

# WELCOME TO...

## Double Stuff Data

Post Oak Room

10:10 -11:00



Without data, all we  
have is an opinion.

-Edward Deming

# Why Assess student outcomes?

**We want to know how students are different as a result of what we do. It is how school counselors measure the impact of their work.**

**Program is based on  
“need” of your  
students.**

**Program is built on  
evidence-based  
practice or research.**

# Making Data Work

You don't have to have a background in statistics to use data effectively. Know what data is already available and what you will need to collect.

Easy as 1...2...3

1. Define your objective/targeted skill
2. Develop pre/post assessments
3. Compare

# Quantitative vs. Qualitative?

**Quantitative** data relies on **numerical** or measurable data.

**Qualitative** data relies on personal accounts; an individual's thought or response.

# What data is available?

- Needs Assessment Survey Results
- Universal Screeners
- OPNA
- School Report Card
- Academics (ineligibility reports, RTI reports, etc.)
- Attendance
- Discipline
- Teacher/Parent Input
- Referrals
- Student Interviews (minutes meetings, individual sessions)

# Stop and Jot



**List what data you currently collect and as we move through the other slides identify any part(s) you may be missing.**

# Types of Data are like an Oreo cookie:



## **Process Data**

(Topic, number of students, number of groups)

## **Perception Data**

(Information about students' attitudes, skills, or perceived knowledge)

## **Outcome Data**

(Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals, areas of growth, and achievement gaps)



# Types of Data are like an Oreo cookie:



## Process Data

(Topic, number of students, number of groups)

- **Description of the topic?**
- **Number of students who participated?**
- **How many groups did you run?**
- **How many students experienced Tier 2 intervention?**

# Types of Data are like an Oreo cookie:



## Perception Data/Mindsets & Behaviors

(Information about students' attitudes, skills, or perceived knowledge)

- in small groups
- core curriculum lessons
- surveys
- pre/post tests

# Types of Data are like an Oreo cookie:



## **Outcome Data**

(Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals, areas of growth, and achievement gaps)

**This data is often used to determine school-level programming.**

- **Achievement data**
- **Attendance data**
- **Discipline data**

# Mindsets & Behavior Learner Outcomes

**When creating the pre/post tests, begin with the end in mind and keep questions focused on the expected outcomes.**

# Pre/Post Surveys Types of Questions

Attitude Questions - measure student opinion and belief

- I believe kids who report bullying are snitches: strongly agree...strongly disagree

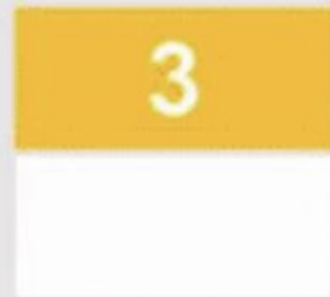
Skills Questions - student can apply what is learned

- Joe is feeling angry because he didn't get to go to recess. Which of the following is the best way for him to calm down? a) hold the feelings inside, b) yell at his teacher, c) take a few deep breaths, d) kick a desk

Knowledge Questions - measure what students know or have learned

- You can tell someone is angry when they are: relaxing their muscles, having a calm expression, clenching their fists, laughing

# LICKERT SCALE EXAMPLES



EXCELLENT

VERY GOOD

GOOD

REGULAR

BAD

TERRIBLE



# Pair and Share

# How to Calculate Likert Scales

	Never	Rarely	Often	Always
1. I do my homework.	1	2	3	4
_____ students answered "never" (1)				_____ x 1 = _____
_____ students answered "rarely" (2)				_____ x 2 = _____
_____ students answered "often" (3)				_____ x 3 = _____
_____ students answered "always" (4)				_____ x 4 = _____
_____ + _____ + _____ + _____ = <i>Sum of Scores</i>				
<i>Sum of Scores</i> / # of Participants = _____				

- Count # of students able to successfully answer each question
- List responses & rank: Identify themes of responses by # of times reported and counselor-determined importance

\*Screenshot taken from unknown source.



# Classroom and Small-Group Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Targeted Student Standards <i>1–2 mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
	M&B#	M&B Statement:
	M&B#	M&B Statement:
Student Standards Pre/-Post-Assessment Items <i>Two per mindset and behavior</i>	1. 2. 3. 4. 5. 6.	

# Classroom and Small-Group Results Report

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DATA RESULTS		
Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.	Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.
Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i>	Baseline Data:	Final Data:
	Percent Change:	
Reflection	<ul style="list-style-type: none"> <li>• How did the instruction/small group facilitate the attainment of identified Student Standards?</li> <li>• How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)?</li> </ul>	



# Oklahoma High School Small Group Counseling Results Report



8

Freshmen students who were at-risk for chronic absenteeism participated

10

Small group counseling sessions were held for these students during the first semester

**SMART Goal:** By the end of the semester, the percentage of chronically absent ninth-grade students will decrease by 5% from 19% to 14%.



### Targeted Standard:

Time-management, organization, and study skills

	PRE-TEST		POST-TEST
I believe it is important to come to school every day.	40%		90%
I believe coming to school every day will help me reach my goals.	35%		100%
I can identify aspects of attendance that I can control.	15%		90%
I can name tools and resources that I can use to improve my attendance.	15%		90%
I can list two adults who can support me.	35%		100%



Results: At the end of the semester, all students who participated in the small group demonstrated improved attendance.

The percentage of chronically absent ninth-grade students was reduced by 4.5% from 19% to 14.5%.

# Share Your Results with Stakeholders in a Format they Understand

# Final Take-Away for Assess

- For the most valid student outcome data, analyze:
  - What was the goal of the lesson or small group?
  - Who was the targeted audience?
  - How are they individually different because of the small group?-----Quantitative and qualitative
- Cultivate advocates for the counseling program with data:
  - Share with advisory committee, administrators, students, families, community, social media etc.
    - **FERPA applies to all reporting. NEVER report information that could easily identify an individual(s).**

# Parting Thoughts

Perfection impedes  
progress

Start small

K.I.S.S.

Don't  
overthink it!

# Karen Mock, M.Ed.



## Student Development Specialist

- PREPArE Trainer
- OSDE Crisis Response Team
- Coaching Through Implementing Sustainable Systems/Frameworks
- Supporting school counselors

## Moore and OKCPS Districts

Classroom Teacher (K-8), Counselor(K-12),  
Literacy Coach, MACU Adjunct , Principal (K-12)

## Oklahoma State Department of Education

Office of Accountability and Student Development Office

## Education

- B.A. Elementary Education, UCO
- M.S. Elementary Education, UCO
- School Counselor & Elementary & Secondary hours and certification, UC

## Email

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