Don't Get Stuck!

Moving Forward in the Implementation of the ASCA National Model

Shellie Marino, Ed.S

GSCA Pre-Conference Workshop

November 2, 2016

Let's Get Started!

-Chart Activity

-Introductions
- Name
- School/District
- Grade Level
- What you are hoping to get out of today's workshop

Typical Obstacles to Implementation

Analyzing Data to Identify Needs	Program Goals	Using Appropriate Interventions	Creating a Plan of Action	Perception Data Measurement Tools
	Collecting Data	Disaggregating Data	Writing Results Reports	Colleague Buy-In

Don't Get Stuck! Agenda

Part 1 (8:00-9:45)

- Analyzing school data to identify student needs
- Developing program goals to address those needs
- Developing quality action plans

Part 2 (10:00-11:45)

- Developing lesson plans
- Creating meaningful perception data tools

Lunch 11:45-12:45 ??

Part 3 (12:45-2:15):

- Collecting school counselor program data
- Completing and sharing results reports.

Part 1A: Analyzing School Data

Identifying Student and School Areas of Need

Analyzing School Data

Where to find it?

CCRPI Report

School Improvement Plan

School Administration

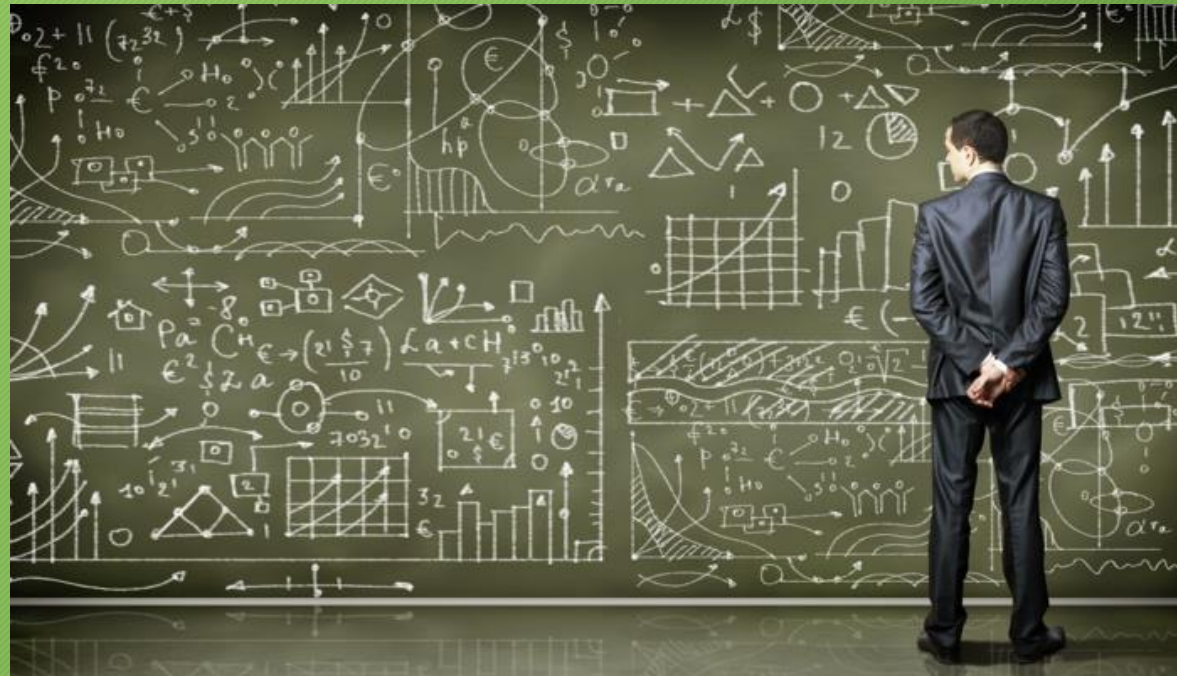Local School Data Specialist

District Office of Accountability

Governor's Office of Student Achievement Website (GOSA)
http://gosa.georgia.gov/report-card

Analyzing School Data

- **You don't have to be a master statistician.**
- **Let go of any pre-conceived theories**
- **Let the Data Speak**

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Examples of what to look for in Achievement…

Standardized Test Results:
- Students who scored "does not meet"
- Students "on the bubble"
- Students represented within each performance band
- Trends in different content areas
- HS student participation in SAT/ACT exams

Participation in Special Groups/Programs
- Students Identified as Special Education
- Students in Remedial Classes/Program
- Students below Grade Level in Reading/Math
- Students served through ESOL
- Students in Talented/Gifted
- Students in Accelerated/AP classes

Failure Rate:
- Students failing 1 or multiple classes
- Failure rate for core classes

Promotion/Retention
- Retention rates
- Students taking summer/remedial courses for promotion
- HS Students Not Earning Required Credits for promotion/Off Track for 4 year grad rate
- HS Students Needing Credit Recovery (by subject?)
- HS Students Accepted to College
- HS College Going Rate

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Examples of what to look for in Attendance…

Excused vs. unexcused absences
- Students with 5 –8 Absences
- Students with 9 –15 Absences
- Students with 16+ Absences

Students Tardies
- Students with 10+ Late Arrivals
- Students with 10+ Early Check-Outs
- Students with 3+ Health Clinic Visits

Referrals:
- Students teachers identify as avoiding class
- Students referred to counselor for attendance concerns
- Students enrolling after first day of school

Pay Attention to…
- Transient/highly mobile students with history of multiple schools
- Homeless students
- Students in foster care placements
- Students diagnosed with a mental illness

Examples of what to look for in Behavior…

Discipline Infractions

- Total # of Referrals to Administration
- Referrals by Offense Type (fighting, weapons, threats to students, threats to teachers, bullying, peer conflict, substance use, etc.)
- Students with One or More Than One Official Discipline Referrals
- Students Referred for In-School Suspension (ISS)
- Students Referred for Out-of-School Suspension (OSS)

Interventions/Referrals

- Students with Unsatisfactory Conduct/Effort Grades
- Students Referred to the SST/RTI for Behavior
- Students Identified as Special Education (EBD)
- Students Referred to Counselor for Behavioral Concerns
- Students Identified by Teachers as Behavior Problems (excluding those with referrals above and/or those screened out by school counselor)
- Student Expulsions/Alternative School Placement

Identifying Areas of Concern

Consider the following:

- What is working well at this school?

- What concerns you about these data?

- Does an achievement gap exist? Describe.

- What additional information do you need?

Middle School Data Profile

Enrollment	2009-2010 #	2009-2010 %	2010-2011 #	2010-2011 %	2011-2012 #	2011-2012 %
Total enrollment	930	100	920	100	940	100
Gifted (school-based)	94	10.10	92	10.00	95	10.00
English for speakers of other languages	140	18.20	170	18.40	182	20.00
Special education services	119	12.20	120	13.00	125	13.1

Attendance Rate	2009-2010 %	2010-2011 %	2011-2012 %
All students	93	92	89
Asian or Pacific Islander	93	93	92
Black	91	90	90
Hispanic/Latino	89	89	87
White	95	95	94
Students with disabilities	91	91	90
Students identified as disadvantaged	91	90	87
Limited English proficiency students	92	91	89

Race/Ethnicity	2009-2010 #	2009-2010 %	2010-2011 #	2010-2011 %	2011-2012 #	2011-2012 %
Asian or Pacific Islander	146	15.70	152	14.34	165	17.50
Black	311	33.40	292	31.63	269	28.60
Hispanic/Latino	198	21.25	250	27.17	301	32.00
White	275	29.56	226	24.56	205	21.90

Students with Disabilities	2009-2010 #	2009-2010 %	2010-2011 #	2010-2011 %	2011-2012 #	2011-2012 %
All Students with disabilities	119	100.00	120	100.00	125	100.00
Asian or Pacific Islander	21	17.60	19	15.80	19	15.10
Black	35	29.30	37	30.80	43	34.30
Hispanic/Latino	42	35.30	40	30.00	42	34.20

Narrowing Your Focus

Identifying Needs

- What are the biggest areas for improvement?
- Are there gaps or discrepancies amongst subgroups?
- Are there trends emerging over time?
- Are there changes in demographics?
- Have there been changes in state/district practices and rules?

Prioritize Needs

- Where can the an impact be made from the school counselor perspective?
- What are the priorities of stakeholders?
- Which warrant school counselor or school program response?

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Appropriate Interventions:

Is the counselor uniquely qualified to provide the activity or intervention?

Julie Hartline (2012)

3 Domains:
Academic, Social/Emotional, Career

Part 1B: Writing Program Goals

Focusing your efforts/Aligning with a vision

The "why?" behind your goal
When developing your goal, ask yourself...

Are you aligning with an objective of your School's (and/or district's) Improvement /Strategic Plan?

What is the data indicating that makes an area of focus?

Why this goal was selected? What data did you use to arrive at the goal?

How does this goal promote the chosen domain(s)?

- Academic
- Career Development
- Personal/Social Development

School Counseling Program Goal Criteria

specific and measurable

promote improved student achievement, attendance or behavior

can address <u>school wide issues</u> or <u>closing-the-gap issues</u> for a smaller group of students

may address <u>academics, attendance or behavior</u> through one or more of the three domains

developed <u>based on existing data</u> and <u>school needs</u>

Program Goals = SMART Goals

When developing your goal...

Be S.M.A.R.T.

Specific

Measurable

Attainable

Realistic

Timely

Easy Steps To Data:
Framing Your Goal Statement

Direction:	**Which way do we want to go?** *Increase or decrease*
Group:	**Who is being targeted?** *School-Wide, Specific Grade level, Subgroup(s)*
Data Elements:	**What factor(s) will be measured?** *Attendance, Failure Rate, Homework Completion, Discipline Referrals, Test Scores*
Target Change*:	**How much?** *Number or Percentage...remember to be realistic!*
Date of Expected Outcome:	**When will the results of data be available?** *End of the grading period, semester, school year*

Time to Practice Writing SMART Goals

Create a Goal Statement: BE SPECIFIC!

By _____ (end date),

_____ (identified/targeted students)

who _____
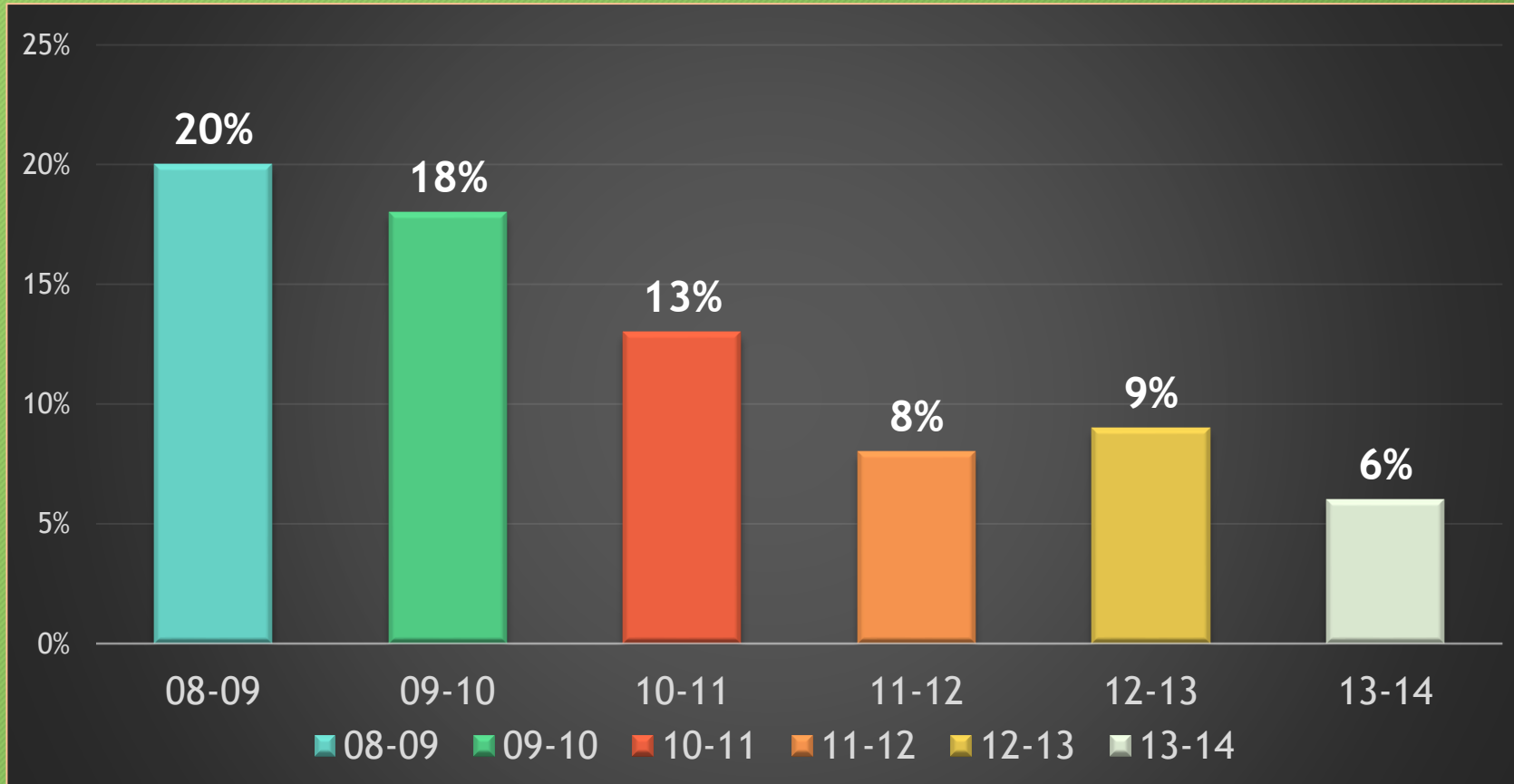(Achievement, Attendance, Behavior Being Targeted)

will increase/decrease (choose one)

by _____% (amount of change) **from** _____ (Baseline Data) **to** _____ (Target Data).
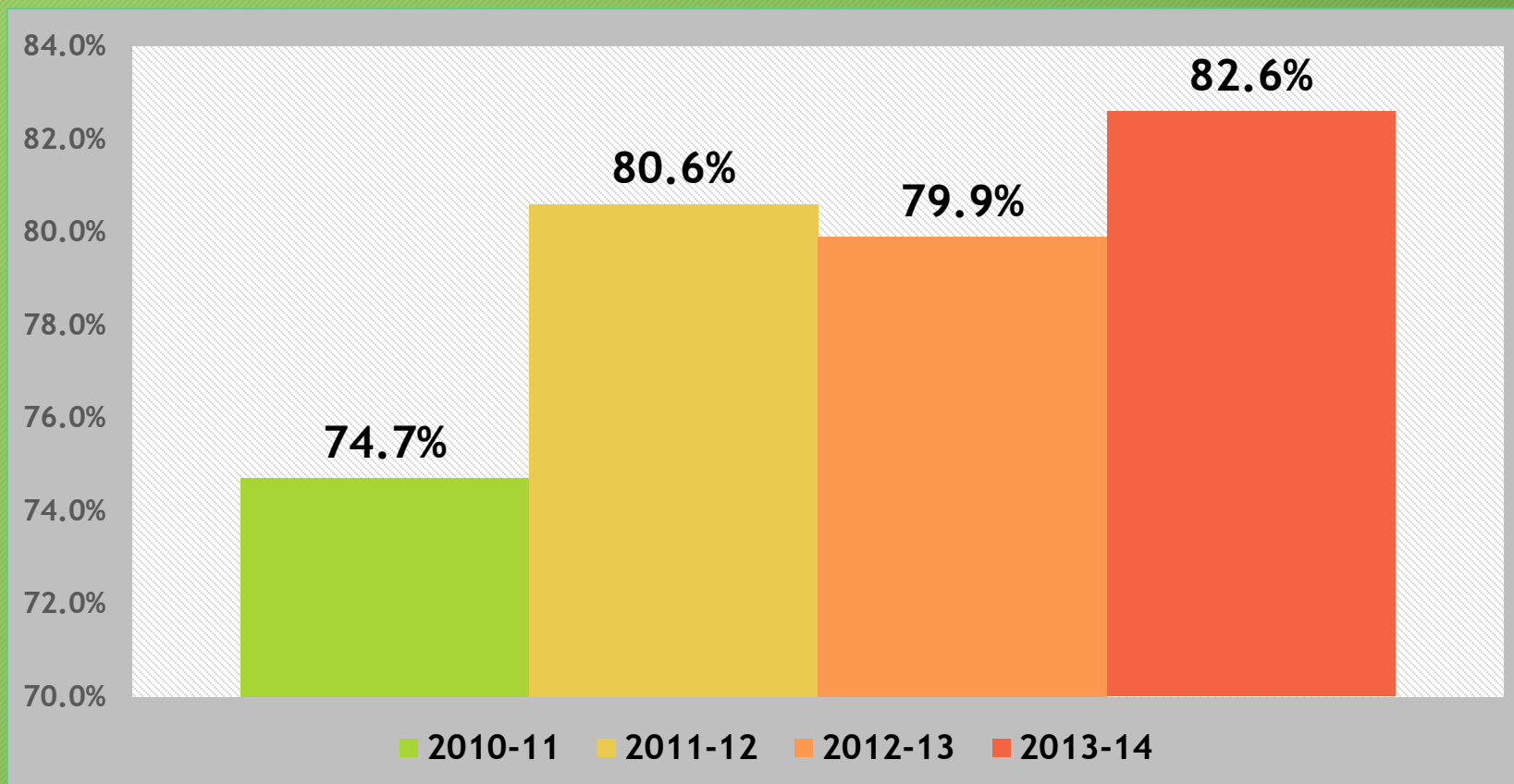
Create a S.M.A.R.T. Goal
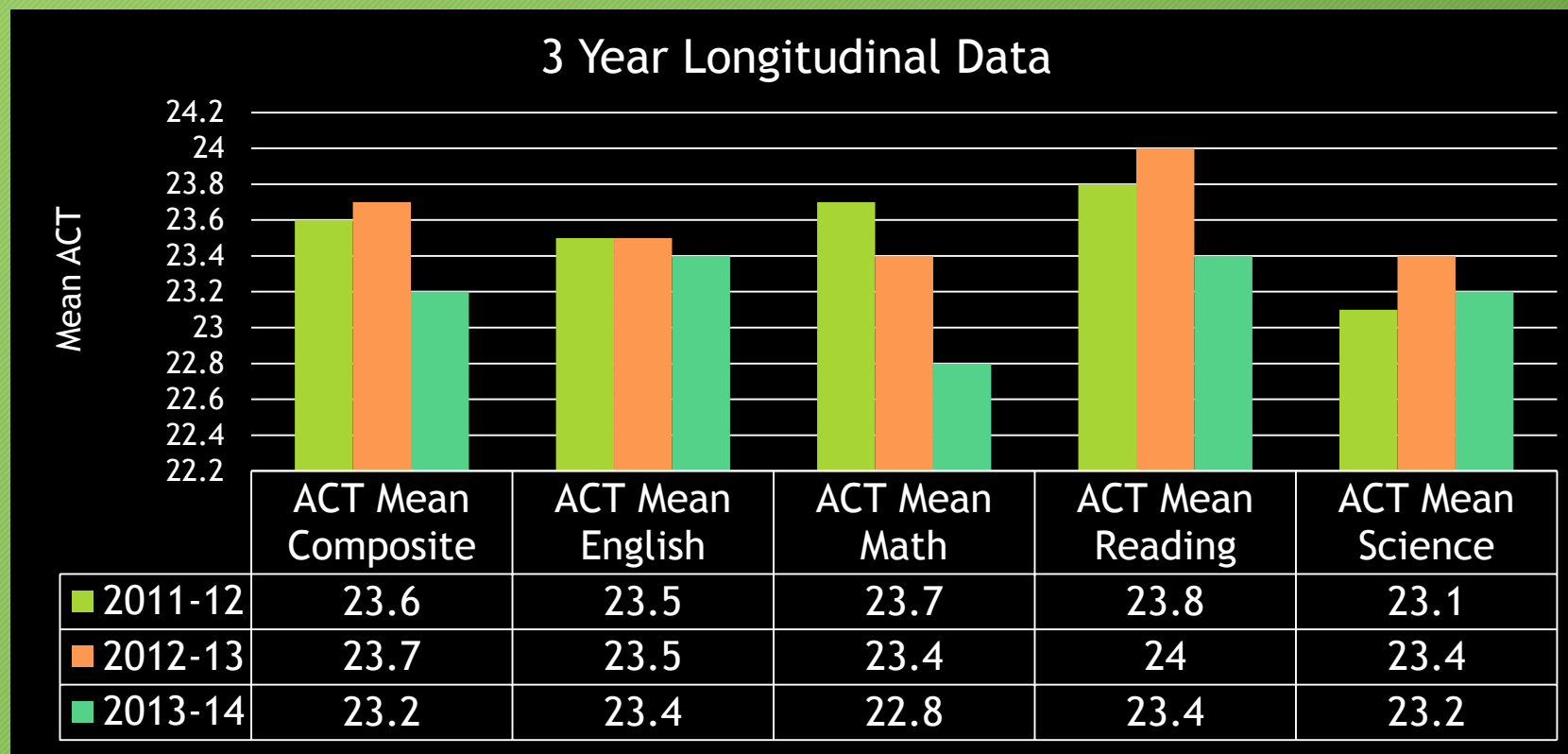
Retention Rate Baseline Data

Create a S.M.A.R.T. Goal!

Average ACT Exam Scored Baseline Data-3 Year Trend

3 Year Longitudinal Data

	ACT Mean Composite	ACT Mean English	ACT Mean Math	ACT Mean Reading	ACT Mean Science
2011-12	23.6	23.5	23.7	23.8	23.1
2012-13	23.7	23.5	23.4	24	23.4
2013-14	23.2	23.4	22.8	23.4	23.2

# of test takers steadily increasing each year
- 2011-12: 180
- 2012-13: 202
- 2013-14: 211

Create a S.M.A.R.T. Goal

Graduation Cohort Rate Summary

Black Males

	2011			2012			2013			Change 2011 vs. 2013
	All Students	All Black Students	Black Males	All Students	All Black Students	Black Males	All Students	All Black Students	Black Males	
Centennial High School	74.7%	69.9%	60.3%	80.3%	74.5%	73.1%	79.9%	79.1%	73.3%	13.0%
District	70.1%	58.2%	50.1%	71.3%	56.3%	49.8%	75.5%	63.3%	58.0%	7.9%

Part 1C: Develop Your Action Plan

Mapping Out a Plan to Achieve Results

You have your goals...So Now What?

1

Identify and Write a Goal

2

Add Contextual Information

- What might be contributing to these failures?
- Who might know?
- How does this help you?

3

Brainstorm what students need to learn from you

- What do you think students need to learn from you based on what you know from stakeholders?

4

Select Mindsets & Behaviors

5

Determine Learning Objectives

- Create or Find Lesson/ Activities to meet learning objective

6

Create Perception Data Tool

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Your action plan will answer...

The Who?

Who are the students being targeted?

Who are the staff that will be involved?

The What...

Which standards are going to do to address the goal?

What intervention(s) &/or activities will students participate in?

The How...

Which delivery method(s) will you use?

What materials/resources will you need?

The When...

When do you plan to begin and end?

When is the best time of the school year?

School Counseling Program Standards

Attitude

Knowledge

Skills

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

AMERICAN SCHOOL COUNSELOR ASSOCIATION

This form is a tool you can be use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level		
Mindsets	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

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Mapping out your plan of attack

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Goal 1: By June 2014, 100% of 7th grade and 8th grade students who failed the Math and/or Reading SOL in the June 2013 will pass their June 2014 Math and Reading SOL.

Goal

Goal 2: 100% of eighth grade students will understand high school graduation requirements and will be promoted to 9th grade by June 2014.

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
7-8	Counselor Introduction	English	A:A1 A:A2 A:A3 A:B1 PS:A1 PS:A2	Introduction/Welcome PowerPoint	September 16-27th 2013	All 7th and 8th grade students	Pre/Post Test	Grade Reports	
7-8	Bullying and Harassment Prevention	Math	PS:A1.2 PS:A1.5 PS:A1.6 PS:B1.3 PS:B1.4 PS:C1.5 PS:C1.6	Presentation, Handout Review/Discussion and Bully Guru Activity	November 6-15th 2013	All 7th and 8th grade students	Pre/Post Test	Attendance reports, online and written bullying report forms, discipline referrals	
7	Career Exploration	Science	C:A1.2 C:B1.2 C:B1.4 C:B1.8	Computers/Access to Family Connection Website, Family Connection Handout, My	Feb 10th -21st 2014	All 7th grade students	Family Connection Cluster finder and my favorite	Grade Reports	

What's the difference?
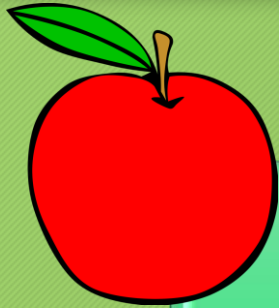
Action Plan

- Planning Tool
- How data will be collected

Results Report

- Evaluation Tool
- Actual Data Collected
- Implications

Core Curriculum Action Plan

A complete and comprehensive listing of…

- programs & interventions delivered by the school counseling program
- classroom guidance lessons for ALL grades
- small groups
- activities focusing on closing the gap targeted groups

Organizing Your Plan Step by Step
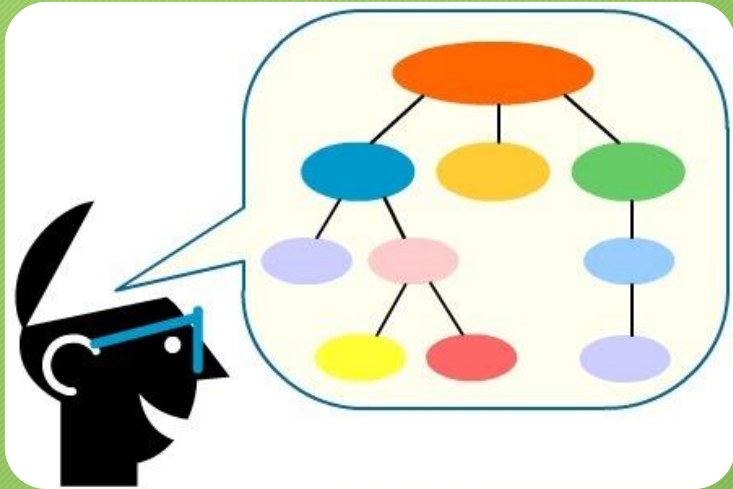
- Grade Level(s)
- Lesson Topic/Objective
- ASCA Mindsets & Behaviors
- Curriculum & Materials
- Projected Start/End
- Plan for Collecting Data
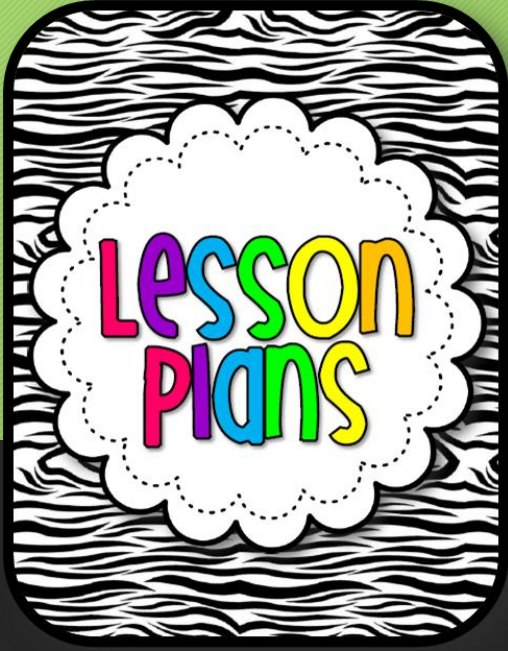
Part 2A: Effective Lesson Plans

Meeting Learning Objectives

LESSON PLANS!!!

BEFORE you start putting together your lesson plan, ask these critical questions...

- What is topic is being covered?
- ***What is the primary learning objective?***
- What do I want attitude, knowledge or skill students to learn, understand, develop?
- What are the most important concepts, ideas for students to grasp and apply?
- Why are they important?
- If I ran out of time...
  - What could I omit/skip?
  - What is critical and cannot be left out?

Lesson Plan Checklist

Lesson Plans Should Include:

Dates

Grade Level

Mindsets & Behaviors

List of Materials Needed

Curriculum/Activities (step by step)

Plan for Collecting Data

Hard Copy for reference (recommended)

A Lesson Plan = <u>Pre</u>-Results Report

School Counselor Curriculum Results Report

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Goal: _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented in Which Class/Subject	ASCA Domain, Standard & Competency	Curriculum & Materials	Start/End Dates	Process Data (# of students affected)	Perception Data (surveys or assessments used)	Outcome Data (achievement, attendance &/or behavior data)	Implications

Part 2B: Pre-Planning for Your Data

Designing your Measurement Tool

Three Types of Data

Process
- Number of students impacted

Perception
- Knowledge, Skills, and/or Attitudes Developed

Outcome
- Achievement
- Attendance
- Behavior

Process Data

Who?

Did What?

How Many?

Examples

* 7 Fourth grade students participated in an anger management group
* 450 Eighth grade students have completed a career interest inventory
* 100 parents attended the senior college planning parent night meeting

Perception Data

| Knowledge Learned | Skills Developed | Attitude or Perception Changed |

Examples
* 95% of 8th grade students could correctly name the 5 core academic subjects.
* 100% of 11th grade students have identified 3 colleges that match their post-secondary plans.
* 76% of 7th graders know how to use a student agenda to organize their homework.
* 96% of 5th graders can name at least 2 test taking strategies for multiple choice questions.
* 88% of 3rd graders believe asking their teacher questions will help them earn better grades.
* 85% of 9th grade students reported they are confident in their ability to pass all of their classes.

Outcome Data

Hard Data	Application of knowledge, skills and attitudes	Academic, Attendance, Behavior

Examples

* 95% of 7th grade students passed science in the 1st grading period
* 83% of 9th graders earned enough credits to be promoted to the 10th grade.
* 76% of ESOL students passed the Language Arts EOC/GA Milestones test.
* 45% of 8th graders earning a score meets or exceeds on the Math Milestones test.
* 5% of 12th grade students had 5 or more tardies during the fall semester.
* 10% of 5th grade students recieved 3 or more discipline referrals during recess.

Simple Steps to Data

Evaluate data

Design goal-oriented counseling curriculum activities

Collect data

Develop evaluation tools
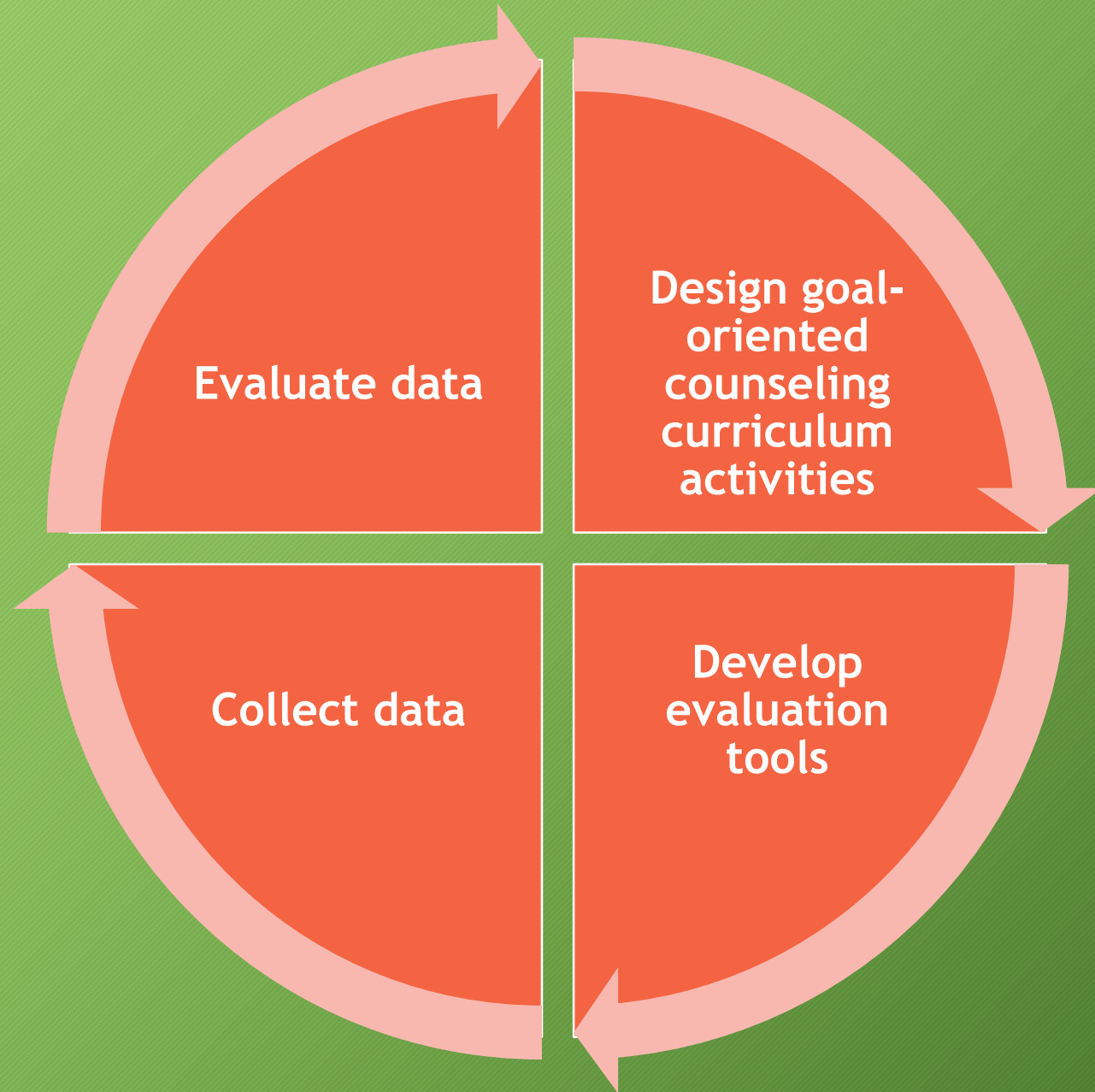
Perception Data: Indicators of Success

Implementation Plan (Delivery System Examples)

What will school counselors do to address the objectives of the goal?

- Classroom Guidance
- Test Taking Skills Group
- Study Skills Strategies
- Conflict/Resolution Skills

Indicators of Success (Examples of Perception Data)

How will school counselors measure students' knowledge, skills and attitudes?

- Pre/Post Quiz; Observation; Teacher Feedback
- Student Perception Survey; Pre/Post Quiz; Teacher Feedback
- Homework Completion; Teacher Feedback
- Role-Playing; Demonstrating

Outcome Data: Indicators of Success

Implementation Plan (Delivery System Examples)

What will school counselors do to address the objectives of the goal?

- Classroom Guidance
- Test Taking Skills Group
- Study Skills Strategies
- Conflict/Resolution Skills

Indicators of Success (Examples of Outcome Data)

How will school counselors measure if the intervention was effective?

- GPA, Failure Rate; Promotion Rate
- Pass/Fail rate; overall average score; rate for scoring in "exceeds" range
- GPA, Failure Rate; Promotion Rate; Standardized Test Scores
- Discipline Referrals; Detentions, Suspensions; Attendance

Survey Qs: What did students learn?

Question/Answer

? Correct/Incorrect:
Example: How many credits are required to graduate?

? Rank/Self-Report:
Example: How many days a week do you read at home?
a) 0   b) 1   c) 2-3   d) 4-5   e) 6-7

? Open Ended:
Example: What I liked most (least) about this lesson was _____.

Survey Qs:
Did students have a change in beliefs or attitude?

Scaling/Likert Scale: 3 Point, 5 Point, 10 Point

I can name 3 careers that match my personal interests. (1 to 3)

I know how to study for a multiple choice test. (1 to 5)

I am confident in my ability to pass all my classes. (1 to 10)

What behaviors or skills did students develop?

Observation/Evidence/Role-Play

- *Example: Students demonstrate how they would respond to seeing someone being bullied.*
- *Example: Students who are using learned note-taking strategies.*
- *Example: Students frequency of disruptive behavior in class*

Activity: Write 3 types of Survey Questions

Create 3 Questions for a lesson on the topic <u>Study Skills</u> for your grade level.

Use one of each of the following types of Qs:

- Correct/Incorrect
- Likert Scale
- Observation
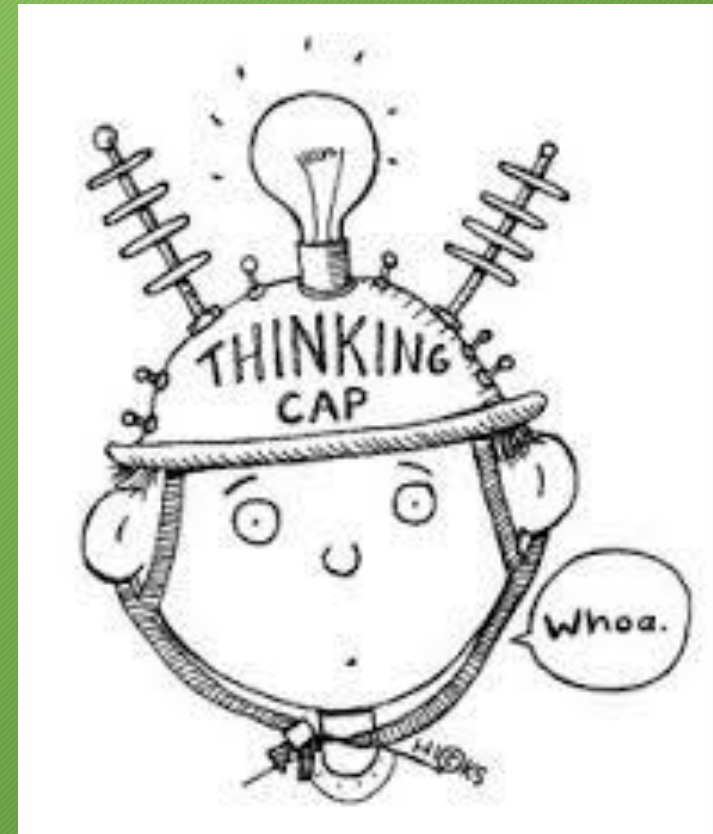
How will you collect the data?

Selecting Your Measurement Method

Measurement Method Options

Paper/ Pencil

Online (Google Docs/ Survey Monkey)

Poll Everywhere .com

Measurement Method Options
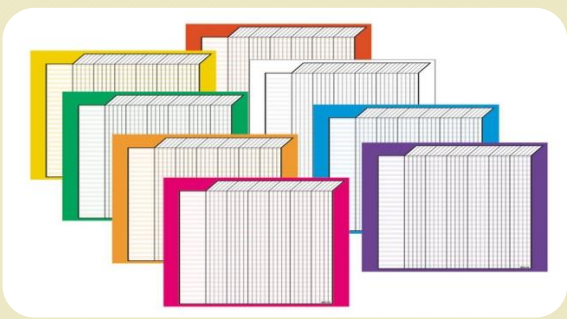
Posters/ Charts

Visual Aids
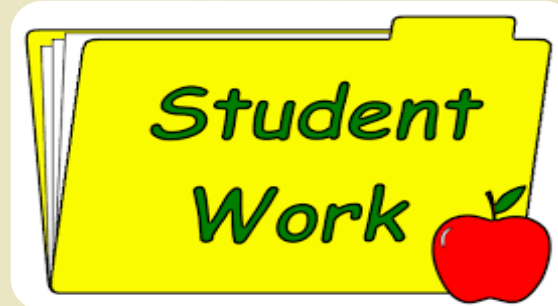
Work Samples/ Artifacts

Measurement Method Options

Physical Motion

Manipulatives

Verbal

Steps to Creating Your Tool

- What did students learn?

- Did students' attitudes or beliefs change?

- What skill did students develop?

Identify Objectives

Create Questions/ Items

Choose Measurement Method
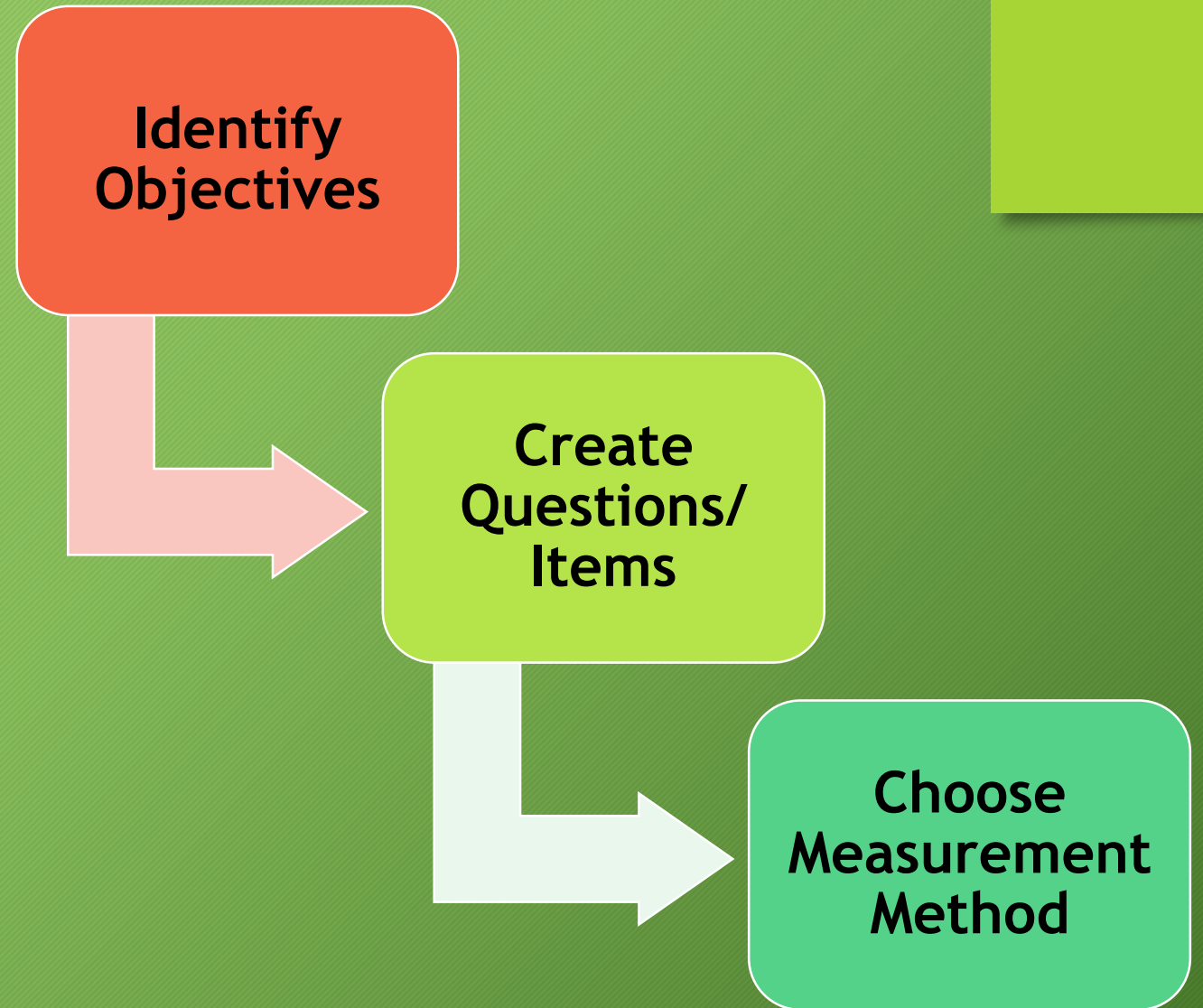
Activity:
Create, Select & Prepare

1. Create 3 Qs/Items

2. Decide on a measurement method

3. What materials/resources will you need to prepare to collect your data?

Collecting School Counselor Program Data

Keeping Data Simple:
Comparing Pre-Post Responses

Question/Answer

- <u>Pre</u>: %age of students who responded correctly before lesson

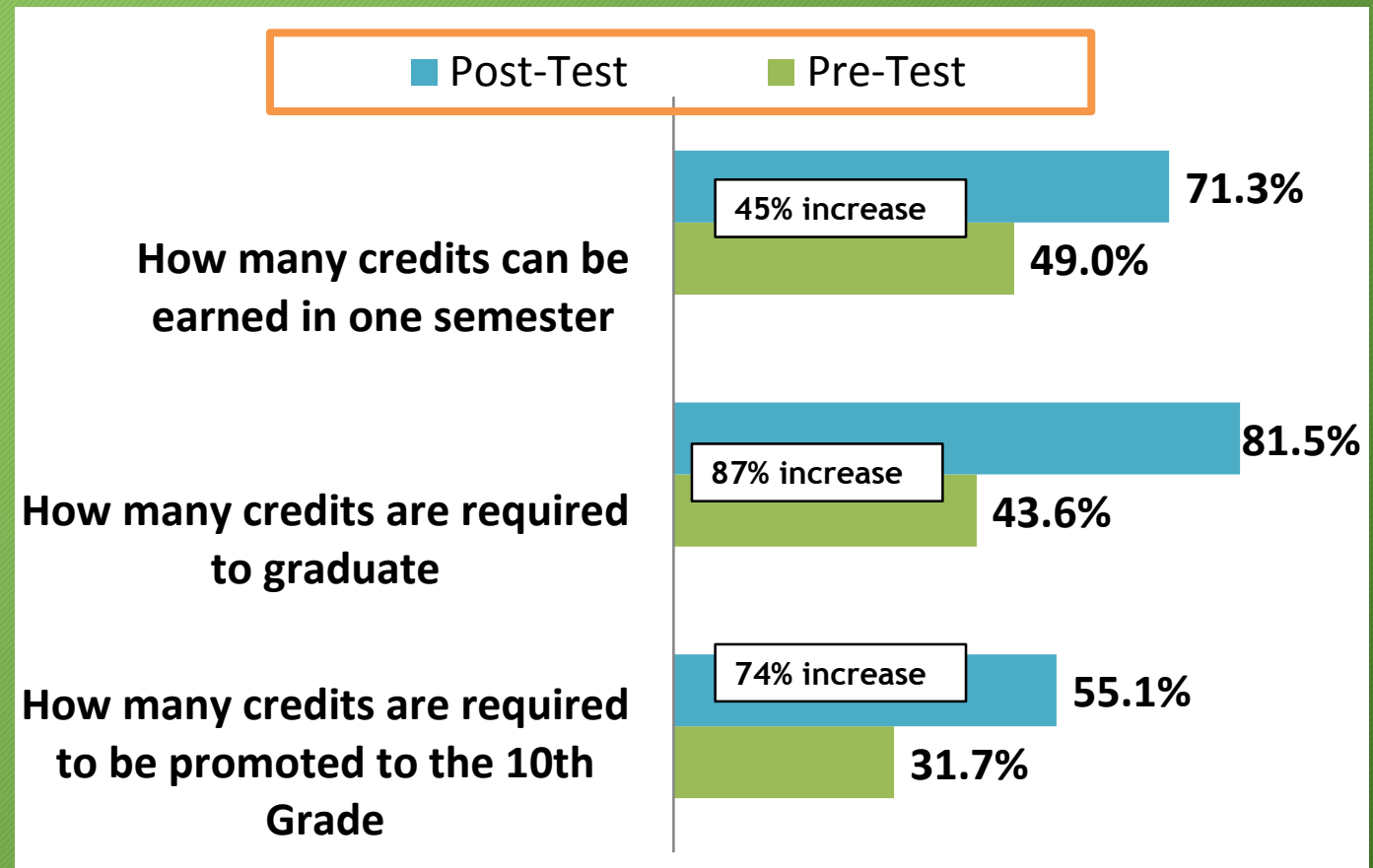- <u>Post</u>: %age of students who responded correctly after lesson

Post-Test **Pre-Test**

How many credits can be earned in one semester
- Post-Test: 71.3%
- Pre-Test: 49.0%

How many credits are required to graduate
- Post-Test: 81.5%
- Pre-Test: 43.6%

How many credits are required to be promoted to the 10th Grade
- Post-Test: 55.1%
- Pre-Test: 31.7%
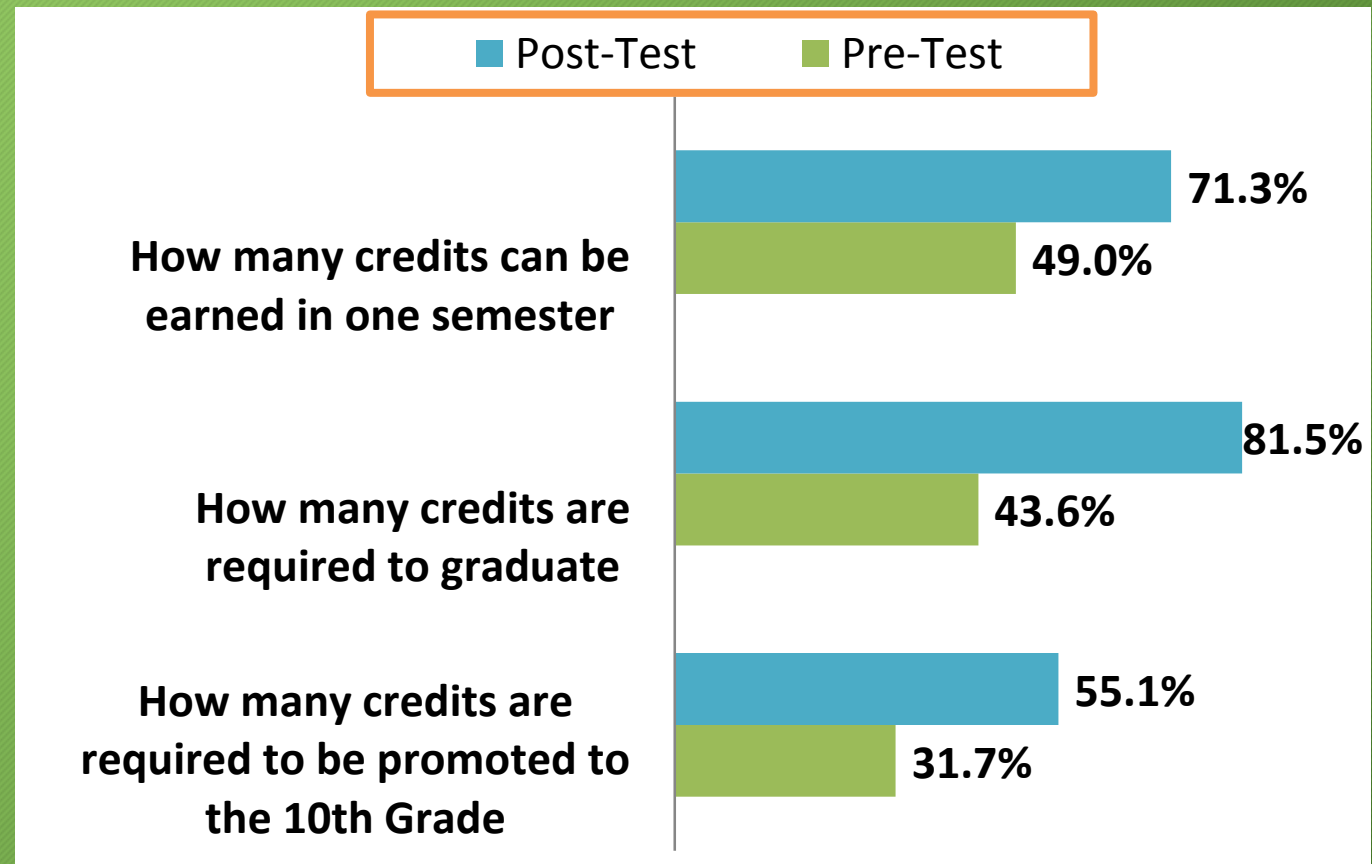
Keeping Data Simple:
Calculate the Data

Measure the %age of change in your results:

$$\frac{(\text{Post \%age} - \text{Pre \%age})}{\text{Pre \%age}}$$

= %age of change

Post-Test ■ **Pre-Test**

How many credits can be earned in one semester
- 45% increase — 71.3%
- 49.0%

How many credits are required to graduate
- 87% increase — 81.5%
- 43.6%

How many credits are required to be promoted to the 10th Grade
- 74% increase — 55.1%
- 31.7%

Keeping data simple: Scaling

Likert Scale
Be sure to note which end is high vs. low

- Strongly Agree = 5
- Agree = 4
- Undecided = 3
- Disagree = 2
- Strongly Disagree = 1

Scale	Pre Tally #	Pre-Tally Factored	Post Tally #	Post-Tally Factored
5	3		5	
4	7		9	
3	5		11	
2	10		3	
1	6		2	
	Total # of Responses	Average Response	Total # of Responses	Average Response

Keeping data simple: Scaling

Step 1: Count the Tally

- Tally # of responses for each choice
- Add to find total # of responses

Scale	Pre-Test Tally #	Pre-Test Tally Factored	Post –Test Tally #	Post-Test Tally Factored
5	3		5	
4	7		9	
3	5		11	
2	10		3	
1	6		2	
	Total # of Responses	Average Response	Total # of Responses	Average Response
	31		30	

Keeping data simple: Scaling

Step 1: Count the Tally

- Tally # of responses for each choice
- Add to find total # of responses

Step 2: Factor the Tally

- Multiply # of responses by the quality point/scale ranking

Scale		Pre-Test Tally #		Pre-Test Tally Factored	Post –Test Tally #	Post-Test Tally Factored
5	x	3	=	15	5	25
4	x	7	=	28	9	36
3	x	5	=	15	11	33
2	x	10	=	20	3	6
1	x	6	=	6	2	2
		Total # of Responses		Average Response	Total # of Responses	Average Response
		31			30	

Keeping data simple: Scaling

Step 1: Count the Tally
- Tally # of responses for each choice
- Add to find total # of responses

Step 2: Factor the Tally
- Multiply # of responses by the quality point/scale ranking

Step 3: Divide
- Add factored tally
- Divide the Sum of Factored Tallies by the Total # of responses

Scale	Pre-Test Tally #	Pre-Test Tally Factored	Post –Test Tally #	Post-Test Tally Factored
5	3	15	5	25
4	7	28	9	36
3	5	15	11	33
2	10	20	3	6
1	6	6	2	2
	Total # of Responses	Average Response	Total # of Responses	Average Response
	31	84/31 = **2.70**	30	102/30 = **3.4**

Keeping data simple:
Working with Percentages

Calculating the %age of change:

$$\frac{\text{(Post \%age - Pre \%age)}}{\text{Pre \%age}}$$

Pre Correct	Post Correct	%age of Change	Direction?
24%	20%	16.6%	Decrease
9%	20%	122%	Increase
Plug in Likert Scale Results			
4.1	3.8	7.3%	Decrease
2.87	3.46	20.5%	Increase

Keeping data simple: Positive Responses

Scale	Pre-	Post-
5	15	25
4	28	36
3	15	33
2	20	6
1	6	2
Total # of Responses	84	102
Total # of Positive Responses	43	61

	Pre-	Post-
Total # of Responses	84	102
Total # of Positive Responses	43	61
%age of Positive Responses...	51.1%	59.8%
%age of change		59.8 – 51.1 = divided by 51.1 = 17% increase

What was the %age of change?

$$3.84 - 3.01 \div 3.01 =$$

27.5%
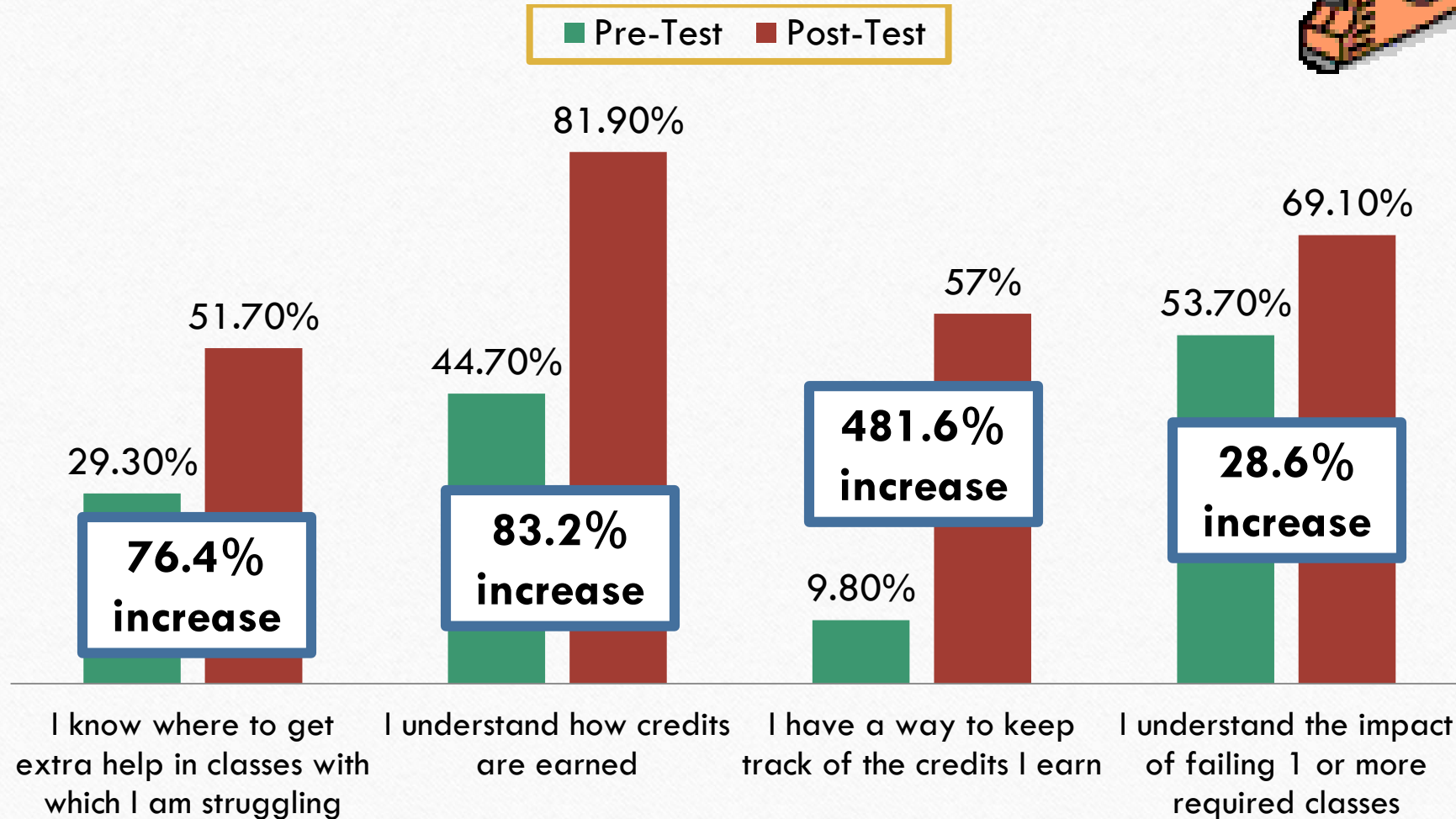
Completing the Results Report

Pre-Activity/Lesson	Post-Activity/Lesson	When Relevant Data is Available
• Grade Level • Lesson Topic • Start/End Dates • Curriculum & Materials • Process Data (expected)	• Process Data (actual) • Perception Data	• Outcome Data • Implications

Completing Results Reports

Summarize and Evaluate

School Counseling Core Curriculum Results Report

- Ensures the program was carried out as planned
- Ensures every student was served
- Ensures developmentally appropriate materials were used
- Documents the program's process, perception, and outcome data
- Analyzes the activities' effectiveness
- Shares the impact of the curriculum
- Improves activity or program
- Advocates for systemic change

Julie Hartline (2012)

Helpful Questions for Analysis of Curriculum Results Reports

- Were appropriate learning goals identified? Did the curriculum/activities support the goals?

- What can be learned from analyzing process data? Did all students receive? Did it happen?

- What can be learned from analyzing the perception data? Was the goal of knowledge, attitude and skill attainment met?

- What can be learned from analyzing the outcome data? What impact did the curriculum have on achievement, attendance or behavior data?

- After reviewing the results report, what are the recommendations or implications?

Julie Hartline (2012)

Analyzing Your Results:
Did you get there? was progress made?

Did you reach your goal? If not, why?

Which interventions were most effective? Least effective?

What would you do differently next time?

Presenting Your Results

Dare to share!!!

Charting your data

- Use spreadsheets to set up simple charts (a few user-friendly tools)

  - Power point
  - Excel
  - Survey Monkey
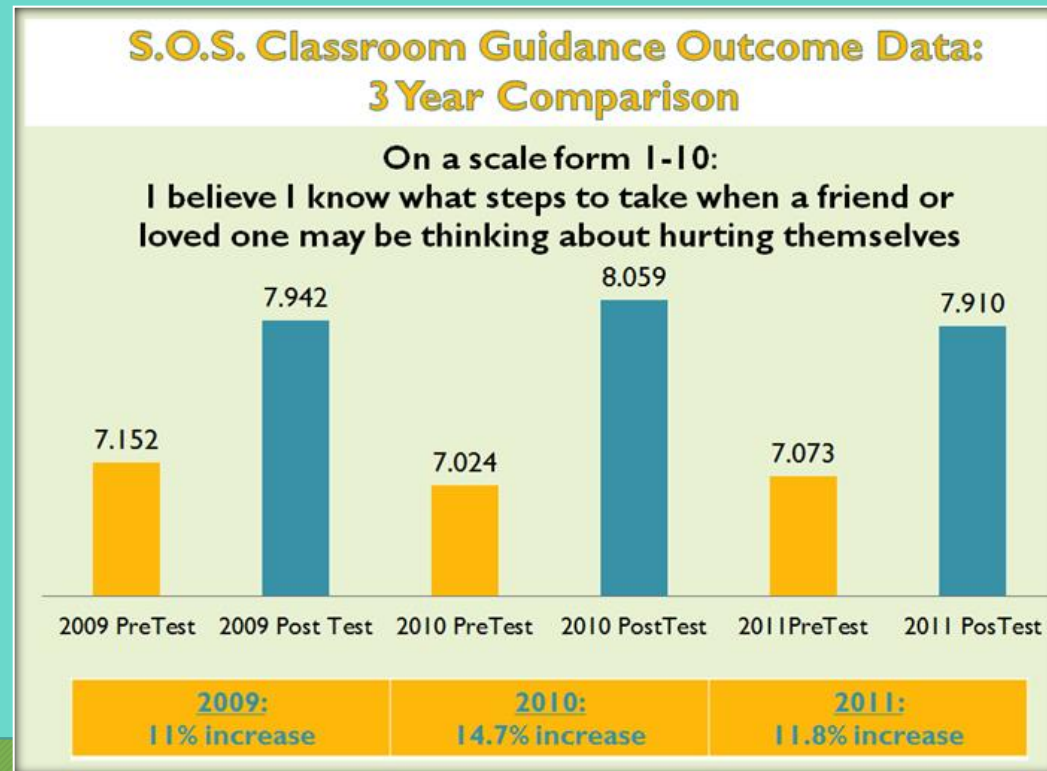
S.O.S. Classroom Guidance Outcome Data:
3 Year Comparison
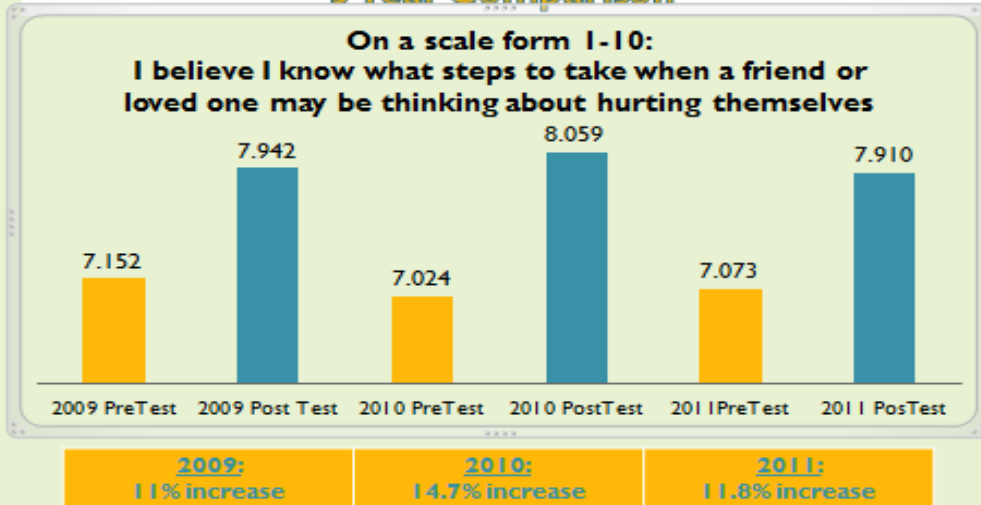
On a scale form 1-10:
I believe I know what steps to take when a friend or loved one may be thinking about hurting themselves

	2009 PreTest	2009 Post Test	2010 PreTest	2010 PostTest	2011 PreTest	2011 PosTest
	7.152	7.942	7.024	8.059	7.073	7.910

2009:	2010:	2011:
11% increase	14.7% increase	11.8% increase

Organizing your charts and graphs

Organizing your charts and graphs

Organizing your charts and graphs

Stakeholder & Colleague Buy-In:
5 Slide Presentation for Sharing Outcomes

Slide 1:
Purpose of
the Project

Slide 3:
Description
of Activity

Slide 5:
Outcomes
of results
data

Slide 2:
Standard,
Competency
& Indicators

Slide 4:
Outcomes of
perception
data

Remember to thank them for their support!!!

Program Goal #1

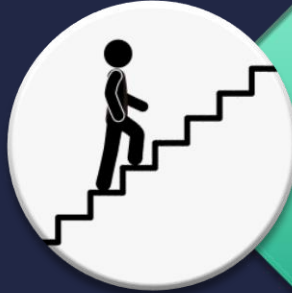Centennial will decrease the 2014-15 ninth grade retention rate by 1%.
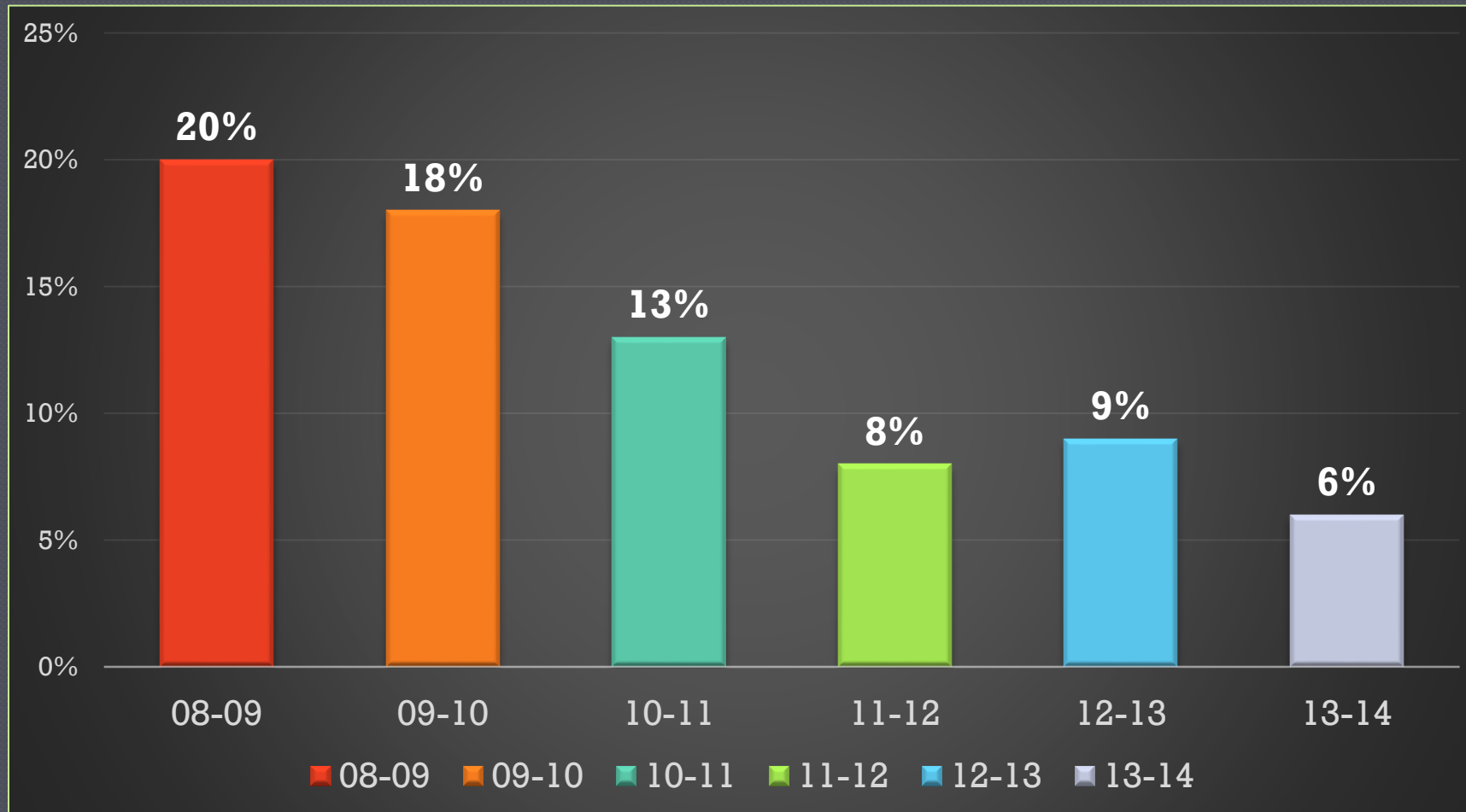
Program Goal #1
Indicators for Success:

1st year freshmen/Class of 2018 student data

Percentage of students who fail 1 or more classes

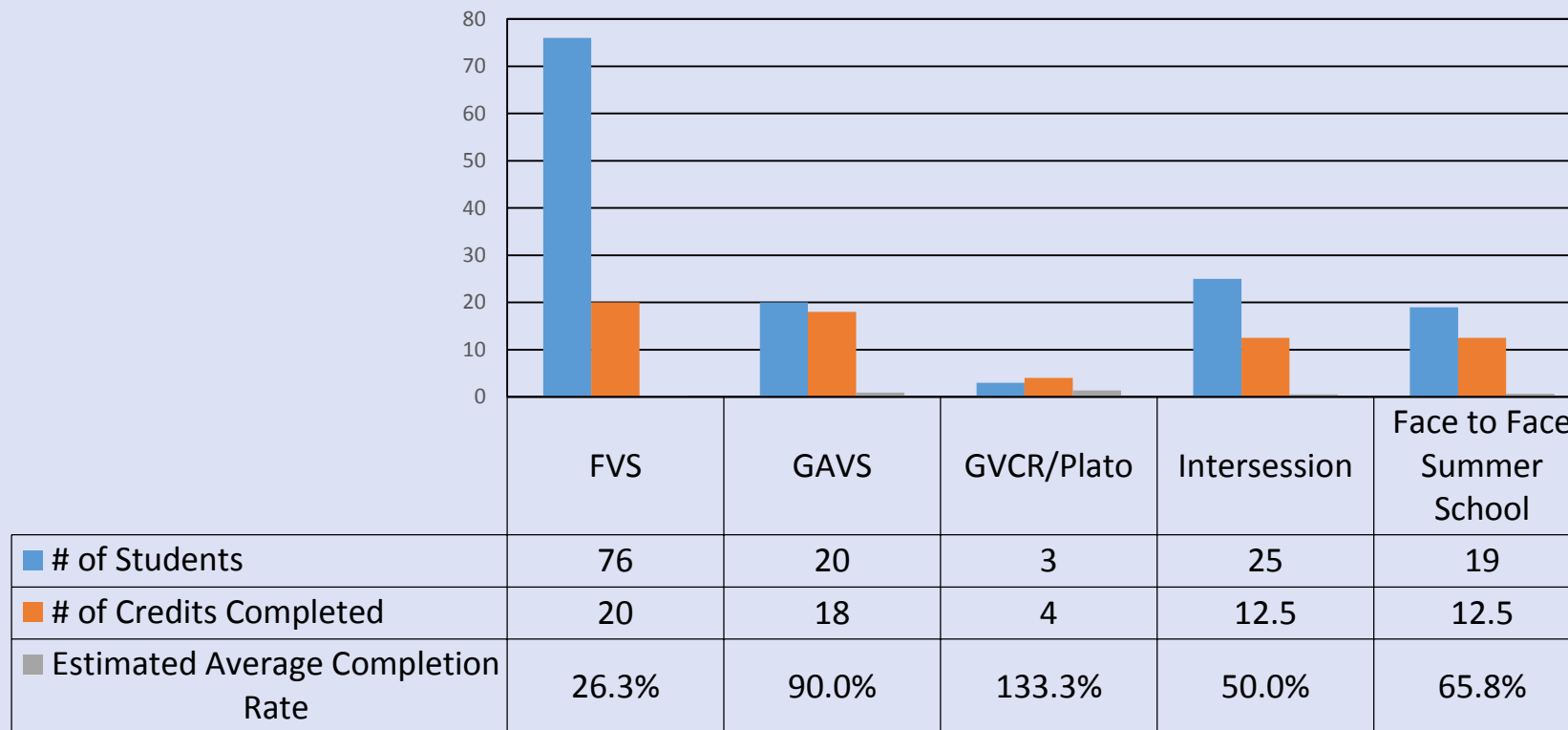Pursuit & completion of credit recovery prior to their 2nd year of HS

Percentage of students who earn 5.0 credits and are promoted to 10th grade in 2015-16

Program Goal #1 Outcome Data:
Centennial will decrease the 2014-15 ninth grade retention rate by 1%.

In 2014-15 Class of 2018 students completed a total of 67 credits via one or more of the virtual or face to face credit recovery options.
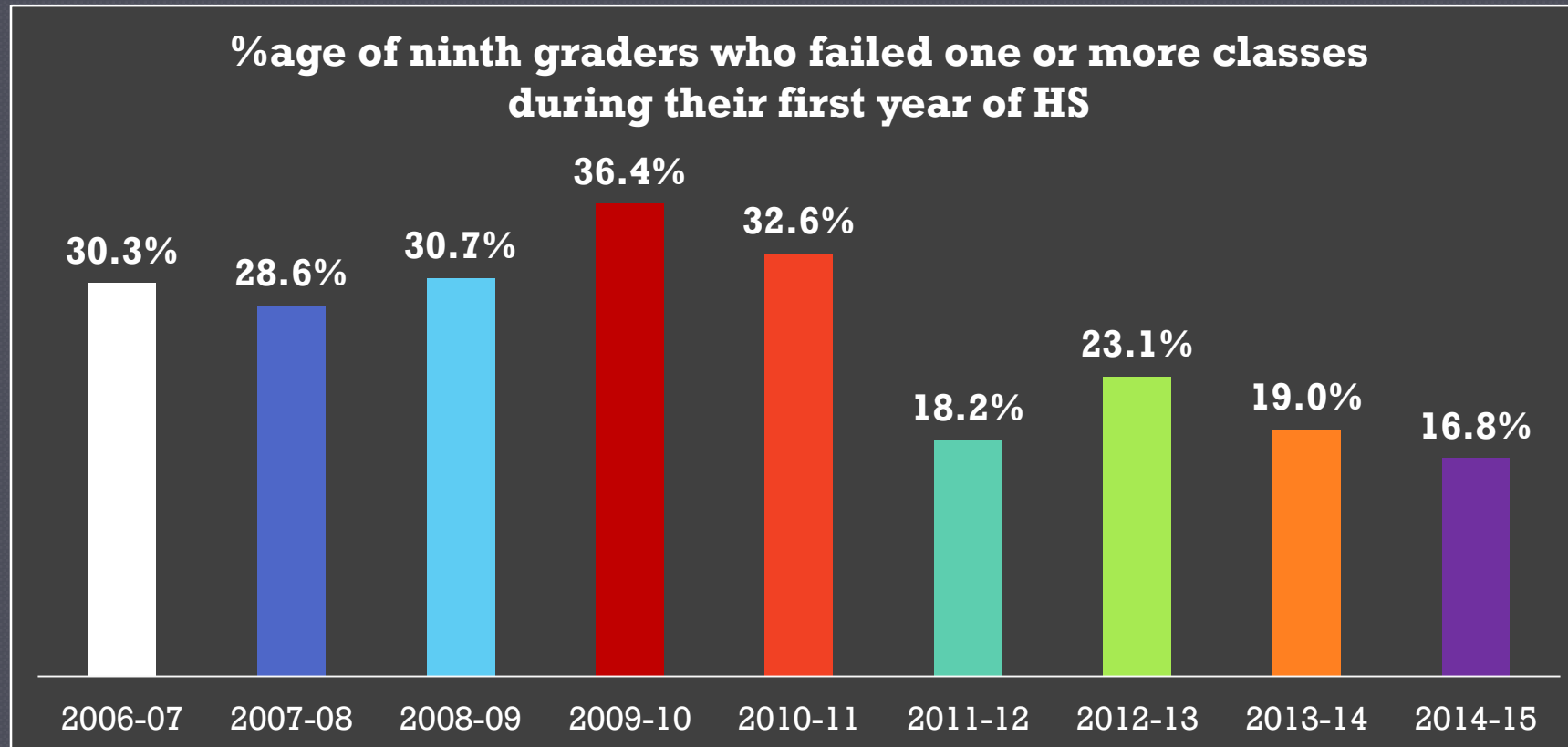
Credit Recovery Completion for Class of 2018 during 2014-15 School Year

	FVS	GAVS	GVCR/Plato	Intersession	Face to Face Summer School
# of Students	76	20	3	25	19
# of Credits Completed	20	18	4	12.5	12.5
Estimated Average Completion Rate	26.3%	90.0%	133.3%	50.0%	65.8%

Program Goal #1 Outcome Data:
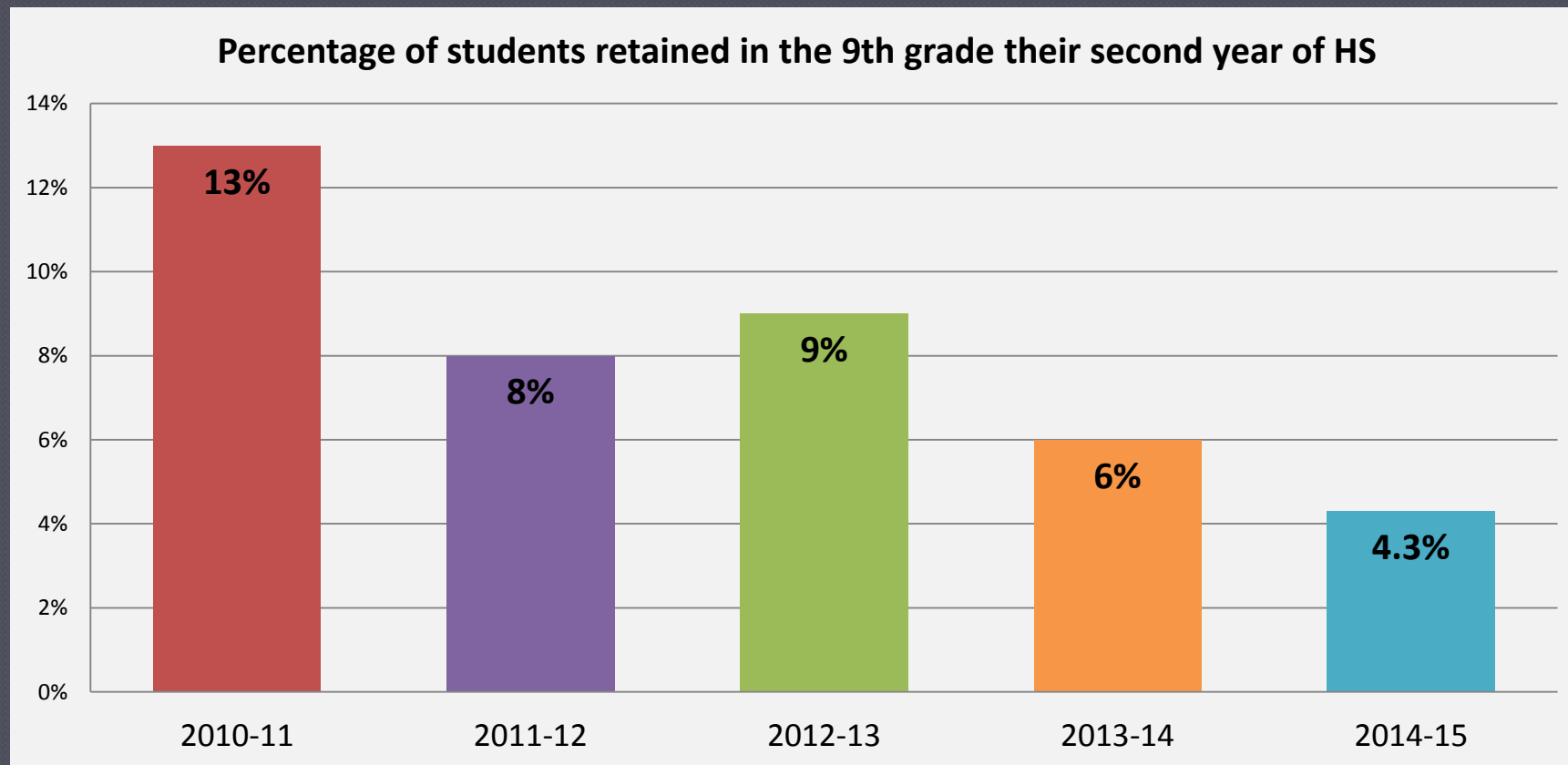## Centennial will decrease the 2014-15 ninth grade retention rate by 1%.

Our continued work during the 2014-2015 school year resulted in an all-time low freshman failure rate of 16.8%. This is an 11.5% decrease from the previous year and a 27.2% decrease from 2012-13. *Over the past 5 years our freshman failure has decreased by a remarkable 94%*

%age of ninth graders who failed one or more classes during their first year of HS

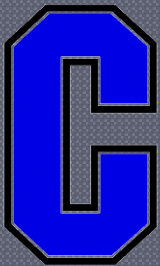| Year	Percentage
2006-07	30.3%
2007-08	28.6%
2008-09	30.7%
2009-10	36.4%
2010-11	32.6%
2011-12	18.2%
2012-13	23.1%
2013-14	19.0%
2014-15	16.8%

Program Goal #1 Outcome Data:
Centennial will decrease the 2014-15 ninth grade retention rate by 1%.

We successfully met and exceeded our program goal so decreasing the retention rate by 1%. From 2013 to 2015, the ninth grade retention rate has been cut in half, dropping from 9% to 4.3%.
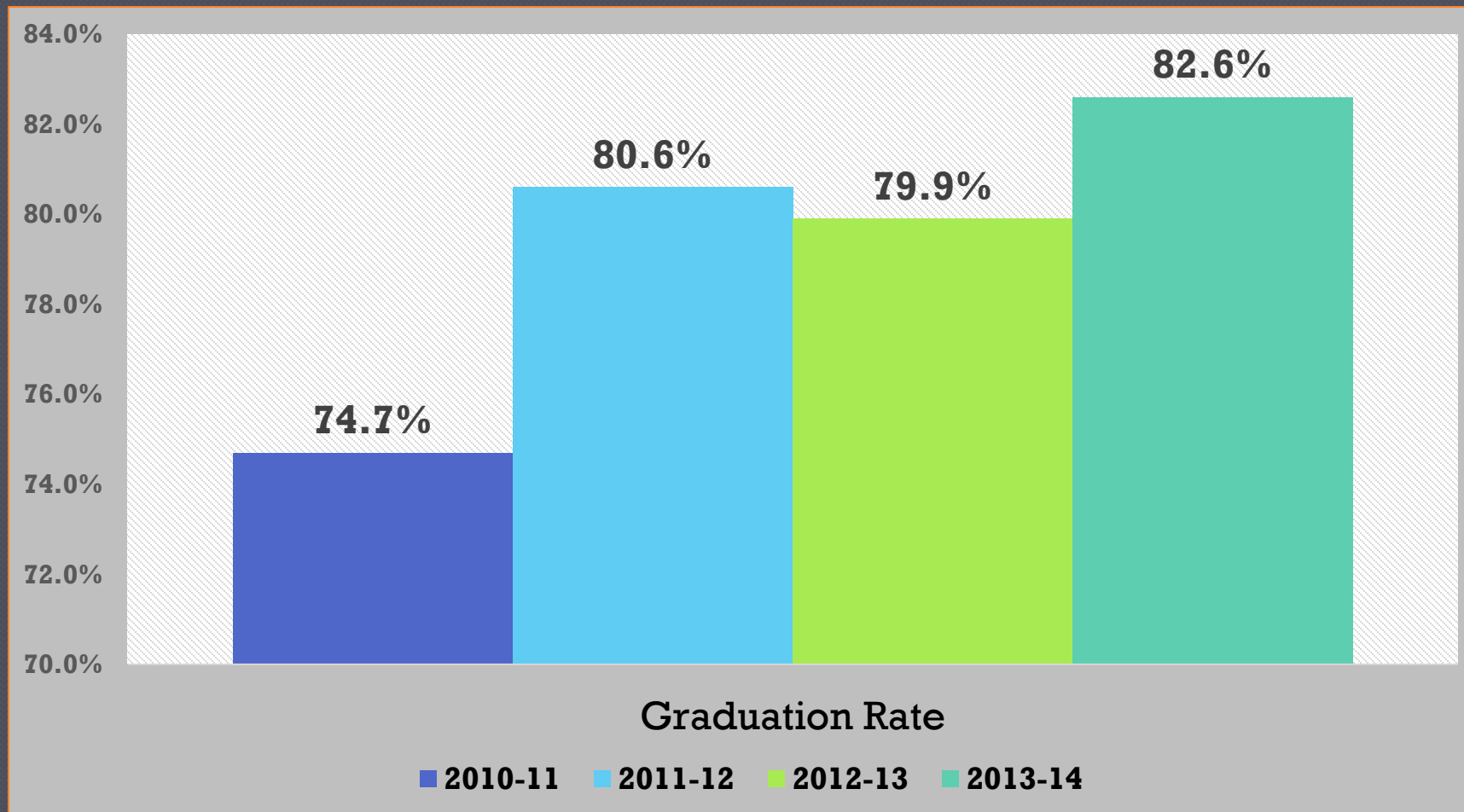
Percentage of students retained in the 9th grade their second year of HS

Year	Percentage
2010-11	13%
2011-12	8%
2012-13	9%
2013-14	6%
2014-15	4.3%

Program Goal #2

In the 2014-15 school year, Centennial's graduation rate will increase by 2%.

CHS Graduation Rate Baseline Data:

Bar chart showing CHS Graduation Rate Baseline Data by year:
- 2010-11: 74.7%
- 2011-12: 80.6%
- 2012-13: 79.9%
- 2013-14: 82.6%

X-axis label: Graduation Rate

Program Goal #2 Outcome Data:
In the 2014-15 school year, Centennial's graduation rate will increase by 2%.
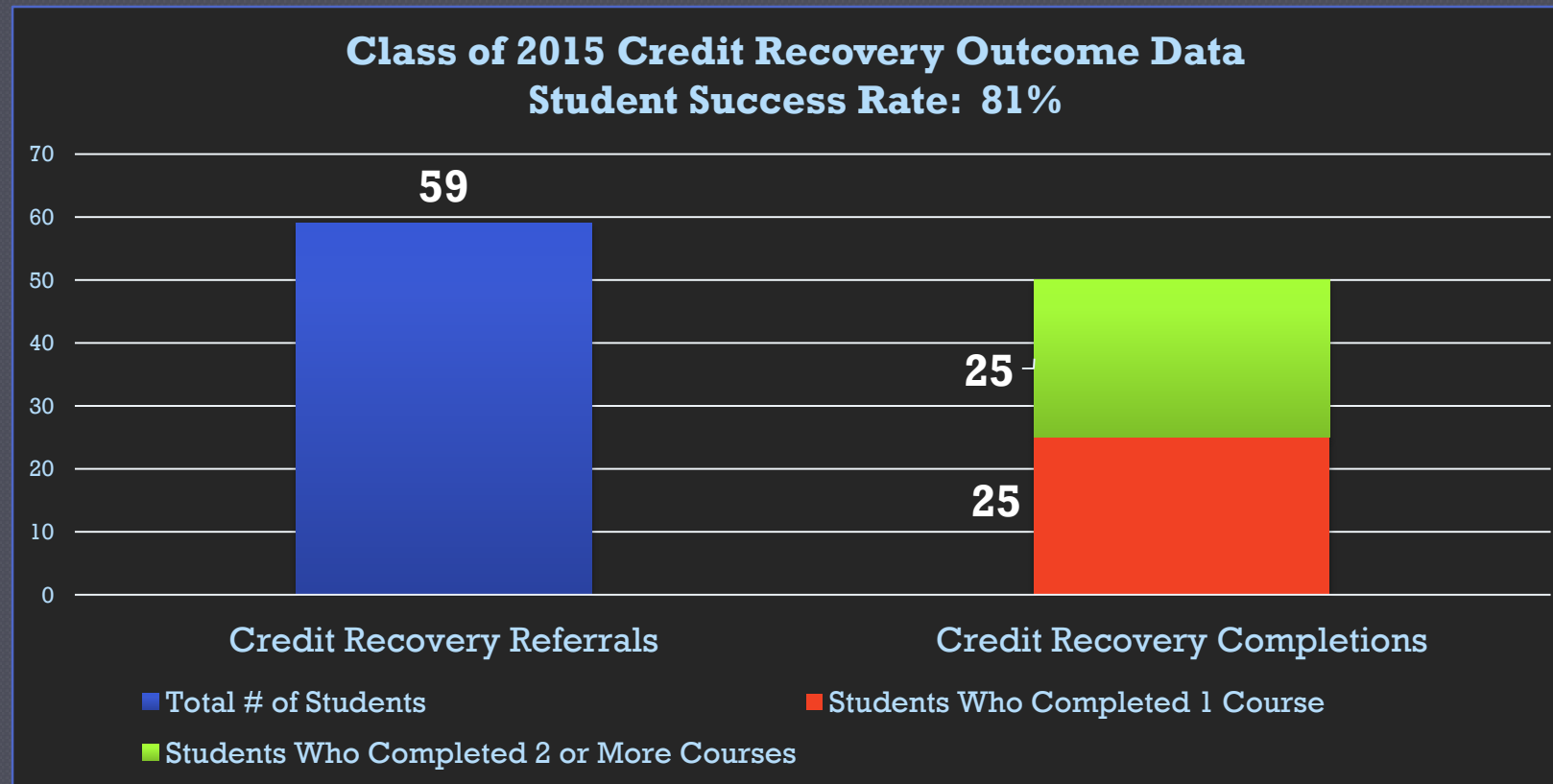
After the implementation of the at-risk senior action plan there was a 52.5% decrease in the percentage of seniors who failed a core subject area class as compared to the fall semester.
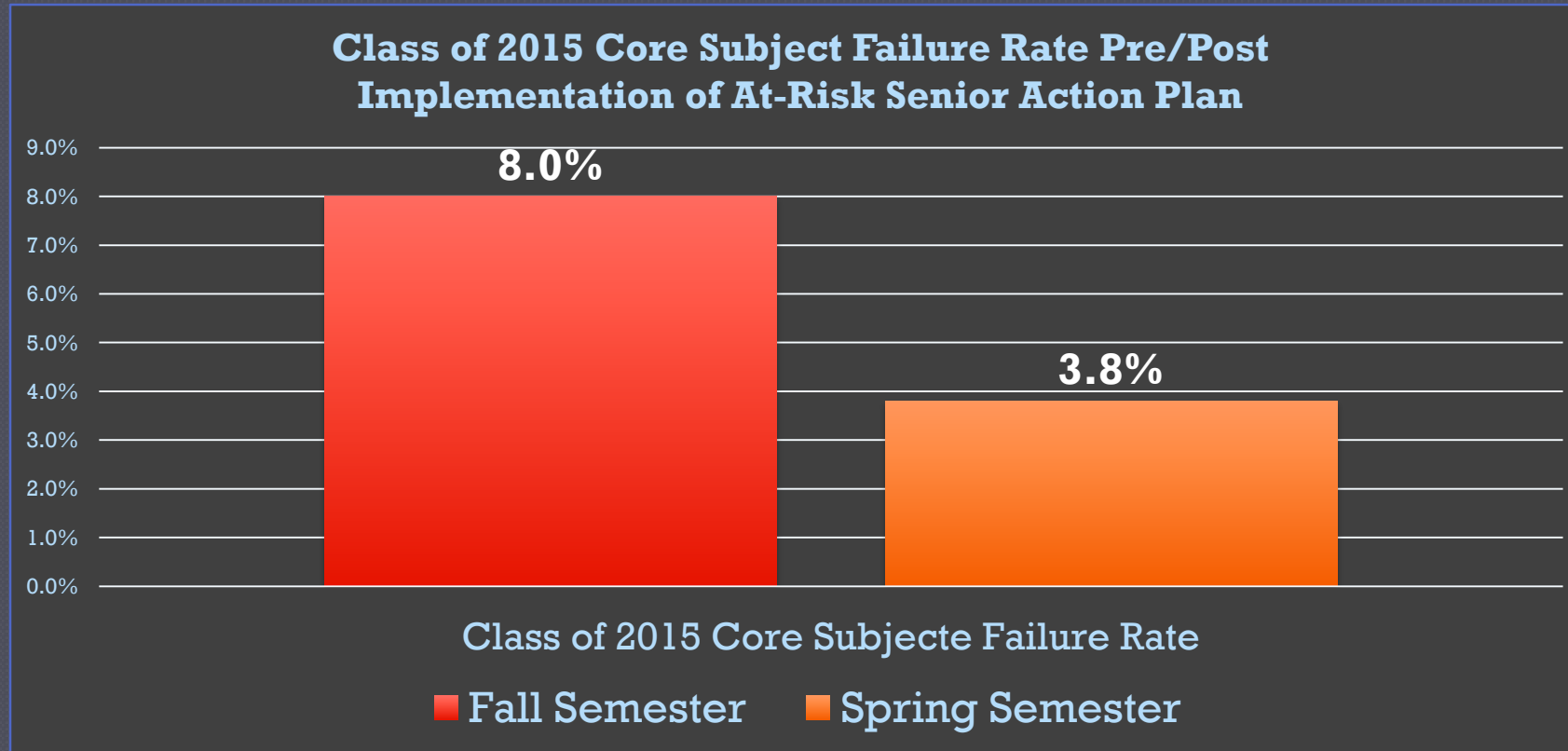
Class of 2015 Core Subject Failure Rate Pre/Post Implementation of At-Risk Senior Action Plan

8.0%

3.8%

Class of 2015 Core Subjecte Failure Rate

■ Fall Semester   ■ Spring Semester

Program Goal #2 Outcome Data:
In the 2014-15 school year, Centennial's graduation rate will increase by 2%.
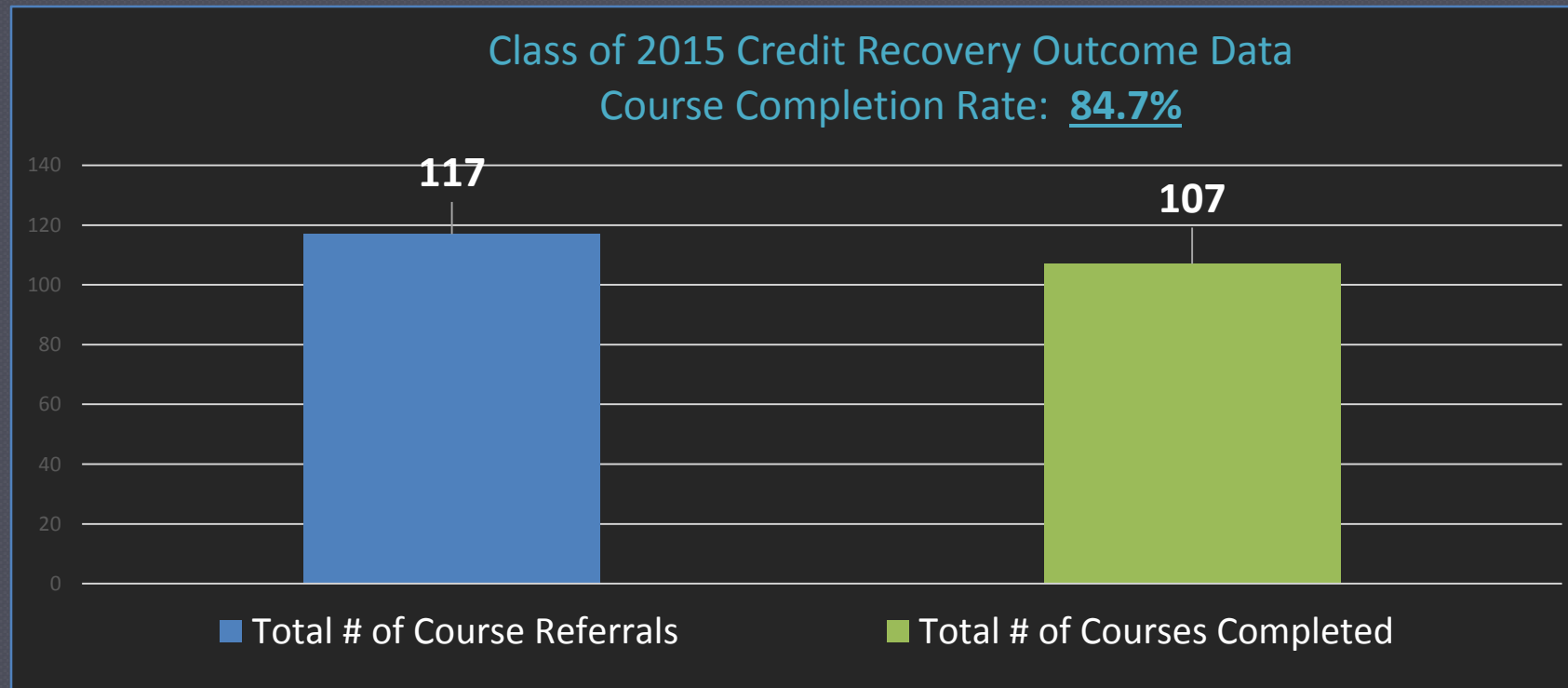
59 seniors attempted 117 credit recovery courses. Of those 59 students, 42.3% completed 1 credit recovery course and 42.3% completed 2 or more courses.

Class of 2015 Credit Recovery Outcome Data
Student Success Rate: 81%

Credit Recovery Referrals	Credit Recovery Completions

- Total # of Students
- Students Who Completed 1 Course
- Students Who Completed 2 or More Courses

59 seniors attempted 117 credit recovery courses. The 50 senior students who succeeded in the credit recovery program successfully complete a total of 107 credit recovery courses. Overall, our senior credit recovery course completion rate of 84.7%

Class of 2015 Credit Recovery Outcome Data
Course Completion Rate: 84.7%

■ Total # of Course Referrals	■ Total # of Courses Completed

Program Goal #2 Outcome Data:
In the 2014-15 school year, Centennial's graduation rate will increase by 2%.

*Centennial anticipates there to be an increase of approximately (2.4%) from the previous year's 82.6%. **Based on these projections, we will have exceeded our goal of increasing the graduation rate by 2%.***
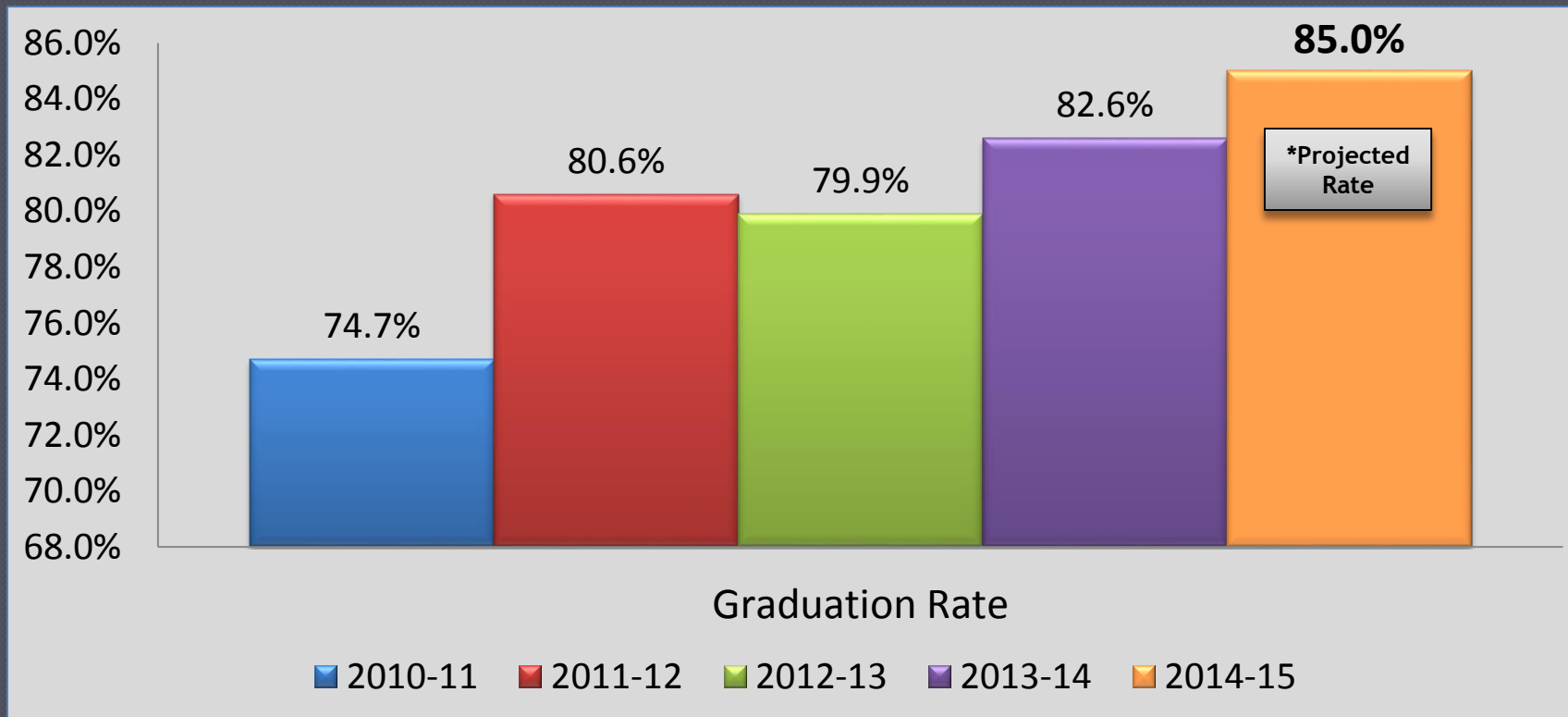
Wrap-Up

Questions?

Check-In/ Check-Out

Contact Info

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