

Share Your Impact Through Data



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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.

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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

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ASCA National Model Data Types

Participation Data

Mindsets and Behavior Data

Outcome Data

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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.



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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)



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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.



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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


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Design

**Annual Student
Outcome Goal**



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Annual Student Outcome Goal Plan

School Counselor _____ School Year _____

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

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed:

By _____ End Date _____ Describe Targeted Students (Criteria for inclusion in interventions with multiple descriptions)

will _____ Decrease/Increase _____ Describe specific outcome to be changed (achievement, attendance or discipline)

by _____ % from _____ Baseline data (Numbers only) to _____ Target data (Numbers only)

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:

Updated, June 2022

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.

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:

Pre-/Post-Assessment:
Convert the student learning objectives 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
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4


Brief answer question (optional):

Updated, June 2021

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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 acceptance, respect, 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.	1.
2.	2.
3.	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	Results Data
Participation Data Plan	Participation Results Data
Anticipated	Actual
Mindsets & Behaviors Pre-Assessment Results	
Pre-Assessment Data <i>(calculate the average student response for each item)</i>	Post-Assessment Data <i>(calculate the average student response for each item)</i>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	
Baseline Data:	Final Data:

Updated, June 2023





Closing-the-Gap Action Plan/Results Report

	Percent Change:
Reflection	
<ul style="list-style-type: none"> How did the interventions facilitate the attainment of identified ASCA Student Standards? How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)? 	

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Track

Pre-Test/Post Test Data

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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> 1. 2. 3. 4.	<i>Post-Assessment Data</i> <i>(calculate the average student response for each item)</i> 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i> <i>Percent Change:</i>

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Announce


Share your results with
stakeholders



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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.

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Putting It All Together!!!!

Example Using ROX Goal


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Design

ROX Student Outcome Goal



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Annual Student Outcome Goal Plan

Academic Year 2020 to 2021

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal.
(Describe data (not COGs, necessarily, but informal referrals from teachers regarding "drama") (Paste that term.)

By May 27, 2021 A group of eleven (11) 5th-grade girls
End Date Targeted Group

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

by 50% from 4 baseline data to 2 target data
Measure of change

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.
Poor self-image, lack of social skills, trouble resolving conflict and dealing with relational aggression

Minibets & Behavior Data:
Identify one-two ASCA Minibets & Behaviors most relevant for this targeted group and goal.
ASCB# Statement

6A-4	Self-confidence in ability to succeed
6-12.2	Positive, respectful and supportive relationships with students who are similar to and different from them
6-12.8	Advocacy skills for self and others and ability to assert self, when necessary

Based on the selected ASCA Minibets & 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 (two) family 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
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

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?

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Ask

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- 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

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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

Actual Name	Moswell 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 referral drama discipline referrals by 50% from 4 to 2.
Mindsets & Behaviors (List of Items)	
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	
Mindsets & Behaviors 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 lots of safe and healthy ways to manage my emotions.	
Interventions	
Direct Student Services	Indirect Student Services
1. Small group sessions 2. Class lessons 3. Individual meetings	1. Parent communication facilities & phone calls 2. Teacher input 3. Newsletters
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
Pre-intervention Data Averages:	Post-intervention Data Averages:
1. 67%	1. 97%
2. 100%	2. 54%
3. 66%	3. 87%
4. 100%	4. 73%
5. 88%	5. 92%
Outcome Data Plan	Outcome Data Results
Baseline Data: 50.4%	Final Data: 75.8%
	Percent Change: 32%



Closing-the-Gap Action Plan/Results Report

Since we implemented the PDR projects, 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 referral 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 past that resulted in only 54% of them reporting that they do not change how they act in front of people which is much different from the pre-test saying that 100% of them did change how they act in front of people.

For survey item number 4, on the pre-test the students reported that 100% felt scared to speak up when someone was not respecting their personal boundaries. On the post-test, 73% 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
Baseline Data: 66.6%	Final Data: 74.8%
	Percent Change: 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: <u>Marshall Elementary</u> Date: <u>May 2021</u>	
DESIGN	<p>Purpose: 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 influence 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 they 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 experiences! (ROX Website)</p> <p>Annual Student Outcome Goal: By the end of May 2021, a group of eleven (11) 5th-grade girls will decrease the number of weekly informal drama discipline referrals by 50% from 4 to 2.</p>
ASK	<p>Data Collection Strategies: ROX Group was offered to (75) 5th grade girls, (77) participated, and facilitated by the school counselor.</p> <ul style="list-style-type: none"> □ Sessions focusing on encouraging girls to be confident and teaching skills to live independent and healthy lifestyles □ Pre-Rox Survey <ul style="list-style-type: none"> • Survey Item: <ul style="list-style-type: none"> • I believe I am smart enough to succeed at school. • Sometimes I change how I act to please other people. • I'm comfortable 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. □ Follow-up meetings with the school counselor to discuss peer interactions □ School counselor collaboration with 5th grade teachers □ Parent Newsletter
TRACK	<p>Summary of Milestones and Behaviors Data</p> <p>Milestones and Behaviors</p> <ol style="list-style-type: none"> 1. Self-confidence in ability to succeed 2. Create positive and supportive relationships with other students 3. Develop advocacy skills 4. Ability to assert self, when necessary <p>Final Data & Behavior Data/Group on Outcome Goal Baseline Data: 86.8% Final Data: 74.8% Percent Change: 9.2%</p>
ANNOUNCE	<p>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 informal drama discipline referrals dropped by 50% from 4 to 2.</p> <p>For survey item number 1, 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 80% of them did change how they act in front of people.</p> <p>For survey item number 4, as the pre-test the students reported that 80% 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.</p>

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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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