Making **DATA** Work for Your School Counseling Programs

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Three Types of Data

- **Process Data**
- **Perception Data**
- **Results Outcome Data**
Process Data

What it is?
- What you did for whom
- Where do you spend your time?
- How many students did you impact?
- Are these duties directly related to services to students?
- Evidence that the event occurred
- How the activity was conducted

Examples of Process Data
- Percentage of Time Spent in Responsive Services
- Percentage of time spent in non-counseling duties
- # of Individual Counseling sessions per month
- # of Group Counseling Sessions per month
- # of Mental Health team consultations

Examples of Process Data Tools
- Calendars
- Counseling Activity Logs
- Monthly Reports
- Portfolios
- Sign in-out Rosters for a workshop (tally)

Process Data (cont.)

Specific Examples of Process Data
- Six counseling groups with 8 students each were held in the 15-16 School Year
- 1,350 6-8th grade students received the “Study Skills” core curriculum lesson
- All 8th graders completed a Plan of Study via GaCollege11
**Perception Data**

**What it is?**
- What do people think they know? (Knowledge gained)
- What do they believe? (Attitudes and Beliefs)
- What can they do? (Competency Achievement)
- Measures the above of participants

**Examples of Perception Data Tools**
- Use Technology (Kahoot, Polleverywhere, Google Forms)
- Pre-Post Tests
- Surveys/Rating Scales
- Completion of an Activity
- Competency achievement
- Evaluations
- Program Audit
- Testimonials
- Needs Assessment

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**Examples of Perception Data**

**Knowledge Gained**
- 89% of students demonstrate knowledge of the promotion criteria
- 91% of students reported acquiring knowledge from the curriculum about how to handle bullying
- 92% can identify Early Warning Signs of violence
- Multiple Choice

**Attitudes or Beliefs**
- 74% of students believe fighting is wrong
- 29% of students feel safe at school
- 78% know the name of the school counselor
- Likert Scale

**Skills: Competency Achievement**
- Every student in grades 9-12 completed a 4 year plan
- Every 10th grader completed an interest inventory

**What do you want me to believe that I did not believe before?**
**What do you want me to demonstrate that I could not demonstrate before?**

**What do you want me to know that I did not know before?**
**Results/Outcome Data**

**What it is?**
- "So What" data
- Hard data
- Application Data
- What are the outcomes?
- How did students change as a result of the lesson or intervention?
- Achievement Data
  - Leads to achievement
- Achievement Related Data
  - Big Ticket Items

**Examples of Results/Outcome Data**
- 42 students on the retention list avoided retention
- Graduation rates improved 14% over three years
- Attendance improved among 9th grade males by 49%
- Discipline referrals for fighting decreased by 25%

**Examples of Results/Outcome Data Tools**
- Results Report
- Results Report: Impact Over Time
- Action Plans
- Closing the Gap Action Plans
- Other means of analyzing your data
Example of report with Process, Perception and Results Data

### Process Data

**Activity:** Classroom Lesson

**Who:** 6-8 Graders

**What:** Promotion/Retention

**When:** LA Classes

**How long:** 2 Classes

**Standards to be Addressed:** (Refer to Mindsets and Behaviors)

### Perception Data

**Attitudes:**
- Believe that doing HW matters
- Believe that using study strategies will help

**Skills:**
- Accurately fill out an agenda
- Calculate a GPA

**Knowledge:**
- Know the best times, places, ways to study
- Know the promotion criteria
- Know where to seek help
- Identify three study strategies

### Results Data

**Achievement Related:**
- Homework Completion

**Achievement Data:**
- Improved GPA

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The results of the data indicate that the overall intention of the group was successful. There are several students with drastic improvement in their attendance rate. There are at least 4 students who needed more intensive interventions since their attendance rate did not improve as much as other students; we will need to target these students in the fall to follow up on attendance concerns. The attendance protocol for the school will need to be revised to ensure that the most effective practices are in place.

Student perceptions improved and students increased their understanding of the importance of attendance and academic success as well as attendance and future career goals.
Accessing Local Data

- College and Career Ready Performance Index
- Governor’s Office of Student Achievement
- School Improvement Plans
- Reports Generated from Student Information Systems
- EIP and REP Teachers
- 21 Day Data Challenge (Collecting and interpreting data in 21 days)
SMART Goals

**Specific**
Defines the goal as much as possible, 5 W's

**Measurable**
Based on data, how will you know it was effective

**Achievable/Attainable**
Within your control, realistic but challenging

**Relevant**
Connected to the school’s mission and vision; reported in results data

**Time Specific**
Establish a timeline and deadline for the goal

The SMART Goal Format

By *(end date)*
*(identified students)* will
*(increase /decrease)*
*(outcome data)*
by
*(amount of increase/decrease).*
The SMART Goal Format

- The Concern: A middle school counselor is concerned about 8th grade students who are failing one or more subjects, absent more than often and appear to be uninvolved in school. In addition the SIP contains a goal focused on increasing 8th grade academic success.

- The Goal: **By June 2016**, identified 8th graders with two or more core class grades of D/F at the first marking period will increase their GPA in core classes by .5.

SMART Goal Format:
By **end date** **identified students** will **increase/decrease** **outcome data** by **amount of increase/decrease**.

Elementary School Example

SMART GOAL
I will reduce absenteeism of at-risk students (students who missed 7+ days of school the previous year) by 25 percent during the 2015–16 school year through providing targeted group interventions.

- **Specific**—It addresses what you want to accomplish and answers the 5 Ws.
- **Measurable**—It provides a specific percentage decrease (25 percent) that can be measured.
- **Attainable**—A 25 percent decrease is manageable and realistic.
- **Relevant**—Targeting chronically absent students is a relevant way to decrease overall absenteeism.
- **Time-bound**—The goal specifies the time frame (the school year) for when the goal will be completed.
Middle School Example

• **Specific**—It addresses what you want to accomplish and answers the 5 Ws.
• **Measurable**—It provides a specific percentage decrease in the number of office referrals for fighting. As with any goal, you want to first determine your baseline. The baseline for this goal is determined by reviewing the number of office referrals for fighting during the previous school year.
• **Attainable**—A 10 percent increase is realistic.
• **Relevant**—It addresses a big ticket item; the school’s goals related to safety and discipline.
• **Time-bound**—It specifies that the goal will be completed within the school year.

• By June 2016, there will be a 10% decrease in the number of office referrals for fighting for identified 6th graders as compared to their discipline records for the 2014-15 school year.

High School Example

• All high school seniors (100 percent) will complete the FAFSA by the end of the first semester of the 2015-16 school year.

• **Specific**—It addresses what you want to accomplish and answers the 5 Ws.
• **Measurable**—It specifies a specific percentage of students (100 percent).
• **Attainable**—Having every senior fill out the form is realistic.
• **Relevant**—The goal is relevant to high school seniors preparing for higher education opportunities.
• **Time-bound**—It specifies a deadline (by the end of the first semester).
So What’s Next…

Start somewhere…Utilize data in the development of at least one intervention/initiative. Collect perception data. Implement the initiative. Collect data at the end to determine the impact (perception and outcome). Then share.

KEEP CALM AND TAKE THE NEXT STEP.

Sharing

- Templates provided by ASCA
- Share with administrators, teachers
- Present at a faculty meeting as you are asking for their support for the upcoming year (PP template attached)
- Email results to Parents
- Post on your website
- Use a Google Doc and share the link

Summing it all up…

- The purpose of collecting data is to simply inform what you already do.
- DATA gives credibility to our profession, it demonstrates how School Counselors make a difference.
- It demonstrates the value of School Counselors and how we impact the bottom line, student learning.
- It gives administrators visuals and concise facts that demonstrate program effectiveness.
- Administrators, legislators, and taxpayers must have knowledge and evidence of what we do to justify and advocate for our positions.

Young and Kaffenberger, 2011
Come Experience the MAGIC
Summer Professional Learning for School Counselors

May 31, June 1, June 2
Macon Centreplex – Macon, GA - 8:15 AM – 3:00 PM
Lunch will be provided.
Hotel block available at Macon Marriott for $109 per night.
Reference CTAE Resource Network when booking.

Get ready for a Top Hat Magical Summer....
Abracadabra...Ayla kazoo
This summer will be magical because of all the great updates the Georgia Department of Education has in store for you!
Each show will leave you wanting more because each show is filled with MAGIC!

To Register:
1. Visit www.ctaern.org Login info: First three letters of last name and last four digits of SSN
2. Workshop Catalog
3. Workshop Categories (upper right)
4. Guidance/Career Development
5. Click “Register” tab to register for the desired summer workshop(s) you would like to attend.
6. An email confirmation will be sent to you after successfully registering for each the workshop.

Richard Woods, Georgia’s School Superintendent
"Educating Georgia’s Future"
gadoe.org

Follow us on Twitter @gadoecounselors

Dave Weber
“Sticks & Stones exposed: The Truth Behind Ways & Relationships”
(Culture & Climate)
This hilarious presentation zeroes in on the power of our words and the impact they have on the culture and climate of a school. What kind of atmosphere are our words creating? One in which education professionals strive to work as a strong team for the sake of the children...or one that is breeding an inability to trust and work together. Discover how to transform your classroom and your relationships and how to build a great "community" within your school and your family.
*Additional sessions by Dave Weber scheduled throughout the summer through CTAE RN.

Intended Audience: Elementary, Middle, High
8:15 AM—5:00 PM

Greg Manning
Career Exploration for Young Champs
This interactive workshop packed full of energy, motivation, information, and fun exercises will discuss and assist with strategies and exercises that will encourage young adults to pursue their dream. It’s never too early to dream of being that chef. It’s never too early to dream of being that chef.
We all dream and it’s common for middle and high school students to begin thinking about a productive career. Elementary students should also have the same opportunity to dream about their future, they just need you, their school counselor to be there to open up that whole new world of career opportunities.

Intended Audience: Elementary
8:15 AM—12:00 PM
Participate in Main Event from 12-3

Lynda Anderson
Counseling and Economic Development
This full-day workshop offers Georgia middle and high school counselors what they need to know about the 21st century workforce development and education. This professional learning begins by describing the “new economy” and what education and skills are now needed by high school graduates and in their postsecondary training. The workshop then explores how counselors can work with workforce development experts to equip students with the information and skills they need to succeed. Counselors are encouraged to invite their building administrator to participate in this session.

Intended Audience: Middle and High
8:15 AM—3:00 PM

The Main Event will happen on May 31, June 1, and June 2.
Counselors are encouraged to choose the day that works best for them. Lunch will be provided for all sessions.
A few of the highlights for the Main Event are:
- "Move On When Ready" Updates
- Updates from Various State Agencies
- Legislative Updates that Impact School Counselors
- The Future of Career Planning in Georgia

Intended Audience:
Middle and High School Counselors (8:15AM - 3:00 PM) & Elementary School Counselors (12:00 PM — 3:00 PM)
• **2016-2017 Webinar Poll:** Offer input into next year’s webinars.

• **Webinar Professional Log Documentation** (Page 2)
  - Catch up on past webinars
  - **CCRPI**