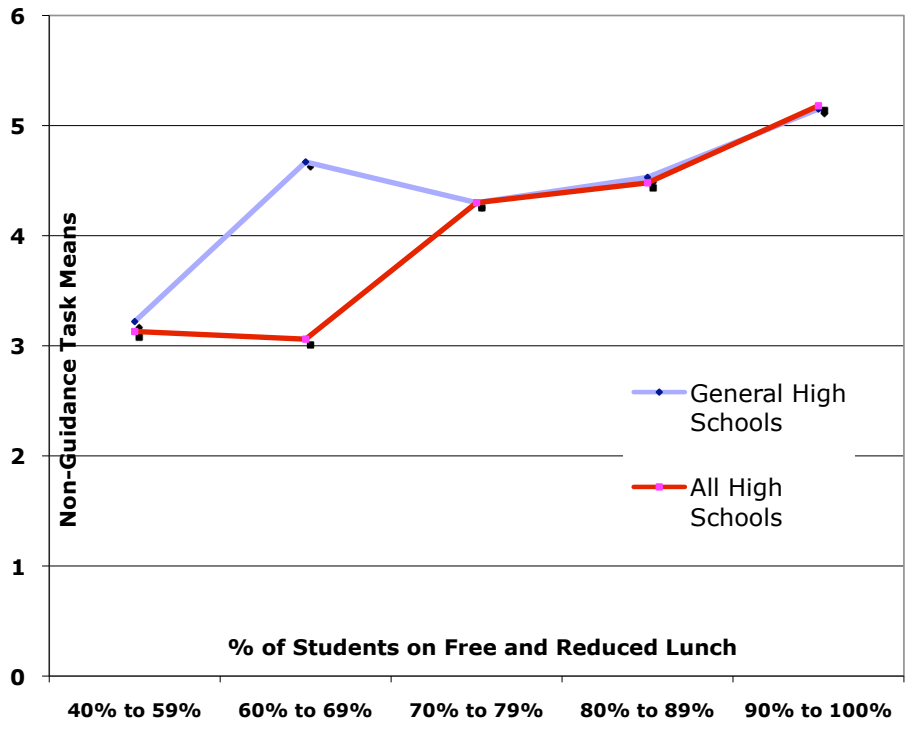
Figure 4.3 graphically illustrates the very strong relationship between SES and Non-Guidance tasks. CPS high schools were categorized by the percentage of students receiving free or reduced lunch. The first category included schools in which 40% to 49% of the students were receiving free or reduced lunch; each additional category included schools within the next 10 percentage points up to 100%. A mean score of the total number of Non-Guidance tasks performed by school counselors was then computed for all high schools that fell into each category. For example, in CPS high schools where 40% to 49% of the students receive free or reduced lunch, school counselors perform on average slightly more than three Non-Guidance tasks. In contrast, in CPS high schools with 90% to 100%

of students receiving free or reduced lunch, school counselors perform on average slightly more than five Non-Guidance tasks.

Figure 4.3 displays how the number of Non-Guidance tasks performed by counselors predictably increases *for all types of CPS high schools* as the percentage of students on free or reduced lunch increases. The first trend line represents the 47 *General* high schools in our sample for which we have complete Non-Guidance task data. The second trend line represents all the CPS high schools (i.e., General, Military, Magnet, Career Academies, Selective Enrollment, and Special Education) for which we have complete data. As illustrated by the graph in Figure 4.3, the relationship between the number of Non-Guidance tasks performed and the number of students in a school receiving free or reduced lunch holds across all CPS high school subtypes represented in our sample.

Please note that the exceptionally high number of Non-Guidance tasks (almost five) reported for *General* high schools with 60% to 69% of its students receiving free or reduced lunch is an anomaly. Because only one *General* high school in our sample fit this specific category, the Non-Guidance task score represents this singular high school's actual score and not the mean of multiple high schools in this SES category.

Figure 4.3: Relationship between Free and Reduced Lunch and Non-Guidance Tasks



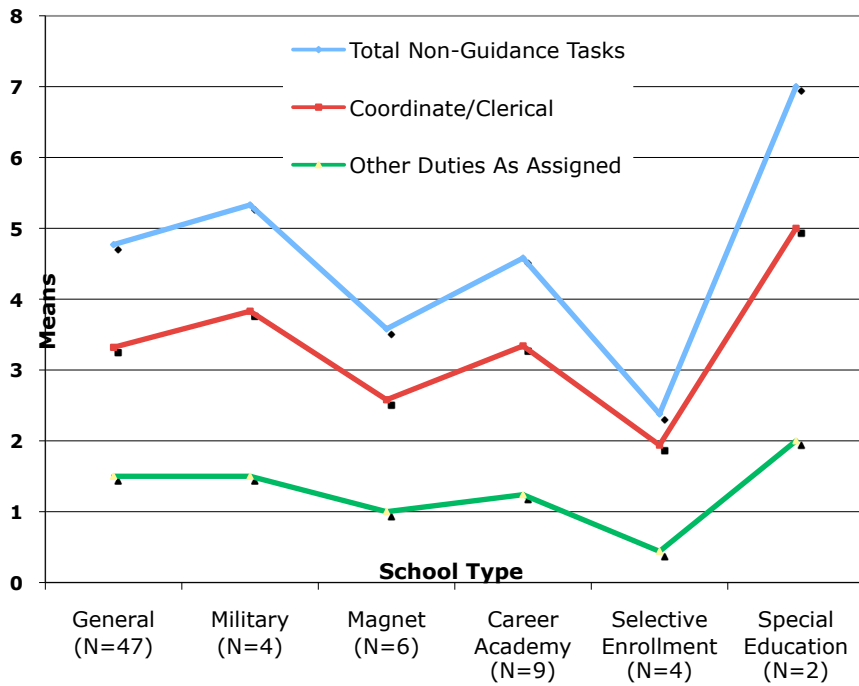
SCHOOL COUNSELOR DUTIES ACROSS SUBTYPES OF CPS HIGH SCHOOLS

Figure 4.4 disaggregates Non-Guidance tasks by the different types of CPS high schools in our sample. Three line graphs detail how the numbers of Non-Guidance tasks performed by school counselors change depending on the type of high school. The line with the most Non-Guidance tasks represents the mean for each high school subtype for all 17 items. The middle line represents the mean for each high school subtype for the five Non-Guidance items identified in Figure 4.1 as coordination and clerical job tasks. The lowest line represents the mean for each

high school subtype for the five Non-Guidance items identified in Figure 4.2 as *other duties as assigned*.

Figure 4.4 helps us visualize how the number of Non-Guidance tasks performed by school counselors varies across high school subtypes. For example, in the 47 *General* high schools, school counselors perform on average almost five Non-Guidance tasks. When these five Non-Guidance tasks are broken into the two non-guidance categories discussed previously, it was found that on average these counselors carry out slightly more than three *coordination and clerical tasks* and 1.5 *other duties as assigned*. In comparison, school counselors in our sample's four Selective Enrollment high schools perform on average only 2.5 Non-Guidance Tasks. Counselors in these schools perform an average of two *coordination and clerical tasks* and about .5 of *other duties as assigned*. Counselors in the two Special Education high schools carried out greater numbers of Non-Guidance tasks than did counselors in any other type of high school in our sample.

Figure 4.4: Non-Guidance Tasks By School Type



LIMITATIONS

The major limitation in the analyses presented in this chapter is the small number of principals who completed the *Principal and School Counselor Survey*. Only 39 principals chose to participate and a sample of this size clearly limits the kinds of analyses and interpretations that can be drawn from the results. In this chapter, data is reported contrasting the percentage of principals who said counselors in their school buildings were carrying out each Non-Guidance task versus the percentage of the 164 school counselors who said they were performing these duties. As we turn in the next chapter to more fully consider the relationship between CPS principals and school counselors, it is very important to keep this in mind.

CONCLUSION

CPS school counselors carry out substantially more Non-Guidance tasks than Missouri school counselors. While counselors from both CPS and Missouri coordinate their school's testing program, maintain students' permanent records, and copy and mail enrollment records, a much larger percentage of CPS school counselors report that they carry out these duties than in Missouri. CPS principals agree that counselors are doing these tasks. In addition, CPS school counselors are performing at least six Non-Guidance tasks that counselors in Missouri did not report carrying out with great frequency, including photocopying transcripts, coordinating and managing school assemblies, providing hall duty and supervision, being called on to be a substitute teacher, copying and mailing deficiency notices, and administering discipline. However, CPS principals did not endorse these tasks as job duties performed by school counselors in their schools. One plausible explanation for the differences found between Missouri and CPS school counselors is that implementation of the comprehensive program model has been well underway in Missouri since the 1980s. Implementation of the CPS comprehensive program has only begun in the last couple of years.

Substantial disagreement between CPS school counselors and high school principals was evident on this important issue. Excessive performance of Non-Guidance tasks by school counselors co-occurs with poorer student achievement and weaker college-readiness. Further, as the percentage of students receiving free and reduced lunch increases in schools we are more likely to find school counselors

performing additional Non-Guidance tasks. CPS high schools with students who may have the greatest need are more likely to have their school counselor's valuable time spent photocopying transcripts, administering discipline, or being a substitute teacher. School counselors would have less time to provide the full range of their expertise and services to all students as outlined in the CPS comprehensive school counseling program model. Further, the performance of Non-Guidance tasks by school counselors varies across the different subtypes of CPS high schools (e.g., General, Selective Enrollment, Career Academies, or Special Education). We turn now in the last chapter of this report to explore in greater depth the critical relationship between CPS school counselors and their high school principals.

CHAPTER 5: STRATEGIC ALLIANCE: PRINCIPALS AND SCHOOL COUNSELORS WORKING TOGETHER TO IMPROVE STUDENT OUTCOMES

This chapter examines the relationship between CPS high school principals and school counselors. The previous two chapters used survey data collected from CPS high school counselors to explore relationships between counselor work tasks and student success and college readiness. We now turn our attention to the survey data collected from CPS high school principals. First, we report principals' perceptions of counselor work activities across the different types of CPS high schools. Second, we describe the relationship between student outcome data and principal perceptions of the educational, career, and college planning services (i.e., the Individual Planning component of a comprehensive program) provided by their school counselors. And lastly, we highlight the advantages students receive when CPS principals and high school counselors work closely together.

The difficult and complex process of improving schools and outcomes for students requires fully collaborative partnerships among all educational professionals, including school counselors and their principals (Jansen, Militello, & Kosine, 2008; Lambert, 2002; Spillane, 2006; and Stone & Dahir, 2006). A strong working relationship between principals and school counselors has been identified as one of the essential elements needed for the successful transformation of the school counseling profession. Unfortunately, principals and counselors frequently

disagree on what roles and responsibilities school counselors should carry out (Amatea & Clark, 2005; Dimmitt, Militello, & Jansen, in press; Fitch, Newby, Ballestero, & Marshall, 2001; Shoffner & Williamson, 2000). Often overburdened with their own difficult work demands, principals may assign counselors clerical and administrative tasks that need to be done in the building. In taking counselors' time away from the professional duties they were trained to perform, principals strongly shape the role of counselors in their schools (e.g., Niebuhr, Niebuhr, & Cleveland, 1999; Ponec & Brock, 2000; Ribak-Rosenthal, 1994).

COUNSELOR ACTIVITIES ACROSS THE DIFFERENT TYPES OF CPS HIGH SCHOOLS

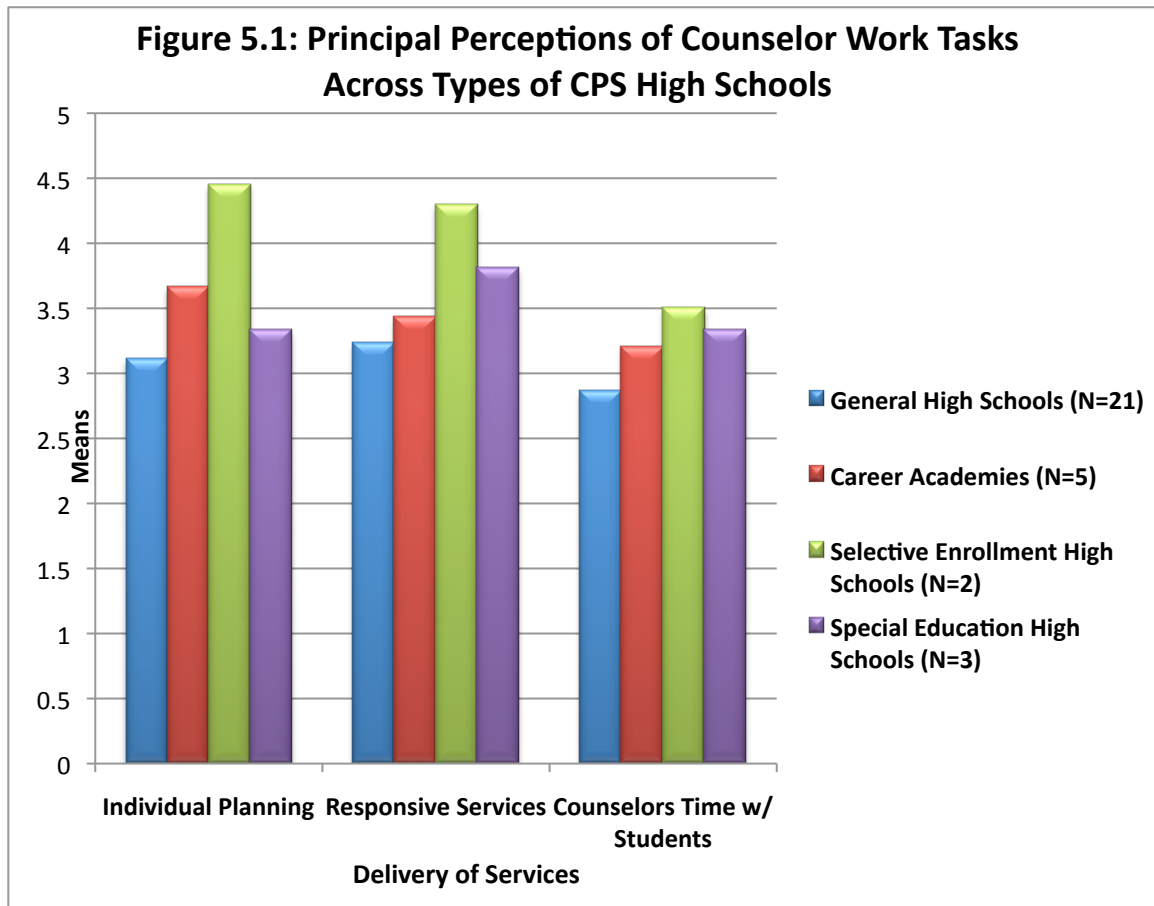
Figure 5.1 reports principals' ratings of the extent to which school counselors spend their time working directly with students and in implementing two central work activities of a comprehensive guidance program: Individual Planning and Responsive Services. Individual Planning includes such activities as assisting students in developing four-year high school schedules that reflect a student's interests, abilities, and future goals, providing all students with effective college counseling services, and planning for postsecondary transitions. In Responsive Services, school counselors provide appropriate counseling interventions for students experiencing problems that interfere with their school success. Counseling interventions include individual and group counseling, crisis counseling, and referral to professionals in the local community when needed. One item on the survey used in this study asked counselors and principals to rate the accuracy of whether or not school counselors in their school building were spending 80%-85%

of their time working directly with students. Principal ratings for this item are reported in Figure 5.1, along with Individual Planning and Responsive Service data.

Before proceeding, one note of caution should be mentioned. As detailed in Figure 5.1, complete data was available from less than one-third of all CPS principals. Because of this small sample size a descriptive approach was taken to report this data. To avoid errors in interpreting results, statistical significance tests and comparisons between principals and school counselors are not reported. Future research work will be required to collect the kind of quantitative and qualitative data necessary to do these kinds of analyses. However, the principal data suggested several important trends and are reported in the remainder of this chapter.

Figure 5.1 presents mean principal ratings on our 5-point scale (from 1=Not Accurate to 5=Extremely Accurate) across four subtypes of CPS high schools. Mean scores for the 21 *General* high school principals completing the survey fell in the middle of the scale range (i.e., Individual Planning = 3.11; Responsive Services = 3.23; and 80% to 85% of time spent working directly with students = 2.86). Mean scores for the two principals from *Selective Enrollment* high schools were at the higher end of the scale (i.e., Individual Planning = 4.45; Responsive Services = 4.29; and 80% to 85% of time spent working directly with students = 3.50). Mean scores for the five *Career Academy* principals who completed the survey were above *General* high school means but below *Selective Enrollment* high schools (i.e., Individual Planning = 3.66; Responsive Services = 3.43; and 80% to 85% of time

spent working directly with students = 3.20). And finally, means for the three *Special Education* high schools also fell between the means for *General* and *Selective Enrollment* high schools (Individual Planning = 3.33; Responsive Services = 3.81; and 80% to 85% of time spent working directly with students = 3.33).



Compared to the other three types of CPS high schools, principals in *General* high schools reported that counselors in their school buildings were less likely to perform Individual Planning or Responsive Services or to spend as much time working directly with students. These three measures are critical components of the comprehensive school counseling program that CPS is attempting to implement.

On all three of these measures, mean principal ratings for *General* high school counselors were lower than every mean rating for *Selective Enrollment*, *Career Academy*, and *Special Education* high schools. From the principal's perspective, students in General high schools may not be receiving similar services from their school counselors compared to students attending other types of CPS high schools.

INDIVIDUAL PLANNING AND STUDENT SUCCESS

Successful entry into today's high-skill, high-wage careers requires more than a high school diploma. CPS students overwhelmingly report that they aspire to pursue postsecondary educational opportunities. The comprehensive guidance and counseling program currently being implemented in Chicago emphasizes that professional school counselors should spend a significant portion of their work time providing educational planning, career planning, and college counseling services to all students. In this section, we use principal data to explore the relationship between the implementation of the Individual Planning component of the CPS comprehensive program and student outcomes.

To examine differences in outcomes for students related to the level of Individual Planning activities provided, principals were divided into two groups. An overall mean on the Individual Planning scale was calculated for the 35 high school principals for whom we had complete data. On our 5-point scale, the overall principal mean was 3.0 with a standard deviation of 1.0. Those principals scoring at or below the mean were assigned to a *low Individual Planning implementation group*. Principals scoring above the mean were assigned to a *high Individual*

Planning implementation group. The mean for the 15 principals assigned to the low implementation group was 2.37 (standard deviation=.45). The mean for the 20 principals assigned to the high implementation group was 4.15 (standard deviation=.63). On average, principals in the low implementation group reported that it was only *somewhat accurate* to say that school counselors in their buildings were providing students educational planning, career planning, and college readiness counseling services. In contrast, principals in the high implementation group reported that it was *very accurate* to say that counselors were providing these services to students.

Figure 5.2 reports differences in Senior Exit Questionnaire data between the low implementation and high implementation groups. In comparison to the low implementation group, CPS seniors graduating from high schools where they were more likely to receive Individual Planning services reported that they were more likely to: (a) apply to three or more colleges (61% versus 49%); (b) have already been accepted to the college they planned to attend (64% versus 51%); (c) continue their education during the next academic year (81% versus 74%); and (d) not be as unsure of what they planned to do after graduation (5% versus 8%). These data indicate that seniors graduating from a high school where their principal felt it was *very accurate* to say that school counselors were providing educational, career, and college planning services appeared to have important postsecondary transition advantages over students who were not receiving the same high level of Individual Planning services.

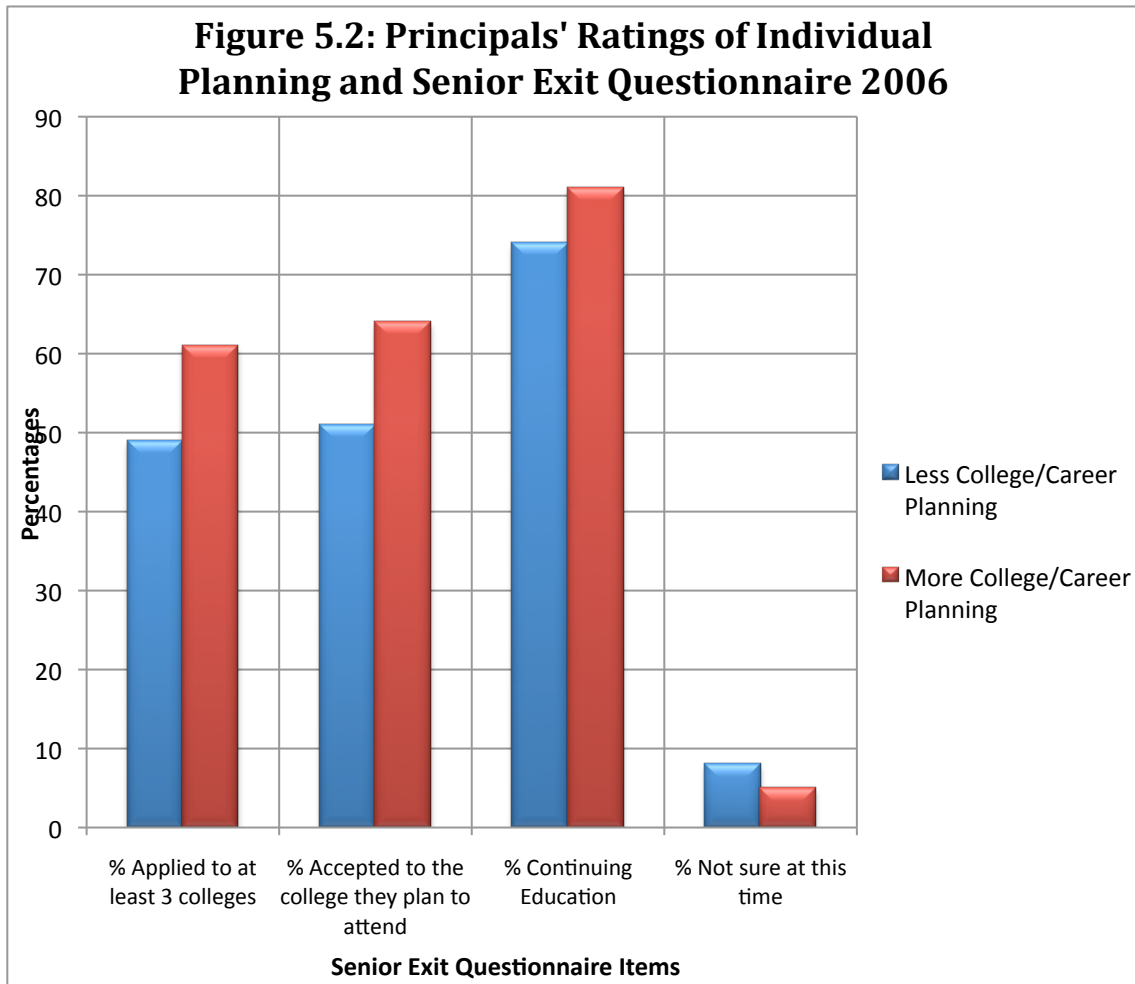


Figure 5.3 reports differences in the academic achievement of CPS students attending high schools that principals said were more fully implementing Individual Planning services. In comparison to the low implementation group, students attending high schools where they were more likely to receive assistance in educational, career, and college planning: (a) had higher enrollments in Advanced

Placement courses (17% versus 9%); (b) scored substantially higher on Advanced Placement tests (44% versus 20%); and (c) were more likely to meet or exceed proficiency on the PSAE Reading test (40% versus 22%), Mathematics test (30% versus 12%), and overall Composite scores (32% versus 14%). These indicators of proficiency on the PSAE Reading test (40% versus 22%), Mathematics test (30% versus 12%), and overall Composite scores (32% versus 14%). These indicators of rigorous course taking and test scores illustrate that students attained higher levels of academic achievement in schools where principals felt that it was *very accurate* to say that school counselors were providing educational, career, and college planning services.

Figure 5.3: Principals' Ratings of Individual Planning and Academic Achievement

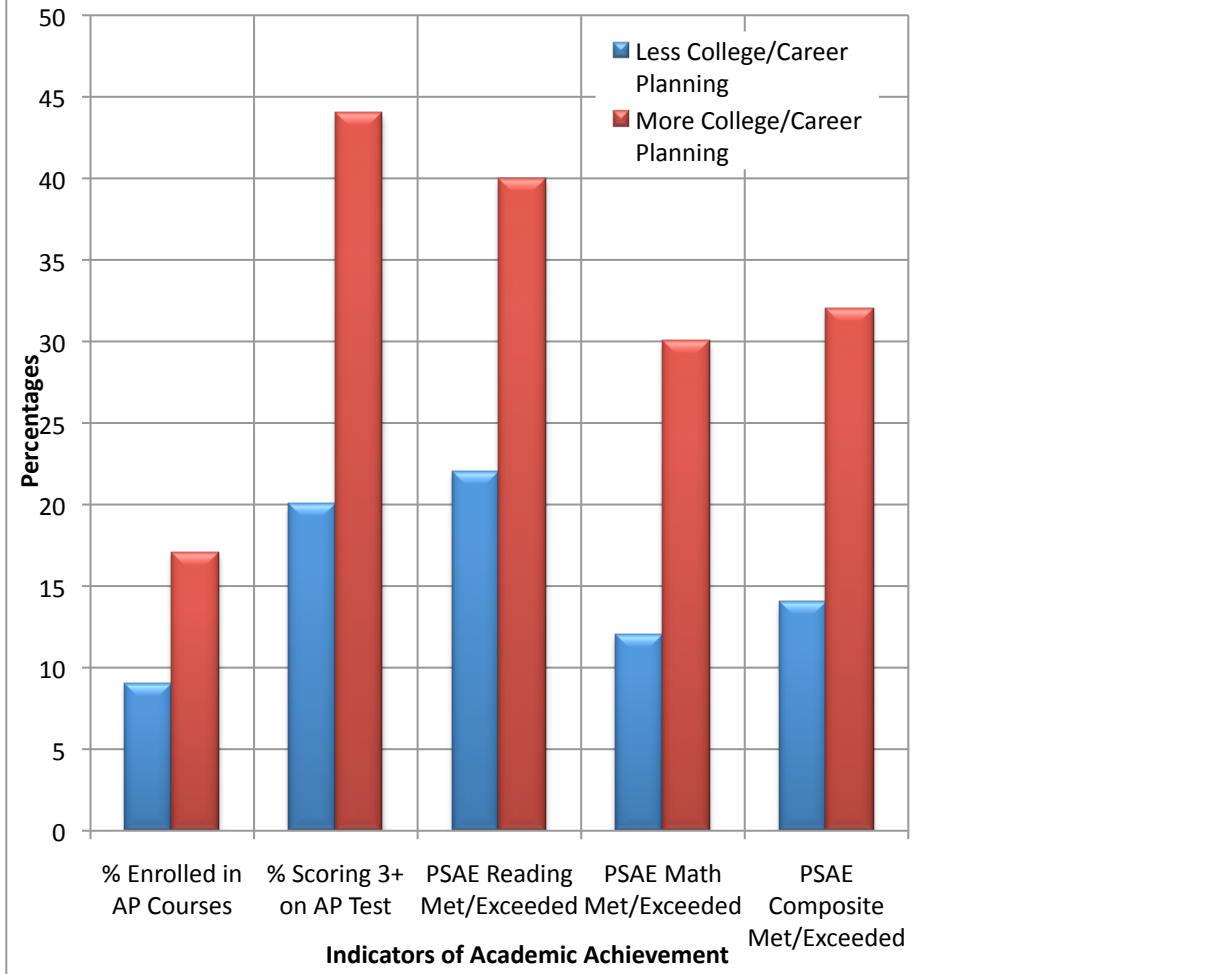
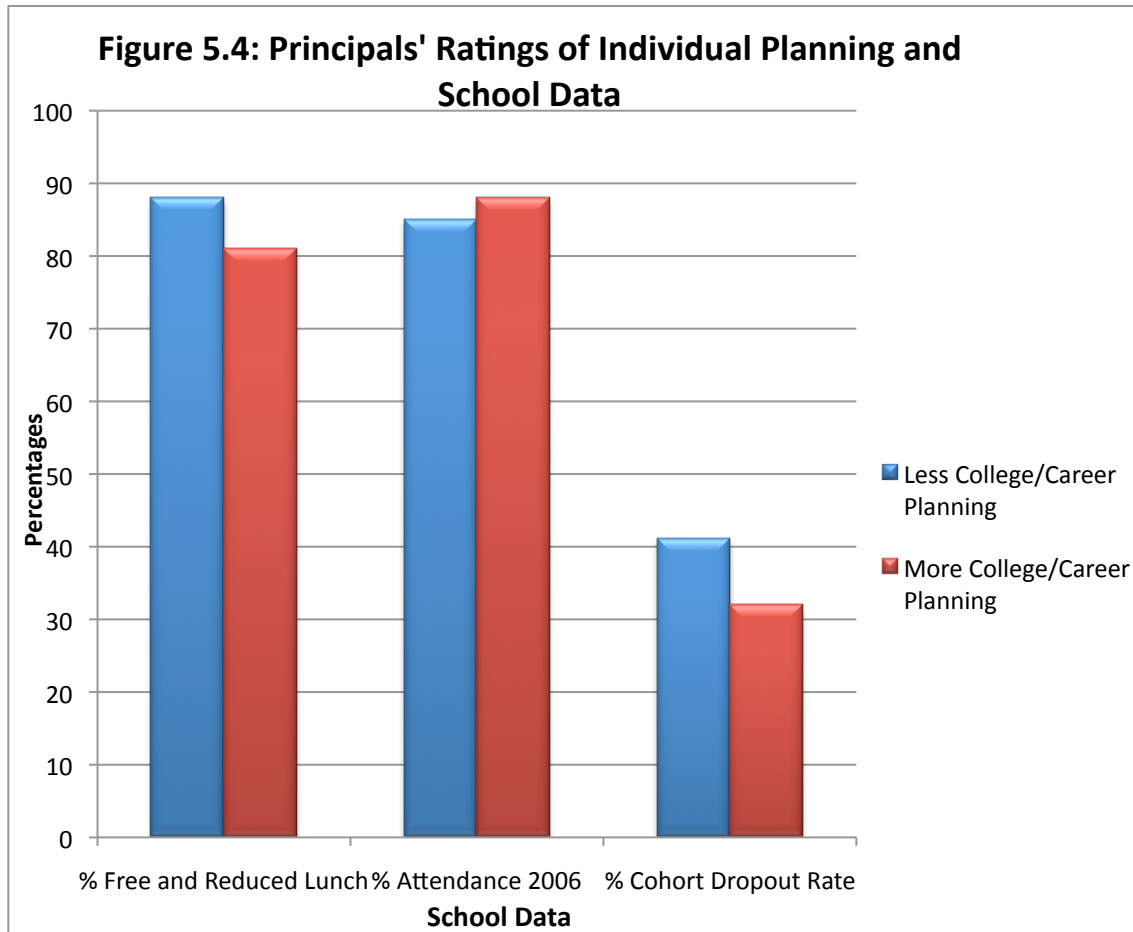


Figure 5.4 reports differences in school data between the high implementation group and the low implementation group. In comparison to the low implementation group, high schools where school counselors were more likely to provide Individual Planning services were schools that had: (a) a smaller percentage of the student body receiving free or reduced lunch (81% versus 88%); (b) better student attendance (88% versus 85%); and (c) a lower percentage of students dropping out of school (32% versus 41%).



PRINCIPALS AND SCHOOL COUNSELORS WORKING TOGETHER

As noted at the beginning of this chapter principals and school counselors do not always share the same vision of school counselors' roles and responsibilities in a building. It is often up to the principal to determine if school counselors will primarily be engaged in clerical and administrative tasks or will instead be seen as key players in helping all students to succeed in school. To help facilitate this common goal of student achievement, the school counseling profession has increasingly emphasized the importance of collaboration between principals and school counselors (Dimmitt, Militello, Janson, in press; ASCA, 2005; Janson, Militello, & Kosine, 2008; Stone & Dahir, 2006).

Confusion and misunderstanding between principals and school counselors has been reported in several research studies. Principals have demanding and highly stressful jobs. At the same time, school counselors are being challenged to change their practice in ways that transform the profession from an ancillary support service to a vital initiative central to the success of any school. It should not be surprising then to find substantial disagreement between principals and school counselors on the work roles and job responsibilities of school counselors.

We wanted to explore if there were advantages for CPS students when principals and school counselors collaborated and worked more closely together. As one strategy open to us to address this question, we examined whether principals and school counselors in the same high school agreed on the level of

Individual Planning services school counselors were providing students in their building.

Based on principal and school counselor ratings, each school was assigned to one of four groups. The first group included those schools where both the principal and the school counselor reported that it was only *somewhat accurate* to say that counselors were providing Individual Planning services to students. The second group included schools where counselors reported that it was only *somewhat accurate* to say that they were providing Individual Planning services, but the principals reported that it was *very accurate* to say that counselors were providing these services. The third group included schools where counselors reported that it was *very accurate* to say that they were providing Individual Planning services but their principals reported that it was only *somewhat accurate* to say that counselors in their building were providing Individual Planning services. And finally, the fourth group included those schools where both the counselors and principals agreed that it was *very accurate* to say that school counselors were providing Individual Planning services to students.

These four groups can also be described in terms of how the principal ratings compared to the overall mean for the principal data and how the school counselor ratings compared to the overall mean for the data collected from school counselors regarding level of implementation of Individual Planning services. In Group 1, ratings from both the principals and the school counselors were *below* the overall mean. Data for Group 1 is reported in the next two Figures as the “No/No” condition

to illustrate that both principals and counselors agreed that little Individual Planning was being provided to students in their building. In Group 2, the counselor ratings were *below* the overall counselor mean for school counselors and the principal mean was *above* the overall mean for principals. Group 2 is represented in Figure 5.5 and 5.6 as “No/Yes”. The third group included schools where the counselors scored *above* the overall counselor mean and the principals scored *below* the overall principal mean; this group is represented as a “Yes/No” on the Figures. Schools were assigned to Group 4, “Yes/Yes,” if both the counselors and principal mean was *above* the overall mean for their specific group.

Figure 5.5 reports results for these four groups of CPS high schools across three important student outcomes. CPS high schools where both the school principal and the school counselors agreed that it was *very accurate* to say that counselors were providing Individual Planning services to students in their building (i.e., the “Yes/Yes” Group) had better student outcomes than the three other groups of schools. For example, in comparison to high schools where both the principals and counselors reported that little Individual Planning was being provided by school counselors (i.e., the “No/No” Group), students attending high schools where more Individual Planning was taking place had: (a) a greater percentage of seniors who had applied to three or more colleges (56% versus 51%); (b) a greater percentage of seniors who had already been accepted to the college they planned to attend in the fall (66% versus 59%); and (c) a lower percentage of students who had dropped out of high school (33% versus 48%).

Nine CPS high schools were assigned to the “Yes/Yes” Group. These schools were spread across a wide range of the different types of high schools represented in our sample and the CPS. Four of these schools are General high schools. One of these was a Selective Enrollment high school. An additional three schools were Career Academies. And lastly, one was a Magnet high school.

Figure 5.5: Agreement Between Principals and School Counselors on College/Career Planning

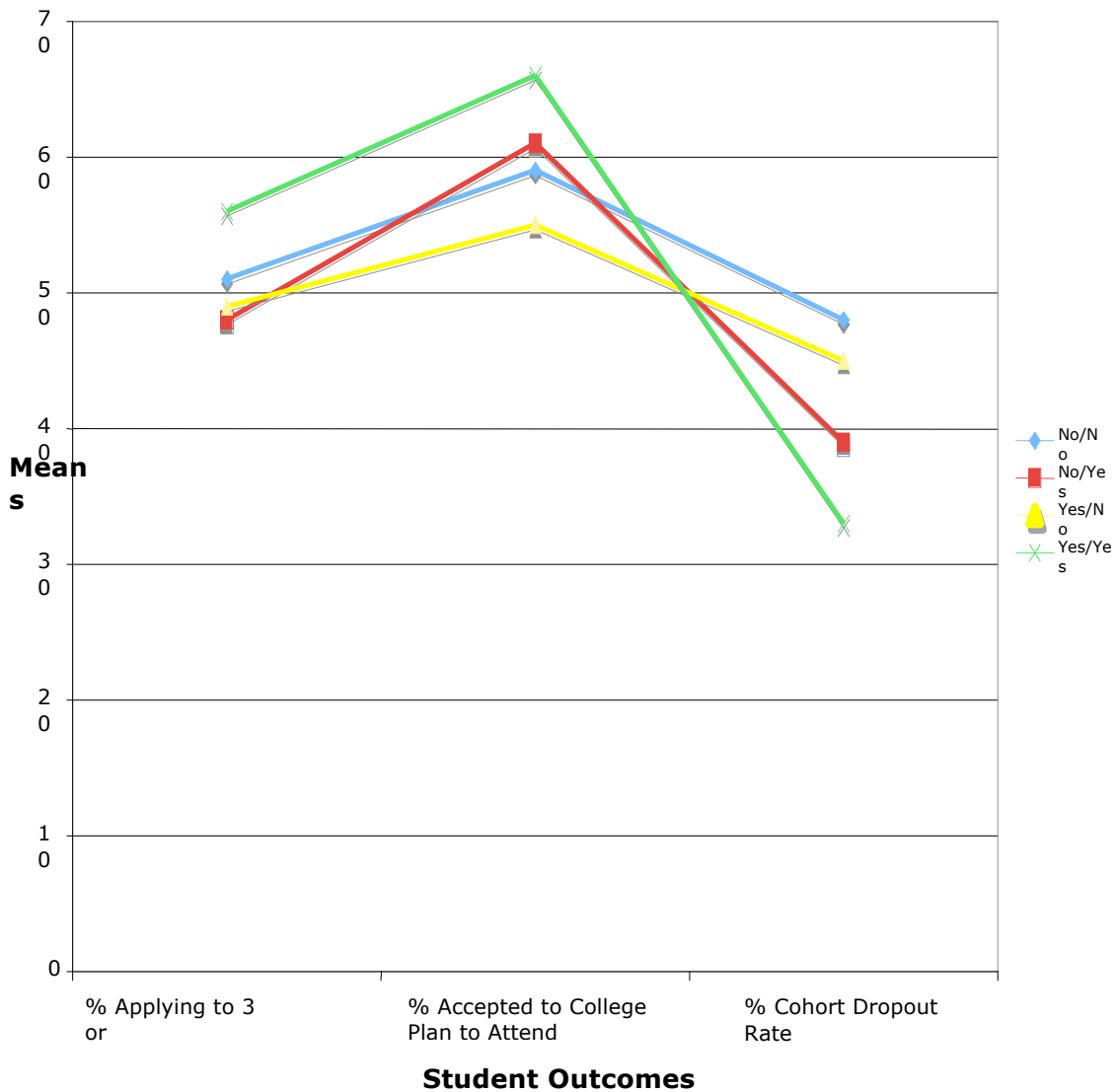
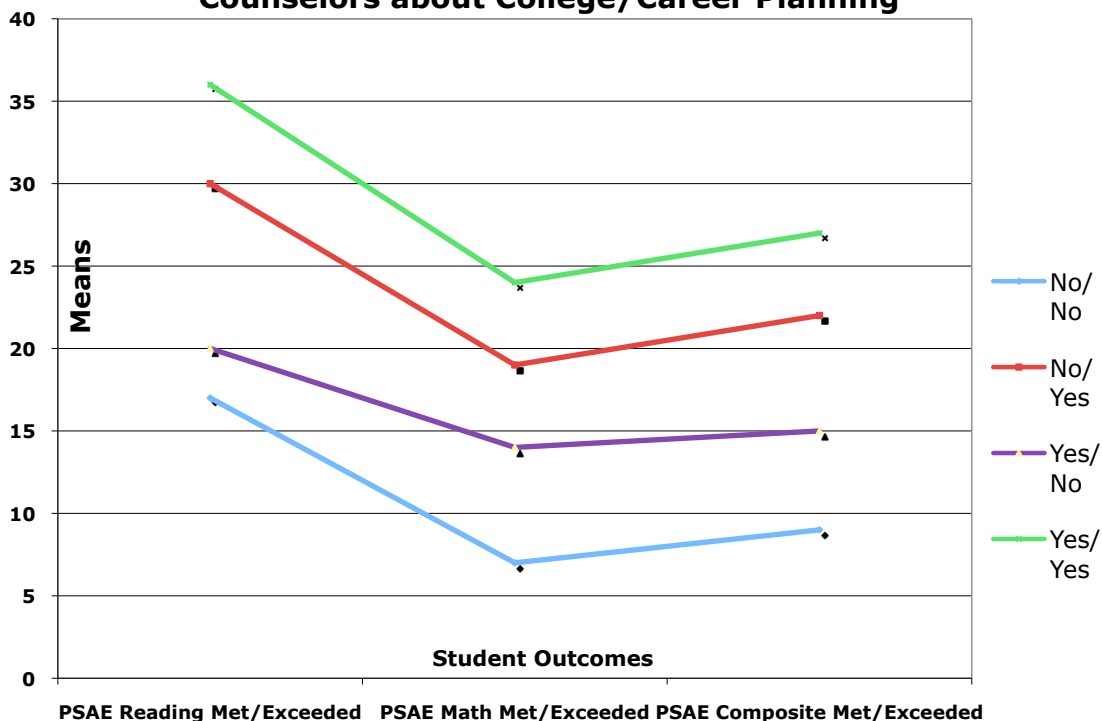


Figure 5.6 reports results for the Reading, Mathematics, and Composite scores of the PSAE test for the four different groups created above. Similar to the findings contained in Figure 5.5, CPS high schools where both the principal and the school counselors agreed that it was *very accurate* to say that counselors were providing Individual Planning services to students (i.e., the “Yes/Yes” Group) had higher percentages of students meeting or exceeding proficiency on the PSAE test than any of the other three groups. Relative to high schools where both the principal and counselors reported that little Individual Planning was being provided by school counselors (i.e., the “No/No” Group), students attending high schools where more Individual Planning was taking place had: (a) a higher percentage of students meeting or exceeding proficiency in Reading (36% versus 17%); (b) a higher percentage of students meeting or exceeding proficiency in Mathematics (24% versus 7%); and (c) a higher percentage of students meeting or exceeding proficiency on Composite scores (27% versus 9%).

Figure 5.6: Agreement Between Principals and School Counselors about College/Career Planning



LIMITATIONS

It is important to note the difference between the high and low Individual Planning implementation groups in the percentage of students receiving free or reduced lunch. As reported at the beginning of this chapter, the high implementation group had on average a smaller percentage of students receiving free or reduced lunch (81% versus 88%). This possible socioeconomic difference between the two groups could account for some of the advantages that appear connected to Individual Planning services in the principal data presented in this chapter. However, when examining school counselor data we found that the percentage of students receiving free or reduced lunch across CPS high schools was not significantly related to the implementation of Individual Planning services.

Unlike Non-Guidance tasks, school counselors reporting of providing educational and college planning services to students was independent of the percentage of students receiving free or reduced lunch in their school.

The principals' data also reflects this pattern. The standard deviation of the high implementation group is almost twice as large as that for the low implementation group (18% versus 10%). This suggests that principals across a wide socioeconomic range of CPS high schools felt that it was *very accurate* to say that their school counselors were providing Individual Planning services to students. Future research would be needed to examine this issue further.

Due to the small sample size available to us, caution should be used when interpreting results from principal data. While principal ratings in many very important respects support findings from CPS school counselor data, further research is needed. Future quantitative and qualitative studies focusing on principal and school counselor relationships would be of great benefit.

CONCLUSION

The relationship between the principal and school counselor is critical in positioning school counselors to be of maximum benefit to students. This chapter explored patterns in the survey data collected from CPS high school principals across three important areas. First, consistent differences were found in how CPS high school counselors spend their work time. Principals in *General* high schools rated their counselors lower in providing Individual Planning, Responsive Services, and in spending 80% to 85% of their time working directly with students than the

principal ratings for all of the other types of CPS high schools for which data was available. Second, high schools where principals reported that it was *very accurate* to say that their school counselors were providing Individual Planning services had better achievement and college readiness outcomes for students. These schools had greater percentages of seniors applying to three or more colleges, being accepted to college, planning to continue their education after high school, and feeling more certain of what they were going to do after graduation. In addition, these schools had better attendance, enrollment in Advanced Placement courses, test scores, and lower dropout rates.

These findings support results reported earlier based on survey data collected from CPS school counselors. Principal and school counselor data suggest that when counselors implement key components of a comprehensive school counseling program both schools and students benefit. In addition, when CPS high school principals and school counselors work more closely together this positive benefit is enhanced. Those schools where both the principal and the school counselors agreed that it was *very accurate* to say that Individual Planning services were being provided to students had higher percentages of students applying to multiple colleges, being accepted to college, meeting or exceeding PSAE proficiency scores, and had lower percentages of students dropping out of high school.

CHAPTER 6: SUMMARY AND RECOMMENDATIONS

This study of CPS high schools suggests that implementation of key components of a comprehensive school counseling program is associated with a number of positive benefits for students. The first benefit found is that high schools where school counselors provide more educational, career planning, and college counseling services (i.e., Individual Planning services) are more likely to be academically higher-achieving schools. In these higher-achieving high schools, school counselors do fewer Non-Guidance tasks (e.g., photocopying transcripts and administering discipline).

A second benefit to students involves school counselors helping students to increase their readiness for college. Results from this study found that high schools where counselors provide career and college planning services and are not overburdened with excessive Non-Guidance tasks have higher test scores, better attendance, higher graduation rates, lower dropout rates, and higher enrollments in Advanced Placement courses. Seniors in these schools are more likely to apply to three or more colleges, have been accepted to the college they plan to attend in the fall, continue their education after high school, and be more certain of what they want to do after graduating from high school. Data collected from both CPS principals and school counselors point to these relationships.

A third benefit to students involves school counselors playing an important role in assisting CPS 8th graders to successfully transition to high school. By more

fully implementing the 12 Touch Program, a high school transition program facilitated by school counselors, counselors promote important aspects of a college-going climate in their high schools. Through the 12 Touch Program, CPS school counselors create the kind of working alliance with students that helps each young person feel that they belong and are wanted in their high schools. Some of the key activities counselors carry out to create this special relationship include: holding face-to-face meetings with students and their parents/guardians; running summer high school enrollment meetings for students and their families; and providing each 9th grader an Advisory Support period that lasts for at least 10 weeks. By helping students plan their four years of high school coursework, quickly orienting students to postsecondary college options, and expecting, supporting, and suggesting to students that they attend college, the 12 Touch Program promotes success in high school and beyond. For every three additional counselor “touches”, or aspects of the program implemented, a 6% increase was found in seniors who had applied to three or more colleges.

Unfortunately a very large “implementation gap” in the delivery of key components of a comprehensive school counseling program was found across CPS high schools. Both principal and school counselor ratings clearly illustrate the unevenness that exists in carrying out the best practices comprehensive program model now adopted by the CPS. While a number of complex issues likely contribute to this inequality in services, two factors in this study stand out: disagreement between principals and their school counselors about the nature of the role of the school counselor; and the fact that school counselors often spend much of their time

performing Non-Guidance tasks instead of delivering the professional services they are qualified to provide.

In many CPS high schools, principals and school counselors seem to experience some role confusion and disagreement about the essential work tasks of school counselors. This situation is not unique to CPS and has been reported in prior studies across the United States. However, in CPS schools where principals and school counselors work together and align the school counselors' responsibilities to key components of a comprehensive program, students benefit.

In addition, this study found that many CPS school counselors are overburdened by Non-Guidance tasks. Counselors spend too much of their time performing clerical and administrative duties. CPS counselors are responsible for a much wider range of these tasks (e.g., testing, hall duty and substitute teaching) than has been found of their counterparts in previous studies. A further noteworthy finding is that as the percentage of students receiving free or reduced lunch increases across CPS high schools, school counselors are far more likely to carry out additional and very time consuming Non-Guidance tasks. The number of Non-Guidance tasks performed also varied across type of high school, with school counselors in *General* high schools responsible for many more Non-Guidance tasks than counselors in *Selective Enrollment* high schools.

CONNECTING TO PRIOR RESEARCH

Results from this study extend findings from previous studies and offer possible solutions to problems posed. For example, prior research has suggested

that far too many CPS students are not effectively negotiating the college search, application, and enrollment process (Roderick et al., 2008). The present study provides evidence that school counselors play very important roles in creating college-going cultures within their schools. When counselors more fully implement a comprehensive program, high school students report that more career and college information is provided to them (Lapan, Gysbers, & Sun, 1997). Recently, the CPS has begun to provide their school counselors electronic information on which students have completed a FAFSA application. Not relying on self-reported data from students, the CPS now places each counselor in an advantageous position to accurately know from week-to-week which seniors still need to apply for financial aid for college. This is an excellent example of how district-level administration and school counselors can work together to improve postsecondary college transitions for CPS students.

The College Board study (Carey, Dimmit, & Militello, 2008) identified 10 effective strategies used by school counselors in Inspiration Award schools. These schools prevail against significant roadblocks and succeed in promoting college success for their students. Results from this study show that CPS counselors who more fully implement a comprehensive program employ several of the same strategies as counselors in the Inspiration schools. The first shared strategy is that CPS school counselors in more fully implementing high schools work to create achievement-oriented climates in their schools and form relationships with parents during the 8th to 9th grade transition. Like their counterparts in Inspiration schools, CPS counselors implementing the 12 Touch Program begin early to help all students

adopt a college-going focus. These CPS school counselors are ready to become part of school leadership teams and share in the governance that leads to the creation of policies that promote greater student success: two practices commonly found in Inspiration schools. A sharp difference between CPS high schools not implementing a comprehensive guidance program and Inspiration schools is the amount of time those CPS counselors spend performing clerical and administrative tasks.

The statewide study in Missouri described benefits to students related to implementation of comprehensive programs (Lapan, Gysbers, & Kayson, 2006). As in the Missouri study, both principal and school counselor ratings point to the advantages that accrue to students when counselors are more fully engaged in providing key services recommended by a comprehensive school counseling program model. Unfortunately, in comparison to school counselors in Missouri, CPS counselors are more heavily involved in carrying out a much wider range of Non-Guidance tasks. Further, as the percentage of students eligible for free or reduced lunch increases across CPS high schools, school counselors carry out an increasingly diverse range of Non-Guidance tasks (e.g., photocopying transcripts, administering discipline, and substitute teaching).

RECOMMENDATIONS

Six major recommendations follow from the results of this evaluation study. It is very likely that across CPS high schools, students would substantially benefit if each recommendation were fully carried out. The six recommendations are briefly described below.

1. CLOSE THE IMPLEMENTATION GAP IN THE ORGANIZATION AND DELIVERY OF A COMPREHENSIVE GUIDANCE PROGRAM

Far too many high schools are not implementing the best practice comprehensive program model that has already been adopted by the CPS. Students in these schools do not benefit from the full range of support and assistance that a professional school counselor implementing this model can provide to them. This inequity across CPS high schools should come to an end. This report has detailed some of the advantages for students and schools when counselors perform key components of a comprehensive program. When this happens, much is possible. The costs to CPS students for not closing this gap in terms of academic achievement, college readiness, and transition support are enormous.

2. GET PRINCIPALS TO SUPPORT IMPLEMENTATION

Confusion between principals and school counselors about counselor work roles and tasks occurs across the United States. It should not be surprising then that this confusion is evident in the CPS. Principals need to be supported to help their school counselors carry out the critical mission and key components of the comprehensive program that the CPS has already adopted. In particular, each CPS principal should make sure that their school counselors are fully carrying out the Individual Planning component (i.e., educational, career planning, and college counseling) of this comprehensive program. Joint professional development opportunities for principals and schools counselors would help school leaders to create and implement strategies for ensuring that all CPS high school students benefit from these services.

3. ESTABLISH A WORKING ALLIANCE WITH EACH 8TH GRADER

Every CPS 8th grader should have the advantage of developing a working alliance with the professional who will be their high school counselor. As students transition into 9th grade, they need to feel that they are wanted, known, and that they belong in their high school. School counselors provide the kind of emotional and instrumental support for each of their students where personally meaningful and self-defined goals can be created and pursued. In the context of their relationships with students, CPS high school counselors should start the college readiness and planning process early in 9th Grade. Fully implementing the 12 Touch Program across all CPS high schools would be one effective strategy to increase the working alliances between CPS students and their school counselors.

4. REDUCE NON-GUIDANCE TASKS

CPS high school counselors are inundated with clerical and low-level administrative tasks. Counselors need the time to counsel, especially if they are trying to meet the individualized needs of several hundred students on their caseloads. CPS principals can play a pivotal role in helping their school counselors to reach a fair-share balance between tasks central to the implementation of a comprehensive program and duties that take them in a direction less helpful to students.

5. ENHANCE INDIVIDUAL PLANNING SKILLS OF SCHOOL COUNSELORS FOR A GLOBAL, 21ST CENTURY ECONOMY

Educational, career planning, and college counseling services are a central part of the CPS comprehensive school counseling program. CPS school counselors need to understand how the new global economy continues to rapidly change the world

of work and demand that CPS students obtain 21st century skills needed to successfully compete in tomorrow's workforce. In addition to helping students complete college and financial aid applications on time, counselors need to be well versed in all of the postsecondary options available. Counselors must be ready to assist students in choosing colleges that maximize their talents and open personally-valued futures to them. Professional development opportunities focusing on educational, career planning, and college readiness counseling in the 21st century economy would be extremely useful in helping CPS counselors to enhance their Individual Planning skills. Involving principals, teachers, and parents in these efforts could lead each CPS high school to embrace Individual Planning as a hallmark and point of pride for what they provide to every student.

6. INCREASE PARENT INVOLVEMENT

CPS school counselors need to implement strategies that increase the involvement of parents and guardians. Providing strong educational, career, and college planning helps counselors to create alliances with students and their families. The 12 Touch Program begins this connection to each student's family as the student transitions to high school. Other strategies for continuing and promoting this contact across the four years of high school are needed. In other states (e.g., Utah and Washington), parents are encouraged to attend student-led advisory meetings where educational, career, and college planning takes place. Strategies like this could be adapted across the CPS.

CONCLUSION: HOPE AND OPPORTUNITY

This research study sheds some light on how CPS school counselors help all CPS students create meaningful, satisfying, and productive futures. The Chicago Public Schools district has a great opportunity to make real progress towards the realization of this dream. This evaluation study identified specific actions that can be taken to empower school counselors to help CPS students. The job tasks required are actions that CPS can exercise control over. The costs for not doing this are enormous. CPS high school students do better when effective school-based programs are implemented and professional school counselors form strong alliances with students and their families. This is a message of hope and opportunity.

APPENDIX A
THE PRINCIPAL AND SCHOOL COUNSELOR
SURVEY

Name of your school:

Your position in the school:

Instructional Area:

Principal and Counselor Survey

Directions: Using the 5-point scale below, please rate how accurate each statement is about the work of school counselors in implementing a Comprehensive Guidance Program in your building during the 2005-2006 school year.

Not Accurate (1) Somewhat Accurate (2) Accurate (3) Very Accurate (4) Extremely Accurate (5)

The Counseling Program

1. All students were able to meet with a school counselor when needed.	<i>Please Select</i>
2. Teachers sought help from school counselors with students having academic or social/emotional problems.	<i>Please Select</i>
3. School counselors initiated contact with parents/guardians to involve them in their child’s academic, social and career development.	<i>Please Select</i>
4. Counselors had clearly stated program goals that were based on school level data.	<i>Please Select</i>
5. Counselors had a clearly written guidance calendar and program of activities.	<i>Please Select</i>
6. The counseling program had clearly written mission, vision, and philosophy statements that were aligned with district goals.	<i>Please Select</i>
7. Counselors created an action plan to address goals.	<i>Please Select</i>
8. Counselors regularly evaluated the effectiveness of the school counseling program.	<i>Please Select</i>

9. Input from parents/guardians and business and community leaders were used to determine priorities for a comprehensive guidance program.	<i>Please Select</i>
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Administrative Support

10. The counseling staff received advice and encouragement from administrators.	<i>Please Select</i>
11. The principal encouraged and supported counselors attending professional development activities.	<i>Please Select</i>
12. Each counselor had sufficient communications equipment including a computer, printer and telephone.	<i>Please Select</i>
13. The guidance department had an adequate budget to support guidance programs.	<i>Please Select</i>
14. Each school counselor had a private office.	<i>Please Select</i>

Delivery of Service

In my school building during the 2005-2006 school year...

15. All students experiencing problems that might interfere with their school success could easily receive help from a school counselor.	<i>Please Select</i>
16. Crisis counseling services were available to all students experiencing problems that interfered with school success.	<i>Please Select</i>
17. School counselors provided effective consultation for teachers concerning students experiencing problems that interfered with school success.	<i>Please Select</i>
18. School counselors effectively consulted with administrators concerning students experiencing problems that interfered with school success.	<i>Please Select</i>
19. School counselors effectively consulted with community-based mental health professionals concerning students experiencing problems that interfered with school success.	<i>Please Select</i>
20. School counselors provided appropriate referral services for all students experiencing problems that interfered with school success.	<i>Please Select</i>
21. School counselors provided effective consultation to other school-based personnel concerning all students experiencing problems that interfered with school success.	<i>Please Select</i>
22. Counselors provided effective college counseling services to all students.	<i>Please Select</i>
23. Counselors implemented and assisted students in	<i>Please Select</i>

developing effective career and educational plans.	
24. Education and career planning activities included individual and group guidance sessions that assisted all students and parents/guardians in effectively using standardized test results.	<i>Please Select</i>
25. The education and career planning process involved collaboration with students and parents/guardians to assist students in developing a four-year plan.	<i>Please Select</i>
26. Education and career plans were used to make decisions about which courses students should take	<i>Please Select</i>
27. Counselors provided all students and parents/guardians with accurate and up-to-date information about the world of work.	<i>Please Select</i>
28. The education and career planning process included developmentally appropriate activities to guide, assess, advise, and appropriately place students.	<i>Please Select</i>
29. The education and career planning process helped students create meaningful college and career plans.	<i>Please Select</i>
30. School counselors helped all students identify their interests and abilities.	<i>Please Select</i>
31. School counselors helped all students to create schedules that reflected their individual abilities, interests, and future goals.	<i>Please Select</i>

Collaboration

32. School counselors, working with other school personnel, used multiple procedures to identify students at risk for school failure.	<i>Please Select</i>
33. School counselors worked with other school personnel to implement strategies to help at-risk students.	<i>Please Select</i>
34. School counselors used effective and clear referral and follow-up procedures.	<i>Please Select</i>
35. School counselors followed appropriate local, state, and federal laws and procedures.	<i>Please Select</i>
36. School counselors effectively collaborated with school administrators.	<i>Please Select</i>
37. School counselors effectively collaborated with teachers.	<i>Please Select</i>

ASCA National Counseling Model Implementation

At my school, over the past year....

38. School counselors held weekly staff meetings.	<i>Please Select</i>
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39. School counselors informed various members of the school community about the ASCA National Comprehensive Program.	<i>Please Select</i>
40. The principal supported the implementation of a comprehensive guidance program.	<i>Please Select</i>
41. The teachers and other school personnel support a comprehensive guidance program.	<i>Please Select</i>
42. Parents/guardians were informed about the ASCA National Comprehensive Program.	<i>Please Select</i>
43. School counselors participate in monthly professional development activities.	<i>Please Select</i>
44. School counselors worked in close cooperation with all academic departments.	<i>Please Select</i>
45. School counselors worked in close cooperation with all administrative personnel.	<i>Please Select</i>
46. School counselors spent 80% - 85% of their time working directly with students.	<i>Please Select</i>

Connecting Ninth Graders to High School

Directions: Please check services provided to ninth graders by school counselors in your building during the 2005-2006 school year.

<input type="checkbox"/>	Made significant progress in getting to know the aspirations, strengths, weaknesses, interests, and level of academic progress of each ninth grader.
<input type="checkbox"/>	Provided each ninth grader, when they were eighth graders, an Information Session to help them better understand what high school would be like.
<input type="checkbox"/>	Held a face-to-face Enrollment Meeting with each entering ninth grader and their parents/guardians.
<input type="checkbox"/>	Provided each ninth grader with a Tag Day experience in which students visited the high school and sat in on one or two classes.
<input type="checkbox"/>	Established a personal relationship with each ninth grader that helped students to feel that they are known, wanted, and belong to their high school.
<input type="checkbox"/>	Held a Pre-orientation Curriculum Night for all entering ninth graders in which the department chairs presented overviews of the ninth grade curriculum.
<input type="checkbox"/>	Developed a Personal Learning Plan for each ninth grade student.
<input type="checkbox"/>	Conducted an effective 3-day Orientation in June for all entering ninth graders.
<input type="checkbox"/>	Ran a Summer Meeting for all parents/guardians of all entering ninth graders.

<input type="checkbox"/>	Established Mentoring Relationships between each entering ninth grader and an upperclassman who acted as a Big Brother or Big Sister.
<input type="checkbox"/>	Ran the Step Up, Jump Start, and Gear Up programs for all ninth graders.
<input type="checkbox"/>	Provided each ninth grader an Orientation and Study Skills Training Day in August in which students could follow their schedules and meet with their teachers.
<input type="checkbox"/>	Held a Welcome Activity (ice cream social or barbeque) in September for all entering ninth graders.
<input type="checkbox"/>	By the end of the third week of school, ran a Parent Night and check up for all entering ninth graders.
<input type="checkbox"/>	Provided each entering ninth grader an Advisory Support Period that lasted at least 10 weeks.

In my school building during the 2005 – 2006 school year, school counselors made a significant positive impact on student development in the following areas: (check all that apply).

- Academic Achievement
- Personal/Social Development
- College and Career Planning

Assigned Responsibilities

Directions: Please check below any duties that were assigned to school counselors in your building during the 2005-2006 school year.

<input type="checkbox"/>	Coordinated the school testing program
<input type="checkbox"/>	Conducted individual testing for special education and gifted programs
<input type="checkbox"/>	Served as coordinator/manager of 504 plans
<input type="checkbox"/>	Coordinated and monitored school assemblies
<input type="checkbox"/>	Performed hall duty
<input type="checkbox"/>	Lunchroom supervision
<input type="checkbox"/>	Discipline room supervision
<input type="checkbox"/>	Acted as principal of the day
<input type="checkbox"/>	Administered discipline

<input type="checkbox"/>	Bus loading supervision
<input type="checkbox"/>	Restroom supervision
<input type="checkbox"/>	Substitute teaching
<input type="checkbox"/>	Collected and mailed progress reports/deficiency notices
<input type="checkbox"/>	Maintained students' permanent records
<input type="checkbox"/>	Xeroxed transcripts
<input type="checkbox"/>	Developed/updated student handbooks and course guides
<input type="checkbox"/>	Copied/mailed new student enrollment records

Thank you very much for taking the time to complete this survey.

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