



ASCA National Model: What the Research Says



The research manuscripts below support the efficacy of the ASCA National Model and its positive effects on student outcomes.

ASCA National Model implementation predicting school counselors' job satisfaction with role stress mediating variables (Fye, et al. 2022)

ASCA National Model implementation predicts school counselor job satisfaction and better understanding of the school counselor role. Specifically, as ASCA National Model implementation scores increased, role ambiguity and incongruity decreased, and job satisfaction increased. The research points to the value of the Annual Administrative Conference ASCA template to allow administrators to provide support to school counselors to engage in the job in which they were trained.

Initial Validation of the ASCA-Informed Student Needs Assessment—High School Version (Boulden 2022)

The validation process for the ASCA-Informed Student Needs Assessment found that the instrument, which is aligned with the ASCA National Model and ASCA Student Standards, helps high school counselors deliver services that address students' academic, career and social/emotional development, including aggregating data to identify large-scale school needs.

School Counselors' Use of the ASCA Closing-the-Gap Action Plan Template to Address Educational Disparities (Gay 2021)

The ASCA Closing-the-Gap Action Plan template helps school counselors advocate for students and the use of a school counseling program to provide systemic change. Because the ASCA Closing-the-Gap Action Plan template may help reduce achievement gaps and promote equity in schools, it serves as a tool to help school counselors act as change agents to promote systemic change and reduce educational disparities through social justice advocacy.

Exploring the Career and College Readiness of High School Students serviced by RAMP and non-RAMP School Counseling Programs in North Carolina (Jones et al. 2019)

The ASCA National Model and the ASCA Student Standards provide frameworks for school counselors to provide the appropriate support to students for career and college readiness. This study found that students at RAMP high schools scored 92 points higher on average on the SAT (8.8% higher than non-RAMP schools) and were more likely to enroll in college (58% at RAMP high schools vs. 46% at non-RAMP high schools). Further, on the ACT WorkKeys assessment, RAMP schools had 11% more students designated as "career and college ready" than non-RAMP schools.

ASCA National Model Implementation and Appropriate School Counselor Ratios Promote More Informed College Decision-Making (Lapan et al. 2018)

Lower student-to-school-counselor ratios combined with full implementation of the ASCA National Model can lead to more-informed college decision-making for graduating high school students. Students at schools with fully implemented ASCA National Model programs scored 66% correct on the College Admissions Knowledge Evaluation test (developed by the authors) compared with 46% of students with less implementation of the ASCA National Model.

All Hands on Deck: A Comprehensive, Results-Driven Counseling Model (Salina et al. 2014)

Alignment with the ASCA National Model can be a critical part of school improvement efforts in low-performing schools. In the studied school, which received a federally funded grant for school counselors to align goals with the ASCA National Model, the school's graduation rate improved from 49% to 79%.

Comprehensive School Counseling Programs and Student Achievement Outcomes: A Comparative Analysis of RAMP Versus non-RAMP Schools

(Wilkerson et al. 2013)

Schools with comprehensive data-informed school counseling programs display higher academic outcomes compared to schools without such programs, according to this research study. School-wide proficiency scores in elementary RAMP schools exceeded their controls by 6.1% on the ELA assessment and by 6.4% on the Math assessment. At the secondary level, RAMP schools exceeded their controls by 3.2% on the ELA assessment and 4.6% in Math. Middle schools with the RAMP designation also outperformed their non-RAMP counterparts by 1.2% on the ELAs and 1.5% in Math.

A Statewide Evaluation of the outcomes of the Implementation of ASCA National Model School Counseling Programs in Utah High Schools (Carey et al., 2013)

Results provide additional support to previous studies that found benefits for students associated with more complex implementation of comprehensive school counseling programs. The findings also indicate that implementing features of the ASCA National Model is associated with improved student outcomes.

School Counseling and Student Outcomes: Summary of Six Statewide Studies

(Carey & Dimmitt 2012)

A growing body of research indicates comprehensive, data-informed school counseling programs, such as programs aligned with the ASCA National Model, improve a range of student learning and behavioral outcomes—from improved attendance to reduced discipline rates.

A State-Wide Evaluation of the Outcomes of the Implementation of ASCA National Model School Counseling Programs in Rural and Suburban Nebraska High Schools (Carey et al. 2012)

Fully implemented comprehensive school counseling programs consistent with the ASCA National Model and having favorable student-to-school counselor ratios are associated with a range of positive student educational and behavioral outcomes, including lower suspension and discipline incident rates, higher attendance rates, and higher math and reading proficiency.

To view additional research on the effectiveness of school counseling, read [Empirical Research Studies Supporting the Value of School Counseling](#).