

**Using Data to Evaluate
Guidance Programs
or
Data...but, I Hated
Statistics!**

**Broward County School Counselors
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Accountability

- It's not what you do, but the results of what you do.
- And, what you do with the results?

Use of Data & the Research

- Problem solving & data based decision making
- Where to find data & how to use it
- Use of data & successful programs
- Connecting guidance programs to student achievement
- Removal of barriers to learning

Effective Problem-Solving

Stages to problem solving

- Problem identification & analysis- primary determinant of successful problem solving
- Goal identification
- Intervention development and implementation
- Evaluation

Data-Based Decision Making

A process in which school personnel engage in ongoing analysis of data from multilevel sources to provide a comprehensive picture of strengths and challenges and develop a plan to prioritize and address those challenges.

Tung & Feldman, 2001

Using Data to Spur Change

- School Counselors must be proficient in:
 - Accessing data
 - Analyzing data
 - Interpreting data
 - Presenting data
- School Counselors must use data to:
 - Recognize barriers to learning
 - Point out inequities
 - Advocate for change
 - Create urgency for change

Examples of Data to Examine

Test Scores <ul style="list-style-type: none"> ● Achievement ● State ● National 	Enrollment <ul style="list-style-type: none"> ● Honors/AP Classes ● College Track ● Special Education 	Graduation Rate <ul style="list-style-type: none"> ● By Gender ● By Ethnicity ● By SES
Attendance <ul style="list-style-type: none"> ● Absences ● Tardies ● By Grade Level 	Discipline <ul style="list-style-type: none"> ● By Classroom ● Types of Problems ● Gender 	GPA/ Rank <ul style="list-style-type: none"> ● By Gender ● By Ethnicity ● By SES
Retention Rates <ul style="list-style-type: none"> ● By Subject Area ● By Grade Level ● By Gender, Ethnicity 	ESE <ul style="list-style-type: none"> ● By Gender ● By Ethnicity ● By SES 	Dropout Rate <ul style="list-style-type: none"> ● Grade Levels ● Gender, Ethnicity... ● Reasons Why

Data Interpretation

Look for: Trends, Patterns, Gaps

Questions:

- What problems or needs surface?
- What achievement gaps exist?
- What opportunity gaps do the data suggest?

Sarasota Demonstration Grant

- Targeted low performing students in targeted low performing schools
- Specific interventions to deal with specific problems
- *Did the interventions have an effect on student test scores, GPA, attendance and behavior?*
- YES!!
- And, they have data to prove it.

Counselor benefits

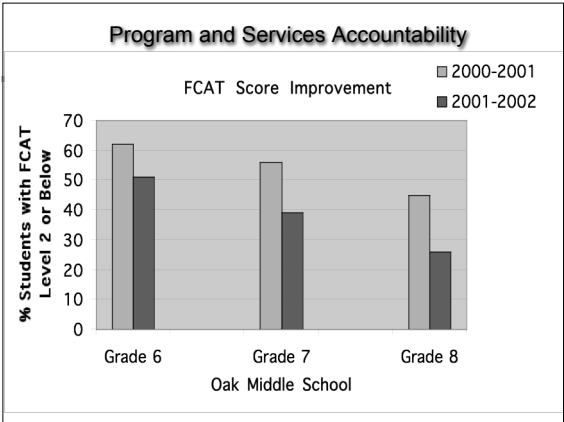
1. Marked increase in direct counseling services to all students.
2. Improved perception of school counselor's role by teachers.
3. Increased job satisfaction reported by school counselors.

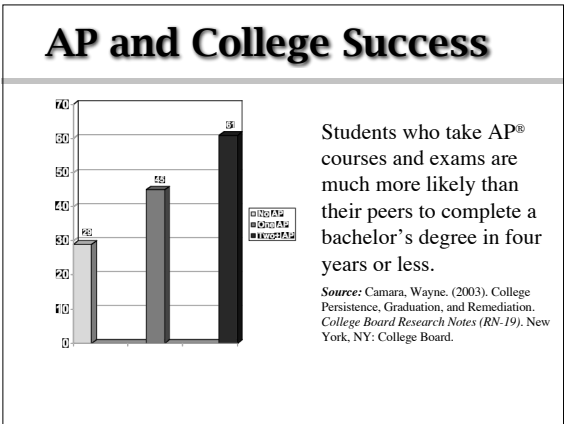
Outcomes of School Counselor Interventions

- Improved test scores & grades
- Improved attendance
- Reduced behavior problems & violence
- Improved graduation rates & reduced dropout rates

How's the product performing?

- How many of your graduates graduate from postsecondary within five years of graduation?
- How many underrepresented students attend postsecondary & how many graduate?
- How many T-20 eligible students meet SUS entrance requirements?
- What methods do you have of following up with graduates?






Research Question

How early in the middle grades (g. 6-8) can we identify students at high risk for falling off the graduation track?

Findings-- 4 Powerful 6th Grade Predictors of 'Falling Off Track'


- Attending school 80% or less of the time
- Receiving a poor final behavior grade
- Failing Math
- Failing English



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These 6th Graders Account for 40% of SDP Students Who Do Not Graduate on Time


- 6th graders who **do not attend** regularly, receive **poor behavior** marks, *or* **fail math or English** have no more than
 - a 10% chance of graduating on time
 - a 20% chance of graduating one year late



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Three Levels of Interventions Needed

- **School-wide** preventive measures
- **Focused Supports** for students most at risk
- **Intensive Individual Supports** for small number of students with multiple risk factors



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Barriers to learning

School districts are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Council Task Force on Education of Young Adolescents (1989)

Enhancing mental health in schools

...encourage educators to view the difficulty of raising achievement test scores through the complementary lenses of addressing barriers to learning and promoting healthy development.

Adelman & Taylor(2004)

UCLA Mental Health in the Schools
<http://smhp.psych.ucla.edu/>

Evaluation of Guidance Programs

What method do we have of checking the results of our guidance? For particular groups was it guidance, misguidance, or merely a contributing experience? We simply must work out some definite method of testing and checking the results of our work. If we do not, some other group will, with possibly disastrous results for our work.

A.F. Payne (1924)
