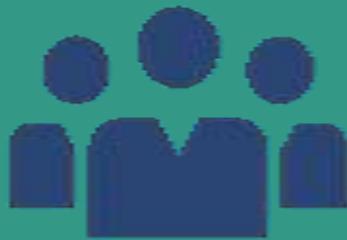


Share Your Impact Through Data



1

Learning Objectives

After viewing this webinar you should be able to:

1. Articulate the importance of data and sharing results from your school counseling program with different stakeholders.
2. Understand the 3 types of data.
3. Incorporate the Annual Student Outcome Goal Plan and Closing the Gap Action Plan/Results page to develop an effective presentation to share results with stakeholders.

2

Importance of Data

- ❖ Align the school counseling vision and mission with the school's vision and mission
- ❖ Identify school counseling annual student outcome goals from baseline data
- ❖ Promote evidence-based interventions
- ❖ Monitor student progress
- ❖ Assess and evaluate program effectiveness
- ❖ Advocate and lead equitable programs
- ❖ Inform policy creating systemic change

MDW pg. 7

3

ASCA National Model Data Types



Participation Data

Mindsets and Behavior Data

Outcome Data

MDW pg. 86



4

2

Participation Data (what happened and who was impacted)

- ❖ How many participated
- ❖ What was the intervention
- ❖ How long and how often was the intervention

Ex. 25 8th grade students participated in 3 45 minute classroom lessons in career planning during 7th period.



5

Mindsets and Behavior Data (how students different because of the intervention)

- ❖ Administered to students to collect self-reported data(Pre/Post)
- ❖ Measures change in attitude, knowledge and skills based on the ASCA Mindsets and Behaviors

Ex. I can name 2 coping methods to control my anger. (B-SMS 2)



6

Outcome Data

(how the intervention affected identified goals)

- ❖ Closing the Gap Data Report/Results Page
 - ❖ Assesses change to the data after the intervention is delivered

Ex. The number of students with 4+ ODRs (office discipline referrals) decreased by 25% from 12 to 9.



7



SHOW ME THE DATA!

A large, high-contrast image of a man with a shocked or intense expression, shouting into a telephone receiver. The text "SHOW ME THE DATA!" is overlaid in large, bold, white letters at the top of the image. The image is framed by a thick black border.

8

DATA



Design (What is your goal?)

Ask (How will you achieve it?)

Track (How will you analyze data?)

Announce (How will you share results?)

MDW pg. 14-15

9

Design

Annual Student
Outcome Goal



10

Annual Student Outcome Goal Plan																									
School Counselor: _____	School Year: _____																								
Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:																									
<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <p>Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.</p> <p>By _____, _____</p> <p>End Date: _____</p> <p>Describe Targeted Students: (Criteria for inclusion/interventions with multiple descriptions)</p>																									
<p>Will _____</p> <p>Decrease/increase _____ Describe specific outcome to be changed (achievement, attendance or discipline)</p> <p>by _____ % from _____ to _____</p> <p>Percent change: _____ Baseline data: (numbers only) Target data: (numbers only)</p>																									
Supplemental Data: Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.																									
School counselors report: Teachers report: Administrators report: Parents report: Students report: Others report: <small>Updated June 2021</small>																									
Systemic Focus Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.																									
List 1-2 strategies that could influence systemic change related to this goal.																									
<table border="1"> <thead> <tr> <th>ASCA Student Standards Targeted</th> <th>Student Learning Objectives</th> </tr> </thead> <tbody> <tr> <td>Identify 1-2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:</td> <td>For the selected mindsets or behavior standards, write or select 1-2 learning objectives students will learn.</td> </tr> <tr> <td>M&B# / Mindsets & Behaviors Standards</td> <td>Learning Objective(s)</td> </tr> <tr> <td></td> <td>Student(s) will:</td> </tr> <tr> <td></td> <td>Student(s) will:</td> </tr> </tbody> </table>		ASCA Student Standards Targeted	Student Learning Objectives	Identify 1-2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:	For the selected mindsets or behavior standards, write or select 1-2 learning objectives students will learn.	M&B# / Mindsets & Behaviors Standards	Learning Objective(s)		Student(s) will:		Student(s) will:														
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	Student(s) will:																								
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Pre-/Post-Assessment: Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.																									
<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> <tr> <th>Rarely</th> <th>Sometimes</th> <th>Most of the time</th> <th>Almost all the time</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	Rarely	Sometimes	Most of the time	Almost all the time																
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Statement	Scale																								
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Brief answer question (optional): <small>Updated June 2021</small>																									

11

Ask

ASCA Mindsets and Behaviors/Closing the Gap Action Plan

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student
Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of belonging, support and inclusion for self and others in this school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success		
Category 2: Behavior Standards		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

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 Closing-the-Gap Action Plan/Results Report	
School Name	
Annual Student Outcome Goal	
ASCA Student Standards (Limit of two standards)	
1. 2.	
Mindsets & Behaviors Pre-/Post-Assessment Statements	
1. 2. 3. 4.	
Interventions That Support Achieving the Annual Student Outcome Goal	
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1. 2. 3.	1. 2. 3.
Systemic Focus	
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.	
List 1-2 strategies that could influence systemic change related to this goal.	
Baseline Data	
Participation Data Plan	Results Data
Anticipated	Actual
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
Pre-Assessment Data (calculate the average student response for each item)	Post-Assessment Data (calculate the average student response for each item)
1. 2. 3. 4.	1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
Baseline Data:	Final Data:

Updated, June 2023

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Track

Pre-Test/Post Test Data




14

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<i>Pre-Assessment Data</i> <i>(calculate the average student response for each item)</i> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<i>Post-Assessment Data</i> <i>(calculate the average student response for each item)</i> <ol style="list-style-type: none"> 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i> 	<i>Final Data:</i> <i>Percent Change:</i>

15

Announce

Share your results with
stakeholders



16

School Counseling Program DATA Report

Name of School: _____ Date: _____

DESIGN	State your annual student outcome goal or burning question and purpose.
ASK	Describe the data collection strategies.
TRACK	Summarize the results, and use graphs and charts to capture key results.
ANNOUNCE	Describe the implications and recommendations to stakeholders.

17



Putting It All Together!!!!

Example Using ROX Goal

18

Design

ROX Student Outcome Goal



19

Annual Student Outcome Goal Plan

Academic Year 2020 to 2021

Identify outcome data (achievement, attendance or discipline) that serves as base for goal:

Discipline data (not GSRs, necessarily, but informal referrals from teachers regarding "drama" (Drama that term.)

By May 27, 2021, a group of eleven (11) 5th grade girls

End Date Target Group

will decrease the number of monthly classroom discipline referrals
(increase/decrease something related to achievement, attendance or behavior)

By 50% from 4 to 2

Measure of change Baseline score Target score

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.) to identify possible factors contributing to this problem/issue.

Poor self-worth, lack of social skills, trouble resolving conflict and dealing with relational aggression.

Mindsets & Behavior Data:
Identify one-two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

ASCA	Statement
M-4:	Self-confidence in ability to succeed
B-05-2:	Positive, respectful and supportive relationships with students who are similar to and different from them
B-06-8:	Advocacy skills for self and others and ability to assert self, when necessary

Based on the selected ASCA Mindsets & Behaviors, write one-two learning objectives/competencies students need to learn:

Students will be able to list five things they believe they are good at.

Students will be able to name two (BFFs) friends in school.

Students will be able to advocate for herself in a peer conflict.

Possible Activities/Strategies/Interventions by School Counselors

This group of girls will be the inaugural group for my ROX (Ruling Our eXperiences) group. ROX is an evidence-based curriculum created to empower young women. The 20-week program takes girls through a variety of lessons on body image, conflict and communication, and goal-setting.

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	Sometimes	Most of the time	Almost All the time

Statement **Scale**

I believe I am smart enough to succeed in school.	1 2 3 4
Sometimes I change how I act to please people.	1 2 3 4
I am comfortable asking for help when I need it.	1 2 3 4
I can disagree with my classmates without getting into a fight.	1 2 3 4
I can think of safe and healthy ways to manage my emotions.	1 2 3 4
I am scared to speak up when someone is not respecting my personal boundaries.	1 2 3 4

Brief answer question:
How would you describe your relationship with other girls?

Brief answer question:
What is holding you back from achieving your goals?

20

Ask

ASCA Mindsets and Behaviors/Closing the Gap Action Plan



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- M 3. Self-confidence in ability to succeed
- M 4. Belief in abilities to their fullest to achieve high-quality results and outcomes
- M 5. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

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B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

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Closing-the-Gap Action Plan/Results Report

Initial Name:	Maxwell Elementary
Annual Student Outcome Goal:	By the end of the May 2021, A group of eleven (11) 5th grade girls will decrease the number of monthly referred drama discipline referrals by 50% from 4 to 2.
Mindsets & Behaviors (Data of Mind)	
1. M-4 Self-confidence in ability to succeed	
2. B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them	
3. B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary	
Motivators & Reliabilities Survey Items	
1. I believe I am smart enough to succeed at school.	
2. Sometimes I change how I act to please other people.	
3. I'm comfortable asking for help when I need it.	
4. I am scared to speak up when someone is not respecting my personal boundaries.	
5. I use many of safe and healthy ways to manage my emotions.	
Interventions:	
Direct Student Services	Indirect Student Services
1. Small group sessions	1. Parent communication; written & phone calls
2. Class lessons	2. Teacher input
3. Individual meetings	3. Reminders
Data Collection Plan:	
Participation Data Plan:	Participation Results Data
11 5th grade girls	11 5th grade girls
Mindsets & Behaviors Data Plan:	
Pre-Intervention Data Average:	Post-Intervention Data Average:
1. 87%	1. 63%
2. 88%	2. 47%
3. 89%	3. 81%
4. 90%	4. 75%
5. 90%	5. 91%
Outcome Data Plan:	
Actual Data (n=4)	Actual Data (n=2)
	Percent Change: 8.2%



Closing-the-Gap Action Plan/Results Report

Since we implemented the HCR program, we saw a change in the development of confidence, problem-solving skills, expression of emotion and relationship skills. As a result of the program, the number of informal drama discipline referrals dropped by 50% from 4 to 2.
For survey item number 2, the students who do change how they act around people in this position resulted in only 34% of them reporting that they did not change how they act in front of people which is much different from the pre-test using that same item and change how they act in front of people.
For survey item number 4, on the pre-test the students were map 90% less willing to speak up when someone was not respecting their personal boundaries. On this position, 70% of the students said that they were not scared to speak up for themselves when someone was not respecting their personal boundaries.

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Track

ROX Pre-Test/Post Test Data



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Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
11 5th grade girls	11 5th grade girls
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i> 1. 89% 2. 56% 3. 66% 4. 56% 5. 66%	<i>Post-Intervention Data Average:</i> 1. 93% 2. 34% 3. 81% 4. 75% 5. 91%
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i> 66.6%	<i>Final Data:</i> 74.8%
<i>Percent Change:</i> 8.2%	
Implications <i>Analyze your data. How will data inform future practice?</i>	

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Announce

Share ROX results with stakeholders



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School Counseling Program DATA Report

Name of School: Marwell Elementary Date: May 2021

NEEDS

Program: We know that being an adolescent girl can be challenging. Girls are struggling with a number of issues unique to being a girl. Technology, media influences and social pressures can make these issues all the more challenging. ROX is a program that will provide our female learners with a safe place where she can talk about these issues and learn new skills to manage these pressures, develop as a female leader, and gain the confidence to rule her own empowerment! (ROX Website)

Annual Student Outcome Goal: By the end of May 2021, A group of eleven 11th grade girls will increase the number of weekly internal drama (negative referrals) by 50% from 3 to 5.

DATA COLLECTION STRATEGIES: ROX Groups are offered to 11th grade girls, (71) participated, and facilitated by the school counselor:

- a. 10 Sessions focusing on encouraging girls to be confident and learning skills to live independent and healthy lives.
- b. The ROX Survey
- c. Survey Items
 - Believe I am good enough to succeed at school
 - Sometimes I struggle to know what to say to people
 - I am uncomfortable asking for help when I need it
 - I am scared to speak up when someone is not respecting my personal boundaries
 - I can think of safe and healthy ways to manage my emotions
- d. Follow up meetings with the school counselor to discuss peer interactions
- e. School counselor collaboration with 10th grade teachers
- f. Parent Handouts

TRACK

Summary of Mindsets and Behaviors Data:

Mindsets & Behaviors Data (Pre-Post)

Mindsets and Behaviors

- 1. I feel confident in myself & succeed
- 2. I feel I have positive and supportive relationships with other students
- 3. I demonstrate advocacy skills and ability to assert self, when necessary

3RD-ONLY

Implications: Since we implemented the ROX program, we saw a change in the development of confidence, problem-solving skills, expression of emotion and relationship skills. As a result of the program, the number of internal drama discipline referrals dropped by 50% from 4 to 2.

For survey item number 2, the students who do change how they act around people in the post-test resulted in only 34% of them reporting that they do still change how they act in front of people which is much different from the pre-test saying that 60% of them did change how they act in front of people.

For survey item number 4, on the pre-test the students reported that 30% felt scared to speak up when someone was not respecting their personal boundaries. On the post-test, 75% of the students said that they were not scared to speak up for themselves when someone was not respecting their personal boundaries.

26

Resources

American School Counselor Association [ASCA] (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Young, A., & Kaffenberger, C. (2019). *Making Data Work* (4th ed.). Alexandria, VA: American School Counselor Association.

Internet Resources

American School Counselor Association

www.schoolcounselor.org

ASCA Templates and Resources

www.schoolcounselor.org/templates

Young, A., & Kaffenberger, C. (2018). *Data As Easy As 123*.

www.ascaschoolcounselor-digital.org/ascaschoolcounselor/may_june_2018

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Thank You!

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