

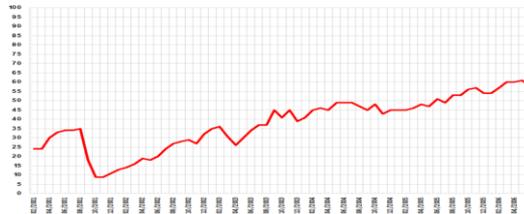
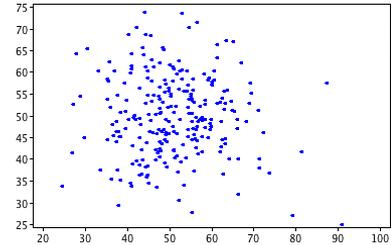
Where are the data hiding and how do I use them?



a practical approach to a seemingly daunting task
Presented by David Ford and Erin Lane

Data Driven

- ❖ What is the function and purpose of data?
- ❖ What does it do?
- ❖ Why does it seem so scary to counselors and educators in general?



Activity

Brainstorm on sheet provided the types of data that are most relevant to you as a counselor

Start with something you know - connect it to your population/demographics.

What are you doing with data currently?

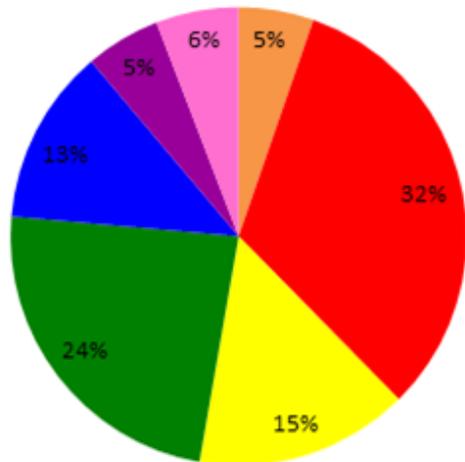


Evidence in ASCA Model

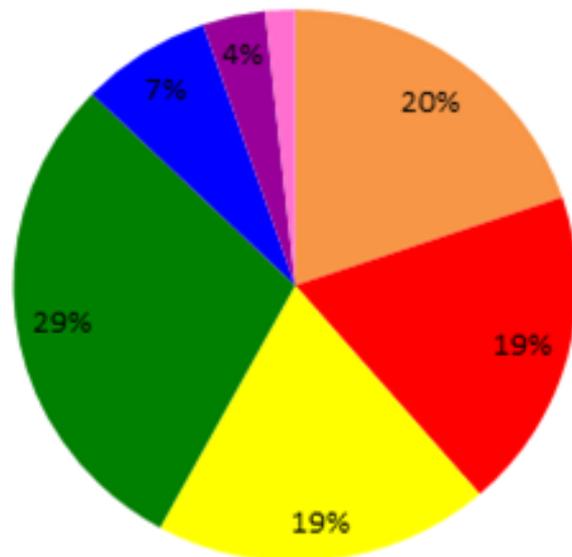
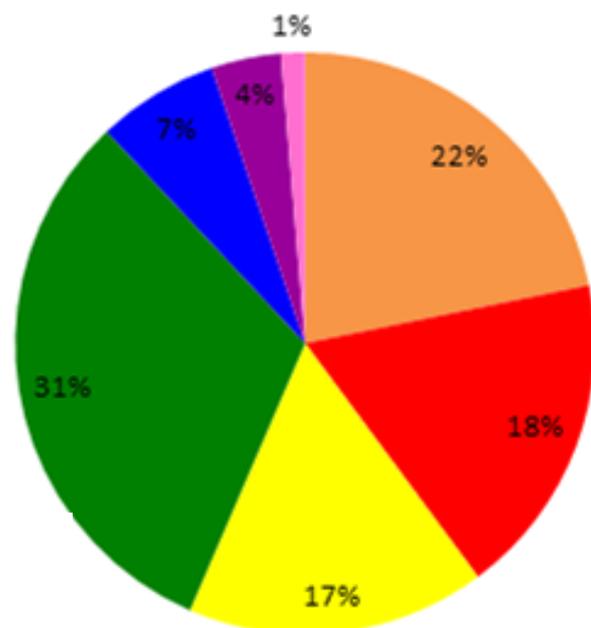
Where do we see evidence of the ASCA Model in our practice?

- Time Use Assessment
- High School Study Needs Assessment
 - Practices: Best, Compliance, Needs Improvement, Non-Compliance
- Example of Student Survey

Use of Time Assessment



- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services
- Referrals/ Consultation/ Collaboration
- Program Found Management at Accountability



Let's Talk About...

Sources of data -

- ❖ internal, readily available (from student management systems - D/F lists, attendance)
- ❖ external, need to seek (DE data on achievement levels of various subgroups)
AND
- ❖ other data which counselors may need to create their own system to explore (i.e. school connectedness survey).

Look at your sheet - where do your data come from? Are there ways you can incorporate data from other sources to strengthen your goal?

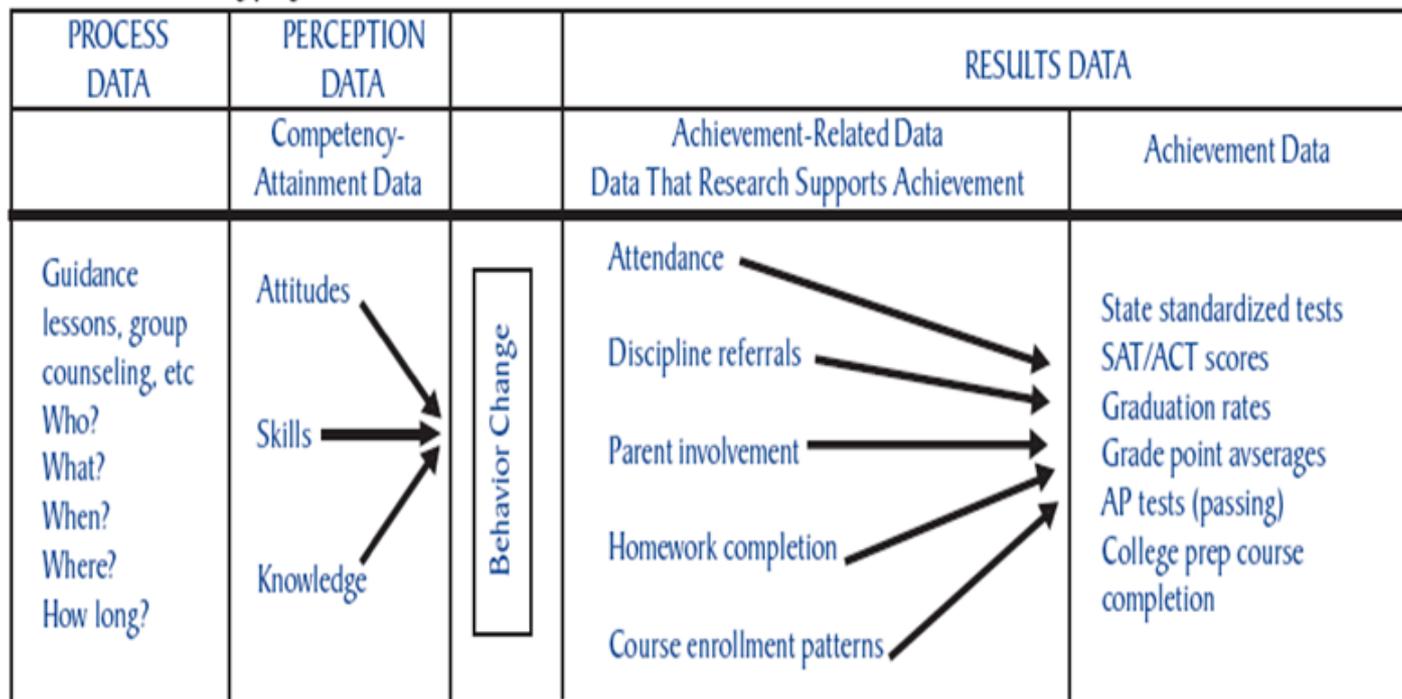
	feel part of school - belonging	feel close to people at school	happy to come to school	feel physically safe at school	feel emotionally safe at school	fairly treated by teachers	fairly treated by peers
Very much/quite a bit	21.1%	5.2%	36.8%	84.2%	36.8%	63.1%	27.8%
Somewhat	52.6%	47.4%	36.8%	15.8%	52.6%	31.6%	38.9%
Very little/not at all	26.3%	47.4%			10.5%	5.2%	33.3%

Current Data Exploration

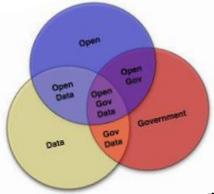
Data we are looking at now...

College and Career Readiness

Chart 3.4, Results Conceptual Diagram, (source: Hatch, (2005) identifies examples of process, perception and results data. It shows how school counseling programs contribute to student achievement.



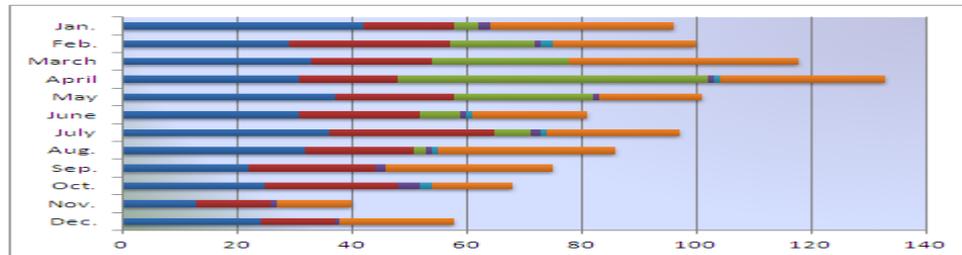
Data and Program Goals



How do data inform the development of program goals?

How can data help you know if you have reached your goal?

How can data assist you in sharing your goal with others?



Activity

Identify one major program goal they would like to set for the coming school year

examples: increase AP/ACT participation, decrease # of students with course failure, decrease # of office referrals, change the way in which counselors are spending their time, increase overall services to students/families, outcome of core curriculum, outcome of small group interventions...



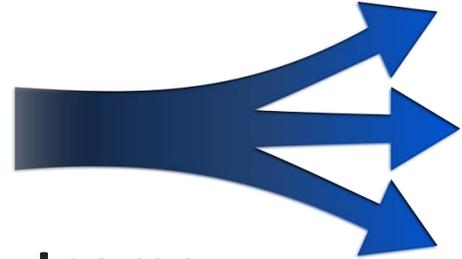
Find whatever fits YOUR program. WHERE IS THE NEED?



Activity

Share goals using:

1. SMART goal language
2. ASCA templates (results report, etc.)
3. Identify process, perception, results/outcome
 - a. Results as achievement or achievement-related



Contact Information

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