Making DATA Work (4th ed.)
(Aligned with ASCA National Model 4th ed.)

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Goals of the Session

• Understand the importance of school counselor accountability strategies to address barriers to student success

• Highlight the changes to the 4th ed. and alignment with ASCA 4.0

• Review the Making Data Work process

• Share an example of the Making Data Work process
 изменений в обновленной четвертой редакции.

- Совпадает с моделью ASCA 4.0
- На основе исследований и доказательной базы
- Автотестирование программ по работе с консультированием
- Использование настроек и поведенческих факторов для планирования интервенций
- Более конкретные примеры каждого этапа процесса и практикуемые активности.
Why? and How Do School Counselors Use Data?
REFLECTING ON SCHOOL COUNSELING PROGRAM PRACTICES
Self-Assessment

- Use data to self-assess strengths & areas for growth
- Identify 5 levels of school counseling practice
- Self-assessment survey – 25 questions
- Tips for moving to the next level

Level 1
The Observer
Serves at the Discretion of the Administrator

School counselors perform duties assigned by the administrator consisting of many non-counseling duties such as cafeteria, hall monitor, substitute teacher, test coordinator, and so on.

School counselors...
- Do not maintain a regular schedule so they can be available to help out as needed
- Do not know how to implement a school counseling program
- Do not align their activities with school improvement goals and have no impact on student achievement
<table>
<thead>
<tr>
<th>Level 2</th>
<th>The Seeker Provides School Counseling Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School counselors may work in isolation but provide school counseling services (primarily individual counseling, some core curriculum lessons and group work) and likely have some non-counseling duties.</td>
</tr>
<tr>
<td></td>
<td>School counselors....</td>
</tr>
<tr>
<td></td>
<td>o Work in a reactive stance, have little control over their schedule, calendar, and duties.</td>
</tr>
<tr>
<td></td>
<td>o Feel overworked and unable to meet the demands of their job. Do not align their activities with school improvement goals</td>
</tr>
<tr>
<td></td>
<td>o Impact of student achievement is unknown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>The Navigator Implements Developmental School Counseling Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School counselors understand the importance of providing developmental counseling services such as core curriculum lessons, individual counseling, and groups. They implement a variety of ‘tried and true ‘activities and interventions.</td>
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<tr>
<td></td>
<td>School counselors...</td>
</tr>
<tr>
<td></td>
<td>o Try to be proactive but are often sidelined by the need to provide responsive services in addition to their scheduled activities. They wish they had more control over their time and work and don’t always feel valued.</td>
</tr>
<tr>
<td></td>
<td>o May have some impact on student achievement</td>
</tr>
<tr>
<td>Level 4</td>
<td>The Change Agent</td>
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<td>---------</td>
<td>------------------</td>
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<tr>
<td></td>
<td>School counselors deliver a school counseling program and have a core curriculum action plan based on ASCA Mindsets &amp; Behaviors. They provide small group and individual counseling as requested by students and parents and provide a range of responsive services.</td>
</tr>
</tbody>
</table>

School counselors...
- Are knowledgeable about the ASCA National Model and probably identify their programs as strong and effective.
- Have good working relationships with administration, staff and parents.
- Work to increase student achievement and align their school counseling program with school improvement goals.

<table>
<thead>
<tr>
<th>Level 5</th>
<th>The Leader</th>
<th>Initiates a Data-Informed School Counseling Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School counselors use data to drive decision-making about program implementation, delivery and evaluation.</td>
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</tbody>
</table>

School counselors....
- Regularly look at district, school and class data to determine program goals
- Determine how time is allocated based on analysis of the data and use-of-time assessment
- Use data to understand educational issues or barriers to student success
- Are seen as invaluable members of the school leadership team
- Impact on student achievement is measurable
Based on the Program Practice Levels just described....

What level are your practices?
   I-Observer? 2-Seeker? 3-Navigator?
   4-Change Agent? or 5-Leader?

Or, you may feel that you are somewhere between two levels.

Self Assessment of My School Counseling Program Practices Survey

• 25 self-scoring questions
• Analysis of strengths & and areas for growth
• Tips and strategies
• Contact Carol Kaffenberger ckaffenb@gmu.edu
For PPT and copy of the materials
The Making DATA Work Process

1. **DESIGN:** What is your goal or question?
2. **ASK:** How will you achieve your goal?
3. **TRACK:** How will you analyze the data?
4. **ANNOUNCE:** How will you share your results

Using DATA to Identify a Student Outcome Goal or Understand an Issue
DESIGN:

- Identify the gap, issue, or student need
- Determine how addressing the issue impacts student achievement
- Base goals on existing data
- Identify a “burning question”
- Assure that the goal is Specific, Measurable, Attainable, Results-oriented, & Time-bound (SMART)
- Aligned with the school’s mission statement and school improvement plan

What is your goal?

Identifying Student Outcome Goals

**Review the school data profile** to identify academic gaps by categories such as race/ethnicity, gender, age or grade level.

**Review current academic, career and social/emotional domain activities** and interventions provided to all students.

**Engage in a reflective process** – consider what is working and not working for students.

**Review the school improvement plan** (SIP) goal and consider the school counseling program activities that align with the school’s instructional accountability goals.
Review School Data

Where are the gaps?

Where is my School Data??

State School Report Card Data

The Nation's Report Card
Connect your goal to the school improvement plan

Identify a target group

“Stay in your own lane”

<table>
<thead>
<tr>
<th>School Improvement Plan Goal</th>
<th>Teacher Evaluation Goal</th>
<th>School Counselor Evaluation Goal</th>
<th>School Counseling Strategies</th>
</tr>
</thead>
</table>
| By the end of the school year, 10th graders, with one or more D/F grade will increase their GPA by one point. | By the end of the school year, 80% of 10th graders, with one or more D/F in Geometry will increase their GPA by one point. | By the end of the school year, 75% of identified 10th graders will increase their GPA by one point. | Group counseling  
  Individual counseling  
  Teacher consultation  
  Mentoring  
  Parent meeting |
| By end of school year at least 80% of Hispanic seventh graders enrolled in Math 7 will pass the state standardized test. | By end of school year all of the students on the Voyager team receiving a D/F grade Math 7 will improve by one letter grade. | By end of school year 80% of students of the Math 7 watch list will pass the state standardized test. | Small group (study skills, time management, test-taking)  
  Individual counseling  
  Parent/teacher conference |
| At the end of the school year 75% of LEP students at Lost River Elementary School will increase their scholastic reading inventory (SRI) scores by 100 points. | By the end of the school year LEP students in Miss Jane’s class will increase their SRI scores by 100 points. | By the end of the school year 20 identified LEP students will increase their SRI scores by 100 points. | Study skills lessons (small group & classroom)  
  Individual counseling  
  Parent education |
Writing a SMART Goal

**SMART Goal**

**Specific**

- What is the issue, and is it based on data?
- Identify a focus on a specific issue after a careful review of the data.
- Consider identifying a targeted group of students instead of the entire school or grade or class.

Third-grade students with six or more absences
SMART Goal

Measurable
How will you evaluate the effectiveness of the intervention? For the goal to be measurable, you must identify the data that will be used to judge the goal’s effectiveness before the interventions are implemented.

- Achievement
  - Grades & GPA
  - Graduation

- Attendance
  - Days absent
  - Tardies

- Behavior
  - Discipline

SMART Goal

Attainable

- What outcome will be challenging to achieve but attainable?
- Identifying an attainable goal can seem like guess work.
- Consider what can be achieved in one school year. What would be a goal that would stretch the school counseling team without being unattainable?

Seventh grade students will decrease discipline referrals by 50%
**Results-oriented**

Three types of data:

- **Participation (process) data** – the number of participants in an intervention; number of sessions
- **Mindsets & Behavior (perception) data** – describes attainment of competencies, changes in attitudes and beliefs, and perceived gains in knowledge data, what individuals think they know, believe or can do.
- **Outcome data** – achievement, attendance, behavior or safety data

High
Average GPA for identified students was 2.3 (outcome data)

**Time-bound**

When will the goal be accomplished?
Typically SMART goals are achieved within the school year.

Elementary
Attendance goal will be measured at the end of the school year.
Writing a SMART Goal

By _____________________   __________________________    will
(end date)                     (targeted group)

___________________________________________________________
(increase/decrease achievement, attendance or behavior)

By ___________________ from _____________to ___________________.
(measure of change)     (baseline data)           (target data)

Are these SMART Goals?

• By June 100% of 8th grade students will complete an academic and career plan.

• By June 75% of students will agree that Mayberry Elementary is a safe place.

• By June students with 10 or more absences will decrease absence.

• Students with poor grades will increase their GPA by .5

• By June 7th graders with 10 or more disruptive behavior referrals in the first marking period will decrease referrals by half in last qtr.
DESIGN: Manager Middle School

By June (end date) seventh graders with one or more D/F grade at the end of the first quarter (targeted group) will increase their GPA (increase/decrease achievement, attendance or behavior) by .5 (measure of change).

ASK: How will you achieve the goal?

- Use an action plan worksheet
- Identify baseline data
- Determine what participation, Mindsets and Behavior, and outcome data you will collect and analyze
- Use Mindsets & Behaviors to develop surveys
- Outline the steps you will take and determine your timeline
## DATA Action Planning

<table>
<thead>
<tr>
<th>DESIGN</th>
<th>ASK</th>
<th>TRACK</th>
<th>ANNOUNCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Goal</td>
<td>ASCA Mindsets &amp; Behaviors Standards</td>
<td>Baseline Data</td>
<td>Action Steps</td>
</tr>
<tr>
<td>By the end of the school year seventh grade with one or more D/F grade will increase their core class GPA by 1 point.</td>
<td>M.3 M.4 B-L.5.3</td>
<td>Review of D/F list (1st marking period)</td>
<td>Identify 7th grade students for group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss plans with administrators &amp; teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Secure parent permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gather mindsets &amp; behaviors data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conduct group</td>
</tr>
</tbody>
</table>
### Collecting and Analyzing Types of Data

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>How to Calculate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Process)</td>
<td>Count number of participants</td>
</tr>
<tr>
<td>Mindsets &amp; Behaviors (Perception)</td>
<td>Conduct pre-post, needs assessments or evaluation survey and aggregate results</td>
</tr>
<tr>
<td>Outcome</td>
<td>Compare pre and post intervention data: attendance, grades, state tests, progress reports and/or discipline data</td>
</tr>
</tbody>
</table>

### What Type of Data?

- 75% of HS seniors were accepted to 4-year colleges
  - Participation
- 58% of 7th graders think our school is safe
  - Mindsets & Behaviors
- 80% of 4th graders passed the state literacy test
  - Outcome
- 75% of 9th graders completed an academic and career plan
  - Participation
Tips for Creating Surveys

- Use Mindsets & Behaviors to develop survey questions
- Develop surveys that are age appropriate
- Use parallel language for all questions
- Consider using one open-ended question
- Administer pre-tests to assess knowledge and post-tests to evaluate learning

Using Mindsets & Behaviors to Create High Quality Data Surveys
Collect Mindsets & Behaviors Data: Example

• **Step 1: SMART Goal:** By the end of the school year seventh graders with a GPA of 2.0 or lower in the first quarter will increase their GPA by .7

• **Step 2:** Specific student issues or needs: Poor attendance, study skills and lack of engagement

• **Goals of the school counseling intervention:** Improve attitudes toward school, understand reasons to come to school regularly, and improve study habits
Step 3: Identify 1 – 3 ASCA Mindsets & Behaviors that are most relevant for the identified group and goal:

M.6 Positive attitudes toward work & learning
B-LS.3 Use time management, organizational and study skills
B-SS.3 Demonstrate the ability to work independently

Step 4: Statements describe what students believe, know, or are able to do

<table>
<thead>
<tr>
<th>Attitude/Belief</th>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe...</td>
<td>I know...</td>
<td>I can...</td>
</tr>
<tr>
<td>Believe that attending school and being successful is important.</td>
<td>Know how to organize time in order to complete assigned work.</td>
<td>Be able to complete homework and turn it in 75% of the time.</td>
</tr>
</tbody>
</table>
Step 5: Convert the statements into a Likert Scale measure and/or brief answer assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to school every day is important.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I intend to graduate from high school.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I know how to organize my study time.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>I complete homework and turn it in on time.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Brief answer: What would help you be successful in school?</td>
<td></td>
</tr>
</tbody>
</table>

Use of Electronic Surveys

- Electronic surveys – e.g., Google docs, Survey Monkey, Blackboard, Naviance
- Consider drafting your survey with paper & pencil first – then use survey platform
- Consider how you will collect the survey data?
- Determine how the survey platform will aggregate the findings
Ask: Manager Middle School

- Twenty students were identified to have more or more D/F grade first quarter and invited to participate in small group counseling. Parent permission was received from 10 parents.

- Students participated in six sessions focusing on study skills, organization, and attitude toward school.

- GPA was compared, end of first and third marking period.

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TRACK:

How will you make sense of the data?

- Determine how will you aggregate, collate or disaggregate the data

- Report participation, Mindsets & Behavior data, and outcome data

- Organize the data to answer your question and share with stakeholders

- Use technology to help you analyze and present your data
• **Working with Percents**
  
  The number over the total = %

  If 325 out of 350 students graduate, then the graduation rate is 92%  
  \( \frac{325}{350} = 92\% \)

• **Working with Percent Change**
  
  Final # \((b)\) – beginning # \((a)\) = change \((c)\)
  
  \[
  \frac{\text{change} \,(c)}{\text{beginning} \,(a)} \times 100 = \% \text{ change}
  \]

  \[
  \frac{c}{a} = \frac{d}{100} = \% \text{ change}
  \]

  If the average GPA for a group of students is 1.9 at the end of 2019 and is 3.0 at the end of 2020 there has been an increase of 1.1 points but percent change is:

  \[
  3.0 - 1.9 = \frac{1.1}{1.9} = .578 \times 100 = 57.8\% \text{ change!}
  \]

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• **When and How to Use Percent**

  • Use percent when you want to know what part of a group did or did not accomplish something

  Formula:

  Part of the group \((a)\) /total group \((b)\) = fraction of the total

  \( (c) \times 100 = \% \)

  Ex., 175 students graduated out of 214

  \[
  \frac{175}{214} = .82 \times 100 = 82\% \text{ graduated}
  \]
When and How to Use Averages

Use averages when you want to know how the group as a whole responded to a question.

Formula: total score/number of participants

Ex., 20 students answered the question “I feel safe at school” using a 1 to 5 Likert Scale (1-strongly disagree; 3-unsure; 5-strongly agree)

2 students (1); 3 students (2); 3 students (3); 10 students (4); 2 students (5)

\[2 \times 1 + 3 \times 2 + 3 \times 3 + 10 \times 4 + 2 \times 5 = 67 \text{ / } 20 \text{ (students) } = 3.35 \text{ (just above 3-unsure)}\]

Use Charts to Share Data

<table>
<thead>
<tr>
<th></th>
<th>November GPA</th>
<th>June GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPAs</td>
<td>1.2</td>
<td>1.96</td>
</tr>
<tr>
<td>1st Qtr</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>4th Qtr</td>
<td>1.96</td>
<td></td>
</tr>
</tbody>
</table>
Track: Manager Middle School

D & F Grades

November D/F Grades

<table>
<thead>
<tr>
<th></th>
<th>June D/F Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Qtr</td>
<td>19</td>
</tr>
<tr>
<td>4th Qtr</td>
<td>11</td>
</tr>
</tbody>
</table>

Pre & Post-Intervention Mindsets & Behavior Survey Data Using Charts
Percent Change

<table>
<thead>
<tr>
<th>Questions</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff helps me improve my grades</td>
<td>107%</td>
</tr>
<tr>
<td>Post-secondary ed. is important</td>
<td>50%</td>
</tr>
<tr>
<td>MMS is safe</td>
<td>47%</td>
</tr>
<tr>
<td>Attending school everyday is important</td>
<td>19%</td>
</tr>
<tr>
<td>I have good study skills</td>
<td>65%</td>
</tr>
</tbody>
</table>

What does this mean?

ANNOUNCE:
How will you share your results?

- What do these results mean
- How will you use the results
- How will you present your findings and recommendations
- What are the implications
- What are the recommendations
- With whom will you share the results
Sharing Results with Stakeholders

• Who are your stakeholders?
  - Principal
  - Teachers
  - Students
  - Parents
  - Superintendent/School Board
  - Community

• What do you want them to know?
  - What you have done
  - What others know
  - How this makes a difference

• How to communicate the information?
  - Charts, tables, and stories
  - Newsletters
CONTACT INFORMATION

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