School counseling programs have been recognized as an educational component that ultimately benefits student achievement at most developmental stages. Comprehensive school counseling programs are executed in alliance with a specific school counseling model, such as the CDG model, or more recently, *The ASCA National Model* (ASCA, 2003, 2005, 2012). Although the school counseling literature reports positive outcomes associated with comprehensive school counseling programs, there are still challenges in their implementation and evaluation. Program evaluation, as stressed in *The ASCA National Model*, should confirm the effectiveness and value of these programs and interventions. Yet, the school counseling literature has not clearly discussed the wide range of existing tools used in conducting sound program evaluations, nor has it thoroughly explored the quality of existing program evaluations. Consequently, the purpose of this sequential two-phase study was to conduct a metaevaluation of school counseling program evaluations.

A sample of school counseling evaluations was assessed regarding their conformity to the Joint Committee on Standards for Educational Evaluation (JCSEE) accuracy standards (Yarbrough et al., 2011), utilizing the Program Evaluation Metaevaluation Checklist (Stufflebeam & Coryn, 2014). The authors of the evaluations engaged in semi-structured interviews designed to discover their perceptions of the
capability of program evaluation to accurately determine the effectiveness and efficiency of school counseling programs and interventions. Findings of the study showed that the overall metaevaluation ratings conformed less to JCSEE standards. However, this low performance is further explained from the interview participants’ perspectives. Interview themes responded to strengths and weaknesses, methodology orientation, and key factors affecting the practice of evaluation in the field. The findings can assist the school counseling community and policymakers in gaining insight into the issues surrounding evaluation practice in the field, and the use of metaevaluation as a tool to assess quality. To further these aims, it is also recommended that school counselors build more bridges and increase communication with the professional evaluation community.