



COLORADO
Department of Education

Evaluation Space
Webinar # 6
Measuring and Sharing your Results

https://www.youtube.com/watch?v=yq6rusc_EjM

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March 6, 2018 Counselor Corps
Development Year

AGENDA /Objectives

- **Measuring your Results**
- **Evaluating your Results**
- **Advocacy**
 - Sharing with Stakeholders



End of the Year Report

- 6. What are the appropriate interventions you plan to implement to address your district and school identified needs, root causes, and goals?
- 7. How do these identified interventions relate to your initial grant proposal? Were your needs enhanced or changed by the development year process? If so, how?
- 8. Please list the school leaders and licensed school counselors participating in the grant's development year process and their role in the district.
- 9. How can the developmental year of the Counselor Corps Grant be enhanced for future grant recipients?

A Way To Do Your SMART Goals

- By _____(date) my targeted group _____(students)
- Will increase or decrease _____(related to behavior/attendance/grades)
- By % from a baseline—what we have
- To a projected %--what we will work for.

- Now identify your data source(s)

Take Aways

- *Gathering different kinds of data to evaluate*
- *How to evaluate your results*
- *Why you need to complete Results Reports*
- *Examples of different Results Reports*
- *Multiples tools for Sharing your Results – Advocacy*

RESULTS DATA, RESULTS REPORTS, AND STAKEHOLDER REPORTS WITHIN THE ASCA NATIONAL MODEL



- **How are students
DIFFERENT
as result of your
counseling program ?**

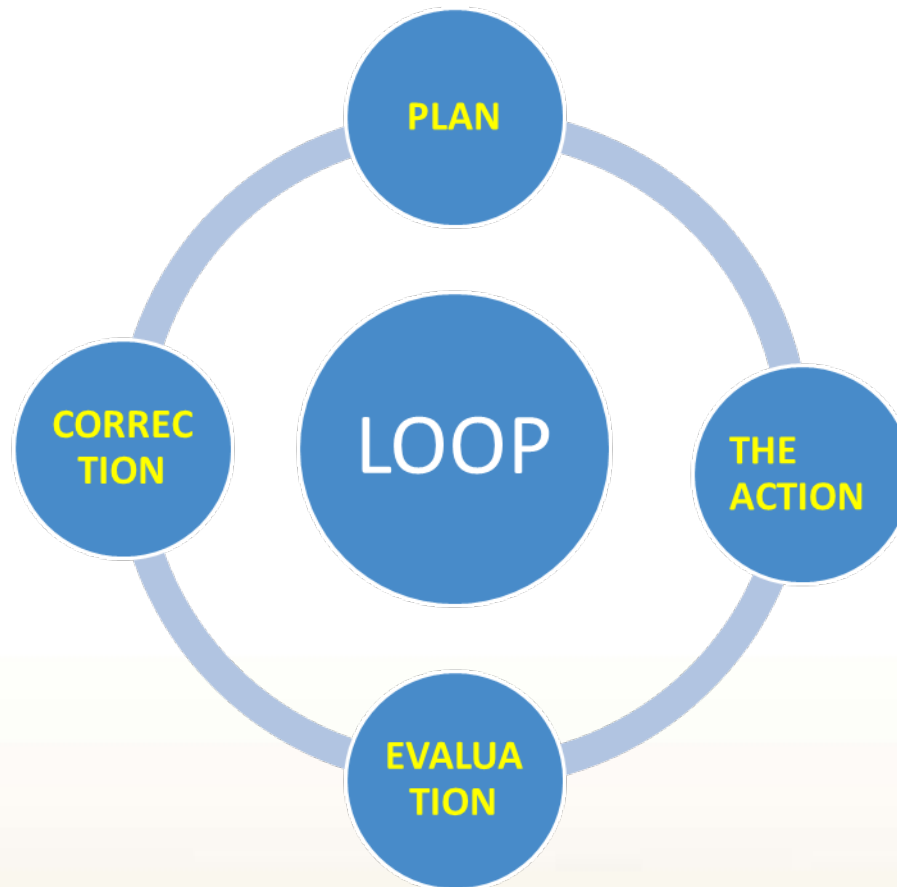


Accountability

- *Analysis of program results is the heart of having a data-driven program.*
- *It ensures each program is evaluated for effectiveness and provides the basis for informed decision making.*
- *Means programming is more focused and interventions are more effective.*



Feedback Loop



What data can you collect for your results?

- Type in chat box:

Gather your Results

- School Profile Data Analysis
- Use of Time Analysis
- Revisit Needs Assessment Data
- Revisit Environmental Scan Data



DATA ANALYSIS For Your Results

■ Perception Data

- Perception data identifies what individuals think they know and how they perceive the effectiveness of the school counseling program and its services. Examples of perception data include **pre and post tests** on interventions, **needs assessments**, and **program evaluation** or **feedback surveys**.

■ Process Data

- Process data identifies who, when and how many. It is essentially **a count of participants and services**. An example of process data would be “200 students participated in classroom guidance lessons regarding ICAP completion.”

■ Outcome Data

- Outcome data shows the impact of an intervention and reports the extent to which the program has a positive impact on **student attendance, achievement and/or behavior**. Examples of outcome data measures include number of discipline referrals, graduation rates, attendance rates, etc.

Evaluation and Measurement

- **How am I going to evaluate and measure?**
- **What are ways to do this?**

RESULTS REPORT



Core Curriculum Results Report

RESULTS REPORT SCHOOL COUNSELING CORE CURRICULUM								
Grade Level	Lesson Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications	
15								



School Core Curriculum Results Report Questions

- Were appropriate goals identified and did curriculum or activities support these goals?
- What can be learned from analyzing the process data?
- What can be learned from analyzing the perception data?
- What can be learned from analyzing the outcome data?
- After reviewing the report, what are the implications or recommendations?

Small Groups Results Report

RESULTS REPORT SMALL GROUP								
Grade Level	Group Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications	



Small Group Results Report Questions

- Were the right goals identified for the group of students?
- What can be learned from analyzing the process data?
- What can be learned from analyzing the perception data?
- What can be learned from analyzing the outcome data?
- After reviewing the report, what are the implications or recommendations?



Closing the Gap Results Report Questions

- What can be learned from analyzing the process data?
- What can be learned from analyzing the perception data?
- What can be learned from analyzing the outcome data?
- After reviewing the report, what are the implications or recommendations?

Closing the Gap



RESULTS REPORT CLOSING THE GAP

Goal: _____
 Target Group: _____
 Data to Identify Students: _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications

Results Reports – Why?

- Results reports serve as the tool for ensuring action plans were implemented and their impact was measured.
- Results are measured immediately, intermediately, and over time (long range)
- Measuring results is vital to school counseling program – why?
 - Program evaluation
 - Program improvement
 - Student advocacy
 - Systemic change
 - Program advocacy

While the action plan tells what was planned to do, the results report demonstrates what was actually accomplished.

Data

- **Results Over Time** - over time patterns and trends

- Demographics
- Achievement data
- Attendance data
- Behavioral data

- **Achievement Data**

- Standardized test scores
- Promotion/retention rates
- Dropout rates and graduation rates
- Course enrollment patterns
- GPA's
- College enrollment
- Reading levels and math levels
- Access to rigor

Data continue

■ Attendance Data

- Average daily attendance
- Truancy rates
- Late arrivals
- Early checkouts
- Frequent withdrawals and enrollments

■ Behavioral Data

- Discipline reports by number of offenses
- Discipline reports by type of offense
- Consequences of discipline referrals
- In-school suspensions/out-of-school suspension
- Placement in alternative settings

Program/Activity Evaluation

- Core Curriculum
- Did the program assist every student in achieving competencies?
- Did it result in a change in student's attendance, behavior, and academic achievement?
 - What short term data was collected? – pre-test, post-test,
 - What intermediate data were collected/ (improved Homework completion? Improved attendance? Improved quarter grades?)
 - What long-term data were collected? (over time = increase in course completion rates? Increase in graduation rates?)

Program Improvement

- Used in analyzing the effects of the program
- After implementing school wide curriculum and intentional guidance, counselors look at results and ask,
 - What worked?
 - What went well?
 - What didn't work?
 - What went wrong with the activity?
 - Is there any way to improve the activity next time?
 - What needs to be changed or shifted to get desired results?

Systemic Change

- Addressing systems needs may lead to better outcomes for all students.
- If results are less significant than anticipated, it may have more to do with systems issues than student issues.
- Data may lead to conversations regarding policies and procedures that may be gatekeeping some students from educational opportunities.

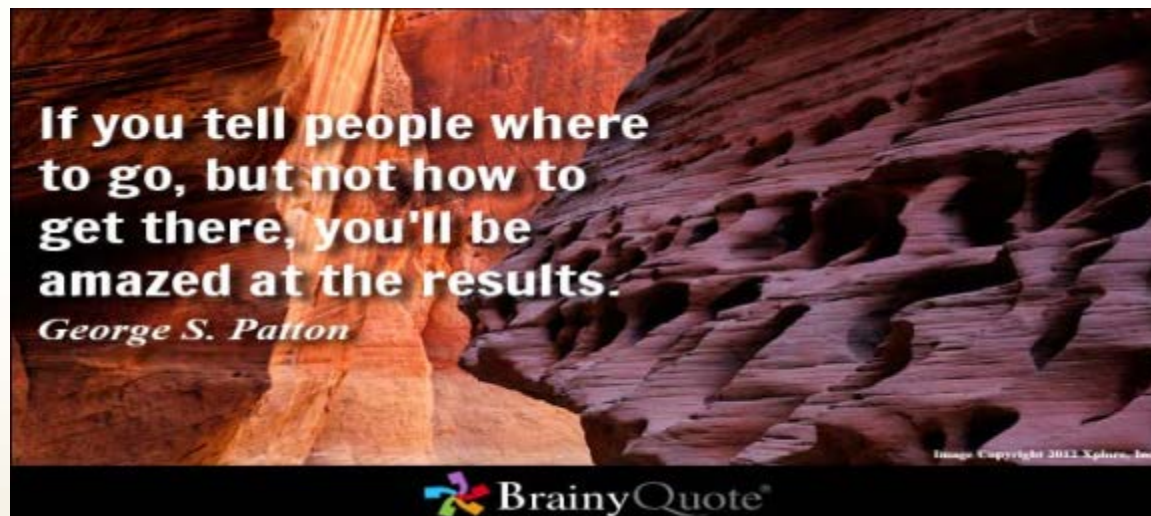
RESULTS

- Once you replace negative thoughts with positive ones, you'll start having positive results.

Willie Nelson

- *Insanity: doing the same thing over and over again and expecting different results.*

Albert Einstein



THE STAKEHOLDER REPORT



Who will you share your results with? Which stakeholders?



Measure of Success

- ❑ Collates a variety of data points
- ❑ Disseminate information to all stakeholders
- ❑ Show positive changes in targeted behaviors and outcomes.
- ❑ There are a variety of formats that one can use
- ❑ Create a report format appropriate for your needs.

■ Stone & Dahir 2010

Student Advocacy

- Used to advocate for improved programs, policies, practices or services to support students.
- If positive results can lead to increased support as well as increased allocation of counseling resources
- Also lead to better understanding of the value or lack of value in providing specific student interventions that interrupt valuable instructional learning time.

Program Advocacy

- Results are used for sharing successes and program advocacy
- Sharing results with stakeholders allow school counselors to communicate the impact of their programs and services to the school community.
- Allows stakeholders to understand the value of the program as well as how counseling supports student achievement.
- Heart wrenching anecdotes with little evidence of success will not garner the resources necessary.
- *Policymakers will fund what works, not what feels good!*

Ways to Share Data

- End of Year faculty meeting
- Leadership Meeting
- Advisory Council
- PTA Newsletters
- School counselor bulletin boards
- School Board Presentation
 - ***How to Present Results:***
 - *Simple, concise and easily conveyed results*
 - *Be prepared to answer questions. Know everything you can about the identified need, the strategies used, the data collection process and what the results mean.*

Multiple Tools for Sharing Results

■ Flashlight Approach

- Counselors select ONE thing they have done (curriculum action plan and one intentional guidance action plan and “shine the flashlight” on it. Create a Flashlight power point. Share

■ SPARC – Support Personnel Accountability Report Card

- Is a voluntary, continuous improvement, one-page, two-sided document that identifies key college and career readiness outcomes for students.
- <http://www.sparconline.net>

Continue Tools for Sharing Results

- **MEASURE = Mission, Elements, Analyze, Stakeholders-Unite, Results, Educate**
 - Six step process that helps school counselors organize their efforts and share their results
- **Get a Grip! = Goals, Results, Impact statements, Program implications**
 - a one-page or more-page organizing document that assists counselors with focusing on the steps above, templates available
- **PRoBE Projects = Partnership in Results-Based Evaluation**
 - Designed to serve as models to evaluate the results of both the process and info delivery of counseling programs
 - <http://www.missouricareereducation.org/project/probesample>

Presidential High School: MEASURE of Success

Principal: Elsie Davis

Enrollment: 2112

Counselors: Timothy Bishop, Gray Howell, Katie Handel, and Amanda Riemer

Principal's Comments

Preparing students to choose from a wide array of options after high school is part of our district's mission of academic success for every student. Our counselors worked very hard this year to impact the school board's desire to improve the postsecondary going rate for every student. They looked at the important data elements that contribute to improving our student's futures and used their leadership, advocacy, teaming, and collaboration skills to make a positive difference.

School Improvement Issues

Postsecondary going rate is 50%. Underrepresented students do not transition to a wide variety of options after high school.

Stakeholders

Parents: Assisted in establishing a tutoring program; created a phone chain to call parents to remind them of important school events.

Community: Assisted in establishing a mentoring program; ran evening and Saturday programs with school personnel for parents and students on raising aspirations, homework help, technology awareness.

Volunteers: Participated in training delivered by financial aid officers on the Free Application for Federal Student Aid (FAFSA); worked with individual students on the power of financial aid to impact their future.

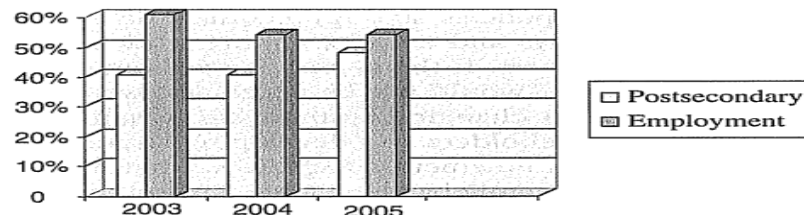
Business Partners: Assisted in establishing a mentoring program. Provided site visits to their businesses. Helped organize and participate in career fairs.

Systemic Changes

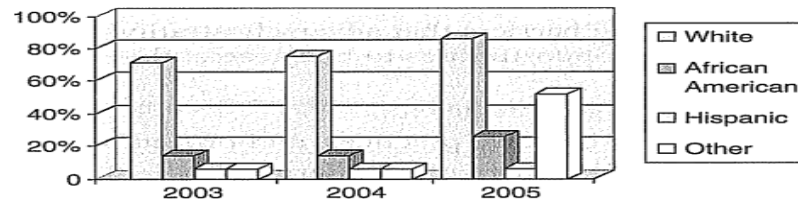
Measurable results showed how the school counseling program worked to increase the postsecondary going rate through a whole school and community effort to impact the instructional program.

Results

Comparative Changes in Postsecondary Rates



Percentages of Students by Ethnicity Accepted to Postsecondary Institutions



2005 Data Summary

Ethnicity	No. of Seniors	% of Seniors	% to Post-secondary	No. to Post-secondary
Caucasian	150	59%	82%	123
African American	50	20%	22%	10
Hispanic	45	19%	15%	8
Other	4	2%	50%	2

Faces Behind the Data

A parent approached her child's school counselor at the end of the graduation ceremony: "I didn't think my child's dream of going to college was going to happen this year. I am recently divorced and did not realize that financial aid would be available. Thank you for keeping after both of us to fill out the FAFSA so that it wasn't too late to get some help."

NOTE: The Educate step in MEASURE has been adapted with permission from the Student Personnel Accountability Report Card sponsored by the California Department of Education and Los Angeles County Office of Education.

Mistakes and Pitfalls

- It is tempting if you see improvements, to rush to celebrate!
- Thinking through all changes, all policies or contributing factors that may have influenced the shift in data will add credibility to the school counselor's report of the data.
- School counselors are reminded to share credit with other educators working to support student achievement and to share how they are contributing in a meaningful way to overall academic achievement of students.

■ What **RESULT** do
you want as a
RESULT of
sharing your
RESULTS?

Quotes

The achievements of an organization are the results of the combined effort of each individual.

Vince Lombardi

However beautiful the strategy, you should occasionally look at the results.

Winston Churchill



Take Aways

- *Gathering different kinds of data to evaluate*
- *How to evaluate your results*
- *Why you need to complete Results Reports*
- *Examples of different Results Reports*
- *Multiples tools for Sharing your Results*
 - *Advocacy*

THANK YOU SO MUCH!

WE WILL SEE YOU AT FEBRUARY TRAINING EITHER
DENVER OR AT CSU - PUEBLO

LISA AND JOHN AND EVE

