

* Questions marked with an asterisk (*) were not asked of all respondents.

SECTION A: Staffing and Practices

~~~~~  
First we have some questions about staffing and common practices in the counseling department of your school.  
~~~~~

Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

~~~~~  
Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

certified full-time high school counselor(s)

certified part-time high school counselor(s)

~~~~~  
On average, what is the caseload for a counselor in this school?
~~~~~

Which of the following best describes how counselors are assigned to students at this school? Would you say counselors are assigned...

- to all students at this school
- to a specific grade level such as a 9th grade counselor
- to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2013
- to a group of students whose last names fall within a slice of the alphabet such as all students with last names from "A to D"
- to small learning communities such as schools-within-a-school, pods, and houses or in another way?

~~~~~  
Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Assisting students with college readiness, selection, and applications

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Occupational choice and career planning

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Personal, social, academic and career development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Job placement and employability skill development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Students' attendance, discipline, and other school and personal problems

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Academic testing

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Other counseling activities

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

~~~~~

Which one of the following goals does your school's counseling program emphasize the most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

~~~~~  
Of the three goals remaining, which one does your school's counseling program emphasize most? Would you say...

- helping students plan and prepare for their work roles after high school
- helping students with personal growth and development
- helping students plan and prepare for postsecondary schooling
- helping students improve their achievement in high school

~~~~~  
Of the two goals remaining, which one does your school's counseling program emphasize more? Would you say...

- helping students plan and prepare for their work roles after high school
- helping students with personal growth and development
- helping students plan and prepare for postsecondary schooling
- helping students improve their achievement in high school

~~~~~  
Besides teachers, who on the school's staff has primary responsibility for dealing with students with serious discipline problems?

- Counseling staff
- School principal
- Assistant principal
- Dean of students
- Someone else on the school's staff

~~~~~  
Does [your school] include 8th grade or is 9th grade the lowest grade?

- [your school] includes 8th grade
- [your school]'s lowest grade is 9th grade

~~~~~  
* How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

- Middle school counselors meet with high school counselors or staff
- High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school
- High school counselors present information to middle grade students' parents or guardians about high school courses and registration
- High school counselors place 8th grade students into 9th grade courses based on school or district placement policies
- High school counselors present information to middle grade students about high school courses and registration
- Counselors assist in some other way
- Counselors do not assist students in the transition from middle school to high school.

~~~~~  
\* In what other ways does your school assist students in the transition from middle school to [your school]?

(Check all that apply.)

- High school students present information at the middle schools
- High school staff present information at the middle schools

- Before the school year starts middle school students are invited to a social event organized by the high school
- Middle school students attend regular classes at the high school
- Middle school and high school administrators meet together on articulation and programs
- Middle school and high school teachers meet together on courses and requirements
- Buddy or big brother or big sister programs pair new students with older ones at entry
- Ninth-graders are placed in small learning communities or 9th Grade Academies
- Parents or guardians and/or students visit the high school during the summer before students enter high school
- Parents or guardians visit high school for orientation in the fall after children have entered
- Your school assists in some other way
- No assistance is offered to students transitioning from middle school to high school.

~~~~~

Are students in your high school required to have a career or education plan?

Yes, a combined career and education plan

Yes, a career plan only

Yes, an education plan only

Neither a career plan nor an education plan

~~~~~

\* Does your school share students' [career and education/education/career] plans with their parents or guardians?

Yes

No

~~~~~

* Are parents or guardians required to sign off on students' [career and education/education/career] plans?

Yes

No

~~~~~

**SECTION B: Programs and Policies**

~~~~~  
Now we have some questions about your school's programs and policies.
~~~~~

In which of the following ways does [your school] support high school students?  
(Check all that apply.)

- Technology and software to support curriculum
  - School staff work with classroom teachers to provide enrichment to students
  - Gifted students receive pull-out instruction during the regular school day
  - Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams
  - Advanced Placement, college or university courses
  - Scholarships for students to attend special events, programs, or classes
  - Summer activities or programs
  - Your school supports high school students in other ways
  - There are no programs to support high school students.
- ~~~~~

Does your school offer summer school enrichment courses that allow students to get ahead academically? One example would be a geometry course that would allow students taking algebra in the 9th grade to take calculus in the 12th grade.

Yes  
No

~~~~~

* To whom does your school offer these summer school enrichment courses?
(Check all that apply.)

Struggling students
Average students
High achieving students

~~~~~

Which of the following steps does this school take for students in high school who need extra assistance?  
(Check all that apply.)

- Tutoring during the regular school day
  - School staff work with classroom teachers to provide extra assistance
  - Pull-out instruction during the regular school day
  - Homework assistance program
  - Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs
  - Your school takes other steps to assist struggling high school students
  - Your school does not have any programs for students who need extra assistance.
- ~~~~~

Does your school have any formal programs to...  
encourage underrepresented students to pursue mathematics or science?

Yes  
No

inform parents or guardians about mathematics or science higher education or career

opportunities?

Yes

No

encourage students who might not be considering college to do so?

Yes

No

~~~~~  
In which of the following ways may a student take a course for credit if it is not offered by your school?
(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

~~~~~  
Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?

Yes

No

~~~~~  
* If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Retaking the test

Required

Available, but not required

Not available at school

Taking remedial classes

Required

Available, but not required

Not available at school

Repeating classes

Required

Available, but not required

Not available at school

Taking a test preparation class

Required

Available, but not required

Not available at school

Tutoring

Required

Available, but not required

Not available at school

Individualized academic program

Required

- Available, but not required
- Not available at school
- Summer school
 - Required
 - Available, but not required
 - Not available at school
- Referral to an alternative or continuing education school
 - Required
 - Available, but not required
 - Not available at school

~~~~~

Does your school have a formal dropout prevention program for students in high school? This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

- Yes
  - No
- ~~~~~

\* On what basis are students in high school recommended for your dropout prevention program?  
(Check all that apply.)

- Absentee record
  - Poor or failing grades
  - Behind on credits
  - Teacher's referral
  - Counselor's referral
  - Parental request
  - Student request
  - Disciplinary problems
  - On another basis
- ~~~~~

Does your school have a formal program onsite that prepares students for the General Education Development (GED) Test?

- Yes
  - No
- ~~~~~

Does your school have one or more counselors whose primary responsibility is...  
assisting students with college readiness, selection, and applications?

- Yes
- No

assisting students with preparation for and placement into the workforce?

- Yes
  - No
- ~~~~~

Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

- Holds or participates in college fairs
- Consults with postsecondary school representatives about requirements and qualifications sought

- Organizes student visits to colleges
- Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA
- Holds information sessions for students and parents or guardians
- Assists students with finding financial aid for college
- Provides opportunities to participate in concurrent or dual enrollment
- Offers a counseling curriculum that leads to positive academic behaviors
- Your school takes other steps
- Your school does not take any steps to assist students with the transition from high school to college.

~~~~~  
Is career technical education offered in your district on-site or off-site such as at an area vocational-technical school?

- On-site only
- Off-site only
- On-site and off-site
- Neither on-site nor off-site

~~~~~  
\* Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in [your school]?

- Yes
- No

~~~~~  
* Can high school students who are not enrolled in Career Clusters, Pathways, or Programs of Study (POS) take individual courses in these programs?

- Yes
- No

~~~~~  
In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

- Internships with local employers
- Job fairs
- Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute
- School or classroom presentations by local employers
- Career awareness activities
- School courses in career decision making
- Career information units in subject-matter courses
- Exploratory work experience programs such as co-op, workstudy, or EBCE
- Career days or nights
- Vocational oriented assemblies and speakers in classes
- Vocational-technical courses that are not part of a formal program
- Job site visits or field trips
- Job shadowing such as extended observations of a worker
- Simulations such as Singer or SRA Job experience kits
- Tests for career planning purposes such as interest inventories or vocational aptitude tests
- Training in job seeking skills
- Use of computerized career information resources



Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

~~~~~

SECTION C: Math and Science Placement

~~~~~  
Now we have some questions about factors associated with students' mathematics and science course placement.  
~~~~~

Are all 9th grade students in your school placed in the same mathematics course while in the 9th grade?
If all 9th grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer "yes."

Yes
No

~~~~~  
\* How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school counselor recommendation

Not at all important  
A little important  
Somewhat important  
Very important

High school counselor recommendation

Not at all important  
A little important  
Somewhat important  
Very important

Middle school teacher recommendation

Not at all important  
A little important  
Somewhat important  
Very important

Courses taken in middle school

Not at all important  
A little important  
Somewhat important  
Very important

Achievement in middle school courses

Not at all important  
A little important  
Somewhat important  
Very important

Results of district or state end-of-year or end-of-course exams

Not at all important  
A little important  
Somewhat important  
Very important

Results of placement tests

Not at all important  
A little important  
Somewhat important

- Very important
- Results of standardized tests
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student career or education plan
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student and/or parent or guardian selection
  - Not at all important
  - A little important
  - Somewhat important
  - Very important

~~~~~

After 9th grade, are all high school students within the same grade placed in the same mathematics course? If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer "yes."

- Yes
- No

~~~~~

\* How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

- Prior grades including grades from a prerequisite class
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Results of placement tests
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Previous year's teacher recommendation
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student and/or parent or guardian selection
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student career or education plan
  - Not at all important
  - A little important

Somewhat important  
Very important  
Master schedule considerations  
Not at all important  
A little important  
Somewhat important  
Very important

~~~~~  
Are all 9th grade students in your school placed in the same science course while in the 9th grade? If all 9th grade students are placed in the same science course (such as Biology I or Earth Science), but with different teachers or different class periods, please answer "yes."

Yes
No

~~~~~  
\* How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school counselor recommendation

Not at all important  
A little important  
Somewhat important  
Very important

High school counselor recommendation

Not at all important  
A little important  
Somewhat important  
Very important

Middle school teacher recommendation

Not at all important  
A little important  
Somewhat important  
Very important

Courses taken in middle school

Not at all important  
A little important  
Somewhat important  
Very important

Achievement in middle school courses

Not at all important  
A little important  
Somewhat important  
Very important

Results of district or state end-of-year or end-of-course exams

Not at all important  
A little important  
Somewhat important  
Very important

Results of placement tests

Not at all important

- A little important
- Somewhat important
- Very important
- Results of standardized tests
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student career or education plan
  - Not at all important
  - A little important
  - Somewhat important
  - Very important
- Student and/or parent or guardian selection
  - Not at all important
  - A little important
  - Somewhat important
  - Very important

~~~~~

After 9th grade, are all high school students within the same grade placed in the same science course?
If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer "yes."

- Yes
 - No
- ~~~~~

* How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

- Prior grades including grades from a prerequisite class
 - Not at all important
 - A little important
 - Somewhat important
 - Very important
- Results of placement tests
 - Not at all important
 - A little important
 - Somewhat important
 - Very important
- Previous year's teacher recommendation
 - Not at all important
 - A little important
 - Somewhat important
 - Very important
- Student and/or parent or guardian selection
 - Not at all important
 - A little important
 - Somewhat important
 - Very important
- Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

~~~~~

**SECTION D: Opinions and Background**

~~~~~  
Now we have some questions about your opinions regarding the counseling program in your school as well as some questions about your background in the counseling profession.
~~~~~

To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

~~~~~  
To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

set high standards for students' learning.

Strongly agree

Agree

Disagree
Strongly disagree
believe all students can do well.
Strongly agree
Agree
Disagree
Strongly disagree
have given up on some students.
Strongly agree
Agree
Disagree
Strongly disagree
care only about smart students.
Strongly agree
Agree
Disagree
Strongly disagree
expect very little from students.
Strongly agree
Agree
Disagree
Strongly disagree
work hard to make sure all students are learning.
Strongly agree
Agree
Disagree
Strongly disagree

~~~~~  
To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

sets high standards for students' learning.  
Strongly agree  
Agree  
Disagree  
Strongly disagree  
believes all students can do well.  
Strongly agree  
Agree  
Disagree  
Strongly disagree  
has given up on some students.  
Strongly agree  
Agree  
Disagree  
Strongly disagree  
cares only about smart students.  
Strongly agree  
Agree



Disagree  
Strongly disagree  
expects very little from students.  
Strongly agree  
Agree  
Disagree  
Strongly disagree  
works hard to make sure all students are learning.  
Strongly agree  
Agree  
Disagree  
Strongly disagree

~~~~~  
Counting this school year, how many years have you been a school counselor...
for any grades K through 12?
for any high school grades 9 through 12?
~~~~~

What is the highest degree you have earned?  
Associate's degree  
Bachelor's degree  
Master's degree  
Educational specialist diploma  
Ph.D., M.D., law degree, or other high level professional degree  
You do not have a degree  
~~~~~

* What was your major field of study for your [highest degree earned]?
~~~~~

\* What was your major field of study for your Bachelor's degree?  
~~~~~

* Have you started, but not completed, any work on a degree beyond [highest degree earned]?
(If you have started more than one of the degrees listed below, please select the higher degree.)
No, have not started any other degree
Yes, started but not completed an Associate's degree
Yes, started but not completed a Bachelor's degree
Yes, started but not completed a Master's degree
Yes, started but not completed an Education Specialist diploma
Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree
~~~~~

Which of the following best describes your entry into the school counseling profession?  
You became a school counselor immediately after earning your Bachelor's degree  
You entered graduate school directly after earning your Bachelor's degree and then became a school counselor immediately after graduate school  
You were a teacher prior to becoming a school counselor  
You were in another education-related profession prior to becoming a school counselor  
You were another type of counselor  
You were in a noneducation-related profession prior to becoming a school counselor  
Other