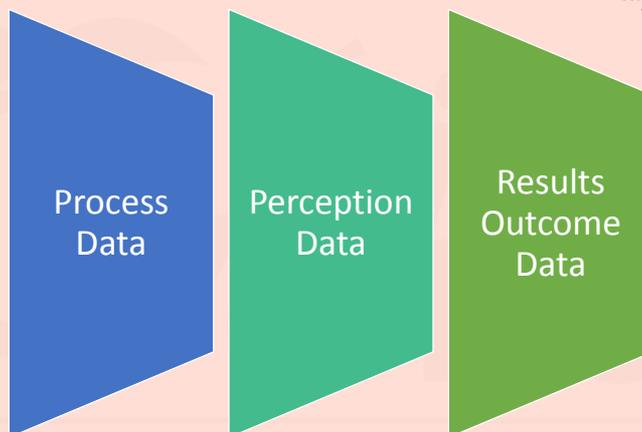


# Making **DATA** Work for Your School Counseling Programs

Maria Grovner  
Dr. Tanya Bradwell  
May 5, 2016

## Three Types of 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

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# 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 6-8<sup>th</sup> grade students received the "Study Skills" core curriculum lesson
- All 8<sup>th</sup> graders completed a Plan of Study via GaCollege11

## Examples of Process Data Tools

- Calendars
- Counseling Activity Logs
- Monthly Reports
- Portfolios
- Sign in-out Rosters for a workshop (tally)

Telling what  
you did for  
whom

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# 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

What do you want me to know that I did not know before?

## 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

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

## Skills: Competency Achievement

- Every student in grades 9-12 completed a 4 year plan
- Every 10<sup>th</sup> grader completed an interest inventory

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

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# Results/Outcome Data



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"Educating Georgia's Future"  
gadoe.org

## 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 9<sup>th</sup> grade males by 49%
- Discipline referrals for fighting decreased by 25%

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# Examples of Results/Outcome Data Tools



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- Results Report
- Results Report: Impact Over Time
- Action Plans
- Closing the Gap Action Plans
- Other means of analyzing your data

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ABCDEFG Middle  
Attendance Small Group Outcome Report

Grade Level	Small Group Objective/Goal	ASCA Mindsets and Behaviors	# of Mtgs	Process Data	Perception Data	Outcome Data	Implications																																	
3 <sup>rd</sup> -5 <sup>th</sup> Grade Students	By the end of the 2 <sup>nd</sup> semester the participants will decrease the number of days they miss school by 10% as compared to the first semester.	Mindsets #2, #5, #6 Behaviors LS #7, #9 SM #1, #3, #4	6	10 students selected based on risk for chronic attendance in the 1 <sup>st</sup> semester	<p>On a scale from 1 to 4 where 1 was not at all important and 4 was very important; Students pre-evaluation results indicated an average score of 2.25 points on an item asking them to rate the importance of attendance to academic success. Post evaluation results indicate an average score of 3.62.</p> <p>On a scale from 1 to 4 where 1 was not at all important and 4 was very important, Students pre-evaluation results indicated an average score of 2.27 points on an item asking them to rate the importance of attendance to future career goals. Post evaluation results indicate an average score of 3.62</p> <p>100% of the students indicated that their view of attendance changed as a result of participating in the group.</p> <p>On a scale from 1 to 10 where 1 was terrible and 10 is excellent, the overall average for students was 9.125.</p> <p>Examples of qualitative data are included in the accompanying pdf file including charts for the results for this group.</p>	<p>Overall results indicated that prior to the group total absences = 134. After the group, the total absences were 52.</p> <p>Individual Student Results</p> <table border="1"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>L.G.</td> <td>13</td> <td>5</td> </tr> <tr> <td>J.O.</td> <td>12</td> <td>0</td> </tr> <tr> <td>M.A.</td> <td>13</td> <td>7</td> </tr> <tr> <td>J.R.</td> <td>13</td> <td>11</td> </tr> <tr> <td>B.P.</td> <td>8</td> <td>0</td> </tr> <tr> <td>K.S.</td> <td>17</td> <td>14</td> </tr> <tr> <td>A.F.</td> <td>20</td> <td>3</td> </tr> <tr> <td>L.M.</td> <td>12</td> <td>2</td> </tr> <tr> <td>E.E.</td> <td>14</td> <td>9</td> </tr> <tr> <td>R.F.</td> <td>12</td> <td>1</td> </tr> </tbody> </table>		Pre	Post	L.G.	13	5	J.O.	12	0	M.A.	13	7	J.R.	13	11	B.P.	8	0	K.S.	17	14	A.F.	20	3	L.M.	12	2	E.E.	14	9	R.F.	12	1	<p>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 need more intensive interventions since their attendance rate did not improve as much as other students. I 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 revisited to ensure that the most effective practices are in place.</p> <p>Student perceptions improved and students increased their understanding of the importance of attendance and academic success as well as attendance and future career goals.</p>
	Pre	Post																																						
L.G.	13	5																																						
J.O.	12	0																																						
M.A.	13	7																																						
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L.M.	12	2																																						
E.E.	14	9																																						
R.F.	12	1																																						

**Example of report with Process, Perception and Results Data**



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<div style="background-color: #4a86e8; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"><b>Process Data</b></div> <p><b>Activity:</b> Classroom Lesson</p> <p><b>Who:</b> 6-8 Graders</p> <p><b>What:</b> Promotion/Retention</p> <p><b>When:</b> LA Classes</p> <p><b>How long:</b> 2 Classes</p> <p><b>Standards to be Addressed:</b> (Refer to Mindsets and Behaviors)</p>	<div style="background-color: #4a86e8; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"><b>Perception Data</b></div> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Believe that doing HW matters</li> <li>Believe that using study strategies will help</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Accurately fill out an agenda</li> <li>Calculate a GPA</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the best times, places, ways to study</li> <li>Know the promotion criteria</li> <li>Know where to seek help</li> <li>Identify three study strategies</li> </ul>	<div style="background-color: #4a86e8; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"><b>Results Data</b></div> <p><b>Achievement Related:</b></p> <ul style="list-style-type: none"> <li>Homework Completion</li> </ul> <p><b>Achievement Data:</b></p> <ul style="list-style-type: none"> <li>Improved GPA</li> </ul>
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<p><b><u>Test Scores</u></b></p> <input type="checkbox"/> Achievement <input type="checkbox"/> State <input type="checkbox"/> National	<p><b><u>Enrollment</u></b></p> <input type="checkbox"/> Honors/AP Classes <input type="checkbox"/> College Track <input type="checkbox"/> Special Education	<p><b><u>Graduation Rates</u></b></p> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES
<p><b><u>Attendance</u></b></p> <input type="checkbox"/> Absences <input type="checkbox"/> Tardies <input type="checkbox"/> By Grade Level	<p><b><u>Discipline/Behavior</u></b></p> <input type="checkbox"/> By Classroom <input type="checkbox"/> Types of Problems <input type="checkbox"/> Gender	<p><b><u>GPA/Rank</u></b></p> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES
<p><b><u>Retention Rates</u></b></p> <input type="checkbox"/> By Subject Area <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender, Ethnicity	<p><b><u>Special Education</u></b></p> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES	<p><b><u>Dropout Rate</u></b></p> <input type="checkbox"/> Grade Levels <input type="checkbox"/> Gender, Ethnicity <input type="checkbox"/> Reasons Why
<p><b><u>Demographic Data</u></b></p> <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES	<p><b><u>Suspensions</u></b></p> <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES	<p><b><u>Expulsion rates</u></b></p> <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES
<p><b><u>F &amp; R Lunch</u></b></p> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By Grade Level	<p><b>Fill out the School Data Profile Template</b></p>	

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## 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)

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## SMART Goals



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### 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

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## The SMART Goal Format



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

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# 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).

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# 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.

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## Middle School Example



- **S**pecific—It addresses what you want to accomplish and answers the 5 Ws.
  - **M**easurable—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.
  - **A**ttainable—A 10 percent increase is realistic.
  - **R**elevant—It addresses a big ticket item; the school's goals related to safety and discipline.
  - **T**ime-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 6<sup>th</sup> graders as compared to their discipline records for the 2014 -15 school year.

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## 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.
- **S**pecific—It addresses what you want to accomplish and answers the 5 Ws.
- **M**easurable—It specifies a specific percentage of students (100 percent).
- **A**ttainable—Having every senior fill out the form is realistic.
- **R**elevant—The goal is relevant to high school seniors preparing for higher education opportunities.
- **T**ime-bound—It specifies a deadline (by the end of the first semester).

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## So What's Next...



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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

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## Summing it all up...



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- 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.)

### To REGISTER:

1. Visit [www.ctaern.org](http://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.

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!**

Appearing June 1 & June 2  
8:15 AM – 3:00 PM  
(CHOOSE ONE DAY)



**DAVE WEBER**

**"Sticks & Stones exposed: The Truth Behind Words & 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 CTAERN.**

**Intended Audience:**  
Elementary, Middle, High  
8:15 AM—3:00 PM

Appearing May 31, June 1 & June 2  
8:15 AM – 12:00 PM  
(CHOOSE ONE DAY)



**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 students to dream about a future career. It's never too early to dream of becoming 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 a whole new world of career opportunities.

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

Appearing May 31, June 1, & June 2  
8:15 AM – 3:00 PM  
(CHOOSE ONE DAY)



**LYNN 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 moves into how counselors can work with workforce development agencies. Counselors are encouraged to invite their building administrator to participate in this session.

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

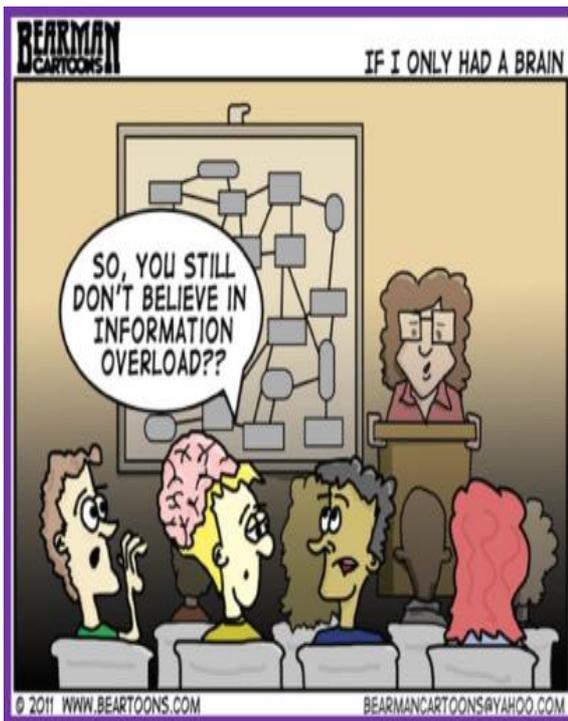
The *Main Event* will happen on May 31, June 1, and June 2. Counselors are encouraged to choose the day that works best for them. Lunch will be provided for all sessions. A few of the highlights for the *Main Event* are:

- "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)





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**Offer input into next year's webinars.**
- [Webinar Professional Log Documentation](#) (Page 2)
- [Catch up on past webinars](#)
- [CCRPI](#)

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