



Section IV

Accountability System

Accountability and evaluation of the school guidance and counseling program are necessary to improve student academic achievement. School counselors must determine how students are different as a result of their participation in the program. For accountability purposes, counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. They must collect and use data to support and link their programs to students' academic success.

A comprehensive school guidance and counseling program is data driven in the sense that data are used to provide systemic change and ensure that all students receive the benefits of the program. Program activities must be based on the needs of students and evaluated in terms of improved student achievement.

Monitoring student progress is essential to assess accountability within the school guidance and counseling program. The three components of the Accountability System include the Program Audit, the Performance Standards, and Results Reports. Together, they serve to answer how students are different as a result of their participation in the school guidance and counseling program.

Part I: School Guidance and Counseling Program Audit

The Program Audit is designed for use in the development of a comprehensive guidance and counseling program as well as on an annual basis once the program is in place. Initially, the program audit may be used as a tool to measure the status of a school or district guidance and counseling program in terms of meeting the standards set forth by the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* and *The ASCA National Model: A Framework for School Counseling Programs (2003)*, on which this audit is based and adapted.

It is recommended that the Program Audit be completed annually to assess progress toward full implementation of the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)*. In this way, strengths and areas of refinement can be determined and targeted for program improvement. The Program Audit is therefore viewed as setting the standards for a multifaceted school guidance and counseling program, with continuous evaluation and improvement in mind.

Once completed, the audit provides a focus on the areas of implementation that need to be improved. In addition, the audit demonstrates how a local school district or building program aligns with the Michigan program. Overall, this collection of information can guide future action within the program and improve future results for students.

The complete Michigan Comprehensive Guidance and Counseling Program Audit can be found in *Appendix E*.



Example: Program Audit:

The program audit is used to assess how local school guidance and counseling programs align with the Michigan Comprehensive Guidance and Counseling Program. This audit is based upon and adapted from *The ASCA National Model: A Framework for School Counseling Programs (2003)*. It serves to set the standard for the school guidance and counseling program and is initially conducted when a program is being designed and then on an annual basis to appraise the progress of the school counseling program development. Using the findings of both program implementation and annual results, strengths and areas for improvement are determined, and goals are created for the following school year.

School/District _____ Date _____

Name of person responsible for this audit _____

FOUNDATION

1. PHILOSOPHY

Philosophy is a set of principles and beliefs that guides the development, implementation, and evaluation of the school guidance and counseling program.

Criteria	Audit Statement	Unsatisfactory	Needs Attention	Well Functioning	Documentation Notes
1.1	A statement of philosophy has been written for the school guidance and counseling program.				
1.2	Reflects a belief system regarding the ability of all students having the ability to achieve.				
1.3	Believes in every student's right to a school guidance and counseling program.				

(See Appendix E for complete Program Audit form:)

Ideally, the Program Audit is conducted annually during the spring, well before the end of the school year. One recommended process is to have each counselor complete the audit individually, then discuss the results as a group to reach agreement as to how each area of the program is perceived. Results should be analyzed to determine the following:

- Major strengths of the guidance and counseling program
- Areas that are in the greatest need of strengthening
- Short range improvement goals
- Long range improvement goals

The results of the Program Audit should drive the program goals, professional development, and performance for the following school year. Audit results should be shared with all counselors, administrators, and the advisory council, as applicable. As school counselors revise or fine-tune their program and work toward implementing specific criterion, they may present each section of the program as it is completed or present the program for approval in its entirety. Local school district personnel make decisions regarding the results and recommended changes.



Part II: SCHOOL COUNSELOR PERFORMANCE STANDARDS

School Counselor Performance Standards align with the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* and *The ASCA National Model: A Framework for School Counseling Programs (2003)* from which these standards are adapted. Performance standards consist of basic standards of practice that are expected of professional school counselors.

While school counselors delivering a comprehensive guidance and counseling program may be evaluated in the areas of program implementation, program evaluation, and professionalism, they are too often evaluated using an instrument designed for teachers or resource professionals. The School Counselor Performance Standards described here focus on the unique training of school counselors, along with their responsibilities within the school system.

These standards may not only be used for the performance evaluation of school counselors, but they may also be considered an important tool for school counselor self-evaluation. The standards can be a guide in planning for future professional development. In addition, the thirteen standards may be infused into written job descriptions for school counselors to accurately reflect their job responsibilities and duties.

It is recognized that the personnel evaluation process is dependent on local district guidelines and policies through union or education association agreements. Therefore, it is recommended that school counselors and administrators work within their individual school systems to develop appropriate evaluation and appraisal instruments that meet district and bargaining unit requirements, but also accurately evaluate school counselors and their programs.

It is recommended that the evaluation process be ongoing and that administrators annually evaluate school counselors on a formal basis. The evaluation should include a rating system for how well the school counselor is meeting the performance standards, along with narrative comments. The Michigan Comprehensive Guidance and Counseling Program School Counselor Performance Review can be found in *Appendix F*.

The thirteen school counselor performance standards are as follows:

1. Program Organization

Standard 1: The professional school counselor plans, organizes, and delivers the school counseling program. The professional school counselor:

- 1.1 Designs a program to meet identified needs of the students and the school.
- 1.2 Demonstrates positive interpersonal relationships with students.
- 1.3 Demonstrates positive interpersonal relationships with educational staff.
- 1.4 Demonstrates positive interpersonal relationships with parents/guardians.

2. Guidance Curriculum

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development. The professional school counselor:

- 2.1 Conducts a needs assessment of the students to determine appropriate classroom guidance lessons.
- 2.2 Teaches school guidance units effectively.
- 2.3 Develops materials and instructional strategies to meet student needs and school goals.
- 2.4 Conducts classroom guidance lessons to ensure every K-12 student receives prevention education to address life choices in academic, career, and personal/social development.
- 2.5 Encourages staff involvement to ensure the effective implementation of the school guidance curriculum.
- 2.6 Exhibits effective classroom management skills.
- 2.7 Develops classroom guidance lessons that contain measurable content, i.e., pre-post tests, product creation, or demonstration.

3. Individual Student Planning:

Standard 3: The professional school counselor implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of academic and career plans. The professional school counselor:

- 3.1 Collaborates with parents/guardians to help students to develop and use planning skills to establish goals.
- 3.2 Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
- 3.3 Assists with essential student academic, career, and personal/social interventions.
- 3.4 Distributes accurate and effective material to support the individual planning efforts of students and their parents/guardians.

4. Responsive Services:

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small group counseling, consultation, and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators, and other relevant individuals.

5. Systems Support:

Standard 5: The professional school counselor provides systems support through effective school counseling program management and support for other educational programs.

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.

6. School Counselor/administrator Agreement

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

- 6.1 The professional school counselor discusses qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

7. Advisory council

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

- 7.1 The professional school counselor meets with the advisory committee.
- 7.2 The professional school counselor reviews the school counseling program audit with appropriate stakeholders of the program.
- 7.3 The professional school counselor records meeting information.

8. Use of data

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

- 8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
- 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- 8.4 The professional school counselor understands and uses data to establish goals and close the gap. (*See page 73.*)

9. Student monitoring

Standard 9: The professional school counselor monitors students on a regular basis as they progress in school.

- 9.1 The professional school counselor is accountable for monitoring every student's progress.
- 9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
- 9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

10. Use of time and calendar

Standard 10: The professional school counselor uses time and calendars to implement an efficient program:

- 10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
- 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff, and students.

- 10.3 The professional school counselor posts a weekly or monthly calendar.
- 10.4 The professional school counselor analyzes time spent providing direct service to students.

11. Results evaluation

Standard 11: The professional school counselor develops a results evaluation for the program.

- 11.1 The professional school counselor measures results attained from the guidance curriculum and closing the gap activities. *(See page 73.)*
- 11.2 The professional school counselor works with members of the counseling team and with administration to clarify how programs are evaluated and how results are shared.
- 11.3 The professional school counselor knows how to collect process, perception, and results data.

12. Program Audit

Standard 12: The professional school counselor conducts a yearly program audit.

- 12.1 The professional school counselor completes a program audit to determine the degrees to which the school guidance and counseling program is being implemented.
- 12.2 The professional school counselor shares the results of the program audit with the advisory council.
- 12.3 The professional school counselor uses the annual audit to make changes in the school guidance and counseling program and calendar for the following year.

13. Infusing themes

Standard 13: The professional school counselor is a student advocate, leader, collaborator, and a systems change agent.

- 13.1 The professional school counselor promotes academic success of every student.
- 13.2 The professional school counselor promotes equity and access for every student.
- 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.
- 13.4 The professional school counselor understands reform issues and works to close the achievement gap.
- 13.5 The professional school counselor collaborates with teachers, parents, and the community to promote academic success of students.
- 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.
- 13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Part III. Results Reports

Results reports assist in answering the question posed by Johnson and Johnson (2001), “How are students different as a result of the program?”

Results reports ensure programs are carried out, analyzed for effectiveness, and changed to provide needed improvement. Student results data are collected for activities outlined in action plans. The goal is to demonstrate positive change in student behavior and student learning. Sharing these results with stakeholders serves to assist in advocating for students and the program. The school guidance and counseling program supports every student's academic achievement. It seeks to assist every student in the mastery of standards and benchmarks designed to foster academic, career, and personal/social development. In addition, the program, through school counselor leadership and advocacy, ascertains and facilitates the removal of barriers to learning.

Data collection provides the school guidance and counseling program with the necessary information to evaluate the program relative to student progress. How are students different as a result of their participation in the program, a guidance lesson, or activity? Data collection occurs both before and after the school counseling activity. The data indicate what worked, what did not work, and clarifies what needs to be changed or improved.

Programs can be examined for effectiveness during the implementation process. Data are collected at three different intervals, including short term, intermediate, and long-term. Short-term data provide an immediate evaluation of the activity process on student attendance, behavior, or achievement. Intermediate data collection occurs over a longer period of time as a benchmark or indication of progress toward the goal. Long term data collection occurs over an extended period of time and measures the activity's overall results for students. For example, if data indicate the need to improve graduation rates, school counselors may plan classroom lessons and follow up small group interventions. Students may take pre and post tests (short term data) to assess if they gained the knowledge of what is needed to graduate. Progress reports and grading periods indicate the progress toward passing required courses (intermediate data). A measure of graduation rates would indicate if students changed as a result of the school counseling program (long term data).

Collecting and analyzing results are essential to assessing program effectiveness. These results can be powerful advocacy tools when promoting the school guidance and counseling program. (*See Appendix H* for a copy of the guidance curriculum results report and a sample of a completed results report.)

The Results Report serves as a tool for:

- Ensuring the program was carried out as planned
- Ensuring every student was served
- Ensuring developmentally appropriate materials were used
- Documenting the program's process, perception, and results data
- Documenting the program's immediate, intermediate, and long range impact
- Analyzing the program's effectiveness
- Sharing the program's successes
- Improving the program
- Advocating for systemic change in the school system

The Results Reports for school counseling curriculum may include the following:

- The grade level served
- Lesson content areas
- Curriculum and materials
- Process data (i.e., number of school counseling lessons delivered, number of students served, and subject area(s) served)
- Short term perception data such as pre and post tests of knowledge gained
- Intermediate and long term results data such as the impact on behavior, attendance, or achievement
- The impact of the results on the guidance and counseling program

IMPACT OF THE SCHOOL COUNSELING PROGRAM OVER TIME

Demographics, graduation and college attendance rates, discipline and attendance data, test scores, and other standardized sources of statistical information capture the overall view of student progress. Comparing data over time offers long term information reflecting trends in student improvement or areas of concern, which become concentration areas for improvement (Johnson & Johnson, 2001).

An *Impact Over Time* form serves as a summary sheet listing baseline and change data over time. (See *Appendix H for an Impact Over Time Report Form.*) A sample is found at the end of this section. This allows a review of data trends in the academic, career, and personal/social developmental domains. Thus the counseling staff is provided with a tool to review overall student progress and a review of the comprehensive program for the school site or district. Using the school wide results report gives counselors and administrators the big picture and serves as a catalyst for systemic change.

Although school counselors may see immediate results in attendance, behavior, and academic achievement, school wide systemic change requires data that tell the larger story and present an overall school wide evaluation of student progress. In addition, community demographics can change, resulting in a change reflected in the student population. As student populations change, results will change. Tracking this information over time assists schools and districts in evaluating and modifying their programs based upon local need.

The school may already have a school report that includes valuable information. This report is an excellent source for reporting the site's academic, career, and personal/social development and progress over time. The reported information depends on school or school district priorities and may include the following information:

- Demographic data
- Attendance data
- Suspension and expulsion rates
- Behavioral referrals
- Promotion and retention rates



- Graduation rates
- Standardized testing results

Documenting baseline data prior to programmatic restructuring provides organized, necessary information for data based decision making. Data are charted annually indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the school wide mission and achievement goals. Accountability charts are both easy to read and convey what has changed over time. Observing trends over time invites reflection, discussion, and participation by all stakeholders in assessing the program for continual evaluation and improvement.

The *Impact Over Time* report form minimally contains the following:

- Student demographics: Enrollment data, gender, ethnicity, grade levels and language spoken at home.
- Academic achievement: Standardized test scores, grade point averages, dropout rates, graduation rates
- Career development: Students enrolled in work experience, job shadowing
- Personal/social development: Climate survey results, substance use and abuse statistics, attendance data, and suspension and expulsion data
- Parent or guardian involvement: Parent or guardian attendance at evening activities, parent workshops and conferences

The information in the District Annual Report is valuable for all school counseling personnel. Collecting these data creates a baseline from which to measure program results. Annual updates assess both the guidance and counseling program progress and impact. The results reveal program areas of strength and areas for improvement. It is also a suitable tool for sharing systemic change, successes, and needs with stakeholders.

Results Report: Impact Over Time

Academic Standard A – Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	2000-2001	2001-2002	2002-2003	2003-2004
Attendance data	93.4%	94.2%	95%	
Retention rates	5.4%	5.1%	4.5%	
% of students of color taking AP classes	1%	3%	5%	

USE OF DATA

A comprehensive school counseling program uses data to effect change within the school system. It is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school



counseling program was developed from a careful analysis of student needs, achievement and related data. The use of data (The Education Trust, 1997):

- Concretely demonstrates accountability and progress toward goals
- Monitors student progress
- Creates an urgency for change
- Serves as a catalyst for focused action
- Engages decision makers, district leaders, school teams, etc. in data driven decision making
- Challenges existing policies, practices, attitudes, and mindsets
- Exposes evidence of access and equity issues for focused advocacy and interventions
- Focuses resources, programs, interventions and strategies where they are needed most
- Supports grant proposals

To create a data driven school guidance and counseling program, school counselors must look at a wide variety of data from several perspectives, including data analysis, school counselors, administrators, faculty, and advisory council members who are able to create a current picture of students and the school environment. This process focuses discussion and planning around students needs and how the school counselor might address those needs.

MONITORING STUDENT PROGRESS

School counselors should be proficient in the collection, analysis and interpretation of student achievement and related data. Thus using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors monitor student progress through three types of data, including student achievement data, achievement related data, and standards and competency-related data.

Student achievement data:

Student achievement data measure students' academic progress and includes the following:

- Standardized test data
- Grade point averages
- SAT and ACT scores
- Graduation rate
- At or above grade/achievement level in reading, math, etc.
- Passing all classes
- Promotion and retention rates
- Drop out rates
- Completion of specific academic programs (i.e., academic honors, college prep)

Achievement-related data:

Achievement-related data measure those fields the literature has shown to be correlated

to academic achievement and includes the following:

- Course enrollment patterns
- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug violations
- Attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

Standards- and competency-related data:

These data measure student mastery of the competencies delineated in *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* Standards and Benchmarks. These data could include the following:

- Percentage of students with EDPs on file
- Percentage of students who have participated in job shadowing
- Percentage of students who have set and attained academic goals
- Percentage of students who apply conflict resolution skills
- Percentage of students who have participated in job shadowing
- Percentage of students who have set and attained academic goals
- Percentage of students who apply conflict resolution skills

Disaggregate data

To ensure every student achieves academic success and masters *MCGCP's* Standards and Benchmarks, it is important to look at both aggregate, global data from the entire student body and to disaggregate the data. To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. For example, although a high school counselor might feel good about seeing that 60 percent of all seniors complete four full years of mathematics, she may not be as happy if she sees that 75 percent of white students complete the four years while only 20 percent of students of color complete four years. Desegregated data often prompt change because they bring awareness to issues of equity and focus upon the needs of specific groups of students. Common variables which may be disaggregated include:

- Gender
- Ethnicity
- Socio-economic status (free and reduced lunch)
- Vocational (multi period vocational program track)
- Language spoken at home
- Special education



- Grade level
- Teacher(s)

Program Evaluation Data

It is important that school counselors use data to demonstrate the school guidance and counseling program's impact. Counselors need to evaluate process, perception, and results data collected immediately, intermediately, and over time (Hatch & Holland, 2001) in order to accomplish this.

Process data: Process data answer the question, "What did you do for whom?" and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice (i.e. did school counseling lessons occur in every sixth grade class on violence prevention? How many students were affected?). Examples of process data include the following:

- Held six five-session counseling groups with eight students each on anger management.
- 1,350 sixth to eighth grade students received violence prevention school guidance lesson.
- 250 parents or guardians attended a career evening event.
- All high school students were seen individually to update their Education Development Plan.

Perception data: Perception data answer the question, "What do people think they know, believe or can do?" These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, and competencies achieved. These data are often collected through pre and post surveys, tests or skill demonstration opportunities such presentations or role-play, data, competency achievement, surveys, or evaluation forms. Examples of perception data for competency achievement include the following:

- 100 % of students in grades 8-12 have completed an EDP.
- 100 % of sixth grade students have completed an interest inventory.

Examples of perception data for knowledge gained include the following:

- 89 % of students demonstrate knowledge of promotion/retention criteria.
- 92 % of students can identify the early warning signs of violence.

Examples of attitudes or beliefs data include the following:

- 74 % of students believe fighting is inappropriate.
- 29 % of students report feeling safe at school.
- 78 % of students know the name of their school counselor.
- 90 % of the parents or guardians feel they understand college entrance requirements.
- 70 % of eighth grade students understand the relationship between academics and careers.

Results Data

The impact of an activity or program is documented through results data, answering the “so what” question. These data show that a program has had a positive impact on students’ ability to utilize their knowledge, attitudes, and skills to effect positive behavior change. These data are collected from many sources such as attendance rates, number of discipline referrals, grade point averages, and student graduation rates. Examples of results data for behavior change include the following:

- Graduation rates improved by 14 %.
- Attendance improved among seventh grade males by 49 %.
- Discipline referrals decreased by 30 %.

Data Over Time

To determine the impact of the school guidance and counseling program, it is important to look at immediate, intermediate, and long range data over time. Immediate data measures the immediate change in knowledge, skills, and attitudes as a result of counselor activity or intervention. Intermediate data are collected to measure application of knowledge, skills, and attitudes over a short period of time, such as improved school behavior, grades, or test taking ability. Long range data is year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and suspension data.

Data Analysis

School counselors do not have to be expert statisticians to analyze data. Simple percentages can create a powerful indication of what is happening in the school. For example, 72 % of non free and non reduced lunch students pass the math portion of the state’s standardized test, while only 38 percent of the free and reduced lunch students passed.

Data Management

Many data fields are typically available on the students’ academic cumulative records or in the school’s computerized data management system. Student database systems are the most common means by which data are collected and stored and these databases enhance the school counseling program’s ability to monitor every student’s progress. Education and career planning folders or electronic databases may provide additional data. Data stored in these databases might include credits earned, activities, clubs, service learning, volunteer work, awards and certificates, interests, course selection, letters of recommendation, resume work experience, and leadership activities.

Although data are important, this does not imply that school counselors are attendance clerks. Schools may employ school counseling assistants or data clerks to assist in the collection and management of this information. Although data collection and analysis takes time, the benefits



for students and the school counseling program greatly outweigh these costs. Each school district should decide what is important to be monitored.

CLOSING THE GAP

The concept of closing the gap is important to the Accountability System. Schools are no longer judged by the accomplishments of their brightest students; they are held accountable for every student's progress. Educational statistics indicate an achievement gap based on geographic location, ethnicity, and socioeconomic status (The Education Trust, 2002).

Quality educators know that students learn in different ways and at different rates. Through the analysis of disaggregated data, they discover which groups of students need additional help and design interventions specifically geared toward those students' needs. School counselors can do the same thing in implementing their comprehensive guidance and counseling program. Thus, counselors provide interventions, activities, and lessons in their program designed to close the achievement gap.

School counselors know that not all students come to school with equal academic and personal/social resources. Disaggregated data help uncover areas where groups of students are having difficulty. Analyzing disaggregated data also uncovers equity and access issues. Once there is awareness of areas that need improvement, it is important to consider those factors, which are creating barriers in those areas. School counselors then design programs or activities to help lessen the barriers and begin to close the gap.

The ultimate goal of a school guidance and counseling program is to support the academic mission of the school and to ensure academic achievement for every student through counselor-initiated activities designed to meet the needs of under served, under performing and under represented populations. School counselors accomplish this by examining the student academic achievement data and developing interventions designed to help students succeed. These interventions may take the form of traditional school counseling activities such as classroom presentations and individual or small group counseling.

School counselors must be advocates for students through closing the gap activities or interventions. For example, if Mrs. Smith's students still have a high percentage of discipline referrals after the classroom lesson on conflict resolution, the school counselor may decide to do an extended unit on problem solving for her class. The counselor may decide to provide guidance curriculum on anger management or create an anger management group for boys, if the data show that the discipline referrals come primarily from a group of five boys in her class who get into fights on the playground.

School counselors must be advocates for students to work to remove barriers that hinder academic success. They challenge school policies that do not promote student achievement or equal access to a rigorous curriculum. Quality teachers, rigorous curriculum and standards based assignments are all variables that the literature has shown influences the achievement gap.



School counselors advocate for a school climate where access and support for rigorous preparation for every student is expected. They advocate for adequate academic support mechanisms, such as tutoring support.

The results of these interventions, designed to close the gap, can be documented with student-achievement and achievement-related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as critical to student success.