Learning Objectives

Upon completion of this webinar, participants should be able to:

1. List the three major types of data and how each can be used
2. Set a data-based program goal
3. Recognize a data-based evaluation process
4. Identify ways to communicate the achievement of program goals using data
“Student centered counseling programs informed by data.” – Norm Gysbers

Vision for the Future of Your Students

“Action without vision is only passing time, vision without action is merely day dreaming, but vision with action can change the world.”

- Nelson Mandela
"A well written vision statement drives and inspires the work of school counselors."


Communities will be fortunate to have ABC High School graduates because our graduates are compassionate and empathetic and feel compelled to positively serve their community through their vocation and civic responsibility.
What Needs to Happen for the Vision to Come True?

- Students need to attend school
- Students need to gain knowledge and learn skills while in school
- Students need to display behaviors and attitudes that will move them forward
- Students need to learn strategies to overcome obstacles preventing them from reaching their potential

This is Outcome Data!

Set some Counseling Dept. Goals!

“The best goals are based on outcome data, which is defined as academic, attendance or behavioral data.”

What Needs to Happen for the Vision to Come True?

• Students need to attend school Attendance
• Students need to gain knowledge and learn skills while in school Academic
• Students need to display behaviors and attitudes that will move them forward Behavior
• Students need to learn strategies to overcome obstacles preventing them from reaching their potential Academic/Behavior

What Needs to Happen for the Vision to Come True?

Targeting Your Goals
### Attendance
- Excused vs. Unexcused
- Students with over 10 absences
- Students with more than 4 referrals for skipping class
- Students enrolling after the first day of school
- Students called in sick more than 10 days in the year

### Achievement
- Students failing core academic courses
- Students below proficiency on standardized assessments
- Students below grade level in reading or math
- Credit deficient students

### Behavior
- Students with more than 2 major Office Discipline Referals
- Students in detention
- Students referred by teacher for behavioral issues
- Students identified by teachers as displaying unacceptable behavior (bullying, outbursts, hitting, etc.)

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**Avg. GPA of 7th graders with more than 5 unexcused absences in 1st Quarter**

![GPA Chart]

\[
\text{Avg. GPA} = 1.83
\]
Writing a Program Goal

• Time Frame
  – Year to year
  – Term to term

• Targets Specific Need
• Targets Specific Group
• Identifying Data
  – How do you know it’s a need?
• Systemic issues?
• Existing strategies?
• Ideas for intervening?

By__________________,
  end date
_________________________
  targeted group
will ____________________
  increase/decrease
_________________________
  achievement, attendance, behavior (defined)
from ________________
  baseline data
to ________________.
  target data
SMART Goal Examples

• Eighth-grade students with three or more discipline referrals in the first quarter will reduce referrals by 75 percent by the end of the school year.

• Fourth-grade students with six or more absences in the previous school year will decrease absences by 50 percent by the end of the school year.

The number of ninth grade students who are failing Biology at the Quarter 1 will decrease by the 35% by the end of Quarter 2.
**CLOSING THE GAP ACTION PLAN**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Goal:</th>
<th>Target Group:</th>
<th>Data to Identify Students</th>
<th>Year:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ASCA Domain, Standard and Student Competency</th>
<th>Type of Activities (Is it Historically What Matter?)</th>
<th>Resources Needed</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Types of surveys to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Project Start/Project End</th>
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Using Data to Paint the Picture of Student Success
Process Data

Who you did it for, when you did it, and how often you did it

Process Data

What you did for whom?

- Eight fourth-grade students participated in a study skills
- Group that met six times for 45 minutes
- 450 ninth-graders completed an individual learning plan
- 38 parents attended the middle school orientation meeting
Perception Data

A = Attitude
S = Skills
K = Knowledge

What do students think they know, believe or can do?

- 100 percent of sixth-graders can identify three career interests
- 89% of students demonstrate knowledge of promotion/retention criteria
- 92% can identify early warning signs of violence
- 93% of fourth-graders believe fighting is not an appropriate method of solving problems
- 69% of all students report feeling safe at school
- 90% of the parents report benefiting from a presentation on college entrance requirements
Outcome Data

Are You Ready?

Academics, Behavior, Attendance
<table>
<thead>
<tr>
<th>Process Data</th>
<th>Perception Data</th>
<th>Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
</tbody>
</table>

### Study Skills
- **3rd Graders who failed Social Studies or Science first quarter**
  - 15 students
  - 3 small groups
  - 10 sessions of 30 minutes

  - Name 3 reasons for learning about...
  - Name 3 ways to study for unit test.

### HS Transition
- **All 8th Graders**
  - 218 students
  - 3 classroom lessons

  - Rate your feelings about going to high school next year on a scale of 1-10.
  - Name 3 people in the high school who will help you if you get lost.

### Bullying
- **All 4th Graders**
  - 178 students / 7 classes
  - 2 classroom lessons
  - Delivered Dec & Nov

  - What is the best way to handle the bully? How important is it to stand up to a bully? (rate 1-10)
  - Define bullying. Give an example of bullying. Name 3 things a target can do to get away from a bully.
  - Describe something you would do when you see someone being bullied.

### Closing the Gap Action Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Goal:</th>
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</thead>
<tbody>
<tr>
<td>Target Group:</td>
<td></td>
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<tr>
<td>Data to Identify Students</td>
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</table>

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<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain, Standard and Student Competency</th>
<th>Type of Activities to be Delivered in What Matters?</th>
<th>Resources Needed</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of success to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Project Start/End</th>
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12/13/2016
### RESULTS REPORT
**CLOSING THE GAP**

**Goal:**

**Target Group:**

**Data to Identify Students:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>ASCA</th>
<th>Personal &amp; Professional Development</th>
<th>Process Data (Number of students affected)</th>
<th>Perception Data (Data from school assessments)</th>
<th>Outcome Data (Retention, academic and/or behavior data)</th>
<th>Implications</th>
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### Bully Free Basics Results

- **4th Grade Students:**
  - Pre-Test: 66%
  - Post-Test: 95%
- **5th Grade Students:**
  - Pre-Test: 84%
  - Post-Test: 99%
Habitually Truant Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2011/12</td>
<td>650</td>
</tr>
<tr>
<td>2012/13</td>
<td>550</td>
</tr>
</tbody>
</table>

Percentage of Students being more Successful in the Classroom

- 33.3% of the boys in the leadership group had no change in classroom success
- 66.7% of the boys in the leadership group became more successful in the classroom