HARNESSING THE POWER OF DATA: COLLECTION, ANALYSIS, REPORTING & PROGRAM IMPROVEMENT

PRESENTER: TERRI JUMP

PLAN → DO

ACT/REVISE → REVIEW

DO → PLAN

ACT/REVISE → REVIEW
It is no longer enough for School Counselors to answer the question:

“What do school counselors do?”

School Counselors must now respond to the question:

“How are students different as a result of what we do?”

ASCA National Model
Data…

- BEGINS with a question/problem to be solved
- DRIVES decisions and funding
- Ensures EVERY student reached
- Creates URGENCY & ENERGY for change
- Serves as CATALYST for focused attention
- CHALLENGES assumptions & existing policies/practices
- ENGAGES stakeholders
- TARGETS equity
- SUPPORTS accountability (funding, reporting)
Comprehensive School Counseling
Data Collection

- Process
- Perception
- Results
- Quantitative
- Qualitative
Examples of Process Data

- % of time spent in Counseling/Non-Counseling duties
- # of Individual Counseling sessions per month/# of students
- # of Group Counseling sessions per month/# of students
- # of consultations (teachers, parents, etc.)
- # of guidance sessions/lessons/activities (type, program/fidelity)
- Counselor/student ratio

Note: Process Data alone will not show how students are different as a result of what Counselors do.
Examples of Perception Data

- Pre-Post Tests
- Knowledge gained
- Attitudes and Beliefs
- Surveys/Rating Scales
- Needs Assessments
- Completion of an Activity
- Competency Achievement
- Evaluations/Program Audit/Observations
- Focus Groups/Interviews
- Testimonials
## Examples of Results Data

<table>
<thead>
<tr>
<th>Immediate</th>
<th>Intermediate</th>
<th>Long Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Scores</td>
<td>Enrollment</td>
<td>Graduation Rates</td>
</tr>
<tr>
<td>Attendance</td>
<td>Discipline/Behavior</td>
<td>GPA/Rank</td>
</tr>
<tr>
<td>Retention Rates</td>
<td>Special Education</td>
<td>Dropout Rate</td>
</tr>
<tr>
<td>Demographic/SES Data</td>
<td>Suspensions</td>
<td>Expulsion rates</td>
</tr>
</tbody>
</table>
Goal # as drawn from your approved proposal:

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Starting points (Baseline data)</td>
<td>Output Data Sources</td>
</tr>
</tbody>
</table>

LEI TEMPLATE FOR REPORTING
Data Analysis

• What did you want to know/measure?
• What are the “results”...Aggregated/Disaggregated?
• What are the strengths, weaknesses, opportunities, threats/SWOT?
• What pictures, pattern or gaps does the data indicate?
• What problems, issues or needs surfaced?
• What are the trends?
• What are the “Loud/Soft” messages?
• How does your data compare with regional/state/national data?
• To what extent did you implement the “model” with fidelity?
• What are related factors/possible causes?
• Limitations of the data?
Data Sharing & Reporting

Tell a story/Paint a picture
Share progress, results, learnings, revisions...

• Summary
• Template
• Narrative
• Appendix
• Oral presentations
DO

PLAN

DO

ACT/REVISE

REVIEW
Act/Revise

• On-going: Daily, Quarterly, Annually, Longitudinally
• It’s a “process” (intentional, focused, time, team, informal/formal)
• So what does the data mean?….Now what can we do?
• Who can help us improve?
• Why is it important?
• What are the “refinements/midcourse corrections” to be made?
• Seek permission to make changes (with program leader/funder)
• Back to Planning!