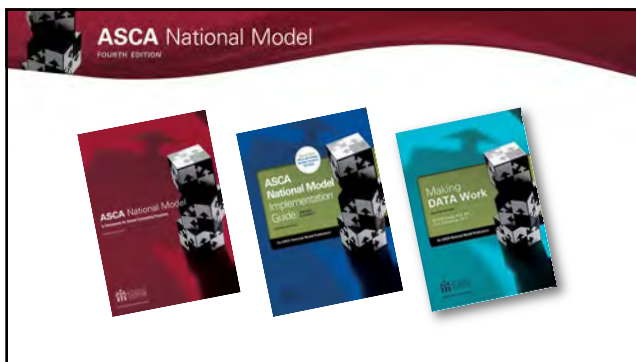
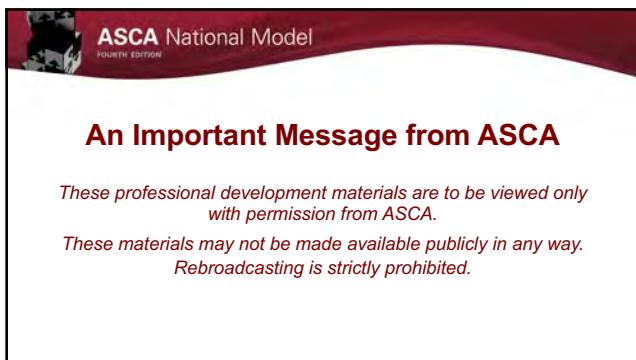


ASCA National Model, 4th Edition
School Data Summary

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An Important Message from ASCA

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A Word about ASCA Templates

[ASCA Templates](#)

- Always check ASCA website for the most current editions of the various ASCA templates
- Note which templates are required



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Annual Data Review

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Program Planning: Annual Data Review
(systematic examination of school achievement, attendance and discipline data)

Knowledgeable and skilled school counselors

- contribute to data discussions
- give input on school priorities
- align the school counseling program with the identified priorities

Based on data analysis, the school counselor determines

- what gaps exist
- which students need more support
- which goals the school counseling program is willing to devote resources

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Data

- Drive Goals
- Drive Interventions
- Validate Outcomes for Activities/Interventions
- Communicate Value to Stakeholders

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ASCA Data Types

Participation Data

Mindsets & Behavior Data

Outcome Data

ANM Pg. 34



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Participation Data

- Just the Facts
- Which & How Many Students
- What
- How
- When

Eight 7th grade students who failed social studies during the 1st quarter participated in 5 small group sessions, 30 minutes each, during 2nd quarter

Ten 9th grade English classes (250 students) received 3 lessons on graduation requirements and postsecondary options

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Mindsets and Behaviors Data

- What participants think they know
 - Knowledge
 - Skills
- Best Practice → pre-/post-assessment

- *Students know 2 ways to solve a conflict peacefully.*
- *Students can organize their study materials.*
- *Students know the steps to writing a goal.*

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Outcome Data

- **Achievement**
 - Grades
 - Test scores
- **Attendance**
 - # Absences
 - Absence Rate
- **Discipline**
 - # Referrals

- *94% of 3rd graders are reading on or above grade level*
- *The number of 9th grade students off track for graduation decreased from 28 to 4*
- *99% of students passed End of Course Test*
- *Cumulative # of days absent for targeted students decreased from 162 to 23*
- *Average daily attendance for 9th grade increased from 94% first term to 96% second term*
- *The total number of out of school suspensions was reduced from 38 to 6*

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Disaggregating Data

- Identify academic gaps by subgroups (race/ethnicity, gender, grade level, etc.)
- Identify attendance needs by subgroups or category (specified number of absences, early check-out or late arrival)
- Identify discipline data discrepancies by subgroups or offenses (peer conflict, bullying, class disruptions, location or time of offense, etc.)

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Outcome Data – Closing-the-Gap

Discrepancies existing between student groups identified through the review of disaggregated data

Achievement
Ex. - Under-representation for a subgroup in advanced classes

Attendance
Ex. - Over-representation for a subgroup with chronic absentees

Discipline
Ex. - Over-representation in referrals for a subgroup

23% of first-time 9th grade boys failing Math at end of 1st Q

3rd grade ELL students had the highest absentee rate with 36 students accumulating 10 or more absences in 1st Q

6th grade girls had 42 referrals for peer-on-peer conflict during first 6 weeks of school

ANMIG Pg. 34

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REVIEW: Types of Data

Type of Data	Description	Examples
Participation	<ul style="list-style-type: none"> Number of participants involved Number of activities, lessons or sessions Length of time 	30 students participated in six 45-minute classroom lessons
Mindsets & Behaviors	<ul style="list-style-type: none"> Administered to students and provides self-reported data from students Measures student change in knowledge, attitudes and skills through the lens of the ASCA Mindsets & Behaviors 	<ul style="list-style-type: none"> 88% of fourth-graders have written a goal using the SMART goal format (B-LS 7.) 88% of second-graders can name two techniques to calm down after becoming angry (B-SMS 2.)
Outcome	Impact on student achievement, attendance or discipline	Reading levels Discipline referrals Promotion/graduation rate

ANM Pg. 34

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Fourth Edition Resources

Need help applying for RAMP? Want to know if it's worth your time? Not sure how to get started? resources to answer your questions

- Fourth edition scoring rubric
- Fourth edition data classifications chart
- Fourth edition templates

[4th Edition Resources](#)

FOURTH EDITION Data Classifications for RAMP

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School Data Summary

School Name: _____ School Year: _____

Understand your school's data needs by reviewing the school improvement plan, school data reports and other data resources.

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?
2. Review your school improvement plan (SIP) and identify your school's goals. List 2-3 SIP goals relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline).
3. Review available school data reports (achievement, attendance and discipline) for previous years to identify trends.
4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous 3-5 years, and identify areas of strength and concern.
5. How does your school's data compare with data from other schools, including:
 - a. Schools with similar populations
 - b. District averages
 - c. State averages
6. Identify and prioritize data points you will address through your school counseling program.

Identify Data Priorities

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

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1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?

Dr. Simon, principal, can help with school strategic plan
Dr. Temple, assistant principal and school data manager
Anthony Daniels, data clerk

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2. Review your school improvement plan (SIP) and identify your school's goals. List 2 - 3 SIP goals that are relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline):

- Talk with administrators
- Check documents that identify annual goals set by the school
 - School Improvement Plan is an example, but may have other titles (Strategic Plan, Continuous Improvement Plan, Five Year Plan, etc.)
- From the goal statements available, select those that:
 - Link to student outcomes (achievement, attendance, discipline)
 - Supportable by school counseling program

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2. Review your school improvement plan (SIP) and identify your school's goals. List 2 - 3 SIP goals that are relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline):

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a. SIP Goal #1: As data on academic achievement and other student outcomes are disaggregated and analyzed, HS will see high comparable performance for all black and white students, and achievement gaps are virtually non-existent (based on EOCs, MAP, IB/AP exams)

b. SIP Goal #2: The entrance, involvement in, and full participation of learners in all programs at HS will match their post-secondary goals. (based on Advanced Course, IB Career, Dual Enrollment participation and demographic alignment)

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3. Review available school data reports (achievement, attendance and discipline) from the previous 2 - 3 years and identify student outcomes that reflect achievement and opportunity gaps.

- Use this information to identify trends and gaps
- Aggregate data over time helps identify the difference between grade-level and cohort problems

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3. Review available school data reports (achievement, attendance and discipline) from the previous 2 - 3 years and identify student outcomes that reflect achievement and opportunity gaps.

Discipline	2018-2019	2019-2020	2020-2021
Insubordination	21%	37%	37%
Physical Aggression	30%	29%	33%
Disruption	21%	34%	2%
Black/Bolsterous	10%	11%	8%

- 83% increase in numbers of referrals from the previous school year
- Breakdown of percent of referrals by type
- Males represent 75% of discipline referrals for disruption, insubordination, physical aggression, and rough or bolsterous
- Black students represent 65% of discipline referrals for disruption, insubordination, physical aggression, and rough or bolsterous
- Black males represent 58% of referrals for physical aggression and rough or bolsterous
- School demographics:
 - Males = 51% of total population
 - Blacks = 48% of total population
- Significant overrepresentation of both males and black students in the discipline data

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4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous 2–3 years, and identify areas of strength and concern.

- Consider district/school surveys
- These surveys may include student/stakeholder perceptions and provide context for understanding the data priorities in your building
- Information may provide further evidence for significance of the data priorities

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4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous 2–3 years, and identify areas of strength and concern.

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a. The State Health Survey suggests that many students are not feeling safe, connected, or respected at school.

- 26.7% somewhat or strongly disagreed that "I look forward to going to school"
- 22.6% somewhat or strongly agreed that "I feel connected to others at school"
- 52% disagreed that "students at my school treat each other with respect"
- 29.6% somewhat or strongly agree that "I have been concerned about my physical safety at school."
- 68% somewhat or strongly agree that "students at my school fight a lot."
- 14.8% report being in a physical fight on school property on more than one occasion.

b. The State Health Survey suggests that some students are experiencing significant feelings of sadness.

- 18.2% of students have considered harming themselves on purpose at least once
- 14% have seriously considered dying by suicide at least once
- 19% reported feeling depressed, sad, or withdrawn for six or more days within a 30-day period.

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5. How does your school's data compare to data from other schools, including:

- a) schools with similar populations
- b) district averages
- c) state averages

- Talk with your data experts to identify
- Compare your school's "numbers" with others
- Examples include:
 - Compare your ADA (average daily attendance)
 - Compare grad rate, promotion rate, percent of students in rigor
 - Compare achievement of specific student groups

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5. How does your school's data compare to data from other schools, including:

- a) schools with similar populations
- b) district averages
- c) state averages

a) Schools with similar populations
A comparison of schools with similar demographics suggests our data are similar to most of those with similar demographics. However, one of those high school had much better achievement and discipline data than ours. We will contact them to discuss how they are addressing these areas differently and more effectively.

b) District averages:
 a. State Performance Score: School's overall score average (77.0) is consistently below that of the district average (86.1)
 b. Ranking our school's scores against the other 26 HS in our district, we are:
 - 21st (total score)
 - 23rd (content mastery)
 - 15th (progress)
 - 5th (closing gaps)
 - 26th (readiness)
 This ranking suggest we are doing well with closing gaps but need more work on content mastery and readiness.

c) State averages
 a. State Performance Score:
 School's overall score average (77.0) is slightly below that of the state average (78.8)

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6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities

Examples:

- 26 students leaving first grade reading below expectations
- 38 first time 9th graders failing Algebra 1
- 21 grade students with 4 or more absences in the first 4 weeks of school
- 12 11th grades students suspended 3 or more days from school for noncompliance first quarter

1. _____

2. _____

3. _____

- Identify focus (achievement, attendance, discipline)
 - Examples provided to assist in completing section
 - Not a restatement of the SIP goal which may have a broad focus
- Get specific
 - Identify specific need
 - Criteria for identifying specific subset of students

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6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities

Examples:

- 26 students leaving first grade reading below expectations
- 38 first time 9th graders failing Algebra 1
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1. First quarter (9 weeks) failure report shows 60 students at risk of failing 3 or more courses by end of semester. Of those 60 students, there is an overrepresentation of students who identify as Black, Hispanic, or Multi.


2. Students who identify as Black, Hispanic, and Multi current enrolled in academic rigor are underperforming, with 78% of those students earning Cs, Ds, and Fs as of the first progress report (9 weeks).

3. Referrals for physical aggression increased by 94.1% and rough/bolterous behavior increased by 61.9% comparing 2019/2020 school year to 2020/2021 school year. In addition, the overrepresentation of males and blacks in the discipline data suggest a need for systemic work.

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School Data Summary



- Understand ASCA Outcome Data definition
- Select appropriate school priority/goal
- Connect information on School Data Summary to Annual Student Outcome Goal Plan
- Understand that the school data reports are the big picture
- Drill down when identifying priorities for SC program
