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Massachusetts
Amherst

And The Studies Say....

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AND THE STUDIES SAY...

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Center for School Counseling Outcome Research and Evaluation
University of Massachusetts Amherst

State Research Partners

Connecticut: **Nancy Aleman**

Missouri: **Norm Gysbers** and **John Robbins**

Nebraska: **Donna Vrbka**

Rhode Island: **Belinda Wilkerson**

Utah: **Dawn Stevenson**

Alan Burkard, Marquette University, Wisconsin

ASCA National Conference

July 4, 2010

1:30-4:30

Panel Introduction

- ▣ Nancy Aleman – Connecticut
- ▣ Alan Burkard – Wisconsin/Marquette
- ▣ Jay Carey – CSCORE, UMass Amherst
- ▣ Carey Dimmitt – CSCORE, UMass Amherst
- ▣ Norm Gysbers – Missouri
- ▣ Karen Harrington – CSCORE, UMass Amherst
- ▣ Rich Lapan – CSCORE, UMass Amherst
- ▣ John Robbins – Missouri
- ▣ Dawn Stevenson – Utah
- ▣ Donna Vrbka – Nebraska
- ▣ Belinda Wilkerson- Rhode Island

The Multi-State School Counseling Research Project

- History
- Previous statewide evaluations in Missouri (Lapan and Gysbers) and Utah (unpublished)
- National Leadership Cadre Model for Statewide Evaluations (Gisela Harkin, OVAE)
- ASCA Guidance Directors Group (Vrbka)

Importance to the Field

- Why important to have documentation of how School Counseling impacts key student outcomes:
 - ▣ Demonstration of Impact
 - ▣ Accountability
 - ▣ Aligning Local Practice with “Best Practice”
 - ▣ Enhanced State Policy Decisions and Resource Allocation
 - ▣ Professional Development Planning
 - ▣ National Model Evaluation
 - ▣ Linking School counseling to National and State Educational Improvement Initiatives
 - ▣ Advocacy for the Profession

6 Statewide Studies



Each study trying to provide credible information to help answer the question:

Do more fully implemented comprehensive guidance and counseling programs enhance student learning and development?

3 Types of Data

1. School-level outcome data
2. School-level demographic data
3. Information about school counseling practices and programs

1. School-Level Outcome Data - NCLB

- Graduation rates
- Suspension rates
- Disciplinary incidence rates
- Dropout rates
- Attendance rates
- Average SAT/ACT scores
- Percentage of students scoring Proficient in Math/English on the state standardized test
- Percentage of students taking Advanced Placement courses

1. School-Level Outcome Data - Perkins

- Percent Proficient in Reading
- Percent Proficient in Math
- Percent Proficient in Technical Skills
- Percent Program Completion
- Percent Graduation
- Percent Placed
- Nontraditional Program Participation rate
- Nontraditional Program Completion Rate

2. School-Level Demographic Data

- School size
- Community type (urban, urban ring, suburban, rural)
- Per-pupil expenditure
- % of students eligible for free/reduced lunch
- Race/ethnicity

3. School Counseling Practices/ Programs

- Program Characteristics: *The School Counseling Program Implementation Survey*, (Carey & Elsner, 2005, Clemens, Carey & Harrington, in press)
 - Program Orientation Scale
 - School Counseling Services Scale
 - School Counselor Data Use Scale
- School Counseling Activities: Collection of items used previously and across Nebraska, Missouri and Utah (Lapan & Carey, 2009)
- State specific items developed in collaboration with each State Department of Education or State SC Association
- RI SALT data and School Counseling Survey

Structure of Surveys

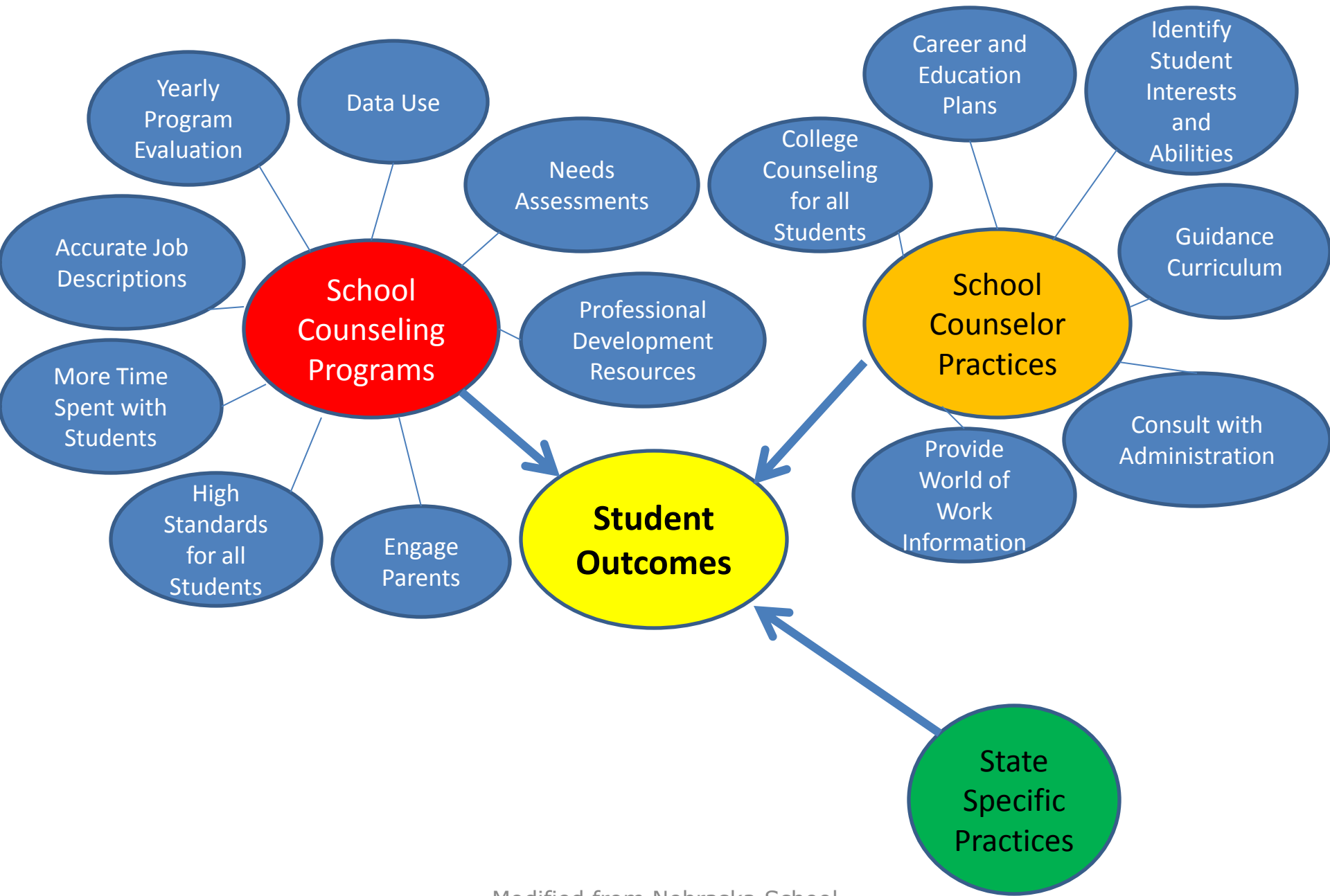
- 22 items about ***Program Characteristics***
 - ❖ 1 - 4 scale:
 - ❖ Not Present
 - ❖ Development in Progress
 - ❖ Partly Implemented
 - ❖ Fully Implemented

- 13 items pertained to ***Delivery of Services***

- 13 items ***Specific to each State***
 - ❖ 1 - 4 scale: Not accurate to extremely accurate

Information – Each State

- Overall State Demographics
 - ▣ State context
 - ▣ Ratios
 - ▣ Who participated in the study?
- Survey Content Specific to each State
- Preliminary Findings
- Implications for the State
- Next steps



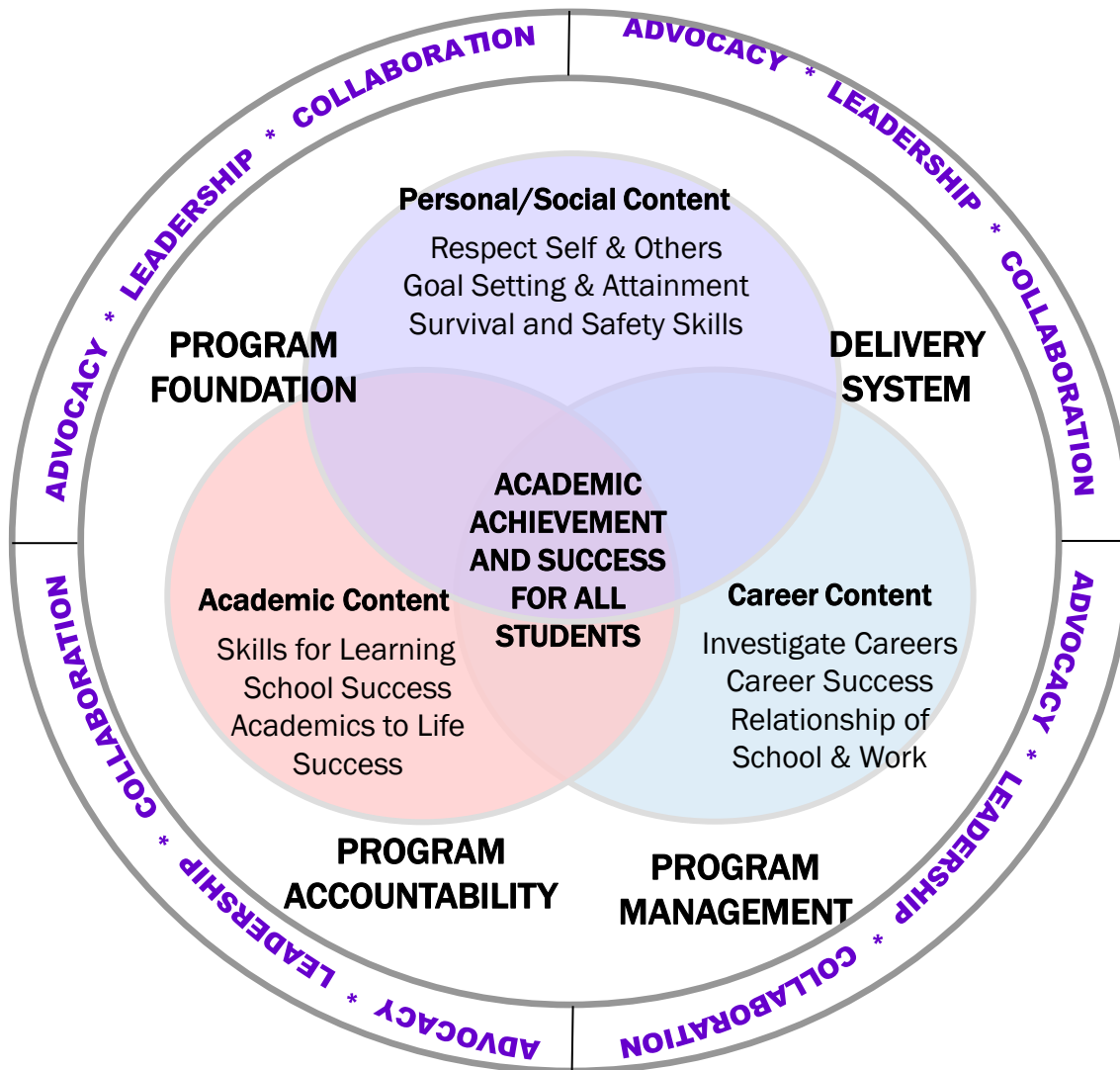
Modified from Nebraska School
Counseling State Evaluation
Summary

Connecticut Demographics

(all numbers approximate)

- ❑ 169 locally-controlled public school districts
- ❑ Public school enrollment: 575,000 students
- ❑ Majority of racial or language minority students reside in 7 of the 169 districts
- ❑ 173 high schools
- ❑ Overall graduation rate: 79%
 - ❑ White: 87%
 - ❑ African American: 66%
 - ❑ Hispanic: 58%
- ❑ Large achievement gap
- ❑ Student/school counselor ratios highest in poorer districts

CONNECTICUT MODEL COMPREHENSIVE SCHOOL COUNSELING PROGRAM



**Connecticut State Department of
Education 2008**

HS Student:Counselor Ratios

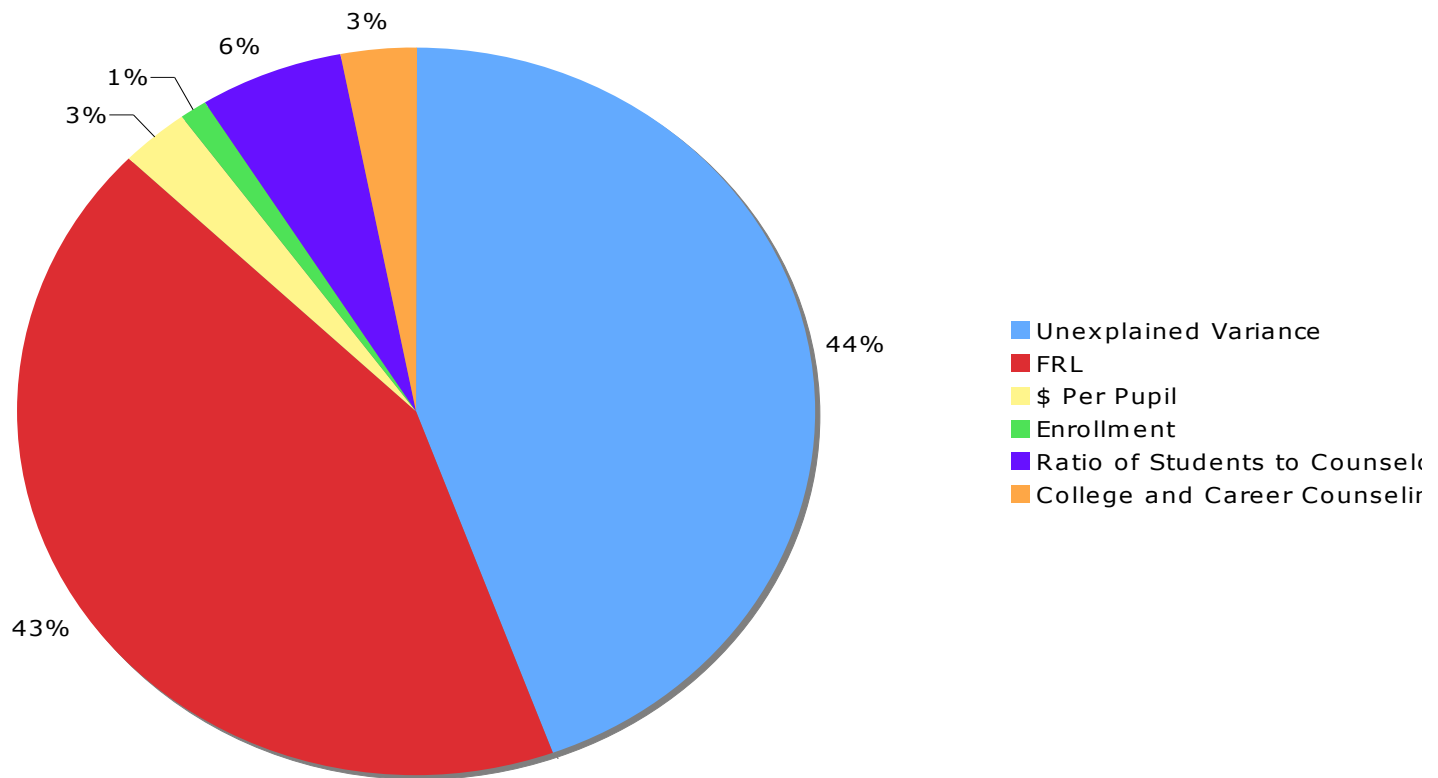
07-08

District Counselor	Students per
A	189
B	193
C	191
D	224
E	195
F	206
G	218
H	232
I	242
State Average	213

Sample for This Study

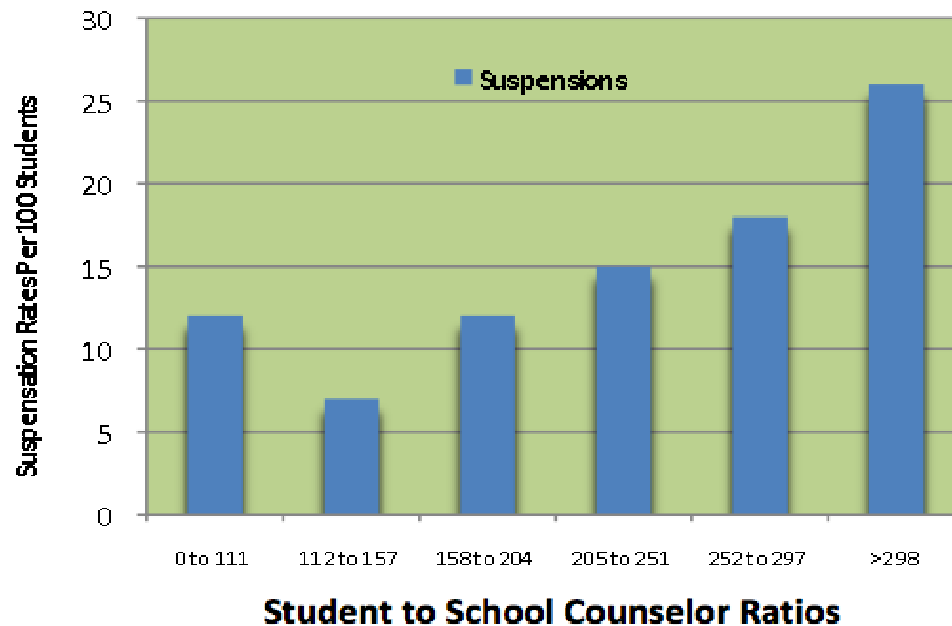
- 96 CT High Schools
- 72 School Counselors
- 24 Guidance Directors
- 52 Principals

Value Added Gain in Predicting Suspension Rates Per 100 CT High School Students

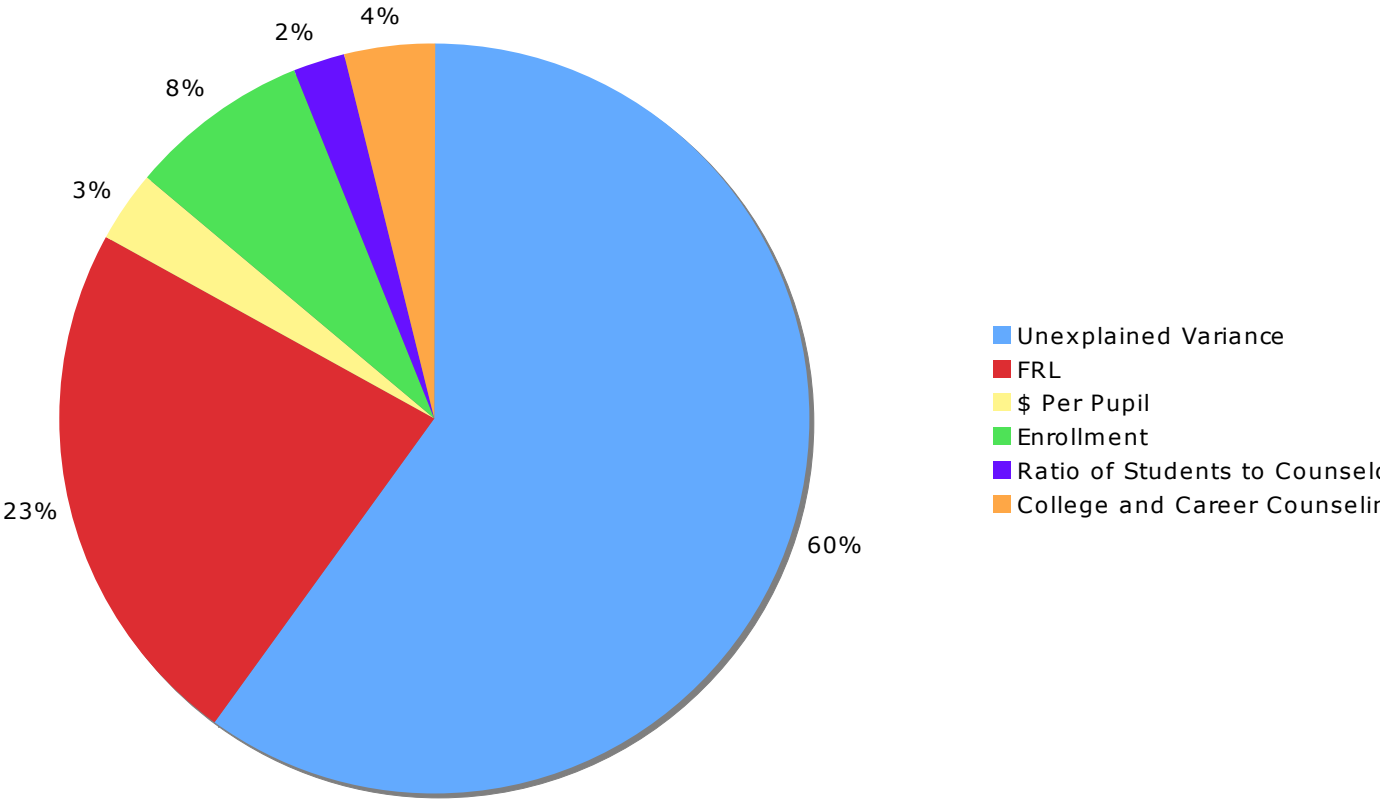


SC Ratios and Student Suspensions

Figure 1. School Counselor Ratios and Student Suspensions



Value Added Gain in Predicting Discipline Incidents for CT High School Students



Principals agree....

College and career counseling services related to:

lower suspension rates (-.32)

fewer discipline incidents (-.29)

higher graduation rates (.50)

Better attendance (.34)

Responsive services related to:

fewer discipline incidents (-.29)

higher graduation rates (.28)

Note. Correlations are either statistically significant at the $p < .05$ level or fall just short with small sample size

Additional Findings

- When not spending 80% of time in activities that directly benefit students – SC are providing less college and career counseling services
- Concern - only 1/2 said that college and career counseling involved collaboration with students and parents to develop 4-year plans
- As ratios increase, school counselors do less college and career counseling (-.27)
- As more non-guidance tasks are performed, school counselors are less likely to spend at least 80% of their time in activities that directly benefit students

Additional Findings

- While on average school counselors spend 11% of their work time on non-guidance tasks, about 1/4 of the sample said they spend between 15% to 50% of their time performing non-guidance tasks
- As \$ spent per student increases, ratios get better
- Using data was related to better graduation and suspension rates; however, about 50% of sample said they were not using data to evaluate the effectiveness of their programs
- Stay the course - the longer schools had been working to implement a comprehensive program, the better the suspension rates

Recommendations

1. Reduce school counselor to student ratios - create relationships and working alliances with every student
2. Eliminate work tasks not related to school counselor's primary role and function
3. Hold school counselors accountable for providing every student with effective and well-designed college and career counseling services
4. Use data to identify, improve, and implement practices supported by credible evidence
5. Close the implementation gap in comprehensive school counseling programs across CT - ratios matter and what school counselors do matters

Next Steps

- Publication and dissemination of the study results through the public relations plan
- Develop a strategy for increasing the implementation level of the CCSCP
- Expand research to middle and elementary levels

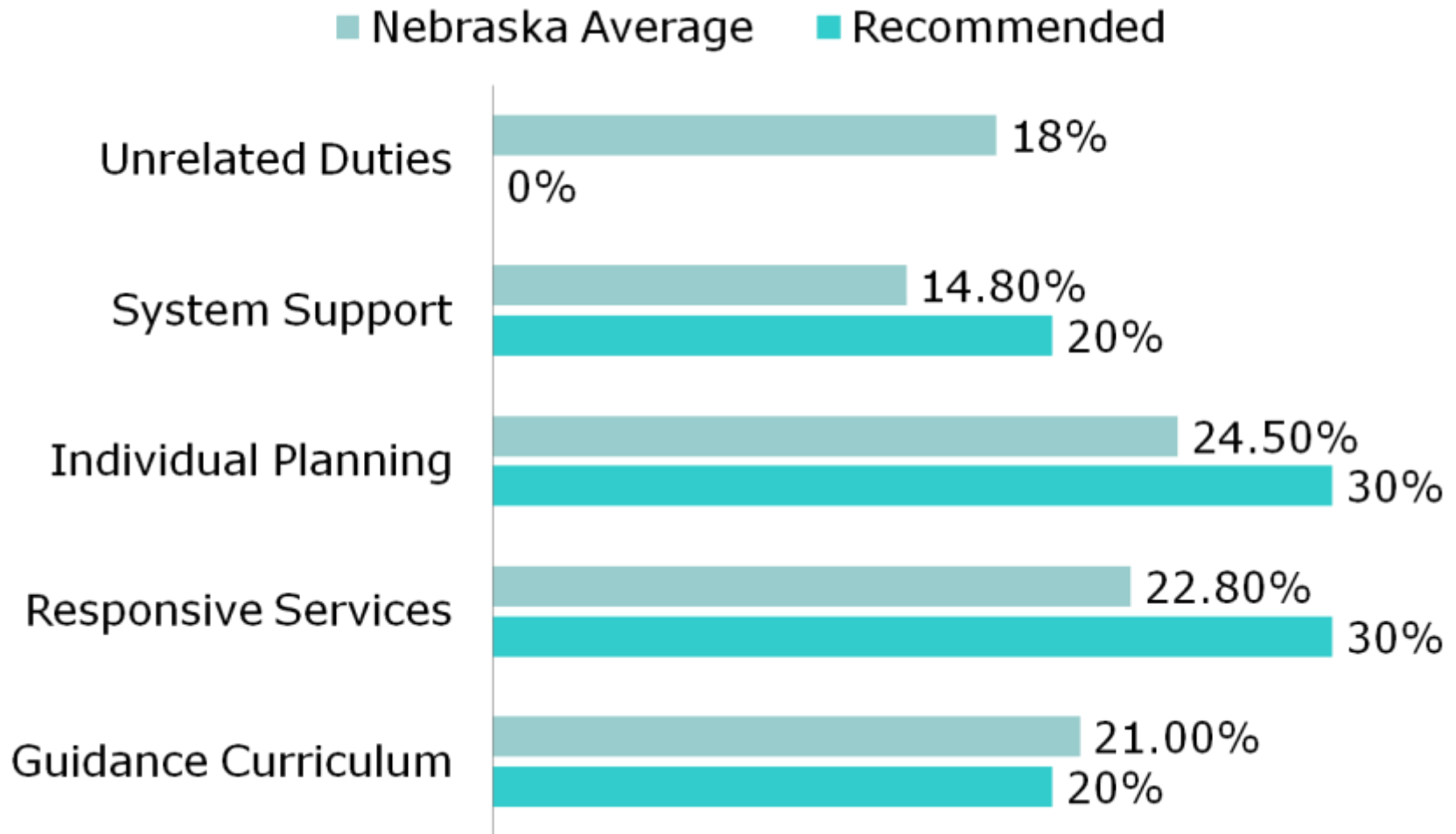
Nebraska School Counseling

- ✓ School Counselor and Program tied to School Accreditation Rules
- ✓ Secondary required, Elementary optional
- ✓ Teaching certificate and experience (2yr.) required
- ✓ All policies and certification, directly aligned to ASCA
- ✓ ASCA National Model trainings began in 2003
- ✓ State of local control.....*but also*...LEADERSHIP
- ✓ NSCA has flourished

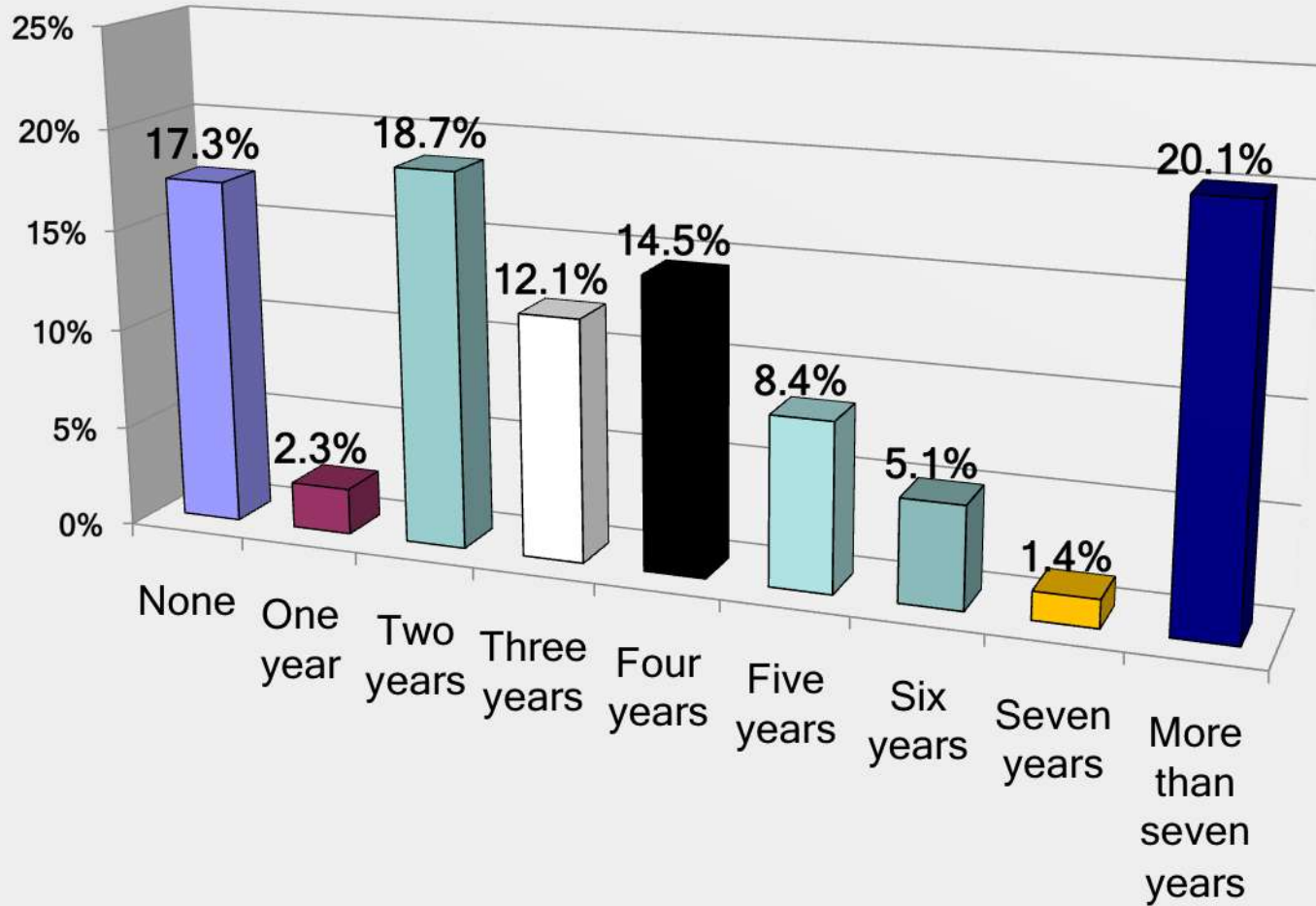
Nebraska School Counseling

- ✓ 369 Student to Counselor Ratio (latest ASCA data)
- ✓ 928 NE School Counselors
- ✓ 254 School Districts
- ✓ Many one-counselor K-12 school districts
- ✓ Often school counselors have classroom teaching assignments in other subject matter

Use of time survey indicate Counselors are assigned many non-counseling program duties



For how many years has the Nebraska Comprehensive School Counseling Program been implemented in your school?



Nebraska: Research Participants

- Outcome and demographic data were obtained from a total of 262 high schools
 - 236 rural schools
 - 12 suburban
 - 24 urban
- 128 counselors = 49% response return rate
- 68 principals = 26% response return rate

Nebraska Results: Program Characteristics (Hierarchical Linear Regression)

- After controlling for demographic differences among schools, School Counseling Services were significantly associated with
 - Lower suspension rates
 - Lower discipline rates
 - Higher attendance rates
 - Higher levels of Math proficiency
 - Higher levels of Reading proficiency

Nebraska Results: School Counselor Ratios

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, more favorable School Counselor Ratios were significantly associated with:
 - Higher attendance rates
 - Higher Levels of Technical Proficiency (Perkins)
 - Higher Levels of Program Completion (Perkins).

Nebraska Results: School Counseling Activities Associated with Enhanced Student Educational Outcomes

- Needs Assessments are completed regularly and guide program planning
- School counselors use student performance data to decide how to meet student needs
- An annual review is conducted in order to collect information for improving next year's programs
- School counselor job descriptions match actual duties

Nebraska Results: School Counseling Activities Associated with Enhanced Student Educational Outcomes

- School counselors spend most of their time in activities that directly benefit students.
- The program includes interventions designed to improve the school's ability to educate all students to high standards.
- The program has the resources to allow counselors to complete appropriate professional development activities.
- School counseling priorities are represented on curriculum and education committees.
- School counselors communicate with parents to help coordinate efforts related to student achievement and to gain feedback for program improvement.

Nebraska Results: State-specific School Counseling Activities Associated with Enhanced Student Educational Outcomes

- Effectively consulting with administrators concerning students who are experiencing problems that interfere with school success
- Collaborating with cross-curriculum faculty in developing programs of study to prepare students to be post-secondary and career-ready
- Using the online *C4C-Curriculum for Careers*, which aligns career exploration with the Nebraska Career Education Model
- Providing effective college counseling services to all students
- Implementing and assisting students in developing effective career and educational plans

Nebraska Results: State-specific School Counseling Activities Associated with Enhanced Student Educational Outcomes

- Using sample *Personal Learning Plans* with recommended programs of coursework and school and community extended learning activities (with content already filled in) to inform students and parents of the most effective learning plan for clusters/pathways
- Instructing students on the *16 Career Clusters* as part of the career development process
- Collaborating with students and parents/guardians to assist students in developing a four-year plan as part of the education and career planning process
- Providing all students and parents/guardians with accurate and up-to-date information about the world of work
- Ensuring that all families receive support in filling out the FAFSA (Free Application for Federal Student Aid Form)

Nebraska Results: Perkins Implementation Associated with Enhanced Student Educational Outcomes

- The degree to which a school's *Perkins Programs of Study* includes a coherent, articulated sequence of rigorous academic and career/technical education was found to be significantly related to:
 - Lower suspension rates
 - Lower disciplinary incidence rates
 - Higher attendance rates
 - Greater percentages of students scoring Math proficient on the state test
 - Greater percentages of students scoring Reading proficient on the state test

Nebraska Implications...

Statewide Action Plan from Data

- Advocacy to all stakeholders-national, state, local
- Public Relations Media Campaign
 - NSCA-NDE-CTE-Postsecondary partnerships
- Targeted Professional Development priorities
 - Principals/Administrators
 - School Counselors
- Baseline data source to measure program improvement statewide
- Data for future grant funding
- Closer look at specific findings

Utah Comprehensive Counseling and Guidance

- ✓ 1988-89 CCGP began in 11 pilot schools
- ✓ “Seed money” provided through Perkins funding
- ✓ 1992 CCGP funding provided by legislature
- ✓ 1996 Statewide adoption of the program, 7 – 12
- ✓ \$8.7 million incentive funding
- ✓ Rigorous school-level program evaluation to qualify

Utah CCGP

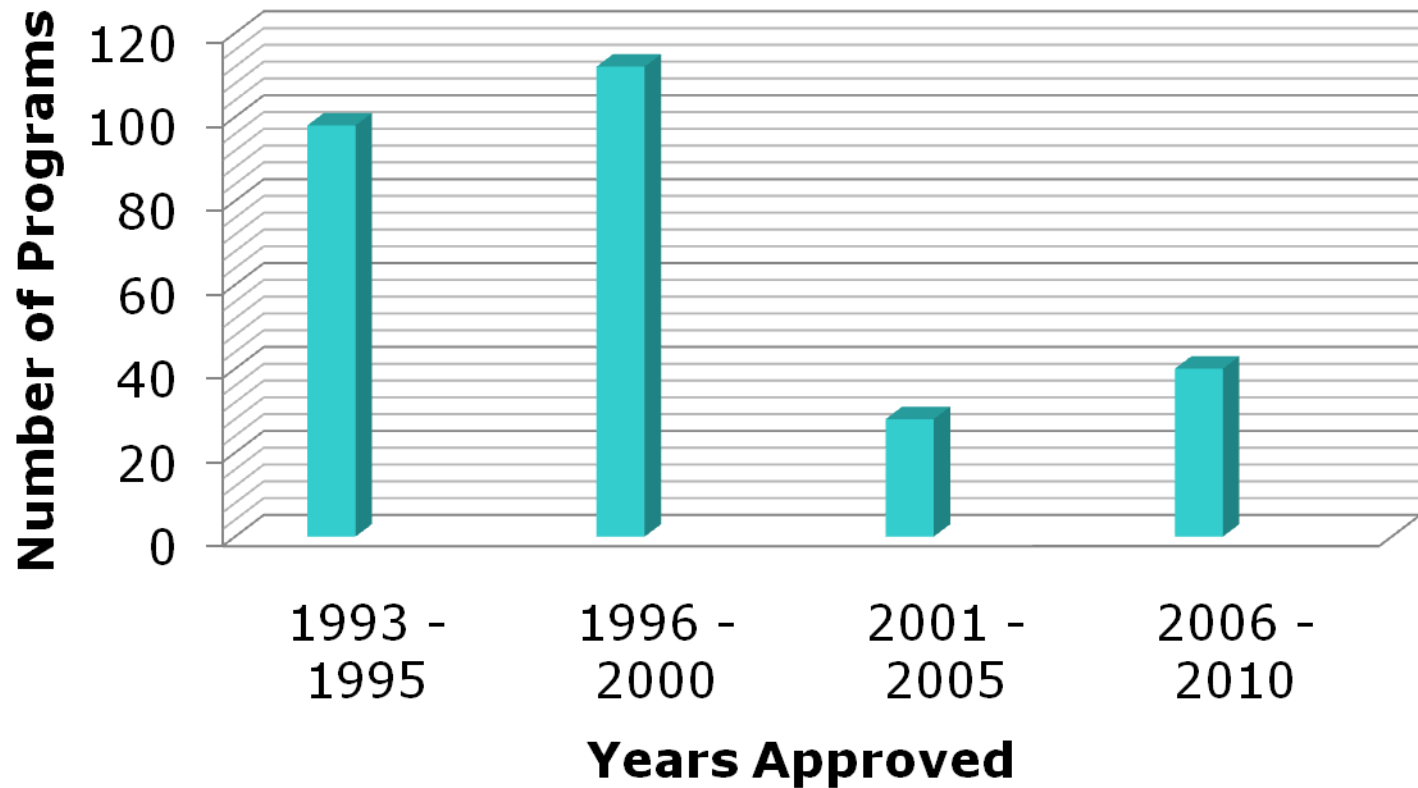
- ✓ 624 Secondary School Counselors 1:362
- ✓ 198 Elementary School Counselors 1:1539
- ✓ Master's degree required, aligned with ASCA
- ✓ Day long training for all new counselors and administrators – ASCA/Utah Model
- ✓ Two-day Annual CCGP Training
- ✓ State-wide evaluations in 1995, 1998, 1999 and 2007 used to leverage funds

Utah CCGP

- ✓ Individual Student Planning mandated in 1984
 - ✓ Required by Board rule in 1972
- ✓ 2003 Two data projects annually: Guidance Activities and Closing the Gap
- ✓ Jan 2009 Utah State Board of Education requires school counselor:student ratio of 1:350 or better
 - ✓ Licensed as a school counselor
 - ✓ 4-year and beyond plan by end of grade 8
 - ✓ Free from non-school counseling activities
- ✓ 2009-10 Integration of UtahFutures into CCGP

Utah CCGP

Years of Implementation



Utah: Research Participants

- Outcome and demographic data were obtained from a total of 144 high schools in Utah
- 65 counselors and a 61 principals completed the entire survey

Utah Results: Program Features

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, Programmatic Orientation was significantly associated with:
 - Higher percentages of students achieving Math proficiency
 - Higher percentages of student achieving Reading proficiency
 - Higher average ACT scores
 - Higher percentages of students taking the ACT
 - Increased graduation rates (Perkins data)
 - Increased non-traditional program participation rates (Perkins data)

Utah Results: Program Features

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, School Counseling Services were significantly associated with:
 - Higher Graduation Rates (Perkins Data)
 - Higher Rates of Non-Traditional Program Participation (Perkins Data)

Utah Results: Program Features

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, School Counselor Data Use was significantly associated with:
 - Higher percentages of students achieving Mathematics proficiency
 - Higher percentage of students achieving Reading proficiency
 - Increased Graduation Rates (Perkins Data)

Utah Results: School Counseling Activities Associated with Enhanced Student Educational Outcomes

- Needs Assessments are completed regularly and guide program planning
- School counselors use student performance data to decide how to meet student needs
- An annual review is conducted in order to collect information for improving next year's programs
- School counselor job descriptions match actual duties

Utah Results: School Counselor Ratios

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, more favorable School Counselor Ratios were significantly associated with:
 - Higher attendance rates
 - Lower discipline incident rates

Utah Results: Program Implementation

(Hierarchical Linear Regression)

- After controlling for demographic differences among schools, the length of time that a comprehensive developmental school counseling program was implemented was significantly associated with:
 - Higher attendance rates
 - Lower discipline incident rates

Utah Results: School Counseling Activities Associated with Enhanced Student Educational Outcomes

- A written mission statement exists and is used as a foundation by all counselors
- Services are organized so that all students are well served and have access to these services
- All students receive classroom guidance lessons designed to promote academic, social/personal, and career development
- School counselors use student performance data to decide how to meet student needs
- School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps

Utah Results: School Counseling Activities Associated with Enhanced Student Educational Outcomes

- ❑ School counselor job descriptions match actual duties
- ❑ School counselors spend at least 80% of their time in activities that directly benefit students
- ❑ The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards
- ❑ School counseling priorities are represented on curriculum and education committees
- ❑ School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement
- ❑ The school counseling program develops yearly management agreements with principals to guide program goals and activities

Utah Results: State-specific School Counseling Activities Associated with Enhanced Student Educational Outcomes

- School counselors consulting with administrators concerning students experiencing problems that interfere with school success
- School counselors providing consultation to other school-based personnel concerning all students experiencing problems that interfere with school success
- School counselors implementing a career planning process that involves collaboration with students and parents/guardians to assist students in developing a four-year plan
- School counselors helping all students identify their interests and abilities
- School counselors assisting all students in creating schedules that reflected their individual abilities, interests, and future goals
- School counselors helping all students develop a formalized four- or five-year SEOP
- School counselors implementing a program that ensures that all students receive career development education, including career awareness, exploration, planning and application

Utah Results: State-specific School Counseling Activities Associated with Enhanced Student Educational Outcomes

- School counselors implementing a program that includes instruction on the Utah CTE High School to College and Career Pathways
- School counselors implementing a Comprehensive Guidance Program that encourages more students to take higher level math, science, and writing classes
- Having a career center available for student use before, during, and after school (outside of regular classes)
- School counselors implementing a Comprehensive Guidance Program that helps more students build schedules based on their individual career goals
- School counselors implementing a Comprehensive Guidance Program that helps more students develop post-secondary education or training plans
- School counselors implementing a Comprehensive Guidance

Utah Implications...

Statewide Action Plan from Data

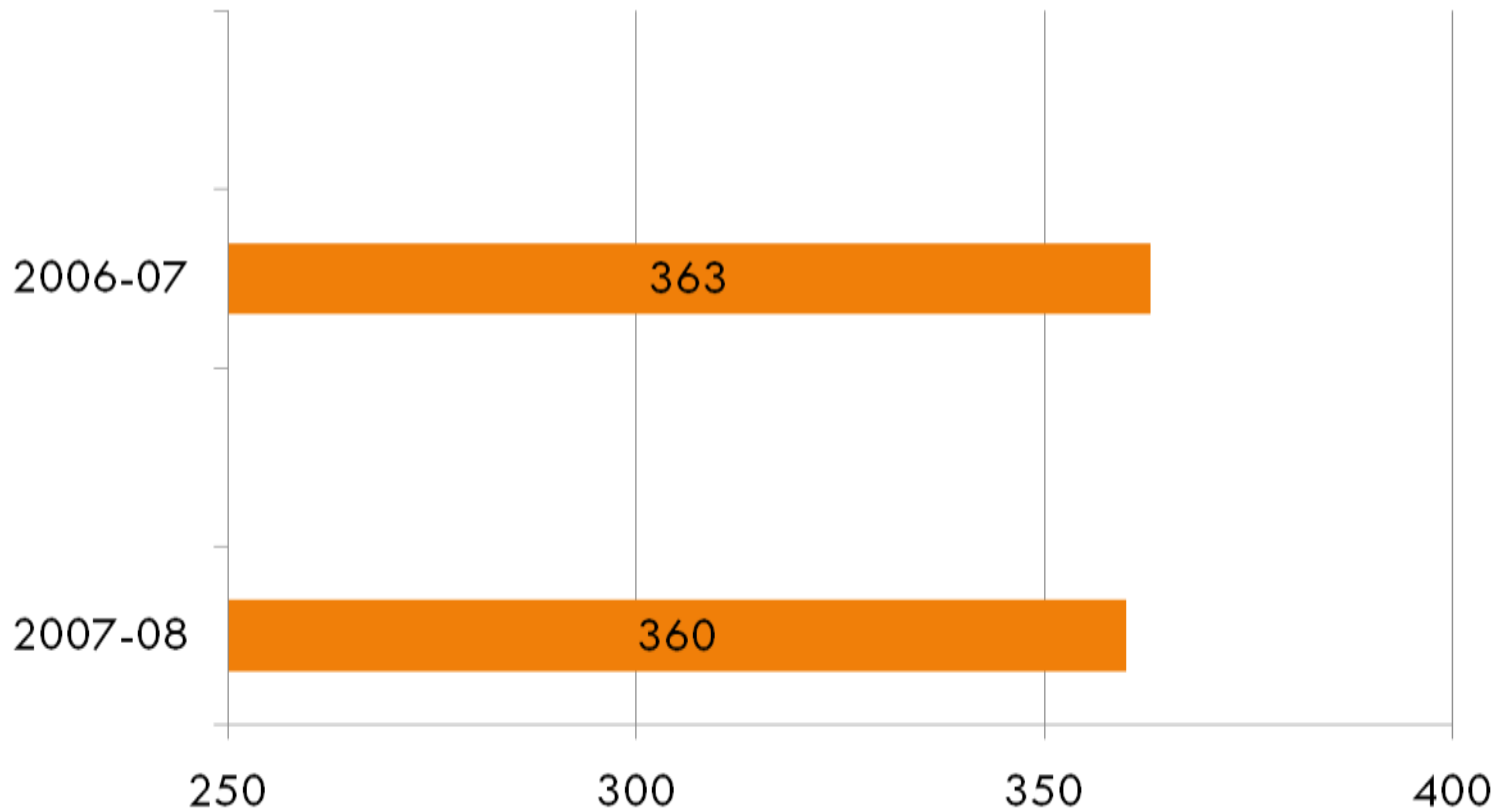
- Advocacy to all stakeholders-national, state, local
- Public Relations Media Campaign
 - USCA-USOE-CTE-Postsecondary partnerships
- Targeted Professional Development priorities
 - Principals/Administrators
 - School Counselors
- National data source to measure program improvement statewide

Rhode Island Demographics (07-08)

(all numbers approximate)

- 36 locally-controlled public school districts
- Public school enrollment: 148,474 students
- 53 high schools
- Overall graduation rate: 74%
- Graduation Rates Disaggregated
 - Poverty 61%
 - African-American 64%
 - Hispanic 62%
 - White 78%
 - Urban 61%
 - Urban Ring 78%
 - Suburban 84%

RI - State Ratios



Source: American School Counselor Association (ASCA)

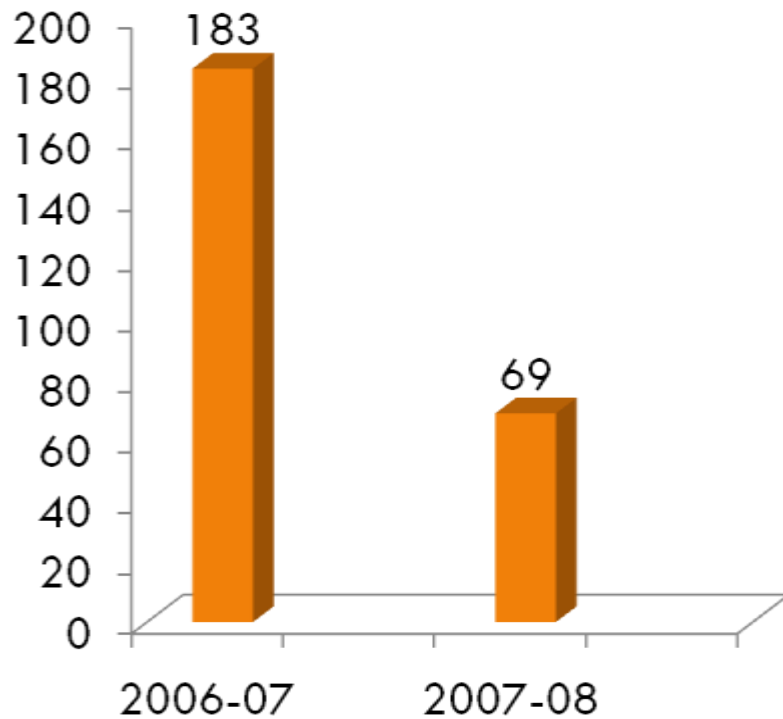
Context for RI School Counselor Survey



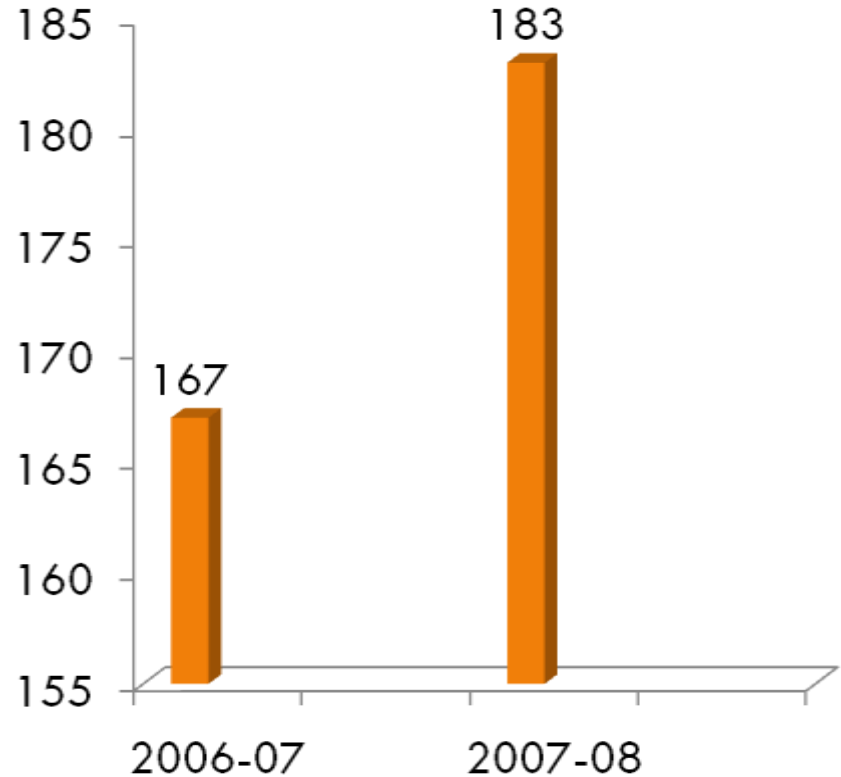
School Accountability for Learning and Teaching

RI Respondents by Year and Level

Middle School



High School



RI SALT Data Collection: School Counseling Survey Sample Items

- Who supervises school counselors in your district?
- Our school's guidance curriculum is delivered by...
- School counseling responsibilities include....
- How often does your school counseling program use student data?
- Our school counseling program addresses students' personal/social needs in the following ways....
- How do you provide school counseling program outreach to members of your school community?
- Our school counseling program involves parents in the following ways...

Rhode Island: Research Participants

- Outcome and demographic data were obtained from a total of 31 high schools
- School Counselors, Principals, and Guidance Directors complete the SALT data
- Analysis so far about correlations among the School Counseling program variables and school-level demographics

RI Preliminary Findings

- Percent of HS students reporting that they feel that they can talk to a teacher or other staff member about academic issues most of the time or always...
 - ▣ Range = 22% - 79%
 - ▣ Average = 47%
-personal or family problems most of the time or always
 - ▣ Range = 9%-51%
 - ▣ Average = 17%

RI: Preliminary Findings

- 11-12th grade students who say they have talked with a guidance counselor/advisor during this school year about college and/or jobs:
 - No = 37%
 - Yes, once = 27%
 - Yes, 2 or more times = 36%
 - Girls more than boys, no F/R lunch differences
- If you talked... how helpful was it to you?
 - Not at all helpful = 18%
 - A little helpful = 23%
 - Somewhat helpful = 27%
 - Very helpful = 32%
 - Girls more than boys, F/R lunch more helpful

RI: Preliminary Findings

- If you talked... did the counselor/advisor encourage you to attend college?
 - ▣ Firmly encouraged = 64%
 - ▣ Somewhat encouraged = 22%
 - ▣ Neither encouraged nor discouraged = 9%
 - ▣ Discouraged me from attending = 5%

- How important were your conversations with the guidance counselor/advisor in making your decisions about college?
 - Not at all important = 21%
 - A little important = 23%
 - Somewhat important = 25%
 - Very important = 31%
 - Girls more than boys, F/R lunch more than not
- How important were Decisions about careers?
 - Not at all important = 24%
 - A little important = 23%
 - Somewhat important = 25%
 - Very important = 29%
 - Girls more than boys, F/R lunch more than not

RI: Preliminary Findings

Comprehensive Guidance

- All findings are true for both 2007 and 2008 unless otherwise stated
- School Counselors are more likely to be doing Comprehensive Guidance in schools where:
 - ▣ There is more \$ spent per student
 - ▣ There are fewer students with F/R lunch
 - ▣ There are fewer students (smaller schools)
 - ▣ There are fewer Hispanic and African-American students
 - ▣ There are fewer suspensions

RI: Preliminary Findings- School Size

- Larger schools:
 - SC less likely to be doing Comprehensive Guidance
 - Less \$ per student
 - More students with F/R lunch eligibility
 - More Hispanic and African-American students
 - Students report lower levels of feeling they belong
 - Parents report schools aren't as responsive
 - Students report more hassles with teachers (07)
 - More out-of-school suspensions (07)

RI: Preliminary Findings- F/R Lunch

- Schools with higher F/R lunch eligibility:
 - School Counselors less likely to be doing Comprehensive Guidance
 - More focus on personal/social needs
 - Spend less \$ per student
 - More student mobility
 - Lower attendance
 - Students less likely to report that they feel like they belong
 - Parents more likely to report schools are not responsive to their needs
 - More out-of-school suspensions

RI: Preliminary Findings - Race

- Schools with more Hispanic and African-American students:
 - Less Comprehensive Guidance
 - Less Career/College Planning
 - More focus on meeting personal/social needs
 - Spend less \$ per student
 - More out-of-school suspensions
 - Students more likely to report not feeling like they belong

RI: Preliminary Findings - Spending

- With more money spent per student:
 - ▣ Attendance increases (07)
 - ▣ School Counselors do more college and career planning
 - ▣ School Counselors do more Comprehensive Guidance (08)
- Challenge with correlation- what is causing what?

Implications for Rhode Island

Challenges



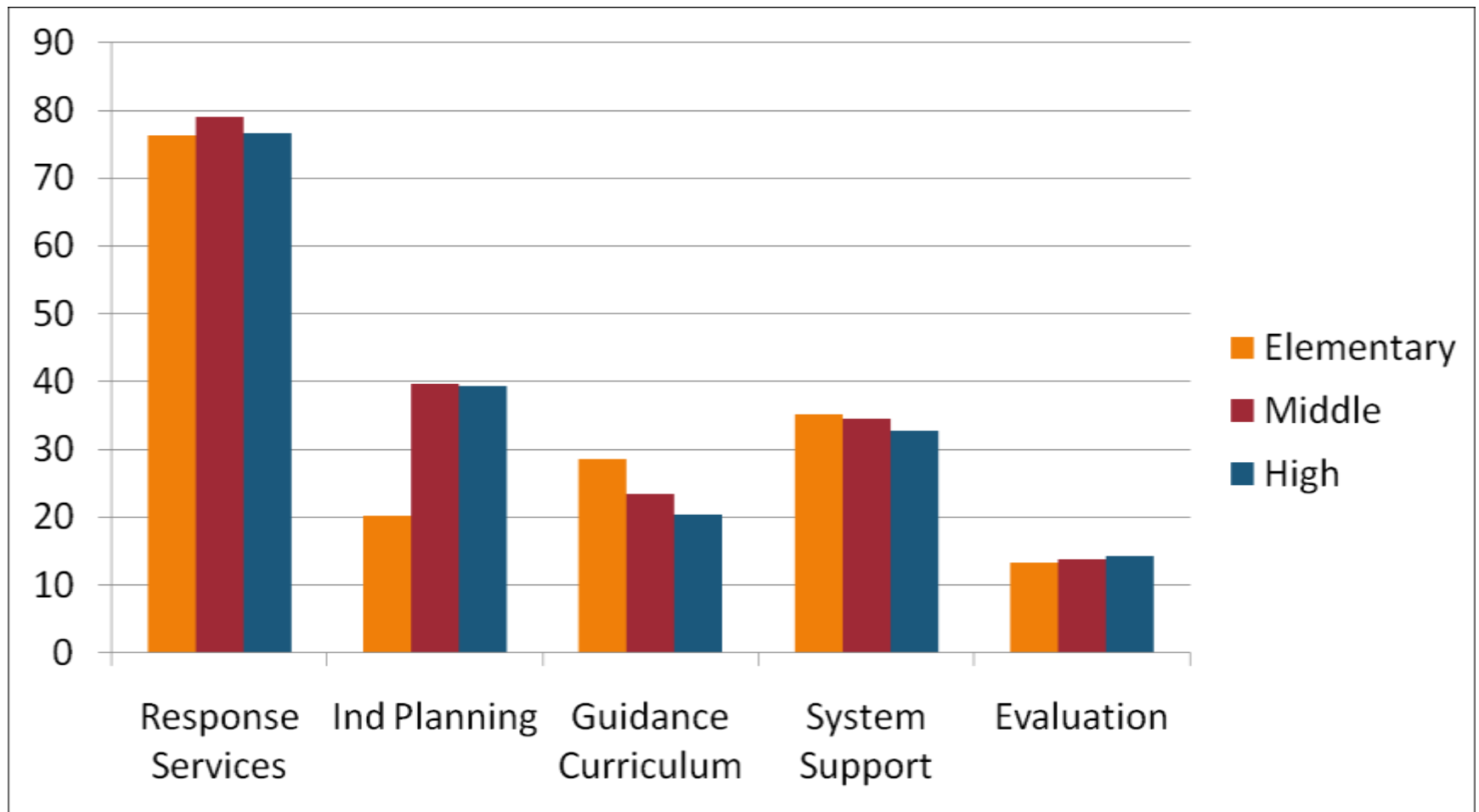
Next Steps

- Plan, implement, and evaluate focused PD based on data
- Dissemination of state report
- **Meaningful Collaboration**

Wisconsin CSCP Evaluation: Participants

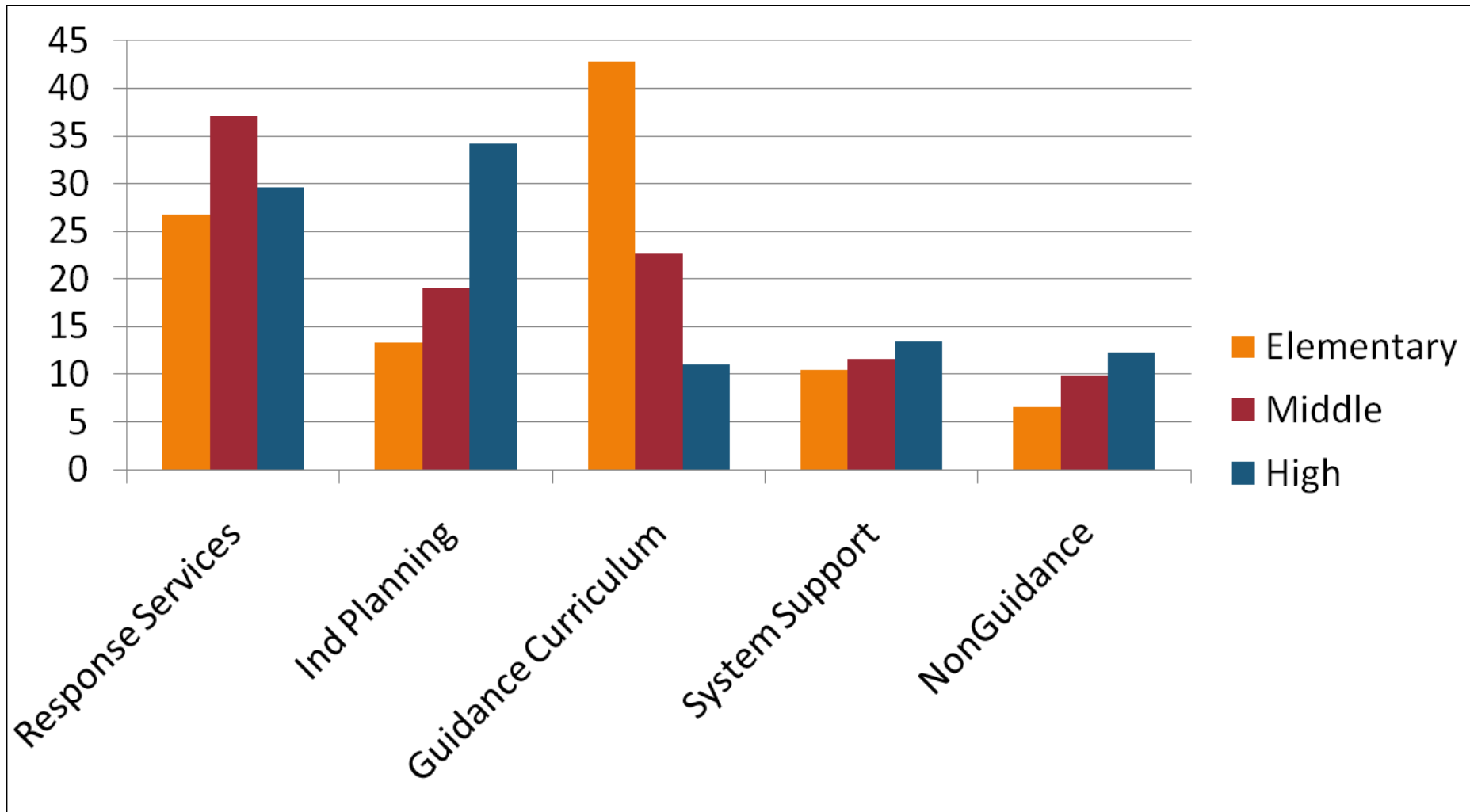
- Years in the profession
 - Mean = 13.25; SD = 8.96
- School Counselors
 - Full-time status: 86.4% ($n = 437$)
 - Part-time status: 13.6% ($n = 69$)
- Schools
 - Elementary: 22.1% ($n = 112$)
 - Middle: 19.4% ($n = 98$)
 - High: 34.2% ($n = 173$)
 - 7-12: 1.0% ($n = 5$)
 - K-8: 1.0% ($n = 42$)
 - District: 8.3% ($n = 5$)

Program Characteristics: Percentage of Implementation (100% equaling full implementation)



Program Characteristics: Time on Task

(100% equaling full implementation)



Outcome for High and Low Implementation CSC

- High School AP Tested
 - High CSCP: M = 10.17% Tested
 - Low CSCP: M = 7.87% Tested
- High School Attendance Rates
 - High CSCP: M = 95% attendance
 - Low CSCP: M = 93.5% attendance
- Middle School Reading and Math Advanced Level
 - High CSCP: Reading = 49.1%; Math = 35%
 - Low CSCP: Reading = 42.8%; Math = 28%
- Middle School Suspensions Rates
 - High CSCP: M = 1% Suspended
 - Low CSCP: M = 4% Suspended

Current CSCP Training in Wisconsin



- Tested for group differences between Level I, Level II, and No Training
- No significant differences for Individual Planning, Responsive Services, System Support, Evaluation, or Guidance Curriculum

Evaluation Implications for Wisconsin

- ❑ Lack of Elementary Results: Restriction of Range?
- ❑ SCs are spending significant amounts of time in areas of CSCP that are not well developed
- ❑ Current training is not resulting in more fully developed CSCP programs: Technology Transfer
- ❑ More fully implemented CSCPs are associated with positive academic-related behaviors in middle and high school, and academic outcomes in middle school

Missouri Comprehensive Guidance and School Counseling

- Fully Implementing Missouri's Comprehensive Guidance and Counseling Program
- Program + Personnel = Results

Rationale for using the Internal Improvement Review (IIR)

If counselors are to be held publicly accountable for helping students to achieve positive outcomes, it is important that all concerned know the degree to which the comprehensive guidance program is actually implemented within the building or district where the counselors work.

Missouri School Counseling Evaluation



Guidelines for
**Performance-Based
Professional
School Counselor
Evaluation**



2008

GUIDANCE E-LEARNING CENTER

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning/>

The screenshot shows a web browser window displaying the Missouri Comprehensive Guidance Program e-Learning Center. The browser's address bar shows the URL <http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning/>. The page features a navigation menu on the left with buttons for: Counselor Educators, Counselor Mentoring, Additional Resources, Books & Videos to Borrow, Career Clusters Materials, and Webinars. The main content area is titled "MISSOURI Comprehensive Guidance Program" and includes the tagline "LINKING SCHOOL SUCCESS WITH LIFE SUCCESS." Below this, there are three columns: Academic Development, Career Development, and Personal & Social Development. A central box lists "Guidance Curriculum", "Responsive Services", "Individual Planning", and "System Support". A "Resources" section at the bottom provides a list of links and information, including MissouriConnections.org, 2009-10 Missouri Connections overview, Online Courses, Missouri e-Learning for Educators website, Resources@MCCE free-loan library, How to Conduct a Fourth-Cycle MSIP Review for Standard 6.9 Guidance, and WISC-IV Position Paper. The WISC-IV Position Paper section notes that students are often deemed eligible for different types of services as a result of an administrator of an individual intelligence test. The page is viewed in Internet Explorer with a search bar and various toolbars visible.

MISSOURI Comprehensive Guidance Program
LINKING SCHOOL SUCCESS WITH LIFE SUCCESS.

Academic Development **Career Development** **Personal & Social Development**

Guidance Curriculum
Responsive Services
Individual Planning
System Support

Resources

- MissouriConnections.org
- 2009-10 Missouri Connections overview
- Online Courses: Missouri e-Learning for Educators website
- Resources@MCCE free-loan library
- How to Conduct a Fourth-Cycle MSIP Review for Standard 6.9 Guidance
- WISC-IV Position Paper
Students are often deemed eligible for different types of services as a result, in part of an administrator of an individual intelligence test. This position paper from the National Association for Gifted Children gives some guidelines to be considered when using the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) for determination of eligibility.
- Guidance Planning Survey (Needs Assessment) Assessment Resource Catalog (PDF) (Assessment Resource Center, University of Missouri-Columbia)

MISSOURI SCHOOL COUNSELORS BENEFIT ALL STUDENTS

**HOW IMPLEMENTING COMPREHENSIVE GUIDANCE
PROGRAMS IMPROVES ACADEMIC ACHIEVEMENT
FOR ALL MISSOURI STUDENTS**

By Richard Lapan, Ph.D.; Norman Gysbers, Ph.D.; and Marc Kayson, M.A.



This study was sponsored by a partnership with the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, and the University of Missouri-Columbia.

2006 Missouri findings relevant to 2010 studies...



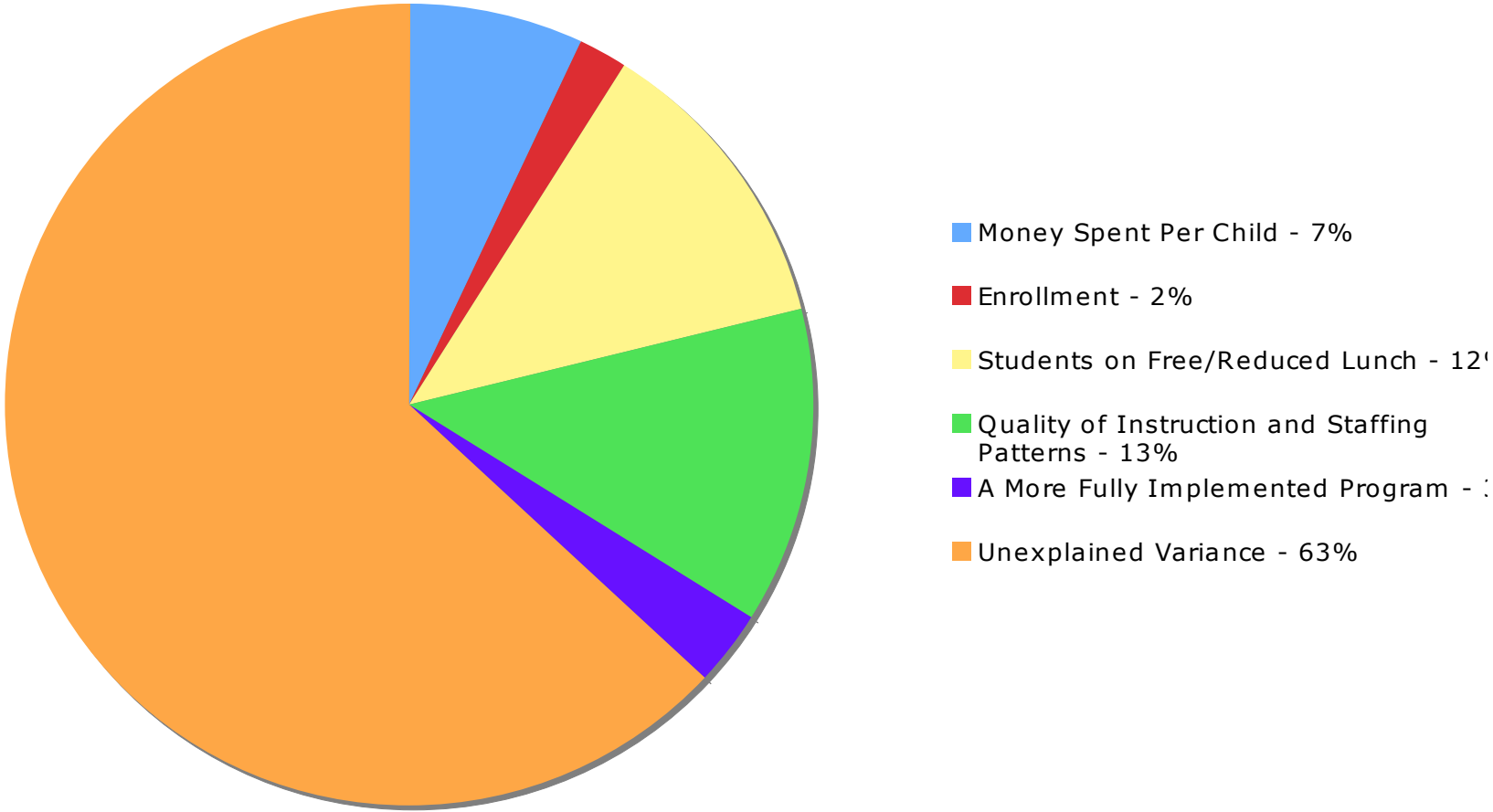
When high school counselors reported more fully implemented programs, significantly correlated with:

- Higher MAP Math and Communication Arts scores
- Better attendance
- Fewer discipline problems
- School counselors performing fewer non-guidance tasks

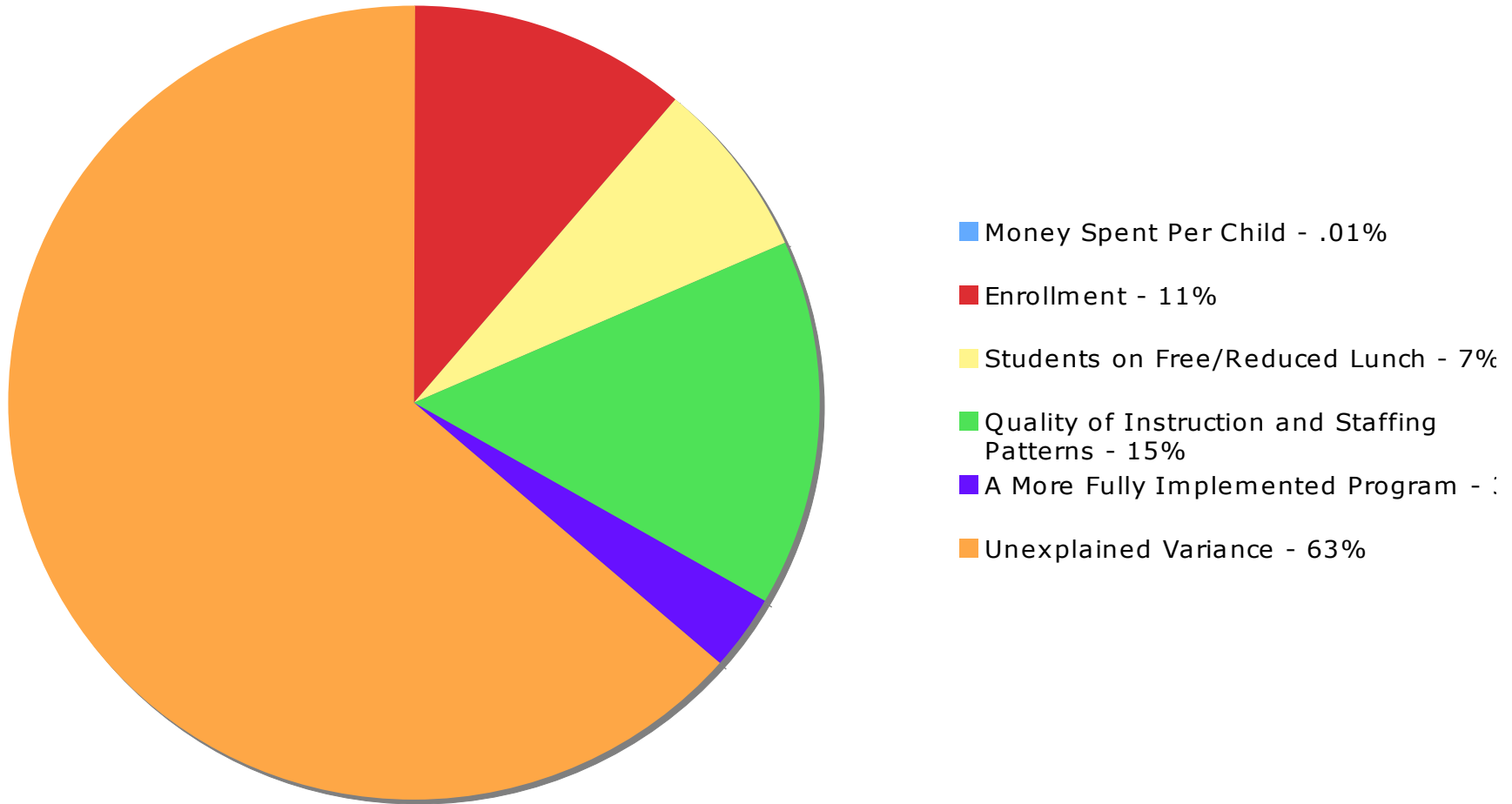
2006 Missouri findings relevant to 2010 studies...

- When school administrators (K-12) reported more fully implemented programs, significantly correlated with:
 - Better attendance
 - Fewer discipline problems

Question: Do more fully implemented programs help to reduce discipline problems in high schools? Answer: Yes!



What do principals think? Do more fully implemented programs help to reduce discipline problems in schools K12? Answer: Yes!



2010 Missouri study findings...

When school counselors report providing more college and career counseling services, significantly correlated with:

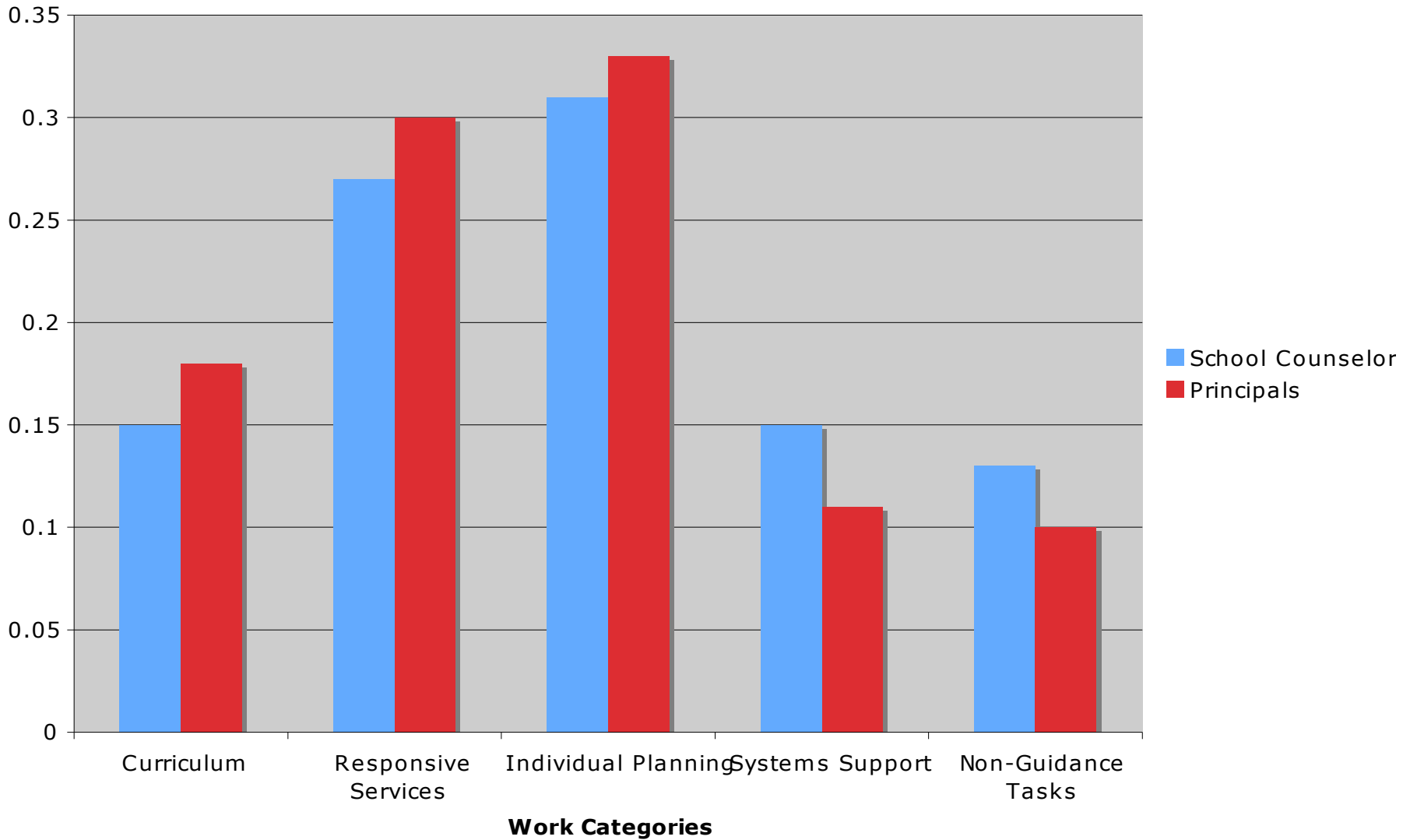
- Better attendance
- Lower drop out rates
- Higher graduation rates

As school counselor to student caseloads decrease, relationship with:

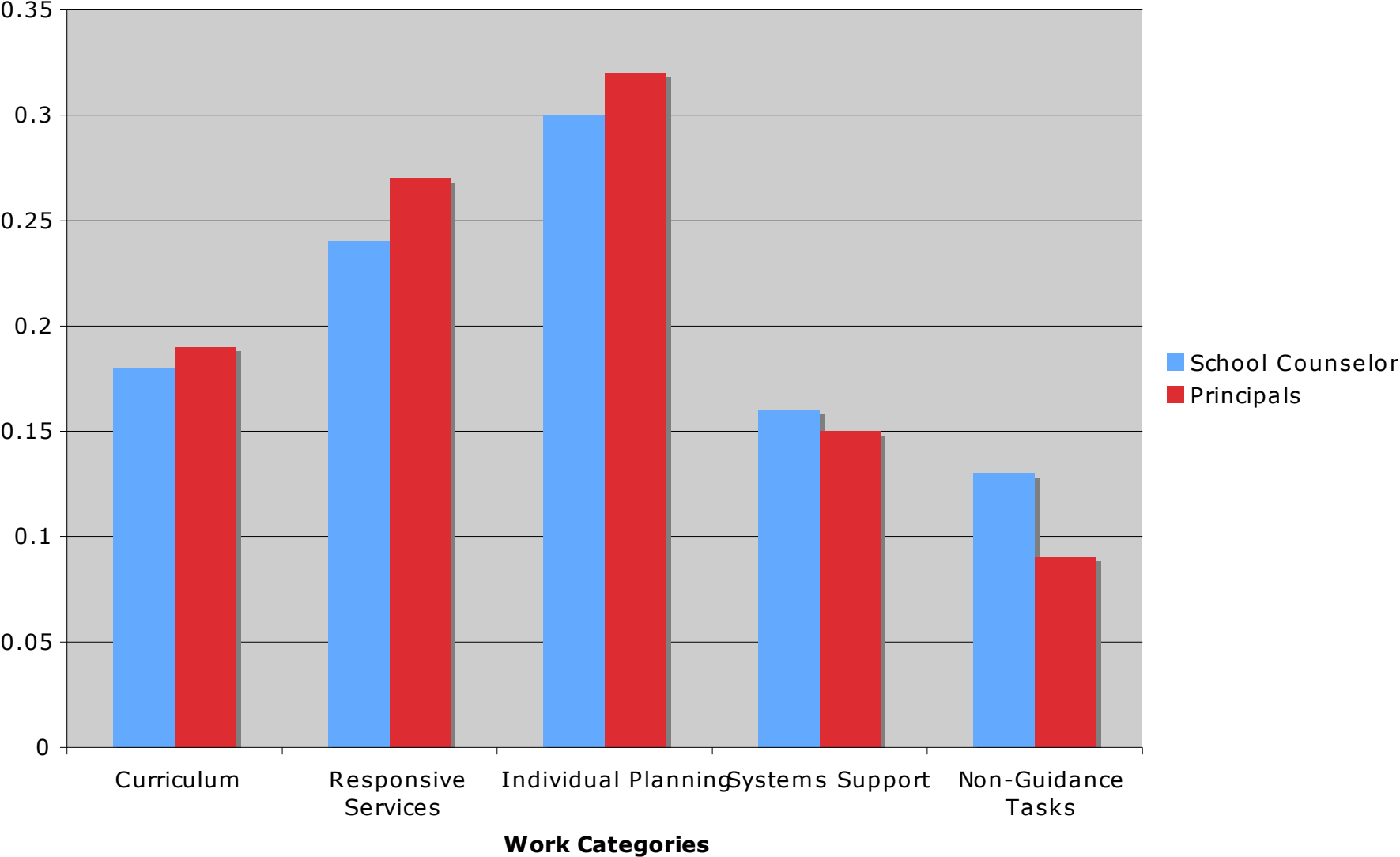
- Fewer disciplinary incidents
- Higher graduation rates

Please note: Missouri data being re-checked to verify results. Final results available 8/1/10

2006: How Missouri School Counselors Spend Their Time



2010: How Missouri School Counselors Spend Their Time



Themes and Differences in Data Across States

- ❑ SC impacts key outcomes (discipline, attendance, graduation)
- ❑ More time on non-guidance tasks negatively impacts outcomes
- ❑ Better program implementation positively impacts outcomes
- ❑ Higher ratios negatively impacts outcomes
- ❑ Increased SC use of data positively impacts outcomes
- ❑ Per pupil expenditures impacts SC practices and outcomes

Themes and Differences in Data Across States

- Quality School Counseling benefits students
 - ▣ Achievement
 - ▣ Discipline
- All students are not getting the same quality of school counseling services
 - ▣ Variability by state, depending on context
 - ▣ History of implementation of comprehensive programs

Problems with the study

- A great deal of variability in the consistency and accuracy of data
- Much of it is self-report data
- Much is correlation, so causation is complicated to identify
- The outcomes are complex, determined by multiple variables

BREAK



- When we return from the break, we will have an extended question and answer session about what you just heard.
- Please think about your questions for the Panel while you are on break!

Discussion (panel) (45)

- Questions with audience

What do these findings mean for SC practice in the future?

- Given these findings, how does this shape state educational policy decisions?
- What does this mean for what SC do on a day-to-day basis?
- What are the implications for the Race to the Top, and College and Career Readiness Initiatives?
- How can these results be used as advocacy tools for all students to be successful?
- Other questions?

Next steps (Panel) (5)

- Next steps in the project
 - ▣ *Professional School Counseling* Journal special edition
 - ▣ Full state reports
 - ▣ Collapsing data across the states where possible- what can be said about the data nationally?
 - ▣ Dissemination
 - ▣ Other publications
 - Administrator journals
 - School board journals
 - ▣ Next research projects



Thank You!

Contact information in the handout and
at
www.cscor.org